

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 12 September 2022 at 6.30 p.m.  
Council Chamber - Town Hall, Runcorn

A handwritten signature in black ink that reads 'David Walsh'.

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Geoffrey Logan (Chair)	Labour
Councillor Carol Plumpton Walsh (Vice-Chair)	Labour
Councillor John Abbott	Labour
Councillor Marjorie Bradshaw	Conservative
Councillor Irene Bramwell	Labour
Councillor Chris Carlin	Labour
Councillor Louise Goodall	Labour
Councillor Valerie Hill	Labour
Councillor Eddie Jones	Labour
Councillor Kath Loftus	Labour
Councillor Aimee Teeling	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail  
[ann.jones@halton.gov.uk](mailto:ann.jones@halton.gov.uk) for further information.  
The next meeting of the Board is on Monday, 14 November 2022*

**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, 13 June 2022 in the Council Chamber - Town Hall, Runcorn*

Present: Councillors Logan (Chair), Abbott, M. Bradshaw, Carlin, Goodall, V. Hill, Jones, Loftus and Aimee Teeling

Apologies for Absence: Councillor Bramwell

Absence declared on Council business: None

Officers present: A. Jones, L. Davenport and A. Leach

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 24 January 2022 were taken as read and signed as a correct record.</p>	
CYP2 PUBLIC QUESTION TIME	
<p>It was confirmed that no public questions had been received.</p>	
CYP3 EXECUTIVE BOARD MINUTES	
<p>The minutes relating to the Children and Young People Portfolio, that had been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.</p>	
CYP4 CHILDREN'S SOCIAL CARE UPDATE	
<p>The Board received a presentation, which gave an update of the work undertaken to date, following the Ofsted focused visit and the subsequent actions taken in response to their findings.</p>	

Halton received the focused visit to its Children's Services Department in October 2021 and inspectors looked at the arrangements for Children in Need (CIN), including those who were subject to a Child Protection Plan. Since the findings of the inspectors, steps had been taken to make improvements to the service, including the establishment of an Improvement Board.

The presentation outlined the progress made within leadership and management, areas of concern and the next steps to be taken; and progress made with the quality of practice, areas of concern and next steps to be taken. It also gave information on progress of quality assurance and performance and the activities carried out by the Operational Group.

Following the presentation, Members' queried the following:

Where was the structure of the management team currently – Principle Managers were operating a level down to cover the absence of practice managers. The aim was to have a visible leadership team to support social workers, however recruitment was difficult at all levels and there was a reliance on agency workers to fill management posts, as well as social worker and practice lead posts.

There was a high turnover of agency staff – yes, a snapshot of the workforce as of May 2022 was given. The Duty and Assessment Team (DAT) was brought via from agency staff and was making a positive difference. Reasons such as pay, distance from home, bridge tolls and lack of administration support were given as why workers left (agency and permanent). Recruitment and retention of staff was a priority and a workforce strategy had been launched and staff development forum had been created to help support this.

Why was Eclipse unpopular – social workers did not favour Eclipse as it could be time consuming to work with. It was being developed as much as possible to remove barriers to the system that would improve or reduce data input for workers. Eclipse was not like the previous system, Care First, whereby social workers could choose when to start a recording pathway. Eclipse follows the child's journey completely via the mandatory pathways and process re filling of forms and social workers have to follow the required steps to comply with the process and procedures that completes this journey.

Was there support for adopters following a successful adoption – yes a post adoption support team was in place available at any time for adopting parents to contact.

How was the increase in the numbers of unaccompanied child asylum seekers affecting the service – this has impacted on caseloads for social workers, budgets and sufficiency, as they either required foster care or accommodation. The Council has a statutory duty of care and other responsibilities in relation to asylum seekers.

It was commented by a Member that resell of the organisation was required to encourage the recruitment and retention of staff, in particular social workers.

RESOLVED: That the Board note the steps that had been taken and the role of the Improvement Board.

#### CYP5 HALTON LOCAL AREA SEND STRATEGY 2021-25

The Board considered a report of the Strategic Director – People, which provided update in relation to the progress of the local area Special Educational Needs and Disabilities (SEND) Strategy 2021-25.

The report also outlined some of the pressures on the SEND provision and support service. It gave the position in relation to applications for Education Health Care Plan (EHCP) assessments, in that these had continued to be received at a high rate since Covid restrictions were eased in Schools over summer 2021, with 20% of applications being made by parents. Further, it was reported that the completion rate of applications to within 20 weeks had dropped to 62.5%; the report discussed the three factors contributing to this decline.

The Board was also presented with information on the following strategic developments:

- The Working Better Together sub-group of the SEND Partnership;
- The development of a Halton Co-production Charter;
- The DFE's Delivering Better Values Programme; and
- The development of a new SEND Sufficiency Strategy.

Was the Co-production Charter a living document – no it would stay the same. It had been co-produced by parents

and the Council and allows parents to hold the partnership to account. The document was new to Halton but was in place in many other local authorities who also developed them independently. It was acknowledged that there may be risks associated with raising parents expectations, however it was commented that it was a worthwhile to have the Charter.

Would the SEND Sufficiency Strategy be ready for Autumn – yes, the implementation timeline for the Sufficiency Strategy is that it would be in place over summer 2022.

Can we have an idea of costs of Out of Borough placements – these were broad in range depending on the child's needs, but can range from £30k to £90k per year per child/young person. Transport costs would be on top on this.

What was the furthest distance travelled to for Out of Borough placements – Precise information was not to hand but there were some Key Stage 3 and 4 students travelling to Bolton, Ormskirk and Stockport.

More about funding packages please – placements were quoted on an individual basis, depending on the needs of the child. Each provider had their own pricing structure and it was recognised that there were differences between different authorities' charges. Costs of placements were challenged regularly.

Further to discussion it was also noted that there were 7.4% of children in Halton with and EHCP, so the population of SEND was above the national average. The Free School, Raise Academy, had been delayed and was causing pressures on SEND provision; it was now due to open in September 2023 and would mainly address autism and Social, Emotional and Mental Health (SEMH) needs.

RESOLVED: That the Board notes the report and comments made.

CYP6 PERFORMANCE MANAGEMENT REPORT FOR QUARTER 3 &4 2021/22

The Board received the Performance Management reports for quarters 3 and 4 of 2021-22 (1 October to 31 December 2021 and 1 January to 31 March 2022).

The key priorities for development or improvement in 2021-22 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, milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

Members queried:

Virtual School PEP's, had they improved – this information was not to hand but a response would be sought from the relevant officer following the meeting. It was noted that the Annual Report of the virtual school was expected in the Autumn.

Was there an action plan in place to improve the attendance at the PRU – a response would be sought from the relevant officer.

RESOLVED: That the quarter 3 and 4 performance management reports be received.

Operational  
Director -  
Education,  
Inclusion and  
Provision

*Meeting ended at 8.05 p.m.*

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

**DATE:** 12 September 2022

**REPORTING OFFICER:** Operational Director – Legal and Democratic Services

**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.

<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	12 <sup>th</sup> September 2022
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children & Young People
<b>SUBJECT:</b>	Children's Social Care Update
<b>WARD(S)</b>	Borough-wide

### 1.0 **PURPOSE OF THE REPORT**

1.1 Members of the Board to receive a presentation on an update of the work undertaken to date following the Ofsted focused visit which took place in October 2021 and the subsequent actions taken in response to their findings.

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

- i) **Note the steps that have been taken and the role of the Improvement Board;**

### 3.0 **SUPPORTING INFORMATION**

3.1 Halton received a focused visit to its children's services department in October 2021 and inspectors looked at the arrangements for children in need, including those who are subject to a child protection plan.

3.2 Since then, steps have been taken to make improvements to the service including an establishment of an improvement board.

### 4.0 **POLICY IMPLICATIONS**

4.1 None identified.

### 5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

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

6.1 **Children & Young People in Halton**

Having a strong and robust framework for identifying and responding across all agencies is the key to ensuring that children and young people are safe and protected, and partners are clear about their responsibilities and role in working together.

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

None identified.

**6.3 A Healthy Halton**

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

**6.4 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.

**6.5 Halton's Urban Renewal**

None identified.

**7.0 RISK ANALYSIS**

7.1 All key stakeholders are committed to working together to ensure a robust and consistent approach to protect children in Halton.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Issues arising from a child's equality and diversity needs will inform the decision-making at the point of contact and it will be ensured that the voice of the child is to the forefront.

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

None.

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

**DATE:** 12<sup>th</sup> September 2022

**REPORTING OFFICER:** Strategic Director, People

**PORTFOLIO:** Children & Young People

**SUBJECT:** Halton Local Area SEND Strategy 2021-25

**WARD(S)** Borough-wide

## 1.0 PURPOSE OF THE REPORT

1.1 To advise the board on the progress and updates in relation to the local area SEND Strategy and current pressures.

## 2.0 RECOMMENDATION: That:

i) **Members are asked to consider the presentation and raise any questions they may have on SEND provision and support, the local area strategy and its implementation.**

## 3.0 SUPPORTING INFORMATION

### 3.1 EHCP Position

3.1.1 Throughout the 2021/21 Halton in common with other local authority areas has seen an unprecedented growth in demand for Education Health and Care Needs Assessments. The number of applications for EHC needs assessments reached 353 for the academic year in July. This represents a 35% increase in demand with that demand accelerating towards the end of the year (fig1)

Year	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Autumn Term	31	61	88	89	87	61	128
Spring Term	28	41	49	92	84	69	89
Summer Term	50	70	105	83	56	105	136
<b>Total</b>	<b>109</b>	<b>172</b>	<b>242</b>	<b>264</b>	<b>227</b>	<b>235</b>	<b>353</b>

3.1.3 Halton is slightly lower than its statistical neighbours and nationally with regards to the number of applications received that are converted into a final EHCP with 12% of applications not meeting assessment criteria or assessments not meeting the threshold for issuing an Education Health and Care Plan.

3.1.4 The rise in parental applications over the year is becoming cause for concern. Parental applications now account for almost 20% of applications. Applications

from parents are often missing information so do sometimes result in delays in the application process due to having to request further information from parents and or their educational provision.

- 3.1.5 The upsurge in demand has placed considerable pressure on the capacity in both the SEN Assessment Team and those services that provide advice and assessments that contribute towards developing EHCPs such as the Educational Psychology Service, Speech and Language Therapy Services, Occupational and Physio Therapy Services etc. As a result Halton's ability to meet its statutory 20 week completion rate for EHCPs has fallen throughout the year, although is still in line with current national trends as all areas are experiencing similar pressures, increase in applications and decline in 20 week completion rate.
- 3.1.6 The decline in completion rates is due to three factors. The first is the increase in EHC needs assessments coming through the system placing an increased caseload for each assessment co-ordinator. Caseloads currently sit at an average of 180 per co-ordinator up from 100 four years ago. The SENAT are currently operating below capacity with a 25% vacancy rate for assessment co-ordinators due to pressures on recruitment. The situation is projected to improve across the autumn as additional staff and capacity are recruited but this will take time to be reflected in the figures.
- 3.1.7 The second factor has been an ongoing lack of capacity within the admin hub. The admin hub is responsible for monitoring the SENAT inbox, maintaining and moving workflows forward on the system, receiving and logging new applications and annual reviews on synergy and sending out requests for professional advice. Lack of capacity and delays in a number of these areas have led to cases going over timescales with decisions to assess being taken within the 6 week statutory timescale being impacted as a result. SENAT and Admin are working closely to streamline and improve the systems and will also improve once further admin capacity is resolved due to recruitment challenges post Covid (again a national issue but impacting upon Halton too). To support this a new suite of management information reporting is being developed and embedded to facilitate tighter monitoring of the EHCP process.
- 3.1.8 The final factor that is impacting the timeliness of plan delivery is the increasing complexity of cases and the ongoing challenge to find appropriate provision for a number of children and young people. In addition to the current sufficiency challenges faced by the local area with respect to its in borough specialist provision, the availability of more regional independent school places is under increasing pressure creating delays in finalising plans as provision placements are sought.
- 3.1.9 Despite this challenging outlook there does continue to be positive progress made to improve the quality and impact of EHCPs. In July a new SEN Assessment Team Manager joined Halton SENAT, this was a role that has been vacant for some time. Since Starting the manager has been focussed on addressing and managing the capacity issues in the team as well as focussing on improving process clarity and communications with families and schools. Quality monitoring and assurance continues to be a priority despite the pressure faced by the team. The assistant DCO (health colleague) for Halton is now co-located part time with the assessment

team to support better quality and partnership working with respect to the health elements of EHCP's.

