

Appendix 3 - Children and Young People - Directorate Overview Report

Reporting Period: Quarter 3 & 4 2021/22

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. Halton was also announced to be an Educational Investment area (EIA). This will secure funding to drive long term improvements across education, led and monitored by a strategic board including DFE representation. Further information will be shared as detail becomes available
- 2.2 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" programme which will also secure some investment to addressing need by system change and will also be monitored and evaluated through DFE advisors.

3.0 Emerging Issues

- 3.1 **Virtual School**
During the previous quarter, the Virtual School, in consultation with schools, moved to a new online ePEP platform which meant that the process could be streamlined. It has also provided greater clarity on improving quality. Although in its infancy, we have received positive feedback from school colleagues and we are beginning to see an improvement in quality of Peps throughout all age ranges. We are now working closely with the Performance team in order to create a process to ensure that Personal Education Plans (PEPs) are transferred to Eclipse in a timely manner.
- 3.2 **Attendance of Children in Care**
Schools returned to full time provision for the Autumn term. However, COVID rates in Halton were particularly high and lead to a high number of our children self-isolating. 27% of the Primary cohort missed days of learning through having to self-isolate and 21% in Secondary

aged pupils. In Primary 17 pupils came into care during the term and 13 young people in Secondary. The Virtual School supported all children who had to learn remotely due to COVID19.



- 3.3 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.
- 3.4 Many schools and educational establishments are awaiting Ofsted inspections. It is anticipated that in the near future we will experience a high number of Ofsted inspections across the system, as Ofsted catch up on their inspection plans. Any school judged to be Requires Improvement (RI) will now be offered DFE intervention by an approved National Leader of Education.
- 3.5 We have experienced an unprecedented turnover in the last academic year of Headteacher posts. Most changes in school leadership are due to retirements and early retirements as colleagues are re-evaluating work life balance post Covid.

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	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to MAP, pre-MAP or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	716 EH Intervention 170 MAP (31 Mar)	N/A	466 EH Intervention 194 MAP (31 Mar)	Refer comment	N/A
<i>Supporting Commentary: Val Armor Data was undergoing QA for previous year due to a change in system so is not comparable for this year.</i>						
PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	LA 92.8% Pri 93.2% Sec 92.8% Spec 88.7% PRU 62.5% (2019/20)	95%	LA - 91.83% Primary – 93.51 Secondary- 90.09% Special 85.31% PRU 59.09%		
<i>Supporting Commentary: Debbie Houghton/Scott Middlehurst See PER01a milestone</i>						


Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2022)	
<p><i>Supporting commentary: Debbie Houghton</i> School attendance has been significantly affected nationally due to Covid related absence and a subsequent Government change in attendance coding for Covid which has impacted on overall attendance data. Halton has also seen a subsequent rise in children with mental health and anxiety and the Education Welfare Service are working with schools and health partners to look at a multi-agency approach to better support such pupils. Also there has been an increase in norovirus in some schools and parents taking children out of school for family holidays in term time.</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 2022)	
<p><i>Supporting commentary: Val Armor</i> Pause is coming up to 12 month anniversary and there is a partnership event to mark this in June. We will be working with partners in the coming months on a sustainability plan.</p>		
PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training (Val Armor March 2022)	
<p><i>Supporting commentary: Val Armor</i> Halton offers a variety of parenting support groups from low level terrific twos and 1-1 support through to evidence based parenting such as Nurture and Triple P. We now have a parenting co-ordinator in post that will be responsible for the parenting offer including the reducing parental conflict agenda.</p>		

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



Ref:	Measure	20/21 Actual	20/21 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)	465	500 (full year)	625 (prov full year)		
<p><i>Supporting commentary: Liz Davenport</i> The rate of referrals projection remains above the annual target. There continue to be a high level of complex cases. The assessment toolkit is utilised r to improve the quality of referrals, ensuring we have all relevant information at the earliest opportunity for children to receive the appropriate level of support as soon as possible. The Multi-Agency Contact challenge meetings continue to review and monitor the responses and decision making.</p>						
PED02 02	Monitor the rate of children in need (CIN) per 10000 0-18 year olds (snapshot at end of quarter)	221	380	235 (prov)		
<p><i>Supporting commentary: Liz Davenport</i> As outlined above, we have continued to experience an increase in complex of cases. The conversion to referral/allocation has also increased slightly. This further evidences CIN cases are being effectively managed, seeing the throughput of cases. . The temporary Duty and Assessment Team has continued to support the progression of cases and plans and alleviate the additional pressures due to capacity within the CIN Teams. Due to the success of the temporary Duty and Assessment team, as outlined above.</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)	50	45	58.5 (prov)		
<p><i>Supporting commentary: Liz Davenport</i> Child Protection cases have increased in this quarter. We have continued to see an increase of complex cases particularly in children under 5 years old. We have seen an increase in allocations/referrals, this correlates with the increase of contacts received. The temporary Duty and Assessment Team has continued to support the progression of cases and plans. The introduction of the overview panel remains operational ensuring senior management oversight and review of cases were children have been subject to lengthy Child Protection plans</p>						

Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 04	Monitor the rate of children in care per 10000 0-18 year olds (snapshot at end of quarter)	103	90	132 (prov)		
<p><i>Supporting commentary: Sarah Riley</i> There has been an increase in the number of children where a decision has been made that they needed to come into care</p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	75	68	171 (prov full year)		
<p><i>Supporting commentary: Sarah Riley</i> Halton have seen an increase in children and young people who enter the care systemic, this has been impacted by a number of contributing factors, including; cases blocked within Court Proceedings (this is a national issue); and the increase in unaccompanied asylum seeking children.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	22	18	23 (prov)		
<p><i>Supporting commentary: Liz Davenport</i> The average caseload remains similar with provisional data identifying an increase to 23. The introduction of the temporary Duty and Assessment Team has enabled the CIN Teams to focus on CIN cases in order to progress plans and appropriately reduce the level of need and progress cases to Early Help where appropriate.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	88%	85%	71%		
<p><i>Supporting commentary: Clare Hunt</i> For this time period, there have been 101 return interviews completed with 110 young people by the commissioned service. 71% of young people completed a return interview and 64% were completed within 72 hours. Declines for return interviews have increased with 62 incidents by 52 young people.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	38	N/A	12		N/A
<p><i>Supporting commentary: Clare Hunt</i> For this reporting period, there has been a total of 307 notifications. Across the 2 quarters here have been 12 CYP with repeat missing incidents. These 12 CYP that made five or more incidents during the quarter, accounted for 30% of all missing incidents in the quarter. 10% 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 interviews. 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	154		N/A
<p><i>Supporting commentary: Clare Hunt</i> There has been an increase from Q3 to Q4 of 77 missing incidents as well as an increase of 28 young people. It continues to be the case that the majority (71%) 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 (17%) 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 & 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)	19	20	15		
<p><i>Supporting commentary: Liz Davenport</i> Young people continue to be appropriately recorded as at risk of Child Sexual Exploitation within our new case management system. The multi-agency monthly CSOG meeting reviews children who are high risk of child sexual exploitation.</p>						



Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	35	12	36		
<p><i>Supporting commentary: Liz Davenport</i> Young people continue to be appropriately recorded as at risk of Child Criminal Exploitation within our new case management system. The multi-agency monthly CSOG meeting reviews children who are high risk of child criminal exploitation.</p>						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders. CFS Operational Director (March 2022)	Refer comment
<p><i>Supporting commentary: CFS Operational Director</i> Supporting commentary available next quarter</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. CFS Operational Director (March 2022)	Refer comment
<p><i>Supporting commentary: CFS Operational Director</i> Supporting commentary available next quarter</p>		
PED02c	Implement redevised structure for children and need service to ensure better resilience and management accountability to provide a safe and structured environment for social workers. (March 2022 Liz Davenport)	
<p><i>Supporting commentary: Liz Davenport</i> The restructure of the Child in Need Teams has been approved at Steering Group and was to be implemented on 1st November 2021 (now deferred to January 2022). The restructure is informed by staff feedback, that is, the current remit of the team is too broad, and this is linked to the outcome of Ofsted Inspection in March 2020 that identified drift and delay. The new structure will consist of the Assessment and Support Team (Duty); Children and Family Support Team (Long Term Team) to ensure families are receiving appropriate support and intervention at the earliest opportunity. This team will provide intensive therapeutic support to families, supporting children to remain at home with their families by utilising a systemic theoretical approach to practice.</p>		
PED02d	Implement redevised quality and assurance framework to monitor improvements in practise (CFS Operational Director 2022)	Refer comment
<p><i>Supporting commentary: CFS Operational Director</i></p>		

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



Ref:	Measure	20/21 Actual	21/22 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)	34	20	41		
<p><i>Supporting Commentary: Liz Davenport /Sam Murtagh Murtagh</i> 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 will begin 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 a number of sites for children’s homes are being explored. 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</p>						

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.

PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	49	35	61		
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Supporting Commentary: Liz Davenport /Sam Murtagh

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 Children in Care 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. Recently there have also be an increase in the number of sibling groups requiring placements (2 x2 , 1 x3 and 1x4 child)

PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	97%		
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Supporting Commentary: Liz Davenport /Sam Murtagh

The care leaver's accommodation group runs monthly and tracks all care leavers requiring independent accommodation. This is a multi-agency meeting with housing providers. The panel has successfully moved a growing number of Care Leavers into their own accommodation via this route. Recently a further 2 Registered Social Landlord has joined the group. A Care Leavers Support tender was recently commissioned which will also provide suitable accommodation. Furthermore we have successfully obtained a two bedroom flat from Halton Housing Trust in Widnes, which is utilised to support and develop Care Leavers independent living, prior to moving onto their own tenancy. More recently we have also taken on a tenancy of a 2nd trainer flat from Onward in the Runcorn area. It is planned that young people will arrive in the commissioned service in late April/early May 2022

PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	39%	65%	56%		
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Supporting Commentary: Liz Davenport

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. The view being that these discussions with enable both the CIC and Care Leavers team and Virtual School to capture those lower level concerns before they escalate by way of this meeting and to close the loop between education and placement. 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	Residential 60% Leaving Care 50%	N/A	N/A
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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. 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 60% of current Residential placements have received a quality monitoring visit with a total of 10 visits planned for quarter 1 (2022/23) .In terms of Leaving Care provision 6 of the 12 providers have received a quality monitoring visit – this means that 22 of the 28 Care Leavers placements have been visited Its 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) (Liz Davenport/Sam Murtagh)	Year end Residential £9,695,579 IFA £2,201,092 Total £11,896,671 (*these figures include all Covid-19 related costs)	Projected 9,583,822	Residential £12,482,817 -84 IFA£2,213,8 31-29 UASC Residential 859,545-83		
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				IFA £239,744- 54		
<p><u>Supporting Commentary:</u> 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 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 – at the start of the financial year this was 4 and is now 48 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 a number of 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</p>						
PED03 07	Report on number of children placed within 20 miles of Halton	N/A	N/A	To follow	N/A	N/A
<p><u>Supporting Commentary:</u> This will be picked up by the performance team going forward.</p>						



Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. (Liz Davenport/Sarah Riley March 2022)	
<p><u>Supporting Commentary:</u> 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.</p>		
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy (Susanne Leece March 2022)	
<p><u>Supporting Commentary:</u> 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. Themes and issues including obstacles in achieving timely permanence are also identified and there is then wider service activity to address these. An example of this includes the development of practice standards around the monitoring of Placement Orders. The safeguarding unit has had a name change to the Safeguarding and Quality Assurance Unit. This reflects a greater emphasis on the QA function of the unit and the IRM and CP Chair role</p>		
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 2022 Sam Murtagh)	
<p><u>Supporting Commentary:</u> 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 Haltons 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.</p>		

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)	
<p>Supporting Commentary: At the end of the Autumn term 2021 percentage PEP completion was as follows: Early Years 100%; Primary 100%; Secondary 91%; Post 16 84%, meaning that overall 92% 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 89%; Primary 85%; Secondary 63%, Post 16 53%, meaning that overall 63% of PEPs completed were judged as good or better. As can be seen from the data above there is still more work to be done in Post 16 & Secondary in terms of quality, however, completion rates have increased across all cohorts. 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 Primary 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 an increase in capacity in the team, therefore further internal moderation and scrutiny of the PEPs will be taking place. 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. The Virtual School continues to run its activity programme to support our children in care in transferable skill development.</p>		

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

Ref:	Measure	20/21 Actual	21/22 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)	2021 YTD= 80.9%	75%	78.9%		
<p>Supporting Commentary: <i>Adrian Leach</i> Halton continues to deliver above national and regional average performance in completing EHCPs within 20 weeks. The first four months of 2022 have seen the highest number of referrals for needs assessment ever seen for EHCPs. At current referral rates Halton expect to receive over 300 requests to assess, a 30% 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.</p>						
PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	707	500	535		
<p>Supporting Commentary: <i>Behaviour Team / Scott Middlehurst</i> <i>Commentary will be supplied next quarter</i></p>						
PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	349	350	308		
<p>Supporting Commentary: <i>Behaviour Team / Scott Middlehurst</i> <i>Commentary will be supplied next quarter</i></p>						
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	21	30	15		
<p>Supporting Commentary: <i>Behaviour Team / Scott Middlehurst</i></p>						

Commentary will be supplied next quarter

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	N/A	94%	7.4%		
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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)	ISS/NMSS OOB Schools end of year £4,280,879 Overspend of £1,108,429	£250000 reduction	TBC		
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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. 21 children were referred in January, February and March 2022 bring the number of referrals since September 2021 to a total of 37, 2 of which were September 2022 Reception Year places. For context there were 27 referrals for NMISS placements made between Sept 20 and Aug 21. This has resulted in an increase in children placed at NMISS settings and at the end of quarter 4: 98 children were placed in 32 NMISS settings, a rise of 10 children compared to March 2021.

