



## CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE AGENDA

7.30 pm

Thursday  
29 March 2012

Town Hall

Members 14: Quorum 6

**COUNCILLORS:**

Sandra Binion (Chairman)  
Gillian Ford (Vice-Chair)  
Dennis Bull

Nic Dodin  
Robby Misir  
Pat Murray

Billy Taylor  
Frederick Thompson  
Linda Trew

**CO-OPTED MEMBERS:**

**Statutory Members  
representing the Churches**

Phillip Grundy, Church of  
England  
Jack How, Roman Catholic  
Church

**Statutory Members  
representing parent  
governors**

Julie Lamb, Special Schools  
Anne Ling, Primary Schools  
Garry Dennis, Secondary  
Schools

Non-voting members representing local teacher unions and professional associations:  
Bev Whitehead (NUT), Margaret Cameron (NAHT), Keith Passingham (NASUWT)

**For information about the meeting please contact:**

**Sean Cable 01708 432436  
sean.cable@haverling.gov.uk**

## **What is Overview & Scrutiny?**

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

They have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns of the public.

The committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations.

Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research and site visits. Once the topic group has finished its work it will send a report to the Committee that created it and it will often suggest recommendations to the executive.

## **Terms of Reference**

The areas scrutinised by the Committee are:

- School Improvement (BSF)
- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- 14-19 Diploma
- Scrutiny of relevant aspects of the LAA
- Councillor Calls for Action
- Social Inclusion

## AGENDA ITEMS

### 1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(If any) – receive.

### 2 DECLARATION OF INTERESTS

Members are invited to declare any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

### 3 CHAIRMAN'S ANNOUNCEMENTS

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

### 4 MINUTES (Pages 1 - 8)

To approve as a correct record the Minutes of the meeting of the Committee held on 26 January 2012 and authorise the Chairman to sign them.

### 5 POST 16 LEARNERS WITH LEARNING DIFFICULTIES OR DISABILITIES (Pages 9 - 16)

### 6 CHILDREN AND YOUNG PEOPLE'S PLAN 2011-14 - UPDATE (Pages 17 - 24)

### 7 FUTURE AGENDAS

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

### 8 URGENT BUSINESS

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

**Ian Buckmaster  
Committee Administration &  
Member Support Manager**

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**MINUTES OF A MEETING OF THE  
CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE  
Town Hall  
26 January 2012 (7.30 - 9.00 pm)**

**Present:** Councillors Sandra Binion (Chairman), Gillian Ford (Vice-Chair), Dennis Bull, Nic Dodin, Robby Misir, Pat Murray, Frederick Thompson, Linda Trew and Wendy Brice-Thompson (In place of Billy Taylor)

Co-opted Members: Phillip Grundy, Jack How, Julie Lamb and Anne Ling

Non-voting Member:

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from , co-opted member Margaret Cameron, Keith Passingham and Garry Dennis and Bev Whitehead

## 8 **DECLARATION OF INTERESTS**

Julie Lamb declared an interest in Item 5 as her son was in receipt of the SEN Transport provision.

## 9 **MINUTES**

The Minutes of the meeting held on 26 January 2012 were agreed as a correct record and signed by the Chairman.

## 10 **SEN TRANSPORT UPDATE**

The Committee received an update from the Assistant Director, Commissioning regarding the changes to SEN Transport provision and progress to date.

A briefing note was circulated to Committee members with details of progress at particular schools.

In response to a question around DADB assessments and children with siblings, the Committee was informed that the process for assessments with DABD was underway, siblings with younger children would have pick up

points but this would not be reflected in assessment results as siblings did not guarantee an automatic qualification and it was one factor amongst many.

The average range of journey times went from 7.30am through 8.45 or 8.50am, with the evening journey times typically being quicker. Whilst some children did face journey times, in rare cases of up to 1 hour and fifteen minutes and 1 hour thirty minutes. A balance was needed and the Council operated within national guidance and tried not to exceed a journey time of seventy-five minutes. Most journeys were well below that threshold.

At the previous meeting an alternative chart of journey times had been distributed to members, these times did not tally with LA figures as they were indicative. In response to further questioning, officers informed members that the average lost hours of learning per school was 17 hours and these averages tallied with the average achieved by the service before the changes.

The Committee moved on to discuss pick-up points and highlighted concerns of some parents that the location of meeting points was unrealistic and dangerous. Members were told that many meeting points had been moved after concerns had been raised, but there was a need to reach a compromise between the number of stops and the number of pick up points. Officers explained that chaperones had not been deployed at pick-up points as the points had been moved (following requests) nearer to pupils' homes, ultimately meaning more points and rendering the deployment of chaperones unviable.

The Committee was informed that the projected saving of the changes was on track, with the depot for the buses having been moved to allow for new start times, culminating in 10 less buses which translated to a saving of £40,000 per bus.

The borough was committed to achieve the highest possible standard of service, the taxis/black cab service operated through contracts with only a small number of fully accredited companies that had been vetted to quality standards. The geographical spread of schools in Havering meant that it was hard to compare its performance against neighbouring boroughs though there was a strong drive to achieve high standards. Cllr Rochford had travelled the longest route to ensure direct connection with service users and strategic decision-makers.

The Committee noted the update.

