

Directorate Overview Report (Children and Young People)

Reporting Period: Quarter 1, 01 April 2019 – 30 June 2019

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 **Education Strategic Partnership Board**

The Education Strategic Partnership Board was established in 2017 as a response to the fragmented Education System and in an attempt to provide the local framework for securing accountability for, and continual improvement in, the quality of education and standards of educational achievement and delivering our Ambition in Halton.

It was agreed by the group that a review of the impact and the future role, direction and membership of the Board was needed. This was to ensure there is an agreed focus and drive to improving educational outcomes for children and young people in Halton through all key agencies working together. A very positive independently facilitated Development Session was then followed by two writing group meetings. These meetings have now agreed the vision, strapline and focus of the Board. Information that will be shared with all partners. The revised arrangements will be launched in spring 2020. (AMc)

2.2 **Social Emotional and Mental Health free school update**

In March 2019 the LA was informed by the Secretary of State that our joint bid with St Helen's Borough Council to establish a Free School for pupils with Social, Emotional and Mental Health had been approved to proceed to the next stage. A competition is then launched and any interested proposer need to complete their application by 30th September 2019. To gauge the level of interest Halton and St Helens supported by the New School Network held an Engagement Event at the Stadium in May 2019. Between September 2019 and December 2019 all applications will be assessed. The Secretary of state is then scheduled to announce the successful proposer in spring 2020. (AMc)

2.3 **Special Educational Needs & Disabilities (SEND) Commissioner**

Within the new Placements Division there is now a SEND Commissioner post funded by School Forum. Since taking up this role a total of 14 visits have been made to seven Out of Borough Schools to complete introductions and address any quality issues encountered. An improved process has been introduced for the collection of attendance at each establishment.

Discussions have now started to take place with any provider with 10 plus pupils to negotiate the savings that can be made on a cost or volume basis to maximise financial efficiencies.

Halton remain a leading member of the regional development of a North West Dynamic Purchasing System for Independent and Non-Maintained schools. The Placements team has continued to work closely with the Safeguarding Children in Education officer, the Transport team and Special Education Needs (SEN) Team to review and assess the offer to young people - implementing action plans and recommendations where improvement is needed include development of premises, policies and procedures and staff training. (AMC)

2.4 **Behaviour Support Team**

Halton's Behaviour Support Service became fully operational in November 2018. The service is a 'school-facing' service whose main focus is to support all schools to build their own capacity to meet the needs of individual pupils who may be at risk of presenting challenging behaviour. In doing so, the service also provides strategic support and challenge to school leaders in meeting their statutory duties for managing behaviour, reducing exclusions and improving inclusive practice.

The support the service can offer and how to refer into the service to access support is available on the Local Offer. Through this and other routes the service has had initial contact from the vast majority of schools in Halton which has included providing advice and guidance and short pieces of targeted work. More detailed work has been undertaken with a number of schools and this has ranged from comprehensive reviews of their Behaviour Management Policies to ensure compliance, through to direct support with staff by modelling good behaviour management and classroom practice. This has included prolonged support for two Primary schools who received adverse Ofsted outcomes. (AMC)

The Behaviour Support Service has also developed a full training offer for schools including, Team Teach and Mental Health First Aid to ensure that schools are compliant with new statutory requirements. The service has also provided a more bespoke training package based on a schools' identified needs. The Mental Health First Aid – a two day, nationally recognised training course – has already been delivered to 60 school-based staff with more than 60 places available again next term. We are also providing training for child-facing LA staff during the summer period. This is building capacity for schools to support the initial mental health needs of their pupils. In autumn 2019, we will extend this offer to include a two hour training offer for all school staff and for parents supporting them to provide initial mental health support to pupils and providing them with further resources to sign your people to.

The Behaviour Support Service is also refining exclusions data collection and analysis in order to target support for schools in reducing the number of exclusions and also building capacity to effectively manage behaviour. (AMC)

2.5 Children in Need (CIN)

The Child In Need co-ordinator is now in post and will significantly strengthen the Step up/ Step down process, the first step down CAF meeting will be chaired by the CIN Co-ordinator to ensure a seamless transfer between the levels of need and will ensure a timely and robust plan is in place at Level 2 where required.

The Children in Need service has successfully recruited to the Principal Manager role, Damien Fitzsimmons is an experienced manager and will join the service in mid-September 2019. (TC)

2.6 Joint Area Targeted Inspection (JTAI)

A Joint Area Targeted Inspection took place in Halton between 6th and 11th July 2019. The JTAI is a multi-agency inspection involving Ofsted, Care Quality Commission, and the inspectorates for Cheshire Police and the probation services (including youth justice). The theme examined was exploitation (criminal and sexual) and missing and how agencies worked together to meet the needs of vulnerable children. The letter will be published in August 2019 but the feedback identified a high number of key strengths and some areas for development but overall was positive. A plan will be developed across the partnership to respond to the areas for development. (TC)

2.7 Halton Care Leavers 'Coffee Drop'

A care leaver "coffee drop" service has been developed in Runcorn and Widnes in consultation with our care leavers. This service gives care leavers the opportunity to drop in and develop a range of skills such cooking, budget management, how to manage a tenancy, and meet other care leavers for support and advice. A range of partners attend to offer advice and support. (TC)

3.0 Emerging Issues

3.1 National Issues – Joint Targeted Area Inspection on the theme of Children's mental health (JTAI)

Please use the link below to access the guidance.

