

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 2 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 **Priority Education Investment Area**

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. This will now sit as a priority sub group reporting into Halton Learning Alliance too, to ensure all regions priorities are understood, agreed and owned by all educational stakeholders. JF

#### 2.2 **Halton Learning Alliance**

Halton Learning Alliance will be launched in October 2022 and expected strong attendance from educational stakeholders including schools, governors, Early Years colleagues and Department of Education. The Alliance now have five priority sub groups including Inclusive Practice; Early Years and Acquisition of Early Language and Literacy Skills; Future Schooling Health, Well-being and professional development of the workforce; and Priority Education Investment area agreed outcome based priorities. The Alliance will see the shadow board move to a new Strategic Board as the educational sector are identifying their sector representatives to progress these key priorities with all partners contributing to work streams. JF

#### 2.3 **Special Education Needs and Disability (SEND) Sufficiency Strategy**

The SEND Sufficiency Strategy has been shared with educational stakeholders and schools are currently in the process of submitting Expressions of Interest to develop inclusive provision including the establishment of some further resource bases to meet out increasing level of SEND children and young people needs. JF

#### 2.4 **Free School bid**

The joint Halton and St Helen's DFE Social Emotional and Mental Health (SENH) Free school bid is still in progress, but unfortunately has encountered some delays due to complexities between building contractors and DFE. However, in the interim alternative accommodation is being sought so that the Free School establishment will open as planned in September 2023, albeit initially in temporary accommodation before moving a few weeks later to the new build. JF

### 2.5 **Safeguarding Children in Education Officer**

The Safeguarding Children in Education Officer Role has now been recruited to, following the promotion of the previous post holder. The new officer will join Halton towards the end of autumn term 2022/23. JF

### 2.6 **Virtual School**

The Virtual School's substantive Headteacher has now started in post and the team has raised their presence across education and within children's social care. A new termly deadline for Personal Education Plans (PEP) completion has been implemented to allow greater opportunity for analysis, pupil progress reviews and identification of children causing concern. A PEP for young people not in education, employment or training (NEET) will also be launched by the end of Q3 2022/23. There has been excellent progress towards the launch of a traineeship programme for care leavers within different departments within the local authority, which will launch as a pilot later this year. JF

### 2.7 **Family Hubs**

Excitingly Halton is one of 75 local authorities to be eligible for Family Hub funding to transform existing provision into family hubs model and framework. DM for early help is the strategic lead for coordinating this and working closely with all partners to deliver the new model. A steering group has been set up and will oversee the sign up and the delivery plan. Governance structure of accountability has been suggested and ready for management sign off. The vision is that an Early Help Partnership board will be established that will offer scrutiny, challenge and support to many streams of work within early help and prevention including family hubs, supporting families, right to succeed, early help assessments, reducing parental conflict and parenting. PM

### 2.8 **PAUSE**

Pause in Halton is now well established and 14 months into the pilot programme. The programme works with women who have previously had 2 or more children removed from their care. In September the annual event and celebration was held with huge success. The project has already made significant impact on the women and really made a difference to their lives. Evidence already shows positive outcomes including women moving into adult education and gaining employment. A sustainability and cost avoidance report has now been submitted for LA and Partner agency strategic leaders to review and commit funding to secure the project in Halton for a further 3 years. PM

## 3.0 Emerging Issues

### 3.1 **Permanent Exclusions from School**

During the early autumn term, Halton have seen an increase in the level of permanent exclusions from schools. The majority of these are from the secondary sector during years 8 & 9. Halton Local Authority are working the school sector to identify how as a system we can work in partnership to meet need collectively and ensure early intervention and de-escalation strategies, so that we see lower exclusion rates and increased inclusion across our school communities. JF

### 3.2 **Free School Bid**

The joint Halton and St Helen's DFE Free School bid is experiencing some complexities between building contractors and DFE. The aim is that alternative accommodation will be sought so that the opening of the Free School will not be further delayed by DFE and that school can open as planned in September 2023. JF

