

Children, Young People and Families Scrutiny Panel

29 March 2017

Time 6.00 pm **Public Meeting?** YES **Type of meeting** Scrutiny
Venue Committee Room 3 - 3rd Floor - Civic Centre

Membership

Chair Cllr Peter O'Neill (Lab)
Vice-chair Cllr Udey Singh (Con)

Labour

Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Welcome Koussoukama
Cllr Daniel Warren
Cllr Greg Brackenridge
Cllr Harbans Bagri
Cllr Lynne Moran
Cllr Louise Miles
Cllr Mak Singh

Conservative

Cllr Christopher Haynes

Quorum for this meeting is three Councillors.

Information for the Public

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Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies**
- 2 **Declarations of interest**
- 3 **Minutes of the previous meeting (8 February 2017)** (Pages 3 - 8)
[To approve the minutes of the previous meeting as a correct record]
- 4 **Matters arising**
[To consider any matters arising from the minutes]

PRE-DECISION SCRUTINY

[To give pre-decision scrutiny to the report

- 5 **Financial Support to Carers Offering Legal Permanency to children policy**
(Pages 9 - 18)
[Alison Hinds, Head of Looked After Children, to present report]

DISCUSSION ITEMS

- 6 **Special Educational Needs and Disabilities (SEND)** (Pages 19 - 28)
[Paul Senior, Interim Head of Special Needs and Disabilities, to present an update report on special educational needs and disabilities provision]
- 7 **Pupil Referral Unit** (Pages 29 - 38)
[Alex Jones, Assistant Director – School Standards, to present report]
- 8 **Wolverhampton Headstart, Phase 3 - Building emotional resilience and preventing self harm** (Pages 39 - 44)
[Kevin Pace, HeadStart Programme Manager, to present report]
- 9 **Update on Youth Offending Team Inspection Action Plan** (Pages 45 - 60)
[Sally Nash, Head of Service YOT, to present progress report on the YOT Inspection Action Plan, which follows up on the previous review in September 2016.]

Children, Young People and Families Scrutiny Panel

Appendix Item No: 3

Minutes - 8 February 2017

Attendance

Members of the Children, Young People and Families Scrutiny Panel

Cllr Harbans Bagri
Cllr Greg Brackenridge
Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Welcome Koussoukama
Cllr Louise Miles
Cllr Peter O'Neill (Chair)
Cllr Udey Singh (Vice-Chair)
Cllr Daniel Warren

Employees

Earl Piggott-Smith	Scrutiny Officer
Bill Hague	Service Manager School Places and Transport
Neil Jarman	School Improvement Adviser – Primary
Andrew Wolverson	Head of Service – Early Years

Part 1 – items open to the press and public

Item No. *Title*

- 1 **Apologies**
Apologies were received from the following members of the panel:

Cllr Lynne Moran
Cllr Christopher Haynes

- 2 **Declarations of interest**
There were no declarations of interest recorded.

- 3 **Minutes of the previous meeting (7 December 2016)**
Correction

Cllr Louise Miles should have been recorded as having attended the panel meeting on 7 December 2017.

That the minutes of the meeting held on 7 December 2016 be approved, subject to the correction, be signed by the Chair.

4 **Matters arising**

Minute 6 – City of Wolverhampton – Vision for Education 2030

Bill Hague, Service Manager School Places and Transport attended the meeting to respond to queries about the plans to manage the increased demand for secondary school places in Wolverhampton. The Service Manager School Places and Transport agreed to present an update report to a meeting of the panel in June 2017 with details of the planning work.

The Service Manager accepted that the 'bulge' in school numbers at primary schools level will lead to increased demand for places at secondary school. There is currently a very high demand for schools places and limited options to create extra spaces, particularly at the most popular schools.

Resolved:

The Service Manager School Places and Transport agreed to present an update on plans for managing the demand on secondary school provision to a meeting in June 2017.

5 **Pupil Premium**

Neil Jarman, School Improvement Adviser – Primary, presented a briefing paper on pupil premium funding and how the money it is being used to raise the attainment of disadvantaged pupils of all abilities and close the gaps with their more affluent peers.

The School Improvement Adviser commented that pupil premium funding represents a considerable sum that schools can use to support the learning of children. The School Improvement Adviser commented that the spending of the pupil premium funding is at the discretion of the Head teacher and the school governing body.

The School Improvement Adviser commented of the effective work done by Elston Hall and St Stephen's Primary schools. The panel were advised that both schools had received national recognition about how they were using funding from pupil premium creatively to improve educational attainment rates. The School Improvement Adviser advised the panel the education service recognises that some children have limited life experiences and the pupil premium has been used by some schools to support their speech and writing skills and on-going learning.

The School Improvement Adviser commented on the important role of parents in supporting the learning of disadvantaged children and the highlighted the benefits of schools using pupil premium in a targeted way. A reference was made to Bushbury Primary School buying clocks for 100 children aged 6-7 and as a result attendance and punctuality has improved. In another example, a school has used funding to recruit lunchtime supervisors to help create a more positive and supportive environment, which all contributes to getting children ready to learn.

The School Improvement Adviser gave other examples of how schools have used the pupil premium to give children a broader life experience based on an assessment of their needs.

The School Improvement Adviser commented that pupil premium funding is about pooling resources to bring about benefits to a wider group of children and improve educational attainment levels.

The panel commented on the importance of local schools being encouraged to share examples of good practice about how the pupil premium could be used. The panel also commented on the importance of involving children in decisions about how pupil premium could be used to support their learning and development. The School Improvement Adviser commented on the important role of the school governing body to review the effectiveness of how pupil premium funding is being used. There is an expectation from the service that a senior teacher at the school and a nominated governor would review the use pupil premium. The School Improvement Adviser commented there is further information on the use of pupil premium by Ofsted and schools will be asked to evidence how they are using the fund to support the learning of disadvantaged children.

The School Improvement Adviser commented that schools are encouraged to work collaboratively.

The panel welcomed the report and the comments on the use of pupil premium. The panel also welcomed that within schools there is a designated school teacher and school governor with special responsibility to review the impact of pupil premium funding. The School Improvement Adviser explained that the use of pupil premium will depend on the make-up of the school, but it should support the delivery of the school improvement plan.

The panel queried the continued funding of pupil premium in the future. The School Improvement Adviser explained that the current award is part of a four year settlement and the expectation is that it will continue into the future. The award is treated as a separate budget. The panel discussed the risk of pupil premium funding being used to make up shortfalls in other school budgets rather. The School Improvement Adviser explained that pupil premium money should be spent on meeting the educational needs of disadvantaged children and the service will continue to challenge and monitor schools about how they are using the budget. Furthermore, Ofsted inspectors will continue to monitor how schools are using the budget.

A report is presented by Ofsted to Parliament on the progress on the use by schools of pupil premium and it is an integral part of the inspection process. The School Improvement Adviser added that during an inspection they will talk to groups of disadvantaged children as part of the evidence used to evaluate the performance of a school and their use of pupil premium.

The panel welcomed the report and the briefing on the work being done to monitor the use of pupil premium funding

Resolved:

The panel agreed to receive a report in six months on progress, examples of local good practice, and sharing in good practice in how schools are using pupil premium funding to support the educational needs of disadvantaged children.

6 **Improving outcomes within the early years**

Andrew Wolverson, Head of Service – Early Years, introduced the presentation and gave an overview of the background to the development of the early year's strategy. The Head of Service commented that all Wolverhampton nursery schools have been rated by Ofsted as being either good or outstanding.

The Head of Service commented that there had been an 80% take-up of the 2-year-old early education entitlement offer in Wolverhampton.