## 11 **SCHOOL STANDARDS 2011**

The Committee considered a report from the Principle Inspector of the Havering School Inspection Service regarding the performance of Havering primary and secondary schools, as well as academies in assessments, tests and examinations.

Members were told that Havering had made a key achievement in that Havering was one of only 2 Local Authorities in the country (out of 150) to have no schools performing below the new government 'floor standard' in 2011.

At Foundation Stage, it was stated that there had been a significant narrowing of the gap between the average FSP scores and those of the lowest 20% of pupils in the Authority, and we are pleased to report that this gap has narrowed still further in 2011.

In Key Stage One, Overall performance at the Levels 2+, 2B+ and 3+ benchmarks at Key Stage 1 improved. This improvement maintained Havering's place above the national average and was in keeping with the improving trend in the national picture.

As was the case for the Foundation Stage, Key Stage 1 assessments were all teacher-assessed rather than tested, as they were at the subsequent key stages; and again, like at the Foundation Stage, schools had been supported in recent years to improve the accuracy of the teacher assessments. As a result of this robust process of cross moderation these judgements were now as accurate as they could be.

The Committee was informed that at Key State Two industrial action (in 2010) taken by some headteachers in Havering and across the country had led to the English and Maths SATs not being administered in approximately half of all Havering schools. Comparing the 2011 results with those of 2010 was therefore probably of less value than comparing progress in the trends over recent years.

The key achievements in Key Stage Two were described as follows:

- Level 4+ attainment in both English and maths combined rose to 77.1% - above 2009 and higher than this year's national average figure of 74%, which has remained relatively static for a number of years. Level 5+ performance rose to 22.1% - well above previous years. This places us, once again, above the national average, which dropped back again this year following a significant rise last year. Raising the achievement of our most able learners remains a focus in all of our schools.
- In English, Level 4+ attainment rose to a best ever 85.7%, well above the static national average figure of 81%. Level 5+ performance increased to 33%: well above both our 2009 result and the national average.
- In mathematics, Level 4+ attainment rose to 82.3% - just 0.1% below our highest ever results of 2009 and above the national average. Level 5+ rose to 35.8%, to remain above the national average.

At Key Stage Four, the Committee was asked to note the following performance:

- Following the significant rise in Key Stage 4 results in 2010, results improved in 2011 – the 5th year of sustained improvement, with the key

measure of 5+A\*-C including English and maths rising by a full 10 percentage points over that time.

- The key measure of 5+A\*-C including English and maths rose to 64.2%; still well above the rising national average figure of 58.3%.
- The measure of 5+A\*-C also rose again, representing a sustained year-on-year improvement. The national average figure matched the Havering figure for the first time this year. However, the national improvement was the result of many schools around the country adopting a variety of courses which carry multiple GCSE “equivalencies” but which the current government do not favour and they were looking to either phase out or reduce their equivalency. Havering schools continued to offer a broad and balanced curriculum that was still GCSE-based for the majority of learners, with an appropriate offer of other courses for some students.
- Not only was attainment in Havering continuing to improve, but students’ progress in English and in mathematics continues to rise and outstripped national performance.
- The second year that the English Baccalaureate measure was being reported. It rewarded those students who achieved an A\*-C in English, maths, 2 sciences, a modern foreign language and either history or geography. This measure was introduced retrospectively last year and still did not reflect any changes in curriculum take up.

The main aspects of Key Stage Five were detailed as follows:

- Outcomes for 6th form students in Havering improved in both key measures in 2011.
- 5APS per student and per examination were two headline measures used to assess the performance of sixth forms. Whilst it was important to compare individual year results with national scores (the latest national scores were for 2010) it was equally important to note the trend over time to ensure these scores were improving.
- The average point score per student provides a measure of the average number of A level equivalents studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. For Havering schools, APS per student remained significantly higher than the national average though trends over time varied for each school/academy.
- The average point score per examination gave an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. For Havering schools APS per examination remains higher than the national average though trends over time vary for each school/academy.

The Committee was also given information regarding schools receiving direct support from Havering School Inspection Service.



The Committee raised questions around the phasing out of the Connexions Service and it was confirmed that the service would be replaced by the National Careers Service. This new careers service would be monitored against a matrix service with a quality award awarded were appropriate. This service would also be a part of Ofsted inspections and via a 'Destination Measure' that would track destination of students a year after leaving school.

The Committee noted the report.

## 12 **CHILDCARE SUFFICIENCY ASSESSMENT 2011-14**

The Committee considered a report from the Acting Service Manager, Foundation Years and Independent Advice Service regarding the Childcare Sufficiency Assessment 2011-14.

The Committee was informed that under Section 6 (1) of the Childcare Act 2006, local authorities had a duty to ensure there was sufficient childcare in their area, so far as is reasonably practicable. The findings from the Childcare Sufficiency Assessment (CSA) published on 1 April 2011 enabled the Local Authority to draw up an Action Plan aiming to narrow the gaps in childcare provision as highlighted.

The report detailed the progress towards meeting those actions as published. It also provided an opportunity to inform Councillors of the recently published consultation document which called for significant changes in the way the Local Authority must ensure sufficiency in the childcare market and the Local Authority's statutory role on the delivery of free Early Education for 2, 3 and 4 year olds.

