

Public Document Pack



Children Young People and Families Policy and Performance Board

Monday, 30 January 2017 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn

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

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Lauren Cassidy	Labour
Councillor Susan Edge	Labour
Councillor Charlotte Gerrard	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Stan Parker	Labour
Councillor Christopher Rowe	Liberal Democrat
Councillor John Stockton	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail
ann.jones@halton.gov.uk for further information.
The next meeting of the Board is to be confirmed.*

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

Part I

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

CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD

At a meeting of the Children, Young People and Families Policy and Performance Board on Monday, 31 October 2016 in the Civic Suite, Town Hall, Runcorn

Present: Councillors Dennett (Chair), Logan (Vice-Chair), Cassidy, Edge, P. Hignett, Horabin, P. Lloyd Jones, Rowe and J. Stockton

Apologies for Absence: Councillors C. Gerrard and Parker

Absence declared on Council business: None

Officers present: A. Scott, J. Farrell, A. Parkinson, D. Roberts, M. Vasic and S. Williams

Also in attendance: None

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

Action

CYP21 MINUTES

The Minutes of the meeting held on 12 September were taken as read and signed as a correct record.

CYP22 PUBLIC QUESTION TIME

It was confirmed that no public questions had been received.

CYP23 EXECUTIVE BOARD MINUTES

The minutes relating to the Children, Young People and Families Portfolio which have been considered by the Executive Board since the last meeting of this Board were attached at Appendix 1 for information.

RESOLVED: That the minutes be noted.

CYP24 CHILDREN AND YOUNG PEOPLE'S EMOTIONAL HEALTH AND WELLBEING

The Head of Children and Families Mental Health Commissioning, NHS Halton CCG, had submitted a report on Children and Young People's Emotional Health and

Wellbeing.

Unfortunately, it was not possible for a representative to attend to present the report or to deal with Members' queries. Therefore, the Chair asked that any questions which Members may have should be sent to him by email, and he would ensure that a response was provided.

RESOLVED: That Members' questions should be submitted to the Chair for a response in due course.

CYP25 ANNUAL REPORT - COMMENTS, COMPLIMENTS & COMPLAINTS RELATING TO CHILDREN'S SOCIAL CARE SERVICES - 1 APRIL 2015 TO 31 MARCH 2016

The Board received the Annual Report for Comments, Complaints and Compliments relating to Children's Social Care Services from 1 April 2015 to 31 March 2016.

The report provided detailed data such as information on the numbers of complaints; who the complaints were made by; how complaints were made; the types of statutory complaints made; the recurring themes of complaints and outcomes at various stages.

The report also provided Members with details of compliments received, positive feedback and actual comments made by service users.

Members made the following observations:

Was there any evidence to suggest any commonality in complaints received?

No; there were robust procedures in place to investigate complaints and to try to resolve them at Stage 1.

How do you 'recruit' Independent Persons for Stage 3 Review Panels?

These are people who work on a commissioned basis and who may work for a number of neighbouring authorities in a similar capacity.

Is there any in-house training provided for agency Social Workers?

The number of agency Social Workers has reduced significantly, following a recruitment drive. At May 2016,

there were only five agency workers across the teams. Children's Social Care Service do provide in-house training for staff.

RESOLVED: That

- 1) The report be acknowledged as evidence as to how feedback from service users is used to improve service delivery; and
- 2) The mechanism by which the Local Authority is kept informed about the operation of its complaints procedure for Children's Social Care be noted.

CYP26 COMPLIMENTS (SERVICE USER FEEDBACK) RELATING TO PEOPLE DIRECTORATE, CHILDREN'S SERVICES - 1 APRIL 2015 TO 31 MARCH 2016

The Board received a report from the Customer Care Manager, which provided feedback on compliments made by clients and positive feedback from workers and professionals relating to Children's Services in the People Directorate.

The information was presented as an overall figure for the whole Directorate, then given as a breakdown by Operational Directorates; Children and Families; Education, Inclusion and Provision; and Economy, Enterprise and Property. Areas within these Directorates were then broken down, to include detailed commentary of compliments received and comparisons made to previous year's data.

Members made the following observations:

How were examples of good practice shared with other teams/service providers?

Examples of good practice, and those which were observed through compliments received, were identified by managers and passed through to the Customer Care Manager for dissemination.

The Chair wished to place on record his thanks to all staff for their hard work in providing the many services within the Directorate.

RESOLVED: That the report be noted.

CYP27 SUMMARY OF 2016 PROVISIONAL UNVALIDATED ATTAINMENT AND PROGRESS OUTCOMES

The Board received a summary of changes to this year's school assessment process on the provisional outcomes for Halton's Children and Young People and their performance in comparison to unvalidated National data and North West Regional data.

A verbal update was provided on data relating to:-

- Early Years Foundation Stage;
- Year One Phonics Testing;
- Key Stage One results;
- Key Stage Two;
- Attainment Floor Standards;
- Coasting Schools;
- Data by Gender and results for those described as 'Disadvantaged';
- Progress between Key Stages One and Two; and
- A level, BTEC and Vocational Qualifications.

Members made the following observations:

What does Phonics de-coding involve? How does Halton compare nationally?

Phonics screening was introduced in 2012; Halton had seen an increase in the number of children reaching the expected standard, (76% in Halton) against a national average of 81%. De-coding testing was carried out on a one to one basis by teachers known to the pupil who were asked to read a list of 40 real and pseudo-words.

What difficulties had teachers experienced in the introduction of the new National Curriculum at Key Stage 2? How have these changes affected performance?

The new National Curriculum was introduced in 2014, so pupils have only had two years to study a new four year programme. It is also a new assessment process so cannot be compared with previous year's results. However, when analysed at a North West level, Halton pupils had declined in percentage terms in achieving the expected standard in Reading, Writing and Maths, as was also evident in other North West Local Authorities and nationally. Halton LA was working with school improvement colleagues in neighbouring authorities to share best practice and learn from other region's best practice, whilst reviewing

assessment processes under this new system.

It is possible that standards have not altered, but the way in which they are measured has?

Data comparisons were difficult in the immediate period following changes to curriculum, until sufficient time had elapsed for meaningful, reliable data to be produced. It is also a new more challenging curriculum with a different method of assessment so cannot be compared with previous results. (as also noted by the DFE).

RESOLVED: That the report be noted.

CYP28 THE ANNUAL HEAD TEACHER REPORT ON THE EDUCATIONAL OUTCOMES OF CHILDREN IN CARE 2015/2016

The Board received a report which updated them on the educational outcomes for Halton's Children in Care for 2015-16.

It was reported that Halton had a small number of children in care within each key stage cohort. Members noted therefore that comparisons with the general population and year on year performance were very difficult, as each child in care had a high statistical significance; making both the gap and trend analysis volatile.

Officers advised that changes to the assessment process were made in 2015-16, and as a result summer assessment results could not be compared with previous years' results. It was noted that this year's results would be reported against a new 'Attainment 8 and Progress 8' measure.

The report provided comparisons on the performance of Halton children who had been in care for 12 months or more, to that of their non-care peers, within each key stage.

Arising from discussion, Members made the following comments:

Do we provide / offer one to one support whenever possible?

Yes, through a variety of means, such as use of pupil premium plus funding to offer additional tuition/mentors, as well as support at home and outside of the school environment.

How were those Designated Teachers trained in meeting the demands of those children with attachment difficulties?

Halton Virtual School had delivered a range of training sessions for Designated Teachers in this regard. In addition, a specialist consultant had been commissioned to support individual schools which had experienced a high level of pupils with emotional and behavioural difficulties, due to their attachment issues.

Are there any examples where Pupil Premium Plus was not accessed and why?

Sometimes Schools could 'absorb' the impact of costs and didn't need to apply for such funding. However, if there was evidence that standards weren't being achieved or maintained, this would be looked at and if it was felt appropriate, then such funding would be applied for.

A lot of progress has been made in this area. How do we monitor the knowledge acquired by the Designated Teachers?

Designated Teachers have a statutory responsibility to produce an annual report which the school's Governing Body should receive.

RESOLVED: That the report be noted.

CYP29 UPDATE ON THE PROPOSAL TO CLOSE WESTFIELD PRIMARY SCHOOL RESOURCE BASE FOR PUPILS WITH HEARING IMPAIRMENT & SPECIFIC LEARNING DIFFICULTIES

The Board received a report from the Divisional Manger, Inclusion, that outlined the consultation process undertaken and the issues raised on the proposal to close Westfield Primary School Resource Provision Base, for pupils with hearing impairment and specific learning difficulties.

It was noted that the first phase of the consultation commenced on 22 June 2016 and closed on 20 July 2016; the key issues raised during this consultation were listed in the report and the responses were included in Appendix A of the report.

Following this, the responses were considered at

Executive Board, who gave approval for a four week statutory consultation to be undertaken. Details of the consultation, which commenced on 21 September 2016 until 19 October 2016, were attached at Appendix B to the report.

It was noted that following the closure of the statutory consultation, a further report would be prepared and submitted to Executive Board on 17 November 2016 for a decision on the proposal.

Members made the following observations:

What plans would be put in place for the children at the school to complete their education?

Funding for teaching staff would continue at the school to support the three children attending after the proposed closure in December 2016. No 'new' children would be admitted after this time.

Would schools need to make 'reasonable adjustments' for those children with complex needs, whilst attending mainstream schools?

The majority of families would prefer their child to be educated in a mainstream setting. By reinvesting the resources saved from the closure of the Base at Westfield School, we could support those children at an appropriate level in a mainstream setting.

RESOLVED: That the response received from the first phase of the statutory consultation be noted.

Meeting ended at 8.30 p.m.

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

DATE: 30 January 2017

REPORTING OFFICER: Strategic Director, Enterprise, Community & Resources

SUBJECT: Public Question Time

WARD(s): Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

- 3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
 - (ii) Members of the public can ask questions on any matter relating to the agenda.
 - (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
 - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
 - (v) The Chair or proper officer may reject a question if it:-
 - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
 - Is defamatory, frivolous, offensive, abusive or racist;

- Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or
 - Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children and Young People in Halton** - none.

6.2 **Employment, Learning and Skills in Halton** - none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

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

8.1 There are no background papers under the meaning of the Act.

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

DATE: 30 January 2017

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board since the last meeting of this Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

- 3.1 None.

4.0 OTHER IMPLICATIONS

- 4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None

5.2 Employment, Learning and Skills in Halton

None

5.3 A Healthy Halton

None

5.4 A Safer Halton

None

5.5 Halton's Urban Renewal

None

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

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

8.1 There are no background papers under the meaning of the Act.

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

EXECUTIVE BOARD MEETING HELD ON 20 OCTOBER 2016

EXB 45	HALTON LOCAL SAFEGUARDING CHILDREN BOARD (LSCB) ANNUAL SAFEGUARDING REPORT – KEY DECISION
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The Board considered a report of the Independent Chair, Halton Safeguarding Children Board, on the Halton Local Safeguarding Children Board (LSCB) Annual Report 2015/16.

The LSCB described how organisations and individuals across all sectors were working together to safeguard children and young people. The Annual Report provided a rigorous and transparent assessment of the performance and effectiveness of local services to safeguard and promote the welfare of children and young people. The report included lessons from learning and improvement activity within the reporting period including Serious Case Reviews, Practice Learning Reviews and Child Death Reviews and audits. In addition, it listed contributions made to the LSCB by partners and details of its expenditure.

It was noted that since November 2013, the LSCB had become subject to review of their effectiveness with a review by Ofsted in 2014, alongside the inspection of services for children in need of help and protection, looked after children and care leavers.

Details of the content of the report were set out for Members' information. However, it was reported that the Children and Social Work Bill would abolish LSCBs; the expectation was that key safeguarding partners, such as the Local Authority, the Police and the Clinical Commissioning Group, would establish arrangements to ensure the effectiveness of safeguarding children processes and practice.

Reason(s) for Decision

The Local Safeguarding Children's Board Annual report was a statutory report and provided an overview and scrutiny of the effectiveness of multi-agency partners' safeguarding arrangements. Members were requested to note the report.

Alternative Options Considered and Rejected

None as this was a required annual report.

Implementation Date

September 2016.

RESOLVED: That the contents of the report and associated Annual Report attached at Appendix 1 be noted.

EXECUTIVE BOARD MEETING HELD ON 17 NOVEMBER 2016

EXB 57	CLOSURE OF WESTFIELD PRIMARY SCHOOL RESOURCE PROVISION BASE FOR PUPILS WITH HEARING IMPAIRMENT AND SPECIFIC LEARNING DIFFICULTIES – KEY DECISION
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The Board considered a report of the Strategic Director, People, on the proposed closure of the Resource Base for pupils with Hearing Impairment and Specific Learning Difficulties at Westfield Primary School (the Resource Base).

At its meeting on 15 September 2016, Executive Board had agreed to a statutory consultation on the proposal to close the Resource Base. It was reported that at the close of the consultation, seven responses had been received, summarised at Appendix C. A response from the National Deaf Children's Society was attached at Appendix D.

The report set out details of guidance for Members on the decision making process, now that formal consultation was complete. It was noted that the Children, Young People and Families Policy and Performance Board had considered the proposals and the majority of its Members had supported the recommendation to close the Resource Base, with the continuation of funding to support the completion of the primary education for the three children at the School.

Reason(s) for Decision

To provide a more inclusive offer for pupils with Hearing Impairment, giving them the opportunity to be educated with support alongside their peers.

Alternative Options Considered and Rejected

Retaining the current provision. This was rejected as it was less inclusive and more costly.

Implementation Date

31 December 2016.

RESOLVED: That

- 1) the Resource Base Provision at Westfield Primary School closes with effect from 31 December 2016;
- 2) the Local Authority continues to provide support to the three pupils in the Resource Base at Westfield Primary School until they finish their primary education at the School; and

- 3) funding previously allocated to fund the Resource Base Provision is ring fenced and re-invested into Hearing Impaired Provision and the recruitment of additional central staff both teaching and non-teaching.

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

DATE: 30 January 2017

REPORTING OFFICER: Chief Executive

SUBJECT: Special Strategic Partnership Board minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

1.1 The Minutes relating to the Children and Young People's Portfolio which have been considered by the Special Strategic Partnership Board are attached at Appendix 1 for information.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

3.1 None.

4.0 OTHER IMPLICATIONS

4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None.

5.2 Employment, Learning and Skills in Halton

None.

5.3 A Healthy Halton

None.

5.4 A Safer Halton

None.

5.5 Halton's Urban Renewal

None.

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

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

8.1 There are no background papers under the meaning of the Act.



Halton Children's Trust: Minutes 24.11.16 – Main Hall, CRMZ, Widnes

Present:

Cllr Tom McInerney	Lead Member for Children's Services HBC (Chair)
Mil Vasic	Strategic Director People, HBC
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Tracey Coffey	Operational Manager, Children & Families, HBC
Tracy Ryan	Assistant Policy Officer, Children & Young People, HBC (Minutes)
Kelly Collier	Policy Officer, Children & Young People, HBC
Dorothy Roberts	Customer Care Manager, Children & Young People, HBC
Richard Rees	Cheshire Police
James Wilson	Cheshire Police
Dorothy Roberts	Customer Care/Policy, HBC
Julie Sumner	Halton ImPart Parent Carer Forum
Chloe Buglass	Chair, Halton Family Voice
Jack Cosgrove	Halton Youth Cabinet
Callum Thomas	CiCC
Thomas Norris	HSO/Youth Parliament – MYP
Mary Murphy	Principal, Riverside College
Richard Strachan	Chair, Halton Safeguarding Children Board
Matthew Walker	Halton Youth Cabinet
Eileen O'Meara	Director of Public Health for Halton
Pat Hansen	Halton Housing Trust
Cllr Dave Cargill	Community Safety Police and Crime Panel
Pam McGuffie	Our Lady of Perpetual Succour Catholic Primary
Libby Evans	Bridgewater NHS Trust
Sheila McHale	Halton CCG
Bridgid Dineen	Health Improvement Team, HBC

Apologies:

David Parr	Chief Executive HBC
Simon Banks	Chief Executive NHS Halton CCG
Emma Simpson	Principal, Sandymoor School
Teresa Tierney	Executive Director of Customer Services, Halton Housing Trust
Angela Woolfall	Foster Carer
Gareth Jones	Head of Service, Youth Justice Services
Cleo Alonso	Halton Voluntary Sector Forum (Halton InterAction)

Item		Action	Deadline
	PART A - TOPIC ITEM		
	Hate Crime		
1.0	Thomas/Matthew welcomed everyone to the meeting and asked everyone to introduce themselves including their role. Thomas explained that the Halton Against Hate Event held on 26 October '16 in Halton Lea, Runcorn was very successful and another event for 2017 is planned.		