### 3.3 **Alternative Provision**

The main provider of the boroughs Alternative Provision has given notice that they can no longer provide a re-integration offer to secondary schools from autumn term 2022. We will be working with the sector to identify needs and demand so that appropriate services/support can be commissioned collectively with scale of economy to meet local need. JF

### 3.4 **Children in Care Accommodation**

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 care arrangements and education. There is active scrutiny of children and young people's care plans to ensure that where appropriate and subject to sufficiency, children and young people are placed in a placement suitable to their need, including within a fostering family. For those children and young people already in care, particularly those in children's homes, care plans are being scrutinised to ensure placements are suitable to their needs. PM

### 3.5 **Joint Targeted Area Inspection New Framework (JTAI)**

A new framework for the inspection of early help services has been launched under the JTAI framework. This is a new theme and will expect partners and the LA to demonstrate how services are provided and delivered to help and support families at the right time to prevent further escalation into statutory involvement. Previously JTAI meetings were in place and chaired by Operational Director for Education. This is now being overseen by an Improvement Partnership Group, led by the Strategic Director for Children's Services.

### 3.6 **Eclipse Case Management System**

External partners are still unable to access the Halton Eclipse system effectively. This has caused a delay in ongoing support and training offered to partners in respect of multi-agency plans. We cannot challenge our partners to be the lead professional on multi agency plans if they cannot easily access our systems. This has been ongoing now for many months and needs addressing urgently. PM

## 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 all MAP	N/A	323 all MAP		N/A

*Supporting Commentary: Val Armor*  
 40 School MAPS held recorded on Eclipse at 3pth September 2022. Already for this quarter we have seen increased amount of MAP's opened and held in the borough. Again over 90% of these MAPs are led by the local authority Team around the Family Early Help. However although the LA lead on most MAP's there is evidence of multi-agency planning and working in the MAP document this also has management oversight. The significant delay in getting external partners set up and using eclipse effectively has contributed to the reason for few MAPs held by partner agencies. DM has highlighted this in IMPACT dashboard and management meetings.  
 DM to raise at safeguarding partnership meeting.

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%	Refer Comment	N/A	N/A
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*Supporting Commentary: Debbie Houghton /Scott Middlehurst*  
 Attendance overall for spring/autumn 21/22 is 92% similar to our statistical neighbours at 92.1% and the Liverpool city region (LCR) at 92% and slightly below the average for England of 92.6%. In primary Halton's attendance is 93.4% slightly below our statistical neighbours and the LCR at 93.7% and the England average of 93.8%. In secondary Halton has 90.5% attendance slightly above our statistical neighbours at 90.3% and the LCR at 90% but below the England average of 91.4%. Special schools attendance in Halton is 87.1% which is above the LCR at 86.6% and the England average of 86.8% but slightly below our statistical neighbours at 87.5%.

Although Halton's persistent absence rate for ALL schools was the highest across the areas in Autumn & Spring terms 2021-22, the year-on-year change from 2019-20 was broadly in-line with national rate changes and slightly lower than that of the LCR and SN areas









Attendance has declined following Covid due to an increase in emotional based school refusers reflected in an increase in illness from 1.95% in 21/21 to 5.26% in 21/22 and an increase in medical appointments from 0.13% in 20/21 to 0.24% in 21/22. The rate of illness ( I ) absence in Halton was the highest across all comparison areas in autumn and spring terms 2021-22 and was the largest rate increase since pre-pandemic data for autumn and spring terms 2018-19. Illness continues to be the primary reason for absence across all areas. Halton also saw an increase in holidays taken in term time from 0.05% in 20/21 to 0.18% in 21/22. Authorised holidays in term time has also increased from 0.01% in 20/21 to 0.06% in 21/22. Whilst not affecting attendance data unauthorised lates have also risen from 0.07% in 20/21 to 0.15% in 21/22 which can mean children missing out on some lessons and other unauthorised absence has increased from 0.89% in 20/21 to 1.7% in 21/22.