The panel discussed the definition of school readiness and the expectations of what parents have about what tasks their child should be able to do when they arrive at nursery school. The Head of Service commented on the public consultation about the strategy and the work being done to develop a definition of 'school readiness' that the majority of people would understand.

The panel suggested that current definition should be altered as follows:

“Children will be able to express their needs, feelings and wants. Children will be excited, enthused and demonstrate a willingness to learn both inside and outside of the classroom

A school will ensure that children feel heard and understood by their practioners.”

The Head of Service commented that the strategy covered the period in a child's life, from conception to five years, and will bring together a range a professionals working to support families and the development of children.

The panel discussed how the strategy deals with health challenges such as rising levels of childhood obesity. The Head of Service commented on the work planned to improve information sharing between professionals, so that health issues can be tracked and their progress monitored and the appropriate action taken to support them.

The panel discussed the reference to social class in the slide on underpinning value and suggested that this be extended to include wanting to good maternal health.

The Head of Service commented on the importance of parental engagement and the promotion as parents as being the child's best educator. The Head of Service commented on the range of events aimed at supporting parents and children.

The Head of Service commented on the promotion of 'parent champion' scheme. The scheme is aimed at raising their profile and supporting other parents.

The panel discussed the role of school mentors in engaging and building confidence in parenting.

The Head of Service commented on the importance of early engagement with parents and accepted that some parents that may have not a good experience of the learning in school. In response, to this issue support is offered to parents to support their reading and writing skills, so that they better help their children.

The panel discussed the important impact of Sure Start and the focus on early child development and welcomed the aims of the strategy in building on this foundation.

The panel discussed the issue of workforce development and the quality of childcare provision.

The Head of Service commented that number of child-minder's ratings had moved from improving to good, but accepted that more work needed to improve the quality of education given to young children. The Head of Service commented on the work done to engage with parents from east European countries who have recently arrived in the City and the planned consultation.

The Head of Service explained that educational material is being developed that can be translated into a number of different languages. In addition, information aimed at parents has been published on the Wolverhampton Information Network site and also in Community Hubs. The service aims to give parents and carers different ways to access information and advice to support the learning and development of their children. The panel discussed the issue of cultural difference and the importance of supporting parents who may not feel confident in their ability to support their child's education.

The Head of Service explained that a launch event for the early years strategy is planned after it has been presented to Cabinet. The Head of Service explained that the strategy is a 'live' document and will therefore change in response to comments. The strategy will be supported by an action plan.

The panel welcomed the strategy.

Resolved:

1. The panel comments on the Early Years Strategy document to be included in the consultation response presented to Cabinet for approval.
2. The panel endorse principles and values in the Early Years Strategy document.

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Children, Young People and Families Scrutiny Panel

29 March 2017

Report title	Financial Support to Carers of Children Subject to Adoption, Special Guardianship or Child Arrangement Orders	
Cabinet member with lead responsibility	Councillor Val Gibson Children and Young People	
Key decision	Yes	
In forward plan	Yes	
Wards affected	All	
Accountable director	Emma Bennett ,Children and Young People	
Originating service	Looked After Children	
Accountable employee(s)	Alison Hinds	Head of Service, Looked After Children
	Tel	01902 553035
	Email	Alison.hinds@wolverhampton.gov.uk
Report to be/has been considered by	People Leadership Team	27 February 2017
	Strategic Executive Board	14 March 2017

Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. Conduct pre-decision scrutiny and refer comments to the Cabinet meeting on 26 April 2017.

Recommendations for noting:

The Scrutiny Panel is asked to note:

1. This item is being considered as pre-decision scrutiny and will therefore not be available to call-in once a decision is made by the Executive.

1.0 Purpose

- 1.1 This paper provides information to inform pre-decision scrutiny. Local authorities are required to provide financial support, where it is assessed as part of an overall support package for Looked after Children (LAC) who become the subject of Adoption Orders, Special Guardianship Orders, or Child Arrangement Orders (previously known as Residence Orders).
- 1.2 The requirement for local authorities to be responsible for this is underpinned in the following regulations and legislation:
 - Children Act 1989
 - Adoption Support Regulations 2005
 - Special Guardianship Support Regulations 2016

2.0 Background

- 2.1 The City of Wolverhampton Council (CWC) currently has an approved policy which details the criteria for financial support to be paid to carers to support permanence orders for LAC.
- 2.2 This policy requires a review to ensure that it is not only compliant to changes in regulations, but also that it is compliant with recent case law.
- 2.3 The requirement to update this policy has also been prompted by a judicial review application which was received by CWC from grandparents who hold a Residence Order for their grandchildren. The grandparents claimed that they had been treated unfairly as they had only received a residence allowance for the children based on 50% of the fostering allowance paid to carers by CWC. Attention was drawn to case law in similar cases.
- 2.4 There is also a need to ensure that the financial support for permanence orders is in sync with the allowances paid to foster carers under the revised Fees and Allowances Scheme recently approved following review in November 2016.

3.0 Progress

- 3.1 A bespoke project scope was completed by Rebecca Godar from Policy Intelligence on behalf of CWC.
- 3.2 The project scope was to provide analysis of Wolverhampton's current Special Guardianship and Adoption Allowance policy, and to provide recommendations for a new policy including:
 - a review of regulations and guidance
 - a review of case law

- a benchmarking exercise with similar and nearby authorities.

The key questions for the review were:

- In what circumstances should CWC pay financial support to permanent carers?
- What amount should CWC pay in financial support to permanent carers?
- How long must CWC continue to provide financial to permanent carers for?

- 3.3 An initial project report was completed and following discussion with the Head of Looked after Children a proposed draft policy was produced incorporating information collated as part of the project.
- 3.4 The attached proposed draft policy is compliant with current regulations and guidance and has been checked against recent case law. It has been reviewed and amended following advice from Counsel.
- 3.5 The policy sets out the arrangements for assessment and provision of financial support to permanent carers of LAC who subsequently become the subject of an Adoption, Special Guardianship, or Child Arrangements Order.

4.0 Proposal

- 4.1 The key proposed changes are as follows: (For the purpose of this report permanent carers are defined as carers who care for previous LAC who are now subject to an Adoption, Special Guardianship, or Child Arrangements Order)

Proposal	Current
Financial support payments to all permanent carers are to be based on the core fostering allowance which is related to the child's age. The amount of the allowance paid is based on the Department for Education Minimum Fostering Allowances. The amount of this allowance is a reflection of the child's allowance currently paid to foster carers approved by CWC. All core allowances will be means tested.	Currently for approved foster carers who become adopters or special guardians the child's fostering allowance is reduced to reflect benefit entitlement for the child, it is not means tested
The core fostering allowance will be the maximum amount that all permanent carers can receive.	Currently for carers who have not received an allowance before, the maximum allowance paid is based only on a maximum of 50% of the core fostering allowance for the child.
As part of transitional arrangements for foster carers already caring for the child, the payment of their fostering fee will continue for two years, but may be continued after that point at the local authority's discretion.	This is in line with the current policy.

