

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 10 June 2019 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, illegible stamp.

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Marjorie Bradshaw	Conservative
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor John Stockton	Labour
Councillor Angela Teeling	Labour
Councillor Louise Whitley	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail [ann.jones@halton.gov.uk](mailto:ann.jones@halton.gov.uk) for further information.*

*The next meeting of the Board is on Monday, 9 September 2019*

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

**Part I**

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

**CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD**

*At a meeting of the Children Young People and Families Policy and Performance Board on Monday, 28 January 2019 in the Civic Suite - Town Hall, Runcorn*

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

Apologies for Absence: Councillor Horabin

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, T. Coffey, J. Farrell, C. Johnson and S. Williams

Also in attendance: One member of the press

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

	<i>Action</i>
CYP28 MINUTES	
<p>The Minutes of the meeting held on 12 November 2018 were taken as read and signed as a correct record.</p>	
CYP29 PUBLIC QUESTION TIME	
<p>The Board was advised that no public questions had been received.</p>	
CYP30 EXECUTIVE BOARD MINUTES	
<p>The minutes relating to the Children, Education and Social Care Portfolio that had been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.</p>	
<p><u>EXB42 – Land Acquisition for a Special Free School Bid for Pupils with Social, Emotional and Mental Health Needs – Key Decision</u></p>	
<p>Members advised that the land identified for the proposal was on Naylor Road opposite Warrington Road Children’s Centre in Widnes and the outcome of the bid still unknown. The budget for the High Needs funding for 2019-20 was explained.</p>	

RESOLVED: That the minutes are noted.

CYP31 SSP MINUTES

The draft minutes relating to the Halton Children's Trust meeting held on 6 December 2018 were presented to the Board for information.

Members requested to know if there was any update on the future arrangements of the Halton Safeguarding Children Board (HSCB). Officers advised that the recommendations from the consultation events had now been sent to the HSCB. The Strategic Leads would be the Chief Officers from the Local Authority, Halton CCG and the Police. An Executive Group would then form the main Board, consisting of 3 sub-groups (as detailed in 2.1 of the minutes).

It was hoped that the new structure and multi-agency arrangements would be published in June 2019 and be in place by September 2019.

RESOLVED: That the draft minutes be noted.

CYP32 BUSINESS PLANNING 2019-20

The Board received the final draft of the Children's Services contribution to the Council's Business Plan for the coming financial year. As this document was tabled it would be published following the meeting.

It was reported that in 2016 Management Team endorsed the annual preparation and production of a unified Council Business Plan, which was structured as a series of extracts which were themed around the 6 strategic priorities of the Council. Each of these extracts contained details of objectives / milestones and key measures / targets which were most relevant to that particular priority.

In respect of the Children Services Business Plan 2019-20, this focussed upon the key medium-term issues as opposed to providing an extensive narrative on the work of each Department.

The Chair requested that the Business Plan be sent out electronically to Members, so that they were given the opportunity to make any final comments prior to its submission to the Executive Board.

Operational  
Director  
Education,

-

RESOLVED: That the Children and Young Peoples Services Business Plan for 2019-20 be accepted.

Inclusion and Provision

CYP33 ANNUAL HEADTEACHER'S REPORT OF THE ATTAINMENT AND PROGRESS OF HALTON'S CHILDREN IN CARE

The Board received the annual update of the education outcomes for Halton's Children in Care 2017-18. Appended to the report was the paper *End of Key Stage Attainment and Progress Report for Halton Children in Care 2017-18*, which provided detailed data, analysis and impacts for the following groups and officers provided supporting commentary to explain the attainment results for each one:

- Reception;
- Phonics;
- Key Stage 1;
- Key Stage 2;
- Key Stage 4;
- Attendance and Exclusions; and
- Education, Employment and Training

Members raised the following queries / comments:

The phonics results were low is it because the cohort is predominantly boys?

The data does say that boys in care struggled at this stage. The speech and language development of the pupils was being looked at.

What support is available for teachers dealing with disruptive behaviour due to social, emotional and mental health issues of CIC?

Training was provided to teachers of CIC to help them understand the issues faced by them. The Pupil Premium Plus factor funding was used to fund this.

It was clarified that the outcomes referred to in the covering report (paragraph 3.3) were the statutory outcomes the Authority had to use. However, with regards to an individual's education targets (GCSE's for example), a Personal Education Plan (PEP) was compiled in a meeting with the pupil at school and then assessed by the Virtual School to check its appropriateness for the pupil.

The Chair thanked the Officer for the detailed report and explanations.

RESOLVED: That the Board notes the report.

CYP34 OFSTED - VERBAL UPDATE

The Board received updates from the Operational Director – Education, Inclusion and Provision and the Operational Director of Children’s Services, on a recent meeting with OFSTED.

The meeting was held to discuss Children’s Social Care, Education and SEN issues in the Borough and regionally. It was noted that based on the discussions, it was unknown if Children’s Social Care services would receive a focussed visit or a full inspection in the near future as these were unannounced.

RESOLVED: That the update be noted.

CYP35 PERFORMANCE MANAGEMENT REPORTS - QUARTER 2 2018-19

The Board received the Performance Management reports for quarter 2 of 2018-19 (1 July 2018 to 30 September 2018 ) and were requested to consider and raise any questions or points of clarification in respect of these. The reports had been forwarded to Members in advance of the agenda on 29 November 2018, after they were finalised.

It was noted that the key priorities for development or improvement in 2017-18 were agreed by Members and included in the Local Authority’s Business Plan, for the various functional areas reported to the Board as follows:

- Education, Inclusion and Provision Services; and
- Children and Families Services.

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

Members discussed:

- the increasing demands on Children’s Social Care;
- out of Borough fostering placements and fostering marketing activities in Halton;
- the announcement by Liverpool City Council of their recruitment drive for 160 social workers and social care staff over the next 2 years; the implications were discussed and Halton’s response to this; and

- clarity around Residence Orders and Special Guardianship Orders was provided.

The Chair requested an agenda item on child neglect in the Borough for the next meeting.

RESOLVED: That the quarter 2 performance management reports be received.

Director of  
Children's  
Services

*Meeting ended at 8.25 p.m.*

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

**DATE:** 10 June 2019

**REPORTING OFFICER:** Strategic Director, Enterprise, Community and Resources

**SUBJECT:** Public Question Time

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

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

### **2.0 RECOMMENDED: That any questions received be dealt with.**

### **3.0 SUPPORTING INFORMATION**

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

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

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

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

#### **4.0 POLICY IMPLICATIONS**

None.

#### **5.0 OTHER IMPLICATIONS**

None.

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

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

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

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

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

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

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

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

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

**DATE:** 10 June 2019

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

## **1.0 PURPOSE OF REPORT**

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

## **2.0 RECOMMENDATION: That the Minutes be noted.**

## **3.0 POLICY IMPLICATIONS**

- 3.1 None.

## **4.0 OTHER IMPLICATIONS**

- 4.1 None.

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

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

None

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

None

### **5.3 A Healthy Halton**

None

### **5.4 A Safer Halton**

None

### **5.5 Halton's Urban Renewal**

None

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

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

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

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

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**EXECUTIVE BOARD MEETING HELD ON 17 JANUARY 2019**

<b>EXB 80</b>	<b>CAPITAL PROGRAMME – 2019/20 – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People, which provided a summary of the Capital Programmes for 2019/20 for the People Directorate.

The Board was advised that the Department for Education (DfE) had not yet announced the Capital Grant Allocation for 2019/20 at the time of writing the report. However, given the timescales for some of the capital projects, the report used the 2018/19 allocation as the basis for presenting this report to the Board.

In addition, it was reported that the DfE had announced the Special Provision Capital Funding for local authorities to invest in provision for children and young people with Special Educational Needs and Disabilities, aged 0-25, to improve the quality and range of provision available. It had been confirmed that the Local Authority would receive an additional amount, which took the total allocation over a three year period to £616,279.

The Board was reminded that at its meeting on 20 September 2018, works to create Foundation/Key Stage 1 Social Emotional and Mental Health Resource bases at Beechwood Primary School and Halton Lodge Primary School, were approved. It was noted that the Local Authority would therefore be allocating an element of its School Condition Allocation Funding towards this scheme.

Reason(s) for Decision

To deliver and implement the Capital Programmes.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

Capital Programmes for 2019/20 would be implemented with effect from 1 April 2019.

RESOLVED: That

- 1) the position regarding capital funding from the Department for Education for 2019/20, be noted;

- 2) the proposals to be funded from the School Condition Capital Allocation, be approved; and
- 3) Council be recommended to approve the Capital Allocations for inclusion in the Budget report.

<b>EXB 81</b>	<b>SCHOOL ADMISISON ARRANGEMENTS 2020 – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People, on School Admission Arrangements for 2020.

The Board was advised that in October 2018, Halton Local Authority issued a statutorily required consultation on the proposed admission arrangements and co-ordinated admission schemes for the September 2020 intake. It was noted that the consultation ran until 9 November 2018, with no changes proposed to the current oversubscription criteria for admission to Local Authority maintained community and voluntary controlled primary schools. No responses to the consultation were received.

It was further noted that reference to all Halton community secondary schools had been removed, as all were either academies, free schools or voluntary aided and were therefore their own admission authorities, with responsibility for consulting on proposed changes.

Reason(s) for Decision

The decision was statutorily required and any revision to the proposed arrangements may adversely affect school place planning as detailed in the report.

Alternative Options Considered and Rejected

Other options considered and rejected included the allocation of places through random allocation (lottery), as this method could be seen as arbitrary and random.

Implementation Date

The Policy and co-ordinated schemes would apply for the September 2020 academic intake.

RESOLVED: That the Board approves the School Admissions Policy, Admission Arrangements and Co-ordinated Schemes for admission to primary and secondary schools for the 2020/21 academic year.

<b>EXB 82</b>	<b>APPLICATION FOR THE DEVELOPMENT OF A SPECIAL FREE SCHOOL FOR PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH) – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People, on the proposal to develop a special free school for pupils with Social, Education and Mental Health Needs (SEMH) in Halton.

At its meeting on 18 October 2018, Executive Board had approved an application to establish a special free school in Halton, shared with St Helens Borough Council. It was reported that the Department for Education (DfE) had requested the final submission of the specification as a matter of urgency, on 16 December 2018. Due to the urgent nature of the submission and the schedule of meeting dates, the Chief Executive, in consultation with the Leader and the Portfolio Holder for Children, Education and Social Care, approved the final submission, using his delegated powers. Therefore, the report to the Board set out retrospectively the details of the proposed location of the special free school for Members' information.

Reason(s) for Decision

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

Alternative Options Considered and Rejected

Not submitting an application for a joint free school. However, lack of provision had an impact on the educational outcomes of pupils that need this support.

Implementation Date

Notification as to whether the bid was successful would be announced by the DfE in Spring 2019.

RESOLVED: That the decision of the Chief Executive, acting under delegated powers, to develop a free school provision on the Naylor Road, Widnes site, be noted.

**EXECUTIVE BOARD MEETING HELD ON 21 FEBRUARY 2019**

<b>EXB 90</b>	<b>HIGH NEEDS REVIEW</b>
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The Board considered a report of the Strategic Director, People, which provided a summary of the High Needs Strategic Planning Review.

The Board was advised that the 2014 Children and Families Act introduced some of the most far reaching and significant changes to the way the needs of children with Special Educational Needs and/or Disabilities (SEND) were identified, assessed and addressed.

It was reported that over the same period of time, local authorities had experienced a rise in demand for SEND services, whilst the system of funding had changed. Support had been extended to children and young people aged 0 to 25 years. In Halton, High Needs Budget costs were outstripping available funding and therefore the current system was unsustainable.

Halton had commissioned an independent review of SEND by *Peopletoo* in 2018; the first phase of the work was complete, with three key findings, as set out in

the report. Members noted that to address these key findings, five high level recommendations had been made, and it was proposed that the next steps would be to share this with all partners across the Borough, including those in health, schools and colleges, Parents, Carers and all Officers involved in SEND provision.

It was further noted that a second piece of work to set out the actions needed to implement the main recommendations would be required; it was proposed that *Peopletoo* be commissioned to undertake the implementation phase of the review.

RESOLVED: That Executive Board

- 1) agree the five recommendations identified by the Review; and
- 2) agree to commission *Peopletoo* to undertake the implementation phase of the review.

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

**DATE:** 10 June 2019

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Children's Trust Minutes

**WARD(s):** Boroughwide

### **1.0 PURPOSE OF REPORT**

1.1 The Minutes relating to the Children's Trust meeting held on 14 March 2019 are attached Appendix 1 for information. These are supported by two documents relating to the *Question Time Event*, referred to in Minute 2.1.