	<p>To facilitate the Topic Discussion, an online Hate Crime Survey was introduced for young people and parents to complete. There were 79 respondents to the survey (Analysis Report attached).</p> <p>Q6 asked – ‘Have you witnessed any of the following Hate Crimes within the past month?’ - Matthew noted that the top responses were:</p> <ul style="list-style-type: none"> • Disability – 35% (28 responses) • Sexual Orientation – 33% (26 responses) • Race/Ethnicity – 32% (25 responses) <p>Matthew provided each table with a copy of the Analysis Report and asked members to note on flipchart what we should focus on (flipchart notes 1, 2 and 3 attached):</p> <ul style="list-style-type: none"> • Cyber Bullying – which links with existing programmes provided in schools to improve awareness; • Promotion in primary schools - respondents were aged 11-19 <p>Of particular interest to the Police reps, they noted that there was more awareness of hate crime reporting around race/ethnicity incidents than the other (categories) also known as the protected characteristics.</p> <p>Matthew gave out a sample of a new promotional flyer (attached).</p> <p>Key issues (attached) were drawn up by members around:</p> <ul style="list-style-type: none"> • What will we do? • How we will do it? • What resources/help is needed? <p>Action:</p> <ul style="list-style-type: none"> • Ann/Tracy to meet with Matthew/Thomas to review the key issues and next steps • You Said, We Did update at next meeting in 2017 	<p>Ann, Tracy, Matthew & Thomas</p> <p>Matthew & Thomas</p>	<p>Next meeting</p> <p>Next meeting</p>
	<p>PART B - BUSINESS ITEMS</p>		
2.1	<p>Minutes/Actions 8.9.16 Minutes accepted as accurate, matters arising as follows:</p>		
	<p><u>2.2 Trust Terms of Reference</u> The revised wording was agreed.</p>		
2.2	<p>Self-Harm Pathway Bridgid Dineen attended to provide an overview of the new self-harm pathway. Suggestions included:</p> <ul style="list-style-type: none"> • Rename as Self-Harm Flowchart or remove ‘pathway’ - it sounds like a ‘how-to’ guide rather than guidance if a young person discloses self-harm or has visible injuries 		

<p>2.3</p>	<ul style="list-style-type: none"> • Make more young person/user-friendly ‘young person presents with.....’ this sounds very clinical – it could say something like ‘young person is bleeding, has a burn and needs treatment, has a head injury, has superficial cuts, burns/bruises etc....’ <p>The proposed ‘Pathway’ was agreed with some subtle changes as noted above.</p> <p>Action:</p> <ul style="list-style-type: none"> • Revised ‘flowchart/pathway’ to be circulated for information. <p>THRIVE Framework Sheila McHale explained that the new proposals for Mental Health services.</p> <p>Currently mental health services in Halton are provided as follows:</p> <ul style="list-style-type: none"> • Tier 2 – covers lower level or some additional support for a limited amount of time • Tier 3 – is for more complex support • Tier 4 - is for people requiring accommodated support. <p>The new proposals will remove the tiered model of support and move towards a more rounded model intended to meet all the needs of young people at whatever level of support they require and is wrapped around the young person. This includes:</p> <ul style="list-style-type: none"> • Coping • Getting Help • Getting Risk Support • Getting More Help <p>Work commenced in September ’16 to develop this new model with plans to implement next year.</p> <p>Tracey Coffey noted that schools may have some concerns around the new model’s referral process in order to access support.</p> <p>Action:</p> <ul style="list-style-type: none"> • It was suggested that a consultation takes place with young people/schools to review the new model/referral process. 	<p>Bridgid Dineen</p>	<p>Circulate when finalised</p>
<p>2.4</p>	<p>You Said, We Did – Police Update Information circulated as update on work in progress.</p>	<p>Sheila McHale</p>	<p>Update by email for next meeting</p>
<p>2.5</p>	<p>Health & Wellbeing Strategy Report Eileen O’Meara outlined the work in progress to produce the new Health & Wellbeing Strategy 2017-2022.</p>	<p>Sheila McHale</p>	<p>Update by email for next meeting</p>

2.6	<p>Action:</p> <ul style="list-style-type: none"> • Draft strategy will be an agenda item at the next/future meeting <p>CYPP Priorities 2017-2020 Ann McIntyre advised of the facilitated event due to be held at <u>CRMZ on 26 January 2017 4.30-6.30pm.</u></p> <p>The event will be to identify and agree the new Children & Young People Plan Priorities for 2017-2020.</p> <p>Action:</p> <ul style="list-style-type: none"> • Contact Tracy Ryan if you are willing to help plan the event 	Eileen O'Meara	Next/ future meeting
PART C - INFORMATION ITEMS			
3.1	<p>Key Partner Updates</p> <p><u>Chloe Buglass</u> Advised that the INVOLVE Group are currently updating the Participation Strategy.</p> <p><u>Eileen O'Meara</u> Noted that Mindfulness training has been commissioned for delivery in all schools and will include counselling in schools.</p> <p><u>Julie Sumner</u> Noted that Halton ImPart were looking at 'What participation looks like?'</p>		
3.2	<p>AOB</p> <p>2017 meeting dates/times - 4.30-6.30pm, Main Hall, CRMZ, Widnes, as follows:</p> <ul style="list-style-type: none"> • Thursday 23 March • Thursday 13 July • Thursday 21 September • Thursday 23 November <p><u>Pre-meetings with Young People, Parents/Carers:</u></p> <ul style="list-style-type: none"> • Thursday 2 March - venue/time to be agreed • Thursday 22 June - venue/time to be agreed • Thursday 24 August - venue/time to be agreed • Thursday 26 October - venue/time to be agreed 	<p>ALL: note details</p> <p>Support Workers, Young People, Parents & Carers – note details</p>	

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

DATE: 30 January 2017

REPORTING OFFICER: Head of Children and Families, Mental Health Commissioning , NHS Halton CCG

PORTFOLIO: Children, Young People & Families

SUBJECT: Children and Young People's Emotional Health and Wellbeing

WARDS: All

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to describe the work that is taking place in Halton to improve children and young people's emotional health and wellbeing, which is being lead through the Children and Young people's emotional health and wellbeing board.

2.0 RECOMMENDATION: That the Board note the contents of this report

3.0 SUPPORTING INFORMATION

3.1 Poor mental health is one of the biggest social issues in England today, representing up to 23% of the total burden of ill health and is the largest single cause of disability. Locally, improving mental health and wellbeing has been identified as a priority for 'One Halton' and the Health and Wellbeing board.

3.2 At least one in four people will experience a mental health problem at some point in their life, and around half of people with lifetime mental health problems experience their first symptoms by the age of 14. By promoting good mental health and intervening early, particularly in the crucial childhood and teenage years, we can help to prevent mental illness from developing and mitigate its effects when it does.

3.3 There are a large number of risk factors that increase the vulnerability of children and adolescents experiencing mental health problems. These include deprivation, poor educational and employment opportunities, enduring poor physical health, peer and family relationships, witnessing domestic violence, and having a parent who misuses substances or suffers from mental ill-health. The way that children are parented, their diet and exercise, their school and education, experimentation with drink, drugs and other substances, along with many other factors, will all affect

a child's mental wellbeing or mental ill-health.

3.4 It has long been recognised that children and young people who are emotionally healthy achieve more, participate more fully with their peers and their community, engage in less risky behaviour and cope better with the adversities they may face from time to time. Emotional health in childhood has important implications for health and social outcomes in adult life.

3.5 **Emotional Health and Wellbeing In Children and Young People In Halton.**

3.5.1 **Mental illness**

Research estimates that 9.6% of all children and young people aged 16 and under will have some form of mental disorder. In Halton this equates to 2500 children aged 0-15 with a diagnosable emotional and mental health condition. Hospital admissions rates for mental health conditions in Halton is not significantly different to the England average (2014/15), however, Halton does have higher rates of hospital admissions due to self-harm amongst 0-18 year olds (689.1 per 100,000) than the England average (398.8 per 100,000) (2014/15).

3.5.2 **Emotional health and wellbeing**

Questions on emotional health and wellbeing were included in the Public Health England 'What about YOUth' survey 2014/15, which was a national survey of 15 year olds. This survey measured wellbeing using WEMWBS. The level of wellbeing in Halton was significantly better (48.3) than the England average of 47.6 and less young people reported a low level of life satisfaction (11.5%) than the England average (13.7%). Similar to the national profile there was a marked difference by gender, where fewer boys (4.8%) had low level of life satisfaction than girls (18.4%). There were also fewer people reporting having bullied others in the last couple of months and 80.4% of 15 year olds in Halton reported having never bullied anyone (PHE 2014/15). It is not clear from the survey the reasons for the higher number of girls however it is acknowledged widely that girls are at higher risk of being affected by issues such as :

- body image
- social media
- sexual harassment

3.6 Halton's teenagers reporting their general health as excellent was statistically similar to England (32.2% compared to the national average of 29.5%). Also the proportion with a diagnosed medical condition or long term health problem was similar to England (12.4% compared to the national average of 14.1%).

There have been a number of national and local initiatives which have

impacted on service provision locally and we will continue to transform CAMHS service over the next 3- 5 years. Re -procurement of local Tier 2 services and additional planned service developments have and will continue to significantly improve the support available for young people within the borough with emotional wellbeing or mental health issues. 5BP as a provider take part in national benchmarking process which compares them to their colleagues who also provide CAMHS services across the country. This is an annual process and the findings of the process are presented at the Emotional Wellbeing for Young People's Partnership Board. The addition of KOOOTH to the service offer has allowed self referral into CAMHS services to widen access.

3.7 Future in Mind' Transformation Plan for the Emotional Health and Wellbeing of Children and Young People

Future in Mind was published in March 2015. It set out a number of aspirations for improving the emotional health and wellbeing of young people.

3.8 The Governments Aspirations are that they would wish to see by 2020:

1. Improved public awareness and understanding, where people think and feel differently about mental health issues for children and young people where there is less fear and where stigma and discrimination are tackled.
2. In every part of the country, children and young people having timely access to clinical support when they need it.
3. A step change in how care is delivered, moving away from a system defined in terms of the services organisations provide (the 'tiered' model) towards one built around the needs of children, young people and their families.
4. Increased use of evidence-based treatments with services rigorously focused on outcomes.
5. Making mental health support more visible and easily accessible for children and young people
6. Improved care for children and young people in crisis so they are treated in the right place at the right time and as close to home as possible.
7. Improving access for parents to evidence-based programmes of intervention and support to strengthen attachment between parent and child, avoid early trauma, build resilience and improve behaviour.
8. A better offer for the most vulnerable children and young people, making it easier for them to access the support that they need, when and where they need it.
9. Improved transparency and accountability across the whole system to drive further improvements in outcomes
10. Professionals who work with children and young people are trained in child development and mental health, and understand

what can be done to provide help and support for those who need it.

3.9 The Transformation Plan is our local offer to secure improvements in children and young people's mental health outcomes in Halton and the plan for additional investment in order to release additional funding. A pro rata'd figure was provided in 15/16 and the total annual recurrent funding for Halton was included in the baseline allocation for 2016/17 and is circa £300k.

3.10 **Governance Arrangements**

Halton CCG is the lead accountable body for the commissioning of Young People's mental health. In order to undertake effective commissioning it works in partnership with LA children's services and public health.

Halton has an established multi-agency partnership board (including statutory, young people and 3rd sector partners) known as the Children and Young Peoples' Emotional Wellbeing Board (CYPEWB) that oversees the delivery of the current CYP Emotional and Wellbeing Delivery Plan that is the Children's element of the all age mental health action plan and will take responsibility for overseeing the delivery of the Transformation Plan. The partnership board has the responsibility to look at prevention, early detection and support and treatment. Partners include:

- CCG
- Local Authority – Public Health and Children's Services,
- Schools
- 3rd Sector – including Barnardo's, Young Addaction, Wellbeing Enterprises, Xenzone
- Statutory provider organisations – Mental Health Trust.
- Young Peoples representation

Currently the targeted Emotional Health and Wellbeing Service is commissioned jointly by Halton CCG and LA Public Health. The longer term vision for Halton is to undertake more joint commissioning with LA Children's Services in order to have services that are streamlined, have integrated pathways in place, are efficient and effective, accessible to young people and can demonstrate improvements in outcomes.

Halton has a programme for integration at service level in relation to Early Intervention Services with services focussed around Young People, families and communities. It also has sign up from statutory organisations to the 'One Halton' approach to realign public sector services to optimise public sector spend.

3.11 **What We Are Aiming To Achieve**

The ambition for Halton is to 'wrap' the care around the child in the most appropriate setting, and aim to maintain young people in education or an environment that best meets their needs.

The key objectives that will underpin our ambition are:

- Improve the mental health of the young people in Halton through prevention and early detection;
- Increase early detection and intervention of mental health issues leading to an improved mental wellbeing for the population;
- Improve outcomes through high quality accessible services;
- Broaden the approach to tackle wider social determinants and consequences of mental health in young people, their families and their communities;
- Optimise value for money by developing quality services with measurable outcomes that demonstrates a shift to a more positive mental wellbeing culture in the borough.

3.12 We are aiming to build upon our existing Emotional Health and Wellbeing Plan by:

- Embracing the aspirations set out in 'Future in Mind'.
- Building capability and capacity in universal and targeted services to recognise emotional and wellbeing issues in our young people;
- Equipping staff to deal with the low level issues and know when to refer to more specialist services.

The local offer for young people in Halton will be a blended model access to a range of services; schools and universal services feeling equipped to deal with the low to moderate emotional wellbeing issues, receiving training, support and supervision to feel confident to manage young people safely and have speedy access to more specialist services when required. Young people tell us that they want their schools/colleges to be better equipped to deal with the issues that they are facing and that they can talk to a professional who understands their situation and is empathetic to their needs.

3.13 **Achievements to date**

We had identified the following issues:

- Young people in Youth Offending Services not accessing CAMHS Support
- Lack of perinatal MH support to help improve the outcomes for families who suffer perinatal mental health issues.
- Lack of support for young people with behavioural difficulties and associated mental health issues i.e. Autistic Spectrum Disorder, ADHD

- An inequity of provision in A&E for MH assessments of young people between St Helens & Knowsley Acute Trust and Warrington & Halton Hospital Foundation Trust
- Insufficient consultation/training support for schools to support children in the school setting
- Confusion over referral pathways service thresholds and service availability.

In order to address these gaps using the Transformational Funding allocation we have invested in :

- The provision of a dedicated CAMHS practitioner into the Youth Offending Services
- A dedicated schools link practitioner to support the pilot and continue the work when the pilot is completed
- Provision of a psychiatric liaison service for under 18's at Warrington & Halton Hospital Foundation Trust . This investment was to ensure the service available for young people who present at WHHFT is the same as when they present at STHK – namely a CAMHS practitioner is available 7 evenings each week from 8-12.00 midnight. The practitioners are attached to the adult service to support sharing of skills and joint assessments when possible of those young people aged 16/17 years. The adult service is provided within the A&E depts 8.00 a.m. – 8.00 p.m. 7 days a week at WHHFT and is almost 24/7 in STHK so there remains a n inequity of provision for adults which is currently under review.
- Support for perinatal mental health – training of health visitors and midwives, investment in resources for groups of service users etc
- Pilot of an attachment Service based with CAMHS (to start Jan17).
- Production of a consistent leaflet to support appropriate signposting.

3.14 Utilising the slippage on the funding during 15/16 a small grants process was implemented and 17 local third sector and statutory organisations were successful in securing non recurrent funding for projects which will support improving the emotional wellbeing and resilience of young people locally (see Appendix 1 for a full list). Regular reports are received by the CYP EWB with the aim of possible recurrent funding through the transformational monies any projects that evaluate particularly well – especially in reaching those young people in hard to reach groups

As a borough we want to ensure effective local intervention and also appropriate referrals or signposting will be made, which will, in turn, help us to have a step change in how care is delivered as we move away from the traditional 'tiered model' of service delivery to a blended model of service provision that puts the young person at the centre of delivery based on their individual needs. Research evidence shows that successful access to education is one of the major protective factors for

mental and emotional health.

3.15 Recent achievements also include:

- Universally offer the healthy child programme to all families, to support early attachment, develop parenting skills, and early identification of poor attachment and family emotional health issues. This includes universal screening for depression before and after the child is born.
- Offer Family Nurse Partnership to teenage mothers in Halton, to empower families, building positive relationships and improve confidence and parenting skills.
- Re-commissioned our:
 - targeted services to include a blended model giving young people access to on line counselling and capacity building in universal and other targeted services, and 1-1 support, this has been a joint commissioning approach with the Local Authority ; KOOTH is the provider of the online provision and this has proved very popular with young people in the borough.
 - universal provision to school aged children that includes an emotional health and wellbeing pathway,
 - Emotional health and wellbeing services for Children in Care and they are no longer waiting long periods for support.
- Developed single point of access for all emotional health and wellbeing referrals, working towards pathway integration and the removal of the tiered model of care – currently this doesn't include Specialist Inpatient facilities;
- Developed a referral pathway that provides information in relation to interventions that can be carried out through universal services
- Piloting a 'wellbeing model' to target YP on waiting list for specialist services making them more receptive to receiving therapeutic interventions and equipping them with self-management and coping strategies;
- Progressing children and young people IAPT with the main provider of specialist services;
- Employed a mental health lead in the Health Improvement Team;
- Commenced the development of an outcomes based outcomes framework;
- Base line figures in place for access to service and waiting times.
- Specialist training for Health visitors and children's centres so they can implement parenting interventions for children with severe attachment problems.

3.16 Schools Link Pilot

NHS Halton CCG were successful in securing funding as a pilot site for a national initiative around a schools link model. The pilot required matched funding of £50k to support 10 local schools in accessing bespoke training from the Anna Freud Center in London who are partners with NHS England in the project. The focus of the model is to identify specific leads within schools who can support the rest of the staff team with information and assistance in identifying young people within the school setting who may be experiencing problems and also a named contact within the CAMHS Service to act as a 'link' or liaison to provide further consultation and advice – and also to facilitate referral into services if this is appropriate. The 2 day training programme for the 10 schools is now complete and it was well attended by the schools. The pilot will be evaluated during 2016 and it is hoped that the programme will be rolled out to the other schools across the borough utilising the support from the school link post funded via the transforming CAMHS monies.

3.17 Specialist CAMHS (Tier 3)

A review of Tier 3 services has begun (in partnership with Warrington CCG) with a view to moving from the current 'tier'd system' into a single integrated service that meets the needs of young people using a new model known as THRIVE. This will ensure the local services meet one of the main aspirations from Future in Mind. The implementation of CYP IAPT – a session by session outcome focused model of provision should also support recovery and discharge of young people out of services to free up capacity.

3.18 Eating Disorder Services

Specific guidance has been published on commissioning a specialist Eating Disorder Service based on a population footprint of 500k. Consequently NHS Halton CCG is working with St Helens CCG, Warrington CCG and Knowsley CCG to commission a specialised service that meets guidance requirements. The service went out to procurement and following an evaluation of the tenders a provider was identified in October 2016. It is expected that the new service will be operational by March 2017 in line with national targets..

4.0 POLICY IMPLICATIONS

4.1 Improving mental health and wellbeing is a key priority for Halton's Health and Wellbeing Board and the "One Halton" partnership. Therefore, progress in this area should contribute directly to this priority.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 There are no direct financial implications resulting from this report, however, financial updates have been provided within the report as appropriate.

6.0 RISK ANALYSIS

6.1 There are no direct risks resulting from this report. Individual services referred to are subject to the appropriate risk assessment procedures within the Council or partnership organisation/ provider.

7.0 EQUALITY & DIVERSITY ISSUES

7.1 This report is in line with equality and diversity policy.

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

None under the meaning of the Act.