<https://www.gov.uk/government/publications/joint-targeted-area-inspections-on-the-theme-of-childrens-mental-health>

(AMc) (TC)

3.2 Halton Specific - Special Educational Needs & Disabilities Commissioner

System are currently been refined and further developed to summarise progress from pupils placed at Out of Borough or Independent schools. This information will enable the LA to focus attention on how to improve outcomes for children and young people and ensure value for money.

Regular consultation with Parents and Young People has continued to gather information about the short breaks offer and how it can be developed for current and new provision.

Currently in process of a further procurement round for short breaks small grants a group of young people will be involved in the evaluation of the bids, the submissions will mean a broadening of the short breaks offer locally. (AMc)

3.3 Halton Specific – Behaviour support Service

With the commencement of the new Ofsted framework and its higher focus on inclusion it is vital that all services work with schools to improve their understanding of inclusion, improve their inclusive practice and reduce the number of exclusions. To this end the Behaviour Support Service is working with schools to increase school staff capacity to understand behaviour as a communication of need and to focus on the primary behaviour as opposed to using sanctions on secondary ‘crisis’ behaviours. This will be supported by a full training programme including access to Tom Bennett, the Government’s behaviour expert, and also the development of the ACEs programme (Adverse Childhood Experiences) and the Pivotal Approach to Behaviour Management. (AMc)

3.4 New Education Inspection Framework (EIF)

This framework sets out the OFSTED’s inspection principles and the main judgements that inspectors make when inspecting school settings. It applies from September 2019.

Please use the link below to access the framework:

<https://www.gov.uk/government/publications/education-inspection-framework>

(AMc)

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 2019-20 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	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to CAF, pre-CAF or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	N/A	450	708 CAF 83 Pre C	N/A	
PED01 02	Maintain overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	Pri-95.35 Pru-63.83 Sec-92.67 Spe-91.28 Tot-94.1 (17-18)		Pri-95.49 Pru-69.75 Sec-93.11 Spe-90.97 Tot-94.1 (18-19)	Total 	N/A

Supporting Commentary:

PED01 01: (Val Armor) The number of early help assessments through CAF and pre-CAF have steadily increased over the past 12 months, This has been through various avenues:
A targeted approach to resolving current data issues with internal and external partners, and also a more robust tracking and reporting which has been developed over the year.

An increase in early identification of needs before they escalate is recognised earlier from professionals

An increase in the number of pre CAF assessments which have then led onto a full CAF assessment.

Ongoing support and training offered through early help teams with partners.

PED01 02: (Debbie Houghton) Attendance overall has improved slightly in 18/19 compared to 17/18, however attendance at special schools has reduced. Nationally average school attendance is 95% and only the primary schools are above this figure at 95.49%, with secondary at 93.44%. The Education Welfare Service provide a traded service to schools that have a Service Level Agreement and offer statutory services only to other schools. The Education Welfare Service work together with schools to tackle attendance via a number of methods including case work with families, issuing penalty notices, Attendance Planning Meetings and legal action when appropriate.

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools (Martin West/Debbie Houghton) (March 2020)	
PED01b	As a result of the review of Early Help Services, plan and implement transformation model (Val Armor) (March 2020)	
PED01c	Workforce development, including targeted training, to be further developed and implemented (Val Armor) (March 2020)	

Supporting commentary:

PED01a: (Debbie Houghton) The Education Welfare Service work together with schools to tackle attendance via a number of methods including case work with families, issuing penalty notices, Attendance Planning Meetings and legal action when appropriate.

PED01b: (Val Armor) The first stage of the early help review which includes the edge of care model has started. Staff consultations have been completed and a report will go to steering group late September 2019. The children centre universal offer is also under review with changes already implemented. There is less universal provision offered to universal families in order to offer a better quality and targeted service to the families that are most in need. The children centre managers have a taking stock day set for September with a further look to reduce the universal offer. This needs close attention and monitoring as early help still needs to offer a universal provision but we are working on getting the balance right in order to serve the families who need it most.

Work has commenced in looking at utilising existing resources in the community such as community centres and shopping malls to deliver early help services in a better more effective way.

Over the next 12 months a parenting pathway for Halton will be developed as part of the early help review of services.

Consultation has taken place with professionals about the CAF forms and process and parental consultation will begin in September with a view to redesign and re launch the early help assessment.