**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 14.3.19  
Ormiston Bolingbroke Academy, Runcorn**

**Present:**

Cllr Tom McInerney	Lead Member for Children's Services HBC (Chair)
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Tracey Coffey	Operational Director, Children & Families, HBC
Helen Whittick	North West Boroughs Halton, CAMHS
Richard Strachan	Independent Chair, HSCB
Phil McClure	Halton Young Addaction
Leah Priestley Black	Halton Youth Cabinet
Sheila McHale	NHS Halton CCG
Louise Cherrington	Cheshire Police
Emlyn Wright	HASH (Headteacher, OBA)
Peter Wills	Halton SEND Carers Forum
Andy Shakeshaft	Bridgewater Healthcare NHS Trust
Tracy Ryan	Assistant Policy Officer, People, HBC (Minutes)
Kelly Collier	Policy Officer, Children & Young People, HBC
Dorothy Roberts	Principal Policy Officer, People, HBC

**Apologies:**

Mil Vasic	Strategic Director People, HBC
Cllr Dave Cargill	Community Safety Police and Crime Panel
Eileen O'Meara	Director of Public Health for Halton
Denise Roberts	NHS Halton CCG
Jane Tetlow	Cheshire Police
Libby Evans	Bridgewater Healthcare NHS Trust
Mal Hampson	Halton Speak Out
Mary Murphy	Principal, Riverside College
Jessica Burton	Cheshire Fire & Rescue Service
Shélah Semoff	Partnership Officer, Policy, People, Performance & Efficiency, HBC
Sarah Jones	Participation and Inclusion Officer, HBC
Cleo Alonso	Vol Sector rep
Sharon Canavan-Daly	Foster Carer
Angela Woolfall	Foster Carer
David Baugh	HAPH (Headteacher, Pewithall Primary)

**For Information:**

David Parr	Chief Executive HBC
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Item	PART A - TOPIC DISCUSSION ITEM	Action	Deadline
1.0	<p><b>Got Your Back</b> <b>(Victims of crime, bullying, cyber-crime and hate crime)</b></p> <p>Elen Wonderley from Got Your Back (GYB) Halton attended to raise awareness of the new service, which has been commissioned by Cheshire's Police and Crime Commissioner. Referrals into the service have been low to date.</p> <p>Members agreed that they were unaware of the service being more familiar with Kooth that is an online mental health and wellbeing service for platform for children and young people. This might explain the lack of referrals to GYB.</p> <p>Members thought the service could dovetail in Kooth, by providing the lower level support for young people with Kooth providing the more specialist support.</p> <p>Tracey Coffey advised Elen that they may wish to reconsider the terminology used on their publicity/website, which refers to young people as 'victims'. This could deter access and/or self-referrals as experience suggests young people recognise themselves as being 'survivors'.</p> <p>Members queried the referral process – this is either a self-referral by the young person or a professional/agency can make a referral, as long they have gained parental/guardian consent.</p> <p>To assist GYB in raising awareness with schools, members suggested:</p> <ul style="list-style-type: none"> <li>• Attendance at HASH;</li> <li>• Schools e-Circular article.</li> </ul> <p>Emlyn agreed to circulate information to Secondary schools colleagues on receipt of promotional information.</p> <p>GYB contact details:</p> <ul style="list-style-type: none"> <li>• Freephone 0800 6406466, Text GYBMentor to 82228</li> <li>• Email <a href="mailto:halton@gyb.org.uk">halton@gyb.org.uk</a></li> <li>• Website <a href="http://www.gyb.org.uk">www.gyb.org.uk</a></li> <li>• Social media via the following: <ul style="list-style-type: none"> <li>➤ Twitter @HaltonGYB</li> <li>➤ Insta @HaltonGYB</li> <li>➤ Facebook /HaltonGYB</li> </ul> </li> </ul> <p>GYB information/poster/referral process is on Halton's Local Offer - <a href="#">Help, Advice and Support section</a> in the drop-down box titled 'Hate Crime, Anti-bullying'.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Arrange Got Your Back as HASH agenda item</b></li> <li>• <b>Circulate presentation, poster to Members and Secondary school colleagues</b></li> </ul>	Ann Tracy/ Emlyn	ASAP  ASAP

Item	PART B - BUSINESS ITEMS	Action	Deadline
2.0	<p><b>Minutes/Actions 6.12.18</b> Minutes were accepted as accurate.</p>		
2.1	<p><b>Children's Trust Question Time Event and Feedback</b></p> <p>Ann provided an overview of the event, approximately 100 people attended, with the majority of these being young people (60+) from Secondary schools and the College. Presentation circulated following the meeting.</p> <p>A total of <u>44 questions</u> were received and answered, 28 at the event and Panel members actioned the remaining 16 through written responses which Tracy collated and issued to the schools to pass on to pupils.</p> <p>Feedback from young people/school teachers, parents/carers and Board members acknowledged that everyone agreed it was a fantastic event to engage young people – which should be repeated.</p> <p>Similar age-appropriate events for Primary school children and Post 16 students will be arranged over the year. We will work with David Baugh and Mary Murphy to plan these for the different age groups.</p> <p>Members recognise the value of these events and suggested more interactive ways to ensure meaningful two-way conversation using different formats e.g. workshops, 'speed-dating' and in-event online 'polls'. Cheshire Police use 'Slido' an interactive polling tool or the Councils' Customer Intelligence Unit has a 'voting buttons' polling facility.</p> <p>In terms of venue for 'question time' events, members liked the 'tiered seating' at OBA but also thought that young people may enjoy the formality of the Council Chamber at Runcorn Town Hall.</p> <p>From the feedback, the following volunteered to host future events and proposed timing options:</p> <ul style="list-style-type: none"> <li>• Wade Deacon (end of summer term);</li> <li>• Cronton College – Playhouse (December)</li> <li>• Cavendish (morning session preferred)</li> <li>• OBA (end of summer term or October/November time)</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Use feedback and ideas above re 'online polls' to help plan/prepare future events;</b></li> <li>• <b>Liase with volunteers above and diary in dates for Primary and Post 16 events;</b> <ul style="list-style-type: none"> <li>○ <b>Mini task-group(s) to plan/prepare these.</b></li> </ul> </li> </ul>	<p>} <b>Policy Team</b></p>	<p><b>June-Dec '19</b></p>

2.2	<p><b>Halton Safer Children Partnership – New Local Safeguarding Arrangements</b></p> <p>Tracey presented an overview of the new local safeguarding arrangements.</p> <p>The Childrens and Social Work Act 2017 introduced changes on how local safeguarding arrangements should work and be delivered which is explained in the statutory guidance Working Together to Safeguard Children (2018). Three safeguarding partners now have equal and joint responsibility for leading the new arrangements - Halton Borough Council, Cheshire Police and Halton CCG.</p> <p>To fulfil this role, the three safeguarding partners must publish how they will work together and with any relevant agencies. Relevant Agencies have a legal duty to co-operate with the new arrangements and are those whose involvement the safeguarding partners consider will be required to safeguard and promote the welfare of children with regard to local need. Relevant agencies are named in the ‘List of Relevant Agencies’ and ‘List of Relevant Agencies – Organisational Responsibilities’ which are being finalised, the list is currently around 200+ agencies, including all schools.</p> <p>Relevant Agencies must specifically comply and co-operate with the published arrangements. However, all agencies who work with children still have a duty to co-operate under s11 of the Children Act 2004 to safeguard children.</p> <p>A range of legal documents, policies and procedures are being developed for publication for the introduction of these new arrangements. The new Board will be Halton Children and Young People Safeguarding Partnership (HCYPSP), which will replace Halton’s Local Safeguarding Childrens Board (HSCB). There will be a 3-month transitional phasing in period from 1 April '19 to allow the existing HSCB to wind down, produce its' Annual Report and hand-over to the new HCYPSP.</p> <p>The HCYPSP Launch Event will be held on Thursday 11 July '19 for all named ‘Relevant Agencies’ to learn more about the new arrangements – invitations will be sent out to appropriate colleagues/senior leaders.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>‘Relevant Agencies’ members that are expected to attend the launch event will be sent an ‘official’ invite.</b></li> </ul>	Members as Relevant Agencies	April '19
2.3	<p><b>Review of Halton Children’s Trust Arrangements</b></p> <p>Tracy outlined how the Trust arrangements had evolved since the December 2015 annual review, moving from the ‘formal’ Board meeting format to the current interactive and participative</p>		

	<p>approach. Several inter-linked factors, had recently highlighted the need for Members to undertake another review of the Trust arrangements. For example, the:</p> <ul style="list-style-type: none"> <li>• Introduction of the new local safeguarding arrangements;</li> <li>• Lack of young people attending;</li> <li>• Lack of Topic Discussion Items and Business Items coming forward for meeting agendas;</li> <li>• Number of member apologies each meeting;</li> <li>• Potential duplication - Halton Children's Trust was introduced back in 2008. In more recent years, several Strategic Boards/Groups have been established to drive key priority areas;</li> <li>• Success of the Question Time Event in engaging a high number of young people and schools at one event.</li> </ul> <p>Members discussed these issues at length and agreed that there are now a lot of meetings which overlap. It was acknowledged that more clarification of the role/remit of these other Strategic Boards/Groups should be mapped out to take stock and go forward.</p> <p>Members felt it was of key importance to consider and collectively agree how as a Strategic Board, we get the voice of children and young people in moving forward with the future Trust meetings/arrangements. It was therefore agreed that these issues would be fully discussed by using the next Trust meeting as a 'Trust Development Session'.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Going forward and taking stock of the Trust arrangements:</b> <ul style="list-style-type: none"> <li>○ <b>Map out Strategic Boards/Groups</b></li> <li>○ <b>Obtain Terms of Reference/contact details</b></li> <li>○ <b>Survey Members' for ideas/suggestion</b></li> </ul> </li> <li>• <b>Organise Trust Development Session-Members to attend</b></li> </ul>	<p>} <b>Policy Team</b></p> <p><b>Policy Team ALL</b></p>	<p><b>April '19</b></p> <p><b>July '19</b></p>
	<b>PART C - INFORMATION ITEMS</b>		
3.1	<p><b>Key Partner Updates</b></p> <p><b>Halton SEND Carers Forum – Launch Events 25 &amp; 28.3.19</b></p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Circulate Flyer for wider promotion e.g. Schools e-Circular</b></li> <li>• <b>Members to share with services/families</b></li> <li>• <b>Send to Woodview for promotion with parents/carers</b></li> </ul>	<p><b>Tracy</b></p> <p><b>ALL</b></p> <p><b>Andy</b></p>	<p><b>ASAP</b></p>
3.2	<p><b>Diversity Calendar</b></p> <p>Calendar produced by Matthew Walker (former Trust Member) with support from Halton Youth Cabinet and Halton Borough Council. Cllr. Tom McInerney and Board members thanked</p>		

	Matthew for producing the Diversity Calendar and sharing it with the Trust – well done, Matthew.		
<b>3.3</b>	<b>Language that Cares Guide</b> For information - guide is a useful toolkit for professionals to use.		
	<p><b>Trust Development Session:</b></p> <ul style="list-style-type: none"> <li>Thursday 11 July '19, Halton Stadium, Bridge Suite at 3.45-6pm</li> </ul> <p><u>PLEASE NOTE CHANGE TO EARLIER TIME - 3.45PM</u></p>	<b>ALL Members to attend</b>	



# Halton Children's Trust Question Time Event and Feedback

Approx. **100** in attendance

**young people**, accompanied by teaching staff

- Cavendish Academy
- Chesnut Lodge
- Cronton Sixth Form College
- OBA
- OCA
- Riverside College
- Saints Peter and Paul Catholic College
- The Grange Academy
- Wade Deacon High School



# Trust Panel Members

David Baugh    Emlyn Wright    Ewan Jago    Louise Cherrington    Donna Wells    Ann McIntyre    Mil Vasic    Tracey Coffey    Eileen O'Meara    Helen Whittick    Leigh Thomp





# Questions, Questions and more Questions

4 questions, themes included:

- Healthy Living and Mental Health
- Community Safety
- Youth Services – Activities
- Learning and Employment – Transition
- Halton and Future Plans

Time allowed for:

- ✓ 28 answered at event
- ✓ 16 written responses sent to schools to pass on to pupils

# Schools/Pupils – Summary Feedback

It was good to be invited, next time would like a greater focus on Post 16+ strategy/issues.  
(Students/Mary Murphy/Ben Barton/, Riverside College)

All enjoyed the event very much, extremely well organised and executed. Excellent idea to expose students to a forum for grown up debate. Good timings, coverage of issues and spread of schools involved.  
(Howard Mealey/Pupils, Wade Deacon)

An extremely worthwhile event, well organised and we felt very welcomed. Students thought the event was amazing and learnt a lot new things about what life is like for young people in Halton, particularly those in non-mainstream schools. They found that their views about life in Halton and concerns for the future were different to their own. (Clair Ball/Pupils, Chesnut Lodge)

Students thoroughly enjoyed the visit and were extremely proud of themselves for speaking in front of so many people and asking their questions. (Kim Histon/Pupils, Cavendish)

Students enjoyed the event and said it was good to hear how things are developing behind the scenes. They really enjoyed being part of it, felt involved and liked knowing what's being done about things that are important to them. That hearing directly from professionals made them feel like things were being done. They enjoyed the meet and greet opportunity at the start of the event. (Pupils/Stacey Snagg, OBA)

# Parents/Carers (Board Members) – Summary Feedback

I thought the event was brilliant thoroughly enjoyed it.  
**Peter Wills, Halton SEND Carers Forum)**

Tracy we really enjoyed the question time event.  
**(Angela Woolfall and Sharon Canavan-Daly, Foster Parent reps)**

I thought yesterday was brilliant, I hope they are a regular event, Peter and I found it very informative. Thanks for letting me attend. Being the new kid on the block, I really enjoyed the event. I learnt a lot of what is going on in Halton and where it is accessed.  
**(Lynne Hall, Halton SEND Carers Forum)**

# Board Members - Summary Feedback

Thought the event was excellent and good to hear young people's voices - we should do this more often.  
**Debbie Roberts, Halton CCG)**

Good event, well organised. **(Eileen O'Meara, Public Health Halton)**

Thought it was a very good opportunity to hear the views of some young people in Halton. **(Ann McIntyre, HBC)**

Wanted to say a huge thank you to everyone, events such as this energise me, they remind me of why I do what I do and I value the partnerships our teams have. These young people are our adults of tomorrow and we need to work alongside them to help them achieve whatever it is they aspire to. They should be very proud.  
**Paul Evans, NHS Bridgewater)**

Really enjoyed being a panel member. Thought the student questions were excellent. **(Emlyn Wright, O)**

Found it really enlightening, in terms of how engaged the young people were in the whole process and it was a great opportunity to meet with a fantastic representation of the young people in Halton.