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Debbie Houghton (March 2023)	

*Supporting commentary: Debbie Houghton.*  
 The Education Welfare Service offers elements of a traded service but is currently reviewing the support offered to schools to ensure we can meet new increased statutory responsibilities from September 23. Service Managers are also currently in discussion with the Department for Education as part of the Priority Education Investment Area work-stream to promote the issue of school attendance, and work in partnership with the DfE, schools, and other agencies to support school attendance.

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><i>Supporting commentary: Val Armor</i>  PAUSE in Halton is now over 12 months old and we have celebrated an annual event showcasing the superb work that is being carried out. The project is already having a significant positive impact on the lives of the women involved. The next step is to find funding from partners and the LA to continue with this offer. A sustainability and cost avoidance report has been submitted to management to consider as part of The Invest to Save model within the transformation team.</p>		
PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training (Val Armor March 2023)	
<p><i>Supporting commentary: Val Armor</i>  The 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 new partnership with Amnity (training provider) has been established and the parenting coordinator will become a train the trainer and roll this programme out in the next quarter.  The success in this parenting role has resulted in the need to look for further funding to have an assistant parenting role to help with the delivery and coordination of the parenting hub.  A further nurture programme will be delivered in January to train any outstanding staff not trained in the programme. Locality teams have also had further staff trained in the teen nurture parenting group and working with high schools in the borough to identify potential parents/carers for these workshops. There is a wide variety of parenting group offered through the children centres universal provision as well as a more targeted offer.  The parenting offer particular perinatal mental health is a huge element of the family hub and best start to life offer and we will be working with health colleagues on this agenda over the next 18 months is key priority.</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)	316		
<p><i>Supporting commentary: Liz Davenport</i>  Referrals figures are projected to be in line or lower than previous years outturn based on current data. Whilst the overall rate of re referrals has increased within the last 12 months, it remains in line with comparators which is a good indicator.</p>						
PED02 02	Monitor the rate of children in need (open cases) per 10000 0-18-year-olds (snapshot at end of quarter)	360	380	389		
<p><i>Supporting commentary: Liz Davenport</i>  As can be noted from the previous data, this figure has been largely consistent. However, Service Manager has facilitated reviews of those CIN cases that have been open for 9 months and longer. This has resulted in schedules of work being established in order to close or step-down long-term cases. These cases will continue to be reviewed on a weekly basis by the Service Manager in order to prevent any further drift.</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	56		
<p><i>Supporting commentary: Susanne Leece</i>  In respect of our plans per 100,000, Halton is above NW comparators but below Statistical neighbours. At the end of Q2, there was a 10% reduction in individual child protection plans compared to the beginning of Q1. It is too early to identify if this is the beginning of a sustained downward trend. Initial Child Protection Conferences in October 2022 have some large families moving through and this will likely increase our numbers.</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: Sarah Riley</i></p>						



Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
<p>The scrutiny of a child entering care identifies the correct threshold is being applied to keep children safe, legal advice meetings gate-keep and the Operational Director provides agreement before children enter care. There are several pieces of work being completed providing oversight of children in care numbers with a focus on entering care at the right time, being suitably placed, and where possible achieving permanence outside of the care system</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	76		
<p><i>Supporting commentary: Liz Davenport</i>  The Children in Care rise is linked with the increase number of unaccompanied asylum (UASC) seeking children currently at 30 (8% of Halton CIC). The reception into care is managed under Legal Advice Meetings, which gate keeps and ensures scrutiny of threshold and often directs children through to pre proceedings before any reception into care is considered. There are a number of cases that warrant children being in care due to significant concerns.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	23	18	18		
<p><i>Supporting commentary Liz Davenport</i>  There remains a turnover of staff (Agency) in the CIN teams which can increase caseloads and indeed the complexity and breadth of the work in the teams. There is a targeted schedule of work reviewing all CIN cases open for longer than nine months, which ensures cases are closed or stepped down appropriately. Social work caseloads across the Service are continually reviewed.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	71%	85%	46%		
<p><i>Supporting commentary: Clare Hunt</i>  For this period, there have been 78 return interviews completed with 56 young people by the commissioned service. 46% of young people completed a return interview and 63% were completed within 72 hours, this is a decline from the previous quarter. The Declines for return interviews were 108 incidents by 49 young people over half were declined a point of contact.</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	8		N/A
<p><i>Supporting commentary: Clare Hunt</i>  For this reporting period, there has been a total of 220 notifications. There have been eight young people with repeat missing incidents. These eight young people have made five or more incidents during the quarter, accounted for 30% of all missing incidents in the quarter. 8% of all young people for the quarter are within the repeat cohort. There is one young person (Care) who has generated 44% of the total number of incidents this quarter. Excluding the young person in Care mentioned with exemptions recorded for each missing from home (MFH) incident over the quarter, With you directly engaged 5/7 of the young people in the repeat cohort this quarter (71%) The other two young people had multiple and varied attempts to engage both in-person, virtually and via telephone, and liaising with other professionals in an effort to engage every young person in a return home interview (RHI).</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	85		N/A
<p><i>Supporting commentary: Clare Hunt</i>  There has been an increase 11% of missing incidents from 247 to 220, as well as a decrease of 16% young people 99 to 85. It continues to be the case that the majority (61%) of CYP reported missing are residing at home, following the trend seen in the previous quarters. 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. Looking at the professional reasons identified within the RHI alongside this, these reasons were largely agreed with, however peer pressure was identified by the professional completing the RHI as a key trigger for CYP going MFH. There were several CYP this quarter who were all missing at the same time from within the same care provision and it has been identified through the RHIs that in most of these instances there had been one CYP acting as the key instigator of these incidents. This was also causing some challenges in completing RHIs, with each CYP encouraging others in the provision to not to engage.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	15	20	23	Refer comment	N/A
<p><i>Supporting commentary: Liz Davenport</i></p>						



Ref:	Measure	21/22 Actual	22/23 Target	Current	Direction of Travel	Quarterly Progress
<p><i>CSOG is held monthly to monitor all children flagged as high risk, resulting in a multi-agency response. The Child Exploitation Strategic Group oversees all developments and practice improvement recommendations for the operational group and acts as a governance body to promote best practice and improved outcomes. A review has been commissioned led by Children's Services and supported by the Safeguarding partnership examining the effectiveness of the operational and strategic arrangements in responding to child exploitation. This review is likely to report its findings in December 2022.</i></p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	36	12	32	Refer comment	N/A
<p><i>Supporting commentary Liz Davenport See above</i></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><i>Supporting commentary: Peter Murphy Children's Services were successful in its application to the Department for Education to provide grant funding supporting the implementation of the systemic practice model. This work is now being progressed with the support of Warrington Children's Services as a Sector Led Improvement Partner.</i></p>		
PED02b	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><i>Supporting commentary: Peter Murphy 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.</i></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><i>Supporting commentary: Peter Murphy 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.</i></p>		
PED02d	Implement redevise quality and assurance framework to monitor improvements in practice (Peter Murphy)	Refer comment
<p><i>Supporting commentary: Peter Murphy Revised performance and quality assurance arrangements are now in place. Whilst these arrangements are continuing to develop and need to become embedded, it is providing greater oversight re quality of practice issues.</i></p>		



### 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	43		
<p><i>Supporting Commentary: Sarah Riley / Sam Murtagh 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 two sites for children's homes are being explored along with some joint work with the Community Land Trust. The draft Strategy is due to be completed by November 2022.</i></p>						



*There is a significant focus currently in respect of reviewing those children and young people who are placed in a residential placement to ensure that only those children and young people who require this type of placement remain in such placements. 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. SR*

PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	35	35	56 (prov)	Refer comment	Refer comment
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***Supporting Commentary:** Sarah Riley / 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 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. SR*

PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	99%	95%	98%		
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***Supporting Commentary:** Sarah Riley / Sam Murtagh  
The Care Leavers Accommodation Group is embedded within the Service with registered landlords being part of the meeting which meets on a monthly basis. The meeting reviews and tracks all young people aged 16 and older who require accommodation in preparation for leaving care. Referrals to this group continue to be coordinated and tracked via the Placements Team. Halton have an embedded Supported Lodgings scheme within the service. Halton have placed three young people currently placed with hosts. Lavender House, our commissioned service continues to be operational. This is a four bedroomed group living property in Runcorn and we currently have three 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. SR*

PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	51%	65%	54%		
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***Supporting Commentary:** Sarah Riley  
Strong and effective links with the Virtual School continue as supporting care leavers into education, employment and training is a priority area. 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 education, employment and training status for all care leavers over 18 to ensure that those who are not in education, employment or training are provided with targeted support to enable them into education, training or employment. Monthly meetings are also being held with the Head Teacher of the Virtual School, Divisional Managers for CIC and Care Leavers and Child in Need and Child Protection and the Operational Director to review all care leavers who are not in education, employment and training and consider what support can be provided to support them into a positive destination. The Head Teacher of the Virtual School is also progressing 6 traineeships across the council for care leavers. SR*

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	Available Q3	N/A	N/A
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***Supporting Commentary:** Sam Murtagh*

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	Available Q3	N/A	N/A
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***Supporting Commentary:** Sarah Riley / Sam Murtagh  
In order to address these rising costs, the following initiatives have been embedded help to reduce spend in this area:*







Residential Step Down, Supported Lodgings, Care Leavers Training Flat, In House Care Leaver/Edge of Care accommodation.  
SR



Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. (Sarah Riley March 2023)	
<p><u>Supporting Commentary:</u> Sarah Riley 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 2023)	
<p><u>Supporting Commentary:</u> Susanne Leece The Dispute Resolution Process is used by the IRO's in the Safeguarding Unit to challenge drift or delay in planning for individual children. Resolution is often achieved at the initial, informal stage through the IRO having a discussion with the Social Worker and their Practice Lead. This discussion is recorded on the child's file but is not reportable from the system. We are working with the Eclipse Team to remedy this so that the IRO's footprint and evidence of effective challenge can be extracted and reported on. We are already able to do this with our formal escalations.</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 2023 Sam Murtagh)	
<p><u>Supporting Commentary:</u> Sam Murtagh Work remains ongoing within the Liverpool City Region framework for Fostering the Residential placements. The Team continues to work with colleagues across the Council to identify further properties for residential purposes within Halton, to assist in driving costs down.</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><u>Supporting Commentary:</u> Ben Holmes At the end of the summer term 2022, 91% of PEPs were completed within timescale, down from 93% in Spring 2022. This was as a result of capacity within the virtual school team and an increase in CYP coming into care, including over the summer whilst schools were closed.</p> <p>Early Years 89%; Primary 99%; Secondary 91%; Post 16 78%. Capacity continues to be impacted by a vacancy and staff absence, but a tighter deadline has now been implemented to allow greater opportunity to challenge and hold professionals to account in relation to PEP completion from September 2022. For school age children, 95% of PEPs were completed.</p> <p>Of the PEPs completed, the percentage rated as outstanding increased to 12%, with 78% rated good or better. Greater dissemination of performance data with divisional and operational managers within EIP, CSC and directly with Headteacher's will raise the profile of PEP standards. Due to staff absence, the most notable dip in standards is within early years, which is therefore a focus for the autumn term.</p> <p>Our PEP Leads are continuing to develop our toolkit which will support the creative use of Pupil Premium Plus alongside a new PEP policy. A new multi-agency moderation panel will also be established in Q3 and performance data on initial PEPs will also be included in future reports.</p>		