Appendix 1

**Projects receiving Future in Mind Transformational Plan small grants funding
in 2015/16**

Organisation	Project
Runcorn Amateur Boxing	Boxing club/community hub that will provide an outlet to youngsters who may become bored and engage in criminal activity, giving them something of substance to focus on, not only as a sport but as a career option in the future.
Healthwatch	A roll out to schools'/alternative education providers' staff of: "Your Voice Counts Teachers' Resource Pack". Healthwatch Halton in conjunction with Halton Healthy Schools Standard (HHSS) 2015, for Key Stages 1- 4 pupils, linking into Personal Development/Citizenship. Support schools to plan and implement health and wellbeing improvements for pupils. Healthy schools promote physical and emotional health by providing accessible, relevant information, equipping pupils and staff with the understanding, skills and attitudes to make informed decisions.
Canal Boat	A hub for isolated young people, that will promote employment and job aspirations, enrichment and experience, housing and up keeping
Child Bereavement	Two Bereavement Awareness Half-Day Training Courses for school staff and an E-Learning Programme 'supporting bereaved pupils' to be embedded in all schools in Halton. Aims to increase confidence and offer practical advice and skills for educational professionals by receiving online bereavement training, access to an interactive forum and a resource bank of lesson plans.
CAB	Provide an advocacy service for young people as they transition into independent adulthood so that they have a trusted community champion to turn to if they have a problem.
Wellbeing Enterprises	Train a member of our staff in the Mental Health First Aid youth programme which will enable staff to train the local CYP workforce, volunteers and parents in spotting signs and symptoms of mental health problems and develop mental health awareness

Cancer Support	6 month pilot project to work with at least one local school or youth organisation to create a readable resource for local schools, which informs the reader about Cancer and its implications, processes and possible outcomes.
Childrens Centre Incredible Years	The Health Visiting Service, Children Centre staff and early intervention support workers to work in partnership to deliver the Incredible baby Programme in Halton.
Childrens Centre Solihull	To train all the children centre early years team, Early Help officers, locality teams, midwives, breastfeeding support workers and mental health support workers in the use of the Solihull approach
Perinatal mental health Bridgewater	<p>The Health Visiting Service would like to provide all parents to be with a Building a Happy baby leaflet. The leaflet will support the Health Visitors discussion with parents in relation to transition to parenthood, bonding and attachment.</p> <p>The service would like to purchase the Getting it right from the start DVD. Used in the antenatal transition to parenthood groups, it supports parents in understanding their baby and in developing a good relationship with their baby.</p>
HIT - Peer led campaign	Peer led campaign, utilising the skills of the Youth Health Champions (YHC) to lead a peer led campaign across Halton schools. The themes will be driven by local need (drawn out via YHC and local CYP focus groups). This model fits with existing evidence that children and young people seek information predominantly from their peers and enables consistent reinforcement of key messages. This campaign will complement the training programmes for the workforce to ensure consistency of message.
Halton Community Radio	HCR will work in partnership with NCS (National Citizens Service) Halton to provide Broadcast Training for groups of young people. Each group would be trained once a week over a 6 week period as well as being supported to broadcast live on HCR as part of the NCS Show. Each weekly session would be run by a youth worker
Children In Care	Children in Care and care leavers to be given free gym passes and swimming passes.

Young Addaction	Digital app that can be installed on tablets/computers etc. to be utilised within the young carer's cohort that would allow portable access to their data that could be used when engaged in multiple services.
CHAPS (Autism)	Continue to offer a variety of children and young people's activities and events to support the whole family in a range of community settings. For children with autism we offer youth and junior youth clubs, sensory circuit training, swimming sessions, pony riding, trampolining, a Kids Club, Crazy Club, gaming nights and much more.
HIT Youth Health Champion	Implement Youth Health Champions within schools or organisations to enthuse, encourage and motivate those within the school community to improve health. The Youth Health champion model is designed to give young people the skills, knowledge and confidence to act as peer mentors, increasing awareness of healthy lifestyles and encouraging involvement in activities to promote good health.
HIT Peer led evaluation app	A new, innovative app 'Panda' that provides Psycho-education and interventions aimed at reducing anxiety, which combines emotion sensing, fitness and health monitoring devices with specific anxiety reduction exercises, using responsive and engaging avatars. The app provides mindfulness, relaxation distraction and facilitation of self-soothing skills.
Body Image Project	Work with young people to produce set of dramatic narrative, tableaux style photographs, based on the participants ideas around body image. Images will be exhibited at the Brindley, along with a celebration event.

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	30 January 2017
REPORTING OFFICER:	Strategic Director People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Children in Care and Care Leavers
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report is to inform members about the current children in care population and the outcomes for children in care and care leavers. As Corporate Parents, it is important all members have an understanding of the needs of children in our care, and exercise their role in supporting them and advocating for them in all areas as parents do for their own children.

2.0 RECOMMENDATIONS

- 2.1 Members note the contents of this report.
- 2.2 The report of the Virtual Head Teacher on educational outcomes and the use of Pupil Premium is noted alongside this report.

3.0 BACKGROUND

- 3.1 The aim should be to strive to keep children within their families where this is consistent with their safety and welfare. However, where this is not possible and the level of risk of harm to a child is significant and increasing despite support, the Local Authority has a duty under the Children Act 1989 to safeguard their welfare.
- 3.2 Children can come into care for a variety of reasons, and for varying periods of time. This can be by voluntary agreement with the parents under s20 of the Children Act 1989, where the parents maintain their legal parental responsibility for the child. Where the risks to a child are so high and the Local Authority is not able to work effectively with the parents to reduce any risks, an application can be made to the court for a Care Order. If the court's judgement is that the threshold criteria is met, a Care Order means the Local Authority share legal parental responsibility but can make the primary decisions in relation to ensuring a child's needs are met.
- 3.3 Under the Legal Aid, Sentencing and Punishment of Offenders Act 2012 (LASPO) a young person who is in criminal proceedings may be remanded into custody by the court which now makes that young person a child in care.

This has been implemented to ensure vulnerable young people who are remanded into custody receive the support and planning required by the Local Authority.

4.0 CHILDREN IN CARE

- 4.1 Please see attached performance report for more detail (Appendix 1). This report is prepared on a quarterly basis and covers children in care, care leavers and adoption and is for Qtr 2 June –September 2016. The next report is due in mid-February for Qtr 3 but current data is referred to in this report and will be updated verbally at the meeting.
- 4.2 Numbers of children in care in Halton have increased over the last 3 years (1.1). (251 31 December 2016). All in the North West and our statistical neighbours have seen an increase in children in care but in Halton this has been at a sharper and higher level. In 2013 and 2014, the increase was largely due to teenagers entering care but since 2015, this has now reduced with the younger age group under 11 being the primary age group entering care. This reflects improved understanding and recognition by all partners of the long-term impact of neglect in particular and the impact of children living with carers who are experiencing domestic violence, and who may also be affected by substance misuse issues or mental health needs. Currently, 22% of all new cases opening to social care are related to neglect, with a further 20% relating to domestic abuse and physical abuse. At the end of assessment, 60% had domestic abuse as a factor and parental mental health issues were a factor in a third of assessments.
- 4.3 The majority of children are cared for in foster placements (1.3). Some children have very complex needs arising from their experiences at home which mean that foster care is not able to meet provide the level of support and management of risk that they require, and there has been an increase in children placed in residential care where they can receive higher levels of care and specific work can be undertaken with them in response to their individual needs. 2 children are currently in secure placements; 1 in a welfare secure placement because of the level of risk they were experiencing and 1 under the LAPSO Act.
- 4.4 Placement with parents have increased. This is where the local authority has a care order but the child remains living at home with their parents. This has increased since the introduction of the Public Law Outline (PLO) which sets a time limit for the conclusion of care proceedings of 26 weeks. As a result, the courts and CAFCASS guardians are more reluctant to endorse a plan for the child remaining at home without a care order ensuring the local authority continues to share parental responsibility. This is an issue that local authorities continue to raise with the judiciary and with CAFCASS as this should be for the cases with the highest level of risk but this is not always the case.
- 4.5 There is no pattern or trend with children entering care (1.5); re-entrants to care are also monitored as if a child returns to care, then this should raise

questions about how effective the plan for discharge and ongoing support has been. Halton's number remain low for this indicator (1.6).

- 4.6 Placement stability remains strong, despite the pressure in the system with the numbers of children in care (1.10, 1.11). Independent Reviewing Managers chair all reviews for children in care, and the performance report reflects their role in particular with the amount of contact they have with a child outside of the review process (1.13) and the level of scrutiny and challenge which they undertake in raising issues about the plan and outcomes for children in care (1.14).
- 4.7 Children leave care in line with their plan. By the end of December 2016, 68 children had left care from 1 April. Of these, 13 left because they were placed for adoption, 14 under a Special Guardianship Order to live with a family member, 1 under a Child Arrangement Order to live with a family member, 9 because of their age and becoming a care leaver and the remaining children returned home to live with either a parent or both parents.
- 4.8 Children in Care can be more vulnerable to being exposed to criminal activities. At the end of Qtr 2, 11 children in care were known to the youth offending service, 2 of whom have re-offended. 2 young people are currently serving custodial sentences and 1 young person is currently in remand under LAPSO (refer para 3.3).
- 4.9 We also closely monitor children in care as a vulnerable group and their missing reports because as a group they are more vulnerable to child sexual exploitation. In the year to date, 40 children in care have been reported as missing – the vast majority because they have failed to return on time to their placement and for periods of less than 4 hours. There are some young people who go missing on a regular basis; the majority of these are young people aged 16/17 who live in semi-supported accommodation. Currently, there are 4 young people in care who have been assessed as at risk of child sexual exploitation whose plans are closely overseen by senior managers.

5. CARE LEAVERS

- 5.1 Care leaver numbers are increasing which is expected given the number of teenagers aged 14plus who were accommodated in 2013/14 and currently stands at 73. We are in touch with 99% of our care leavers, and 92% of them are in suitable accommodation. 75% at the end of Qtr 2 were in Education, Training or Employment which is a significant increase, particularly for those in full-time employment. (2.1-2.5).
- 5.2 The government has announced its intention in the Children and Social Work Bill, currently before Parliament to raise the age for care leaver support from 21 to 25 and a number of recommendations about improving support with housing, employment and training.

6. HEALTH

- 6.1 A Strengths and Difficulties Questionnaire (SDQ) is completed for all children in care in order to identify areas where they need support with their emotional health and well-being. All children who enter care have an initial health medical in the first 28 days to identify any immediate health needs that they may have.
- 6.2 The Children in Care Nurse scores all the SDQs completed and then tracks the recommendations and actions. As at the end of December, 100% of children in care had a completed SDQ and the average score was 13, which indicates that additional support is required. An Annual Health report for children in care is produced, and this was completed by June 17.
- 6.3 Barnados is commissioned to provide therapeutic support and intervention for children in care and are currently working with 17 children and young people. A number of young people are also open to CAMHS for more specialist services.
- 6.4 Children and Care Leavers access a number of social and leisure activities which are reviewed as part of their care plan on a regular basis. Children have used the leisure pass to go to swimming and gym classes, but also a range of activities in the community such as boxing, majorettes, scouts, brownies, and after school activities.

7. RECENT ACTIVITIES

- 7.1 The Children in Care Council have reviewed the Pledge for children in care and also the information booklets for children on admission to care. Care Leavers have reviewed and re-issued the information booklet for care leavers.
- 7.2 The Children in Care Council have also presented to the Corporate Parent Partnership Board a proposal for a Corporate Parenting Pledge and for corporate parents to be more visible and vocal in advocating for children in care. This was endorsed by the Corporate Parent Partnership Board and will be formally launched in the spring under the banner "Proud to be a Corporate Parent."
- 7.3 In response to the SDQ average, a monthly multi-agency panel for the emotional health and well-being of children in care has been established from January 17. This panel consists of social care, Barnados, CAMHS, Young Addaction and the CIC nurse and will review children who require additional support and advise on the appropriate response/agency to undertake the work. It will also monitor the outcomes for those children and will report to the Corporate Parenting Partnership Board.

8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

8.1 Children & Young People in Halton

As corporate parents, we have a duty to ensure children in our care are supported to achieve to their best of their ability with their education, physical and emotional health and succeed as adults.

8.2 Employment, Learning and Skills

As corporate parents, we have a duty to support and advocate for our children in care and care leavers to have access to and participate in a full range of education, training and employment opportunities.

8.3 A Healthy Halton

Children in Care may have experienced a number of issues before care that may impact long-term on their emotional health and well-being which need appropriate support and services in response. If these issues are not addressed, they may act as a barrier to successful outcomes in education and employment and later adult life.

8.4 A Safer Halton

Stable placements and support reduce the risk of children in care becoming involved in anti-social behaviour and crime and also reduce their vulnerability to exploitation.

8.5 Halton's Urban Renewal

None identified

9.0 RISK ANALYSIS

9.1 We have a statutory duty for children in care and care leavers under the Children Act 1989. As corporate parents, our responsibility is to ensure that children are cared for well in the most appropriate placement with the right support for their needs. However, the number of children in care can exceed our in house capacity for fostering and result in increased financial costs which represents a financial risk to the local authority in the context of the current budget.

10.0 EQUALITY AND DIVERSITY ISSUES

10.1 Children in Care will have a range of issues because of their identity and their needs which require an appropriate response and access to a range of specific services as required.

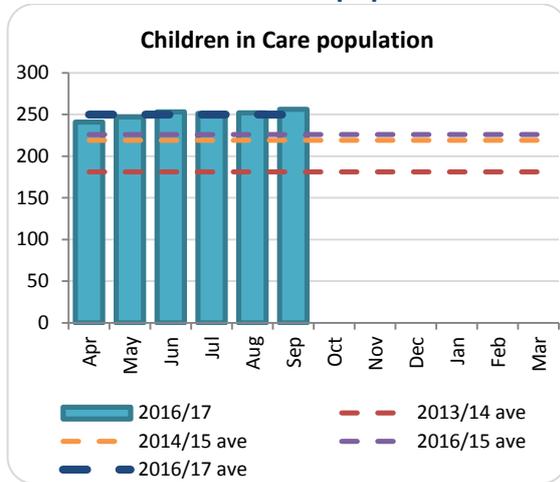
11.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Appendix 1 – Journey of the Child report Children in Care April 16- September 16	Municipal Building, Widnes	Tracey Coffey 0151 511 6790



1. Children in Care

1.1 Children in Care population



This chart details the children in care population in Halton for each month compared against the averages for the previous years.

This shows the number of children in care has been gradually rising year on year when compared with previous years averages.

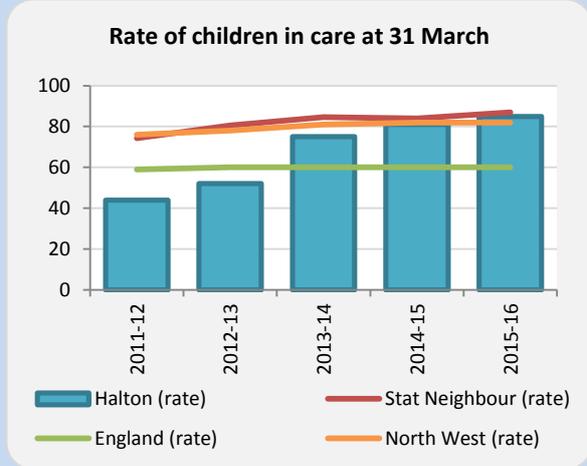
There are a total of 256 children in care at the end of September 2016.

Rate per 10,000 of the Halton CYP population is 85.9.

Comparator data: Child in Care rate

Halton has previously reported low levels of children in care in comparison with statistical neighbours, however the rate has been increased and now Halton is in line with the comparator average as it appears that comparators have also seen an increase in 2015/16.

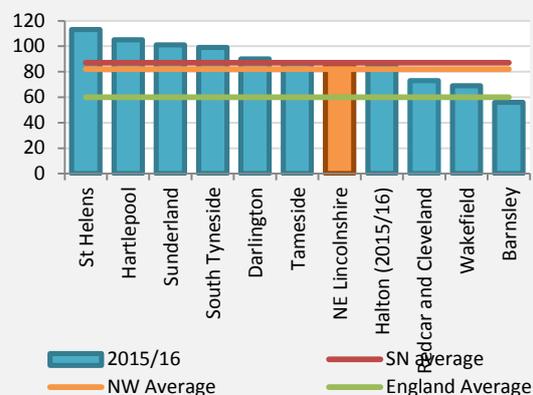
	11/12	12/13	13/14	14/15	15/16
Halton	44.0	52.0	75.0	81.0	85.0
SN average	74.3	80.6	84.6	84.0	87.0
England average	59.0	60.0	60.0	60.0	60.0
NW average	76.0	78.0	81.0	82.0	82.0





The rates of statistical neighbour authorities vary significantly from 113 per 10,000 in St Helens, to 56 per 10,000 in Barnsley.

Rate of children in care at 31 March 2016



1.2 Profile of Children in Care

Gender	
Male	128
Female	124
Age Groups	
0-4 years	64
5-11 years	82
12-15 years	61
15+ years	45

Ethnicity	
White British	239
White & Asian	2
White other	5
Any other ethnic group	1
Any other mixed background	2
Other Asian background	3

Disability	
No disability	219
Behaviour	16
Hearing	2
Incontinence	3
Vision	2
Mobility	1
Communication	2
Learning	14
Diagnosed with Autism or Asperger Syndrome	3
Other DDA	4

Please note that a child may have more than one disability and be included in more than one count.

1.3 Placement type at the end of the quarter

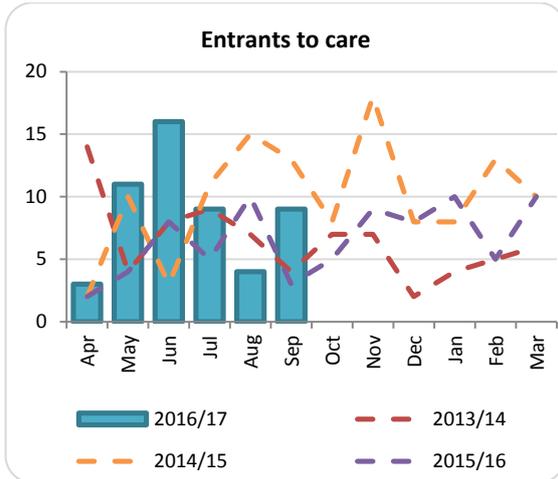
Placement Type	
Adoption	8
Children's home outside boundary	1
Foster care	156
Friend or relative	5
Homes and hostels	40
Independent Living	5
Other Placement	10
Parent or Relative	25
Secure Unit	2



1.4 Legal status at the end of the quarter

Legal Status	
Accommodated under section 20	37
Full Care Order	150
Interim Care Order	37
Placement Order	28

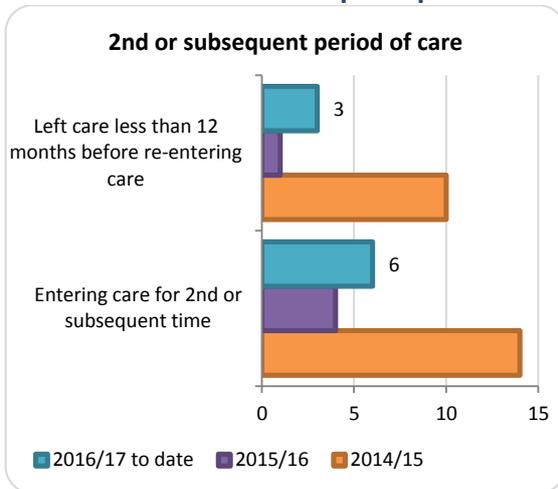
1.5 Number of entrants to care



This chart shows that the numbers of children has been brought into care by month. There were 30 entrants in Q1 2016/17 and 22 entrants in Q2.

The cross reference with the previous years shows that there is no seasonal trend to when children come into care.