Proposal	Current
<p>The same criteria and level of financial support will be applied whether the foster carer is a local authority mainstream foster carer, a carer provided through an Independent Fostering Agency, or if the carer is an approved family and friend carer.</p>	<p>Currently foster carers who are approved by independent fostering agencies, the allowance is based on the fee they receive as carers rather on the City of Wolverhampton rate for foster carers.</p>
<p>Core allowances will be paid until the child is 18 if the child remains living with the carer and in education.</p>	<p>This is currently paid up until 21 if the young person remains in education.</p>
<p>For children and young people who are subject to Special Guardianship or Child Arrangement Orders, at 18 they will be able to access Leaving Care services as a qualifying young person. In addition they will be able to request the same support in accessing Higher Education as a Care Leaver.</p>	<p>This is not currently available as the carer would continue to receive the financial support in these circumstances post 18 and would be expected to support the young person financially.</p>
<p>Financial support to carers will cease if a young person between 16 and 18 becomes financially independent, either through being in paid employment, or if they are eligible for benefits in their own right.</p>	<p>Currently allowances would continue to be paid to the carers in the above two scenarios until the young person reaches 18.</p>
<p>Financial support is dependent on the carer's financial circumstances. An annual review of the carer's financial circumstances will be undertaken to ensure that the carer is still eligible to receive financial support and at what level this should be. If the outcome of this annual review is that carers are no longer eligible as a result of the means test application, the allowance will cease.</p>	<p>Annual reviews do currently take place but the new process will ensure there are systems in place for this to be implemented consistently.</p>
<p>Annually, carers will be sent a request for completion of a financial statement and supporting evidence will need to be provided in order that a new means test can be undertaken. Failure to return the financial statement with supporting evidence within 28 days will result in the termination of financial support payments.</p>	<p>Although annual reviews currently take place the proposed process will ensure that this is managed systematically in a timely way.</p>
<p>All permanent carers in receipt of financial support will be required to sign a financial support agreement.</p>	<p>Currently carers sign the agreement to financial support as part of a Special Guardianship or Adoption support plan.</p>

Proposal	Current
	The agreement to receipt of financial support is not a stand-alone document.
Any proposal for discretionary payment will be presented to resource panel for consideration and approval.	This is currently approved by Head of Service

5.0 The Means Test

- 5.1 The means test to be applied for eligibility for financial support can be determined by the local authority as long as it is clear in the policy what the means test calculation is and how it is to be applied.
- 5.2 A number of options for a means test were considered, including continuing to utilise the existing model but utilising 100% of the core allowance for all requests for assessment, a simplified calculation of entitlement which would have meant a potential increase to the total expenditure.
- 5.3 The proposed model detailed in section six is deemed to be the most suitable model. A test case sample of existing allowances has been recalculated utilising this model to ensure its potential effectiveness and efficiency.

6.0 Proposed assessment for calculating financial support

- 6.1 Applications for financial support would be treated in two ways:
1. If the applicant is receiving a means-tested benefit the recommended Age-related allowance minus Child Benefit is payable.
 2. If the applicant is **not** receiving a means-tested benefit, then means-test as follows:
 - No financial support for those with capital of £16,000 or more. Use tariff income rules for capital over £6,000 (£1 for every £250 more than £6,000 as per Income Support rules);
 - No financial support for those with annual income over the Relevant Income Threshold (RIT). The RIT is based on Universal Credit rates with a buffer at the Standard Allowance amount which reflects average earnings (see below);
 - 100% of the Age-related Allowance used in all cases and for applicant's who are former foster carers, the Fostering Fee is added for two years from date of order (to provide transitional protection for former foster carers);
 - Allow a 25% disregard on applicant's (and their partner's) monthly income and use just the basic national Income Support applicable amount (i.e. removing the 25% buffer used under the current system);

- If there is no disposable income available, Child Benefit and Child Tax Credit payable for that child is deducted from 100% of the recommended Age-related Allowance to arrive at the amount of financial support due;
- If there is a disposal income available, use 100% of the disposable income to determine the amount of financial support due.

This model provides specific targeted financial support to applicants however, full assessments will be required every 12 months and all relevant income and capital details will be required from all applicants (including supporting evidence).

Calculation of Relevant Income Threshold (RIT) April 2017:

Income =

- All non-means-tested benefits except Disability Living Allowance (DLA), Personal Independence Payment (PIP), Attendance Allowance (AA)
- Net Earnings (Gross earnings minus Tax, National Insurance and Pension Contributions)
- Other income e.g. rental income

Relevant Income Threshold is based on Universal Credit Allowances and Elements (April 2017 rates):

Allowance	Monthly Amount £	Annual Amount £
Couple	498.89	5,986.68
First child	277.08	3,324.96
Second and each subsequent child	231.67	2,780.04
Total RIT	X 2	£24,183.36
Additional Elements (where applicable)		Total RIT
Plus Disabled Child	372.30	£28,650.96
Plus Disabled Child & Carer	524.19	£30,473.64
Plus Disabled Child & Carer & Limited Capability	842.95	£34,298.76
Plus Carer	151.89	£26,006.04
Plus Carer & Limited Capability	470.65	£29,831.16
Plus Limited Capability	318.76	£28,008.48
Plus Limited Capability & Disabled Child	691.06	£32,476.08

7.0 Financial implications

7.1 The total approved budget for permanency allowances for 2017-18 is £2.4 million.

7.2 Achieving adoptions and other permanent orders such as Child Arrangement Orders and Special Guardianship Orders are a significant way of enabling children to cease being looked after and secure their long term care within a permanent family.

As such, a robust plan and focus on ensuring, where appropriate, permanency for looked after children has been a key element in reducing our Looked After Children.

- 7.3 In order to compare the impact of the proposed permanency allowances a typical week was extracted from the payments system Carefirst. The data from the specific week in question showed that a total of 288 payments were made in relation to the above allowances. A random sample was then selected in order to use for the comparison. The allowances used for the comparison were after discounting any discretionary paid allowances as this was considered to be a representative sample of the total allowances.
- 7.4 The costs associated with the implementation of the new policy are “in accordance with the fundamental underlying aim of the Children Act and other legislative provisions; to promote the welfare of children”. On this basis, any carer that currently receives a child's allowance of 50% would be eligible to have that allowance increased to 100%. From the sample referred to in paragraph 7.3 this currently equates to 165 carers. It is difficult to quantify the additional individual cost of the proposed uplift as the allowance is subject to a means test. The worst case scenario has been calculated on the basis that everyone will receive the 100% allowance that currently receives the 50% allowance.
- 7.5 In the short term there will be an additional indicative cost in the region of £440,000 per annum for the period the allowance is granted for. It should be noted that the provision for the above increased cost is not accounted for in the £2.4 million budget quoted in para 7.1.
- 7.6 In the longer term due to the changes in the proposed policy and the implementation of a more rigorous means test it is anticipated that that the £440,000 quoted in paragraph 7.5 will be contained within the approved budget.
- 7.7 The legal implications (para 8.0) below state three options that should be considered if a carer requests a re-assessment and is deemed to be worse off. It is difficult to quantify the exact financial implications at this stage as it is not known how many carer's will request a re-assessment and what the outcome of that re-assessment will be in monetary terms. However, options A and B would start to see a reduction in expenditure after two years, whilst option C would not see a reduction in expenditure until the current agreement expires.
- 7.8 If the proposed policy is not implemented then the Council could be subject to legal challenge as carer's should be receiving 100% of the child's allowance. This could have a much higher potential cost than that quoted in the above paragraph 7.4, as associated legal costs would be incurred.
- 7.9 Existing carers that currently receive a higher discretionary allowance that was agreed as per an order will continue to receive this amount as it is higher than the 100% child's allowance that is referred to in the above paragraph.