**John Whittick, NHS North West Boroughs - Halton CAMHS)**

Overall, I felt it a useful exercise and has the potential to be developed further into something whereby young people can engage directly with decision makers. **(Phil McClure, Halton Youth Cabinet)**

Thought the question time went really well. Questions were answered in detail.  
**John Smallman, Halton Speak Out)**

# Future Plans

Use feedback ideas and suggestions to:

- Plan similar events for young people
- Ensure 2-way conversation

# Next Steps

Review Children's Trust Arrangements



## What did you think of the event?

We all enjoyed the event very much. It was extremely well organised and executed. It was a great idea to expose students to this kind of forum for grown up debate. Wade Deacon would

## What worked well?

The setting was good and the opportunity to chat to young people was good. The ov

## What didn't work well

some time practising it so he felt confident speaking in front of a large group of people. (Clair Ball/Pupils, Chesnut Lodge)

## Any other suggestions or comments?

A very enjoyable event, Tracy. We enjoyed being involved and thank you for all of the organisation that I know you will have put into the event. It was a great success. A suggestion for how this might work for young children at Primary school could be for youngsters working in smaller groups asking questions of experts who would rotate around the groups as the event progresses. (Howard Mealey, Wade Deacon)

We would be more than willing to hold an event at our school and we would love for you to meet more of our students and get their views from them. To make this more accessible for our students and primary students, the answers need to be more concise and direct. The professionals who answer the questions could potentially record their answers and then someone could make their answers more appropriate for younger students and pupils with SEND or send the answers to school staff earlier so we are able to explain the answers in detail straight after the event. For future events we would like to be more prepared for our pupils and we would ask that the full list of questions is sent to us so that we can symbolise it for our students and make them aware of the type of questions that may be at the event. We would love to be involved in forthcoming events as a school, and our pupils can give you a unique perspective in helping you to shape the future for the youth trust in their community. (Kim Histon/Pupils, Cavendish)

To consider accessibility for wheelchair users when choosing venues. Also, to do this type of event for younger children, you could make it less formal and maybe more of a round robin event, where pupils could speak/find about what the plans for Halton are in a more child friendly way. (Clair Ball/Pupils, Chesnut Lodge)

Would like to run this session regularly but also involve primary aged children. (Ann McIntyre, HBC)

The only other thing is, I wish it was longer as it was very informative. Well done I thought it was a great event. (Lynne Hall, Halton SEND Carers Forum)

We should have a separate Post 16 Question Time for the colleges and the school sixth forms. (Mary Murphy, Riverside College)

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## Trust Question Time Event 24 January 2019 Feedback

### What did you think of the event?

We all enjoyed the event very much. It was extremely well organised and executed. It was an excellent idea to expose students to this kind of forum for grown up debate. Wade Deacon would be willing to host this type of event at the end of the summer term. (Howard Mealey/Pupils, Wade Deacon)

First of all I would like to thank you for inviting Cavendish to this event, our students thoroughly enjoyed the visit and were extremely proud of themselves for speaking in front of so many people and asking their questions. (Kim Histon/Pupils, Cavendish)

I thought the event was extremely worthwhile and I know that the students who attended the event with me did so too. It was well organised and we felt very welcomed. It was interesting to hear the viewpoints of students in other settings and what their concerns for the future were. The students thought the event was amazing and they learnt a lot new things about what life is like for young people in Halton, particularly those who attend mainstream high schools. They found that their views about life in Halton and their concerns for the future were different to their own. (Clair Ball/Pupils, Chesnut Lodge)

I thought it was a very good opportunity to hear the views of some young people in Halton. (Ann McIntyre, HBC)

I thought yesterday was brilliant, I hope they are a regular event, Peter and I found it very informative. Thanks for letting me attend. Being the new kid on the block, I really enjoyed the event. I learnt a lot of what is going on in Halton and where it is accessed. (Lynne Hall, Halton SEND Carers Forum)

Tracy we really enjoyed the question time event. (Angela Woolfall and Sharon Canavan-Daly, Foster Parent reps)

I thought the event was brilliant thoroughly enjoyed it. (Peter Wills, Halton SEND Carers Forum)

I thought the event was excellent and good to hear young people's voices - we should do this more often. (Denise Roberts, Halton CCG)

Very good event, well organised. (Eileen O'Meara, Public Health Halton)

I just wanted to say a huge thank you to everyone, events such as this energise me, they remind me of why I do the job I do and I value the partnerships our teams have. These young people are our adults of tomorrow and we must continue to work alongside them to help them achieve whatever it is they aspire to. They should be very proud. (Libby Evans, NHS Bridgewater)

Loved it; really enjoyed being a panel member. Thought the student questions were excellent. (Emlyn Wright, OBA)

I found it really enlightening, in terms of how engaged the young people were in the whole process and it was a great opportunity to meet with a fantastic representation of the young people in Halton. (Helen Whittick, NHS North West Boroughs - Halton CAMHS)

### What did you think of the event?

I think the event was really well organised and the Students were a credit to the schools. (Jane Tetlow, Cheshire Police)

Overall, I felt it a useful exercise and has the potential to be developed further into something whereby young people can engage directly with decision makers. (Phil McClure, Halton Youth Cabinet)

I thought the question time went really well. Questions were answered in detail. (Yvonne Smallman, Halton Speak Out)

OBA would be willing to host this type of event towards the end of the summer term or October/November time. All students said they enjoyed the event and they said it was good to hear how things are developing behind the scenes. They all said they really enjoyed being part of it – they felt involved and liked knowing what's being done about things that are important to them. They felt that hearing directly from professionals made it feel like things were being done. Students enjoyed the meet and greet opportunity at the start of the event. (Pupils/Stacey Snagg, OBA)

It was a good interactive event, and the prepared questions not only gave panel members opportunity to provide a response but also gave an indication of what matters to the young people. (Mil Vasic, HBC)

### What worked well?

Good coverage of the issues and a good spread of schools involved in the questions. Timings were good. (Howard Mealey/Pupils, Wade Deacon)

The event was well timed for our students, it was long enough to be able to listen to the questions but short enough to sit and concentrate for the duration. (Kim Histon/Pupils, Cavendish)

One student thought the members of the police force that attended the event, answered the questions posed to them very thoroughly and they felt reassured. (Clair Ball/Pupils, Chesnut Lodge)

Questions being asked in advance, and themed – it was well hosted. (Ann McIntyre, HBC)

I did not realise so much was going on in and around Halton, covering many subjects, I was very impressed. I thought the layout of the event having a question time was very valuable. I will look forward to the next one. Having a good range of professionals answering the questions and it helped when there was more than one person to answer a question but giving a different view of the answer. (Lynne Hall, Halton SEND Carers Forum)

The young people spoke very confidently and the questions were all extremely relevant. (Angela Woolfall and Sharon Canavan-Daly, Foster Parent reps)

### What worked well?

I think the panel and questioners were amazing, the questions were answered in detail and the children seemed confident. I loved the set out with the staggered stairs it all seemed very studio audience very BBC Question Time. (Peter Wills, Halton SEND Carers Forum)

The setting was good and the opportunity to chat to young people was good. The overall organisation and welcome was excellent. (Denise Roberts, Halton CCG)

The questions and panel worked well. (Eileen O'Meara, Public Health Halton)

I think the students asking the key partners worked well as they got the corporate response as opposed to a practitioners view. (Jane Tetlow, Cheshire Police)

I'd just like to feed back that I thought the Question Time event was fabulous, the young people were brilliant as always, their questions were thought provoking and insightful, they spoke with confidence into the microphone, the breadth of attendees was a credit to everyone that coordinated the event, the responses were from the panel covered a broad base and reflected consistency, the venue was perfect and I could go on.... (Libby Evans, NHS Bridgewater)

Venue, planning, information give prior. (Emlyn Wright, OBA)

I was really impressed with the range and scope of the questions that came in from young people. We managed to get through a lot of topics in not a lot of time. Young people managed to go away with masses of information - maybe even too much – but it was a useful to get lots of information out there. The venue was spot on and OBA were the perfect hosts. Despite some worries in the run up, it was a good turn out and shows that young people are keen to engage and participate given the chance. It has actually generated some interest in our participation groups and I had a few enquiries about getting involved in youth voice off the back of the event. (Phil McClure, Halton Youth Cabinet)

Students said they liked getting instant answers to the majority of the questions asked. Students enjoyed being able to speak directly to the panel. Students felt there was a good range of knowledge from the professionals so that all areas relating to the questions were covered. Students said they liked having the chance to think about and prepare questions beforehand. (Pupils/Stacey Snagg, OBA)

It was a good interactive event, and the prepared questions not only gave panel members opportunity to provide a response but also gave an indication of what matters to the young people. (Mil Vasic, HBC)

### What didn't work well

### What didn't work well

For understandable reasons, certain panel members contributed more and responses were often too protracted and 'prepared'. I would have liked a little more spontaneity. (Howard Mealey/Pupils, Wade Deacon)

Our students liked to ask the questions but due to their additional needs they did not fully understand all of the answers that were given to them by the professionals. The students were late getting home after the event so were dropped off by school staff so maybe a morning session would be more beneficial to have more time. (Kim Histon/Pupils, Cavendish)

I felt the question/answer session felt very rushed towards the end. I felt the event was too short and it would've been nice if the students had, had the opportunity to speak to the members of the panel informally before the question/answer session began. The students felt that the event was too short. One of my students (with SEN) was disappointed that he never got to ask his question during the event, as he had spent some time practising it so he felt confident speaking in front of a large group of people. (Clair Ball/Pupils, Chesnut Lodge)

Not all schools were represented. Some of the schools only advised that they were attending just before the event. (Ann McIntyre, HBC)

I struggled to hear some people at the front. (Lynne Hall, Halton SEND Carers Forum)

The time went over really quickly and it's a shame that not all the questions were answered at the event. (Angela Woolfall and Sharon Canavan-Daly, Foster Parent reps)

My only critique would be to speed up the question to answer ratio, maybe try and direct the questions and control the length of an answer. (Peter Wills, Halton SEND Carers Forum)

It would have been helpful if we could have sat and chatted to the young people informally more and more time but appreciate that this may not be possible. Also we need to think our timings through and how we respond- there appeared to be a lack of opportunity to respond to some of the questions which might have been off putting for those young people who had taken time to write them and send them in. (Denise Roberts, Halton CCG)

Think most worked well. (Jane Tetlow, Cheshire Police)

Should have been a limit on time to answer questions. (Eileen O'Meara, Public Health Halton)

Would like to see more students attend, more time for all questions to be asked/answered or less questions? (Emlyn Wright, OBA)

I felt that some of the responses were maybe a little too long and technical to engage young people but I do acknowledge that it's really difficult to get the right balance on that though. I think if we really want to engage with the young people we need to find a way of making it more a conversation with them, rather than relaying information at them. So responses need to be shorter and encourage young people in the audience to respond

### What didn't work well

and interact with the panel to garner their views. I think maybe the panel lacked a little in terms of the political. Whilst the Trust is ultimately the people who can and do make the difference – I don't think it hurts to have a few people on there who can be a bit more political and perhaps a bit more challenging to the status quo. That would perhaps fire up and engage the audience better. (Phil McClure, Halton Youth Cabinet)

Some of the younger students (Year 7 and 8) said they didn't understand all of the answers but didn't feel there was an opportunity to clarify. Students felt that some of the questions were quite similar. Students said they felt some answers were quite long and described them going as perhaps going slightly off topic which then reduced the time for others. Students said they would have liked it to be slightly longer to accommodate more questions. (Pupils/Stacey Snagg, OBA)

It's strength was probably a weakness, in that there was little room for debate and discussion. (Mil Vasic, HBC)

### Any other suggestions or comments?

A very enjoyable event, Tracy. We enjoyed being involved and thank you for all of the organisation that I know you will have put into the event. It was a great success. A suggestion for how this might work for young children at Primary school could be for youngsters working in smaller groups asking questions of experts who would rotate around the groups as the event progresses. (Howard Mealey, Wade Deacon)

We would be more than willing to hold an event at our school and we would love for you to meet more of our students and get their views from them. To make this more accessible for our students and primary students, the answers need to be more concise and direct. The professionals who answer the questions could potentially record their answers and then someone could make their answers more appropriate for younger students and pupils with SEND or send the answers to school staff earlier so we are able to explain the answers in detail straight after the event. For future events we would like to be more prepared for our pupils and we would ask that the full list of questions is sent to us so that we can symbolise it for our students and make them aware of the type of questions that may be at the event. We would love to be involved in forthcoming events as a school, and our pupils can give you a unique perspective in helping you to shape the future for the youth trust in their community. (Kim Histon/Pupils, Cavendish)

To consider accessibility for wheelchair users when choosing venues. Also, to do this type of event for younger children, you could make it less formal and maybe more of a round robin event, where pupils could speak/find about what the plans for Halton are in a more child friendly way. (Clair Ball/Pupils, Chesnut Lodge)

Would like to run this session regularly but also involve primary aged children. (Ann McIntyre, HBC)

The only other thing is, I wish it was longer as it was very informative. Well done I thought it was a great event. (Lynne Hall, Halton SEND Carers Forum)

### Any other suggestions or comments?

We should have a separate Post 16 Question Time for the colleges and the school sixth forms. (Mary Murphy, Riverside College)

It was lovely that so many of our schools/college were represented. Really proud of all our young people that attended. (Angela Woolfall and Sharon Canavan-Daly, Foster Parent reps)

The event in my eyes was an amazing success and i thoroughly enjoyed every minute. Thank you for the opportunity to be part of the audience. (Peter Wills, Halton SEND Carers Forum)

Some of the questions couldn't be answered due to time constraints is there a possibility we could add on extra time for future events. (Yvonne Smallman, Halton Speak Out)

A positive experience to learn from. (Denise Roberts, Halton CCG)

Maybe next year do speed dating. (Eileen O'Meara, Public Health Halton)

Let's do it again soon!! (Emlyn Wright, OBA)

Our students said it was good to be invited to the event but they would like a greater focus on 16+ strategy/issues next time if possible. (Ben Barton/Students, Riverside College)

Nothing to add apart from do one in the Widnes area and invite more students. (Jane Tetlow, Cheshire Police)

Students suggested another opportunity to network at the end of the event so that they could perhaps discuss things further. Students suggested some more information and perhaps visuals about what the panel members do as part of their roles. To do this type of event for young children, students suggested giving each primary year group and area to form questions about. Keeping the event short and simple for younger children. Using more visuals to explain answers to questions. (Pupils/Stacey Snagg, OBA)

Suggestions/ideas.....

- Maybe it would be better to have less topics but more chance to explore them with audience participation.
- I would make the panel smaller – I suspect it could be confusing to have so many members and trying to squeeze responses from everyone is time consuming.
- Whilst I am always happy to host, I still think it would be preferable to find a young(er) person to do it - I think it would perhaps change the dynamic a little and empower the young people to speak more.
- Or else, we find time to do a little warm up session – just 15 minutes or so at the start before the panel are introduced to get them talking and confident to speak up and challenge where necessary.
- The prepared in advance questions are great but maybe we need to look at timings to try and squeeze in an 'any questions' section.
- I wonder if it would be worth developing interaction through social media during and after the event – asking young people to tweet in comments etc.