- 3.1.10 A key component of the EHCP process is the multiagency EHCP partnership panel. This panel provides moderation and support to the local authority in its decision making regarding whether to undertake assessments for SEN and, following assessment, whether to issue a statutory EHCP. Following feedback and reflecting on the current demands and pressures in the system the EHCP Partnership has been revised and reviewed over the summer. This has resulted in a revision to the terms of reference for the panel clarifying its role and powers and increasing the representative range of membership.
- 3.1.11 The EHCP Partnership Panel also operates, on behalf of Halton Local Authority, as the placement and admitting authority for all Halton children and young people with an EHCP. As such its communications with families and schools are critical in ensuring that decisions are well understood and clearly conveyed. Part of the review of the panel therefore has been to provide clarity to schools and families going forward on the local criteria used for decision making. This will support better applications for assessment and reduce the number of instances where decisions are challenged.

### 3.2 Sufficiency

3.2.1 As described above the growth in demand for EHCPs is placing a huge stress on the availability of specialist places in Halton. Fig 2 shows the growth of EHCPs over the last 5 years by school phase and type.

3.2.2

<b>EHCP Halton %</b>	<b>Jan-18</b>	<b>Jan-19</b>	<b>Jan-20</b>	<b>Jan-21</b>	<b>Jan-22</b>
<b>State-funded nursery</b>	0.0	1.2	0.4	1.8	2.0
<b>State-funded primary</b>	0.5	0.9	1.5	1.9	2.3
<b>State-funded secondary</b>	0.7	1.0	1.2	1.5	1.9
<b>State-funded special school</b>	98.0	98.1	97.9	97.2	98.6
<b>Pupil referral unit</b>	2.1	6.3	6.7	8.6	7.4
<b>All Phases</b>	<b>2.3</b>	<b>2.7</b>	<b>3.3</b>	<b>3.7</b>	<b>4.2</b>

- 3.2.3 This represents an increase in the number of EHCPs in Halton from less than 800 in 2017 to 1362 as at August 2022. This increase is faster than that national rate of increase but still leaves Halton in line with many of its statistical neighbours in terms of the proportion of EHCPs.
- 3.2.4 This growth rate in the proportion of pupils with an EHCP has been managed in part by working with Halton's mainstream schools to improve the rate of pupils with EHCPs that they support. Historically Halton has a lower proportion of pupils with an EHCP in mainstream schools that regional and national comparators.
- 3.2.5 Halton is an outlier in the inclusion of its mainstream academies. In Halton, less mainstream academies have children and young people with EHCP plans than those supported with EHCP plans in mainstream academies nationally. There are a

number of strategies in place to support mainstream schools to be more inclusive including the development of nurture provision, investment in specialist teaching and advisory support and educational psychology support and a more robust detail of sharing outcomes of decisions and assumptions in making placement decisions. This has resulted in great progress being made in this area and halving Halton's gap to national in the proportion of new EHCPs delivered in mainstream. Halton now has 36.4% of pupils with an EHCP in mainstream compared to 42% nationally.

3.2.7 However the increase in complexity and number of pupils with SEND has placed huge pressure on specialist places with all special schools and resource bases oversubscribed for 2022. To meet this demand a number of capital developments have been put in place over the last 3 years including the following:

School	Age Range	Specialism	Capacity	Additional Accommodation
Ashley	11–19	ASD; Social Communication Needs	112 places <ul style="list-style-type: none"> <li>• 70 aged 11-16</li> <li>• 42 aged 16-19</li> </ul>	7 places at satellite provision at The Heath School Bungalow added September 2020 resulting in <b>overall capacity of 119 places</b> comprising: <ul style="list-style-type: none"> <li>• 77 aged 11-16</li> <li>• 42 aged 16-19</li> </ul>
Brookfields	2–11	ASD, Cognition and Learning	73	18 places at satellite provision at The Grange School (9) Sept 2020 & (9) Sept 2021. <b>Overall capacity of 91 places.</b> SEND consultation ending 09/06/21 suggests 92 places available at Brookfields and 18 places at the satellite provision, <b>overall capacity of 110 places on a temporary basis whilst a long term, sustainable solution is agreed</b> *taken from the SEND consultation document
Cavendish	11–19	Severe and Complex Learning Disability/Difficulty ASC/SLD/SLD/PMLD	90	Summer 2021 feasibility for a 2 classroom extension to be commissioned for use from September 2022, taking <b>overall capacity to 110 places</b>
Chesnut Lodge	2–16	SLD, PMLD	76	Additional classroom built in 2020 to meet existing need
The Grange	5-11	ASC		Additional resource base class funded for KS2 from Sept 2022
Simms Cross	5-11	ASC		Additional resource base places funded for KS1/KS2 from Sept 2022

3.2.8 Despite these developments, due to limited capital funding available from government, numbers of specialist provision has not kept at pace with increased demand, which has been magnified by impact of Covid too. This is reflected in the pressure for independent school places outside of the borough. Halton remains an outlier in its dependence on independent schools with 7.2% of pupils with an

EHCP in independent schools compared to 3.6% nationally. In numbers this represents over 110 pupils in independent schools as at the end of 2022 up from just 63 in 2019. Total spend on the independent sector is projected over 20% of Halton's overall Dedicated Schools Grant High Needs Block this financial year.

- 3.2.9 In order to develop a more coordinated approach to meeting local need a new SEND Sufficiency Strategy is being consulted on over September. The Sufficiency Strategy will set out how the local authority will work with schools and other education providers to meet the needs of local children. The strategy will show projected growth in need over the next 4 years and how we will work with our schools and providers to meet those projections. The sufficiency work will be supported by the SEN Capital Grant announced at the end of March. The grant provides for £3.3m in capital funding to support the development of provision.
- 3.2.10 However the first steps have already been taken in ensuring that demand growth can be met. The Raise Academy for 11-16 year old children with social, emotional and mental health (SEMH) is due to open in September 2023 and this will significantly reduce reliance on out of borough provision for those pupils. Over time the Raise academy will accommodate at least 25 pupils with SEMH who would otherwise be in the independent sector. Additional special free school applications are currently being sought for pupils with SEMH and ASC/communication needs in key stages 1 and 2.

#### 4.0 **POLICY IMPLICATIONS**

4.1 None identified.

#### 5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

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

##### 6.1 **Children & Young People in Halton**

The purpose of the 2021-2025 Halton SEND Strategy is to improve outcomes for, and the lived experience of, children and young people with SEND and their families. Currently children recognised as having a special educational needs and/or disability make up over 17% of the areas school age population therefore the strategy will make a significant contribution towards ensuring that Halton's children and young people have the best possible start in life.

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

Young people with SEND and Learning difficulties are disproportionately likely to be NEET or unemployed. Elements of the strategy are aimed at improving employability and skills for these young people leading to meaningful employment.

6.3 **A Healthy Halton**

Historical data and research shows that children and young people with SEND are disproportionately likely to be overweight, lack opportunities to access healthy lifestyles and leisure activities and die young. Improving health outcomes for these children and young people is a core objective of SEND Strategic Priority 3: Preparation for Adulthood.

6.4 **A Safer Halton**

None identified.

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 Without a coherent and joined up strategic approach to meeting the needs and improving the life outcomes and lived experience of children and young people and their families it will be considerably more challenging for the local area to meet its statutory and morale duties. The SEND strategy and SEND sufficiency document are key documents that will identify and articulate how as a collective partnership education, health, social care and wider partners will support children and young people with SEND and their families to meet these morale and statutory duties effectively.

7.2 Individual objectives within the strategy will in some cases contain projects that may require separate risk analysis. Where this is the case these will be overseen by the SEND Strategic Partnership.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Individual objectives within the strategy will in some cases contain projects that require separate and individual equality impact analysis and assessment as part of good practice. Where this is the case these will be overseen by the SEND Strategic Partnership.

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

None under the meaning of the Act.

<b>REPORT TO:</b>	Children, Young People & Families Policy and Performance Board
<b>DATE:</b>	12 <sup>th</sup> September 2022
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children & Young People
<b>SUBJECT:</b>	Summary of 2022 Provisional Un-validated Attainment Outcomes
<b>WARDS:</b>	Borough-wide

### **1.0 PURPOSE OF THE REPORT**

To provide a presentation on the provisional 2022 educational outcomes for Halton's children and young people for Early years Good Level of Development (GLD) indicator; Key Stage One phonics results; Key stage 1, 2, 4 and 5 attainment information. To share some key updates regarding educational national and local priorities and developments.

#### **RECOMMENDATION: That**

- (1) Members receive the presentation; and**
- (2) Members ask any questions about the implications of these results; and**
- (3) Members are aware of any key updates and implications for the borough**

### **3.0 SUPPORTING INFORMATION**

- 3.1 As part of the Children's Policy and Performance Board overview and scrutiny role for children's services in Halton, members regularly receive reports on educational attainment and other educational developments/issues in the borough. This report is to feedback on Statutory Educational Assessments throughout EYFS and Statutory Assessments undertaken in the summer term throughout the primary, secondary and post 16 phases of education. This marks the return of the first statutory assessment in the primary phase post pandemic and first set of exams sat by students since the Covid pandemic. The information provided shares information regarding pre pandemic performance to gain an insight of the borough's prior educational position and then the provisional results achieved this academic year. Clearly direct comparisons cannot be made against prior performance and whilst Halton as a region were badly affected by Covid infections, individual schools have been affected to varying degrees so caution also needs to be exercised as there is variance in performance across schools.
- 3.2 The Interim Operational Director for Education, Inclusion and Provision will provide a summary of 2022, GLD, phonics, Key Stage 1, 2, 4 and 5 provisional un-validated educational attainment. This data provide an early indication of the

educational attainment data across Halton's Schools before publication of the validated data by the Department for Education in December. At that time more detailed national data on progress and comparative groups will be available. This data, does however, provide sufficient information for Schools, LA and wider stakeholders to plan and prioritise actions.

### 3.3 Provisional Attainment Results for 2022: Early years Good Level of Development (GLD):

Percentage of pupils achieving a good level of development						
Year	Halton		England		gap	
2017	60.9	↓ -1.0	70.7	↑ 1.4	-9.8	↓
2018	64.5	↑ 3.6	71.5	↑ 0.8	-7.0	↑
2019	66.1	↑ 1.6	71.8	↑ 0.3	-5.7	↑
2022	60.1	↓ -6.0	65.2	↓ -6.6	-5.1	↑

For information this is also the first year of a new Early Years Framework and revised Early Learning Goals so cannot be compared with prior data. However gap to national is a useful indicator to give a benchmark of how we are comparing to the national average. This new framework has removed any exceeding measurements so figures are based upon percentage of children reaching the expected standard in the Early Learning Goals (ELG).

The children undertaking these assessments were only three years old when the Covid pandemic hit. This cohort of children had reduced social interaction opportunities at a formative stage of their lives and many also had reduced physical development opportunities with parks, leisure centres, children's playbarns and outdoor activities closed due to Covid. Any delays in gross motor skill development lead to delays in fine motor skills development so whilst pencil hold, scissor control, manipulative skills are impacted, so are self care skills and using tools such as a knife and fork to feed themselves. These are significant experiences that this generation missed out on and are seen nationally as well as locally. From early data, we have seen the following results in each Early Learning Goal (ELG), but as yet do not have comparative data to benchmark against:

- Communication and Language 77.7% reached the expected standard in the ELG.
- Personal Social and Emotional ELG, 82.3% reached the expected standard
- Physical Development ELG, 82.5% reached the expected standard%
- Literacy ELG, 61.8% reached the expected standard
- Maths ELG, 71.8% reached the expected standard
- Understand the world ELG, 77.5% reached the expected standard
- Expressive Arts and Design ELG, 80.7% reached the expected standard

#### Phonics:

End of Year One data:

Phonics - Year 1							
Percentage of pupils achieving the expected standard							
Year	Halton			England			gap
2017	79	↑	3	81	→	0	-2 ↑
2018	79	→	0	82	↑	1	-3 ↓
2019	80	↑	1	82	→	0	-2 ↑
2022	73.2	↓	-6.8	75.5	↓	-7	-2.3 ↓

Whilst it is disappointing to see such a drop in the percentage of children achieving the expected standard (which is a mark of 32 out of 40 words read correctly in the phonics test), this group of children were impacted significantly as they started reception class in the midst of the pandemic and had experienced disruption to nursery/pre-school during lockdowns. The decline is less than the national decline in this measure. Schools are working with children to reach the expected standard and provide interventions and catch up strategies for those that have not yet reached this standard and will take the test in Year Two.