- 7.10 Any new carers approved going forward that receive an allowance under the new proposed policy will only receive the allowance for a period of two years unless a discretionary allowance is granted. Where this is the case, an allowance would only be paid until the child turns 18 and not the current age of 21 years.
- 7.11 Should a child that was previously subject to a Special Guardianship Order or a Child Arrangement Order (formerly Residence Order) go on to attend university, then an additional allowance would be payable from the age of 18 until 21 years. Based on the current Financial Help for Care leavers at University policy, this would be up to a maximum of £500 per month towards accommodation costs along with reimbursement for travel costs to and from university each term. It is not possible to quantify the costs associated with this at this stage as it is not known how many children will go onto attend university.
[NM/09032017/Q]

8.0 Legal implications

The relevant legislation is set out in the body of the report. In addition, the principles from the applicable case law has been considered and applied in drafting the policy. Counsel's advice has been sought in relation to the drafting of the policy and its implementation. In terms of the implementation of the policy the focus needs to be upon ensuring that the implementation is "in accordance with the fundamental underlying aim of the Children Act and other legislative provisions; to promote the welfare of children"

Advice has been sought from counsel who advises that in order to avoid the risk of challenge the new policy will need to be applied to all carers who are currently in receipt of 50% of the current fostering allowance under the old scheme/policy. Each carer will either need to be written to individually and advised about the new policy and that they are entitled to a re-assessment under the new policy if they choose, and that if they are assessed to be worse of they will remain in receipt of their current allowance but that the following will apply:-

- a) No reduction will take place for a period of time (say two years) in order for them to adjust
- b) There will be a reduction but it will be staggered over a period to allow for transition
- c) There will be no reduction, but also no future increase until such time as the 'core allowance' as set by the DfE has caught up and natural increases take place thereafter.

It is for the local authority to decide which of the above options they will consider however, counsel suggests that option c would be the safest option in terms of minimising the risk of challenge.

Carers who are in receipt of an allowance that was agreed as part of care proceedings will have to remain in receipt of their current allowance as there is a risk of challenge by way of breach of contract.

[TC/07032017/T]

9.0 Equalities implications

Equality impact assessment has been completed.

10.0 Environmental implications

10.1 There are no environmental implications.

11.0 Human resources implications

11.1 There are no human resource implications.

12.0 Corporate landlord implications

12.1 There are no corporate landlord implications.

13.0 Schedule of background papers

13.1 There are no preceding reports.

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Children, Young People and Families Scrutiny Panel

29 March 2017

Report title	Implementation of the 2014 SEND Reforms – Progress Update	
Cabinet member with lead responsibility	Councillor Claire Darke Education	
Wards affected	All	
Accountable director	Julien Kramer (Education)	
Originating service	School Standards	
Accountable employee(s)	Paul Senior Tel Email	Interim Head of SEND and Inclusion Education (School Standards) 01902 551985 paul.senior@wolverhampton.gov.uk
Report to be/has been considered by	Strategic Executive Board	20 December 2016

Recommendation(s) for action or decision:

The scrutiny panel is recommended to:

Note the progress made locally in implementing the 2014 SEND (special educational needs and disabilities) reforms.

1.0 Purpose

- 1.1 To update scrutiny panel members on the progress being made by local area partners and stakeholders, towards implementing the SEND reforms as outlined in the code of practice. This paper also highlights some of the areas for improvement that local partners are well aware of with plans in place to address.

2.0 Background

- 2.1 Significant changes to how support for children and young people with special educational needs and disabilities (SEND) is provided in England, came into force on 1 September 2014. A self-assessment summary of the local area's progress in implementing the reforms against the Ofsted and Care Quality Commission (CQC) inspection framework is provided in this report.

3.0 SEND Reforms Implementation - Progress

3.1 Areas where we are making the most progress

- 3.1.1 Person centred planning is at the heart of all our processes. Education, Health and Care plans (EHCPs) for both new referrals and those undergoing transfer review are co-produced, we see this as an example of true co-production. The local authority (LA) has led on the development of a regional outcomes training programme and have developed a database system whereby we can monitor, track and analyse the outcomes for both individuals and groups of young people. 181 pupils received an EHCP in 2015/16.
- 3.1.2 Our satisfaction survey tells us that over 95% children and young people experience an excellent or good engagement with the EHCP process. Of the statements in the survey we now know that we have a clear process, which is well explained, our paperwork is clear, families feel involved, there is regular communications and feedback and views are reflected back into the process.
- 3.1.3 Areas for improvement include increasing the 61% of plans completed across all areas within a 20 week timescale. However, it should be recognised that we are above the regional and nationally set targets for this area of focus. We also want to maintain a cycle of continuous improvement, including maintaining levels of awareness for staff of our responsibilities.
- 3.1.4 The child development centre (CDC), is a multi- agency service that coordinates all services for those aged 0-5 with SEND. Early identification and assessment is at the heart of this work and operates in a seamless way. Incorporating an under-fives ASD panel, with a multi-agency diagnostic approach, plus training and support is provided for parents.
- 3.1.5 Coordinated referral panels are in place to identify appropriate services, provide joint assessment across both education and health, and include joint visits The 'team around the child' model allows parents' being able to select a key worker to engage with.

Parental satisfaction is very high. We work closely with parents on having a quality experience.

- 3.1.6 Wolverhampton has a long and successful history of supporting parents. The Information, Advice and Support service (IASS) formerly the Parent Partnership is well known and respected by families and professionals; with a national level reputation for good practice. The service recently celebrated its 21st birthday. The IASS is impartial from the local authority and the CCG and is trusted by parents and carers; it complies with the national Quality Standards for impartial Information, Advice and Support Services.
- 3.1.7 Feedback demonstrates that parents, carers and young people are satisfied with the information, support and advice received and that accessing the service has led to improved outcomes for children and young people. The IASS has excellent strategic links across the local area to ensure that the experiences of families and ‘intelligence’ gathered can lead to improved service delivery for families. The IASS is the single point of access for the independent support programme which it jointly delivers with Kids. The challenge is to sustain the current level of best practice despite the rise in referrals, the growing demand and to maintain and or improve staffing levels.
- 3.1.8 Co-production and the strategic involvement of parents and carers in Wolverhampton is excellent in most areas, coupled with a genuine desire to embed this culture across the City. The parent carer forum Voice4Parents is well supported through the IASS and is regarded as the strategic vehicle with which to engage with parents and carers.
- 3.1.9 There has been recognition of the pivotal role of Voice4Parents in shaping services for example a post for a Co-production officer has been created and funded to embed a culture of co-production with parents and carers across the local area. In addition Voice4Parents is recognised locally and nationally as a forum model of best practice.
- 3.1.10 The role of the Co-production officer was a ring-fenced position for a parent/carer of a child with additional needs. The post is fixed term for 12 months. Discussions are underway with the local authority and the CCG to make this post permanent and demonstrate a genuine commitment to co-production.
- 3.1.11 By comparison with neighbouring LA areas Wolverhampton LA invests favourably in support of local Inclusion and SEND policy. The annual High Needs Funding Block spend of £29m allows the LA to currently commission 828 special school learner places, 128 specialist resource base learner places and 234 pupil referral unit learner places. This is in addition to commissioning a range of supporting services such as Education Psychology and outreach support from six of the local seven special schools.

LA Area	High needs spend per child/ young person
Wolverhampton	£760
Walsall	£679
Sandwell	£665
Dudley	£658

3.1.12 Local SEND partners, stakeholders and providers are currently preparing for the new Local Area Review (LAR), which will assess services for children and young people with Special Educational Needs and Disabilities (SEND). The review will be co-facilitated by Ofsted and the CQC with a focus on the local area's effectiveness in implementing the SEND Reforms. An inspection readiness programme has been developed with input being provided from all statutory partner agencies and also the support of local parent and carer forums in preparation for the week long process. The local area approach to SEND policy and inspection programme readiness received positive feedback during a recent DFE SEND Reforms monitoring visit. The framework for the Local Area SEND inspection and the inspectors' handbook were published 27 April 2016.
<https://www.gov.uk/government/publications/local-area-send-inspection-framework>

3.2 Areas where we are making less progress

- 3.2.1 Our area's Local Offer website was originally developed to meet our statutory responsibilities in coproduction and has been co-designed with our family groups. We are now aware that there are a number of issues which we need to deal with promptly to develop this service and ensure that it not only meets our responsibilities, but that the service is accessible and recognised by key stakeholders for its value and is used as a means of gaining access to services in the Wolverhampton local area. The feedback we received included a report from young people making us aware of the sites limitations.
- 3.2.2 We have recently commissioned a piece of work to improve the website ensuring it is more user friendly, accessible and consideration is given for additional languages. The work is being coproduced with parents and will include a young person (YP) voice to guide visitors through the website. We will also quality assure input from schools and ensure that we meet all of our statutory responsibilities.
- 3.2.3 A recent review of post 16 priorities included the need to address issues around the quality and breadth of provision for vulnerable learners, including SEND learners. A new strategic plan has been produced - City of Wolverhampton's Commitment to Young People - which has significant outcomes including, delivering on effective transitions for all learners including SEND which provides appropriate pathways, signposting and guidance to access additional support, ensures provision is in place, ensures access to the provision and identifies potential progression routes.