**Any other suggestions or comments?**

- Possibly a technical and moderation challenge - but perhaps empowering and would give us the chance to build a buzz around the event and a forum for young people to continue to the discussions with decision makers after the event.
- Could use a bit of technology like the stadium's voting buttons to incorporate some instant polling and surveys etc. So we hear a response about say for example knife crime and instantly poll the audience to ask something like – and I'm just coming up with this off the top of my head – “What is the most important thing we need to do to tackle knife crime in Halton? A) Education B) Stop and Search C) More police on the streets” etc.
- It might encourage young people to engage more and even encourage them to listen better to the panel responses as there's going to be a little quiz.
- I do think, and would be happy to try and find the time to support, this should become a regular event.
- I also think it would be beneficial to hold a slightly different more participative event for younger students – perhaps key stage 2? I think that would have to be a different format but it would be really interesting. (Phil McClure, Halton Youth Cabinet)

<b>REPORT:</b>	Children, Young People and Families Policy and Performance Board
<b>DATE:</b>	10 June 2019
<b>REPORTING OFFICER:</b>	Operational Directors – Children and Families Services; and Education, Inclusion and Provision Services
<b>SUBJECT:</b>	Annual Report 2018/19
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>WARDS:</b>	Boroughwide

### **1.0 PURPOSE AND CONTENT OF REPORT**

- 1.1 To receive the Children, Young People and Families Policy and Performance Board's Annual Report for 2018/19.

### **2.0 RECOMMENDED: That the 2018/19 Annual Report be received.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 Article 6 of the Constitution requires each Policy and Performance Board to submit an Annual Report to Council outlining their work, making recommendations for future work programmes and amended working methods as appropriate.
- 3.2 The Annual Report (see attached) has been submitted to the Children and Young People Policy and Performance Board for consideration.

### **4.0 POLICY IMPLICATIONS**

- 4.1 None

### **5.0 OTHER IMPLICATIONS**

- 5.1 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 RISK ANALYSIS**

7.1 None.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 None.

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

9.1 None under the meaning of the Act.

**ANNUAL REPORT  
CHILDREN, YOUNG PEOPLE AND FAMILIES  
POLICY & PERFORMANCE BOARD  
APRIL 2018 – MARCH 2019**

“Like last year, I would like to start by thanking all of the people involved in providing Children’s Services, whether in Education or Social Care. To continue to provide a good service while resources are continuously cut by the current government is a credit to the determination and professionalism of all involved.

It is not only Council, School, and Health resources that are being cut, our residents’ are also facing cuts in their benefits and allowances, which in turn, is creating increased demand for our services. But, against this backdrop, our staff, social workers, teachers and health workers are continuing to provide good support — albeit in diminishing amounts — to the children of the Borough.

I also want to take this opportunity to congratulate our students, and also thank the parents, carers and teachers who supported them. National changes to the curriculum and assessments have made this challenge even harder. To see how our students have performed against this changing landscape is inspiring, and I know that it will only continue to get better.

You will see from the “Review of the Year”, that for the thirteenth year of the board we have focussed on Children in Care and our responsibilities as Corporate Parents for those children. We have also looked at a more joined up ‘Early Help’ strategy with a real focus on providing the right early help at the right time and in the right place. In all, I think it was a focussed and productive year.

Going forward we will continue to monitor the early years and educational settings, to ensure that Halton is providing the best level of education for all of our children. We will also continue to scrutinise our social care and safeguarding services, ensuring that we do everything we can to support our most vulnerable children and young people.

Finally, I would like to conclude this report by thanking all of the officers and members (of all parties) involved in all of the ‘additional duties’ that take place to make sure that the children and young people receive that best care and support.

Duties such as being a school governor with all of the responsibilities that that entails, statutory inspections of our care homes (Regulation 44) or of our social worker teams (Climbié visits), membership of the Local Safeguarding Board, the Adoptions Panel, the Children and Young People’s Trust, to name but a few of the ‘extra duties’ that both members and officers perform to support and improve the lives of the children and young people of our Borough.”



**Councillor Mark Dennett  
Chair – Children, Young People & Families Policy and Performance Board**

## **MEMBERSHIP AND RESPONSIBILITIES**

During 2018/19 the Board comprised Eleven Councillors – Councillors M. Dennett (Chair) Cllr G. Logan (Vice Chair), C. Carlin, L. Cassidy, P. Hignett, M. Horabin, R. Leck, P. Lloyd Jones, C. Rowe, J. Stockton and L. Whitley.

The Board is responsible for scrutinising performance and formulating policy in relation to the work of the Council (and its partner agencies within Children’s Trust Arrangements) in seeking: to ensure that children and young people in Halton have the best possible start in life and opportunities to fulfil their potential and succeed; and to scrutinise progress against the Corporate Plan and the Children and Young People’s Plan.

## **REVIEW OF THE YEAR**

The full Board met four times during the period June 2017 to March 2018, and detailed below are some of the main initiatives that the Board has worked on during the year.

### **Applying Corporate Parenting Principles for Children in Care and Care Leaver**

The Board received a report on the changes to the statutory duties for children and care and care leavers and the introduction of seven corporate parenting principles under the Children and Social Work Act 2017.

It explained that the principles should shape the mind set and culture of every part of a local authority in how it carries out all of its functions in relation to looked after children and care leavers.

The statutory guidance gave a number of examples of questions that members and officers should ask in evaluating how effectively we demonstrate we have high ambitions and support for children in care and care leavers which are part of “our family” as corporate parents.

### **Children in Care Placements**

This report shared with members the Children in Care Scorecard for the end 31 March 2018. There was a particular focus on children’s placements.

Members were advised that the majority of children in care are in foster placements either in-house or through external providers. Collaborative work was being undertaken with Warrington, Cheshire East and Cheshire West and Chester to improve the marketing, recruitment and assessment of foster carers. Training for foster carers had been revised along with the support offered.

The report also set out details of the number of children in residential placement, the majority of whom are teenagers and are placed within a 20 mile radius of the borough.

Information was also provided on the number of children in welfare secure, those placed with adopters before an adoption order, children with a placement order waiting

for suitable family, the number of children placed with parents on an interim care order and those placed with family and friends as foster carers.

There was also information and discuss about the improved Placement Stability in Halton.

### **Everyone Early Help Strategy 2018-2021**

Members received a report on the new Everyone Early Help Strategy 2018-2021. It was advised that this strategy combined the children, adults and public health approach to Early Help.

Members discussed the five key aims of the strategy and agreed that it was important that all agencies work toward help to further embed the following early help principles:

- The right early help, in the right place at the right time.
- Ensuring a whole system approach to early help with strong partnership working.
- Empowering local people and communities to build capacity and resilience, to enable people and communities to do more for themselves.

Through this new combined approach it was said that we should expect to see that more individuals and families are empowered and enabled to take control of their lives, and they are supported in their local communities avoiding the need for services intervention. When there is service intervention we will expect to see the positive impact in a timely way with families reporting sustained improvement in their circumstances.

### **OFSTED Focused Visit**

The Board received a report on the OFSTED Focused Visit to the Integrated Contact and Referral Team (iCART). Members were advised that OfSTED do not make a judgement from a focused inspection rather a narrative letter sets out their findings, outlines the impact the improvement in the service has had for children and families, strengths and areas specifies areas improvement, highlighting specifically any areas for immediate action or priority actions.

Overall, the letter outlines a strong service that serves families well and safeguards children appropriately. Significantly, there were no areas for immediate action and only three recommendations. Inspectors commented on the strong and integrated partnership working, good level of management oversight and the valued support and supervision given to social workers.

After a discussion about the key findings of the report members asked that their thanks be passed to all involved in delivering iCART in Halton.

## **Scrutiny Topic**

### **Further developing links between Halton's Businesses and Schools**

Following the conclusion of the topic group members received a report outlining its work, its findings and its recommendations.

Four meetings of the Scrutiny topic group took place, each of the first three meetings reviewed a different line of enquiry; employer engagement, careers education information and business needs.

The final recommendations developed by the scrutiny topic group and agreed are detailed below.

- Request every secondary school to have a **named** Governor responsible for overseeing how the school engages with businesses and develops pupils' employability skills.
- Halton Borough Council officer to check from September 2018 that schools and the College do identify a Careers Leader and that schools publish how outside providers can talk to pupils in schools. This will be reported to PPB annually.
- That all schools implement the requirement to offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7-13, ahead of the Government proposed timeline of 2020.
- That the College implements the requirement to offer every young person at least two meaningful encounters with employers per year ahead of the Government proposed timeline of 2020.
- That PPB receives a copy of the published careers programme for each school and the College from September 2018. This will be reported to PPB annually.
- That the Director's report to Governors contains information about Careers Guidance and developing employability skills termly.
- That the Careers and Enterprise Company is requested to update Halton Borough Council termly on the activity of Enterprise Advisers in Halton, and asked to encourage schools to engage directly with the Local Authority to provide feedback about the impact of Enterprise Advisers.

## **Exclusions**

Members received a report on exclusions. The report set out the level of exclusions nationally and provided a summary of exclusions in Halton over the last four years. It summarised the House of Commons Education Committee report "Forgotten children: alternative provision and the scandal of over increasing exclusions" and sets out the approach in Halton to try and reduce exclusions and promote a more inclusive approach within the Borough.

**Other Matters**

The Board also considered a range of reports on; attainment outcomes for children and young people and their performance in comparison to national data and north west regional data; the annual Headteacher report on the educational outcomes of children in care; an update report on the progress towards transforming children and young people's mental health and the annual report on comments, complaints and compliments relation to children's social care services.

As part of its overview, the Policy and Performance Board also considers the Council's Executive Board minutes and Children's Trust minutes as well as the Quarterly Performance Monitoring Reports.

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

**DATE:** 10 June 2019

**REPORTING OFFICER:** Operational Director – Education,  
Inclusion and Provision

**SUBJECT:** High Needs Review

**WARDS:** Borough wide

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

1.1 This report will be delivered in the form of a presentation which summarises the High Needs Strategic Planning Review. It sets out the five main recommendations and outlines the next steps.

### **2.0 RECOMMENDATION: That**

**2.1 Consider the outcome of the review and request an update on the progress of the review at the next meeting.**

### **3.0 SUPPORTING INFORMATION**

3.1 Using a revenue funding grant provided by the DFE it was agreed that Halton would commission an independent review of SEND. In April 2018 Peopletoo were awarded the commission and they commenced work in May 2018. The first phase of this work has now been completed. Through the review the Council aimed to gain:

- A detailed understanding of the SEND population;
- A detailed understanding of the special school population and pupil profile;
- A detailed understanding of the future needs and profile of specialist provision to meet that need;
- A detailed understanding of future post-16 needs and opportunities to improve provision and capacity in the local communities;
- A detailed understanding of the views of all stakeholders in terms of existing strengths and the opportunities to improve high needs provision;
- A detailed understanding of the perceived barriers to inclusion in mainstream schools and colleges with recommendations for potential solutions;
- A detailed understanding of the total level of resources available and how to effectively target these to meet need; and

- A detailed understanding of potential challenges, sensitivities and conflicts of interest, together with potential solutions to these.

3.6 The presentation will provide a summary of the key findings and the recommendations of the review. It will also outline the next steps we plan to take to improve our offer and the outcomes for children and young people with SEND in Halton and ensure we have good quality, sustainable support.

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

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

Developing more inclusive local provision that meet the needs of children and young with SEND in Halton allows pupils to be educated within their own community alongside their peer groups.

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

None.

##### **4.3 A Healthy Halton**

None.

##### **4.4 A Safer Halton**

None.

##### **4.5 Halton's Urban Renewal**

None.

#### **5.0 RISK ANALYSIS**

5.1 Current provision does not meet the needs of children and young people in the Borough. High numbers of children are being educated in independent provision with many pupils having to travel outside the borough to access provision. This is not in their best interest and is not sustainable.

5.2 Ensuring mainstream schools are more inclusive will reduce the demand on specialist settings and out of borough provision. Remodelling specialist provision so that it better meets local need and special schools provide places for only the most complex children and young people with SEND, reducing the level of placements in independent provision.

5.3 The newly established Placement Division will visit all independent settings checking on the quality of provision, outcomes for the children

and young people and attendance. They will also review the price ensuring each placement represents good value for money.

**6.0 EQUALITY AND DIVERSITY ISSUES**

6.1 The aim of the review is to better understand the SEND population so that we can improve the quality of SEND provision within the borough, the outcomes of children and young people with SEND and encourage all our schools to become more inclusive.

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

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Peopletoo SEND High Needs Strategic Planning Review – LA Summary	Rutland House	Ann McIntyre – Operational Director – Ann McIntyre – Operational Director- Education, Inclusion and Provision & Operational Director - Resources
School Forum High Needs Report – 16 <sup>th</sup> January 2019	Halton website	Ann McIntyre – Operational Director – Education Inclusion and Provision & Operational Director Resources

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

**DATE:** 10 June 2019

**REPORTING OFFICER:** Strategic Director, People

**PORTFOLIO:** Children, Education and Social Care

**SUBJECT:** Presentation on the Neglect Strategy 2017-2019

**WARD:** Borough-wide

**1.0 PURPOSE OF REPORT**

1.1 To inform members about the impact of the Neglect Strategy 2017-2019 and the next steps in responding to the impact of neglect on children and families.

**2.0 RECOMMENDATION: That**

2.1 That members note the presentation.

**3.0 POLICY IMPLICATIONS**

3.1 Exposure to be neglect can have an adverse impact on a child's physical health, emotional and mental health and well-being, education and employment prospects and increase their vulnerability to risks outside of the family home environment

**4.0 FINANCIAL/RESOURCE IMPLICATIONS**

4.1 Children who have been impacted by neglect may have additional and complex needs which mean they require additional support in any setting, access to specialist support and sometimes they enter the care of the local authority

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

**5.1 Children & Young People in Halton**

Children and Young People are a priority for the council as we have statutory duties and responsibilities to them to ensure that we support them to reach their potential and that any risks to them are identified and responded to as early as possible to mitigate any longer-term impact.