End of Year Two data (this includes those whom retok the assessment in Year Two as they didn't reach the expected standard by the end of Year One).

Phonics - by end of Year 2							
Percentage of pupils achieving the expected standard							
Year	Halton			England			gap
2017	91	→	0	92	↑	1	-1 ↓
2018	93	↑	2	92	→	0	1 ↑
2019	90	↓	-3	91	↓	-1	-1 ↓
2022	86.4	↓	-3.6	87	↓	-4	-0.6 ↑

Again whilst teaching time was affected by the pandemic, the impact noted is in line with national figures. Pupils will continue to develop their phonic skills throughout the following school years and the gap to national data has decreased.

### Key Stage one Assessments: Expected standard

% pupils achieving the expected standard				% pupils achieving the expected standard							
Reading				Writing							
Year	Halton	England	gap	Year	Halton	England	gap				
2017	66 ↓	-1	76 ↑	2	-10 ↓	2017	58 ↑	4	68 ↑	3	-10 ↑
2018	73 ↑	7	75 ↓	-1	-2 ↑	2018	67 ↑	9	70 ↑	2	-3 ↑
2019	72 ↓	-1	75 →	0	-3 ↓	2019	66 ↓	-1	69 ↓	-1	-3 →
2022	66.4 ↓	-5.6	66.9 ↓	-8	-0.5 ↑	2022	57.9 ↓	-8.1	57.6 ↓	-11.4	0.3 ↑

% pupils achieving the expected standard				% pupils achieving the expected standard			
Maths				Reading, writing and maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	65	75	-10	2017	53	64	-11
2018	74	76	-2	2018	63	65	-2
2019	71	76	-5	2019	61	65	-4
2022	66.9	67.7	-0.8	2022	53.3	53.4	-0.1

Key stage one data is based on teacher assessment informed by tasks. The combined reading, writing, maths figure isn't a DFE reportable measure at Key Stage One but is a useful indicator to track and identify the proportion of children reaching the expected standard in all three areas by the end of Key Stage One.

It is pleasing to note that trends are following national performance but with the decline from previous years pre pandemic. Halton have seen less of a decline than national and expected figures are in line with national. Given that disadvantaged areas have been more adversely affected than most and Halton specifically were impacted with high rates of infection and subsequent absence due to illness, these figures demonstrate the hard work and effective home learning, interventions, tailored catch up strategies that schools have deployed. Such bespoke and individualised analysis of gaps in learning have accounted for making the gains back on lost learning. Schools are continuing to deploy such strategies to continue this progress.

### Key Stage One: Greater Depth/Higher Standard

% pupils achieving greater depth				% pupils achieving greater depth			
Reading				Writing			
Year	Halton	England	gap	Year	Halton	England	gap
2017	17	25	-8	2017	9	16	-7
2018	21	26	-5	2018	12	16	-4
2019	22	25	-3	2019	11	15	-4
2022	17.1	18	-0.9	2022	7.8	8	-0.2

  

% pupils achieving greater depth				% pupils achieving greater depth			
Maths				Reading, writing and maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	13	21	-8	2017	6	11	-5
2018	17	22	-5	2018	8	12	-4
2019	18	22	-4	2019	9	11	-2
2022	14	15.1	-1.1	2022	6.5	5.9	0.6

As with the data for children achieving expected standard, the data for those achieving greater depth in all three areas is also not a national reporting requirement, however it is encouraging to see from the tables above that Halton's performance has not declined at the same rate as national performance in all of the subject areas and Halton has closed the gap to national across all subjects. It is of note that Halton was ahead of the national performance for 2022 for children achieving greater depth across the combined measure for all three subject areas in key stage one, despite having trailed national data in this measure in 2019 and in the other reported pre-pandemic academic years.

### Key Stage Two; Expected Standard:

% pupils achieving the expected standard Reading				% pupils achieving the expected standard Writing (TA)			
Year	Halton	England	gap	Year	Halton	England	gap
2017	69	72	-3	2017	72	76	-4
2018	75	75	0	2018	75	78	-3
2019	70	73	-3	2019	76	78	-2
2022	75.3	74.5	0.8	2022	70.2	69.5	0.7

% pupils achieving the expected standard Maths				% pupils achieving the expected standard Reading, Writing and Maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	70	75	-5	2017	56	61	-5
2018	74	76	-2	2018	63	64	-1
2019	75	79	-4	2019	60	65	-5
2022	68.9	71.4	-2.5	2022	58.1	58.7	-0.6

% pupils achieving the expected standard Grammar, Punctuation and Spelling			
Year	Halton	England	gap
2017	75	77	-2
2018	75	78	-3
2019	74	78	-4
2022	70	72.5	-2.5

Key Stage Two data is based on tasks/tests in Reading and Maths and teacher assessment of writing. This is the first year that tasks/tests have returned since the pandemic. Achievement in reading has increased by 5.3% and Halton's reading standard is now above national data. Similarly writing performance is above national. Whilst maths and the combined read, writing and maths measures are slightly lower than national, the decline from pre pandemic levels has been less than that witnessed at national level and Halton's performance gap to national has decreased across all performance measures in 2022.

### Key Stage Two: Greater Depth/Higher standard:

% pupils achieving high score/greater depth Reading				% pupils achieving high score/greater depth Writing (TA)			
Year	Halton	England	gap	Year	Halton	England	gap
2017	19	25	-6	2017	13	18	-5
2018	25	28	-3	2018	19	20	-1
2019	22	27	-5	2019	19	20	-1
2022	24.8	27.8	-3	2022	10.8	12.8	-2

% pupils achieving high score/greater depth Maths				% pupils achieving high score/greater depth Reading, Writing and Maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	17	23	-6	2017	6	9	-3
2018	21	24	-3	2018	9	10	-1
2019	21	27	-6	2019	9	11	-2
2022	17.7	22.5	-4.8	2022	5.7	7.2	-1.5

% pupils achieving high score/greater depth Grammar, Punctuation and Spelling						
Year	Halton		England		gap	
2017	25	↑ 6	31	↑ 8	-6	↓
2018	30	↑ 5	34	↑ 3	-4	↑
2019	30	⇒ 0	36	↑ 2	-6	↓
2022	22	↓ -8	28.3	↓ -7.7	-6.3	↓

Although Halton's performance against the greater depth measures was lower than national data in 2022, the data for reading, maths and the combined reading, writing and maths measures has shown less of a decline since 2019 than the national data and in these areas the gap to national data has declined for Halton. Greater depth performance in writing, which is a teacher assessed measure, has declined since 2019 by more than the national data and the gap to national has increased.

### Key Stage Four Attainment: GCSE Performance:

Halton LA Trend	2018	2019	2021	2022	% Diff to 21	% Diff to 19
<b>Cohort</b>	1333	1364	1488	1572		
<b>Number achieving grades 4 - 9 in English</b>	70.4	72.8	75.5	75.3	-0.2	2.5
<b>Number achieving grades 5 - 9 in English</b>	52.3	57	58.1	60.4	2.3	3.4
<b>Number achieving grades 4 - 9 in maths</b>	63.9	61	67	66.5	-0.5	5.5
<b>Number achieving grades 5 - 9 in maths</b>	39.9	39.8	46.1	48.7	2.6	8.9
<b>Number achieving grades 4 - 9 in English AND maths</b>	58.1	56.8	63.5	63.0	-0.5	6.2
<b>Number achieving grades 5 - 9 in English AND maths</b>	32.3	36.1	41.5	44.0	2.5	7.9
<b>Number achieving EBacc grades 4 - 9</b>	24.6	21.9	21.8	9.2	-12.6	-12.7
<b>Number achieving EBacc grades 5 - 9</b>	14.5	13.2	15.1	6.6	-8.5	-6.6
<b>EBacc average APS</b>	3.72	3.78	3.96	3.78	-0.18	0.00
<b>Attainment 8 average score</b>	44.2	45.4	47.2	45.7	-1.5	0.3

2022 are the first cohort, post pandemic to undertake exams as the last two years GCSE results have been based on Centre Assessed Grades and Teacher Assessed Grades. The last year where GCSE's were based on purely exams and assessments was 2019. Early national data indicates that most GCSE performance nationally shows a small increase on 2019 data and a decline on 2021 teacher assessed grade data. Halton's GCSE results mirror much of this pattern, although maths at grades 9-5; English grades 9-5 and combined English and Maths grade 9-5 have all also increased on 2021 data too.

Ebacc data has declined slightly. The Ebacc measure is calculated by average point score counting all schools in all measures, based on a range of subjects including:

- English language and literature
- maths
- the sciences
- geography or history
- a language

To count towards the English part of the EBacc, pupils need to take both English literature and English language GCSE exams. For the science element, pupils need to take either GCSE combined science, or 2 single sciences. The language includes any ancient or modern foreign language.

Whilst Ebacc is a measure encouraged by DFE, for some pupils it does not reflect their strengths and ambitions. In some circumstances pupils individual best results may be gained by selecting subjects which don't cover this diverse, approved range. In these cases these students won't meet the Ebacc measure, but may have attained strong results in their chosen subjects.

### Key Stage Five: Post 16 A level Attainment:

2022: A-Level		% A*-A	% A*-B	% A*-C	% A*-E
	<b>Entries</b>				
<b>Halton LA</b>	<b>1191</b>	<b>26.3%</b>	<b>58.4%</b>	<b>83.0%</b>	<b>99.7%</b>
<b>Emerging National (GOV.uk)</b>		<b>35.9%</b>	<b>62.2%</b>	<b>82.1%</b>	<b>98.4%</b>

Based on the data provided by the schools and college, Halton's percentage of A\*-C grades has increased by almost 13% since the last pre-pandemic set of results in 2019, rising from 70.2% A\*-C in 2019 to 83% in 2022. It is of great credit to the staff and students that this figure was also ahead of the emerging national data for 2022. A\*-E grades have also risen by 1.6% from 98.1% in 2019 to 99.7% in 2022, again being ahead of the emerging national data in 2022. Although students achieving the higher grades are below national figures for 2022, the percentage of A\*-A grades has increased in Halton from 16.8% in 2019 to 26.3% in 2022, and the A\*-B grades have increased from 43.2% in 2019 to 58.4% in 2022.

### Technical/Vocational Attainment:

2022: Tech/Vocational		No.	%	No.	%	No.	%
	<b>Entries</b>	<b>Distinctions</b>		<b>High Grades (MMM or above)</b>		<b>Passes</b>	
<b>Halton LA</b>	<b>518</b>	350	<b>67.6%</b>	467	<b>90.2%</b>	31	<b>6.0%</b>

National data is not yet available for comparison purposes for those students taking technical/vocational qualifications at key stage five. In Halton a total of 491 students undertook these qualifications in 2022, down from 537 in 2019. Distinction grades have dropped from 86% in 2019 to 67.6% in 2022, with 96.1% of entries being a pass or higher, down from 99.9% in 2019. Entries achieving three merits or above have also dropped from 95.1% in 2019 to 90.2% in 2022.

### Pupil characteristic data

Data regarding performance of vulnerable groups; performance by gender and performance of SEND support, EHCP and Looked after children and care leavers will be published in a subsequent report. DFE release characteristic data in December 2022 and so analysis and performance reporting of these groups will be reported at Spring PPB.