PED01c: (Val Armor) The borough has adopted the Solihull approach within the children's workforce, to date there have been over 300 staff from various disciplines trained. Level 4 in integrated children and young peoples practice has been secured through the apprenticeship levy and will commence September 2019. Staff from social care early help and schools

will be trained. Targeted training on parental conflict will roll out from November 2019. Further funding is available for domestic abuse training through the gateway programme.

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

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 yr olds (Forecast annualised rate at end of financial year)	524	500	145	N/A	
PED02 02	Monitor the rate of children in need per 10000 0-18 yr olds (snapshot at end of quarter)	330	380	351		
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 yr olds (snapshot at end of quarter)	45	45	46		
PED02 04	Monitor the rate of children in care per 10000 0-18 yr olds (snapshot at end of quarter)	94	90	94		
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	59	68	26		
PED02 06	Reduce the average caseload in CIN Teams (snapshot end of quarter)	N/A	18	21	N/A	
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	72%	85%	70% 813/1161		
PED02 08	Reduce the number of children who repeatedly run away in Halton (number of children with 2+ missing incidents in last 12 months, snapshot end of quarter)	114	N/A	50		
PED02 09	Monitor the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	265	N/A	110		N/A
PED02 10	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	26	20	21		
PED02 11	Monitor the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	N/A	12	13	N/A	

Supporting commentary:

PED02 01: (Zoe Fearon) This is an area that is monitored closely, following a recent Inspection there has been an increase in exploitation tools received in the ICART team. If referrals continue at the current rate there will have been an increase in the numbers of referrals received over the year.

PED02 02: (Zoe Fearon) Following the introduction of alternative risk assessment tools last August, the number of the CIN population has decreased, impact challenge meetings have also addressed issues of drift and delay, there has been a recent increase in contacts which has led to an increased CIN population which is being closely monitored.

PED02 03: (Zoe Fearon) The number of children subject to child protection plans had decreased in line with reduced caseloads, however there has been a recent increase and this will continue to be closely monitored.

PED02 04: (Liz Davenport) This remains stable despite a number of entering care in the month, as its balanced by a number of children exiting care due to discharge of care orders and Special Guardianship Orders

PED02 05: (Zoe Fearon) The number of children entering care has fallen over the last 12 months, however due to the increased identification of criminal exploitation this number will potentially rise in response to safeguarding and keeping young people safe, this is an area of significant scrutiny and will be closely monitored.

PED02 06: (Zoe Fearon) Caseloads have steadily reduced over the last 12 months, this is due to greater transparency, Impact challenge, complex case discussion and a rigorous focus on avoiding drift and delay for families, without significant focus and challenge this is an area that could increase and requires continual focus..

PED02 07: (Zoe Fearon) There has been an increase in the amount of return interviews completed and timeliness has also improved, this will continue to be monitored.

PED02 07: (Liz Davenport) Latest date from commissioned service indicates and improvement in June to 78% completion rate of RI within 72 hours
PED02 07: (Val Armor) Since the themed inspection in the front door April 2018 there has been an increase in return interviews within timescales.
PED02 08: (Zoe Fearon) Ongoing work is undertaken with our young people who go missing from home, this is supported by the commissioned service and will continue to support individuals to reduce risk.
PED02 08: (Liz Davenport) This is a small cohort of children, which are being actively tracked in a multi-agency response with successful outcomes, including legal intervention where necessary
PED02 08: (Val Armor) Early intervention works closely with the commissioned service to help to reduce this and work in a preventative way
PED02 09: (Zoe Fearon) Every child who goes missing continues to be offered a return home interview to support and understand the reasons behind the episode, thematic information is presented to the strategic group in order to evaluate strategies to reduce and disrupt these incidents.
PED02 09: (Liz Davenport) This is a small cohort of children, which are being actively tracked in a multi-agency response with successful outcomes and continue to be tracked weekly.
PED02 09: (Val Armor) Weekly monitoring of missing are completed in order to look at themes to implement prevention work
PED02 10: (Zoe Fearon) Children who are identified as at risk of CSE are flagged within the children' social care data base and this information is shared with partners at an operational meeting, this information is presented to the strategic group for evaluation and analysis.
PED02 11: (Zoe Fearon) Children at risk of criminal exploitation is now monitored and flagged through the social care data base, this information now feeds into the operational group and is shared with partners appropriately, following the recent JTAI with the theme of contextual safeguarding there has been an increase in partner identification of children who are potentially being exploited.