The Childcare Sufficiency Assessment published in 2011 made the following recommendations:

- The Local Authority continues to support provisions in offering more flexible places.
- The Local Authority continues to pro-actively support the development of holiday provision and promote its availability to parents in the borough.
- The Local Authority continues to promote Early Education Entitlement for 3 and 4 year olds, the pilot scheme providing funded places for 2 year olds and other help available to support childcare costs to eligible families. Eligibility was classified by the DfE as the term after which the children attains the required age e.g. 2, 3 or 4.
- The Local Authority continues supporting childcare providers to access training, including training on caring for children with disabilities and special educational needs, in line with the Local Authority's budget.

- The Local Authority continues to support new and existing childcare providers with achieving and maintaining the delivery of quality childcare.

Further to this, on the 11 November 2011 the Department for Education (DfE) published a consultation document setting out its proposals on the new entitlement for two year olds from September 2013, including which children will be eligible. It also included proposals on the quality and flexibility of the entitlement for two, three and four year olds. The consultation was due to close on 3 February 2012 and comments would be collected from the Early Years Provider Reference Group, a statutory body of representatives from across the sector.

Members were asked to note the following changes being brought in by regulations as they stood:

- 1) The Local Authority would be required to provide 500 places for eligible 2 year olds from September 2013. The funding route for delivery was still being considered but would potentially be through the Early Intervention Grant.
- 2) A requirement to increase the number of free hours for 2 year olds from 10 per week to 15 per week by September 2013.
- 3) Duty to introduce eligibility criteria that considers the potential to qualify for Free School Meals as an indicator of economic disadvantage.
- 4) Looked After Children and children with Special Educational Needs would be given the legal entitlement to Free Early Education at age 2 regardless of economic disadvantage.
- 5) Local authorities would be given power to fund providers to deliver free hours between 7am and 7pm (but retain the suggested limit of 10 hours per day)
- 6) Remove the limit that the full 15 free hours should be taken over no few than three days.
- 7) Replace the current quality assurance system with a “basket” of eligibility criteria approach, under which local authorities would require providers of free early education to meet.
- 8) No free provision to be based in Ofsted “inadequate” settings.
- 9) Streamline the Childcare Sufficiency Assessment and propose that local authorities report annually on their Section 6 sufficiency duty to elected council members and parents.
- 10) Repeal the Section 11 duty to undertake a nationally prescribed assessment every 3 years.

The Committee noted the report.

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**Chairman**

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# **CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE**

**29/03/2012**

## **REPORT**

**Subject Heading:**

**Post-16 Provision for Learners with  
Learning Difficulties and/or Disabilities  
(LLDD)**

**CMT Lead:**

**Sue Butterworth**

**Report Author and contact details:**

**Trevor Cook**  
[Trevor.cook@havering.gov.uk](mailto:Trevor.cook@havering.gov.uk)  
**01708 431250**

**Policy context:**

**Education & Skills**

### **SUMMARY**

This report outlines the key areas of service and support being provided with particular focus on post-16 education Learners with Learning Difficulties and/or Disabilities (LLDD) and the two pilot programmes delivered in 2011/12.

**RECOMMENDATIONS**

Members are asked to note the content of the report.

**REPORT DETAIL**

**1. Background**

- 1.1 The Apprenticeships, Skills, Children and Learning Act 2009 (ASCL) places new duties on Local Authorities, namely the duty to secure enough suitable education and training to meet the reasonable needs of 16-19 years olds as well as for those aged 19-25 who are subject to a learning difficulty assessment. Responsibility for those learners with learning difficulties and/or disabilities aged 19 or over who do not have a learning difficulty assessment and are accessing mainstream provision rest with the Skills Funding Agency (SFA). Local authorities have existing duties to encourage, enable and assist participation of all young people with learning difficulties and/ or disabilities up to 25 years and also in respect of transport arrangements.
- 1.2 Since the Act was passed in November 2009, Havering Local Authority commissioned a review of Post 16 SEN Education in early 2010. The findings of the report were broadly accepted by the Local Authority, although it was identified that the changing funding landscape, including the cancelling of the Building Schools for the Future capital programme, meant that a number of the recommendations would not be achievable in the short term.
- 1.3 The review highlighted the need to develop additional provision due to the changing demand for specialist provision. There are more children with profound and complex disabilities as a result of improved medical support and care. It is expected as part of the inclusion agenda that children with moderate or less severe disabilities can and should have their needs met in mainstream schools, however certain types of special educational need are currently not being met fully within this structures e.g. profound Autistism spectrum disorders (ASD.)
- 1.4 Currently there are three special schools providing provision up to the age of sixteen. Ravensbourne is the only special school with Post 16 provision and provides provision for severe and profound learning difficulties (SLD/PLD). Both special schools without a sixth form have developed expertise in meeting the needs of children with ASD and both have an increasing

proportion of intake with these needs. The current accommodation is not entirely fit for purpose, and it is hoped that by developing a proposal further both the educational needs and accommodation needs to support these learners can be achieved. Ravensbourne School with its Further Education Unit has a limit on capacity.