### 3.4 Key Educational Developments:

- **Priority Educational Investment Area (PEIA)**- Halton have been identified as a Priority Educational Investment area and are one of 24 Local Authorities to be identified in this category. 55 out of 152 Local Authorities across England have been identified as Educational Investment Areas. These areas will receive additional funding to support local and national priorities in line with ambitions identified within The Schools White Paper. As a PEIA, Halton will work closely with the DFE whom will join our regional strategic board (in Halton this is our Halton Learning Alliance). The purpose is to develop the school led system; share effective practice and learning whilst meeting the priorities identified within the Schools White Paper.
- **Halton Learning Alliance** –Halton Learning Alliance have been operating as a shadow board and will be formally re-launched with all educational sector representation on 6<sup>th</sup> October 2022. This Alliance are working collectively on our Learning Community principles that:
  - *Every learner and every learning place in Halton are our collective responsibility*
  - *Every learner is known, valued and supported to achieve*
  - *Our young people aim to become responsible, caring, effective and contributing citizens.*

By the whole system acting with true morale purpose, we will pursue our collective ambitions so that all education is high quality and inclusive; outcomes are achieved and that young people are aspirational, ambitious, successful and achieve so that they contribute to the education, schooling, businesses and the wider community.

- **Delivering Better Values**- Halton have been identified as a Local Authority to be part of the Delivering Better Values Programme. This programme is targeting authorities with high needs DSG funding deficits (about a third of all LA's) whom aren't at the highest level risk but have deficits that need to be addressed. The programme have commissioned Newton and CIPFA (specialists working with public financial management) to share how regions address their high needs and inclusion needs whilst reducing deficit budgets. Halton are part of tranche three so will be part of the programme from Summer 2023, although data is currently being collected and liaising with DE regarding this programme has been initiated.
- **Early Years Experts and Mentors Programme**- Halton are taking part in DFE's Experts and Mentors programme. This programme invests and uses leads of Early Years both within LA's and Early Years provisions to share effective practice, pedagogy and practice and coach and mentor other providers regarding a range of elements of Early Years practice including Communication, Language and maths. It is pleasing to share that both LA staff and Early Years practitioners from Halton are part of this programme and will build system support and knowledge across the system.
- **Headteacher of the Virtual School**- A successful appointment to the role of Headteacher of the Virtual School has been made, with Mr Benjamin Holmes being the appointed candidate. Ben has previously been a successful primary

headteacher in Lancashire. Ben then joined Halton Local Authority in 2020 and had a positive impact developing safeguarding and effective practice working with schools, multi agency staff, police and health colleagues. He took up the Headteacher of the Virtual School role on 1<sup>st</sup> August 2022 and is already championing the education and experience of children in care, looked after children and care leavers. Ben will share his report on educational outcomes of the Virtual School in a forthcoming PPB meeting and wider Virtual School updates and developments.

#### **4.0 POLICY IMPLICATIONS**

4.1 This data will also be shared with Department for Education (DFE) and Ofsted. As Halton are a priority education investment areas (PEIA), this data will be used to help identify educational key priorities and inform any action planning and deployment of priority funding use in consultation with DFE and overseen by the Regional Delivery Directorate (RDD).

#### **5.0 OTHER IMPLICATIONS**

5.1 Local Attainment results are summarised, the current national data is non-validated until the Statistical First release due in December 2022.

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

##### **6.1 Children and Young People in Halton**

Outcomes for children and young people have to be treated with some caution as they are the first set of results post Covid pandemic and all pupils and schools were affected to varying degrees. Relative position to non-validated national figures are reported, but again consideration does need to be given to the varying impact of Covid across regions, with disadvantaged areas being affected more adversely than other areas. This performance information will inform the priorities, training, support and challenge available to schools. Schools continue to be risk assessed and challenged/supported whilst also developing the capacity of the whole school system to be a sector led improvement system working in partnership with multi agency teams and local authority and Children's services colleagues. Our collective ambition is to raise aspiration and ambition for children and young people across the borough, so that they achieve successful outcomes in line with their aspirations and contributing to the regions development, businesses, services, growth and regeneration.

##### **6.2 Employment, Learning and Skills in Halton**

Due to the pandemic young people have received a range of disruptions due to lockdowns and varying Covid infection levels. Curriculum offer, work experience, field trips, practical experiences have all been adversely affected by Covid. Employers and trainers need to be aware that young people moving into employment/training may not have received the same ranges of experiences and opportunities as cohorts did pre pandemic and need to consider this in relation to induction and training processes that will be required to support new recruits/trainees into the workforce/placements.

### 6.3 **A Healthy Halton**

Data regarding Covid infections in settings/schools/colleges is still being collated and is shared with relevant parents/carers/professionals as appropriate if any action needs to be taken to protect children, young people and the school workforce. Risk assessments and mitigation of risk are ongoing.

### 6.4 **A Safer Halton**

None

### 6.5 **Halton's Urban Renewal**

None.

## 7.0 **Risk Analysis**

7.1 The Schools White Paper articulates the governments' ambition that all schools will become part of a "family of schools by 2030" i.e. part of a Multi Academy Trust (MAT). Current legislation identifies that this can happen through governor choice to convert or can be a forced conversion if a school becomes graded as inadequate by Ofsted. Halton do not currently have any maintained schools graded as inadequate so cannot at this stage be forced to convert into an academy. However, legislative powers may change and there are some indications that schools who have been graded as Requires Improvement on two or more continuous occasions may also be included within the powers to issue an academy notice. Halton currently only have one school with a grading of two Requires Improvement judgements. The government ambition is clear and Diocesan boards are also being actively encouraged to support this academy conversion agenda and Halton do have a large number of Diocesan schools.

7.2 As a PEIA, Halton are working closely with DFE and anticipate that there will be a drive by DFE to progress with The White Paper ambitions. If this does occur, there will be increased requirements from legal services to support academy conversion processes and may impact on their capacity for wider work. Multi Academy trusts can buy into any council traded services, but frequently have their own back office teams and contract their own services. This could impact adversely on wider traded services to schools, with a decline in demand for some council services.

## 8.0 **Background Reports**

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Statutory Framework for the Early Years Foundation Stage, 31 <sup>st</sup> March 2021, effective 1 <sup>st</sup> September 2021, DFE.	Rutland House	Paul Moore
Key Stage One Assessment and Reporting arrangements Guidance (ARA), October 2021, Standards and Testing	Rutland House	Paul Moore

Document	Place of Inspection	Contact Officer
Agency		
Key Stage Two Assessment and Reporting arrangements Guidance (ARA), October 2021, Standards and Testing Agency	Rutland House	Paul Moore
Secondary Accountability Measures update, June 2022, Department for Education, June 2022	Rutland House	Paul Moore
Schools causing concern Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers”, DFE, March 2022	Rutland House	Paul Moore
Opportunity for all: strong schools with great teachers for your child,” HM Government, March 2022	Rutland House	Paul Moore

<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	12 <sup>th</sup> September 2021
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children & Young People
<b>SUBJECT:</b>	Supporting Families Update
<b>WARD(S)</b>	All

## 1.0 **PURPOSE OF THE REPORT**

1.1 To provide an update of the Supporting Families Programme and current performance levels.

## 2.0 **RECOMMENDATION: That:**

i) **The report be noted.**

## 3.0 **SUPPORTING INFORMATION**

### 3.1 **Department for Levelling Up, Housing & Communities (DLUHC) Update**

3.1.1 The Spending Review in October 2021 announced an extra £200m boost to the Supporting Families Programme which will not only continue for the next three years (2022-25), but that the programme will be expanded.

3.1.2 The DLUHC are committed to improving the programme to achieve this. The Supporting Families programme will:

- Raise the ambition for vulnerable families, driving local services to work better together to build their resilience and help them to thrive.
- Drive improvements to local partnership working and data use so that vulnerable families receive the right support, at the right time. This means investing more in good practice, overcoming barriers to data-sharing and involving the voice of families in service design and commissioning.
- Update our eligibility and outcomes framework to ensure it continues to reflect the needs of families and provides flexibility for authorities to respond.
- Help local areas to work towards stronger multi-agency, data-driven local partnerships by co-designing a road map to

achieving a mature local system of family support services and considering new incentives to help drive progress.

- Using our national voice, alongside local and national networks to champion the case for early help, ensuring families get the support they need as early as possible before their problems escalate into crises and they need statutory support. Because we know that this is the key to making services more sustainable for the future.

3.1.3 Halton signed up to the programme commitments and funding agreement in April 2022. Within this agreement there were key parameters around performance requirements, resourcing the programme and service and data transformation.

3.1.4 The key differences in the programme are:

- A new outcomes framework includes ten headline outcomes rather than the previous six. This will enable more detailed reporting on the problems families are facing, clarify what good looks like for these outcomes, and what levels of evidence would be expected when measuring these outcomes. The 10 headline outcomes are listed below. Within each outcome there are a number of measures:
  - Getting a good education
  - Good early years development
  - Improved mental and physical health
  - Promoting recovery and reducing harm from substance use
  - Improved family relationships
  - Children safe from abuse and exploitation
  - Crime prevention and tackling crime
  - Safe from domestic abuse
  - Secure housing
  - Financial stability
- A refreshed Early Help System guide has been published following collaboration with local authorities and other government departments. It's a self-assessment tool to support discussion, reflection and action planning against key areas that influence the effectiveness of Early Help. It aims to provide a framework for local workshops, partnership conversations and strategic planning and to support prioritisation around Early Help.

## 3.2 Halton Update

3.2.1 For Halton, the practice commitment is still the same, supporting vulnerable families via whole family support from a lead professional where families are experiencing multiple complex problems. The partnership will continue to identify families in need of extra help, target services more effectively and track family level outcomes over

the long term.

- 3.2.2 Halton's funding agreement gives an indicative funding amount each year as a 'core' element to support the resourcing of the programme plus an 'target' for each year of the families that we can claim successful outcomes for under a payment by results (PBR) scheme. The numbers are 22/23 - 291 families, 23/24 - 354 families and for 24/25- 438 families, making a potential income of £866,400 under PBR.
- 3.2.3 Due to the additional demands of the programme, we have recruited an additional data tracking officer so now there is 2.4 FTE tracking officer's in post. We will also be look to recruit a part time performance post. These posts will support with the additional requirements on data collection and quality assurance as well as developing those process for monitoring and evidencing successful outcomes.
- 3.2.4 We are currently working with the Eclipse team to ensure one of the key programme requirements will be in place from September within HBC case management system. This is to ensure all individual indicators and outcomes (at indicator level) are embedded from notification / assessment to closure. Further work will be done with Eclipse and IT colleagues in the coming months to develop additional requirements within Eclipse.
- 3.2.5 For the 1<sup>st</sup> August each LA is required to complete a Supporting Families Outcome Framework that will highlight the data and evidence sources we will use across the partnership to evidence outcomes. Once this is complete this will inform a refreshed information sharing agreement across the partnership as well as new Supporting Families Outcome Plan for Halton.
- 3.2.6 Halton held a session with partners in June to share the Early Help Guide and have some conversations around the 5 areas of focus within the guide these are Workforce, Communities, Leaders, Data, Family Voice and experience. All LA's are required to choose 3 specific descriptors from the Early Help Guide they want to work on and progress during the coming year.
- 3.2.7 Halton's had previously submitted an Early Help system guide and Halton's self-assessment score was a 2 within the data model section. Given this benchmark Halton could only pick descriptors from the data section of the new guide. Halton's guide was submitted on 1<sup>st</sup> July and the 3 descriptors from the data model that we will be working on over the next 12 months will be:
- **Our case management system allows us to record all issues affecting the family and outcomes in a quantifiable way and run reports on these. - A mature**

*area quantifies issues that could previously only be captured and monitored in a qualitative way (such as parenting needs or parental conflict). This enables the partnership and analysts to understand which issues are affecting families and how these interact with other issues and outcomes. Embedding quantitative reporting should commence from notification through to closure and should be checked by supervisors at closure*

- **We have a system that allows us to pull together all data, analyse these data and ensure practitioners can see results** - *Data warehouses and data lakes provide the opportunity to bring all data together in one place, and automate matching across partnership data. This in turn will allow analysis of these data, which could be in this system or in a separate system. It is important that the results of this analysis and any matched data are visible to practitioners to inform their work with families*
- **We are using data to inform performance across the Early Help partnership, demand and resourcing (including commissioning), operational delivery and workforce development.** *A mature area uses data and analytics effectively with senior leadership, across the partnership and at a lower tier authority level (where appropriate). These data and analytics are used to inform what is commissioned, resourced and in future planning (in terms of volume of staff/skills/resources required by practitioners in all services across the partnership). Processes should be in place to ensure and continuously improve data quality to ensure these data and analyses are robust.*

3.2.8 In order to address some of these we have some capacity from an HBC IT developer to support the development of a data warehouse to assist with data matching. We are also during July completing the training of 24 HBC staff members that includes IT, Children's Performance team, Supporting Families and other selected individuals around the use and development of Power Bi as a reporting tool. A Task and finish group has been set up with its first meeting last month. This task and finish group chaired by IT will look to support the implementation and use of Power Bi across the council. The first reports to developed using Power Bi will be around the Councils Early Help Offer.