For example, the post 16 service has successfully implemented a 'Supported Internship' programme within Wolverhampton. In the first year ten young people were enrolled onto the programme with a target of moving at least three into paid employment; five young people successfully moved into paid employment. This year we have 22 places across three providers and are looking to achieve at least a similar target.

- 3.2.4 Developing new provision requires developing a demand led model. The current offer is limited. There is insufficient breadth and choice of provision and too few providers. Evidence includes the strategic plan, quality assurance review and the Black Country area review which identified strands of work which will impact on provision for vulnerable learners. Plus the Black Country Colleges SEND report which recognised the supported internships programme which is now being expanded.

- 3.2.5 Employer engagement needs to be further developed to improve routes to employment. The Council is committed to supporting SEND learners, but providers need to develop more programmes which are responsive to learner need and there needs continued emphasis of work based learning pathways to employment. An area for improvement is to encourage the LA to become one of the employers; recently the LA has agreed to take this on.
- 3.2.6 Arrangements between the CCG and the LA are an area that is developing well. A dedicated resource was used to establish and support the responsibilities of the CCG. Support for the EHCP process, joint commissioning arrangements and support for transitions is working well and we are aware of the challenges we face. We are developing innovative support packages in conjunction with young people; we have a refreshed CAMHs strategy. We feel we are meeting our responsibilities around identification and meeting the needs. Evidence includes the Council for Disabled Children (CDC) audit, and although we use traditional ways to gather satisfaction data, we are looking at evaluating this data. The YP innovative packages were introduced in a 'Dragons den' environment with YP pitching to local providers ideas for amongst other livings options for independent living. A refreshed CAMHs strategy has also been produced and our work continues to have clear links back to the local authority services.
- 3.2.7 Discussions are being held at a senior level within the CCG to have a clear, continuing and specific focus on SEND. We want to improve our governance and reporting arrangements.
- 3.2.8 The ASD pathway is currently not commissioned for diagnosis and intervention, but this is being considered to ensure that there is sufficient multi-agency involvement in these processes in line with evidence based practice. Signposting for parents for those children who are not diagnosed is to be improved and the diagnostic and intervention pathway especially for over fives.
- 3.2.9 There are 6,935 pupils receiving SEN provision in Wolverhampton, of which 5,782 (83%) received SEN support, 972 (14%) received a SEN statement and 181 (2.6%) received an EHC plan in 2015/16. The trend in the proportion of pupils receiving SEN support and SEN statements/ EHC plans in Wolverhampton is decreasing.

The percentage of pupils receiving SEN support in Wolverhampton has decreased since 2009 and currently (in 2015) 15% of the pupils in schools of Wolverhampton receive SEN support. According to the forecast estimates, this is likely to decrease further to 11% till 2020. The percentage of pupils receiving SEN statements/ EHC plans in Wolverhampton has remained fairly constant at 2.6% since 2009 (compared with the 2.8% national average). This is likely to remain constant till 2020.

School Improvement work within mainstream schools would indicate considerable variance across the City as regards SENCO confidence in referral and use of the EHC SEN Support guidance in identification of SEND. Specialist provision within the current SEND estate means that pupils are not always guaranteed educational provision at their most local special school; transport of pupils to special schools contributes to a £3.5m transport bill.

- 3.2.10 Wolverhampton has established regular partnership working between School Improvement and Early Years SEN Team; this enables City SENCos undertaking the National award/ Birmingham university qualification to have constant local input to the award in order to ensure that developing practice resulting from engagement with the award is informed by local policy and practice. Review of provision for SEND/Inclusion across the City is being undertaken through cross-directorate and multi-agency consultation (3 – 5 year model) in order that we facilitate a broader spectrum of children accessing local provision. The gap in attainment in Wolverhampton at KS1 and KS2 is decreasing and attainment by age 19 has improved dramatically.
- 3.2.11 To improve outcomes for children and young people with additional needs we will need to ensure that all schools have a robust graduated response in order that identification of pupils at SEN support is accurate, timely and informed by evidence of appropriate closing the gap provision and reflected in SEN Information Report. Impact of pupils travelling across the city needs to be explored within special school attendance. Attendance continues to be an area for development across the City's Special Schools. There is a need to review strategic school Improvement thresholds and support levels in order to reflect need for greater challenge in order to ensure schools do not coast.
- 3.2.12 Despite the considerable investment being made in inclusion policy and provision locally, permanent exclusions in schools have risen at a level above the national average in recent years. This follows Wolverhampton previously being a zero excluding LA for a number of years. Additionally the number of learners with social emotional mental health (SEMH) assessed needs requiring access to non - Wolverhampton specialist provision (currently 38), despite local SEMH commissioned provision recording only 60% learner occupancy at the time of writing this report is a cause for concern. The LA recognises these developments as issues requiring urgent action and plans are underway with a view to securing longer term sustainable solutions.

4.0 Financial implications

- 4.1 The cost of implementation of the SEND Reforms will be met from the approved budget of the Education Directorate and associated High Needs Block delegated budgets. In addition the Council has been allocated £200,000 SEND reform grant by DfE for 2017/18. [MF/14032017/P]

5.0 Legal implications

- 5.1 Under Section 13 of the Education Act 1996 the Council has a duty to contribute to the development of the community by securing efficient primary and secondary education and promote high standards in the city. [Legal Code: TS/02032017/Y]

6.0 Equalities implications

6.1 Some pupils and some schools face greater challenges in achieving educational success; there are therefore profound equalities implications to the LA and to schools in ensuring that every child and young person achieves their full potential and every school provides good educational outcomes.