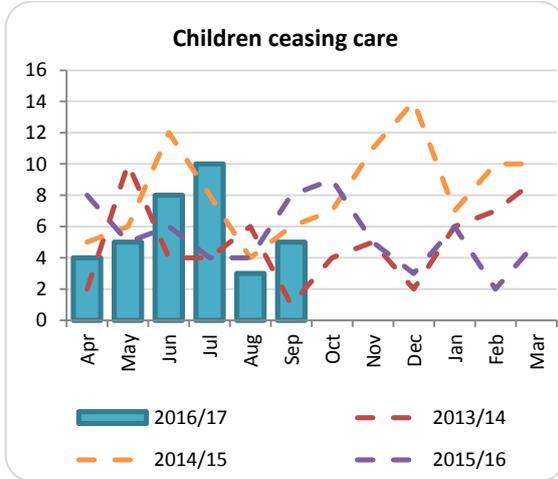
1.6 Second or subsequent period of care



Of the 52 children entering care within quarter 1 and quarter 2, 6 had previously been in care, and 3 of these had returned to care after a period of less than 12 months.



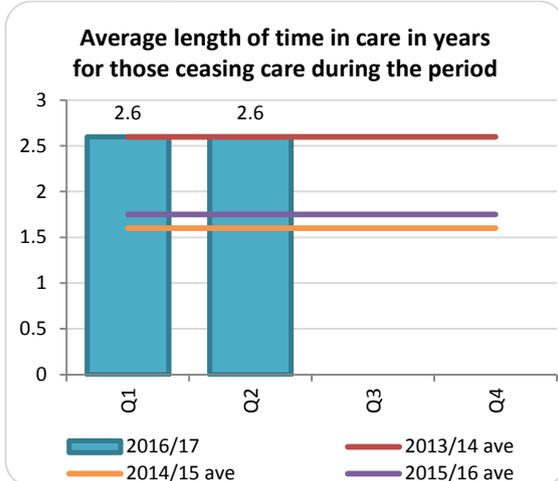
1.7 Number of children ceasing care



This graph illustrates a ceasing care month by month with the comparison to the previous two years which shows that there are no seasonal trends to when children cease care.

Since April 2016, 35 children have entered care. This has led to a net gain of 17 in the number of children in care.

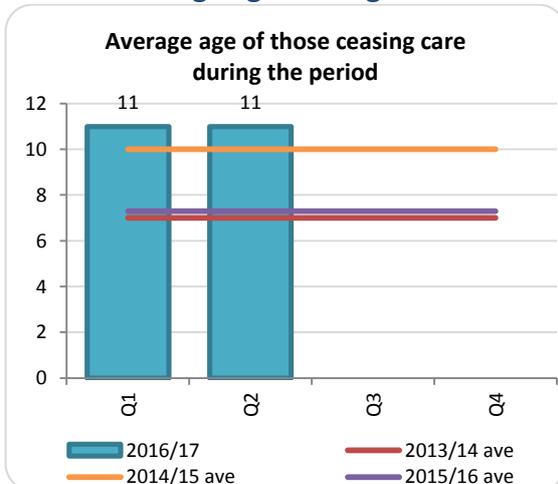
1.8 Length of time in care, for those ceasing



This graph shows the average length of time in care for those children & young people who ceased care in the year 2016/17 by quarter and comparisons to previous years.

During Q1 and Q2 the length of time children had been in care, 2.6 years, for those ceasing, increased compared to the previous years average of 1.75 years.

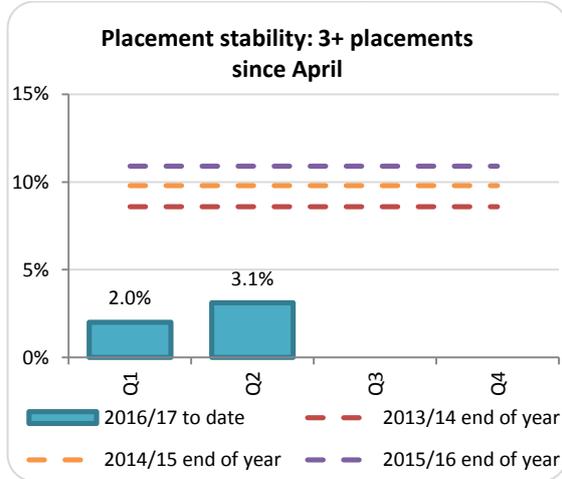
1.9 Average age leaving care



The average age of those leaving care for Q1 and Q2 2016-17 was 11 years old, which is above the previous three years averages.



1.10 Placement stability, 3 or more placements

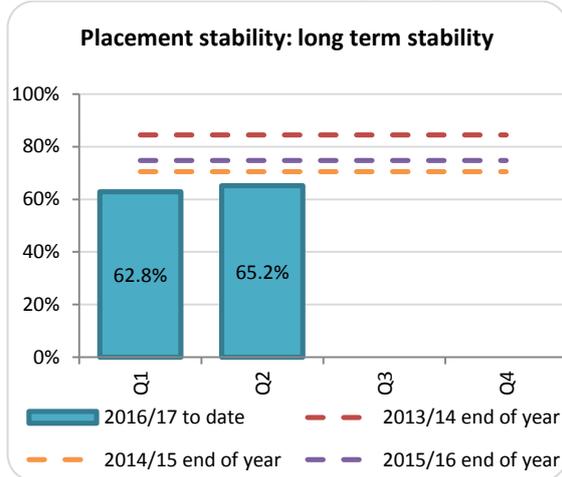


Placement stability reports on the number of placements (3+) in the reporting year.

Eight children in care have had three or more placements since the beginning of April, resulting in the 3.1% performance shown to the left.

Performance is cumulative during the year and rises toward the end of the reporting year.

1.11 Placement stability, long term stability



NI63 The number of children & young people who have been in care for 2.5 years and in the same placement 2+ years.

According to this graph this cohort historically appear stable in Halton. Although falling very slightly, this appears to be the case for 2016/17 too with 65.2%.

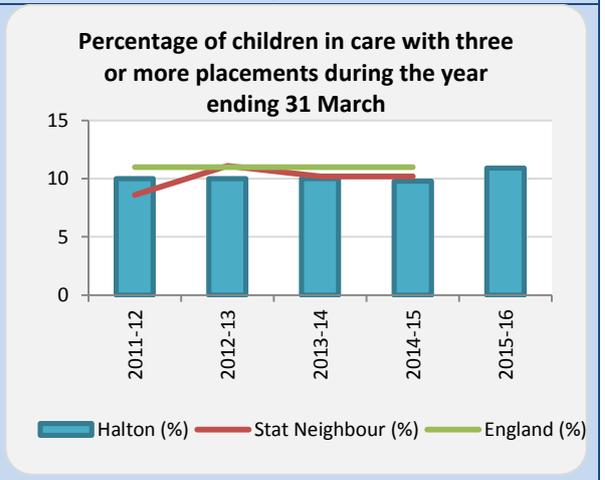
This is also monitored monthly through the IMPACT Report to Senior Leadership team. Performance is cumulative during the year and decreases toward the end of the reporting year.

Comparator data: Children in Care placement stability measures

Halton has reported stable percentage of children in care with 3 or more placements for the past four years and is in line with comparator data. For 2015/16 there is a slight rise.

	11/12	12/13	13/14	14/15	15/16
Halton	10.0	10.0	10.0	9.8	
SN average	8.6	11.1	10.2	10.2	
England average	11.0	11.0	11.0	11.0	

Updated data expected December 2016

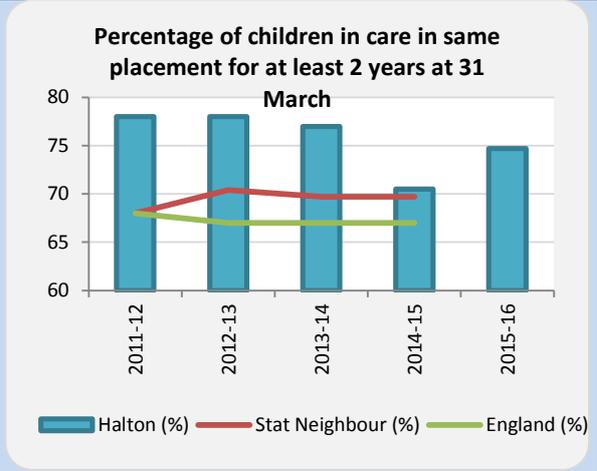




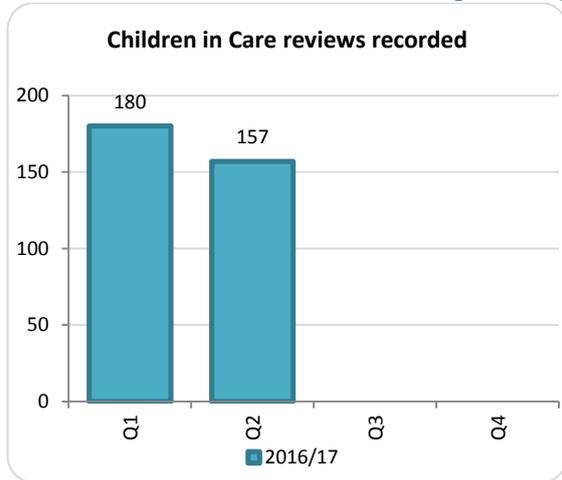
This chart shows that Halton’s performance apart from last reporting year, for 2015/16 is in line with previous years

	11/12	12/13	13/14	14/15	15/16
Halton	78.0	78.0	77.0	70.5	74.7
SN average	68.0	70.4	69.7	69.7	
England average		68.0	67.0	67.0	

Updated data expected December 2016



1.12 Children in Care reviewing activity

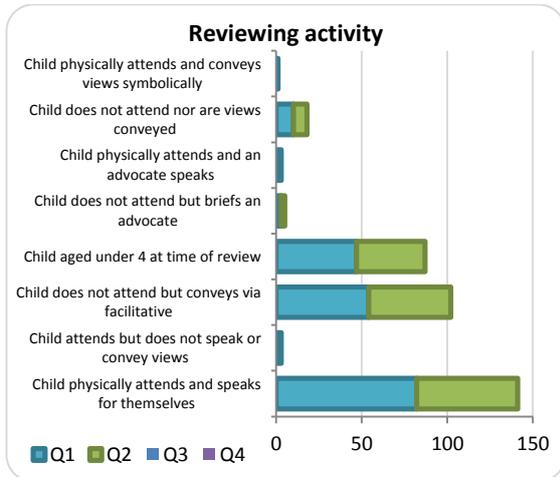


This chart details the reviewing activity for Children in Care.

During the last QA of statutory reviews conducted on 30 September 2016, 97.9% of the reviews were completed within timescale since 1st April 2016.

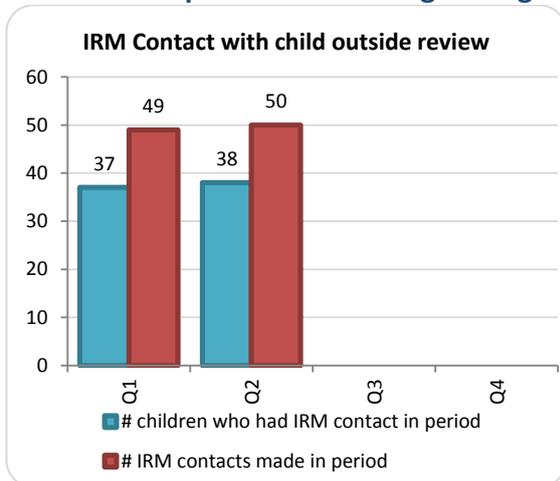
Participation with other professionals and involvement with child	Q1	Q2	Q3	Q4
% consultation documents received from Education	56% (79)	51% (53)		
% consultation documents received from Health	49% (97)	88% (15)		
% 3 & 4 yr. olds accessing Early Years provision	87.5% (14)	51% (79)		
% CIC aged 4+ participating in their reviews	94% (148)	95% (149)		

NB: where N/A is indicated this is taken from the total to give percentage



This chart details the breakdown of the different types of participation for Children in Care Statutory reviews over the year.

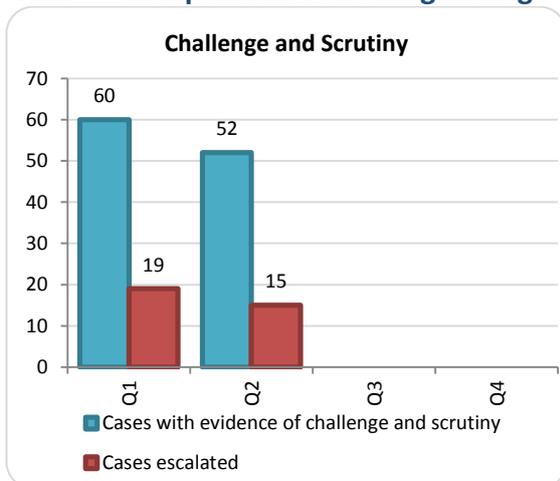
1.13 Independent reviewing manager contact with child outside of review



A new process for recording contacts that IRM make with children outside of the statutory review process was introduced during the past 18 months.

During Q1 2016/17, 37 children had a contact with an Independent Reviewing Manager outside of the statutory review process. During Q2 38 children had a contact with an IRM outside of the statutory review process. This is approximately 15% of the children in care population.

1.14 Independent reviewing manager challenge, scrutiny and escalations



The observation recording process is being used to show on the child's record where the IRM has challenged and scrutinised the plan for the child. During Q1 2016/17 60 records have this information recorded on them, and during Q2 there were 52 records with this information was recorded.

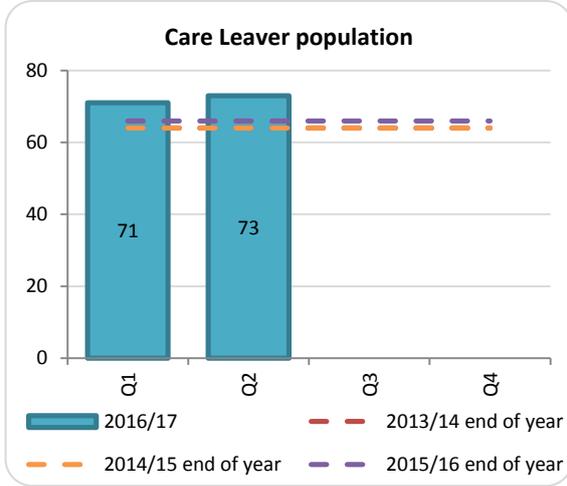
Additionally where the IRM has escalated the case this is recorded on CareFirst as an observation. In total 19 cases are recorded as having been escalated during Q1 and 15 cases were escalated during Q2.

Outcomes of these escalations are not currently available for reporting however the process is being developed to enable future reporting.



2. Care Leavers

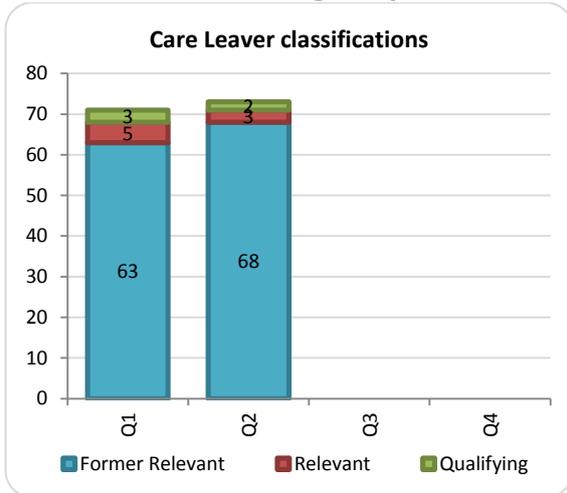
2.1 Care Leaver population



There are 73 Care leavers at 30th September 2016. This is a significant increase on the previous year and was expected given the number of children who reached 18 who were in care.

There are an additional 39 young people in care classed as eligible care leavers suggesting that there will be an increase in the number for future quarters when these reach care leaver age of 18.

2.2 Care Leaver eligibility classifications

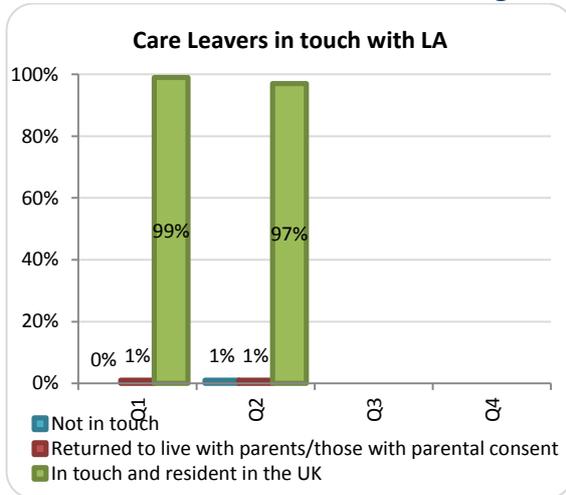


The majority of care leavers are classed as Former Relevant, with a small number of Relevant and Qualifying making the remainder of the cohort.

These classifications are to identify how long these young people have been in care, levels of finance available and Personal Advisor allocation.



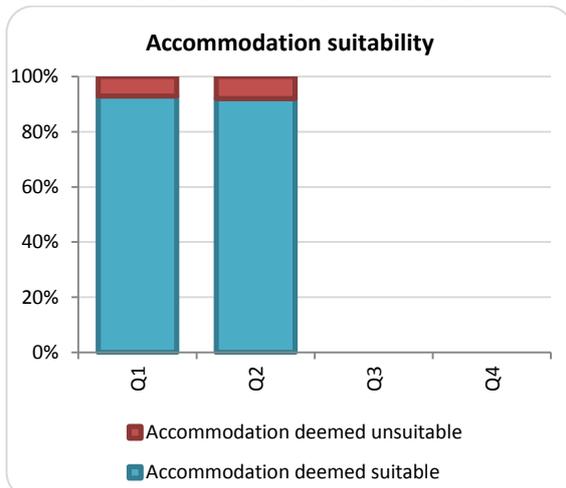
2.3 Care leaver outcome tracking



All care leavers are recorded as In Touch and resident in the UK.

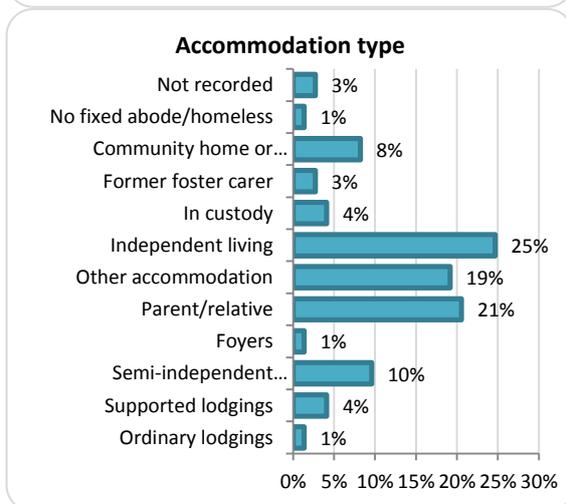
There is one care leaver for whom this information is not recorded and therefore not able to confirm that the local authority is in touch with the young person.