- 1.5 Havering College of Further Education also provides Post 16 provision and caters for a range of learners with learning difficulties post-16, principally at Quarles Campus some of whom have complex needs although the majority have moderate learning difficulties (MLD). Barking & Dagenham College is also host to a sizeable proportion of the Havering post-16 SEN/LLDD cohort. Both FE colleges' provision takes place in mainstream settings which are currently considered unsuitable for a proportion of vulnerable learners with high support needs.
- 1.6 In addition to the above, there are a significant number of learners who are accessing special educational provision out of borough and in 2011, nine learners are currently accessing provision at Independent Specialist Placements (ISP), this ISP provision costs approximately £613k in 2011/12 funded by YPLA direct to ISP providers.
- 1.7 Overall it is anticipated that demand for out of borough provision, which will include ISP's, will increase in the coming years, initial data projections based on cohort numbers suggest that there could be a significant increase.
- 1.8 In order to meet this growing demand for post-16 provision, the Local Authority worked with a range of providers to develop two pilot programmes for 2011/12.

## **2. Post -16 Pilot Programmes**

- 2.1 The Local Authority commissioned independent review of Post -16 Special Education in Havering recommended development of special sixth forms at both Corbets Tey and Dycorts as a matter of urgency. However the report contained no detail as to funding and its completion coincided with the Government's withdrawal of funding for Havering's Building Schools for the Future Programme and the arrival of the current period of financial constraint.
- 2.2 In the absence of significant capital or revenue funding, any local development would have to tap into external funding sourced through the Young People's Learning Agency (YPLA). Currently there are three main routes for funding learners aged 16 to 25 with LDD:
  - The SEN block grant, which Local Authorities receive to discharge their statutory duties towards those with SEN in special schools (Dedicated Schools Grant (DSG) funded).

- Additional Learning Support (ALS) funding allocated to colleges and independent providers for learners aged 16 to 25 in local provision.
  - Provision funded for individual learners with LDD aged 16 to 25 as part of the specialist placement budget, which includes provision at independent specialist providers where their needs cannot be met locally. This budget is managed by the YPLA.
- 2.3 While it is anticipated that these three funding streams will pass to Local Authority control in 2013-14, this does not help with the immediate pressure of securing Post-16 provision, especially as much of this funding is only accessible through further education providers and not special school sixth forms i.e. students benefiting from YPLA funding in FE colleges cannot have Statements.
- 2.4 The Young People and Adult Learning Strategy Manager has worked with the Havering College of Further and Higher Education and Havering Sixth Form College to establish pilot schemes from September 2011 in which students are on the roll of the colleges and so able to access participation funding and Additional Learner Support funding through the YPLA, but receive their education through provision at Corbets Tey and Hall Mead respectively. The provision at Corbets Tey is for those students from Corbets Tey, Dycorts and similar schools who might otherwise have gone to or remained at out of borough day special schools' sixth forms and that at Hall Mead is for higher functioning students, who may have some problems engaging in an unsupported fashion at the Sixth Form College without a supported transition.
- 2.5 The pilot programmes described in 2.4 above are only able to cater for small numbers of pupils, so further work is proposed to develop local provision to cater for future cohorts of students. A key feature of the developments proposed is that they utilise provision across the borough so linking students in with their local communities and so offering better opportunities to prepare them for adulthood

### **3. Corbets Tey Special School and Havering College of Further and Higher Education**

- 3.1 This has been the first year of the programme, to date six learners have been recruited onto the FE provision based at Corbets Tey. The current programme offers five day provision based at the school. Both Corbets Tey and Havering College of FE have been working closely on developing the curriculum and sharing expertise in delivering an Intensive Communication programme. Learners are currently following the Personal Progress Award at entry level 1.
- 3.2 Learners are making good progress on the programme and will continue into year 2 when it is envisaged that there will be further integration of learners to the college which will allow for a smoother transition. Learners



would be able to progress onto the Personal Progress Certificate at the college. Beyond this provision it is hoped that the learners will be able to progress onto local provision or employment as appropriate.

- 3.3 Corbets Tey received an OFSTED inspection in October 2011 where the school was graded 4 for overall effectiveness. Feedback from the inspection has led to closer quality assurance measures being put in place by the college. Both partners have held a meeting to discuss concerns with quality and have agreed a way forward. Joint observations and peer observations now form part of the quality framework and assurance arrangements.
- 3.4 A refined entry criteria has been established for subsequent enrolments, so that learners accessing this provision will have access to an Intensive Communication provision.
- 3.5 In accordance with YPLA funding regulations, Havering College of Further and Higher Education were able to claim approximately £64,000 for the delivery of a 720 guided learning hour programme, this included an element of Additional Learner Support (ALS) funding. Corbets Tey delivery costs amounted to £119,829 to deliver the five day provision at Corbets Tey School. Havering Local Authority has provided the additional funding of £55,829 to cover the fifth day of provision and the shortfall (DSG funded).