7.0 Environmental implications

7.1 There are no direct environmental implications arising from this report

8.0 Human resources implications

8.1 There are no direct human resource implications arising from this report

9.0 Corporate landlord implications

9.1 There are no direct Corporate Landlord implications arising from this report

10.0 Schedule of background papers

10.1 N/A.

Appendix A: Headline Summary Data

1. Population	<ul style="list-style-type: none"> Wolverhampton has a higher proportion of children and young people (32%) compared to England (30.4%).
2. Prevalence	<ul style="list-style-type: none"> There are 6,935 pupils receiving SEN provision in Wolverhampton, of which 5,782 (83%) received SEN support, 972 (14%) received a SEN statement and 181 (2.6%) received an EHC plan in 2015/16 851 children with SEN or EHC Plans have accessed social care services as in April 2015. In 2015, Wolverhampton had significantly higher prevalence of moderate (59.2 per 1,000) and severe (5.34 per 1,000) learning difficulties compared to England where the prevalence is 28.6 per 1,000 and 3.8 per 1,000 respectively. There were 1,030 children and young people in Wolverhampton recorded on CareFirst with learning disabilities in April 2015. The rate of children with learning disabilities known to schools in Wolverhampton (65.9 per 1,000) in 2015 is significantly higher compared to England (33.7 per 1,000) and West Midlands (48.5 per 1,000). Also, Wolverhampton has the 2nd highest rate of children with learning disabilities known to schools compared to the 15 CIPFA neighbours. In April 2015, there were 314 children and young people aged 25 and below recorded with autism by CareFirst and 345 by Graphnet. In 2014, the rate of children with autism known to schools in Wolverhampton was 4.6 per 1,000.
3. Education	<ul style="list-style-type: none"> The trend in the proportion of pupils receiving SEN support and SEN statements/ EHC plans in Wolverhampton is decreasing. Moderate LD is the most common type of primary SEN need in primary schools (48.7%) as well as secondary schools (41.1%) followed by Speech , Language and Communication Needs (SLCN) (17.7%) for primary schools and Social, Emotional and Mental health (19.4%) for secondary schools. In Special schools in Wolverhampton, severe LD is the most common type of primary SEN need (27.1%) followed by Moderate LD (24.9%) and ASD (14%).
4. Educational Attainment	<ul style="list-style-type: none"> KS1: Gap between England and Wolverhampton for the percentage of children achieving level 2 or above in KS1 for all four subjects has decreased. KS2: The gap in achieving level 4 in KS2 for all four subjects between children with SEN and those without SEN has fallen from 2012 to 2015 across Wolverhampton. Attainment by 19 years: Since 2006, percentage of children with SEN achieving level 2 in year 11 in Wolverhampton has improved dramatically by 43.3% for children with SEN without statement and by 19.5% for children with statement of SEN. Attainment by 19 years: Since 2006, percentage of children with SEN achieving level 3 in year 11 in Wolverhampton has improved by 13% for children with SEN without statement and by 5.2% for children with statement of SEN.

5. Wider determinants	<ul style="list-style-type: none">• In 2015, Wolverhampton has an IDACI score of 31.3 which is 12th most deprived in England.• Claimants for Disability Living Allowance (DLA) aged 0-24 years are increasing in Wolverhampton, particularly for boys.• The total fertility rate for women is higher in Wolverhampton compared to England, particularly for women aged 15-19 years and 20-24 years.• Smoking at the time of delivery (18.8%) in Wolverhampton in 2014/15 is higher compared to 14.2% in West Midlands and 11.4% in England.
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Title: Pupil Referral Units – Update to original briefing paper as requested

Prepared by: Alex Jones (Assistant Director - School Standards) Date: November 2016 and 29 March 2017

Intended audience: Internal Partner organisations Public Confidential

Purpose or recommendation

The report is to inform Children and Young People's Scrutiny Panel: what PRU's are, why we have them and outline the current context and performance of the PRU's in Wolverhampton.

It also now contains the additional information as requested by the panel – see below.

Background and context

Original Report (November 2016):

Children and young people educated in alternative provision (AP) or a Pupil Referral Unit (PRU) are among the most vulnerable. They include pupils who have been excluded from school or who cannot attend mainstream school for other reasons: for example, children with behavior issues, those who have short- or long-term illness, school phobics, teenage mothers, pregnant teenagers, or pupils without a school place.

Each Local Authority has a duty under Section 19 of the Education Act 1996 to provide suitable education for children of compulsory school age who cannot attend school for a variety of reasons.

Pupil referral units (PRUs):

PRUs are one type of AP. They are local authority establishments which provide education for children unable to attend a mainstream school. There were around 400 PRUs in operation across the country on at present.

All PRUs have a teacher in charge, similar to a mainstream school's headteacher. They also have a management committee, which acts like a mainstream school's governing body. Since April 2013, PRUs have been given greater control over their budgets and staffing. They have similar freedoms to mainstream schools, AP academies and AP free schools.

PRU's In Wolverhampton:

There are currently four PRU's in Wolverhampton:

Kingston Centre (Primary PRU) which is based on the Northern House Academy (New Park School) site – the centre was placed in special measures in January 2015 and became a sponsored Academy with Northern House on 1st September 2016.

The school is therefore currently "unclassified" with regards to Ofsted judgments.

The Braybrook Centre (Key Stage 3) - based on the Parkfields Site. Braybrook Centre is a Key Stage 3 Pupil Referral Unit (PRU) with up to 42 places for young people who have behavioral, emotional and social difficulties (BESD).

- ✓ The Centre is currently judged to be Good by Ofsted.

Midpoint Centre (Key Stage 4) - based on the Parkfields site. The Midpoint Centre is a Key Stage 4 Pupil Referral Unit for young people who have behavioral, emotional and social difficulties.

Alongside classrooms and laboratories for Math's, English, Science, ICT and Personal, Social and Health Education, the Centre has specialist facilities for brickwork, hair and beauty, motor vehicle, technology and small animal care. Students are supported in their learning by classroom assistants and the Centre has two behaviour mentors and a behaviour manager to address behaviour issues.

- ✓ The Centre is currently judged to be Good by Ofsted.

The Orchard Centre (Home and Hospital PRU) - based on the Parkfields site. The Orchard Centre provides education for pupils experiencing medical, social, emotional or psychological ill-health or trauma which makes it difficult for them to attend school regularly or, in some cases, at all.

The PRU is in three parts:

- Hospital provision is available for up to twenty full time pupils ranging from Reception to post-16. This takes place in the hospital school room at New Cross Hospital or at the bedside if required. Two full time staff are allocated to this provision with support from other staff as necessary.
- Home tuition is available for pupils from Reception to Year 11 and referrals come from physical and mental health professionals

These two areas of provision are known as External Services. Teachers and Teaching Assistants are employed in this provision. In addition, Moms to Be are supported through this area and the Orchard Centre. The number of pupils varies on a weekly basis but potentially up to 50 pupils can be supported through this service.

- The third part of the provision is The Orchard Centre with a capacity to take 90 full-time pupils from Years 7 to 11. All pupils admitted have emotional, medical or psychological needs and receive SEN support or have an Education, Health and Care Plan. (EHC)

Most pupils, except a few who have never had a secondary school place or who are new to the City, are dual registered with a mainstream school. This means that they remain on the roll of their school as well as being placed on the roll of the Centre and the mainstream school will continue to be responsible for their education.

- ✓ The Centre is currently judged to be Good by Ofsted.

Additional Information requested (March 2017):

1. The average length of time that a young person would stay in a unit?
 - PRU's are designated as short-stay schools and therefore in the vast majority of cases pupils stay in the PRU for between 12-16 weeks on average before being transitioned back into a mainstream school setting, if appropriate; excluded year 11 pupils, however, generally remain at the PRU until the end of that school year.
 - The exception to this are those pupils undergoing a statutory assessment for an Education, Health and Care Plan which takes a minimum of 26 weeks to complete before a placement can be found.
2. A profile of the young people – gender, ethnicity, age and trend analysis, number of children in each of the units, current capacity:
 - See attached Appendix 1 for data
3. Findings of any recent inspection reports on the performance of the pupil referral units:
 - See original report information above.
4. The destination of the young people who are excluded from pupil referral units?
 - The young people from the PRU's will destination to a variety of different places depending on their age and needs. These will include: mainstream school, pre-apprenticeship providers, apprenticeships, FE College or other training providers.
5. Does school funding for young people follow them when they are referred to a pupil referral?
 - National Guidelines state that the money should always follow the pupil and the LA follows these national guidelines.
6. How does the performance of the PRU compare to other similar local authorities?
 - All of our PRU's are currently graded as Good by Ofsted (except for Northern House PRU which is currently unclassified) which compares very favourably to other neighbouring authority provision.