Many schools are reporting as being at capacity for immediate placements with 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. New providers wishing to open some smaller provision in the borough are being communicated with.

PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	26.3%	65%	44.6%		
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Supporting Commentary: Adrian Leach

Ongoing work with and support for mainstream schools continues to have an impact on the proportion of pupils with an EHCP that are educated in mainstream. Investment in educational psychology services, specialist teachers and a clearer support and challenge role by the local authority have moved Halton closer to the national average in terms of school inclusion.

PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%	n/a	n/a
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Supporting Commentary: Jill Farrell

All special schools are good+ in Ofsted overall effectiveness.

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%	Refer to comment	n/a	N/A
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Supporting Commentary: Adrian Leach

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

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)	
<p><i>Supporting Commentary: Adrian Leach</i></p> <p>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.</p>		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision (Sam Murtagh March 2022)	
<p><i>Supporting Commentary: Sam Murtagh</i></p> <p>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.</p>		
PED04c	Review direct payments with all recommissions co-produced with parents and young people. (March 2022 Val Armor)	
<p><i>Supporting Commentary: Val Armor</i></p> <p>All short breaks services have been commissioned in a co-produced manner involving parents and young people. Commissioned short breaks all have performance reports that are submitted and interrogated.</p>		
PED04d	Improve quality and timeliness of Education Health and Care Plans. (March 2022 Adrian Leach)	
<p><i>Supporting Commentary: Adrian Leach</i></p> <p>Halton continues to deliver above national and regional average performance in completing EHCPs within 20 weeks. The first four months of 2022 have seen the highest number of referrals for needs assessment ever seen for EHCPs. At current referral rates Halton expect to receive over 300 requests to assess, a 30% 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.</p> <p>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 will be in port in July which will accelerate and imbed the quality improvements already seen.</p>		
PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (March 2022 Sam Murtagh)	
<p><i>Supporting Commentary: Sam Murtagh</i></p> <p>One new monitoring visit took place in quarter 4 in collaboration with the SEN Team and Designated Clinical Officer resulting in 10 of 32 schools receiving a monitoring visit, which encompasses 58% of children placed in NMISS settings. The school that had referrals suspended has received a further monitoring visit from OFSTED, linked to this and the extensive work completed by Officers with the local provider referrals have now been reopened. We continue to work closely with the Safeguarding Children In Education (SCIE) Officer.</p>		
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (March 2022 Adrian Leach)	
<p><i>Supporting Commentary: Adrian Leach</i></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.</p>		



Ref:	Milestones	Quarterly Progress
	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. Growth in demand however continues to place pressure on places. A SEND Sufficiency Strategy will be published at the end of May 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).	







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





Ref:	Measure	20/21 Actual	21/22 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)	85	100% of eligible	91		
<p><i>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan</i> <i>The DfE provided a target of 574 children to be placed. Halton have placed 538 (not including 3 Out of Borough (OOB) settings) which equates to 94%. 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</i></p>						
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds.	97%	96%	89%		
<p><i>Supporting Commentary:</i> <i>89% uptake based on data submitted in LAIT information from March 2022.</i></p>						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)	95%	N/A	93.8%		N/A
<p><i>Supporting Commentary:</i> <i>Currently we have 93.8% of settings who are graded by Ofsted at 'Good' or 'Outstanding'. This figure does not include any settings who have not yet been inspected or those with a 'met' judgement.</i></p>						
ED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding N.B. 7 out of the 8 schools are academies. (snapshot end of quarter)	85% (as of August 31st 2021)	N/A	81.6% (as of 30th April 2022)		N/A
<p><i>Supporting Commentary: Jill Farrell</i> <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.</i></p>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50% (as of August 31st 2021)	N/A	50% (as of 30th April 2022)		N/A
<p><i>Supporting Commentary: Jill Farrell</i> <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. One secondary school has been inspected during May 2022, but the outcome and report is not yet published</i></p>						