#### **4. Hall Mead School and Havering Sixth Form College**

- 4.1 A pilot project was developed in partnership between Hall Mead School and Havering Sixth Form college for a cohort of four learners. Where appropriate a full time 5 day timetable was developed allowing learners to access provision at both sites, with the Sixth Form College acting as a hub. Learners were enrolled at the Sixth Form College and had access to provision and support at both the college and the school.
- 4.2 In order to aid transition, a summer programme was supported by the borough at the Sixth Form College. Learners engaged on a short programme that was delivered at both sites. This proved to be very successful as learners were less apprehensive about transition and returning to education in September 2011, without this intervention it is believed that these learners would have become part of the Not in Employment, Education or Training cohort (NEET).
- 4.3 Both partners allocated appropriate staff support and management time. Learners had one to one support at the outset and this was progressively reduced as appropriate for each learner. Hall Mead has now fully withdrawn support staff from the college. Learners have had access to travel training

to promote independence and this is delivered as part of their learning programme.

- 4.3 Three out of the four learners are still engaged with the provision at the college and are making good progress. These learners hope to continue and progress onto further provision at the sixth form college. The pilot programme has allowed both the college and school to develop staff skills in order to be able to continue to support future cohorts of learners. The learner that has disengaged from the college is still accessing support and provision at the school and is working with staff to develop a website to sell his art work.
- 4.4 The London Borough of Havering has paid £31,435.52 (DSG funded) to Hall Mead school to cover delivery and support costs. Havering Sixth Form college will claim funding from the YPLA for both programme and delivery costs to meet their delivery costs.

## **5. Next Steps**

- 5.1 To further develop the provision and strengthen learner transition Corbets Tey and the College will continue to work in partnership, and it is envisaged that a more integrated model of delivery will emerge. There are clear benefits of embedding more sessions within the college environment.
- 5.2 The college will work with Corbets Tey to further develop the offer and delivery models, which will include the introduction of college staff to learners at an earlier stage.
- 5.3 Further discussion and planning between the college and school is required to establish adequate capacity of both staff and premises in order to ensure longevity of the provision. Current arrangements limit the number of learners that can be recruited to the provision. It is envisaged that the Corbets Tey School and College make a joint application to any emerging YPLA Capital funding opportunities to develop a purpose built unit given the lack of school capital funding available to the Local Authority.
- 5.4 The college is currently reviewing the funding arrangements for the programme in terms of how it utilises Additional Learner Support funding, which is drawn down from the YPLA. The college has identified that it could potentially draw down additional funds to support learners.
- 5.5 It is not envisaged that the Hall Mead and Havering Sixth Form College pilot programme continues into 2012/13 as this was a particular demand and need for this year group. However, the lessons learnt will be feedback through the relevant groups should the need to deliver similar provision arise

in the future in particular the benefits of a Summer Term preparation for college course were recognised.

**IMPLICATIONS AND RISKS**

**Financial implications and risks:**

- 6.1 It is expected that the increasing numbers of children accessing post-16 provision will lead to the risk of additional pressures to the existing SEN budgets if other sources of funding, including YPLA cannot be accessed. Children with disabilities and their families often require a variety of early support, coordinated intervention and on occasions residential placements. There can be significant cost implications as the cost of one 52 week residential special school placement can be over £250,000 a year (figure provided by Learning & Achievement).
- 6.2 The Academies Programme initially caused the diversion of funds derived from the Dedicated Schools Grant (DSG) for SEN to the Academies in proportion to the number of pupils on their roll and the level of special needs. This potentially would reduce the capacity of the Learning Support Service to meet the needs of young people with low incidence needs as they are funded through the DSG. However, for the 2011-12 financial year the Government have withdrawn this element of academy funding and they will receive the same service as other schools for that financial year, while the Government reviews the entire funding arrangements for schools, including for SEN.
- 6.3 The overall budget for 2011-12 for children with special educational needs is £18.4 million broken down as below:

<b>Area</b>	<b>Budget £m</b>
SEN mainstream	11.82
Special Schools	4.97
Out of Borough Independent Schools	1.35
<b>Total</b>	<b>18.14</b>

All the above budgets are DSG funded.

- 6.4 Any changes to future funding levels will need to be reflected within the Councils financial systems and may necessitate budget adjustments per the financial framework. DSG and YPLA funding streams carry certain grant stipulations. Should the three funding streams listed at 2.2 above transfer to

the Council from 12/13, the implications of this will need to be considered and the budget built accordingly. Demand led growth must be managed through deployment of available resources to avoid budgetary pressure arising.

**Legal implications and risks:**

- 7.1 There are clear statutory duties underpinning services for children with learning difficulties and disabilities and the statutory duties towards these students is almost certainly going to remain regardless of the financial and grant situation. As this Report is for noting there are no direct legal implications or risks arising.

**Human Resources implications and risks:**

- 8.1 There are clear statutory duties underpinning services for children with learning difficulties and disabilities. As this Report is for noting there are no direct human resources implications or risks arising at this time in relation to the Council's existing delivery models for these services for children..

**Equalities implications and risks:**

- 9.1 Disabled children are less likely to achieve as much in a range of areas as their non-disabled peers. Improving their outcomes, allowing them to benefit from equality of opportunity and increasing their involvement in society will help them to achieve more as individuals. It will also reduce social inequality.
- 9.2 Additionally the Disability Equality Duty (2005, 2010) requires organisations across the public sector to be proactive in ensuring that disabled people are treated fairly and these pilot schemes have been actioned by the Council to meet its equality duties towards these students.
- 9.3 Havering has an active Parents' Forum, which hosted its first consultation event with senior officers across the Local Authority on the 31 March 2011. Parents are being consulted on a range of issues and are represented on the Children with Disabilities and Special Educational Needs Group and the Transition Strategic Group.