Briefing Note

Appendix 1

A profile of the young people – gender, ethnicity, age and trend analysis, number of children in each of the units, current capacity:

Pupil Referral Units in Wolverhampton – Pupil Trends 2015 - 2017

2015

Name of Pupil Referral Unit	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	All Ages	Boys	Girls
Kingston Centre	1	4	5	4	7	6	6	0	0	0	0	0	33	29	4
The Orchard Centre	0	0	1	0	0	3	2	4	8	15	24	31	88	49	39
Midpoint Centre	0	0	0	0	0	0	0	0	0	0	27	28	55	43	12
The Braybrook Centre	0	0	0	0	0	0	0	1	9	15	0	0	25	21	4
All PRUs	1	4	6	4	7	9	8	5	17	30	51	59	201	142	59

2016

Name of Pupil Referral Unit	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	All Ages	Boys	Girls
Kingston Centre	0	0	1	2	1	6	3	0	0	0	0	0	13	13	0
The Orchard Centre	1	1	0	0	0	0	2	4	13	9	23	25	78	43	35
Midpoint Centre	0	0	0	0	0	0	0	0	0	0	19	27	46	32	14
The Braybrook Centre	0	0	0	0	0	0	0	2	7	14	0	0	23	14	9
All PRUs	1	1	1	2	1	6	5	6	20	23	42	52	160	102	58

Briefing Note

2017

Name of Pupil Referral Unit	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	All Ages	Boys	Girls
Northern House	0	1	2	4	10	3	2	0	0	0	0	0	22	20	2
The Orchard Centre	0	0	1	0	2	0	1	3	5	20	15	28	75	38	37
Midpoint Centre	0	0	0	0	0	0	0	0	0	0	13	30	43	32	11
The Braybrook Centre	0	0	0	0	0	0	0	0	9	15	0	0	24	19	5
All PRUs	0	1	3	4	12	3	3	3	14	35	28	58	164	109	55

- Pupil numbers on roll at the PRUs dropped by almost 40 over the last 3 years, at a time when the general school population is still growing.
- The gender split for PRUs is 2/3rds boys and 1/3 girls 70:30 whereas the general school population is about 50:50.

This report is PUBLIC
[NOT PROTECTIVELY MARKED]

Briefing Note



SCHOOL CENSUS - Spring 2015

Number of Pupils of Year R and Above

Pupil Referral Units	WHITE						MIXED					ASIAN OR ASIAN BRITISH					BLACK OR BLACK BRITISH				CHNE	OOTH	REFU	NOBT		
	WBRI	WIRI	WIRT	WROM	WOTH	Total	MWBC	MWBA	MWAS	MOTH	Total	AIND	APKN	ABAN	AOTH	Total	BCRB	BAFR	BOTH	Total						
Kingston Centre (Primary PRU)	21					21	7	1	1		9	1				1	2			2						
The Orchard Centre	68	1			2	71	5			1	6	5	1	1	1	8	2			1	3					
Midpoint Centre	34				1	35	8	1		2	11	1				1	4	1		1	6		1			1
The Braybrook Centre	15			2		17	3		2		5		1			1	2			2						
Total	117	1	0	2	3	123	16	1	2	3	22	6	2	1	1	10	8	1	2	11	0	1	0	0	1	

Percentage of Pupils Year R and Above

Pupil Referral Units	WHITE						MIXED					ASIAN OR ASIAN BRITISH					BLACK OR BLACK BRITISH				CHNE	OOTH	REFU	NOBT		
	WBRI	WIRI	WIRT	WROM	WOTH	Total	MWBC	MWBA	MWAS	MOTH	Total	AIND	APKN	ABAN	AOTH	Total	BCRB	BAFR	BOTH	Total						
Kingston Centre (Primary PRU)	63.6	0.0	0.0	0.0	0.0	63.6	21.2	3.0	3.0	0.0	27.3	3.0	0.0	0.0	0.0	3.0	6.1	0.0	0.0	6.1	0.0	0.0	0.0	0.0	0.0	0.0
The Orchard Centre	77.3	1.1	0.0	0.0	2.3	80.7	5.7	0.0	0.0	1.1	6.8	5.7	1.1	1.1	1.1	9.1	2.3	0.0	1.1	3.4	0.0	0.0	0.0	0.0	0.0	0.0
Midpoint Centre	61.8	0.0	0.0	0.0	1.8	63.6	14.5	1.8	0.0	3.6	20.0	1.8	0.0	0.0	0.0	1.8	7.3	1.8	1.8	10.9	0.0	1.8	0.0	1.8	0.0	1.8
The Braybrook Centre	60.0	0.0	0.0	8.0	0.0	68.0	12.0	0.0	8.0	0.0	20.0	0.0	4.0	0.0	0.0	4.0	8.0	0.0	0.0	8.0	0.0	0.0	0.0	0.0	0.0	0.0
Overall Percentage	58.2	0.5	0.0	1.0	1.5	61.2	8.0	0.5	1.0	1.5	10.9	3.0	1.0	0.5	0.5	5.0	4.0	0.5	1.0	5.5	0.0	0.5	0.0	0.5	0.0	0.5

SCHOOL CENSUS - Spring 2016

Number of Pupils of Year R and Above

Pupil Referral Units	WHITE						MIXED					ASIAN OR ASIAN BRITISH					BLACK OR BLACK BRITISH				CHNE	OOTH	REFU	NOBT		
	WBRI	WIRI	WIRT	WROM	WOTH	Total	MWBC	MWBA	MWAS	MOTH	Total	AIND	APKN	ABAN	AOTH	Total	BCRB	BAFR	BOTH	Total						
Kingston Centre (Primary PRU)	8					8	4				4					0	1			1						
Midpoint Centre	60					60	3		1	2	6	5		1	1	7	1	1	1	3			1	1		
The Braybrook Centre	24					24	9	1	2	3	15					0	5	1		6			1			
The Orchard Centre	13					13	6	1			7					0	1	1		2			1			
Total	105	0	0	0	0	105	22	2	3	5	32	5	0	1	1	7	8	3	1	12	0	3	1	0	0	

Percentage of Pupils Year R and Above

Pupil Referral Units	WHITE						MIXED					ASIAN OR ASIAN BRITISH					BLACK OR BLACK BRITISH				CHNE	OOTH	REFU	NOBT		
	WBRI	WIRI	WIRT	WROM	WOTH	Total	MWBC	MWBA	MWAS	MOTH	Total	AIND	APKN	ABAN	AOTH	Total	BCRB	BAFR	BOTH	Total						
Nothern House	61.5	0.0	0.0	0.0	0.0	61.5	30.8	0.0	0.0	0.0	30.8	0.0	0.0	0.0	0.0	9.0	7.7	0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0
Midpoint Centre	76.9	0.0	0.0	0.0	0.0	76.9	3.8	0.0	1.3	2.6	7.7	6.4	0.0	1.3	1.3	0.0	1.3	1.3	1.3	3.8	0.0	1.3	1.3	0.0	0.0	0.0
The Braybrook Centre	52.2	0.0	0.0	0.0	0.0	52.2	19.6	2.2	4.3	6.5	32.6	0.0	0.0	0.0	0.0	0.0	10.9	2.2	0.0	13.0	0.0	2.2	0.0	0.0	0.0	
The Orchard Centre	56.5	0.0	0.0	0.0	0.0	56.5	26.1	4.3	0.0	0.0	30.4	0.0	0.0	0.0	0.0	4.4	4.3	4.3	0.0	8.7	0.0	4.3	0.0	0.0	0.0	
Overall Percentage	65.6	0.0	0.0	0.0	0.0	65.6	13.8	1.3	1.9	3.1	20.0	3.1	0.0	0.6	0.6	6.7	5.0	1.9	0.6	7.5	0.0	1.9	0.6	0.0	0.6	