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders (Tracey Coffey) (March 2020)	
PED02b	Implement and embed new Multi-agency safeguarding arrangements to replace LSCB (Tracey Coffey) (March 2020)	
PED02c	Implement a revised safeguarding model for vulnerable teenagers under the Contextual Safeguarding Framework (Tracey Coffey) (March 2020)	
PED02d	With a focus on multi-agency risk assessment, reduce caseloads to a sustainable and manageable level to give workers capacity to deliver quality and focussed interventions to improve outcomes for vulnerable children (Zoe Fearon) (March 2020)	
PED02e	Monitor demand for statutory services for children and young people (Zoe Fearon) (March 2020)	
Supporting commentary:		
PED02a: (Tracey Coffey) The training is ongoing and due to be completed by January 2020.		
PED02b: (Tracey Coffey) The partnership has been launched with a new website; the revised meetings and management structure will be implemented from September 2019.		
PED02c: (Tracey Coffey) This is in progress and will take into account the JTAI inspection outcome letter.		
PED02d: (Zoe Fearon) The MARAF form (Multi-agency risk assessment form) is one of the tools utilised by the social workers when they are stepping down or closing the case, this enables multi-agency partnership working in relation to managing risk and agreeing levels of need, this has supported the positive reduction of caseloads and enables social workers to have the capacity to deliver quality and focussed interventions.		
PED02e: (Zoe Fearon) Performance reports allow continual monitoring of performance, demand and future planning for service delivery for children and young people. This information is fed into and evaluated by Senior Leadership Team.		

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

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	31	20	30		
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	61	N/A	58	N/A	N/A
PED03 03	Increase the percentage of children in care making progress against their expected outcomes (based on termly PEP outcomes of children making the expected rate of progress in line with their peers with the same prior attainment across reading, writing and maths)	N/A	N/A	46.8% Spring term 2018/19	N/A	N/A
PED03 04	Increase the percentage of children in care with 95% or above attendance (attendance is cumulative across an academic year – data is based on the term that the QMR falls within)	N/A	N/A	71.5% Spring term 2018/19	N/A	N/A
PED03 05	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	80%	95%	95%		
PED03 06	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	60%	65%	60%		
PED03 07	PLACEHOLDER: Benchmarking Year: Percentage of CIC provision where QA visit has been undertaken (cumulative from April to end of quarter)	N/A	N/A	To follow	N/A	N/A
PED03 08	Monitor the budget spent on independent and out of borough placements for Children in Care (forecast end of year)	9,672,589	N/A	9,363,126		N/A

Supporting Commentary:

PED03 01: (Liz Davenport) Placement panel and Permanency Leadership Board continues to track and plan for those children in residential who are ready to return to foster placements however in the recent month there has been an increasing demand in Residential due to lack of sufficiency Locally and regional (IFA) of foster carers for teenagers in particular.

PED03 01: (Sam Murtagh) A business case is currently being developed with a view to commission a local children's home, one of the focus areas of the service would be to prepare young people to move onto a fostering placement by directly matching

PED03 02: (Liz Davenport) The fostering teams recruitment drive is delivering and a significant increase of prospective carers in assessemnt-14, are due to presented to panel in the Autumn, increasing our Local stock of foster carers.

PED03 02: (Sam Murtagh) By having the Resource panel in place young people who are currently in an IFA placement due to no local fostering availability at the time of placement can be matched to future local carers

PED03 03: (Sharon Williams) Educational progress is measured by the rate of progress a child is making based on their previous attainment and in comparison with other pupils who had the same prior attainment outcomes. For children in care expected progress is recorded by their school on their termly PEP – this measure is taken as those making expected progress across all 3 core subjects of Reading, Writing and Maths. Children can be making progress in individual subjects but it is the combined measure that this data is based upon. Progress data is also analysed by curriculum year group and education phase. Placement and school changes can impact upon a child's progress as can their special educational needs. In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 are making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 are not progressing as well as their peers. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. The Virtual School monitor any child in care who is identified as not making expected progress and scrutinise the impact of any pupil premium plus interventions focused on accelerating progress.

PED03 04: (Sharon Williams) DfE data on Persistent Absence is based on an attendance of below 90%. However, for Halton children in care the benchmark is set as 95% to provide early alerts of any child or young person at risk of becoming a persistent absentee.

Attendance data from Sept – April 2018/19 shows that over 85% of Primary children in care have attendance above 95% and over 55% of Secondary young people in care also have over 95%. The average percentage attendance for Primary children in care is 96.4%. The average percentage attendance for Secondary pupils was 90.96%

The Virtual School analyses the reasons for absence of each child or young person. For example, the main reasons for absence in Primary are illness and medical appointments; in Secondary the main reasons were Unauthorised absences and illness. Attendance is also monitored through the individual child's PEP and schools include interventions to improve the attendance of any child who has an absence issue. Fixed term exclusions in Primary and Secondary pupils have fallen in the Spring Term.