**BACKGROUND PAPERS**

None relevant.

## OVERVIEW AND SCRUTINY COMMITTEE

**Subject Heading:**

Children and Young People’s Plan 2011-14: an update on achievements

**CMT Lead:**

Sue Butterworth, Group Director – Children’s Services

**Report Author and contact details:**

Simon Jolley, Strategic Lead – Performance and Policy, Social Care and Learning (x3886)

**Policy context:**

Ensure safety and promote wellbeing of children and young people

### SUMMARY

This report is intended to update the Overview and Scrutiny Committee on the progress made against the six priorities in the Children and Young People’s Plan (CYPP), which sets out the strategic aims of the Children’s Trust.

The six priorities are:

1. Ensure children and young people are protected from abuse and neglect
2. Increase breastfeeding
3. Reduce child poverty
4. Reduce teenage conceptions and terminations rates
5. Support complex families
6. Improve access to the most effective therapies

These priorities fall into three broad themes:

1. Support families to be at the heart of strong, safe and prosperous communities
2. Break negative cycles
3. Improve healthy lifestyles

The themes and priorities were defined in collaboration with a range of partners, through detailed assessment of local needs, consultation with professionals and the public, priorities of related bodies (e.g. Local Safeguarding Children’s Board (LSCB)), with the final decision on inclusion made by members of the Children’s Trust.

There is significant progress to report against all priorities, which are delivered in line with the council Transformation Programmes, predominantly the Children and Families Transformation Programme (CFTP). There is also explicit crossover between the outcomes defined in the CYPP and those of the CFTP.

Partner agencies, including those from the Police, and the Health, Education and voluntary sectors, are collaborating well to deliver against these shared priorities.

This document outlines the progress and work underway, to achieve the aims of the Children’s Trust’s priorities.

**RECOMMENDATIONS**

Members are asked to note the contents of the report.

**REPORT DETAIL**

**1. Ensure all children and young people are protected from abuse and neglect**

It is paramount that all agencies ensure the safety and promote the wellbeing of our children and young people. Activity areas are based on agencies working together effectively, intervening in the right way at the earliest opportunity, achieving lasting positive outcomes, and ensuring that processes enable the positive participation of families in service design and delivery.

**Strengthened multi-agency working practices**

Attendance at Core Groups and Child Protection Conferences has improved, with 75% of those invited attending. Further work is underway to ensure that GP and Probation representatives attend as required.

The Multi-Agency Safeguarding Hub (MASH) is due to go live in 2012. Partners will co-locate in Mercury House, to ensure that assessment of need is based on the best and broadest shared information. The first phase will comprise social care, Police and Health partners.

With closer partnership and improved information, MASH will enable better-informed decision-making and more sophisticated harm identification and reduction.

A triage service is in operation in the Duty and Assessment Team and a new multi-agency referral form was released in February 2012. These two developments will help to reduce the number of referrals which do not meet the child protection thresholds, and ensure that children's social care can take the appropriate action on any referrals as swiftly and effectively as possible.

Havering (via its LSCB) is a pilot site for the London Councils Quality Assurance Framework (QAF). The local pilot focuses on pregnant women or new mothers with a specific vulnerability or risk factor (e.g. teenage mothers, women at risk of domestic violence, or with a mental health condition). It aims to ensure that the support and services provided to these women delivers positive outcomes.

Work is progressing well: business processes are mapped, performance metrics are defined, surveys of clients and professionals are underway and detailed review of a representative number of cases is planned for April 2012.

This wealth of information will enable us to identify improvements and track the improvement in outcomes. Several quick wins have already been identified, around improving sharing of information and joint decision-making between ante-natal and post-natal services.

The new three-year Families Programme, part of the Troubled Families agenda, will provide early intervention to vulnerable families, experiencing inter-generational unemployment and other negative cycles which are barriers to employment. All public sector services have been invited to refer families.

<b>Improved participation of families</b>
A range of mechanisms already exist to ensure that the views of children, young people and families are taken into account in assessments and reviews.
Work is underway to identify mechanisms to co-design operational improvements and strategic direction with these groups.
Work currently underway includes review of Children in Care Council arrangements, involvement of young people in assessment of bids for Short Breaks contracts, first annual Looked After Children survey will launch in April, and a highly participative LAC website will offer alternative ways for LAC to engage and offer feedback on local practice and direction. Young people are integral to the planning and design of this latter piece of work.
The Safeguarding and Service Standards Unit will begin interviews with young people recently de-registered from a child protection plan, to understand their experience and how to improve the experiences and outcomes of other young people as a result.
<b>Professionals use the right tools and procedures for the specific needs of the child</b>
The Common Assessment Framework is a critical early intervention tool, through which the needs of a given individual can be clearly understood. The CAF gold standards are being applied to similar early intervention tools in use across other agencies, to ensure that all such assessments are of the necessary level of quality.
The LSCB is now leading progress on CAF implementation, to reinforce that CAF is a partnership endeavour rather than Council-led. A detailed evaluation of CAF outcomes underway – latest figures demonstrate that identified needs are met in 70% of CAFs closed.
CAF uptake is improving, with Children's Centres now using CAF as their main tool for assessing the needs of referred families.
The Top 100 Families project will develop professional standards and a quality framework for intervention, to ensure the right services are delivered to the agreed standards.