2.4 Care leaver accommodation



Of the young people with accommodation suitability recorded 92% are in accommodation deemed suitable which equates to 68 young people.

This suggests that eight people living in accommodation not deemed suitable. Please note that custody, no fixed abode and unknown residence are considered unsuitable. Three are recorded as unsuitable are in custody and one as homeless/no fixed abode. See the chart below.

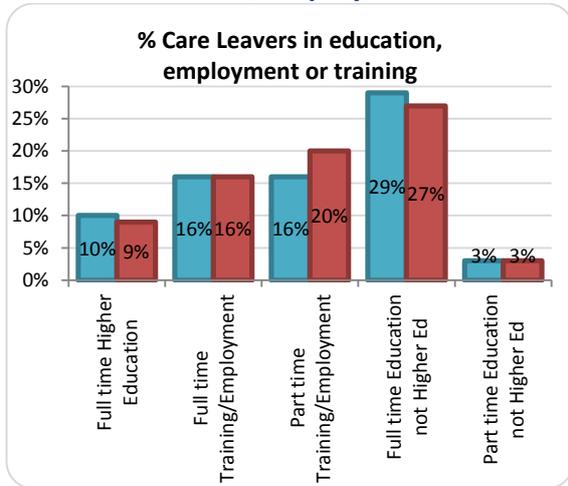


This chart shows the breakdown of the type of accommodation for care leavers in Halton.

Independent living is the highest group with 25%, closely followed by living with parent or relative at 21%.

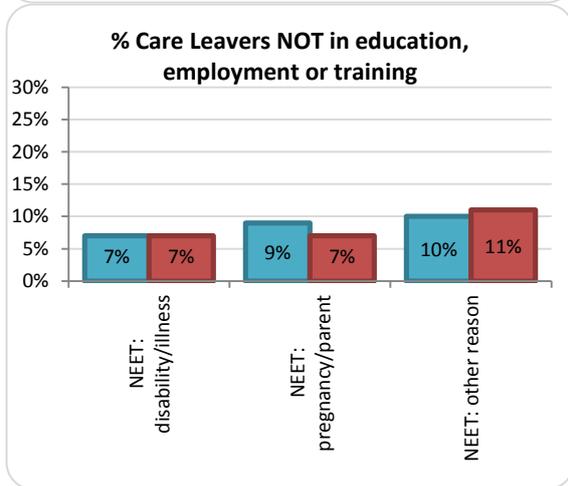


2.5 Education, Employment or Training outcomes



There has been an increase overall of the Care leavers in education, employment and training in the previous reporting year (62% - 75%). This is specifically seen in the number n full time training/Employment.

75% of Care leavers are recorded as in EET at 30th September 2016.



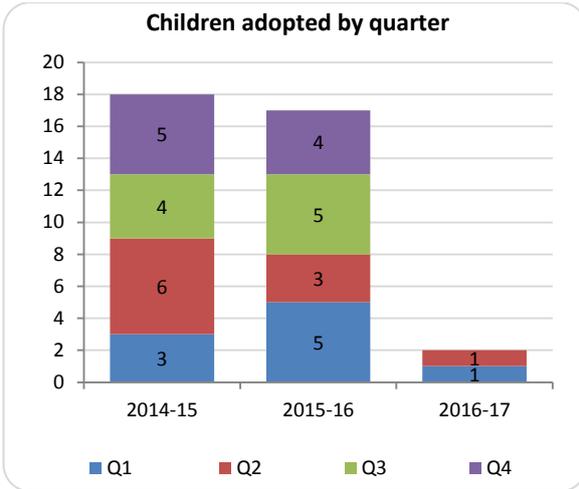
There are 25% NOT in education employment or training at 30th September 2016, of which 8 young people are NEET for a reason other than disability, illness or pregnancy/parenting.



3. Adoption

This chapter has been redeveloped to reflect the measures now used by the Adoption Leadership Board and the Department for Education in relation to the Adoption Scorecard.

3.1 Children adopted by quarter

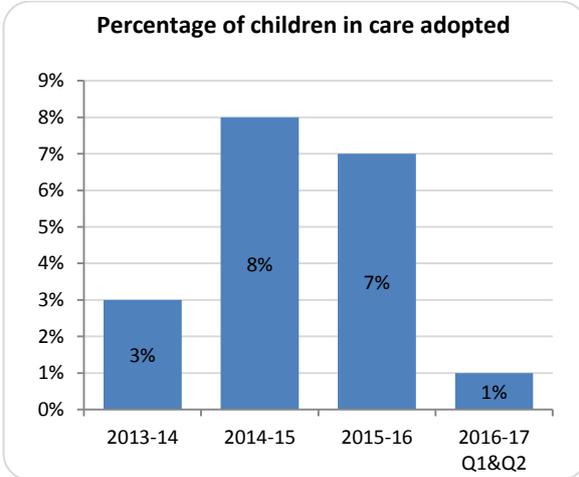


The number of children adopted varies significantly from quarter to quarter. Due to small numbers, this presents issues around performance for all measures, as each child represents a significant proportion for each measure.

The chart opposite shows the number of children adopted during each quarter.

Two children have been adopted since April 2016 to September 2016. This is a lower number than at this point in previous years.

3.2 Percentage of children in care adopted



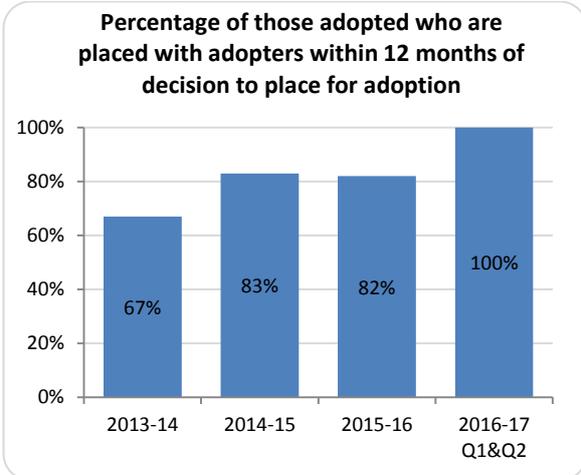
The performance around the population of Children in Care being adopted has been variable over the past three years. This may be in relation to the age of children entering the care system and increasing number of children brought into care.

There is also increasing emphasis within care planning and the Court system on identifying alternative family members wherever possible and a resultant increase in Special Guardianship Orders.

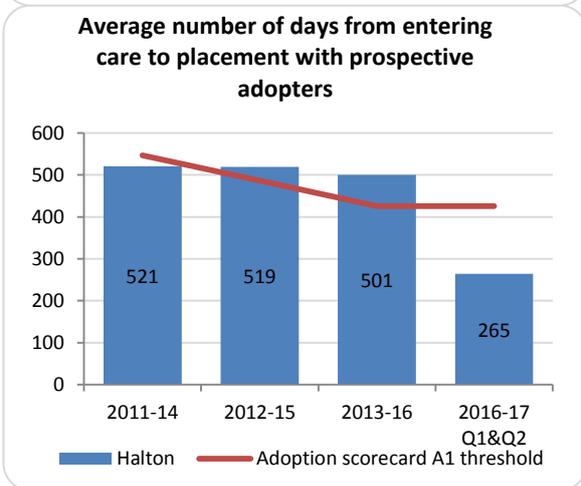
As only two children have been adopted during the year to date and the population of children in care is increasing, the percentage is only 1%.



3.3 Adoption timescales

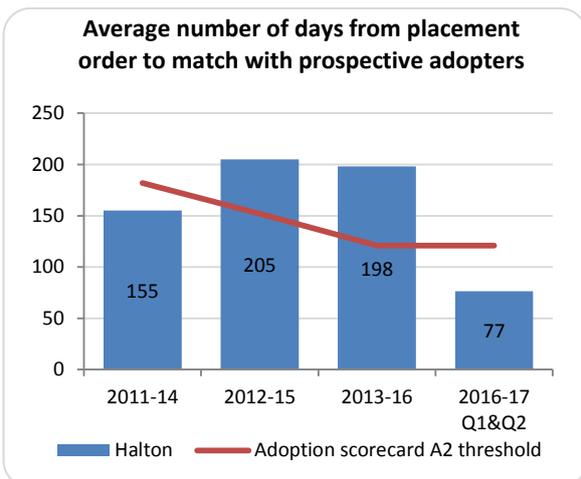


The child adopted in quarter one was placed with the prospective adopters within 12 months of the decision that the child should be adopted. This is good practice.



The first of the threshold measures for the Adoption Scorecard shows the average number of days taken from entering care to being placed with the prospective adopters. The scorecard covers a three year rolling period. Halton have been above the threshold for this measure for 2012-15 and it is forecast the same for the period 2013-16 (scorecard to be published in March 2017).

Both children adopted in 2016-17 were placed with their prospective adopters within the threshold period of 426 days. This is good practice.

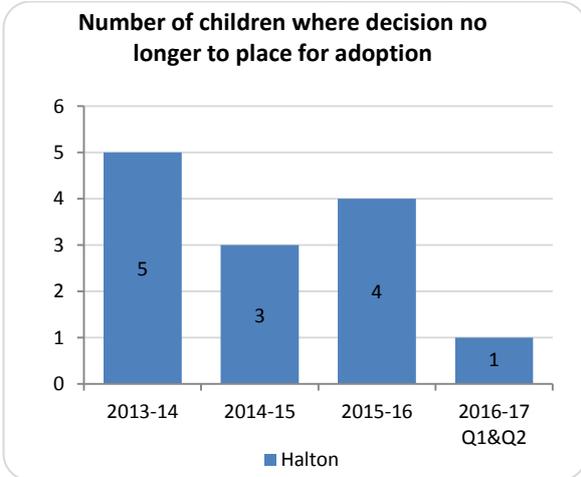


The second of the threshold measures for the Adoption Scorecard shows the average number of days from placement order to match with the prospective adopters. As with the previous measure, this is based on a three year rolling period. Halton were above the threshold for 2012-15 and it is forecast the same for the period 2013-16 (scorecard to be published in March 2017).

Both of the children adopted were matched within the threshold of 121 days of the placement order being granted. This is good practice.

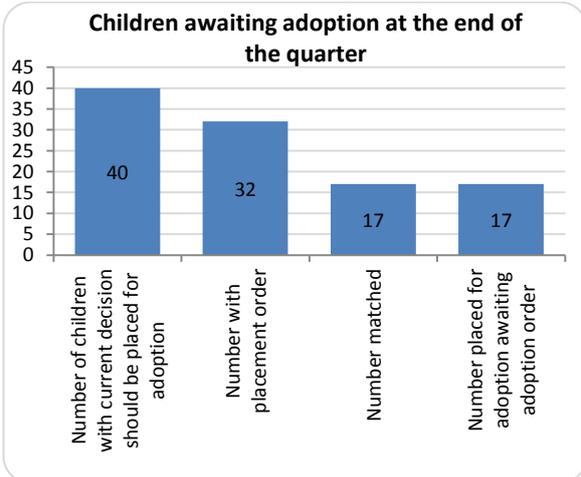


3.4 Children no longer to be placed for adoption



During the past few years a number of children have had the decision made that they should no longer be placed for adoption. There has been one child in the six months where this decision has been made.

3.5 Children awaiting adoption at the end of the quarter



At the 30th September 2016 there were 40 children for whom there was an agreed Agency Decision Maker decision that the child should be placed for adoption. Of these, 32 have subsequent placement orders granted.

Of the 32 with placement orders, 17 have been matched and all of these have been placed with their prospective adopters and are awaiting an adoption order. There is an additional child who has been placed in a fostering for adoption placement.

Comparator data: Adoption

Halton is consistently below the statistical neighbour average, and has fallen below the England average on this measure since 2013-14.

	2013	2014	2015	2016
Halton	19	10	18	24
SN average	20.3	21.6	23	18.5
England average	14	17	17	15
NW average	16	17	19	18

Published data expected in Quarter 2 2016-17.

Year	Halton (%)	Stat Neighbour (%)	England (%)	NW average (%)
2013	19	20.3	14	16
2014	10	21.6	17	17
2015	18	23	17	19
2016	24	18.5	15	18

REPORT TO:	Children & Young People Policy & Performance Board
DATE:	30 January 2017
REPORTING OFFICER:	Headteacher of Halton Virtual School for Children in Care
PORTFOLIO:	Children, Young People and Families
SUBJECT:	A review of the use of Pupil Premium Plus and its expenditure year on year
WARD(S)	All

1.0 **PURPOSE OF THE REPORT**

- 1.1 To provide PPB with an update of the findings of a review into the use of Pupil Premium Plus and its expenditure year on year.

2.0 **RECOMMENDATION: That:**

- i) **PPB note the information provided**

3.0 **SUPPORTING INFORMATION**

- 3.1 The Pupil Premium Plus (PP+) for Children in Care (CIC) is governed by the conditions of grant published by the Department of Education (DfE). These conditions of grant for PP+ for CIC have always been different to those governing pupil premium for other eligible children.

In February 2014 the conditions governing PP+ changed resulting in significant differences from the conditions applied in previous years. A summary of the major differences were:

- The amount that the DfE uses to calculate the overall budget increased to £1900 per the number of CIC aged 4 – 15 based on the SSDA903 return.
- That the grant allocation must be managed by the Headteacher of the Virtual School (VSHT) and used for the benefit of the child as identified through their Personal Education Plan (PEP).

- 3.2 The DfE also produced further statutory guidance (March 2014) that described the 'Role of the Virtual School Head in managing the PP+ for Children in Care'. A summary of the key differences were:

- A child is eligible 24 hours after they entered care.
- There is no requirement to distribute the grant allocation on a per capita basis in recognition of the differing levels of need.
- That the grant must be managed by the VSHT and it is the VSHT that is responsible for making sure that the funding is spent effectively and fully, with any underspend being returned to the DfE at the end of each financial year. It is also up to the VSHT to decide the amount and frequency of PP+ payments – this means that there is no set amount that each child is eligible to receive.
- The funding must be used to improve educational outcomes as identified in each child's PEP.
- That there is no requirement for the VSHT to pass on the funding to a school where the child is on roll, but there is a strong expectation that the VSHT will consult with the Designated Teacher (DT) around how to meet the child's learning needs and pass the money to support this.
- Schools cannot insist that they get the full PP+ grant for each child on their roll as it is up to the VSHT to manage the PP+ grant allocation.
- The VSHT can pool some of the budget allocation and keep this centrally for activities that are of holistic benefit to the LA's CIC.
- The PP+ must not be used for activities that the LA would normally be expected to fund as the corporate parent, including transport, support for foster carers, or for administering the grant.

3.3 In response to these changes Halton adopted a 'child's individual needs driven model' of allocation that was linked to the completion of effective, timely and high quality PEPs. This also coincided with the move to termly PEPs as outlined in the revised statutory guidance for Local Authorities on 'Promoting the education of looked after children' (July 2014). This is a summary of the key overarching principles of the model adopted by Halton:

- The core question guiding the decision making of the VSHT, Social Worker (SW), and DT, regarding the use of the PP+ must be - 'would this be good enough for my child?'
- The PP+ must be used to improve the educational outcomes for all CIC, wherever they live.
- The PP+ must be responsive to the identified needs of each CIC as each one will have a differing set of needs and these individual needs may vary over time.
- The PP+ must be clearly linked to each PEP. Any PP+ funding allocated must be used for the specified child in a way that has been clearly identified within the child's PEP. The PP+ must make a difference to the educational outcomes of the child. Therefore, the impact of the PP+ must be

- rigorously monitored and evidenced.
- The VSHT will have a constructive dialogue with schools regarding improving the educational outcomes for each of their CIC, as schools are accountable for the educational attainment and progress of all disadvantaged pupils on their roll who attract pupil premium.
- The VSHT wants to fully and appropriately utilise the PP+ grant and not return any underspend to the DfE at the end of the financial year. However, it is for the VSHT to manage and deploy this funding in accordance with the identified needs of the children within the Virtual School.

This model was deemed to be good practice by Ofsted during Halton's SIF inspection in 2014 and also by the DfE in a review undertaken for Ministers in 2015.

4.0 **FINDINGS FROM THE REVIEW OF PUPIL PREMIUM PLUS EXPENDITURE 2015-16**

4.1 The VSHT undertook a review of PP+ processes and expenditure over the last 2 years in order to:

- Ensure that the PP+ expenditure was meeting the needs of children and young people in care, and
- To gain feedback from key professionals as to the efficiency and robustness of the process.

4.2 Positives highlighted in the review:

- The PEP allows for both a request for PP+ linked to the child's individual targets and a review of the impact of the expenditure.
- There is flexibility in terms of what can be requested, with the provision that requests to support academic improvement are prioritised.
- As it is an individual child needs led approach, each child can access the funding s/he requires to support their educational outcomes.
- Schools understand and agree with the principles of the model and utilise the funding appropriately. On only 2 occasions has the VSHT had to have a discussion with a DT regarding the request and on each occasion, a suitable alternative was agreed that met the needs of the child.
- A number of children who have experienced prolonged times of difficulty have been supported and maintained in their school whilst assessments and further long term appropriate support is provided.
- Training for school staff and resources have been funded which enables a broader support for CIC in each school.

- A high percentage of the funding has been spent directly on the children rather than being distributed across budgets.

4.2 Areas of difficulty highlighted in the review and identified resolutions

4.2.1 **Issue:**

PEP completion rates remain a concern – as this is the key document for requesting, allocating and monitoring the impact of PP+.

Action/Suggested Resolution:

- Halton Virtual School (HVS) has funded additional admin hours to ensure that PEPs are typed and loaded for review within a 2 week timescale.
- HVS has employed a Primary and Secondary PEP Coordinator to monitor PEP completion rates, provide details of PP+ requests to VSHT for review and quality assure the PEPs.

4.2.2 **Issue:**

The timing of PEPs can also be an issue with some meetings only taking place towards the end of the term, which can reduce the possible requests of PP+.

Action/Suggested Resolution:

- Additional PEP admin will provide the PEP Coordinators and VSHT with a list of PEP meeting dates so any late PEP meetings can be discussed and changed where appropriate.

4.2.3 **Issue:**

A number of schools do not provide the costings for PP+ interventions at the PEP meeting – this creates delay and then requires additional officer time to follow this up to prevent the child not receiving the intervention.

Action/Suggested Resolution:

- PEP admin and Coordinators will chase missing information initially within 1 week and then escalate to VSHT/Principal Managers CSC for resolution.
- Resolutions will be reported as part of performance monitoring processes to Children's Senior Management Team.

4.2.4 **Issue:**

As the funding runs on the financial year cycle and any underspend can be clawed back by the DfE, it does not fit easily with academic terms so there is often a need to utilise an additional pro-forma to request PP+ within March to ensure that the money is fully spent.

Action/Suggested Resolution:

- PEP Coordinators will review Spring Term PEP dates and discuss moving meetings to earlier in the term to ensure maximum time for PP+ request. This is to ensure that the PEP remains the key PP+ impact audit document and to eliminate additional paperwork.