**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%	55.9%		
<u>Supporting Commentary:</u> Adrian Leach						






PED04 02	Reduce the number of incidents of fixed term Suspensions (academic year cumulative to end of quarter)	535	500	196 Q2 Autumn term 122	N/A	N/A
<i>Supporting Commentary: Behaviour Team / Scott Middlehurst</i> <i>The Q2 data cuts across two academic years (2021/22 and 2022/23) and a more informed view of the 2022/23 data will emerge as the academic year progresses and will be reported in Q3 (2022/23).</i>						
PED04 03	Reduce the number of children subject to fixed term suspensions (academic year cumulative to end of quarter)	308	350	135 Q2 Autumn term 91	N/A	N/A
<i>Supporting Commentary: Behaviour Team / Scott Middlehurst</i>						
PED04 04	Reduce the number of children subject to a permanent suspension (academic year cumulative to end of quarter)	15	30	6 Q2 Autumn term 4	N/A	N/A
<i>Supporting Commentary: Behaviour Team / Scott Middlehurst</i>						
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%	8.1%		
<i>Supporting Commentary: Adrian Leach</i> <i>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.</i>						
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	Available Q3	N/A	N/A
<i>Supporting Commentary: Sam Murtagh</i> Available Q3						
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	44.6%	65%	49% prov	N/A	N/A
<i>Supporting Commentary: Adrian Leach (Paul Greenwood)</i>						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	xx	100%	100%		N/A
<i>Supporting Commentary: Jill Farrell This data is up to 30<sup>th</sup> Sept 2022 and includes the data for three of the four special schools, with one of them currently not yet inspected following academisation. Several schools in Halton are overdue inspection or due their first formal inspection since academisation.</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	N/A
<i>Supporting Commentary: Adrian Leach Paul Greenwood</i>						

Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2023. 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. (Q1 commentary)</i>		





Ref:	Milestones	Quarterly Progress
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision (Sam Murtagh March 2023)	
<p><u>Supporting Commentary: Sam Murtagh</u>  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.(Q1 commentary)</p>		
PED04c	Review direct payments with all recommissions co-produced with parents and young people. (March 2023 Val Armor)	
<p><u>Supporting Commentary: Val Armor</u>  This has been reviewed in terms of commissioning to get the best offer and value for parents and carers. The current commission is now inplace until march 23 2023.</p>		
PED04d	Improve quality and timeliness of Education Health and Care Plans. (March 2023 Adrian Leach)	Refer comment
<p><u>Supporting Commentary: Adrian Leach</u>  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 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.</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 has started with accelerating and imbedding the quality improvements as a key priority (Q1 commentary)</p>		
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)	Refer comment
<p><u>Supporting Commentary: Sam Murtagh</u>  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 NMIS settings. We continue to work closely with the Safeguarding Children In Education (SCIE) Officer. (Q1 commentary)</p>		
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (March 2023 Adrian Leach)	Refer comment
<p><u>Supporting Commentary: Adrian Leach</u>  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). (Q1 commentary)</p>		
<p><b>Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)</b></p>		

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	Refer comment	N/A	N/A
<p><i>Supporting Commentary: Jill Farrell / Belinda Yen</i>  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><i>Supporting Commentary: Jill Farrell / Gail Vaughan-Hodkinson</i>  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 remains the same as the previous quarter as the data set is not due to be updated until June 2023.</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)	94%	N/A	93%	N/A	
<p><i>Supporting Commentary: Jill Farrell / Gail Vaughan-Hodkinson</i>  93% of all our Early Years settings, who have been inspected by Ofsted, are graded 'Good' or 'Outstanding'; 4% are graded 'Requires Improvement'; and 3% are graded 'Inadequate'. There are currently 5 settings who have not yet been inspected and 9 who are 'meeting the requirements' (this is the judgement awarded to Child minders who have an inspection when there are no children present).</p>						
ED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding	81.6% (As of 30th April 2022)	N/A	86.7%	N/A	
<p><i>Supporting Commentary: Jill Farrell</i>  This data is up to 30<sup>th</sup> Sept 2022 and only includes the data for 45 of the 49 primary schools, with four who have not yet been inspected following academisation. 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.</p>						
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	80%		
<p><i>Supporting Commentary: Jill Farrell</i>  This data is up to 30<sup>th</sup> September 2022 and only includes data for five of the eight secondary schools, with three schools not yet formally inspected since academisation. It does include the outcome for The Grange School, an all-through academy, as they are formally identified as a secondary school for these purposes. 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.</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 2023 Jill Farrell)	
<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.</p>		