## **2. Increase breastfeeding rates**

Evidence indicates that breastfeeding may have a protective effect against obesity in children, when compared to babies who are bottle fed. Havering has one of the highest rates of childhood obesity in London, coupled with the lowest breastfeeding rates in London. However, designing appropriate interventions was hindered by the lack of reliable data on breastfeeding. To address this gap, significant work has been undertaken to improve the reliability and completeness of breastfeeding data and this means that Havering now has a solid baseline on which to benchmark the impact of future activity. The impact of efforts to improve initiation and continuation of breastfeeding is being evaluated.

<b>Increase awareness of breastfeeding to all cultures and age groups</b>
Breastfeeding awareness sessions were delivered in five secondary schools, with a further five planned.
There has been an extensive marketing campaign, beginning with a highly-successful series of events for Breastfeeding Awareness Week in 2011. The most recent promotion was through Billboard campaigns and a bus-signage campaign for high-risk locations will shortly begin.

<b>Support mothers to feel confident to breastfeed in public</b>
The Breastfeeding Friendly Scheme is proving highly successful with over 90 venues signed up, including GP surgeries, libraries, children's centres, early years education providers and local businesses. The Scheme benefitted from national television publicity in 2011. The Scheme sets out a range of criteria to which members must adhere, so that their specific service location is a welcoming and supportive environment for mothers who choose to breastfeed.
<b>Improve access to breastfeeding support services</b>
Breastfeeding Cafes and peer support services in Children's Centres and maternity units remain popular.

**3. Reduce child poverty**

Nearly one in five Havering children (<16 years) live in poverty. Although this is lower than many London boroughs, the rate is increasing and is higher than for our statistical neighbours (range is 16-18%). A broad range of activity is underway, in close collaboration with partners, to address the causes of poverty.

<b>Develop a network of integrated services for families, focusing on the Foundation Years</b>
Children's Centres are hubs for multi-agency working and all new registrants are offered benefits advice. Health Visitors work directly out of a range of Children's Centres across the borough.
There are three Children and Family Partnerships in Havering, to commission and deliver services which meets the specific needs of the families in that area.
Foundation Years Localities have defined specific outcome-focussed objectives, with many focused on reducing child poverty, including uptake of formal childcare, domestic violence and early years attainment
<b>Reduce barriers to employment</b>
Uptake of high-quality formal childcare continues to increase, giving children's development a good start and enabling parents to attend work and generate household income.
The offer of free childcare places for two year-olds from disadvantaged families remains popular and evidence shows that these children are consequently more likely to access early years education.
The new Havering Apprentice Training Agency is increasing opportunities across the borough and targeted work in colleges is focused on reducing the risk of young people moving into long-term unemployment. More than 500 young people have entered into an apprenticeship in Havering, exceeding our targets.
The new Families Programme aims to get > 450 individuals through their programme and back to work.
The % of 16-19 year-olds Not in Education, Employment or Training (NEET) is lower than national, London and statistical neighbour averages. A targeting toolkit, which identifies 13-15 year old pupils at risk of becoming NEET has been piloted in six schools; feedback was positive and expansion is planned.



<b>Improve financial wellbeing</b>
The Financial Inclusion Strategy will be put to Cabinet in March 2012. Its main themes are Banking & saving; access to credit; increasing financial capability; home and contents insurance; addressing fuel poverty, and income maximisation. A broad range of activity will follow.
A targeted communications campaign throughout 2012 focuses on debt advice, benefits entitlement, illegal money lenders and fuel poverty. April is national Benefits Awareness month.
<b>Address health inequalities</b>
Health inequalities are intertwined with deprivation levels. A key influence on health outcomes is education. Access to services is also a major influence on health equality. All partners are working together to identify and address health inequalities.
Examples include delivering an influenza vaccination programme to children with complex health conditions, delivering MEND programmes in schools to tackle childhood obesity (by improving eating habits and increasing physical activity), and contracting smoking cessation services.

#### **4. Reduce teenage conceptions and terminations rates**

Teenage conception rates had been increasing, contrary to a national and London-wide downward trend. Latest data shows that the local rate is now falling and at a faster rate than for London and England, demonstrating the impact of local efforts. The conception rate (31.6 per 1,000 teenage girls) is the lowest since April-June 2006.