5.2 **Employment, Learning & Skills in Halton**  
N/A

5.3 **A Healthy Halton**  
N/A

5.4 **A Safer Halton**  
N/A

5.5 **Halton's Urban Renewal**  
N/A

6.0 **RISK ANALYSIS**

6.1 Children and young people exposed to neglect can be exposed to significant harm

7.0 **EQUALITY AND DIVERSITY ISSUES**

7.1 All children, regardless of their background and family context, can be exposed to neglect

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

8.1 None under the meaning of the Act.

<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	10 June 2019
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children, Education & Social Care
<b>SUBJECT:</b>	Early Outcome Fund (EOF)
<b>WARD(S)</b>	Borough-wide

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

- 1.1 The report aims to outline the Early Outcomes Fund and Halton's successful bid in receiving a part share of this fund. It summarises the context of the bid, the evidence of local self-assessment which underpins the bid and the proposed content of the bid.

### 2.0 **RECOMMENDATION: That**

- 1) **Members welcome the award of the Early Outcomes Funding for Halton; and**
- 2) **Members ask for a report on the progress of the project at the January 2020 PPB.**

### 3.0 **SUPPORTING INFORMATION**

- 3.1 In July 2017 Damian Hinds, Secretary of State for Education, set an ambition to halve the proportion of children who do not achieve at least expected levels across all goals in the 'communication and language' and 'literacy' areas of learning at the end of reception year by 2028. This ambition built on the work announced in 'Unlocking Talent, Fulfilling Potential: a plan for improving social mobility through education, published in December 2017, which set out plans to close the word gap in the early years.
- 3.2 The Government emphasized the need to tackle these development gaps at the earliest opportunity, so that children begin school ready to thrive. The government also emphasized that this task should not fall solely to education but should involve a range of local services that go beyond early education and childcare; for example, early help, family support, public health and primary care. In other words, a multiagency approach. It was recognised that local authorities sit at the heart of what a locality offers disadvantaged families and have an important role to play in coordinating the efforts of different

support partners.

3.3 Following on from this the Department for Education established an 'Early Outcomes Fund' worth approx. £6.5m. Local Authorities were invited to undergo a lengthy bidding process in order to access a part share of this money.

3.4 The overall ambition of the fund is to increase the number of local authorities starting a transformation journey to improve the collective operation of local services in securing good early language outcomes for children.

The aims of the fund are:

- To increase leadership focus at local authority level on the key issue of early language;
- To enable Local Authorities to undertake work to improve their services and how they are delivered;
- To resource evaluation and partnership working amongst Local Authorities that will spread innovations around the wider system.

3.5 To do this, the fund would be allocated, for a twelve month period to support activities which would help Local Authorities to either:

- a) Kick-off and/or progress system change that addresses leadership, funding, commissioning, workforces, data, accountability and/or evaluation, with the ultimate aim of improving good early language outcomes in a local area; or
- b) Assess and codify existing approaches to improvement which are thought to be effective and might be shared more widely.

3.6 Halton submitted a multiagency bid around Activity a) – to look at developing fundamental system changes at a strategic level within the authority, right down to changing practise at an operational level.

3.7 Halton were one of only 8 authorities that were successful in receiving funding, and only 2 out of the 8 authorities were single bids.

#### 4.0 **SUMMARY OF PROPOSAL**

4.1 Halton's project is a Priority A project, entitled 'TALK Halton'. The proposal builds on the recommendations in the Bercow Review (2018), to implement a strategic system-wide approach for supporting children with SLCN in the Early Years and the successful joint commissioning of Speech and Language Therapy by the Local

Authority and Halton Clinical Commissioning Group.

Drawing on the self-assessment and review of current evidence and local need, partners agreed to focus on the following key areas, supported by the Nesta 'Theory of Change' (See Appendix 1).

#### 4.2 **Strategy**

To set up a task and finish group. This group will have three main roles:-

- To develop the strategy that will underpin TALK Halton and engages all partners;
- To devise an action plan. This action plan will set out a common pathway to create a blueprint for how future assessment and intervention services work together across all early years providers;
- To review the strategy and action plan at agreed intervals.

To set up a strategic board. The strategic board will have four main roles:-

- To monitor and evaluate the ongoing work that is being undertaken to achieve the strategy;
- To report to accountable bodies;
- Responsibility for marketing strategy to deliver Project's key messages;
- To develop an exit strategy;

The project will be driven by a dedicated, project lead to ensure sufficient capacity to achieve successful outcomes. Alongside the project lead, we will appoint four specialist Speech and Language Therapists, three education specialists, two Adult and Family Learning Tutors, and a health visitor. These roles will ensure sustainable system and culture change within their own organisations and at an operational level with all front-line practitioners. An Administrative Officer will also be appointed to provide admin support. Adult and Family Learning practitioners will provide a range of workshops, training courses and extension activities to support effective and sustainable family and community engagement in the Project.

#### 4.3 **Workforce Planning and Culture**

- To carry out a skills audit across all early years' service providers in order to produce a gap analysis to inform the delivery plan and meet the requirements of the strategy;
- To produce a dedicated programme of whole workforce training and to co-ordinate delivery of this programme, including training

in the use of the Wellcomm Toolkit. This will be developed as part of a total communication approach and will be supported at an operational level by SALT, Health and Education partners;

- SLCN to be incorporated into the Health Improvement Award for Early Years settings;
- Parents whose children are not in formal childcare can access the system through Children Centre groups and outreach;
- To establish links with 'BestStartInLife' and ensure coherence with other assessments, such as ASQ, and interventions used in Halton;
- To develop and enhance a collaborative two-year old integrated review and partnership care planning;
- To deliver the SLCN components of the universal ante-natal and 'readiness for school' programmes to highlight the importance of communication, speech and language across all ages;
- To involve Midwifery in the project through training, representation on working groups and Health promotions.
- To provide support for operational staff during the process of culture change.

#### 4.4 **Information and Data**

- To establish a user friendly, common information sharing system across partners with a central reporting point. This will ensure robust, borough wide, monitoring and evaluation of children's early language needs and provide a mechanism by which the effectiveness of assessments and interventions can be measured;
- To use this information sharing system to identify emerging trends. This will enable Halton to put in place effective prevention and early intervention;
- The Wellcomm Toolkit will be used by all partners to screen every child in Halton and will form the basis of our information and data sets, and will inform our strategic direction. Case studies from Lancaster and Staffordshire evidence Wellcomm to be an effective tool. Wellcomm best fits our local context, providing information around early identification and interventions to be carried out. It is a user friendly and appropriate tool for the early years workforce;
- We will determine specific points at which all children will be screened, in addition to those already mandated from the Healthy Child Programme.

4.5 This funding will allow us to appoint staff to embed and implement new systems and processes. After the funding has ended the roles of the staff will be undertaken by SALT services, Education and Health. The capacity to undertake this will be achieved by a reduction in the current high level of inappropriate referrals to SALT and the upskilling of the early years workforce, enabling children's early language difficulties to be identified and addressed at a universal level.

4.6 The Wellcomm Toolkit builds on our total communication approach and provides a sustainable resource for the future.

## 5.0 **EVALUATION**

5.1 In addition to the Local Evaluation a centrally appointed evaluation partner, Ecorys, have been appointed. The role of the evaluation partner is to help the DfE to better understand how much impact the funding has had. To achieve this they will identify areas of learning for potential dissemination after the completion of the TALK Halton project, as well as offer challenge and support throughout the lifetime of the project.

## 6.0 **CURRENT POSITION**

- 6.1
- Halton have been awarded a total amount of £582,750.77 to be paid over the programme lifetime;
  - The project will run from 1<sup>st</sup> April, 2019 until 31<sup>st</sup> March, 2020. However, there is some flexibility within these timescales; TALK Halton will fall under the strategic direction of the One Halton Steering Group;
  - The Task and Finish group has been established. Two sub-groups have been convened – one to oversee development of the communication pathway and one to oversee the marketing campaign;
  - Recruitment of staff to the TALK Halton team in process; Adult and Family Learning programme commenced;
  - Wellcomm Toolkits purchased;
  - Briefing held for Head teachers and Managers;
  - TALK Halton settings identified and Wellcomm leads appointed;
  - Training for Wellcomm leads to commence June 2019, followed by sample screening.

## 7.0 **POLICY IMPLICATIONS**

7.1 None identified

**8.0 FINANCIAL IMPLICATIONS**

8.1 The Project will be funded by a grant awarded by the DfE through the Early Outcomes Fund.

**9.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

**9.1 Children & Young People in Halton**

Raising children’s achievement in Communication, Language and Literacy impacts on their long-term outcomes, including career opportunities and mental health and will improve outcomes for the more vulnerable children and young people in the borough.

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

Greater confidence in speaking and listening, together with improved communication skills will increase the Education, training and employment opportunities for pupils and students.

**9.3 A Healthy Halton**

A total communication approach will have a positive impact on the emotional health and wellbeing of challenging pupils and students.

**9.4 A Safer Halton**

None identified.

**9.5 Halton’s Urban Renewal**

None identified

**10.0 RISK ANALYSIS**

10.1 Improved communication and language skills within early years settings should reduce incidents of challenging behaviour.

**11.0 EQUALITY AND DIVERSITY ISSUES**

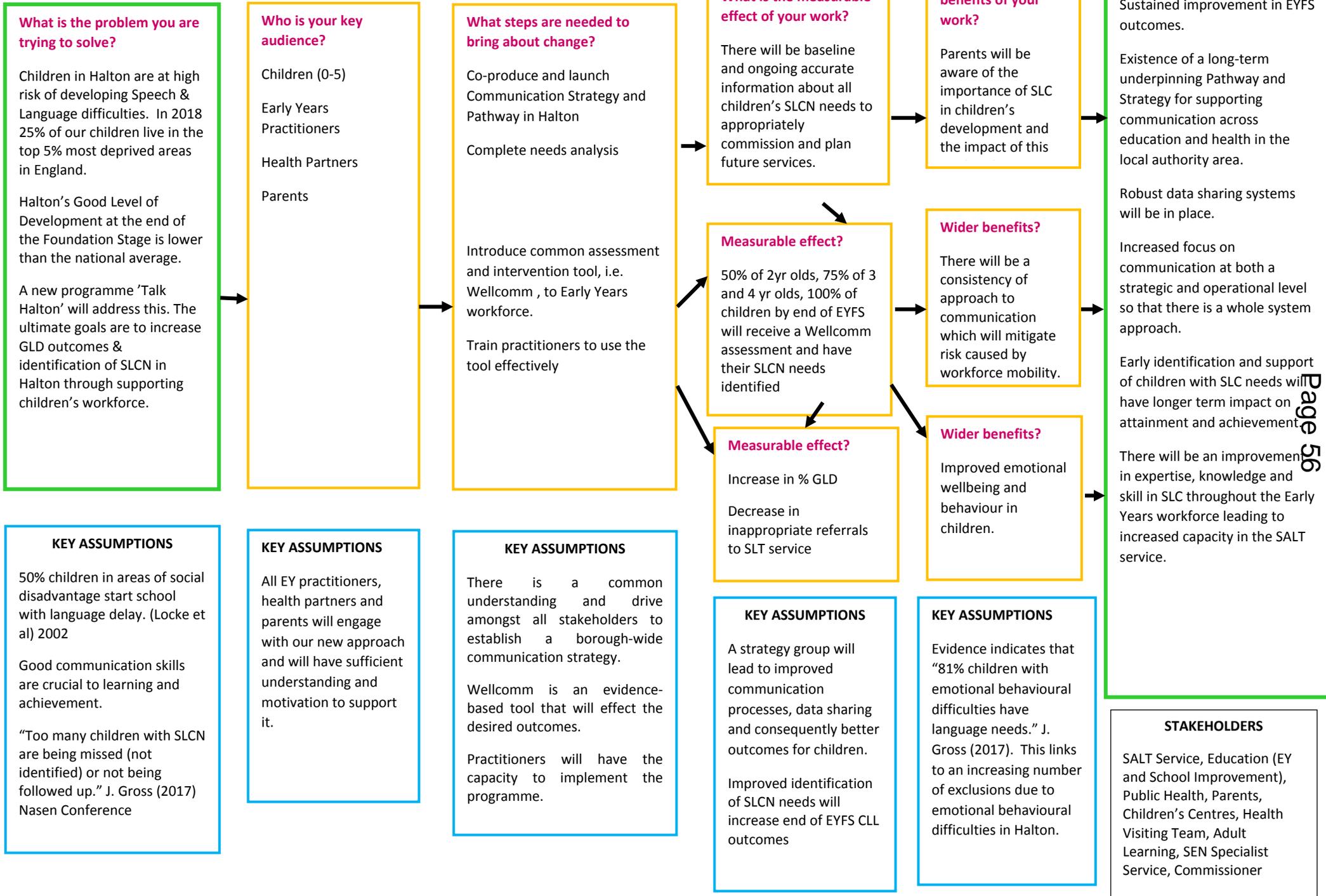
11.1 The screening of all children around the development of speech and language will ensure that they are able to receive timely support and intervention, thereby reducing inequalities in their life chances.

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

Document	Place of Inspection	Contact Officer
Early Outcomes Fund Guidance –	DfE Website	Operational Director – Education Inclusion

November 2018		and Provision & Operational Director Resources
Unlocking Talent, Fulfilling Potential: a plan for improving social mobility through education – December 2017	<a href="http://www.gov.uk">www.gov.uk</a>	Operational Director – Education Inclusion and Provision & Operational Director Resources
The Bercow Review (2018)	<a href="http://www.bercow10yearson.com">www.bercow10yearson.com</a>	Operational Director – Education Inclusion and Provision & Operational Director Resources

# THEORY OF CHANGE



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

**DATE:** 10 June 2019

**REPORTING OFFICER:** Strategic Director Enterprise, Community & Resources

**SUBJECT:** Performance Management Reports for Quarter 3 2018/19

**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 second quarter period 01 October 2018 to 31 December 2018.
- 1.2 Key priorities for development or improvement in 2018-19 were agreed by Members and included in the Business Plan, for the various functional areas reporting to the Board as detailed below:
- Education, Inclusion, Provision Services
  - Children and Families Services

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

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

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

### **3.0 SUPPORTING INFORMATION**

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

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

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

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

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

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

9.1 Not applicable.

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 3, 01 October – 31 December 2018

### 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 Ofsted Annual Report (AMc)

Ofsted's annual report was published in December 2018. This report released figures relating to the percentage of settings, schools and colleges that were graded good or outstanding, alongside findings and trends over the last year. Ofsted also set out the focus for their work for the forthcoming year, alongside findings and trends over the last year. Ofsted also set out the focus for their work for the forthcoming year.