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 2022 Jill Farrell)	Refer comment
<p><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.</p>		
PED05b	Monitor and evaluate the impact of COVID-19 lockdown and remote learning offer on all pupils and vulnerable pupils learning (March 2022, Jill Farrell)	Refer comment
<p><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.</p>		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement (March 2022 Jill Farrell)	Refer comment
<p><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.</p>		
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities (March 2022 Jill Farrell)	Refer comment
<p><i>Supporting Commentary: Jill Farrell</i> Governor training is continuing, although uptake has been limited in both physical and online training. The summer term governor briefing returned to face to face meeting and was well attended as was the governor conference. Halton Governor Association is re-building post pandemic and wider governor training is being offered by the Safeguarding Children in Education Officer; School Improvement colleagues and Governor Services, as well as online offers from NGA and Modern Governor.</p>		
PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions (March 2022 Jill Farrell)	Refer comment
<p><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.</p>		
PED05f	Launch Halton Learning Alliance Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally and globally. All educational stakeholders and community members acting with morale purpose for Halton children, young people and community members (March 2022, Jill Farrell)	Refer comment
<p><i>Supporting Commentary: Jill Farrell</i> The partnership was launched during covid and a shadow working board has been developing work stream priorities for the region. This term we will be moving towards a strategic governance structure with subgroups for each priority driving forward the ambition.</p>		

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


Ref:	Measure	20/21 Actual	21/22 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)	3.4%	4.0%	3.7%		
<p><i>Supporting Commentary: Háf Bell</i> There were more young people whose activity was not known to the Local Authority last year. We've reduced that number this year, those we do now know are not in education, employment or training (NEET). This is why the NEET figure has increased this year. The overall NEET and Not Known figure is equivalent to the same performance as last year.</p>						


PED06 02	Maintain the percentage of 16-17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.6%	0.3%	0.3%		
<i>Supporting Commentary: Háf Bell</i> The reintroduction of visiting homes when we are unable to make contact with a young person via telephone, email or social media has allowed us to reduce the number of young people whose activity is not known to us.						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.8%	98%	96.6%		
<i>Supporting Commentary: Háf Bell</i> The final figure for September 2021 is down 0.2% from September 2020. Looking at a breakdown of September Guarantee figures for the Year 11 cohort and the Year 12 cohort separately, the Year 11 cohort results were 0.2% higher than 2020 but the Year 12 cohort results were 0.6% down from 2020. The reasons for the decrease is: <ul style="list-style-type: none"> • 46 young people progressed into employment without training in 2021 (therefore doesn't count as a September Guarantee) compared to 17 in 2020 • There were also 20 young people considering their options in 2021 (i.e. not made a decision on where they wanted to progress to) compared to 14 in 2020. 						
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)	92.9%	92%	90.9%		
<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 to March 2022 when the Raising the Participation Age measure is taken.						


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 2022)	
<i>Supporting Commentary: Háf Bell</i> Analysis of cohort and discussions with those working with young people have informed the re-commissioning of a service to encourage, enable and assist young people to participate in education, employment or training from April 2022.		
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 2022) (Háf Bell)	
<i>Supporting Commentary: Háf Bell</i> First data return was for schools and due in March 2022. 55% of schools meet the deadline, with 100% meeting the deadline shortly afterwards. The delay was due to new staff responsible for making the returns. Data is still being inputted currently therefore a comparison to last year is not yet possible. Further returns will take place before the end of the 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 (October 2021) (Háf Bell)	
<i>Supporting Commentary: Háf Bell</i> Whilst institutions have been working well with us we have found inaccuracies in data provided that hindered our ability to identify where young people had progressed too efficiently. Young people were identified during the autumn term, but additional response to home visit young people who were then found to be studying in institutions, who should have informed us of this, was an ineffective use of time.		
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 2022) (Háf Bell)	
<i>Supporting Commentary: Háf Bell</i> Individual work has taken place with providers to discuss their offer and ensure all staff providing careers guidance is aware of the provision offer in Halton. A face to face meeting to bring all providers together to discuss their offer and the		


Ref:	Milestones	Quarterly Progress
<p><i>progression routes has been moved back to the summer 2022 term as uncertainties about social distancing expectations was making planning difficult in the first part of 2022.</i></p>		

5.0 Financial Summary


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Children and
Families Q3 21.22 Fir





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Children and Families
Q4 21.22 Final.docx

Financial Statements attached




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.
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
OD Operational Director, Children and Families Service