<b>Access to Contraceptive and Sexual Health (CASH) services</b>
Condom Card (C-Card) registrations continue to increase, with a high number of repeat visits. The Havering C-Card scheme is the highest performing in London.
A foldout wallet-sized young persons' sexual health information booklet was launched in November 2011, with 5,000 to be distributed through C-Card centres, NHS walk-in centres and other key locations.
<b>Targeted work with vulnerable groups</b>
The targeted sexual health service will work in collaboration with Children and Young People's Services to develop effective referral pathways for at-risk teenagers and make tailored interventions. Sexual health services are provided by GPs, NHS Walk-in Centres, and Clinics. Two Clinics are located in non-health young people-focused venues (Youth Zone, Romford, Information Shop, and Harold Hill).
<b>Workforce development</b>
Three providers are delivering specialist courses to up to 200 staff who work with children and young people. The most popular course covers sex, drugs and alcohol, which aims to raise awareness of causal links and how to provide effective interventions and achieve lasting outcomes

## **5. Support complex families**

There has been a lot of recent media attention on the Government's Troubled Families programme. Unlike many other boroughs, Havering had already begun to plan how it would address the complex and inter-related risk factors affecting a section of the population, to help them to break their negative and often inter-generational cycles of behaviour and deprivation. This work has been progressed through the Top 100 Families project currently underway. The aim is not to create a new service; rather, to re-design our existing services and improve cooperation with partners to maximise the impact of our interventions. The direction from central government usefully aligns with the approach we were already taking; the council will receive money for every family with whom lasting positive outcomes are achieved.

<b>Troubled Families / Top 100 Families</b>
Partners have suggested more than 800 individuals who they feel would benefit from involvement in this work; over 500 families have been suggested. There is a significant proportion for whom domestic violence, substance / alcohol abuse and mental health issues are commonly identified. Analysis continues to refine this list, to determine which families will ultimately be part of this programme.
Families which have been part of Family Intervention Projects (FIPs), successfully, are assisting with journey mapping to help inform the best approach to take.
It is currently planned to begin working with some of the Troubled Families in late Spring.
<b>Community Budgets</b>
Our early work on Troubled Families puts us ahead of many other boroughs. Although Community Budgets follows similar principles to Troubled Families, of prevention, early intervention and effective targeting of resources, the scope of the work is wider.
The project will enable partners to make sound commissioning and service delivery decisions for a given locality; the emphasis is on pooled budgets, joint planning and community involvement.

## **5. Improve access to high-quality therapies**

Access to effective therapies has been a concern for parents and professionals alike. The broad themes of activity for this priority are to redesign services, to improve commissioning and collaboration with partners, and to ensure that we are able to intervene early and enable maximum independence.

<b>Speech and Language Therapy (SLT)</b>
Investment in 2010-11 (£270k into Health, £85k into Education) has delivered tangible improvements to provision of this essential service. Limitations remain in some areas of service, e.g. Hearing Impairment; work is underway to train Teaching Assistants to provide a degree of support and allow the qualified SLT therapists and technicians to support children with more complex needs.
Priorities over the next 12 months include improved provision in Secondary schools and improved provision for Hearing Impairment.

<b>Redesign services</b>
Work is ongoing to redesign CAMHS (Child and Adolescent Mental Health Service), based on a clear understanding of local needs and customer requirements.
A strategic Health review is underway concurrently across ONEL (Outer North East London), in which the council's Children's Commissioner is involved. The aim is to develop more integrated commissioning and provision of services across ONEL, with greater collaboration between Health, social care and education agencies.
A priority for the redesigned service is to ensure that the voice of the service user and the family is involved in Commissioning and decision making.
Children's Social Care are also working closely with Health on this review; a joint working group has been established to ensure that flexibilities are built into the contract, particularly in light of the new ways of working required to meet the Top 100 / Troubled Families agenda.
The CAMHS specification for Havering is in the final stages of development.
Redesign of other forms of therapeutic services will follow, e.g. Physiotherapy.
<b>Improve commissioning and collaboration</b>
The council will continue its work to develop more robust commissioning frameworks, to deliver improved value for money through consistent standards from multiple providers and strengthened monitoring arrangements.
Substantial commissioned areas so far addressed include Domiciliary Care provision and Respite Care provision.
The Transitions project continues to progress well, with the aim of improving clients' transition between care as a child to care as an adult.
A detailed study of current clients, costs and services is informing how adults' and children's services can work better together, to either ensure a seamless transition for the client or provide sufficient support at an early stage to enable the client to gain increased independence, particularly if they are unlikely to be eligible for Adult Social Care services.
<b>Early targeted interventions to increase independence</b>
A six-month pilot travel training scheme with the Disability Association of B&D is helping young people to use public transport independently. A four-year travel training contract is being procured through East London Solutions.
The new Autism Strategy (to be ratified by Children's Trust in May 12) advocates targeted strategies for addressing mental health issues. Delivery against this strategy will provide workers across sectors and professions with a common language and an effective toolkit for supporting their clients

## **Children's Overview & Scrutiny Committee, 29 March 2012**

The Children's Trust will continue to oversee and drive achievement against the CYPP priorities. Its bi-monthly meetings from March 12 focus on one priority area, which allows more thorough discussion on progress, challenges and how to ensure that the priority objectives are achieved.

The changes to commissioning structures in light of the Health and Social Care reforms, including creation of Clinical Commissioning Groups (CCGs) and the development of the shadow Health and Wellbeing Board, affect how each of the six priorities are to be progressed in the longer-term. The council and its partners are in a period of transition and future accountabilities are being defined, through close and well-managed collaboration across the health and social care sectors.

### **IMPLICATIONS AND RISKS**

**Financial implications and risks:** None for Members to consider

**Legal implications and risks:** None for Members to consider

**Human Resources implications and risks:** None for Members to consider

**Equalities implications and risks:** None for Members to consider

### **BACKGROUND PAPERS**

There are no background papers.