3.2.9 Halton will continue to take steps forward to ensure we integrate and transform local public services to embed whole family working using the Early Help System Guide. This will continue to build on working with complex families and service transformation so that the programme will clearly sit as part of a wider system, with key changes to identification of families, improving data, tracking and

monitoring of families, as well as the potential change for funding distribution and performance requirements.

- 3.2.10 This approach will support Halton's development and implementation of a new Early Help strategy. Work around the strategy will start in the coming months once the Early Help Strategic Partnership Board is re-established in the Autumn. This will enable Halton to fully embed preventative approaches into our support systems for families, creating more resilient communities for the long term.

### 3.3 **Performance Update**

- 3.3.1 Halton has achieved targets set by the DLUHC across all phases of the programme, achieving 100% year on year since the start of the programme, enabling the Local Authority to maximise on the income available. The annual report published in Spring 2021 highlighted of the 140 areas that recorded PBR only 19% (27 areas) achieved 100% PBR of which Halton was one.

- 3.3.2 The Halton Supporting Families team continue to be supported by our internal audit team with selected audit days to dip sample 10% of the families that we highlighted have achieved successful outcomes in order to claim PBR. We have completed our first audit for 22/23 and successfully claimed for 82 families (28% of our target) A further audit will take place in the autumn which we are projecting that we will achieve our 2022/ 23 target early in order for us to refine and enhance work on our chosen 3 descriptors from the early help guide.

- 3.3.3 The National Supporting Families team will continue to conduct assurance visits from April 2022 to make sure that all areas are adhering to and progressing against the programme sign up conditions.

- 3.3.4 To do this, local authorities will be asked for anonymised information on 10 randomly selected claims submitted in the most recent claims window and a self-assessment detailing their progress against their sign-up conditions. Following the case reviews and self-assessment the national Supporting Families team may request a visit to discuss the selected cases in more detail. At these visits the national team will review how local authorities use their case management and data systems to track, monitor and evidence outcomes.

### 3.4 **Case Study**

- 3.4.1 There is a Widnes family that consists of Mum, stepdad, 16yr old girl, 14yr old boy, 5yr old boy living in a Halton Housing property (HHT). The family had previously been open to social care a number of years ago due to family breakdown. The family were

highlighted through the different data criteria of the programme around ASB, education issues and the 16yr old missing from home incidents. The family information was passed for the locality team in order for a MAP to be completed to have that holistic approach to identify the needs of the whole family. The family engaged positively and welcomed the additional support to help address key issues. Outcomes that were achieved:

- CAB support around debt management
- 16yr old 1-2-1 work around missing and life skills. Reduction in missing incidents. Improved attendance
- 14yr old worked with YOS divert programme. Reduction in ASB. Improved attendance
- 5yr old in Nurturing programme at school with 1-2-1 support
- Stepdad was referred by HHT Customers into Employment
- 69% reduction in calls for service to the Police over a three-month period -estimated cost savings of £64K
- 87.5% reduction in Missing from home -estimated costs saving £7K
- 79% reduction in ASB incidents and arrests- estimated cost saving of £55k (using police national costs)

#### 4.0 **POLICY IMPLICATIONS**

4.1 The future model for the Supporting Families could have policy implications for the future implementation and delivery of services. These implications will need to be evidenced within individual action plans.

#### 5.0 **OTHER/FINANCIAL IMPLICATIONS**

5.1 None identified.

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

##### 6.1 **Children & Young People in Halton**

The Supporting Families' initiative is intended to address the crucial factors for children in disadvantaged settings not meeting their potential.

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

The programme will be integrated with other employment/learning based initiatives.

##### 6.3 **A Healthy Halton**

A range of health partners are committed to contributing to the programme including case analysis and service delivery.

**6.4 A Safer Halton**

Troubled Families make a significant impact on public resources; a more targeted approach offers economic advantage.

**6.5 Halton's Urban Renewal**

None identified.

**7.0 RISK ANALYSIS**

7.1 Depending on the future remit of the programme there will be need to be adapt processes including HBC internal case management systems to identify, monitor and evidence outcomes.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 An Equality Impact Assessment has been undertaken. The aim of the programme is to try and work with disadvantaged families supporting them to overcome many of the barriers they face.

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

None under the meaning of the Act.

<b>REPORT TO:</b>	Children, Young People and Families Policy and Performance Board
<b>DATE:</b>	12 <sup>th</sup> September 2022
<b>REPORTING OFFICER:</b>	Operational Director – Policy, People, Performance and Efficiency
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Performance Management Report for Quarter 1 2022/23
<b>WARD(S)</b>	Borough wide

## **1.0 PURPOSE OF REPORT**

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the first quarter period 01 April 2022 to 30 June 2022.
- 1.2 Key priorities for development or improvement in 2022/23 were agreed by Members and included in the Business Plan, for the various functional areas reporting to the Board as detailed below:
  - Education, Inclusion, Provision Services
  - Children and Families Services

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

## **2.0 RECOMMENDED: That the Policy and Performance Board**

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

## **3.0 SUPPORTING INFORMATION**

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's

performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

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

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

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

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

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

Not applicable

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 1 2022-23

### 1.0 Introduction

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

### 2.0 Key Developments

- 2.1 During the Easter Break, DFE released a White Paper with a vision to ensure the national education offer was for strong schools with great teachers for every child. The paper sets out the government's vision for education, which includes a range of programmes for teacher development and recruitment; additional support for schools to secure the fundamentals of behaviour, attendance and wellbeing for all including various interventions to target support to those who need it most. It also proposes that all schools will become a fully trust-led system with a singular regulatory body by 2030.
- 2.2 Halton have been identified as a Priority Education Investment Area (PEIA), one of 24 Local Authorities identified (12 being existing Opportunity areas) and 12 being newly identified, including Halton. This will bring some funding to the area (amount yet to be announced and signed off by ministers) to support improving outcomes particularly at Key Stage Two and Key Stage Four, but spend will be agreed by the Regional Directorate (Vicky Beer) through an independent strategic board. We propose to use the existing educational strategic board Halton Learning Alliance, this will now be chaired by DFE.
- 2.3 The 2022 green paper was also published during Easter break, focusing upon children and young people gaining the Right support in the Right place at the Right time. The paper sets out the government's proposals to ensure that every child and young person has their needs identified quickly and met more consistently. This includes establishing a single national special educational needs and disability (SEND) and alternative provision (AP) system that sets clear standards for the provision that children and young people should expect to receive. It identifies strengthened accountabilities and investment that will help to deliver real change for children, young people and their families. The aim is also to create a single national system that has high aspirations and ambitions for children and young people with SEND and those in Alternative Provision (AP), which is financially sustainable. Halton have also been included within the DFE "Delivering Better Values" (DBV) programme which will also secure a small amount of investment to address need by system change and will also be monitored and evaluated through DFE advisors.
- 2.4 Halton have been holding meetings with DFE during the summer holiday period as part of the DBV programme to share the region's strengths, position, challenges and opportunities in relation to SEND, AP and inclusion. As a region we are assigned to Tranche 3 where the delivery and implementation phase will start from summer 2023, although diagnostic work and data analysis may well start before this timeframe. A key target will be to reduce high needs overspend whilst meeting the needs of children and young people within borough and reduce out of borough placements for specialist provision.
- 2.5 The Virtual School has now appointed a substantive Head teacher of the Virtual School. The new Head teacher has previously been a successful, serving Head teacher and has also more recently worked for a Local Authority and understands the contexts, needs and strength of

Halton schools and multi-agency partners and will bring with him a drive to improve outcomes for Halton's Looked After Children. PEP completion continues to be high and going forward, the focus will be on improving the quality of PEPs and supporting and challenging education and social care colleagues to keep our looked after children a priority.

#### 2.6 Care Leaver Accommodation

In relation to supporting our care leavers, we have a Supported Lodgings scheme within the service. We have placed 5 young people with hosts since July 2021 and 3 young people remain with their hosts. Lavender House, our commissioned service is operational. This is a 4 bedroomed group living property in Runcorn for 16 -18 years olds to support young people to develop their independence skills and live independently when they leave care. We also have two trainer flats which are commissioned from Social Landlords, one in Widnes and the second in Runcorn both of which are operational.

#### 2.7 Practice Standards and a revised Supervision Policy have been launched across children's social care. These are vital documents in support of our improvement work in safeguarding children.

#### 2.8 The Children's Services Workforce Development subgroup has been re-established to progress the strategy and key priority areas. A key aspect to this work is the commissioning of a basic safeguarding training referred to as 'Core Principles'. This is a mandatory course for social workers and frontline practitioners. The training will be starting in September with 120 plus staff enrolled

### 3.0 Emerging Issues

#### 3.1 Increase of children and young people with special education needs and disabilities is evident. Increasing numbers of children are being placed out of borough with increasing placement and transport costs. In the Early Years the predominance is linked to communication and language and autism spectrum disorder (ASD), older concerns relate to Social, emotional and mental health needs (SEMH). As an education system in its entirety, work is taking place to support schools and educational provisions to review their offer so that we can meet more children and young people's needs in borough. Meetings and workshops have been taking place with schools to identify how as a system we can meet need locally and successfully.

#### 3.2 The SEND team have received the highest number of requests to date, to assess for an EHCP. At the same time, pressures on team capacity are significant due to vacant posts being held within the system due to HR pressures. Unfortunately, this is adversely impacting upon ability to assess within the statutory timescales and our compliance rates both for assessment and annual reviews are falling.

#### 3.3 Summer term saw the retirement of many head teachers from the region, many being early retirements. During the last academic year, 22 head teacher appointment processes were carried out bringing new leaders to the area and promotion of existing senior leaders. Leadership development is a key area of work and whilst fresh ideas and innovation is welcomed, there are a significant number of new leaders across a range of school roles.

#### 3.4 Statutory Assessments returned this year for the primary phase and return to exams for the secondary phase. Performance is being reported through a separate PPB report, but school communities are to be congratulated on the performance during what have been challenging times due to the covid pandemic.

#### 3.5 Early Years providers are finding it increasingly difficult to recruit to staff within the profession. This is particularly evident in relation to childminders, with Halton now having just 62 childminders across the region and is a significant reduction since the start of the covid pandemic. Day-care and pre-school providers are also finding it challenging to recruit. This is due to Increased running costs from higher pension contributions; increased utility bill costs and staff leaving the profession for jobs in the retail sector with greater pay and less

responsibility. Whilst we are able to meet our childcare sufficiency duty currently, this is becoming an increasingly vulnerable area.

- 3.6 There continues to be a rise in the number of requests for out of borough Non-Maintained/Independent Special Schools (NMISS) placements with 19 children referred in quarter 1 and a total of 53 children referred for a NMISS placement since September 2021. There are currently 20 open referrals where placements are being actively sought. For context there were 27 referrals for NMISS placements made between Sept 2020 and Aug 2021. This has resulted in a further increase in children placed at NMISS settings and at the end of quarter 1: 106 children were placed in 31 NMISS settings, a rise of 8 since last quarter 4 (2021/22) and 20 children since September 2021. It has been challenging as during this period many schools continued to report that they were at capacity for immediate placements and only able to consider a September start and a smaller number of schools reaching capacity for September 2022 provision. This is resulting in placements being accessed further away leading to increased travel and transport costs. Communication is taking place with providers expressing an interest in opening new provision in Halton. Work continues on a special educational needs and disability (SEND) Sufficiency Strategy being collated by the Divisional Manager Inclusion that will offer a number of opportunities in relation to types of provision locally available in Halton – it is planned this will in turn result in the reduced requirement for Out of Borough SEN placements.
- 3.6 Two Post 16 training providers have chosen to terminate their provision offer for September 2022, further reducing choice and diversity of offer for young people post 16. Discussions are ongoing with other providers to encourage expansion. One provider already delivering in Runcorn is keen to expand to deliver in Widnes but finding a suitable venue that is affordable is a significant barrier. Even Council owned buildings are unable to offer a price that is affordable for new provision to take the risk of starting up in a new area.
- 3.7 The national shortage of secure accommodation, independent fostering placements and residential placements has continued to impact upon where our children and young people are placed when requiring a move (or new into the care system). However, Children’s Social Care, Placements Team and the Virtual School have worked hard to minimise the disruption to the child or young person’s education. The Virtual School Interim Head Teachers attend the Placement Resource Panel so they are aware of any placement issues but also have the opportunity to challenge any decisions that would disrupt the child or young person’s education. However, when this cannot be avoided through emergency, then the relevant PEP and Progress Coordinator is fully included in the process and identifying appropriate provision in the area. If this cannot be facilitated at the same time, then a tuition package is provided whilst this is resolved.