Amanda Spielman comments on the importance of the Early Years, and getting basics right at all stages of education. She states that "literacy is the key to success" and comments on how children's vocabulary development in the foundation years' impacts significantly on the ease of which children are able to learn to read. Ofsted will pay greater attention to reading when inspecting educational establishments.

Spielman also comments on the key role of parents and how they need to work in partnership with schools, including toilet training, preventing and tackling obesity, keeping children safe, and minimising the risks of knife crime and gang related incidents.

Beyond these key areas, she expresses the desire to list the exemption from inspection for outstanding schools, but needs the legislation and funds to ensure Ofsted have the capacity to inspect these establishments. Remarks are also made regarding building capacity of outstanding schools, leaders and teacher to support schools who may be inadequate.

Link to report: <https://www.gov.uk/government/collections/ofsted-annual-report-201718>

#### 2.2 Multiagency Safeguarding Arrangements (TC)

Following a number of consultation events, a proposed model was presented at Halton's Safeguarding Children Board in December 2018. The new arrangements will be known as Halton Safer Children Partnership. The formal arrangements must be published no later than June 2019 but in Halton are likely to be published, and implemented by June 2019.

2.3 Children in Need (TC)

The Children in Need division have worked hard to review Child in Need cases that have been open more than 12 months, which has led to a reduction in the number of cases open, leading to more manageable caseloads. This will remain an area of continued monitoring as this figure fluctuates month on month.

2.4 Children and Families on the Edge of Care review (TC)

A review is underway to look at services available to support children and families on the edge of care and the focus of resources available will be reviewed in line with current demand. A proposal of any change or adaptations should be available in April 2019.

2.5 Children in Care and Care Leavers (TC)

A service development plan has been drawn up to steer the required improvement and performance for children in care and care leavers. This is being launched in February 2019 at a Service Development session with staff in the service.

Alternative sites have been identified to resume the project of a Council owned residential home and semi-independent accommodation for care leavers.

A multi-agency transition to adulthood panel is being implemented to address and match young people to resources such as accommodation, apprenticeships, employment and health.

2.6 Centralised placement Team (TC & AMc)

Interviews took place in December 2019 for the Placement Officer, and the SEND Commissioner posts. Start dates are currently being agreed and likely to be mid-March 2019. Recruitment to the remaining posts in the Placement team structure are currently being progressed.

Visits have taken place with eight out of borough schools to date, initially focussing on their requirement to submit attendance data for all pupils on a weekly basis as well as termly progress data. Further visits are planned to ensure that this requirement is in place for all out of borough schools.

Some initial discussions have also taken place regarding a cost/volume approach to the Commissioning of placements.

An Access to Resources panel will be implemented for all children in care placement requests and resources, to ensure that children are matched well, placement breakdowns are avoided where possible, and financial responsibility where appropriate is accounted for.

2.7 Halton Behaviour Support Service (AMc)

Inclusion, supporting children with special educational needs and disabilities, and supporting school colleagues to have strategies to support positive behaviour management is an important focus for Halton. The Halton Behaviour Support Service (HBSS) has been established and are currently working targeted schools to provide training and strategies to implement whole school behaviour management systems. This is fed into the Halton Educational Strategic Partnership Board so all

work is coordinated and meeting the priorities of Halton's children and young people.

HBSS are able to offer the following:

- Advice for governors and senior leadership teams on the government guidance on behaviour management
- Training for governors on their role in managing behaviour and in supporting and providing appropriate challenge to head teachers over exclusions
- Training for all members of school staff on the implementation of the schools behaviour policy and on legislation and government guidance on behaviour management
- Team Teach training and Mental Health First Aid training (it is compulsory for all schools to have two Mental Health First Aiders by 2020).
- Behaviour audits involving all school stakeholders including a report on current strengths and areas for development
- Reviews of behaviour policies and compliance checks
- Summary of government guidance on behaviour and on all aspects of mental health in school
- Classroom management and environment advice
- Support for individual teachers or cohorts of teachers in meeting the behaviour needs of pupils and consistently applying the schools behaviour policy
- Work with staff to meet the needs of more challenging cohorts of pupils including reviewing provision for them and making adjustments
- Work with identified families to enable them to enact consistent messages with the school at home
- Work with cohorts of parents to support them with common parenting issues as identified by the school.

## 2.8 General Data Protection Regulation in Schools (AMc)

Nationally the number of school data breaches reported by the education sector has increased by 43% since the introduction of GDPR. The Information Commissioners Office has reported a rise in reports of disclosure issues (such as occasions where sensitive information is inadvertently shared and/or cyber-attacks happened, between July and September this year).

Many of these disclosures relate to loss of paperwork or data, letters and information sent to the wrong recipient, or inadvertent verbal disclosures. Governors need to consider with school leaders on how to prevent school data breaches and minimise the risks of a cyber security attack.

### 3.0 Emerging Issues

#### 3.1 National Issues

Inspection – Joint Targeted Area Inspection themes (TC & AMc)

Ofsted have identified themes for the Joint Targeted Area Inspections (JTAI) that they will undertake over the coming year. The themes identified are:

- Children living with mental health issues
- Prevention and Early Intervention
- Older children in need of help and protection, and contextual safeguarding, including exploitation.

#### Ofsted Consultation

Ofsted launched a consultation regarding a proposed new inspection framework that will come into effect September 2019. The new focus will be based upon considering the breadth and depth of the curriculum on offer, and will have a more proportionate response to the use of test and exam data. High aspirations and results are key, but quality of education and not cramming to teach a test are an area that Ofsted will be analysing. This new framework will apply to Early Years, Schools and Colleges.

Aspects included in the consultation include:

- A new 'quality of education' judgement with the curriculum at it's heart
- Looking at outcomes in context and whether there is a well-planned curriculum that is implemented effectively
- No longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- Separate judgements about learners' 'personal development' and 'behaviour and attitudes'
- Extending on-site time for short inspections of good schools to two days to ensure inspectors have the opportunity to gather evidence that a school remains good.

All stakeholders can provide feedback on this consultation. The consultation will close 04 April 2019. Link to consultation: <https://www.gov.uk/government/collections/education-inspection-framework>

#### 3.2 Halton Specific

Ofsted Annual Conversation (AMc & TC)

In January 2019, the Strategic Director, Operational Directors for Children and Families and Education, Inclusion and Provision, Divisional Manager for Education, Head of the Virtual School and the Divisional Manager for Children in Need attended the local authority Annual Conversation with Ofsted. Ofsted were pleased with the progress made in early years and primary, and concurred with the local authority that a key aspect to these improvements was the involvement of strategic leaders working in partnership to support schools, and using tools to hold leaders to account was crucial. Ofsted were encouraged with the commitment received from well informed governors, and that this was evidenced by high rates of school representation at governor briefings and conferences.

Ofsted shared key areas that they would be considering in future inspections. There was a focus on transition at all stages, considering beyond the pastoral and moving learning on

seamlessly form one phase to another. For secondary schools they would be looking at the quality of the impartial careers advice provided by schools and considering students journey onto further education, training and employment. Holding high aspirations for all students, at all stages of education and in particular focusing upon outcomes of any vulnerable groups was clearly another area of interest. With regard to Early Years, we shared our target that at least 69% children would achieve the good level of development indicator this year, and that by 2020 Halton would be in line with National.

For social care there was a discussion around the Self Evaluation provided in advance of the meeting. The Permanency Leadership Board was discussed and the themes of Permanency and Care Leavers were put forward as potential areas for a future Focus Visit.

#### High Needs Budget (AMc)

The Dedicated Schools Grant settlement was announced on 17 December 2018 giving a total of £16,770,689 for the new High Needs Block for 2019-20. From this figure, £2,906,662 is being recouped by the Education and Skills Funding agency for commissioned places in special academies and some independent special schools. This leaves £13,864,027 High Needs Block that will be paid to HBC.

Following consultation with schools and with Schools Forum agreement, we have submitted a disapplication request to transfer 1% from the Schools Block to the High Needs Block (£869,311).

The DfE announced 16 December 2018 that an additional £250million would be passed to local authorities over two years as additional funding for the High Needs Block. It has been allocated based on ONS projections. Halton's allocation is £296,390 for each year.

Unless the disapplication request is agreed, the funding gap for 2018-19 is £546,494. As a deficit balance is expected in the region of £753,787, with the 1% transfer we will continue to have an overall deficit of £430,970.

The DfE consulted with local authorities in the Autumn Term about the detailed implementation of new rules regarding the reporting, monitoring and reduction of deficit Dedicated School Grant (DSG) balances. Where a local authority has a deficit DSG balance of more than 1% of its latest published DSG allocations for 2018-19, gross of recoupment, a detailed report, plus supporting evidence, will be required setting out the plan to bring the DSG account back into balance, within three years. This report must be discussed with the Schools Forum prior to submission, and needs to be reviewed and signed off by the Chief Finance Officer. The DfE are aware that DSG deficits are usually caused by high needs pressures and as such the evidence required for the year-end deficit recovery report will already have been prepared for the block movement disapplication request. However, the main causes of overspend will need to be addressed in detail. Further savings and reducing overspends are essential to getting back to a balanced DSG position. Should the 1% transfer be refused, the overall deficit position will double to around £865,626.

#### Social Care Workforce (TC)

Liverpool Council have announced plans to rapidly and substantially increase their social care workforce, including workers and managers by 160 staff in the next two years. A task and finish group has been established in Halton to develop a response to this, and to ensure that the stability and experience of Halton's workforce is maintained.

#### Contextualised Safeguarding (TC)

A multi-agency task and finish group has been set up to score Halton's response to Contextualised Safeguarding and how we respond to the emerging risks locally. It is anticipated that a response will be finalised and agreed in April 2019.

#### 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 2018-19 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 indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned services information)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Halton BC data)	140				
PED01 03	Monitor the number of young people going missing in the year (Halton BC data)	1312				
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at end of quarter)	34		20		
PED01 05	Reduce the number of incidents of fixed term exclusion (academic year)	508				
PED01 06	Reduce the number of children subject to fixed term exclusions (academic year)	204				
PED01 07	Reduce the number of children subject to permanent exclusions (academic year)	33				
PED01 08	Increase the number of children involved in early intervention (CAF) (All those who have had a CAF at any point in the year)	715	750	887		

#### Supporting commentary:

PED01 01 – 03: Missing data in relation to return interviews is provided from the Commissioned Service. Data in relation to incidents and individuals is provided from the Notifications of missing which are recorded by the local authority. Data for the year to date is indicating a similar pattern to that of the previous year. Please note that due to the change in source of this data, the targets set were inappropriate and that the 2017/18 has been amended to reflect the new data source.

PED01 04: The cohort of children flagged as at risk of child sexual exploitation continues to be monitored and scrutinised at a monthly operational group.

PED01 05 – 07: This data has been updated to cover the academic year. xxx

PED01 08: The number of families open to CAF has increased. Early Help work has also increased. Work is still underway to refine the reporting systems of early help in Children's Centres, and the CAF development group will lead on the review of Early Help Assessments as a whole.

Ref:	Milestones	Quarterly Progress
PED01a	Further develop the performance monitoring in iCART to include the outcomes of CAF's (March 2019)	
PED01b	Implement North West Boroughs Thrive staff front door into iCART (March 2019)	
PED01c	Review the link with Adult Services referral structures (September 2018)	
PED01d	Revise joint protocol of working between Children and Adult Services (June 2018)	

PED01e	Preparation for Ofsted Inspection (ongoing)	
PED01f	Implement the Exclusions protocol to reduce the number of exclusions (September 2018)	

Supporting commentary:  
 PED01a: This has been further developed and is now measured within the Early Intervention CAF development group rather than iCART.  
 PED01b: A CAMHS practitioner is now established in iCART one afternoon a week. Initial feedback is that this supports practice and consultation in the front door, and leads to improved joined up approaches. This offer is also available to social workers within the teams. Meetings are taking place to strengthen this development further.  
 PED01c – d: These have been completed.  
 PED01e: Risk assessments and action plans are being undertaken around all the inspection frameworks.  
 PED01f: Completed

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	418		402		
PED02 02	Reduce the number of children and young people who enter the care system	77	75	44		
PED02 03	Reduce the number of children who are placed at home with parents on a care order	32	29	34		
PED02 04	Reduce the number of children who are placed in residential care	47	34	35		
PED02 05	Reduce the number of children who are placed in independent fostering agency placements	55	35	68		

Supporting commentary:

PED02 01: The rate of referrals can fluctuate and is monitored closely within a weekly meeting (Performance Improvement Management Meeting). Forecast for the end of the year is significantly higher than the previous year.  
 PED02 02: Significant work is being undertaken to address this and creative ways of working to support a systemic approach is being implemented to reduce this number where appropriate.  
 PED02 03: Monthly Legal Advice Meetings are progressing and tracking this.  
 PED02 04 & 05: Placement Project reporting to the Permanency Leadership Board is now in progress to monitor and reduce these measures.

Ref:	Milestones	Quarterly Progress
PED02a	Move to a model of systemic practice across the service (March 2019)	
PED02b	Revise LSCB arrangement for April 2019 (Publication April 2019, Implementation September 2019)	
PED02c	Review the commission for domestic abuse support services (March 2019)	
PED02d	Implement the revised Children in Care Partnership Board (July 2018)	
PED02e	Commission and implement a new client recording system (March 2019).	
PED02f	Commission a provider to develop a specialist residential provision supporting a group of complex children to step down from residential provision to foster care (March 2019)	
PED02g	Develop a Market and Recruitment collaboration to increase the number of foster care homes (March 2019)	
PED02h	Develop and publish a Local Offer for Care Leavers (July 2018)	

Supporting commentary:

PED02a: The first cohort of staff trained will complete in January 2019 and new staff will start at the end of January.  
 PED02b: Please see Key Developments section.  
 PED02c: This is underway.  
 PED02d: This has been completed.