4.2.5 **Issue:**

Due to Council financial payment systems, although HVS does indicate what each payment is for and for which child, this does not get translated accurately into the school's accounts by the Council's automated payments system. Therefore, schools are not always aware which PP+ payments they have received.

Action/Suggested Resolution:

- HVS will ensure that all DTs receive an email as soon as a PP+ request has been authorised for payment.

4.2.6 **Issue:**

Schools often say that they do not know what to spend the funding on for individual children, so the child may lose out.

Action/Suggested Resolution:

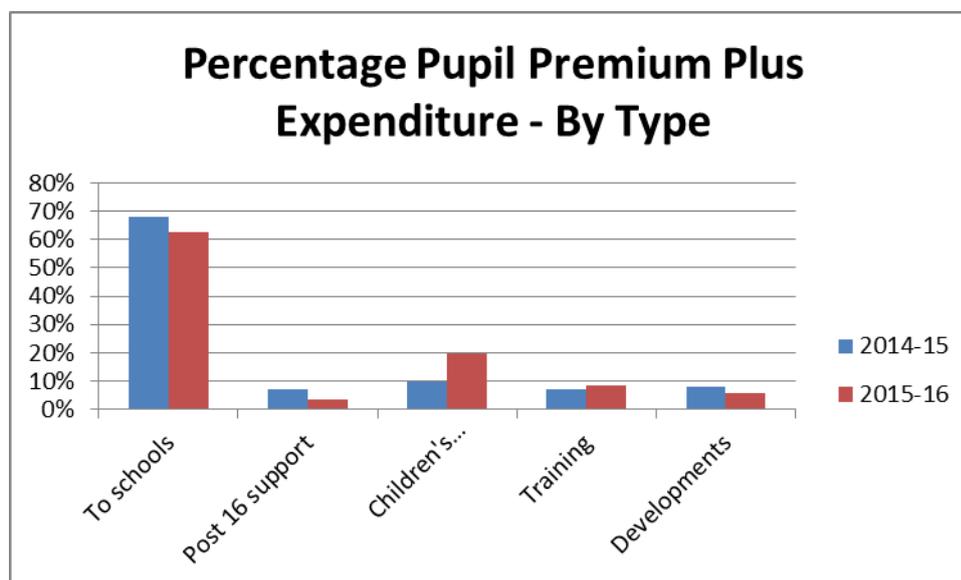
- VSHT has been to Schools Forum on a number of occasions to highlight examples of good practice.
- HVS has developed a list of examples of how schools have used PP+ - this has been disseminated through DT networks and placed on HVS website.
- DTs will be asked to send in any examples of how they have used PP+ so that this list can be constantly updated.

5.0 **YEAR ON YEAR PUPIL PREMIUM PLUS EXPENDITURE**

5.1 As each year's grant allocation is calculated using the number of CIC aged 4 – 15 based on the SSDA903 return, the overall amount for each financial year may be different.

5.2 The following graphs present summaries of the expenditure of the PP+ funding for CIC for the previous 2 years:

5.2.1

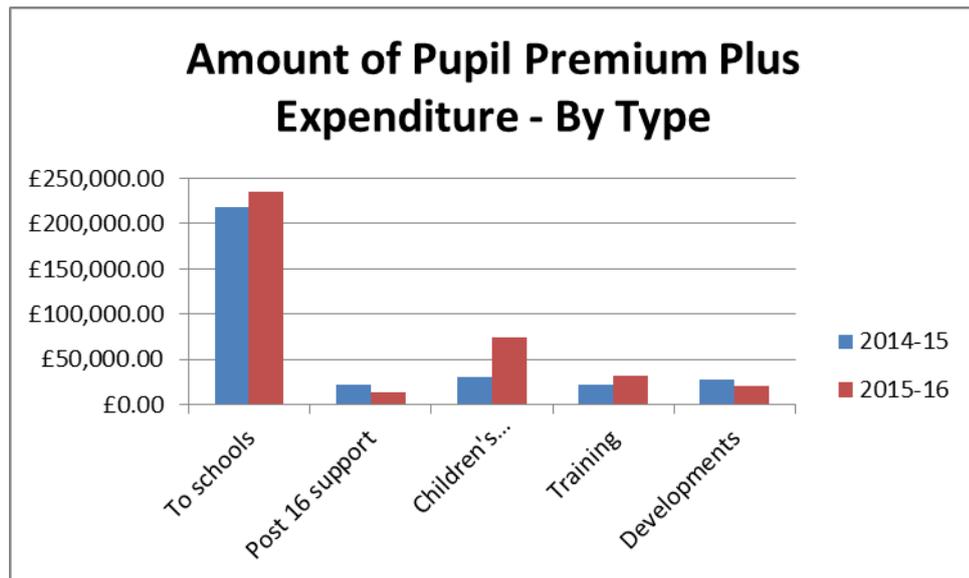


As can be seen the largest percentage of expenditure for PP+ is delivered through schools. This is largely through PEP requests but also includes:

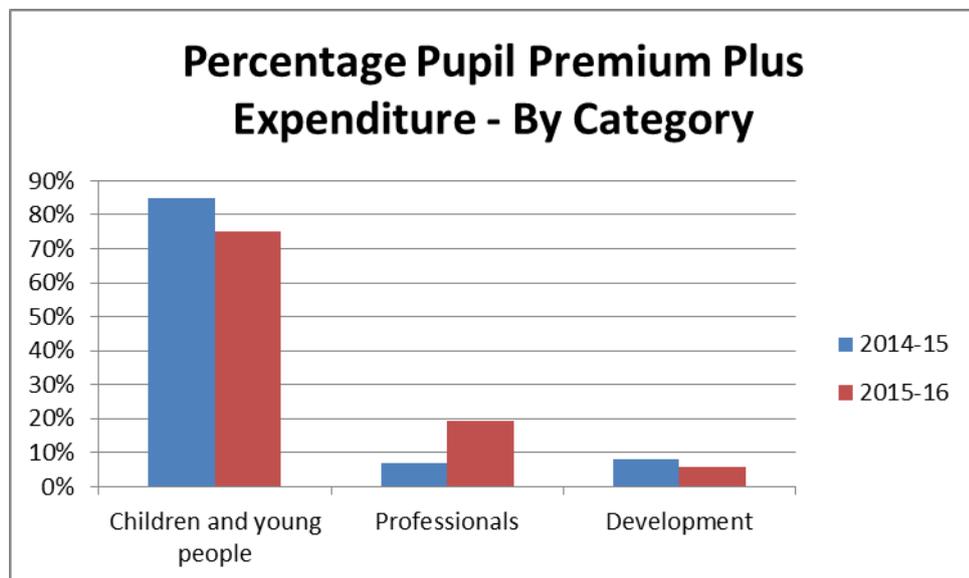
- Additional funding for schools that have an increase in the numbers of CIC during the year.
- Additional funding to support transition planning and preparation for key tests/exams.
- The Attachment Focused Schools Award
- Bespoke packages to support individual children in crisis.

The percentage of expenditure on children's resources includes a high level of 1:1 tuition and the additional learning activities and support that HVS provides.

The increase in the allocation for training has been as a result of HVS providing a comprehensive programme to increase the awareness and improve the practice of professionals in meeting the attachment needs of CIC in schools.



5.2.2



As can be seen from the graph above the largest percentage of funding goes directly to children and young people. The increase in funding directed at professionals is due to the comprehensive training programme that has been delivered. However, this work will also benefit children and young people by more appropriately meeting their attachment needs within their learning environment, so enabling them to more fully access the curriculum and achieve their potential.

6.0 **POLICY IMPLICATIONS**

6.1 Please see other implications below regarding national policy changes both current and future.

7.0 FINANCIAL IMPLICATIONS

7.1 The DfE has confirmed that Children in Care will receive Pupil Premium Plus for the next 2 financial years. However, there has been no guarantee beyond March 2019. If this funding ceases then it will have a negative impact upon the positive interventions that both schools and Halton Virtual School provide to diminish the attainment difference and support our children in care to achieve their full potential.

8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

8.1 Children & Young People in Halton

The educational attainment of children in care remains a key priority for the Council.

8.2 Employment, Learning & Skills in Halton

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

8.3 A Healthy Halton

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

8.4 A Safer Halton

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

8.5 Halton's Urban Renewal

None identified.

9.0 RISK ANALYSIS

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

community.

10.0 **EQUALITY AND DIVERSITY ISSUES**

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

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

None.

REPORT TO:	Children and Young People Policy Performance Board
DATE:	30 th January 2017
REPORTING OFFICER:	Strategic Director Enterprise, Communities and Resources
PORTFOLIOS:	Economic Development Children and Young People
SUBJECT:	Proposed scrutiny Topic Group – Further developing links between Halton’s Businesses and schools
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to propose the establishment of a Scrutiny Topic Group to investigate the potential for further developing links between Halton’s businesses and schools.

2.0 RECOMMENDATIONS: That

- i) The PPB agrees to the establishment of a scrutiny Topic Group.**
- ii) The PPB agrees the proposed areas for further consideration that are outlined in this report.**

3.0 SUPPORTING INFORMATION

- 3.1 Members received a report in January 2016 advising on work that had been undertaken to further develop the relationship between the education and business sectors in Halton.
- 3.2 The report took into account the emerging devolution arrangements for the Liverpool City Region and the long-term ambition to maximise the potential of Businesses and residents of the Liverpool City Region, and to significantly reduce the gap between the Liverpool City Region and the national average in terms of skills levels and welfare dependency.
- 3.3 Over the last 12 months, Halton Borough Council has been working with the Liverpool City Region to implement the devolution ‘asks’ to ensure that they are beneficial to both businesses and education sectors in Halton.

For Example, Halton has been taking a leading role in the establishment and operation of the Liverpool City Region’s Apprenticeship Hub. In addition, Halton is working with neighbouring authorities to establish a Liverpool City Region

Careers Hub, which would serve as a mechanism to improve the co-ordination and impact locally of careers education, information advice and guidance.

- 3.4 Importantly, the Liverpool City Region has an agreement that Government will work with the Combined Authority to ensure that local priorities are fed into the provision of careers and enterprise services – for all ages.
- 3.5 Additional work has been undertaken to both identify further opportunities for collaboration as well as consider areas there is the potential for duplication in the services provided.
- 3.6 Understandably, any arrangements being developed in the Liverpool City Region will have a bearing on the development and delivery of careers education, Information Advice and Guidance services in Halton. This will also have a knock on effect on the ability to form effective and long-lasting relationships between education and businesses in the borough
- 3.7 Consequently, given the strategic context described above, it is now prudent to investigate the potential for further developing links between Halton's businesses and schools.

4.0 Points to consider

- 4.1 In developing the scope of the topic brief, Members may wish to further explore the following areas:-
 - A stock take of which organisations provide careers education information advice and guidance locally and within the Liverpool City Region;
 - The resources both human and financial currently available to the local authority to develop links between businesses and schools;
 - The level of influence available to the local authority to shape careers education and information advice and guidance in schools.
 - An assessment of the policy context and research undertaken in this field for example "understanding the link between employers and schools and the role of the National Careers Service" Department for Business innovation and skills December 2014;
 - Work undertaken by Ofsted entitled Careers Guidance in Schools "Going in the Right Direction" and The Government's response;
 - The recommendations from the Area Based review of Further Education (Liverpool City Region).
 - How the strategic priorities of the local authority can align with the priorities of businesses in the borough and vice-versa.
- 4.2 One of the recommendations from the Area Based Review was to establish the Liverpool City Region Skills Commission. The Skills Commission will be providing oversight, challenge and direction for two key pieces of work:
 - A Liverpool City Region Employer Skills Survey
 - A Liverpool City Region Skills strategy.

Therefore, a Scrutiny Topic Group might wish to consider how the borough feeds into this process.

4.3 As part of the Scrutiny Review Members might also wish to consider whether the following is achievable:

- A consistent approach to employer engagement which is founded and relevant to the need of the local businesses.
- An increase in the number of businesses actively involved with schools.
- Better co-ordination of careers education information.
- Improved visibility in the services we currently provide.

4.0 POLICY IMPLICATIONS

4.1 Members are advised that in 2014 the Department for Education published statutory guidance entitled "Careers Guidance and Inspiration in Schools". The document states that schools must secure careers guidance for young people so that, "...every child should leave school prepared for life in Modern Britain".

4.2 Schools are required to have a strategy for the careers guidance they provide to young people which should include:

- Providing access to a range of activities that inspire young people;
- Build strong links with employers;
- Widen access to advice on options post-16, for example, apprenticeships, entrepreneurialism, or other vocational routes alongside the more traditional A levels and university route;
- Provide face-to-face advice and guidance;
- Work with local authorities to identify vulnerable young people and those at risk of not participating in post 16 education and training;
- Provide information to students about the financial support that may be available to help young people stay in education post-16;
- Work with Job Centre Plus to develop a smoother pathway between education and work.

4.3 A Careers and Enterprise Company for schools was established in 2014. It provides support to schools and colleges on careers information and advice. There is a £5m investment fund available to schools to support innovation and stimulate good practice in careers information, advice and guidance.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 It is anticipated that the Scrutiny Topic Group will develop a series of recommendations which will help to ensure better communication and more informed discussions between schools, businesses, training providers, parents and students when providing a coherent offer aimed at improving future employment opportunities for young people.

6.0 RISK ANALYSIS

There are no significant risks identified.

7.0 EQUALITY AND DIVERSITY ISSUES

There are no Equality and Diversity issues arising from this report

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

None under the meaning of the Act.

REPORT TO: Children and Young People Policy and Performance Board

DATE: 30 January 2016

REPORTING OFFICER: Strategic Director – Enterprise, Community & Resources

SUBJECT: Performance Management Reports for Quarter 4 of 2015/16

WARDS: Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the first quarter period to 30th September 2016.
- 1.2 Key priorities for development or improvement in 2016-17 were agreed by Members and included in Directorate Plans, for the various functional areas reporting to the Board as detailed below:
- Education, Inclusion, Provision Services
 - Children and Families Services

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

In addition Appendix 1 of the report contains a progress update concerning the implementation of all Directorate high-risk mitigation measures that are relevant to the remit of this Board.

2.0 RECOMMENDED: That the Policy and Performance Board

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

3.0 SUPPORTING INFORMATION

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

Performance Board has a key role in monitoring performance and strengthening accountability.

4.0 POLICY IMPLICATIONS

4.1 There are no policy implications associated with this report.

5.0 OTHER IMPLICATIONS

5.1 There are no other implications associated with this report.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

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

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

7.0 RISK ANALYSIS

7.1 Not applicable.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Not applicable.

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

9.1 Not applicable.

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 2, 01 July 2016 – 30 September 2016

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. 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 New Assessment arrangements KS1; KS2 and new GCSE performance measures (AMc) Stage One (KS1) and Key Stage Two (KS2) Assessments this year cannot be compared and must not be compare to previous year's results (as recommended by DFE). These assessments are based against a new, more challenging curriculum and are based on a scaled score. The expected standard is a scaled score at KS1 & KS2 of 100. Children who reach 100 are reaching the expected standard, those below 100 are not working at the expected standard and those working at 110+ are working at the higher standard. The percentage of children reaching the expected standard in this new curriculum is lower than those reaching the expected standard previously on the old level system. eg. 2016, 53% nationally reached the expected standard in Reading, Writing, Maths combined standard (KS2). At Key Stage 2, assessment is based on test results in reading and maths and based on a teacher assessment in writing. 2016 nationally has produced surprising results across regions and Ofsted and DFE are treating the results with caution against this new assessment system. In terms of GCSE, a new attainment 8 indicator and progress 8 indicator have been introduced.

Attainment 8 is a new indicator that reports on the basis of GCSE point scores. The points awarded per grade are: A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2 and G = 1

Attainment 8 is calculated across 8 subjects, which in reality is 10; English (double weighted), maths (double weighted), 3 best English Baccalaureate (EBacc) grades plus 3 best other GCSE or equivalent grades. The grades are converted to points and the sum is calculated to give the average attainment 8 score.

Progress 8 is the progress made by the pupils on their attainment 8 subjects. Pupils' progress is measured against all other pupils nationally whose prior attainment, at key stage 2, was the same. Progress 8 is a value added measure, therefore, the national average for mainstream pupils is zero. When pupils from special schools are included then the national average will not be zero. If a school had a Progress 8 score of +1, then this means that their students made 1 GCSE grade more progress than the average for pupils of the same prior attainment.

For progression to courses in September 2017, Post 16 providers now need to consider what their minimum entry requirements will be for English and Mathematics using the new numerical system as the numbers do not equate directly to letters, where there have been eight letters covering GCSE achievement there will be nine numbers for English and

Mathematics in 2017 and this will roll out to other subjects in 2018. This situation does put uncertainty into the process of applying for Post 16 places for current Year 11 learners in Halton schools whilst they wait for Post 16 providers to finalise entry requirements. Halton Borough Council's Careers Education Service will support young people they work with to understand the new entry requirements and the 14-19 Programme Team await the Department for Education communication strategy for employers in relation to the new grading system so that progression into post 16 apprenticeships is not hindered by the changes.

Please use the link below to access the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537147/Postcard - Grading New GCSEs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537147/Postcard_-_Grading_New_GCSEs.pdf)

2.2 Early Years (AMc)

Officers across the Policy, Provision and Performance Division, and the Education (0-19) Division have continued to strengthen support for Early Years settings in Halton. The support includes ensuring sustainability, Health & Safety Audits, Safeguarding Audits, support with the standards of teaching and learning, and more collaborative working across teams and settings all of which has seen a continued improvement in Ofsted inspection outcomes.

The current position in terms of outcomes for those settings who have been inspected are as follows:

- Pre Schools – 100% of the 24 settings inspected are judged to be “Good” or above
- Out of School Clubs – 100% of the 12 settings inspected are judged “Good” or above
- Full Day Care – 95.65% of the 23 settings inspected are judged to be “Good” or above
- Childminders – 87.5% of the 64 settings inspected are judged to be “Good” or above

2.3 Amy Winehouse Foundation Resilience Programme (AMc)

The Amy Winehouse Foundation Resilience Programme, run in partnership with Halton's Commissioned Service - Young Addaction, provides universal and targeted alcohol and drugs education to pupils in secondary schools. A recent evaluation report detailed a range of impressive results drawn from an independent evaluation of the programme's second year. This was led by a team based between Harvard University and the University of Bath. In year two, the programme engaged with young people across Bournemouth, Derbyshire, Halton, Lancashire, Lincolnshire, Liverpool, London and South Yorkshire.

- 45,651 pupils engaged with assemblies.
- 30,602 pupils attended workshops.
- 309 pupils completed a 6 week Skills for Change programme.
- 89% of pupils said they found the programme useful to them.
- Only 4% said it was not useful.
- 73% of young people said their knowledge about alcohol had increased.
- 76% of young people said their knowledge about drugs, including “legal highs” had increased.
- 75% of young people said they were more confident about making safer decisions about drug use and 73% said the same about alcohol use.