#### 4.0 Performance Overview

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

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

Ref	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of early help assessments (MAP/PRE MAP) health/education and other partners are leading on (financial year cumulative to end of quarter Val Armor)	484 MAP 1279 Intervention activity	N/A	565 EH Intervention 207 MAP (30 June)		N/A
<p><b>Supporting Commentary:</b> <b>Val Armor</b>  <i>There has been a steady increase in early help assessments throughout the year, however we are yet to see high volumes from partners. A more detailed report on the MAP authors will be needed to target and challenge partners and this can be done through the safeguarding partnership group. The Principal Manager in iCART will work on this in September 22 to present to the group in October 22</i></p>						
PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	LA - 91.18% Primary – 93.25% Secondary- 88.92% Special 85.49% PRU 59.09%	95%	See actual		
<p><b>Supporting Commentary:</b> <b>Debbie Houghton</b>  <i>Overall attendance in Halton has decreased from 92.35% in 20/21 to 91.18% in 21/22. Secondary attendance has decreased slightly from 88.97% in 20/21 to 88.92% in 21/22 and primary attendance from 95.43% to 93.25%. Special school attendance has improved from 75.89% in 20/21 to 85.49% in 21/22 and also the PRUs attendance from 50.86% to 59.09% in 21/22. Covid has impacted again this year on attendance although it is more difficult to monitor due to Government changes in coding for Covid. Following Covid we have also seen an increase in children stating anxiety as a reason for absence and also a significant increase in parents taking children out of school for holidays in term time.</i></p>						
Ref:	Milestones					Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2023)					
<p><b>Supporting commentary:</b> <b>Debbie Houghton</b>  <i>Attendance has been significantly impacted following Covid, in particular anxiety and mental health concerns have increased and demand for support is high. As a result, the EWS is working with other agencies to support young people and we have restructured the support for children unable to attend school due to health needs to better support young people. There has also been funding sought to provide a pilot project working with children with anxiety over the school holidays. The Education Welfare Service is traded but is currently reviewing the support offered to schools to ensure we can meet new increased statutory responsibilities from September 23. However, we will continue to support schools and families to address attendance concerns through traded and statutory support alongside referrals where appropriate for additional support from other services such as health.</i></p>						
PED01b	Implement Pause project and support women to make positive choices, improving their relationships with their children and preventing further children being taken into care. (Val Armor March 2023)					
<p><b>Supporting commentary:</b> <b>Val Armor</b>  <i>Pause is coming up to 12-month anniversary and there is a partnership event to mark this in September. We will be working with partners in the coming months on a sustainability plan. The project is already having a significant positive impact on the lives of the women involved</i></p>						
PED01c	Revise Halton’s parental offer that will include further developmental of reducing parental conflict training (Val Armor March 2023)					
<p><b>Supporting commentary:</b> <b>Val Armor</b>  <i>Parenting officer has been in post since January and now all referrals for parenting go to one central point. This has made it much easier for partners to understand. There has been one parenting event so far in June and this will be on a rolling programme so partners in the borough are aware of all of the parenting offer. Talks are still in place with IT to develop our own parenting hub. The reducing parental conflict programme has been rolled out over the past 2 years and over 160 workers have been trained. The aim is to embed this work into the everyday work of frontline practitioners. A further nurture programme will be delivered in January to train any outstanding staff. There is a wide variety of parenting group offered through the children centres universal provision as well as a more targeted offer.</i></p>						

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

Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0–18-year-olds (Forecast annualised rate at end of financial year)	458	500 (Full year)	647		
<p><i>Supporting commentary:</i> <a href="#">Liz Davenport</a>  <i>Referrals are slightly below national average and those of our statistical neighbours. Highest source of referrers is the police followed by schools. Slight decrease of 30 less referrals from previous month, however e referrals recorded at 22%, is a 2% increase from previous month. (180 within 12 months).</i></p>						
PED02 02	Monitor the rate of children in need (CIN) per 10000 0–18-year-olds (snapshot at end of quarter)	360	380	376		
<p><i>Supporting commentary:</i> <a href="#">Liz Davenport</a>  <i>The rate of CIN plans started is higher than those that have ceased and either stepped down to Early help or closed. There is currently an audit of all CIN cases underway so it is anticipated this number may reduce for those children not requiring a service.</i></p>						
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0–18-year-olds (snapshot at end of quarter)	59	45	60.6		
<p><i>Supporting commentary:</i> <a href="#">Susanne Leece</a>  <i>This is a slight increase with a category of neglect accounting for 62% of plans. Neglect is a persistent feature in those families involved in the child protection, including issues of domestic abuse, parental substance misuse, and mental health factors. Children subject to a repeat child protection plan is at 30%, some of these reflect when a child has been subject to a plan in a different LA there is a monthly Child Protection overview panel which provides additional scrutiny to those children on repeat plans.</i></p>						
PED02 04	Monitor the rate of children in care per 10000 0–18-year-olds (snapshot at end of quarter)	107	90	131		
<p><i>Supporting commentary:</i> <a href="#">Sarah Riley</a>  <i>The scrutiny of a child entering care identifies the correct threshold is being applied to keep children safe, legal advice meetings gate-keep and OD delegated authority agreed before children enter care.</i></p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	132	68	27		
<p><i>Supporting commentary:</i> <a href="#">Liz Davenport</a>  <i>The discharge from care remains actively tracked and where assessed needs identify a discharge of a care order for SO or SGO these are tracked and progressed in reasonable timescales-subject to court timetabling</i></p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	23	18	19		
<p><i>Supporting commentary:</i> <a href="#">Liz Davenport</a>  <i>The average case load across CVIN/CP ranges between 18- 20, there are six social workers with a case load of 21 or over.</i></p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	71%	85%	70		
<p><i>Supporting commentary:</i> <a href="#">Clare Hunt</a>  <i>For this time period, there have been 107 return interviews completed with 69 young people by the commissioned service. 70% of young people completed a return interview and 55% were completed within 72 hours, this is a decline from the previous quarter and in main was due to delays in receiving notifications from the police which has now been addressed. This Declines for return interviews were 101 incidents by 37 young people over half were declined a point of contact.</i></p>						

Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	38	N/A	8		N/A
<p><b>Supporting commentary:</b> <a href="#">Clare Hunt</a>  For this reporting period, there has been a total of 247 notifications. There have been 8 CYP with repeat missing incidents. These 8 CYP have made five or more incidents during the quarter, accounted for 30% of all missing incidents in the quarter. 8% of all CYP for the quarter are within the repeat cohort. All of the CYP that fit in this cohort received at least one return home interview during the quarter, there was one declined interview. The commissioned service has supported the repeat cohort to reduce missing episodes this quarter through direct work, taking a different approach both with face to face and virtual contacts.</p>						
PED02 09	Reduce the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	243	N/A	99		N/A
<p><b>Supporting commentary:</b> <a href="#">Clare Hunt</a>  There has been an increase 22% of missing incidents from 192 to 247, as well as an increase of 7 young people. It continues to be the case that the majority (79%) of CYP reported missing are residing at home, following the trend seen in the previous quarters. However, in the repeat cohort, the converse is true with the minority (12%) of CYP reported missing living at home. The significant reasons that CYP reported as their main reasons/trigger for going missing this quarter were boundary issues (Home &amp; Care), direct family conflict, substance misuse and issues at school. Where school issues have been identified, With You have liaised with education providers and Education Welfare Officers in order to address these issues.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	15	20	17		
<p><b>Supporting commentary:</b> <a href="#">Liz Davenport</a>  The CSOG monitors the rate and level of risk with multi-agency plans in place to ensure the right level of risk is identified and acted upon. The process of this group is subject to current review to increase its scrutiny.</p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	36	12	41		
<p><b>Supporting commentary:</b> <a href="#">Liz Davenport</a>  As above-CSOG monitor and record the children, whilst alert flags are identifies in the child's file and routine reporting available to identify and target such children</p>						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service, social workers, managers and senior leaders. Peter Murphy (March 2023)	
<p><b>Supporting commentary:</b> <a href="#">Peter Murphy</a>  The Service has engaged Warrington to support a review of the systemic practice model and the next phase of its implementation. The review is being completed in September with a view to an updated implementation plan being completed.</p>		
CFS Operational Director	Review and update Workforce Strategy in line with the Knowledge and Skills framework and the Professional Capabilities Framework. Developing the competencies, skills and knowledge of the workforce making them motivated, stable and ambitious will improve the outcomes for families and keep them at the heart of everything we do. Peter Murphy (March 2023)	
<p><b>Supporting commentary:</b> <a href="#">Peter Murphy</a>  A social work workforce strategy has been completed and the action plan is being developed in line with this. It is focused on several priorities: recruitment, retention, professional development, including management and leadership. A dedicated officer will now have responsibility for delivering on the social work action plan, in particular focused on recruitment.</p>		
PED02c	Implement redevise structure for children and need service to ensure better resilience and management accountability to provide a safe and structured environment for social workers. (Peter Murphy)	
<p><b>Supporting commentary:</b> <a href="#">Peter Murphy</a></p>		

Changes to the Children in Need structure have been completed. Further significant changes to the structure won't be considered until early 2023, in order for the Service to focus on the key priorities linked to the requirements set out in the Improvement Notice issued by the DfE.

PED02d	Implement redevised quality and assurance framework to monitor improvements in practice (Peter Murphy)	
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Supporting commentary: [Peter Murphy](#)

Revised performance and quality assurance arrangements were implemented in August 2022. A team of auditors received training in July 2022 and there is now in place a programme of monthly auditing across the Service, that is supplemented by bespoke pieces of work. Additional capacity has been commissioned for the next 6 months with the recruitment of an LGA Quality Assurance officer who is working closely with the Service.

### Objective: Improve outcomes for Children in Care and Care Leavers (PED03)

Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	35	20	39		
<u>Supporting Commentary:</u> <a href="#">Sarah Riley</a> / <a href="#">Sam Murtagh</a>						
Young people who are 12 years old and below are regularly reviewed in terms of potential for them to be placed in a fostering placement. The increase in residential numbers is echoed across the neighbouring local authorities and in line with the increase of children and young people entering care. A review of the local authorities Sufficiency Strategy began in Q1 2022/23, this will include other more localised residential options operating as a Community Interest Company linked to the Liverpool City Regional Market Reform Programme. Within Halton 2 sites for children's homes are being explored along with some joint work with the Community Land Trust. The Permanency Planning Framework is operational in respect of reviewing placements for children and young people. There are two focus areas, those children in residential care with a plan to return to a fostering family placement and secondly, those young people aged 16 and over who require pathway and transition planning through to full independence. A number of children and young people are in the targeted cohort where placements and regional events are sought to support children moving back to a fostering family. Furthermore, the Care Leavers Accommodation Group continues to meet on a monthly basis to discuss all referrals for those young people aged 17 plus who require their own accommodation in line with their Pathway Plan. The increase in residential numbers is echoed across neighbouring local authorities and in line with the increase of children and young people entering care. The overall numbers represent a reduction of 2 since quarter 4						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	35	35	65		
<u>Supporting Commentary:</u> <a href="#">Sarah Riley</a> / <a href="#">Sam Murtagh</a>						
All placements are tracked through the resource and placements meeting where sourcing Halton's mainstream foster carers is a primary focus. The current level of sufficiency due to increase of looked after children is resulting in the use of Independent Fostering Agencies, and in some circumstances residential, however as foster carers approvals are also tracked there are means to place with in house carers planned						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	99%	95%	100%		
<u>Supporting Commentary:</u> <a href="#">Sarah Riley</a> / <a href="#">Sam Murtagh</a>						
The Care Leavers Accommodation Group is embedded within the Service with registered landlords being part of the meeting. The meeting is held on a monthly basis and is chaired by the Divisional Manager for CIC and Care Leavers. The meeting reviews and tracks all young people aged 16 and older who require accommodation in preparation for leaving care. The meeting also provides the opportunity for an early alert in respect of young people who may be experiencing difficulties within their accommodation. Referrals to this group are coordinated and tracked via the Placements Team. We have an embedded Supported Lodgings scheme within the service. We have placed 3 young people currently placed with hosts. Lavender House, our commissioned service is operational. This is a 4 bedroomed group living property in Runcorn and we currently have 3 young people placed in this provision. We also have two trainer flats which are commissioned from Social Landlords, one in Widnes and one in Runcorn both of which are operational. A Care Leavers Support tender was recently commissioned which will also provide suitable accommodation – the contract was awarded to P3. Care Leavers have started to move into the newly commissioned service this quarter.						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	51%	65%	54%		
<u>Supporting Commentary:</u> <a href="#">Sarah Riley</a>						

Strong links have been established with the Virtual School to provide advice and support to care leavers in relation to engaging in education, training or seeking employment options. Pupils Causing Concerns meetings are held on a monthly basis where the Virtual School and Managers from CIC and Care Leavers Team attend and discuss all children and young people up to the age of 25 to share information in respect of education and any placement or accommodation difficulties. This meeting also extends to include reviewing the EET status for all care leavers over 18 to ensure that those who are NEET are provided with targeted support to enable them into education, training or employment.