PED02e: Comments awaited.

PED02f: Further work is underway and an alternative site has been identified as suitable. A project plan will be initiated although it is expected the timescales will be towards the end of 2019.

PED02g: This has been completed.

PED02h: This has been completed.

### Objective: Improve the offer for children and young people with SEND (PED03)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase participation in the POET Survey (parents/guardians)	33	35	4		
PED03 02	Increase the percentage of EHC Plan assessments completed within 20 weeks (academic year)	85%		71%		
PED03 03	Increase the number of schools identified as Nurture champions	8	8	8		
PED03 04	Increase the percentage of Statement converted to EHC Plans to meet the timescale	23%	80%	100%		
PED03 05	Increase the number of people accessing the Local Offer	38,019	40,000	26,199		

Supporting commentary:

PED03 01: The local authority is considering a different approach to gathering evaluations from parents given the low participation rate during 2018. POET Survey will no longer be used.

PED03 02: There were some issues in completion of assessments in timescale due to the large number of applications received during the summer term 2018. Most were agreed to assess, but then not possible to complete them due to the schools closed over the summer holiday. This has impacted on performance.

PED03 03: The Nurture Network continues to be well attended. Additional training such as Beyond the Boxall for CIC has also helped grow membership. The Bridge have been the first school in the area to be accredited with the Nurturing School Award. At the latest network meeting we have agreed a data collection for schools engaged in nurture to return information to help with monitoring impact and progress.

PED03 04: There has been a decline in the number of sessions (proxy measure for those accessing the Local Offer).

Ref:	Milestones	Quarterly Progress
PED03a	Develop and implement a Social Emotional and Mental Health (SEMH) Strategy and outcome focused action plan (March 2019)	
PED03b	Establish a Behaviour Support Team (March 2019)	
PED03c	Review specialist SEND provision for children and young people in Halton (March 2019)	
PED03d	Review the Education, Health and Care Plan process (March 2019)	

Supporting commentary:

PED03a: There is a completed, co-produced definition and Mission Statement for SEMH. The high level action plan is in the final stages of production and this will be ready for the March 2019 deadline. The launch for the SEMH strategy is planned for the Summer Term Inclusion Conference.

PED03b: Please see Key Developments section.

PED03c: The review has been completed and a summary with main recommendations will be shared with Executive Board on 21 February 2019.

PED03d: The EHCP process was considered as part of the SEND High Needs Strategic Review.

### Objective: Improve progress and attainment across all key stages and diminish the difference between vulnerable groups and their peers (PED04)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Diminish the difference between disadvantaged pupils and their peers in achieving the expected standard at KS2 Reading, writing and Maths	24%	N/A	21.5% (unvalidated)		
PED04 02	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 cohort is conducted on an individual basis for these children to underpin resulting performance.				

Supporting commentary:

PED04 01: 63% of all pupils achieved the expected standard in RWM combined. Of these, 51% of disadvantaged pupils achieved that standard and 72.5% of non-disadvantaged pupils achieved that standard.

PED04 02: Analysis of the end of key stage outcomes for children in care were shared at January 2019 PPB through the Virtual School Head teacher annual report.

Ref:	Milestones	Quarterly Progress
PED04a	Using rigorous data analysis, feedback from the Cross Service Monitoring group and School Improvement officer knowledge, schools will be categorised to identify levels of support and challenge.	
PED04b	Analyse, evaluate and report end of EYFS, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 achievement outcomes, including success in diminishing the difference between vulnerable groups and their peers (March 2019)	
PED04d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2018)	
PED04e	Monitor the impact of Pupil Premium and Early Years Premium in closing the gap between Disadvantaged pupils and their peers (March 2019)	
PED40f	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support as appropriate (March 2019)	

Supporting commentary:

PED04a - b: All primary schools categorised and informed of their school category. Secondary schools received their letters after the Autumn half term break.

PED04c: Attainment reports were shared with members of PPB in September 2018. Also shared with Head teachers and will be shared with Governors at the Governor conference in November 2018. Attainment has improved in all areas, with the exception of phonics. EYFS, reading and KS4 maths are priorities for development.

PED04d: Analysis of the end of key stage outcomes for children in care were shared through the Virtual School Head teacher annual report.

### Objective: Raise achievement in Early Years (PED05)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	61%	67%	64.5% (unvalidated)		
PED05 02	Reduce the good level of development gap between disadvantaged children and their peers at EYFS	23%	19%	21.6% (unvalidated)		
PED05 03	Increase the take up of Early Years entitlement for vulnerable 2 year olds	100%	97%	89%		
PED05 04	Increase the take up of Early Years entitlement for 3-4 year olds	92%	95%	93%		
PED05 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	N/A	90%	94%		

Supporting commentary:

PED05 01 - 02: Attainment increased by 4% and reduced the difference to national by 3%. Attainment improved in all Early Learning goals.

PED05 03: Target has increased from 347 to 666 children per term. Halton funds the same number of children, however the target has nearly doubled.

PED05 04: The latest summary tables indicate that 93% of 3&4 year olds benefitted from the entitlement in 2017/18. In 2018 95% of 4 year olds took up the entitlement but the eligible 3 year old rate fell to 90%.

PED05 05: 3.5% are graded 'Requires improvement' and 1.4% are graded as 'Inadequate'. The of the remaining providers 9% are 'meeting the requirements' (judgment provided when no children present for inspection) and 10.4% are awaiting inspection. Where providers 'met' or awaiting inspection are removed, this provides a total of 94% graded good or outstanding.

Ref:	Milestones	Quarterly Progress
PED05a	Analyse Good Level of Development performance for all pupils and groups	
PED05b	Use data analysis to inform and share priorities with One Halton strategic group, the Educational Strategic Partnership Board and the SRIB.	
PED05c	Agree local and regional priorities and bid for funding where appropriate through SSIF and other funding streams (September 2018).	
PED05d	Completed RAG categorisation process for all EYFS settings (by September 2018) and identify actions, including levels of challenge, support and intervention required to improve pupil and inspection outcomes.	
PED05e	Using "Schools Causing Concern" guidance and "Strategy for Support and Intervention" identify and challenge schools and settings underperforming, using powers of intervention and locally agreed strategies required to improve standards and leadership (March 2019).	

Supporting commentary:

PED05a: Analysis has been carried out, reported and shared to schools and stakeholders through the One Halton Strategic Group.

PED05b: Attainment has improved in all areas; technology remains the strongest ELG performance; writing and reading are the weakest areas. Girls outperform boys, as is the case nationally and the gap to national for each gender is similar.

PED05c: Strategic School Improvement Fund has now been abolished and no longer a route for funding. Existing projects will continue. Some targeted schools are taking part in an EY bid led by Warrington Teaching school based on developing Communication, Language and Literacy skills. Local and regional priorities are agreed through LCR and Warrington group and plans are further developed through the NWADCS School Improvement sub-group and other regional groups.

PED05d: RAG rating completed for all settings and will be shared by the end of October with the settings. The RAG categorisation process is being reviewed for settings to align more closely with the schools model. This new way of working will be shared with settings once criteria has been finalised. This is outside of the timescale originally set.

PED05e: Schools Causing Concern guidance is being used to inform categorisation. We have two schools receiving a high level of support as "Schools Causing Concern" and are providing further challenge and support to other schools based on needs analysis.

### Objective: Raise attainment across all Key Stages: KS1, KS2 & KS4 (PED06)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Reading	66%	N/A	73% (unvalidated)		
PED06 02	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Writing	58%	N/A	67% (unvalidated)		
PED06 03	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Maths	65%	N/A	74% (unvalidated)		
PED06 04	Increase the percentage of pupils achieving the expected standard at Key Stage 2 in Reading, Writing and Maths	56%	59%	63% (unvalidated)		
PED06 05	Increase the percentage making sufficient progress in Reading KS1 to KS2	-0.05	0	0.39 (unvalidated)		

PED06 06	Increase the percentage making sufficient progress in Writing KS1 to KS2	-0.48	0	0.43 (unvalidated)		
PED06 07	Increase the percentage making sufficient progress in Maths KS1 to KS2	-0.41	0	0.46 (unvalidated)		
PED06 08	Increase the percentage of young people achieving 9-5 in GCSE English and Maths	30.5%	N/A	32.2% (unvalidated)		
PED06 09	Increase the percentage of young people achieving 9-4 in GCSE English and Maths	55%	N/A	57.7% (unvalidated)		
PED06 10	Increase the average attainment 8 score per young person	44.9	N/A	44.0 (unvalidated)		
PED06 11	Increase the Progress 8 score	-0.22	N/A	-0.27		

## Supporting commentary:

PED06 01: An improvement of 7% and difference to national reduced to -2%

PED06 02: An improvement of 9% and difference to national reduced to -3%

PED06 03: An improvement of 9% and difference to national reduced to -2%

PED06 04: An improvement of 7% and difference to national reduced to -1%

PED06 05: An increase of 0.43 and significantly above national

PED06 06: An increase of 0.91 and significantly above national

PED06 07: An increase of 0.86 and significantly above national

PED06 08: Unvalidated national average is 39.9%

PED06 09: Unvalidated national average is 59.1%

PED06 10: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The unvalidated national average is 44.3.

PED06 11: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The unvalidated national average is 0.27.

Ref:	Milestones	Quarterly Progress
PED06a	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage reaching the expected standard and higher standard in reading, writing and maths (KS1), RWM and progress from KS1-KS2 (KS2), 9-5 and 9-4 in English, Maths, and English and Maths, and attainment 8 and progress 8 scores (KS4) (September 2018 – provisional data, March 2019 – validated data)	
PED06b	Identify and share good practice locally, regionally and nationally (termly).	
PED06c	Identify schools requiring further challenge and support due to outcomes and quality of teaching, learning and assessment, and/or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)	
PED06d	Increase the skills, knowledge and experience of middle leadership through training and facilitating coaching and introducing peer reviews (December 2018)	
PED06e	Provide updates and training to strategic leaders including governors, outlining their role in holding schools to account and providing challenge to improve standards (December 2018)	
PED06f	Using "Schools causing concern" guidance, identify and challenge schools underperforming, using powers of intervention and locally agreed strategies required, improve standards and leadership. Inform the RSC and hold the RSC to account where necessary regarding underperformance in Academies and Free Schools (March 2019)	

## Supporting commentary:

PED06a: As detailed in PED04.

PED06b: Good practice is shared at the One Halton Strategic Group, Primary Head teacher and Secondary Head teacher meetings. Our Schools Games Organiser has shared good practice nationally regarding Halton Schools Sports events.

PED06c: As detailed in PED05.

PED06d: A core School Improvement team advisor is providing training to colleagues developing middle leadership knowledge, skills and experience and is currently working in 34 primary schools with a bespoke programme to develop middle leadership capacity.

PED06e: Governor termly training events now report attendance back to schools and hold governors to account to ensure key messages are shared. This more rigorous approach to governance has seen a dramatic increase in governor attendance and engagement in their strategic role. Governors are gaining a greater understanding of their role in holding school leaders to account for educational and attendance performance.

PED06f: The Director of Children's Services has kept in touch with the RSC regarding a Free school eligible for intervention.

These communications are a two way mechanism of holding each other to account about progress and impact of work carried out in schools where we or the RSC needs to intervene.

### Objective: Improve participation and skills for young people to drive Halton's future (PED07)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED07 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.8%		
PED07 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	0.4%		
PED07 03	Increase the percentage of 19 year olds achieving a Level 2 qualification			83.7%		
PED07 04	Increase the percentage of 19 year olds achieving a Level 3 qualification			55.3%		
PED07 05	Monitor the percentage of young people progressing to Higher Education		25%	28%		

Supporting commentary:

PED07 01: Data relates to December 2018. Impact of the improved tracking result below is that those young people we did make contact with are NEET, therefore NEET has increased.

PED07 02: Data relates to December 2018. This demonstrates very good tracking performance.

PED07 03: This data is 2016/17 and represents a reduction from 84.4% for 2015/16. National and regional figures have also reduced. Halton's decrease is lower than that of the national and regional decreases.

PED07 04: This data is 2016/17 and represents an increase from 54.4% for 2015/16. National and regional figures have also increased. Halton's increase is higher than that of the national and regional increases.

PED07 05: This data is 2016/17 and is in line with performance in 2015/16.

Ref:	Milestones	Quarterly Progress
PED07a	Closely monitor the cohort of young people not in education, employment or training and identify any common patterns/issues to inform actions or future commissioning needs (March 2019)	
PED07b	Work with schools to review the post 16 offers of learning made to young people in order to review why the percentage dropped in 2017 and to avoid further decreases (June 2018)	
PED07c	Work with Liverpool City Region colleagues to influence the development of the Careers Hub and how this works alongside the careers information, advice and guidance (IAG) support given to institutions in Halton (March 2019)	

Supporting commentary:

PED07a: Analysis of the cohort has been undertaken. Report has been provided to the Children's Trust Commissioning Partnership.

PED07b: All but one school now visited. Issues in making contact within the school have been escalated to the Head teacher. Concern about one other school and the capacity to continue dialogue with the Local Authority also raised.

PED07c: Official Careers Hub Launch took place in Liverpool City Centre January 2019. Meeting planned in February 2019 with the three lead Enterprise Coordinators leading Hub Schools. Currently three schools in Halton are part of the Careers Hub (33 in total across LCR).