Please use the link below to access more information:

<http://www.amywinehousefoundation.org/resilience-programme-for-schools>

- 2.4 Halton's Integrated Contact and Referral Team (iCART) (TC)
Information gathering and sharing has recently improved within Halton's iCART team due to the integration of the Police Referral unit. Children's Services now have several members of staff who are trained in accessing Police systems and Police officers who are now able to access Social Care systems; this has impacted positively on the effectiveness and efficiency of the initial screening process at the point of contact with services.
- 2.5 Children in Need teams (TC)
It is positive to report that the Child in Need teams now consist of predominantly permanent staff with only two agency workers, the management structure at all tiers consist of permanent staff also. This provides consistency to families involved with Children's Social Care.
- 2.6 Single Assessment timescales (TC)
Within this quarter the performance around the completion of Single Assessments has remained above 98% which is a significant increase in performance on the previous year. Workers are prioritising this area and Managers are using weekly quality assurance reports and monthly performance reports to maintain this good performance.

3.0 Emerging Issues

3.1 Horizon scanning

Children and Social Work Bill (AMc)

This has had a hostile reception from the House of Lords and the education select committee. This bill suggests a number of fundamental changes to how social care is delivered in the future. These are outlined in more detail in the policy paper **Putting Children First**. The Bill has recommenced its progress in the House of Lords in October and further amendments and revisions are expected.

Careers Strategy for England

Halton is awaiting the publication of the Careers Strategy for England, which is due Autumn 2016. This strategy is expected to outline Government plans and expectations for the delivery of Careers Education in schools and other educational provision. The direction the Government choose to take could affect Halton Borough Council's Careers Education Service e.g. if the Government offered a more centralised Information Advice and Guidance service to schools without charge, schools may choose not to purchase the Careers Education Service through service level agreements in the future.

3.2 Halton Specific

School Admissions and Coordinated Admissions Schemes – September 2018 intake

In accordance with statutory requirements the Halton is currently consulting on its proposed admission arrangements and co-ordinated schemes for the September 2018 intake. The consultation commenced on 3rd October 2016 and closes on 11th November 2016. No amendments to the current oversubscription criteria, or co-ordinated admission schemes is proposed and a report will be submitted to the Council's Executive Board on 19th January 2017 for ratification of the arrangements. For the September 2016 intake Halton met 96% of parental preferences for secondary admissions and 95% of parental preferences for primary admission.

- 3.3 Homes to School and College Travel and Transport Policy for children and Young People with Special Educational Needs and Disabilities - Consultations

In accordance with statutory requirements Halton is consulting on its proposed Home to School & College Travel and Transport Policy for Children & Young People with Special Educational Needs and Disabilities (SEND), to take effect for the September 2017 intake. The consultation commenced on Monday 5th September 2016 and closes on Friday 4th November 2016. Between 2010 and 2016 the local authority saw a reduction of 53% of its funding. Further reductions of over 18% are anticipated between 2017 and 2020. This is an unprecedented level of cuts and in order to achieve these reductions it has meant that the Local Authority has had to explore the most cost efficient ways of discharging its responsibilities. Over the last few years the costs of providing transport for children and young people with special educational needs and disabilities has continued to increase leaving a budget shortfall in 2015/2016 of £205,000. The aim of the policy is that all children and young people with significant special educational needs or disability should lead lives that are as independent and as free from restriction as possible. To support this aim, where appropriate, we will help equip children and young people to travel independently and Halton will look to target our support to those who are in financial need or have exceptional circumstances. A report will be submitted to the Council's Executive Board on 19th January 2017 for ratification of the Transport Policy.

3.4 Halton Childcare Sufficiency Assessment (CSA) Review 2016

The CSA Review 2016 was completed in September 2016. The CSA contains a wide range of information relating to the Early Years and Childcare market in Halton. Specifically it identifies the supply of places available in all Early Years and Childcare market segments and estimates the demand for these places. The assessment identifies the areas where the authority has sufficiency of provision and where there are any gaps and it contains an Action Plan that identifies what will be done to address any insufficiency. The CSA is a valuable tool for both existing and potential new childcare providers, as it provides a clear overview of the local market. The CSA will be placed on the Halton Borough Council website.

3.5 Free Early Years Entitlement (FEYE)

From September 2017 the FEYE for 3 and 4 year olds will increase from 15 hours to 30 hours per week, for working parents. This is intended to improve the affordability of childcare and encourage more parents into work. The Child Place Planning Team will brief local childcare providers in terms of the timescales for implementation and from the Spring term 2017 will carry-out a promotional campaign to raise parent's awareness of the increased entitlement.

4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2016-17 business plan.

5.0 Progress against high priority equality actions

5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website <http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance measures across the key business areas that have been identified by the local authority contributing the priority of Children and Young People.

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

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview (Commissioned Service)	72 hrs	72 hrs	72 hrs	N/A	
PED01 02	Reduce the number of young people who repeatedly run away in Halton	127	115	77 Q1 & Q2	N/A	
PED01 03	Monitor the number of young people who go missing in the year	223	N/A	197		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at the end of the quarter)	17	N/A	26	N/A	
PED01 05	Reduce the Secondary School persistent absence rate	Refer to commentary below				
PED01 06	Reduce the number of children subject to fixed term exclusions	303	270	Available Q3		
PED01 07	Reduce the rate of permanent exclusions	0.04%	0.035 %	Available Q3		
PED01 08	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF involvement recorded during the year)	593	650	536		
PED01 09	Monitor the rate of referrals to childrens social care per 10,000 0-18 yr olds	336	N/A	178 Forecast 356	N/A	
PED01 10	Reduce the number of children and young people who enter the care system	81	75	52		

Supporting commentary:

PED01 01: Return interviews are being complete within 72 hours.

PED01 02: This quarter there have been 254 missing notifications from police and 17 from social care these come from 115 individuals. There has been a further 56 absent notifications. With regard to repeat individuals there are 45 individuals that have created 191 episodes, with ten individuals running five or more times.

PED01 03: For the Q2 reporting period Catch22 have seen another increase in the number of notifications and the number of individuals received from Police and Social Care services by 29%. In comparison to this quarter last year Halton received has received a significant increase in the amount of notifications 208 in 2015, compared to this years of 327.

PED01 04: This list is reviewed on a monthly basis at a CSE operational group and each child has their own plan in place to monitor and address, manage and reduce the risk.

PED01 05: From September 2015 (start of 2015/16 academic year) schools are judged against a persistent absence rate of 10% rather than 15% used previously. Alongside this change, there is a change in methodology used to identify pupils as persistent absentees. Data expected to be available Q2 2016/17.

PED01 07: There were 26 permanent exclusions for the first term 2015/16.

PED01 08: Numbers of children and young people supported through CAF processes continues to increase.

PED01 09: There were 506 referrals since 1st April 2016.

PED01 10: There has been a recent increase in the number of children entering care, This has involved some large sibling groups, the majority of these children were known to services at Level 3 and were subject to Child protection plans, this area is monitored closely and analysis is regularly produced and scrutinised through regular performance management systems.

Ref:	Milestones	Quarterly Progress
PED01a	Establish a multi-agency front door for complex dependency programme (April 2016).	
PED01b	Establish and implement a multi-agency locality provision (March 2017).	
PED01c	Multi-agency information Sharing Agreement to be in place (March 2017).	
PED01d	Implement the Cheshire IT Portal (March 2017).	
PED01e	Implement the regional adoption agency (March 2017).	
PED01f	Use performance information effectively to ensure that early intervention is responsive to trends of those being referred to childrens social care (March 2017).	

Supporting commentary:

PED01a: Over the Q2 2016/17 reporting period the new multi-agency ICART team has continued to develop. Over a 1,000 Early Intervention iCART contacts and over 150 individuals have benefitted from the new holistic 360 profile. An initial audit of this work suggested that it is of good quality. Performance has improved in terms of meeting the three day timescales for contacts and 10 working days for the completion of 360 profiles. Early feedback suggests that this new approach is leading to better information sharing and as a consequence children and families are being put on the right pathway of support earlier. Refinement of the 360 profile and agreeing how to sustain this approach, once there is no additional funding to support it, are key priorities for this area for Q3 2016-17 and onwards.

PED01b: Plans are in place and on track to have additional multi-agency staff in the locality teams by March 2017

PED01c: This has been completed.

PED01d: This had been delayed because of the complexity of the specification. The contract has now been awarded and work will shortly begin but they may be a delay in implementation post March 2017.

PED01e: This is currently on track but with some risks as the project plan had to be revised owing to reduced funding from the Department of Education. However, this has now been reversed and the plan is still to have the RAA established by 1 April 2017.

PED01f: Performance reports are now in place supported by a fortnightly performance meeting.

Objective: Close the gap in attainment at Key Stage 2 including between vulnerable groups and their peers (PED02)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Reduce the gap in attainment for pupils attaining the expected standard at Key Stage 2 in Reading, Writing and Maths between disadvantaged pupils and their peers	17%	N/A	24%	N/A	N/A
PED02 02	Increase the percentage of pupils achieving the expected standard at KS2 in Reading, Writing and Maths	79%	N/A	46%	N/A	N/A
PED02 03	Increase the percentage making sufficient progress in Reading KS1 to KS2	91%	N/A	-0.3	N/A	N/A
PED02 04	Increase the percentage making sufficient progress in Writing KS1 to KS2	93%	N/A	-1.6	N/A	N/A
PED02 05	Increase the percentage making sufficient progress in Maths KS1 to KS2	90%	N/A	-0.5	N/A	N/A
PED02 06	Increase the percentage of Children in Care achieving expected outcomes at KS2	Due to small cohorts and statistical variation, targets are not provided. Analysis of the small cohort is conducted on an individual basis for these children to underpin resulting performance.				

Supporting commentary:

PED02 01, 02, 03, 04, 05: As this is a new assessment system and 2016 results have proved to be unreliable nationally, it is not yet possible to set a target figure until further information is available.

PED02 06: KS2 Outcomes 2015-16

Due to changes in the assessment and curriculum in KS2 the DfE have stated that there can be no comparison with previous year's outcomes.

Context: There were nine children in the 12 mths+ care cohort. Eight children were placed in borough. No child had a school move and only 1 had a placement move during Year 6. 3 children have EHCP, with 1 child attending a Special School. All children's attendance was above 90%, with 7 being above 95%. 8 children were in Good or better schools.

Outcomes : Attainment measure = % achieving expected standard and gap to Halton non-care peers:

Reading – CIC 33% with a gap of 30%

Writing – CIC 33% with a gap of 32%

Maths – CIC 33% with a gap of 32%

RWM – CIC 11% with a gap of 37%

Analysis: Prior attainment at Key Stage 1 was not good for this cohort – Level 2 and Level 2b+ were the previous expected standards: 5 children did not achieve Level 2 in Reading 5 and 6 did not achieve Level 2b+; for Writing 6 did not achieve Level 2 and 7 did not achieve Level 2b+; for Maths 5 did not achieve Level 2 and 6 did not achieve Level 2b+.

There were 2 children who were either in Special School or judged to not be able to achieve the expected standards in the tests. If these 2 children are taken out of the data the attainment difference does close slightly (Reading 20%, for Writing and Maths 22%).

Progress measure = how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.

Reading – CIC 44% with a gap of 4%

Writing – CIC 33% with a gap of 14%

Maths – CIC with a gap of 4%

Analysis: The progress data for children in care is a positive picture with the gap being very small in Reading and Maths. This means that given their starting point Halton children in care are making accelerated progress compared to other children with the same prior attainment.

There is evidence of accelerated progress for individual children (3 in Reading, 3 in Writing and 4 in Maths). 1 child achieved the higher assessed outcome of Greater Depth at the Expected Standard in Writing

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2016 and identify actions, including levels of support and intervention, required to improve inspection outcomes.	
PED02b	Conduct the annual analysis of school performance data for all primary schools during September to December 2016 (with further reviews undertaken at key points in the data release cycle).	
PED02c	Analyse, evaluate and report end of Key Stage 2 achievement outcomes, including success in closing the gap (December 2016).	
PED02d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2016).	
PED02e	With schools, monitor the impact of Pupil Premium in closing the gap between Free School Meals and non-Free School Meals pupils (March 2017).	
PED02f	Ensure appropriate deployment of school improvement support for identified schools and settings, including school to school support as appropriate (March 2017).	

Supporting commentary:

PED02a: A revised categorisation process system has been shared with schools. All head teachers and Chairs of Governors have received the schools categorisation letter. Link officers are meeting with schools to identify actions.

PED02b: Performance data is being analysed as it is released and is being shared with schools, settings, officers and Council members. Further validated data will be released throughout the autumn term.

PED02c: A report was taken to PPB in September 2016 with provisional attainment data, further detail will be shared at PPB in October. A further report will go to January 2016 PPB on closing the gap.

PED02d & PED02e: The CIC and Care Leaver Strategy has been reviewed and identifies areas for support. These include the development of more apprentice opportunities, support for schools in managing attachment issues, and supporting CIC to achieve their potential. Progress of implanting the Strategy is monitored through the Children in Care Partnership Board.

PED02f: Schools and settings have been categorised and levels of support identified linked to the school's category or degree of vulnerability. School to school bids are being written currently in collaboration with Teaching Schools. Any school causing concern is receiving identified support through Halton's school improvement service, and the wider school improvement system.

Objective: Raise achievement in Early Years (PED03)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	55%	65%	62%		
PED03 02	Reduce the good level of development attainment gap between those previously in receipt of 2 year old early years entitlement and their peers at EYFS	21%	12%	20%		
PED03 03	Increase the take up of Early Years Entitlement for vulnerable 2 year olds	536	600	535 (92%)		
PED03 04	Increase the take up of Early Years Entitlement for 3 to 4 year olds	92%	95%	100%		
PED03 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	84%	84%	90%		
PED03 06	Reduce the good level of development attainment gap for disadvantaged children and their peers at EYFS	19%	16%	Data available at Q4		

Supporting commentary:

PED03 01: There has been an increase in GLD of 7% and gap to national has reduced by 4%

PED03 02: Attainment has increased for both groups, with the gap narrowing by 1%.

PED03 03: Target revised by DfE Sept 2016. The 2 Year Old Project Officer targets all eligible children with termly mailshots and follows-up non-attenders with support from childcare providers and Children's Centre staff

PED03 04: This take-up figure relates to April 2016, Sept 2016 take-up will be available at end of October 2016

PED03 05: An increase in the quality of provision, as judged by Ofsted, which now exceeds our 2016-17 target.

Ref:	Milestones	Quarterly Progress
PED03a	Analyse the outcomes of children who have accessed funded two year old placements to ensure this provision is closing the gap between the most vulnerable children and their peers (January 2017).	
PED03b	Complete RAG categorisation process for all EYFS setting by October 2016 and identify actions, including levels of support and intervention required to improve inspection outcomes.	
PED03c	Through the annual conversation, ensure that the performance of all children's centres is in line with expectations. This will need to take into account any changes required as a result of revised Ofsted frameworks (March 2017).	
PED03d	Analyse, evaluate and report on the outcome of the Early Years Pupil Premium (March 2017).	
PED03e	Act on research findings from the Early Years Review undertaken by Ofsted and commissioned research (March 2017).	

Supporting commentary:

PED03a: Available in Spring term 2017

PED03b: EYFS settings have been RAG rated and support and intervention identified. Halton currently only have two settings not rated as good or better by Ofsted.

PED03c: Available in Spring term 2017

PED03d: EYFS settings have been RAG rated and support and intervention identified. Halton currently only have two settings not rated as good or better by Ofsted.

PED03e: This information is collected by settings and will be available in Q4.

Objective: Improve the offer for children and young people with SEND through effectively implementing the SEND Reforms (PED04)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
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PED04 01	Increase participation in the POET survey from parents/guardians/carers	33	35	Data available in Q4		
PED04 02	Increase the percentage of Education Health and Care Plans completed within 20 weeks	26.8%	50%	75%		
PED04 03	Increase the number of schools identified as Nurture champions	0	8	0	N/A	
PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	22.9%	80%	Refer to commentary		
PED04 05	Increase the number of people accessing the Local Offer (proxy measures of sessions measured annually in October)	3868	3950	4038		

Supporting commentary:

PED04 01: The Evaluation and Training officer is currently briefing Settings to encourage participation in

PED04 02: Improved performance in Q2.

PED04 03: This term we have run the 'Nurturing Schools Award' which is a two year commitment to establish a nurturing ethos across the school. One through school, two secondary, three primary, three maintained nurseries and five special schools within Halton have signed up to this. We have already had consultancy out into two primary schools that are in the process of establishing nurture and a nurturing schools approach in order to support them with children who are at risk of exclusion.

Halton has established its own Nurture Group Network offering peer support, training and guidance. This is well attended and valued by all of the schools.

PED04 04: During the year the following year groups have the following performance:

Y5: 4 completed, 18 ongoing

Y6: 100% completed

Y10: 15 completed, 23 ongoing

Y11: 53% completed 33% not moving school, 14% ongoing

Y14: 88% completed

PED04 05: Media Stats for Oct 2015 to June 2016 are already in excess of the target at 4,038. Annual Stats due in Oct 2016.

Ref:	Milestones	Quarterly Progress
PED04a	Conduct the annual analysis of progress data for children and young people with additional SEND funding through Enhanced provision or Education health care plans (March 2017).	
PED04b	Improve provision in Halton for young people with social, emotional and mental health challenged (March 2017).	
PED04c	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views within the SEND reform process in Halton to increase satisfaction with their experience (March 2017).	

Supporting commentary:

PED04a: Available in quarter 4.

PED04b: Halton has increased and improved the types of provision available to young people experiencing social and emotional health issues. Halton now has a range of universal, targeted and specialist provision for young people.

PED04c: The 2015 POET survey has been conducted with an analysis of views from Young People, Parents, Carers and Professionals. Generally the experience of the assessment process and settings was good. Areas for development were feeling safe in the community and increased opportunities for leisure activities and community participation. It is to be repeated next year for continuing analysis of outcomes. We will report on the 2016 in Q4.

Objective: Improve participation and skills for young people to drive Halton's future (PED05)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-18 year olds not in education, employment or training	5.1%	5%	6.7%		
PED05 02	Reduce the percentage of 16-18 year olds whose activity is not known	3.7%	3.5%	1.8%		
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	86.9%	87.5%	Data available in quarter 4		

PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	56.5%	57.5%	
PED05 05	Monitor the percentage of young people progressing to Higher Education	25%	25%	
Supporting commentary: PED05 01: The 15/16 actual is an average of the 3 months of November/December and January and therefore the next comparison will be available in February 2017. Current performance for August 2016 is 6.7%. It is normal for this figure to be higher at this time of the year when academic courses have not yet started. PED05 02: The 15/16 actual is an average of the 3 months of November/December and January and therefore the next comparison will be available in February 2017. Current performance for August 2016 is 1.8%.				
Ref:	Milestones			Quarterly Progress
PED05a	Develop the 14-19 Commissioning statement to reflect Local Enterprise Partnership priorities (March 2017).			
PED05b	Implement the European Social Fund coaching programme, integrated to Raising the Participation Age strategy (March 2017).			
PED05c	Develop a Post-16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2017).			
Supporting commentary: PED05a: Analysis of the data and information collated is currently taking place to identify successes and issues for investigation/action PED05b: A contract is in place with a company to deliver this programme from 1 st July 2016 PED05c: An Area Based Review of Post 16 Education is currently taking place across Greater Merseyside. The development of the Post 16 monitoring framework will be reviewed once this Area Based Review has been completed and reported on.				