Ref:	Milestones	Quarterly Progress
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)	
<i>Supporting Commentary: Jill Farrell</i> 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)	
<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. Schools have received categorisation letters sharing their category with school leaders and governors. Wider vulnerabilities are risk assessed through a Cross Service Monitoring Group.		
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities (March 2023 Jill Farrell)	
<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. Halton governor Conference is being held in November and provides a further training offer whilst termly briefings are seeing an increase in attendance rates now face to face meetings have now returned.		
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)	
<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 were shared with stakeholders in October during the Halton learning Alliance re-launch. Once the newly formed HLA Strategic group meet in November, implementing this shared vision will be a collective responsibility.		
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 2023, Jill Farrell)	
<i>Supporting Commentary: Jill Farrell</i> Halton Learning Alliance was relaunched in early October and will be led by a newly elected Strategic group in November. A fifth priority sub group has been established and will be Chaired independently by DFE. A refined strategic board will drive forward the priorities aligned to the Priority Education Investment area as well as local place based system agreed priorities within the other four priority sub groups.		

**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%	5.3%		
<i>Supporting Commentary: Háf Bell</i> August 2021 performance was 4.4%, Quarter 2 2022 is a significant increase from last year's position, which was also the case in Quarter 1 2022. The same issues remain, a significant greater number of young people are not available to the labour market due to illness, including mental health issues, in 2022 compared to this period in 2021. 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%	0.8%		
<i>Supporting Commentary: Háf Bell</i> August 2021 performance was 0.6%. There are more young people (and/or their families) who have refused to disclose the young person's activity or where they are currently living in 2022 than in previous years meaning more young people are						





recorded as cannot be contacted or refused to disclose. This means their current situation is not known and we have no other means of gaining the information.

PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.6%	98%	95.7%		
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**Supporting Commentary: Háf Bell**

Whilst the percentage of offers made to young people is better than this time last year we are further on in our tracking of young people than this time last year, which explains the performance. As we are further on in our tracking we are aware that we are unlikely to meet the target, or even match last year's overall performance. This is once again a result of the increased number of young people who are not available to the labour market due to illness and who have not sought options for learning due to their illness.

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%	87%		
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**Supporting Commentary: Háf Bell**

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. The increase in young people who are not in education, employment or training also negatively affects this performance measure. Whilst a new cohort of young people joining Year 12 started in September 2022 the data for this cohort will not be verified until the beginning of November 2022 for analysis, therefore it is too soon to measure the impact on the annual 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)	
<b>Supporting Commentary: Háf Bell</b> Ongoing analysis takes place to respond to need and ensure the resources are being targeted appropriately. In the second half of the autumn term 2022 analysis will take place to review those who have not progressed or been unable to sustain their education, employment or training and identify how resources should be used to meet need.		
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)	
<b>Supporting Commentary: Háf Bell</b> This work has begun with institutions. The first stage is to review the cohort from 2021/22, the progressions young people made and whether the identification of those at risk of not progressing was accurate.		
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)	
<b>Supporting Commentary: Háf Bell</b> This work is currently taking place with institutions. Those in borough are communicating regularly with us. As yet we have not completed the process of verifying the accuracy of information received, which was an issue last academic year. We've been able to access information from out of borough institutions quicker this year than previous years, helping us identify young people who need support sooner.		
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)	
<b>Supporting Commentary: Háf Bell</b> Post 16 providers in the borough is very limited. After a positive collaborative session with all providers in June 2022 to identify progression routes and gaps in provision two providers have withdrawn their provision offer in Halton. Whilst one gap has been filled by a current provider expanding their own offer, there are still limited choices of provision post 16 for young people in Halton. This is as a result of the small size of the borough. Progression routes are available close to the borders of Halton and more work is taking place to expand offers, such as traineeships, where most of the week is based with employers in the borough, with only limited travel needed for study or offered as online study.		



<b>Ref:</b>	<b>Milestones</b>	<b>Quarterly Progress</b>
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## 5.0 Financial Summary



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Children and  
Families Q2 22-23 Fi

## 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.

6.3 Key for responsible officers:

**JF** Jill Farrell, Operational Director, Education, Inclusion and Provision Service  
**PM** Peter Murphy, Operational Director, Children and Families Service