## 7.0 Financial Summary

## 7.1 Children and Families Department

**Revenue Budget as at 31 December 2018**

	Annual Budget	Budget To Date	Actual To Date	Variance to Date (Overspend)
	£'000	£'000	£'000	£'000
<b>Expenditure</b>				
Employees	9,417	6,989	6,872	117
Premises	277	155	134	21
Supplies and Services	1,124	615	585	30
Transport	115	62	104	(42)
Direct Payments/Individual Budgets	627	491	536	(45)
Commissioned Services	247	161	148	13
Out of Borough Residential Placements	4,366	2,615	4,382	(1,767)
Out of Borough Adoption	82	50	50	0
Out of Borough Fostering	1,416	894	2,016	(1,122)
In House Adoption	215	100	198	(98)
Special Guardianship	1,119	802	1,201	(399)
In House Foster Carer Payments	2,058	1,450	1,135	315
Care Leavers	190	143	193	(50)
Family Support	60	45	74	(29)
Emergency Duty Team	100	46	46	0
Contracted Services	4	3	4	(1)
Early Years	60	20	181	(161)
<b>Total Expenditure</b>	<b>21,477</b>	<b>14,641</b>	<b>17,859</b>	<b>(3,218)</b>
<b>Income</b>				
Fees and Charges	-23	-19	-14	(5)
Sales Income	-52	-41	-42	1
Rents	-80	-52	-52	0
Dedicated Schools Grant	-47	-35	-35	0
Reimbursements & Other Grant Income	-530	-333	-325	(8)
Government Grants	-123	-107	-107	0
Transfer from Reserves	-83	-83	-83	0
<b>Total Income</b>	<b>-938</b>	<b>-670</b>	<b>-658</b>	<b>(12)</b>
<b>Net Operational Expenditure</b>	<b>20,539</b>	<b>13,971</b>	<b>17,201</b>	<b>(3,230)</b>
<b>Recharges</b>				
Premises Support	140	107	107	0
Transport Support	29	22	22	0
Central Support Service Costs	2,609	1,932	1,932	0
<b>Net Total Recharges</b>	<b>2,778</b>	<b>2,061</b>	<b>2,061</b>	<b>0</b>
<b>Net Department Expenditure</b>	<b>23,317</b>	<b>16,032</b>	<b>19,262</b>	<b>(3,230)</b>

### Comments on the above figures

The net departmental expenditure is £3,230,000 over budget profile at the end of the third quarter of the financial year, most of this relates directly to Social Care Services.

Employee costs are currently £117,000 under budget profile. At present the Divisional Manager post for Children in Care and Care Leavers is vacant and is being backfilled by agency. There are also a number of vacant posts with the department, some of which are currently in the recruitment process. Agency staffing costs remain high and have decreased by just 1.08% since the second quarter. They account for 9.34% of the total employee related expenditure to date. The departmental overall staff turnover saving target is being met, but this is due to Edinburgh Road's staffing costs being £227,000 under budget at the end of quarter 3. This is being used to offset the divisions where the staffing costs are over budget. Staffing needs to be monitored very carefully and in particularly agency costs to make sure they stay within budget.

Employee budgets are based on full time equivalent staffing numbers of 263.

Supplies and Services expenditure is £30,000 under budget to date. Every effort is being made to keep controllable costs to a minimum. However, included within these costs are Children in Care costs, which are £36,700 over budget profile at the end of the third quarter, despite an increase in budget of £55,000 since last year. The Supplies and Services costs relating to Edinburgh Road are £31,000 under budget at the end of quarter 3 and this is offsetting areas where costs are over budget profile.

Transport related expenditure is £42,000 over budget at the end of the third quarter, despite the addition of £100,000 to the budget this financial year. Expenditure on transport by taxis for children and young people on the Children in Care and Care Leavers Team to date is £92,438. This will need to be carefully monitored to make sure that contracts are set up for essential journeys only and where possible other methods of transport are explored.

Expenditure relating to Direct Payments/Individual Budgets is £45,000 over budget profile. This area was given an additional £340,000 of budget this financial year. Halton Clinical Commissioning Group (HCCG) continues to robustly implement their Continuing Healthcare Assessment, which has resulted in a reduction in the number of joint funded packages of care. The high cost packages will need to be reviewed periodically to see if any costs can be reduced, but still ensuring all needs are still being met.

Out of Borough (OOB) Residential placement costs are significantly above budget to date and will continue to be a budget pressure for the remainder of the year, despite being given additional budget of £1,138,610 this financial year. Savings have also been applied to this area totalling £580,000, which are not being achieved and an income target of £100,000 relating to HCCG contribution to joint funded packages has also been applied and unless we have more children in joint funded placements this will not be fully achieved at the year end. In quarter 3, five new children entered the service at an additional cost of £145,389; five young people have moved to leaving care packages with a resulting reduction in costs of £81,710; reductions in the cost of two residential placements have been negotiated saving £19,262; one child has transferred to OOB Fostering saving £50,743; three children have transferred from OOB Fostering placements to residential at an additional cost of £210,473 and there is one new remand placement, the additional cost of which is £110,292 and an extension to a Parent and Child placement, additional cost £54,786. The result of these changes is an additional increase in costs for the year of £369,225. Extensive work continues to be done to reduce the cost of some residential packages and to try and reduce

the number of children going into residential placements, which has had a positive impact on actual costs, but more needs to be done to try and bring expenditure in line with the budget. This is based on a snapshot of the service at this point in time and there is a risk that additional pressures from new service users will increase overspend levels during the remainder of the financial year.

Costs relating to Out of Borough Fostering placements are also significantly over budget to date and they will continue to place pressure on the budget. This area was given additional budget of £1,000,000 this financial year, but a saving of £45,000 has also been applied, which is not being achieved. In quarter 3 there were 6 children who entered the service at an additional cost of £69,434; one child transferred from an OOB Residential placement at an additional cost of £20,835; there were 2 changes to packages of care which resulted in a saving of £10,835 and a Staying Put Arrangement at an additional cost of £11,570. The result of these changes is an additional increase in costs for the year of £91,004. Every effort is made to utilise In House foster carers where possible, but due to the lack of available foster carers in the Borough that is not always possible, especially if a young person has specific health needs, therefore Out of Borough placements need to be sought at a higher weekly cost. The average weekly cost for an In House Foster placement is £263.05 and the average cost for an Out of Borough Foster placement is £814.98. This means that the average cost of an Out of Borough placement is 309.82% higher than the average cost of an In House placement.

Expenditure relating to In House Foster carer payments is £315,000 below budget to date and this expected to be the case for the remainder of the financial year. There has been a significant reduction in the number of foster carers within the Borough and to address this issue and to recruit new foster carers, Halton have joined a collaborative fostering service with Cheshire West and Chester, Cheshire East and Warrington. Over time it is hoped that the collaboration will increase the number of foster carers recruited and also improve the quality of service offered to them across all authorities. However, it is likely to take some time before the service sees any positive impact from the collaboration.

Expenditure relating to In House Adoption is £98,000 above budget to date. This relates to Residency Orders and the costs of the Regional Adoption Agency – Together for Adoption. Residency Orders are very similar to Special Guardianship Orders, but the carer does not have parental responsibility. These are made by the family court and not the council so it is difficult to estimate how many more of them will be agreed throughout the financial year. At present there are 26 children subject to a Residency Order at an average weekly cost of £68.37.

Special Guardianship Orders expenditure is £399,000 over budget profile and will continue to be a budget pressure this financial year. The number of children subject to a Special Guardianship Order is 147, remaining the same as quarter 2 and the average weekly cost is £222.22. A Special Guardian has parental responsibility until a child reaches 18 years of age and again these decisions are made by the family court and not the council, which makes it difficult to estimate how many more of them will be agreed throughout the financial year.

The Early Years net divisional expenditure was £161,000 over budget at the end of the third quarter. Following a staffing restructure that was implemented in March 2018, new working patterns were established at Warrington Road Integrated & Ditton Early Years Centres which have enabled both settings to cover a 10 hour day to bring them into line with private sector settings. A staffing contingency has now been built into the budget and employee related expenditure will not be a budget pressure in this financial year. The employee related expenditure for Warrington Road Integrated Centre was £31,500 under budget profile and Ditton Early Years Centre £57,900. Income was £272,000 under budget profile due to parental fees continuing to underachieve; Warrington Road Integrated Centre by £146,000 and Ditton Early Years Centre £126,000 and is the main area of

concern. This level of underachievement is expected to continue for the remainder of this financial year as income targets were set based on both settings having full occupancy levels. Fees increased by £0.50 at the beginning of the 18/19 academic year. However, if the fees were to increase to a level at which the day care centres became self-sustaining, they could find it difficult to compete with places offered in the private sector and occupancy levels could fall. Therefore this option would not be enough to provide a balanced budget. This area needs to be carefully monitored throughout the remainder of the financial year and will continue to be a pressure area in 2018/19 and beyond.

The forecast outturn net spend position for the department is a £4.35m overspend. The departmental budget and service pressures will continue to be a dominating issue in forthcoming years unless the pressures on Children Social Care are addressed by Government, some relief has been provided in 2019/20 in the form of a one-off social care grant of £1.1m.

## 7.2 Education Inclusion and Provision Department

**Revenue Budget as at 31 December 2018**

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance to Date (Overspend) £'000
<b><u>Expenditure</u></b>				
Employees	6,133	4,146	4,160	(14)
Premises	34	8	6	2
Supplies & Services	2,439	1,304	1,186	118
Transport	5	0	0	0
Schools Transport	949	648	979	(331)
Commissioned Services	2,520	1,136	1,136	0
Agency Related Expenditure	1,647	1,161	1,148	13
Independent School Fees	2,412	1,725	1,725	0
Inter Authority Special Needs	175	55	55	0
Pupil Premium Grant	92	27	27	0
Nursery Education Payments	5,215	4,251	4,251	0
Special Education Needs	666	500	500	0
Contingency				
Schools Contingency	2,727	2,045	2,045	0
Capital Finance	12	0	0	0
<b>Total Expenditure</b>	<b>25,026</b>	<b>17,006</b>	<b>17,218</b>	<b>(212)</b>
<b><u>Income</u></b>				
Fees & Charges	-346	-300	-323	23
Government Grants	-897	-1081	-1081	0
Reimbursements & Other Income	-489	-299	-323	24
Schools SLA Income	-366	-371	-405	34
Transfer to/from Reserves	-855	-723	-723	0
Dedicated Schools Grant	-15,800	0	0	0
Inter Authority Income	-578	-443	-249	-194
<b>Total Income</b>	<b>-19,331</b>	<b>-3,217</b>	<b>-3,104</b>	<b>(113)</b>
<b>Net Operational Expenditure</b>	<b>5,695</b>	<b>13,789</b>	<b>14,114</b>	<b>(325)</b>
<b><u>Recharges</u></b>				
Central Support Services Costs	1,598	1,187	1,187	0
HBC Support Costs Income	-79	-59	-59	0
Premises Support Costs	156	117	117	0
Transport Support Costs	279	137	137	0
<b>Net Total Recharges</b>	<b>1,954</b>	<b>1,382</b>	<b>1,382</b>	<b>0</b>
<b>Net Department Expenditure</b>	<b>7,649</b>	<b>15,171</b>	<b>15,496</b>	<b>(325)</b>

**Comments on the above figures**

Employee spend is over budget, however this has reduced from the first half of the year due to an increased number of vacant posts which will help contribute towards meeting the departments staff turnover saving target.

Employee budgets are based on full time equivalent staffing numbers of 103.

Supplies and Services spend is currently showing as being under budget and this is projected to continue for the final quarter of the year. This is a result of spend being monitored closely by the budget holders and being restricted where possible.

Schools Transport is still projected to be over budget by the end of the financial year due to the large demand to provide transport for special educational needs pupils. New contracts with transport providers started in October 2018, this will help to reduce the cost of the service for the final six months of the financial year but the extent of the demand will still result in higher spend than the budget allows for.

Agency related expenditure is still showing as being under budget in line with previous quarter reports. However, this area is needs led and the final amount of expenditure depends on the support requested from Schools. The commissioning contracts within this area are all projected to spend according to budget.

The Fees and Charges income is currently exceeding the target and is likely to continue for the rest of the year.

Schools SLA income is now forecast to exceed its income target. This is due to a current increase in demand for the Educational Psychology and Education Welfare services in line with the increase in high needs requests received from schools.

Inter Authority income will not achieve its budgeted income target. The Council's special schools and units are currently full so they do not have the capacity to take on pupils from other authorities, which reduces the amount of income that can be generated.

The net departmental expenditure is currently above the budget profile. Based on current demand and available information, the forecast outturn position for the department as a whole will be over budget by the end of the financial year.

**Capital Projects as at 31 December 2018**

Capital Expenditure	2018/19 Capital Allocation £'000	Allocation to Date £'000	Actual Spend £'000	Total Allocation Remaining £'000
Asset Management Data	5	3	3	2
Capital Repairs	808	753	685	123
Asbestos Management	19	10	9	10
Schools Access Initiative	77	65	56	21
Lunts Heath	11	11	1	10
Fairfield Primary School	79	70	13	66
Weston Point Primary	4	4	3	1
Kitchen Gas Safety	71	60	60	11
Small Capital Works	119	80	74	45
The Bridge School	397	397	336	61
Simms Cross	130	130	126	4
Ashley School	80	80	76	4
SEND allocation	30	0	9	21
Healthy Pupils Capital Fund	70	40	23	47
<b>Total Capital Expenditure</b>	<b>1,900</b>	<b>1,703</b>	<b>1,474</b>	<b>426</b>

**Comments on the above figures.**

Asset Management (CADS) works, and small capital works 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.

Kitchen gas safety works were carried out over the summer holidays. The Council are awaiting the final accounts.

The majority of the Capital Repairs works were completed during the Easter and Summer holidays. The final invoices are still to be received.

Bids have been received and approved from schools in respect of the Schools Access Initiative. The Council are currently awaiting schools to procure the work.

Lunts Heath and Weston Point classroom extensions have been completed and are currently awaiting release of retention payments.

Fairfield Primary construction work to the infants and junior schools, MUGA pitch and enhancement of the grass playing field are now complete. The Council are currently awaiting final fees invoices and the release of retention payments.

Work at The Bridge School vocational centre is now complete and final invoices are still to be received. The retention will be released in September 2019/20.

The works at Simms Cross were completed over the summer holidays.

Works have been completed at Ashley School. Awaiting final invoices.

The SEND capital allocation will be split between Beechwood Primary School and Halton Lodge Primary School to provide a social, emotional and mental health resource provision base at each school. Works will commence in 2019 with a planned completion for Sept 2019 for Beechwood Primary School and Oct 2019 for Halton Lodge.

Healthy Pupils Capital Funding will be distributed equally between 36 schools once each school has submitted an application form to the Local Authority, work agreed and carried out, and a copy invoice submitted to the Local Authority in order for the school to be reimbursed.

## 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