PED03 05: (Liz Davenport) This is an improving trend and is targeted to improve due assets in the Local Authority offering shared/supported living arrangements for Care Leavers becoming available at the end/mid July 2019

PED03 05: (Sam Murtagh) The Care Leavers Accommodation Panel involving a local Registered Social Landlord amongst other partners has led to a smooth housing referral process for young people pre 18 . This process is awaiting final sign off at the Liverpool City Region Registered Social Landlords group – it is envisaged this will then enhance available property

PED03 06: (Liz Davenport) Specific targeted work has commenced with the Virtual School on a cohort of hard to engage CL

PED03 07: (Sam Murtagh) With the implementation of the new Placements team quality assurance visits have been refocussed , these are now planned for the remainder of the year to all Residential and Leaving Care placements

PED03 08: (Liz Davenport) Placement panel occurs weekly, Children in Care and Care Leavers Team management meetings have set a finance agenda and finance attend to summarise concerns as a critical friend. The Divisional Managers meets monthly with finance to check, oversee and forecast on budget demand and spend-making sure every penny counts

PED03 08: (Sam Murtagh) The budget position currently shows an improvement on the previous financial year.

Ref:	Milestones	Quarterly Progress
PED03a	Review the process for children entering and exiting care to ensure there is a sufficient range and choice of provision to meet their needs (Tracey Coffey) (March 2020)	
PED03b	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions (Sam Murtagh) (March 2020)	
PED03c	Restructure the Children in Care and Care Leavers service to create a more flexible, permanent and resilient workforce (Liz Davenport) (March 2020)	
PED03d	Through the quality assurance of Personal Education Plans, identify areas of need and support to improve outcomes for individual Children in Care (Sharon Williams) (March 2020)	

Supporting commentary:

PED03a: (Tracey Coffey) revised sufficiency plan being drawn up to reflect improvements in foster service development. New placements team in place to ensure value for money in sourcing placements supported by weekly resource panel.

PED03b: (Sam Murtagh) Quality assurance visits have started with Residential and Leaving Care providers , there is a regional Information Sharing Protocol in place and regular updated information is received from the regulatory body OFSTED

PED03c: (Liz Davenport) The Children in Care team has limited resilience due to increasing and complex caseloads. The Care Leavers Service has seen an increase in a Personal Advisor with a report submitted for Steering group on the 8th August 2019 when a fifth Personal Advisor and Practice Lead post (which is within existing budget) can be created to support the service demand.

PED03d: (Sharon Williams) Personal Education Plans are completed every term for each child in care from the age of 3 to 19 years old. The Virtual School quality assures each Personal Education Plan to ensure that they are high quality, effective plans providing support to each child according to their identified needs. The Virtual School also monitors the use and impact of the Pupil Premium Plus funding that is requested through the Personal Education Plan, to ensure that it is targeted appropriately to improve the educational outcomes of each child and accelerate their expected progress. Data analysis is undertaken of each child's outcomes across the core subjects to identify their individual areas for development however, subject specific analysis is also undertaken across the cohorts.

In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 were making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 were not progressing as well as their peers. Across the Primary cohort writing is an area that children in care need additional support in to achieve their expected progress and to perform in line with national expectations. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. English and Science are subjects in which Secondary age young people in care need additional support to achieve their expected progress and to perform in line with national expectations.

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

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of EHCP assessments completed within 20 weeks (academic year cumulative to end of quarter)	49%	75%	38%		
PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	617 17-18 academic	500	913 18-19 academic		
PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	345 17-18 academic	350	468 18-19 academic		
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	33 17-18 academic	30	47 18-19 academic		
PED04 05	Monitor the number of children subject to EHCP placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	N/A	87	N/A	N/A
PED04 06	Monitor the budget spent on independent and out of borough provision for SEND (Forecast end of year)	To follow Q2	£250000 reduction	To follow Q2	N/A	N/A
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	N/A	30%	40.7%	N/A	
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		

Supporting commentary:

PED04 01: (Eileen Picton/ Inclusion Divisional Manager) in the academic year 2018/19, there was a significant increase in applications for EHCPs which has had a huge impact on capacity to complete the process within 20 weeks. In Q1 this year there were 93 applications compared to 49 in the same period in the previous year.

In the academic year 2018/19, there were 121 plans issued. Of these 47 were completed in 20 weeks, another 5 were completed in less than 21 weeks, so were only just past the statutory deadline. 18 plans were issued late because they were for complex children who required a specialist out of borough setting – the negotiation of a new placement can take a great deal of time and easily go past timescales. If we had managed to complete all of these in time, we could have increased the number of plans within timescale to 57%.

Any other plans which were issued late were mostly due to having to wait for Educational Psychology assessments.

PED04 02: (Debbie Houghton) The current data shows that fixed term exclusions are increasing in Halton. This reflects increasing behavioural issues within schools but it is essential that schools reflect on this increase and work together with the Behaviour team to reflect best practice and look at strategies to manage behaviour more effectively and reduce exclusions. Following detailed data analysis of the data collected from schools it has become apparent that there have been some issues with fixed term data provided by schools. New systems and processes will be put in place enabling the LA to collect data direct from schools rather than relying on schools reporting to the LA which should improve accuracy going forward.