PED03 05	Benchmarking year – Percentage of CIC Residential and Leaving Care placements that have received a Quality Assurance Visit from the Placements Team within the previous 12 months (cumulative from April to end of quarter)	N/A	N/A	46% of all placements		
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**Supporting Commentary:** [Sam Murtagh](#)

The increase in Children In Care numbers have continued to increase impacting on the increased numbers of placements being required at the same time as taking more team resource to placement search for young people with complexity. This in turn impacts on the requirement for a quality monitoring visit as well as some previously visited providers now requiring a further annual visit. Performance has slightly dipped this quarter primarily due to the intensity of the placement searching function needing to be prioritised – this is also echoed regionally from discussions with colleagues. The Placement team have prioritised visits for the coming quarter to increase the % with each Officer completing a minimum of 2 visits each month. Currently 46% of current Residential placements have received a quality monitoring visit with a total of 8 visits planned for quarter 2 (2022/23). In terms of Leaving Care provision 63% have received a quality assurance visit. It's expected that these % figures will rise in the coming quarter as the team has had it confirmed that Admin Support will be available which will free up a little capacity to focus on the visits with higher intensity.

PED03 06	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Sarah Riley/Sam Murtagh)	Projected spend forecast for 2022/23 Residential £13,805,604.33 IFA £2,713,219.28 UASC Residential £1,550,840.21 IFA £189,878.55	Projected 9,583,822			
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**Supporting Commentary:** [Sarah Riley](#) / [Sam Murtagh](#)

In order to address these rising costs, the following initiatives have been introduced help to reduce spend in this area: Residential Step Down, Supported Lodgings, Care Leavers Training Flat, In House Care Leaver/Edge of Care accommodation. Since the start of the last financial year there has been over a 10% increase in the numbers of Residential placements, a 6% increase in the use of IFAS (Independent Fostering Agencies) and a significant increase in the numbers of Unaccompanied Asylum-Seeking Children. There is also ongoing work to build a children's home within the borough to be operated by a social enterprise to begin reduce reliance on the private Residential sector. The increase in budget costs is directly linked to the increase in the Children in Care overall numbers. Currently 2 land sites in the borough are being explored for this purpose with recent feedback received from both planning colleagues as well as from legal. The average placement costs per young person remain around the regional average. Work has also started with the Community Land Trust relating to a proposed development in Runcorn to incorporate a 4 bed children's home operated by the social enterprise to enable move children in care to be placed more locally

Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. (Sarah Riley March 2023)	
<b>Supporting Commentary:</b> <a href="#">Sarah Riley</a> The progress of long-term matching to achieve permanency is tracked on a monthly basis. For those children and young people, where a plan of Special Guardianship Order to their foster carers is also tracked on a monthly basis. When adoption is the child's plan, monthly tracker meetings are held to identify children within care proceedings to enable earlier tracking and to review and prevent any delay in family finding for those children who are subject to a Placement Order.		
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy (Susanne Leece March 2023)	
<b>Supporting Commentary:</b> <a href="#">Susanne Leece</a> The Independent Reviewing Managers (IRM) escalate concerns about delay through the dispute resolution process. There is a recording process built into Eclipse to support this with extractable performance data. These data reports are used in monthly Performance Management Meetings with the IRMs, where patterns in individual IRM activity is scrutinised and		

discussed. There is a challenge to show how this is contributing to improvements in care planning and ultimately outcomes for children. From Q1 2022/23 quarterly reports detailing the number and type of escalations, including good practice notifications will be shared with SLT. This will help to identify impact of improvement activity and areas for further development.

PED03c	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions (March 2023 Sam Murtagh)	
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**Supporting Commentary:** [Sam Murtagh](#)

A Liverpool City Region framework for Fostering the Residential placements has now been fully implemented. Work has now been completed on a procurement for a Halton based Leaving Care group and individual support provider – Care leavers were directly involved in the provider interview stages as well as evaluating the final outcome. Work also continues with the LA Assets team and Regeneration team regarding the potential development of a children's home on a development site in Runcorn as well as a scoping exercise of all available land sites in the borough for Residential purpose – currently 3 sites have been highlighted for possible development. Work is planned for the next quarter to review the local authorities Sufficiency Strategy in terms of attempting to ensure more placement availability and localised placements for Halton's children in care. Recently discussions have taken place with 3 providers who are developing local services – these were instigated as part of the planning application process in order that they reflect totally the local needs. One of the providers will be opening a children home locally that will primarily concentrate on supporting younger children to be placed within a foster care family.

PED03d	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care (March 2022 Peter McParland and Jo Lloyd)	
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**Supporting Commentary:** [Ben Holmes](#)

At the end of the Spring term 2022 percentage PEP completion was as follows: Early Years 100%; Primary 100%; Secondary 92%; Post 16 82%, meaning that overall, 93% of children and young people in care had a PEP completed, this is an increase in completion since last year. Of the PEPs completed the percentage rated as at least good were as follows: Early Years 92%; Primary 84%; Secondary 77%, Post 16 88%. As can be seen from the data above there is still more work to be done in terms of quality. The quality of PEPs across all phases has improved since last year, however, due to the change of system, expectations around quality have risen and therefore the data shows that more PEPs have become RI. There has been an increase in the number of outstanding PEPs in Secondary. Post-16 has also shown an increase in those that are good or better. This term there has been various team members leave which has impacted capacity in the team, therefore further internal moderation and scrutiny of the PEPs will be taking place next term. Termly Designated Teacher network meetings are continuing to take place to address any common themes we see in the PEPs. Our new PEP Leads are continuing to develop our toolkit which will support the creative use of Pupil Premium Plus.

### Objective: Improve the offer for children and young people with disabilities and those with Special Educational Needs (PED04)

Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of Education Health Care Plan assessments completed within 20 weeks (academic year cumulative to end of quarter)	78.9%	75%	56.5%		
<b>Supporting Commentary:</b> <a href="#">Adrian Leach</a>						
The first half 2022 has seen the highest number of referrals for needs assessment ever seen for EHCPs. At current referral rates Halton expect to receive over 350 requests to assess this calendar year, a 40% increase in demand. Caseloads per Assessment co-ordinator currently stand at 170, a 60% increase in workload since 2018. Due to the ongoing demands and the current constraints in the LA's budget position and restraints in recruiting to vacancies within the team it is forecast that completion rates will begin to fall back to 50% by the end of the calendar year.						
PED04 02	Reduce the number of incidents of fixed term Suspensions (academic year cumulative to end of quarter)	535	500	1021 incidents to end of Quarter (1022 in full academic year)		
<b>Supporting Commentary:</b> <a href="#">Behaviour Team / Scott Middlehurst</a>						

There has been an increase in suspensions following Covid. This includes younger primary children in Reception and Year 1 with behavioural issues possibly due to limited experience of Nursery provision due to Covid and also lack of transition support when starting in primary. We have also seen increases in behaviour concerns in early secondary years again possibly due to lack of transition support. During Covid there was also lack of face-to-face support for families and children which again may have had an impact. During Covid the gap in learning for some children has widened from their peers which has impacted on self-esteem, engagement with school and behaviour.

PED04 03	Reduce the number of children subject to fixed term suspensions (academic year cumulative to end of quarter)	308	350	457 children to the end of Quarter (457 in full academic year)		
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Supporting Commentary: **Behaviour Team / Scott Middlehurst**

There has been an increase in children subject to suspension from school. However, the Behaviour Team have continued to support children with behavioural concerns and supported school staff to manage behaviour in school, through one-to-one support and training.

PED04 04	Reduce the number of children subject to a permanent suspension (academic year cumulative to end of quarter)	15	30	30 children to the end of Quarter (32 in full academic year)		
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Supporting Commentary: **Behaviour Team / Scott Middlehurst**

We are only slightly above the target for number of permanent exclusions. As suspensions have increased it is through the support from schools, the Behaviour team, Education Welfare and SEN that permanent exclusions have not risen in line with the increase in suspensions. 47% of children permanently excluded have SEN either at SEN support or have an EHCP and 87% are on free school meals, 62.5% are male and 19% are open to Child in Need or Child Protection. Three permanent exclusions were at primary schools, with the majority 72% at KS3. We will continue to work together to support children in schools at risk of exclusion.

PED04 05	Report on the proportion of children subject to Education Health Care Plan (EHCP) placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	7.4%	3.6%	8%		
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Supporting Commentary: **Adrian Leach**

As highlighted in the report for PED04 06 continued place pressure in the borough coupled with high demand for places has made reducing the reliance of OOB specialist provision challenging. The announcement of capital grant funding for SEND places and the opening of the SEMH special school in Sept2023 will allow the improvements in place sufficiency locally to reduce these numbers over the next 3-5 years.

PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	Overspend £1,108,429	£250000 reduction	Budget £5,759,220 Projected spend (year-end) £6,355,989 Overspend projected £596,769(*)		
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Supporting Commentary: **Sam Murtagh**

There continues to be a rise in the number of requests for out of borough Non-Maintained/Independent Special Schools (NMISS) placements with 19 children referred in quarter 1 and a total of 53 children referred for a NMISS placement since September 2021. There are currently 20 open referrals where placements are being actively sought.

For context there were 27 referrals for NMISS placements made between Sept 2020 and Aug 2021. This has resulted in a further increase in children placed at NMISS settings and at the end of quarter 1: 106 children were placed in 31 NMISS settings, a rise of 8 since last quarter 4 (2021/22) and 20 children since September 2021.