7.0 Financial Summary

7.1 Children and Families Services Department

Revenue Budget as at 30 June 2016

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
Expenditure				
Employees	8,639	4,195	4,243	(48)
Premises	271	132	123	9
Supplies & Services	901	462	504	(42)
Transport	6	2	23	(21)
Direct Payments/Individual Budgets	161	80	214	(134)
Commissioned Services	318	82	82	0
Residential Placements	3,387	2,042	2,721	(679)
Out of Borough Adoption	133	48	48	0
Out of Borough Fostering	452	367	715	(348)
In House Adoption	242	183	259	(76)
Special Guardianship	1,092	586	675	(89)
In House Foster Carer Placements	2,010	1,011	1,010	1
Care Leavers	184	84	48	36
Family Support	82	31	31	0
Agency Related Expenditure	89	21	19	2
Capital Financing	6	0	0	0
Total Expenditure	17,973	9,326	10,715	(1,389)
Adoption Placements	-98	-53	-53	0
Fees & Charges	-123	-65	-68	3
Dedicated Schools Grant	-77	-59	-59	0
Reimbursements & Other Grant Income	-356	-207	-211	4
Government Grants	-106	-106	-106	0
Transfer from Reserves	-6	-6	-6	0
Total Income	-766	-496	-503	7
Net Operational Expenditure	17,207	8,830	10,212	(1,382)
Recharges				
Premises Support Costs	434	217	217	0
Transport Support Costs	42	18	18	0
Central Support Service Costs	2,178	1,052	1,052	0
Total Recharges	2,654	1,287	1,287	0
Net Department Expenditure	19,861	10,117	11,499	(1,382)

Comments on the above figures

Employee related expenditure is above budget to date, which is expected to be the trend for the remainder of the financial year. The use of Agency staff, particularly within the Child Protection and Children in Need Division has reduced considerably, although some Agency staff are still being utilised within the Children in Care Division. There is also an overspend relating to the Management costs within the Children's Safeguarding Unit.

Expenditure relating to Supplies and Services is above budget to date. All controllable budgets within the Department will be carefully monitored throughout the financial year to ensure that only essential goods and services are purchased.

Expenditure relating to Direct Payments/Individual Budgets is above budget to date. We have seen increased demand around the Individual Budgets for Children with Disabilities, with less joint funding from the Halton Clinical Commissioning Group (CCG). The high cost packages will continue to be reviewed throughout the financial year to see if any costs can be reduced, but still making sure the needs of the individual child are being met. This continues to be a significant pressure area.

Expenditure relating to Out of Borough Residential Placements is above budget to date, which is expected to be the trend for the whole financial year. This unpredictable budget is influenced by a number of uncontrollable factors, such as emergency placements (long or short term), placements continuing for longer, or ending sooner than first anticipated. Depending on the needs of the individual child it is not always possible to utilise in house services, which means that Out of Borough Residential placements need to be sought at a much higher cost. Despite additional budget being given this financial year, this continues to be a significant pressure area.

Expenditure relating to Out of Borough Fostering is above budget to date, which is expected to be the trend for the whole financial year. As with Residential placements, every effort is made to utilise Foster Carers from within the Borough, but this is not always possible. This results in Out of Borough Placements being sought at a much higher cost. This continues to be a significant pressure area.

Expenditure relating to In-House Adoption is above budget to date, which in the main relates to Residence and Special Guardianship Orders. Despite additional budget being given this financial year, expenditure relating to Special Guardianship Orders continues to be a pressure area.

The number of children in care continues to increase during this financial year. As a result of this, managers will continue to try and reduce the impact of budget pressure areas by monitoring expenditure closely, keeping controllable expenditure to a minimum and utilising in house services. Based on service use it is anticipated that the net expenditure for the Department overall will be above annual budget by approximately £2.8m.

7.2 Education, Inclusion and Provision Services Department

Revenue Budget as at 30 September 2016

	Annual Budget	Budget To Date	Actual To Date	Variance to Date (Overspend)
	£'000	£'000	£'000	£'000
Expenditure				
Employees	6,355	2,919	2,772	147
Premises	442	50	50	0
Supplies & Services	2,996	1,245	1,194	51
Transport	5	3	3	0
School Transport	934	277	427	(150)
Commissioned Services	2,647	882	882	0
Agency Related Expenditure	1,474	683	670	13
Independent School Fees	2,463	1,466	1,466	0
Inter Authority Special Needs	175	15	15	0
Pupil Premium Grant	191	30	30	0
Nursery Education Payments	2,980	2,020	2,020	0
Schools Contingency	469	219	219	0
Special Education Needs Contingency	2,016	838	838	0
Capital Finance	3	1	0	1
Early Years Contingency	50	0	0	0
Total Expenditure	23,200	10,648	10,586	62
Income				
Fees & Charges	-351	-61	-59	(2)
Government Grant	-569	-569	-569	0
Reimbursements & Other Income	-1,112	-556	-557	1
Schools SLA Income	-252	-249	-250	1
Transfer to / from Reserves	-781	-574	-574	0
Dedicated Schools Grant	-12,938	-6,631	-6,631	0
Inter Authority Income	-578	-99	-99	0
Sales Income	-38	0	0	0
Rent	-102	0	0	0
Total Income	-16,721	-8,739	-8,739	0
Net Operational Expenditure	6,479	1,909	1,847	62
Recharges				
Central Support Services Costs	1,982	878	878	0
Premises Support Costs	288	142	142	0
Transport Support Costs	253	64	64	0
HBC Support Costs Income	-79	0	0	0
Net Total Recharges	2,444	1,084	1,084	0
Net Department Expenditure	8,923	2,993	2,931	62

Comments on the above figures

Employee expenditure is below budget due to vacancies across all EIP divisions. The majority of the vacancies are within the Education and Inclusion division. There have been vacant posts for the

whole financial year, which are projected to remain unfilled and will be offered up as proposed savings for 2017/18. There have also been various changes in staffing structures which has resulted in additional vacancies going forward. There has also been a limited call upon the schools redundancy budget. Further savings have been achieved due to reductions in staff hours and staff maternity, also using the Troubled Families grant to offset a post.

Effort is being made within all Divisions to keep expenditure to a minimum for supplies and services.

The demand for Special Educational transport provision continues to cause the School's Transport budget to be significantly over budget. This service is a statutory provision based on demand, but measures are in place to look at how future efficiencies can be achieved which won't affect service delivery.

All efforts are being made throughout the Department to ensure that expenditure is kept to a minimum as budgets are considerably tight. There is also a complete review of SEN processes currently being carried out, in the hope that this will bring down any further budget pressures.

It is forecast that spend will be within budget at year end outturn.

Capital Projects as at 30 September 2016

Capital Expenditure	2016/17 Capital Allocation £'000	Allocation to Date £'000	Actual Spend £'000	Total Allocation Remaining £'000
Asset Management (CADS)	7	1	1	6
Capital Repairs	735	432	432	303
Fire Compartmentation	37	25	25	12
Asbestos Management	20	4	4	16
Schools Access Initiative	80	40	40	40
Education Programme General	110	25	25	85
St Edwards – Basic Need	32	32	32	0
Basic Need Projects	848	0	0	848
Fairfield – Basic Need	1,194	740	740	454
Halebank	20	20	20	0
Weston Point Primary	45	0	0	45
School Modernisation Projects	490	59	59	431
Two year old capital	52	30	30	22
Universal Infant School Meals	2	0	0	2
Hale Primary	118	97	97	21
Total Capital Expenditure	3,790	1,505	1,505	2,285

Comments on the above figures.

Asset Management (CADS) works and the Education General Programme (General) will continue in response or in line with any emergency Health and Safety issues. Asbestos programme surveys are being updated and remedial work carried out where necessary.

Final accounts are due on Hale Primary, Fire Compartmentation, and 2 Year Old capital. Free School meals awaiting retention to be released.

St Edwards work has been completed, as has Halebank. Weston Point is awaiting planning permission.

Fairfield Primary construction work to the infants is now complete, and a model village was installed over the summer to accommodate the pupils while the junior school is remodelled. This is due to be completed April 2017. The All Weather Pitch will be constructed in 2017/18.

8.0 Appendix I

8.1 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.

8.2 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.

8.3 Key for responsible officers:

- AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service
- TC** Tracey Coffey, Operational Director, Children and Families Service

The purpose of this report is to provide an update concerning the implementation of mitigation measures for those areas of risk which have been assessed as high within the Directorate Risk Register.

Education, Inclusion & Provision Department

Assessment of current risk(s)				
Item	Identified risk	Impact (Severity)	Likelihood (Probability)	Score (I x L)
3	Failure to demonstrate increased participation in education and training in line with the Local Authority's statutory duty regarding Raising the Participation Age (RPA) requirements may lead to an increase in children and young people not in education, employment and training (NEET).	4	3	12
4	Failure to identify and quality assure the provision for young people who are attending Alternative Provision (AP) leading to them becoming at risk of harm, Child Sexual Exploitation, and failure to achieve their full potential.	4	3	12
5	Failure to continue to see a reduction in teenage conceptions.	4	3	12
7	Failure to ensure compliance with inspection and regulatory frameworks from a policy and performance management perspective, and submission of statutory and regulatory returns for Children's Social Care Services, SEND, and Local Authority School Improvement.	4	3	12
8	Failure to effectively deliver Joint commissioned provision across Halton Local Authority and Cheshire West and Chester Local Authority through the shared service.	4	3	12
9	Failure to provide sufficient resources to ensure required levels of support for schools and settings as a result of changes to the Ofsted inspection framework and central government policy .	4	3	12
10	Failure to have Link Officers for all schools may increase risk of schools going into categories of concern.	4	3	12
11	Failure to ensure the SEND reforms are implemented across the authority may result in failure to meet Ofsted requirements and the LAs statutory duties	4	3	12
12	Failure to increase the number of children achieving a good level of development.	4	4	16
13	Failure of our maintained schools to manage the Special Educational Needs and Disabilities of our Children and Young people resulting in placement in high cost Out of Borough placements.	4	3	12

14	Rising numbers of children and young people becoming excluded from our schools.	4	3	12
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Assessment of residual risk(s)

Item	Risk Control measure(s)	Lead Officer	review frequency	Impact (Severity)	Likelihood (Probability)	Score (I x L)
3	The Raising the Participation Age Strategy is implemented and includes in-house data tracking, case working and multi-agency referral groups to reduce those not engaged in education and training, and those whose destination is not known.	Martin West	Quarterly	4	2	8
4	Alternative Provision Strategy implemented. The Alternative Provision Group reviews cohorts, identifies those not meeting expectations (rates of progress & attendance) and agrees interventions. The Group also monitors any Children in Care in Alternative Provision as a priority, thereby ensuring those children are safeguarded appropriately. The process flags poor performing providers, and any concerns will be addressed. A database is held centrally in the LA detailing all young people attending alternative provision and a directory of Quality Assured Alternative Providers has been produced for schools.	Martin West	Quarterly	3	3	9
5	Ensure any new or existing services are delivered and made available in locations where young people want them, and at an appropriate time.	Ann McIntyre/Lorraine Crane	Quarterly	3	3	9
7	Ensure that policy and performance management systems and Directorate Business Planning frameworks are in place for Halton Borough Council, Halton Children's Trust, and Halton Safeguarding Board and that managers and key partners are supported with regard to inspection preparation.	Ann McIntyre	12 months	2	2	4
8	Undertake equality impact assessments and full consultation on all commissioned services and ensure that any identified areas will be addressed within the developments of any new framework for delivery of commissioned services.	Ann McIntyre/Lorraine Crane	12 months	3	2	6

Implementation of High Risk Mitigation Measures (People Directorate – CYP Priority) – Quarter 2 to 30th September 2016

9	<p>Further develop models for school improvement through sector led improvement and system leadership including collaboration with Teaching Schools and Multi Academy Trusts (MAT's) and jointly applying for and accessing wider funding such as school to school support bids.</p> <p>Build capacity for support within settings and schools by developing a strategic partnership board to secure high quality educational provision for Halton's children and young people.</p> <p>Develop a unified vision for Early Years across multi agency working, providers and the wider community, so that support is provided at the earliest opportunity to improve practice and provision.</p>	Jill Farrell	Termly	3	2	6
10	<p>Continually monitor pupils attainment and achievement and apply appropriate interventions if required and ensure link officers are assigned to each school including academies and free schools</p> <p>Categorise schools and settings to inform range of provision required and share with school/setting leaders, governors and committees.</p> <p>Increase capacity of link officer role to schools, through the recruitment of Associate School Improvement Advisors (ASIA's)</p> <p>Develop systematic use of data systems to inform at an early stage of any downward trends/patterns in performance, so that interventions can be targeted and implemented effectively, at both an LA level and individual school/setting level.</p>	Jill Farrell	March 2017	3	2	6
11	<p>SEND Local Offer Officer appointment made, SEND Strategic Task and Finish Group now in place. Divisional Manager Inclusion & SEN 0-25 to continue to monitor progress.</p>	Anita Parkinson	August 2016	3	2	6
12	<p>Regularly monitor pupil tracking data and target specific school support where required. Following an independent review of early year's provision and support/challenge partners, develop an early year's action plan and multi-agency group to prioritise EY initiatives leading to improved quality of provision and outcomes for children.</p>	Jill Farrell	Termly	3	3	9

Implementation of High Risk Mitigation Measures (People Directorate – CYP Priority) – Quarter 2 to 30th September 2016

13	Failure of our maintained schools to manage the Special Educational Needs and Disabilities of our Children and Young people resulting in placement in high cost Out of Borough placements. Nurture Groups being encouraged in all schools and Bids in place for Regional Special Schools.	Anita Parkinson	Termly	4	3	12
14	Rising numbers of children and young people becoming excluded from our schools. Meetings to be held with Head Teachers on how we can help to reduce exclusions.	Anita Parkinson	Termly	4	3	12

Progress update

- 4.** A report will be submitted to secondary Head teachers in Spring 2017 to summarise and review Alternative Provision reports and to identify any developments required in the current reporting mechanism going forward.
- 5.** Services that are delivered under the umbrella of Halton’s Integrated Youth Support Strategy are commissioned to deliver services in a range of venues across Halton, including outreach work on the streets. The outreach services operates in the evening, at weekends and during school holidays. Delivering during these times enable young people to have easier access to provision to meet their needs.
- 9 & 10.** Some of the risks to schools and settings have been mitigated due to increasing capacity gained through the commissioning of Associate School Improvement Advisors (ASIA’s) and their deployment to support schools. Key priorities are shared with the wider system leadership group and training offers are provided through the Learn and Lead group and wider Teaching School Alliance. Schools of concern are targeted for further support and bids have been submitted for DFE “School to School” support bids. Whilst this is providing capacity and a One Halton Strategic group has been established to develop a vision for Early Years across the borough this is in the Early stages of development. Longer term risks are faced dependent upon the publication of the Schools National Funding Formula and how that may or may not fund a role for school improvement services going forwards.
- 13.** The Local Authority has made schools aware of the situation through Schools Forum and Head Teachers meetings. All Schools are being encouraged to take up our offer of support to add Nurture Bases to their schools. We are also part of two Regional Bids for Special Free schools that will offer places for children as an alternative to independent Education.

Children and Families Services Department

Assessment of current risk(s)				
Item	Identified risk	Impact (Severity)	Likelihood (Probability)	Score (I x L)
1	Failure to ensure the continued development of Carefirst6 which supports and enhances the effectiveness of frontline practice in response to changing legislative and performance requirements, and ensures readiness for inspection.	4	4	16
3	Failure to improve education and employment opportunities for Care Leavers	4	3	12
4	Failure to ensure all Children’s Centres are prepared for inspection by Ofsted and are able to demonstrate that reach data is used effectively to target vulnerable families, and that every Children’s Centre is graded as Good or better	4	3	12
5	Failure to ensure continued recruitment in sufficient numbers of social workers and front line managers to meet statutory duties and requirements	4	4	16
6	Continued increase in number of Children in Care	4	4	16

Assessment of residual risk(s)						
Item	Risk Control measure(s)	Lead Officer	review frequency	Impact (Severity)	Likelihood (Probability)	Score (I x L)
1	User group feeds in to front line management and practitioners involved in Carefirst6 Strategy	Zoe Fearon	Quarterly	3	3	9
3	A revised Council Care Leavers Employment Policy allows for priority to be given to Care Leavers for Council vacancies. The number of care leavers in traineeships has reduced and the options for accommodation for care leavers have become more challenging due to some individual complexity and the impact of benefit changes. More young people are accessing training opportunities. This may be further affected	Christine Taylor	6 monthly	3	2	6

Implementation of High Risk Mitigation Measures (People Directorate – CYP Priority) – Quarter 2 to 30th September 2016

	by the current financial limits in the Council and the economy reducing the number of opportunities and is kept under review.					
4	Children’s Centres are managed in groups of two centres with one Advisory Board overseeing all 4 Runcorn centres and another overseeing the 4 Widnes centres with good engagement from all key partners. One group of centres has been inspected under the new Ofsted inspection framework and achieved Good. Reach and engagement for all centres remain high, especially with the most vulnerable groups, and centre managers, Advisory Boards and the Divisional Manager have access to good data for Performance Management purposes on a quarterly basis.	Veronica Wright	Quarterly	3	2	6
5	Continue to review and update the Recruitment and Retention policy to assist in recruiting qualified Social Workers who have sufficient experience to undertake the tasks required.	Zoe Fearon	Quarterly	3	3	9
6	Revised structure has focused on Early Intervention to prevent children requiring care. Where they do, the realigned social worker services should build capacity to deal with individuals but financial pressures associated with identifying placements for children continue to be a challenge.	Tracey Coffey	Quarterly	3	3	9

Progress update

3. Training and education opportunities are being accessed by care leavers but the number of traineeship opportunities has fallen and needs to be a focus for attention in the coming year. However, there is a new advice and guidance offer through the Virtual School, open to all 14 – 18 year olds that covers the range of post 16 options to inform their decision making and encourage participation. The Virtual School also commissions bespoke IAG through MPloy for targeted young people who are at risk of becoming NEET and where necessary, support in their transition into a more appropriate route.

4. The inspection framework for Childrens Centres remains suspended by Ofsted and no news yet if it will be replaced or revised and when any new inspection framework will be in place.