PED04 02: (Vanessa Nice)

Following detailed data analysis by the Behaviour Support Service it became apparent that the previous academic year's fixed term exclusions data and collection processes needed to be refined. New systems and processes have been put in place but these will take time to embed into schools' practice and to remove any anomalies. Therefore, it is not possible to provide a target for the full reporting cycle but this will be available for next year.

The Behaviour Support Service has worked with schools to identify pupils at risk of exclusion and to provide schools with wide ranging support, including family liaison support, capacity building for teachers and strategic support including updating relevant policies and undertaking reviews of behaviour. Schools have also received support in preparing for the new OFSTED framework which has a high focus on inclusion and the impact of any use of exclusion measures.

For further detail on the work of the Behaviour Support Service please see the key Developments and Emerging Issues section.

PED04 03: (Debbie Houghton) Please refer to commentary for PED04 02 as to explanation of why there is no target for 2019/20. However, based on data for the academic year 2018/19 of the 468 children who received fixed term exclusions there were 248 children and young people who only had 1 period of fixed term exclusion. Of those, several then went on to be permanently excluded but the majority of them had no further fixed term exclusions.

The support provided by the Behaviour Support Service is designed to work with schools to prevent the use of exclusion in the first instance. However, the service has refined the exclusion data tracking systems so that there is early identification of children who are at risk of receiving one or more fixed term exclusions, and to include group characteristics and trends. If a child or young person receives two or more fixed term exclusions the Behaviour Support Service will work with the school to reduce the likelihood of this escalating further and to challenge them to ensure that all appropriate support is in place. Persistent Disruptive Behaviour is the most common reason for fixed term exclusions (23%). The Behaviour Support Service is working with Behaviour Leads and also to build the capacity and skills with both school staff and pupils in order to reduce occurrences of persistent disruptive behaviour. Work is also underway on enabling schools to reduce occurrences of verbal abuse or threatening behaviour to adults which accounts for an additional 21% of FTEs.

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PED04 04: (Debbie Houghton) There has been an increase in permanent exclusions in schools (from 33 to 49) although permanent exclusions from primary have reduced from 8 to 5 in 18/19. One school accounts for 20% of the total, which is an increase from 12% on their 2017-2018 data. Support from the Behaviour support Service has been offered on numerous occasions but has not been taken up to date.

Persistent Disruptive Behaviour (39%) and 'Verbal abuse or threatening behaviour' (17%) are the most commonly used reasons given for permanent exclusion. The Behaviour Support Service have begun work with Behaviour Leads in order to more fully understand what schools mean by 'Persistent Disruptive Behaviour', to work towards common definitions and thresholds, and to share good practice in reducing the possibility of incidents. Further work is planned around drug and alcohol related permanent exclusions (14.6% of secondary permanent exclusions) and the Behaviour Support Service have already presented alternative ways to deal with 'low-level' incidents in this category.

In primary, there has been a decrease in permanent exclusions from 8 to 5. Primary permanent exclusions are caused by physical assaults against adults. The Behaviour Support Service is working with schools to improve their de-escalation strategies so that situations do not escalate to violence as frequently. The Behaviour Support Service now offer Team Teach training to schools which has a focus on appropriate use of de-escalation as well as positive handling and several primaries have taken up this offer for the coming academic year. The 3 schools that had a permanent exclusion for an assault on staff have been targeted for Team Teach training.

PED04 04: (Vanessa Nice) There has been an increase in permanent exclusions in secondary schools (from 25 to 41). One school accounts for 20% of the total, which is an increase from 12% on their 2017-2018 data. Support from the Behaviour support Service has been offered on numerous occasions but has not been taken up to date.

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PED04 05: (Eileen Picton/ Inclusion Divisional Manager) this is a new target so there is no previous data to compare to.

PED04 06: (Sam Murtagh) to follow Q2

PED04 07: (Eileen Picton/ Inclusion Divisional Manager) This is a new target so no previous data to compare to. We currently have 703 pupils from Year R to Year 14 with EHCPs. Of these, 286 are in mainstream provision.