It has been challenging as during this period many schools continued to report that they were at capacity for immediate placements and only able to consider a September start and a smaller number of schools reaching capacity for September 2022 provision. This is resulting in placements being accessed further away leading to increased travel and transport costs. Communication is taking place with providers expressing an interest in opening new provision in Halton. Work continues on a special educational needs and disability (SEND) Sufficiency Strategy being collated by the Divisional Manager Inclusion that will offer a number of opportunities in relation to types of provision locally available in Halton – it is planned this will in turn result in the reduced requirement for Out of Borough SEN placements

(\*) the overspend will increase significantly due to the current active placement searches and is likely to outstrip last year's overspend at year end

PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	44.6%	65%	36.4%		
<i>Supporting Commentary: Adrian Leach</i>						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	xx	100%	100%		
<i>Supporting Commentary: Jill Farrell</i> <i>No further inspection activity since last quarter across special schools</i>						
PED04 09	Increase the percentage of Education Health and Care plans for Child Protection and Children in Care completed in 16 weeks (academic year cumulative to end of quarter) (Adrian Leach)	N/A	75%	To follow		N/A
<i>Supporting Commentary: Adrian Leach</i>  <i>This target remains aspirational in addition to our statutory targets. Lack of staffing and the current surge in demand for EHC assessments has prevented significant progress against this measure during the reporting period</i>						

Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2022. Impact to be monitored through the action plan. (Adrian Leach)	
<i>Supporting Commentary: Adrian Leach</i> <i>SEMH is one of four areas of need recognised by the 2015 SEND Code of Practice. Halton has experienced a significant rise in SEMH needs over the last few years in line with many other local authority areas. Because of the central importance in identifying early pupils SEMH needs and helping schools to meet them effectively the objectives and outcomes for pupils with SEMH needs are fully embedded into the local areas SEND Strategy 2021-25. In particular the Inclusive Education Priority focused on understanding the causes of SEMH needs and the associated behaviour and identifying them and managing them more effectively.</i>		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision (Sam Murtagh March 2023)	
<i>Supporting Commentary: Sam Murtagh</i> <i>All Short Breaks Provision contracts have been recommissioned in quarter 3 informed by feedback from SEND Parent / Carer forum and children. Applications were invited for Sports, Arts and Crafts, Trips and Visits and Swimming Lessons, a Play Service, a Youth Support Service and a new service to support families to recruit their own PAs as this an area of need. Sixteen bids were received, 22 Parents and Carers and 28 children were involved in evaluating the small grant applications (this is the highest number of participants we have seen to date) and awards have been made for 6 small grants:- in pool/wet play sessions; a monthly outdoor activity program; monthly digital and creative media workshops; art lessons; trips and visits during school holidays and swimming lessons together with a reshaped play service that offers weekend play groups for 50 weekends of the year and a 2 week summer play scheme, a reshaped weekly youth support service (previously fortnightly) and a PA Service. Feedback from families has been extremely positive in terms of the new services commissioned.</i>		
PED04c	Review direct payments with all recommissions co-produced with parents and young people. (March 2023 Val Armor)	
<i>Supporting Commentary: Val Armor</i> <i>This has been reviewed in terms of commissioning to get the best offer and value for parents and carers. The current commission is now in place until march 23</i>		
PED04d	Improve quality and timeliness of Education Health and Care Plans. (March 2023 Adrian Leach)	
<i>Supporting Commentary: Adrian Leach</i>  The first four months of 2022 have seen the highest number of referrals for needs assessment ever seen for EHCPs. Halton received over 340 requests to assess in 2022/23, a 40% increase in demand. Caseloads per Assessment co-ordinator currently stand at 170, a 60% increase in workload since 2018. Due to the ongoing demands and the current constraints in the LA's budget position it is forecast that completion rates will begin to fall back to 50% by the end of the calendar year. The decline in timeliness is compounded by the fact that that SENAT are currently operating below		

Ref:	Milestones	Quarterly Progress
	capacity with a number of vacancies in the team that are looking to be filled over the Autumn period. Work is underway to look at how additional capacity can be allocated to the team within the current stringent budget restraints.	
	The ongoing presence of the DCO for Halton is improving the quality of health advice in plans and better partnership working with the local authority. There remains a gap in QA and oversight of care and social care advice, however it is hoped that this will be addressed as capacity grows in the system to support more integrated working. A new manager for the SEN assessment team has started with accelerating and imbedding the quality improvements as a key priority	
PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (March 2023 Sam Murtagh)	

**Supporting Commentary:** [Sam Murtagh](#)

Monitoring visits have continued in collaboration with the SEN Team and Designated Clinical Officer resulting in 11 of 31 schools receiving a monitoring visit, which encompasses 58.5% of children placed in NMISS settings. We continue to work closely with the Safeguarding Children In Education (SCIE) Officer.

PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (March 2023 Adrian Leach)	
<p><b>Supporting Commentary:</b> <a href="#">Adrian Leach</a></p> <p>Work continues in the development of SEND provision in Halton. The delayed SEMH free school is still scheduled to open in September 2023 and this will cut by 50% the borough's out of borough requirement for SEMH places for children and young people 11-16. Despite an absence of capital funding available in the reporting period additional places have been funded at all 4 special schools who continue to work with the local authority in meeting local demand. Additionally, resource base provision in mainstream schools continues to be developed with an additional class for KS2 pupils with ASD funded at The Grange and provision expanded for 2022/23 at Simms Cross.</p> <p>Growth in demand however continues to place pressure on places. A SEND Sufficiency Strategy will be published over the summer identifying our projected provision gaps and calling for expressions of interest from local schools. The development of provision will be supported by the SEND Capital Grant (£3.3 million for 2022-25).</p>		

**Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)**

Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2-year-old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	91	100% of eligible	91		
<p><b>Supporting Commentary:</b> <a href="#">Jill Farrell</a> <a href="#">Belinda Yen/Gail</a> <a href="#">Vaughan-Hodkinson</a></p> <p>The DfE provided a target of 559 children to be placed. Halton have placed 495 (not including 7 Out of Borough (OOB) settings) which equates to 91%. This number is slightly higher than usual; process of placement continues as normal; however, some places were declined until parents felt more comfortable for their children to return/commence due to the effects of the pandemic. 100% of day care and pre-school settings are good or outstanding; funded two-year-olds are only placed in good/outstanding Childminders provision 44.</p>						
PED05 02	Increase the take up of Early Years Entitlement for 3- to 4-year-olds.	89%	96%	89%		
<p><b>Supporting Commentary:</b> <a href="#">Jill Farrell</a> <a href="#">Belinda Yen/Gail</a> <a href="#">Vaughan-Hodkinson</a></p> <p>The current 89% figure is based on national data produced from the January annual census as recorded in 'Education provision: children under 5 years of age, Source: <a href="https://explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5/2022">https://explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5/2022</a>, Published 30th June 2022' This does not include any quarterly breakdown and as take up increase throughout the year with Early Years children this is not a fully reflective view of spring and summer term increases. Previous figures were based on local quarterly information which is not currently available so there is no drop from the actual figure as it was a different source and measurement. There has been some decline in uptake due to parental anxiety of sending children to provision during the Covid-19 pandemic. This encouragement and marketing of the benefits of accessing free early years entitlement is being promoted across a range of early years and multi-agency team</p>						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs,	94%	N/A	86%		N/A

	childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)					
<i>Supporting Commentary: Jill Farrell Belinda Yen/Gail Vaughan-Hodkinson</i> 86% of all our Early Years settings, who have been inspected by Ofsted, are graded 'Good' or 'Outstanding'; 3.8% are graded 'Requires Improvement'; and 1.9% are graded 'Inadequate'. There are currently 10 settings who have not yet been inspected and 11 who are 'meeting the requirements' (this is the judgement awarded to Child minders/Out of School Clubs who have an inspection when there are no children present).						
ED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding	81.6% (As of 30th April 2022)	N/A	To follow		N/A
<i>Supporting Commentary: Jill Farrell</i> Ofsted paused school inspections during Covid and then gradually reintroduced inspections focusing upon remote learning offer during the pandemic. Full inspection frameworks returned from 1st September 2022, although Ofsted have many school inspections to carry out nationally and are limited in capacity to carry out, therefore many schools are awaiting an inspection.						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter) N.B. 7 out of the 8 schools are academies. (snapshot end of quarter)	50% (as of 30 <sup>th</sup> April 2022)	N/A	50% (as of 30 <sup>th</sup> April 2022)		N/A
<i>Supporting Commentary: Jill Farrell</i> Saints Peter and Paul Catholic College inspected July 2022. Awaiting publication of report						

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate educational outcomes of all pupils, vulnerable pupils (CIC: EHCP etc.), disadvantaged pupils and the impact of funding streams (including Free EY Entitlement, Catch Up funding, Pupil Premium, Sports Premium etc.) to raise achievement for all and diminish the difference between vulnerable groups and their peers (March 2023 Jill Farrell)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> Case studies and qualitative information is shared at the disadvantaged working group network and with Associate School Improvement Advisors. Quantitative pupil outcomes data is not currently available as statutory assessments were paused and this year's results will not be available until late summer.		
PED05b	Monitor and evaluate the impact of COVID-19 lockdown and remote learning offer on all pupils and vulnerable pupils learning (March 2023, Jill Farrell)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> Impact of remote learning was shared as qualitative information with Associate School Improvement Advisors (ASIA's) and effective practice shared across the sector. Whilst schools still provide a remote offer if young people have covid but are well enough to work, most schools are operating on a more typical offer onsite now Covid measures and lockdown have been eased.		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement (March 2023 Jill Farrell)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> Schools are risk assessed on a range of information shared across services including safeguarding; inclusion; educational performance/outcomes; governance; leadership and management stability; leadership experience and other strengths/vulnerabilities.		
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities (March 2023 Jill Farrell)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> Ongoing training, CPD, online learning is available through SLA with Entrust Governor services and school improvement team bespoke work and wider governor briefings and conferences. There has been a turnover of governors during the pandemic so also requires recruitment into governor roles.		
PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions (March 2023 Jill Farrell)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> Educational vision for the region has been coproduced through Halton Learning Alliance. Whilst this was launched and shared virtually during the pandemic, progress and further updates will be shared with stakeholders in early autumn term		
PED05f	Launch Halton Learning Alliance Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally and globally. All educational	Refer comment

Ref:	Milestones	Quarterly Progress
	stakeholders and community members acting with morale purpose for Halton children, young people and community members (March 2023, Jill Farrell)	
<i>Supporting Commentary: Jill Farrell</i> The strategic board is to be relaunched in early October and will be Chaired independently by DFE. A refined strategic board will drive forward the priorities aligned to the Priority Education Investment area.		

**Objective: Improve participation and skills for young people to drive Halton's future (PED06)**

Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 year olds not in education, employment or training (snapshot end of quarter, end of year information February)	3.7%	4.0%	4.6%		
<i>Supporting Commentary: Háf Bell</i> June 2021 performance was 3.8%, Quarter 1 2022 is a significant increase from last year's position. There are more young people not available to the labour market due to illness, including mental health issues, in 2022 compared to this period in 2021, which is affecting the results. In addition, there are a greater number of young people who are not in education, employment or training this year. All are allocated to a worker to support them, although not all do want support from the team.						
PED06 02	Maintain the percentage of 16-17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.3%	0.6%		
<i>Supporting Commentary: Háf Bell</i> June 2021 performance was 0.7%. The opportunity to visit young people at home is more appropriate now that all National restrictions have been lifted so we have made progress in ensuring we make contact with young people.						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.6%	98%	74%		
<i>Supporting Commentary: Háf Bell</i> June 2021 performance was 72%. Whilst we have an increase from last year we are already aware of young people in the cohort whose current circumstances mean they are not looking to receive an offer for September. For this reason we anticipate not meeting the target in September 2022.						
PED06 04	Increase the percentage of 16-17 year olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	90.9%	92%	88.2%		
<i>Supporting Commentary: Háf Bell</i> Young people who progress to employment without training are defined as not meeting the duty to participate in education or training and therefore not counted in the Raising the Participation Age figures. We saw an increase of academic age 17 year olds progressing into employment without training in September 2021 and this has been sustained through the academic year, affecting this performance measure. There will be a new cohort counted in the measure from September 2022, at this stage we don't know what impact the new cohort's activity will have on our ability to meet the target.						

Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2023)	
<i>Supporting Commentary: Háf Bell</i> Ongoing analysis takes place to respond to need and ensure the resources are being targeted appropriately. For summer term 2022 work is targeted towards those in Year 11 who are at risk of not progressing to provision in September 2022.		

Ref:	Milestones	Quarterly Progress
PED06c	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year. (July 2023) (Háf Bell)	
<i>Supporting Commentary: Háf Bell</i> This work will begin with institutions in the 2022/23 academic year.		
PED06d	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible so those who haven't progressed can be identified and contacted to offer support (Háf Bell)	
<i>Supporting Commentary: Háf Bell</i> This work will begin with institutions in the 2022/23 academic year.		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (March 2023) (Háf Bell)	
<i>Supporting Commentary: Háf Bell</i> Post 16 providers in the borough came together in June 2022 to hear about each other's programmes, identify progression routes and identify gaps in provision. Unfortunately, since the event, two providers have withdrawn their provision offer in Halton leaving a gap in choice of provision for young people.		

**5.0 Financial Summary**

-  Children and Families Q1 22-23 Final.docx
-  EIP Q1 22-23 Final.docx

**6.0 Appendix I**

6.1 Symbols are used in the following manner:

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

6.2 Direction of Travel indicator

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

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

6.3 Key for responsible officers:

**JF** Jill Farrell, Interim Operational Director, Education, Inclusion and Provision Service

**PM** Peter Murphy Operational Director, Children and Families Service