PED04 08: 100% are Good or Outstanding

Ref:	Milestones	Quarterly Progress
PED04a	Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2020. Impact to be monitored through the action plan (Sharon Williams)	
PED04b	Monitor the impact of the Behaviour Support Team in improving inclusive practice in schools (Sharon Williams) (March 2020)	
PED04c	Review the current framework of support for children with disabilities, including short breaks provision and direct payments with all recommissions co-produced with parents and young people (Sam Murtagh/ Val Armor) (March 2020)	
PED04d	Improve the quality of assessment criteria, Education Health and Care Plans, and quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (Ann McIntyre/ Sam Murtagh) (March 2020)	
PED04e	Work with schools to ensure that they are more inclusive (Ann McIntyre) (March 2020)	
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (Ann McIntyre) (March 2020)	
PED04g	Implement and monitor dynamic risk register for Learning Disability as per Transforming Care requirements (Sam Murtagh) (March 2020)	
Supporting commentary:		
<p>PED04a: (Sharon Williams) The SEMH strategy is part of a broader development across the Council to improve Inclusion within our schools. The strategy is in draft format but needs to be aligned with the inclusion Strategy prior to full implementation.</p> <p>PED04b: (Sharon Williams) Personal Education Plans are completed every term for each child in care from the age of 3 to 19 years old. The Virtual School quality assures each Personal Education Plan to ensure that they are high quality, effective plans providing support to each child according to their identified needs. The Virtual School also monitors the use and impact of the Pupil Premium Plus funding that is requested through the Personal Education Plan, to ensure that it is targeted appropriately to improve the educational outcomes of each child and accelerate their expected progress. Data analysis is undertaken of each child's outcomes across the core subjects to identify their individual areas for development however, subject specific analysis is also undertaken across the cohorts.</p> <p>In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 were making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 were not progressing as well as their peers. Across the Primary cohort writing is an area that children in care need additional support in to achieve their expected progress and to perform in line with national expectations. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. English and Science are subjects in which Secondary age young people in care need additional support to achieve their expected progress and to perform in line with national expectations.</p> <p>PED04c: (Sam Murtagh) All short breaks contracts have been recommissioned , all submissions were evaluated with Parent and children / young people</p> <p>PED04c: (Val Armor) The Behaviour Support Service is now fully staffed and actively working with schools within Halton to improve inclusion practice and reduce exclusions. The service is a school facing service so does not work with individual children but builds capacity within schools to meet challenging behaviour of any of their pupils. Please see sections 2.1 and 3.2 for further details of the current focus and work of the Behaviour Support Service.</p> <p>PED04d: (Ann McIntyre) Independent Consultants Peopletoo are currently facilitating a working group of stakeholders to develop and improve EHCP.</p> <p>PED04d: (Sam Murtagh) A quality monitoring document is currently approaching final agreement – following this planned visits will take place with all currently used Out Of Borough placements. This quarter has seen an increase in the visits to placements by the newly appointed SEND Commissioning Manager</p> <p>PED04e: (Ann McIntyre) An Inclusion Charter is being developed with Halton Schools and this will be finalised at the Conference in the September 2019.</p> <p>PED04f: (Ann McIntyre) Independent Consultants Peopletoo are currently facilitating a working group of stakeholders to consider the most appropriate provision to meet local needs.</p> <p>PED04g: (Sam Murtagh) The Dynamic Risk Register is now in place and is regularly review by a group of multi-agency partners including Clinical Commissioning Group, Education , Social Care</p>		

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

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 yr old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	80%	100%	89%		
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds (internally collected termly information – may not match to published data from Jan census)	93%	96%	93%		
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	94%	N/A	N/A
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	79.6%	N/A	N/A
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50%	N/A	50%		N/A

Supporting commentary:

PED05 01: (Jill Farrell) 588/662. DfE target continues to increase and number of children Halton fund remains stable.

PED05 02: (Jill Farrell) 93% of 3 & 4 year olds have accessed their free entitlement in 2019 (Source: Early Years Outcomes Dashboard).

PED05 03: (Jill Farrell) 76% of all our Early Years settings continue to be graded 'Good' or 'Outstanding' by Ofsted. 4% are graded 'Requires Improvement'. 10% are 'meeting the requirements' (this is the judgement awarded to Child minders/Out of School Clubs who have an inspection when there are no children present) and 10% have not yet been inspected. This gives a total of 94% of settings achieving Good or Outstanding (minus settings with a 'met' judgement or 'not yet inspected'. We currently have no settings judged 'Inadequate'.

PED05 04: (Jill Farrell) During this quarter, one school graded good were re-inspected and retained a good grading; another school with no prior inspection history was inspected and graded as good.

PED05 05: (Jill Farrell) From the published date 50% of secondary schools are listed as good+. However one of the schools included in the published figure has converted to academy status and has no inspection history now it is an academy. If this was recalculated with this consideration, 57% of secondary schools are graded as good+.

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate outcomes from the use of funding streams (including Free EY Entitlement, Pupil Premium) to raise achievement and diminish the difference between vulnerable groups and their peers (Jill Farrell) (March 2020)	
PED05b	Review the process of risk assessment for schools and settings to target support and drive improvement (Jill Farrell) (March 2020)	
PED05c	Build engagement, capacity and understanding of the strategic role of governors (Jill Farrell) (March 2020)	
PED05d	In partnership with schools, review and design and effective curriculum model that meets pupils needs whilst raising ambitions (Jill Farrell) (March 2020)	
PED05e	Develop and implement the Reading strategy (Jill Farrell) (March 2020)	

Supporting commentary:

PED05a: (Jill Farrell) Individual settings are monitoring the performance of groups and the impact of interventions. However currently due to some IT issues and concerns regarding information sharing from private day care businesses, not all this information from Early Years settings is submitted to the LA. Colleagues are working on finding a solution to share across the LA but in the meantime are including a focus on training and evidence based research methods as to how to diminish the difference between vulnerable groups and their peers.

PED05b: (Jill Farrell) The risk assessment process has been refined for schools and settings. These changes are currently being evaluated and are ready for implementation early in the autumn term. Challenge and support will be targeted

appropriately to meet the needs of establishments with the greatest vulnerabilities, whilst capacity will also be drawn upon from effective practice within the sector. This is in line with DFE and Central government policies.

PED05c: (Jill Farrell) governor working group meets termly and is progressing information sharing and support for governor colleagues. Over the last academic year, more rigorous monitoring of school governor representation at the termly governor briefing has led to an increase in attendance and engagement at termly governor briefings and governor training. Further plans will continue to develop the strategic role of governors.

PED05d: (Jill Farrell) Initial meetings were held with all schools in the secondary sector and all schools in the primary sector to develop a Halton curriculum. This will be developed further next year, although recently the development of the Halton Educational Alliance has taken precedence. The Halton Learning Alliance is a long term, borough wide development that will work with all educational, business partners and the wider community to develop a Halton vision and raise aspiration, ambition leading to successful, healthy, contributing citizens of Halton.

PED05e (Jill Farrell) A Reading Strategy group and smaller working groups are developing a Halton Reading Strategy. This will be launched in the autumn term along with a range of reading events and longer term initiatives, This will reflect the vision and ambitions from the Halton Learning Alliance whilst promoting a passion for reading and enhancing the purpose and value of reading for all.

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

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 yr olds not in education, employment or training (snapshot end of quarter, end of year information February)	4.8%	4.4%	5.7%		
PED06 02	Maintain the percentage of 16-17 yr olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.8%	0.1%		
PED06 03	Increase the percentage of 16-17 yr olds with an offer of learning (September guarantee)	96.9%	98.2%	84.5%		
PED06 04	Increase the percentage of 16-17 yr olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	89.8%	93%	88.1%		

Supporting Commentary:

PED06 01: (Háf Bell) The percentage of young people who are NEET is higher than previous because the percentage of young people whose activity is not known to the authority is so much lower than previous. Having found ways to make contact with young people we've been able to identify more who are NEET and therefore require support. The overall figure for Halton is 5.1% and this is down 0.1% from 2018 and is lower than National (5.5%) Regional (6.3%) LCR (6.6%) and Statistical Neighbours (6.5%), therefore Halton's overall performance is very good.

PED06 02: (Háf Bell) Additional work with institutions and through social media to contact young people has resulted in a significant reduction in the number of young people whose activity is not known to the local authority. Whilst this has affected the NEET figures the overall figure for Halton is very positive, as shown above in PED06 01.

PED06 03: (Háf Bell) The 2018/19 performance exactly matched the 2017/18 performance i.e. we were unable to increase the % of young people with a September Guarantee. This means we are now behind the original targets we set ourselves. We have done a considerable amount of work this year with schools to bring forward the process of securing a September Guarantee for young people and the current performance of 84.5% is significantly higher than the 67.2% we achieved in June 2018. However there is a proportion of young people in employment without training who intend to stay there post September and therefore do not qualify for a September Guarantee. In addition there are young people who are NEET with long standing issues who are not willing to engage in looking at provision for September and therefore do not have an offer for September. This means it's unclear yet whether we will increase the overall performance from last year.

PED06 04: (Háf Bell) Too many young people were in employment without training last year, which does not qualify as full participation by Raising the Participation Age (RPA) rules. Whilst we have raised this with schools in terms of the guidance given to young people about RPA the percentage meeting RPA continues to drop and we are below National, Regional, LCR and Statistical Neighbours figures. Further analysis of the data after submission in March 2019 has identified we also need to challenge more thoroughly the information given to ensure it is employment without training or whether there is an element of training involved – this could have the potential to improve our results by a small margin.

Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2020)	
PED06b	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year (Háf Bell) (July 2019)	
PED06c	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible, so those who haven't been progressed can be identified and contacted to offer support (Háf Bell) (October 2019)	
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (Háf Bell) (March 2020)	

Support Commentary:

PED06a: (Háf Bell) Analysis of the cohort continues to take place and where we can adapt and make changes to working practice we have done. There are gaps identified in the support we can offer young people who are long term NEET but we have been unable to identify any existing service to meet the gap, or funding to commission services.

PED06b: (Háf Bell) Further to this work we have increased the September Guarantee performance from 67.2% in 2018 to 84.5% this year.

PED06c: (Háf Bell) Will apply in September 2019.

PED06d: (Háf Bell) A training provider in the borough had to cease provision in June 2019 due to funding issues. A new training provider is looking to deliver in Halton, although this has not progressed beyond initial discussions at present.

7.0 Financial Summary



Children and Families Q1 2019.20



EIP Q1 2019.20 Final.doc

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