SCHOOL CENSUS - Spring 2017

Number of Pupils of Year R and Above

Pupil Referral Units	WHITE						MIXED					ASIAN OR ASIAN BRITISH					BLACK OR BLACK BRITISH				CHNE	OOTH	REFU	NOBT		
	WBRI	WIRI	WIRT	WROM	WOTH	Total	MWBC	MWBA	MWAS	MOTH	Total	AIND	APKN	ABAN	AOTH	Total	BCRB	BAFR	BOTH	Total						
Nothern House	15		1			16	2			1	3					0	3			3						
Midpoint Centre	22				1	23	7		3	2	12	2				2	4			2	6					
The Braybrook Centre	12			1		13	5			2	7					0	1	1		2			1			1
The Orchard Centre	55				1	56	5		3	2	10	4				4	3			4			1			
Total	104	0	1	1	2	108	19	0	6	7	32	6	0	0	0	6	11	1	3	15	0	2	0	1	0	

Percentage of Pupils Year R and Above

Pupil Referral Units	WHITE						MIXED					ASIAN OR ASIAN BRITISH					BLACK OR BLACK BRITISH				CHNE	OOTH	REFU	NOBT		
	WBRI	WIRI	WIRT	WROM	WOTH	Total	MWBC	MWBA	MWAS	MOTH	Total	AIND	APKN	ABAN	AOTH	Total	BCRB	BAFR	BOTH	Total						
Nothern House	68.2	0.0	4.5	0.0	0.0	72.7	9.1	0.0	0.0	4.5	13.6	0.0	0.0	0.0	0.0	4.7	13.6	0.0	0.0	13.6	0.0	0.0	0.0	0.0	0.0	0.0
Midpoint Centre	51.2	0.0	0.0	0.0	2.3	53.5	16.3	0.0	7.0	4.7	27.9	4.7	0.0	0.0	0.0	0.0	9.3	0.0	4.7	14.0	0.0	0.0	0.0	0.0	0.0	0.0
The Braybrook Centre	50.0	0.0	0.0	4.2	0.0	54.2	20.8	0.0	0.0	8.3	29.2	0.0	0.0	0.0	0.0	5.3	4.2	4.2	0.0	8.3	0.0	4.2	0.0	4.2	0.0	4.2
The Orchard Centre	73.3	0.0	0.0	0.0	1.3	74.7	6.7	0.0	4.0	2.7	13.3	5.3	0.0	0.0	0.0	3.7	4.0	0.0	1.3	5.3	0.0	1.3	0.0	0.0	0.0	
Overall Percentage	63.4	0.0	0.6	0.6	1.2	65.9	11.6	0.0	3.7	4.3	19.5	3.7	0.0	0.0	0.0	5.8	6.7	0.6	1.8	9.1	0.0	1.2	0.0	0.0	0.6	

Briefing Note

- Around 55% of the general school population is of white ethnic origin, for PRUs it is 10% higher with around 65% of pupils being of white ethnic origin.
- A higher percentage of pupils of Mixed White and Black Caribbean ethnic origin attend PRUs (12%) compared to the general school population (7%).
- Pupils of Indian ethnic origin are under -represented in the PRU population with around 4% attending PRU provision compared to 16% in other schools

Generally 100% of pupils attending PRU provision have Special Educational Needs or Disability compared to 17% of the general school population.

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Name of Pupil Referral Unit	Level of SEND 2015					Total on Roll	Total with SEN	% with SEN
	No special need	School action	K - SEN Support	School action Plus	Statement			
Kingston Centre				28	5	33	33	100.0
The Orchard Centre	3		10	56	19	88	85	96.6
Midpoint Centre		1		40	14	55	55	100.0
The Braybrook Centre			7	14	4	25	25	100.0
Total	3	1	17	138	42	201	198	98.5

Name of Pupil Referral Unit	Level of SEND 2016			Total on Roll	Total with SEN	% with SEN
	K - SEN Support	E - Education, health and care plan	Statement			
Kingston Centre	13			13	13	100.0
The Orchard Centre	64	12	2	78	78	100.0
Midpoint Centre	39		7	46	46	100.0
The Braybrook Centre	22	1		23	23	100.0
Total	138	13	9	160	160	100.0

Briefing Note

Name of Pupil Referral Unit	Level of SEND 2017			Total on Roll	Total with SEN	% with SEN
	K - SEN Support	E - Education, health and care plan	Statement			
Northern House	22			22	22	100.0
The Orchard Centre	59	13	3	75	75	100.0
Midpoint Centre	31	9	3	43	43	100.0
The Braybrook Centre	24			24	24	100.0
Total	136	22	6	164	164	100.0

The percentage of pupils eligible for free school meals in Wolverhampton schools is around 1/5th of all pupils (20%) compared to over half of all pupils attending PRUs, although early indications from unvalidated 2017 Spring Census show much smaller % of pupils at The Northern House Academy and The Orchard Centre. Being eligible bringing provisional FSM eligible pupils down to 43%.

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Name of Pupil Referral Unit	Number of Eligible pupils	Number of Pupils on Roll	% of Pupils Eligible for FSM
Kingston Centre	22	33	67
The Orchard Centre	38	88	43
Midpoint Centre	35	55	64
The Braybrook Centre	12	25	48
Total	107	201	53

Briefing Note

Name of Pupil Referral Unit	Number of Eligible pupils	Number of Pupils on Roll	% of Pupils Eligible for FSM
Kingston Centre	9	13	69
The Orchard Centre	33	78	42
Midpoint Centre	24	46	52
The Braybrook Centre	17	23	74
Total	83	160	52

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Name of Pupil Referral Unit	Number of Eligible pupils	Number of Pupils on Roll	% of Pupils Eligible for FSM
Northern House	6	22	27
The Orchard Centre	25	75	33
Midpoint Centre	25	43	58
The Braybrook Centre	15	24	63
Total	71	164	43

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Children, Young People and Families Scrutiny Panel 29 March 2017

Report title	HeadStart Phase 3–Building Resilience and Preventing Self Harm	
Cabinet member with lead responsibility	Councillor Val Gibson Children and Young People	
Wards affected	All	
Accountable director	Emma Bennett, Children and Young People	
Originating service	Children and Young People	
Accountable employee(s)	Kevin Pace	Head of Service - HeadStart
	Tel	01902 556817
	Email	Kevin.Pace@wolverhampton.gov.uk
Report to be/has been considered by	People Leadership Team 27 February 2017	

Recommendations for noting:

The Panel is asked to note:

1. The development and progress of Wolverhampton HeadStart Phase 3.
2. The contribution that Wolverhampton HeadStart Phase 3 makes towards building the resilience of children and young people and to reducing the incidence of self-harm in children and young people.

1.0 Purpose

- 1.1 To note the development and progress of Wolverhampton HeadStart Phase 3.
- 1.2 To consider the contribution that Wolverhampton HeadStart Phase 3 makes towards building the resilience of children and young people and to reducing the incidence of self-harm in children and young people.

2.0 Background

- 2.1 Both nationally and locally the agenda for children's and young people's mental health and wellbeing has been recognised as being an extremely important social and health issue. At a national level the Government's priority to transform children and young people's mental health and wellbeing support started with the 'Future in Mind' report which was published in March 2015. The emphasis of this report was on transforming acute mental health services, improved collaboration across all stakeholders and early intervention to improve young people's mental health and wellbeing.
- 2.2 In January 2017 the Prime Minister made a series of further commitments to ensure that children and young people get the support that they need. These included:
 - Mental health first aid training for secondary schools,
 - A major thematic review of children and adolescent mental health services across the country, led by the Care Quality Commission,
 - A forthcoming Green Paper on Children and Young People's Mental Health.
- 2.3 Locally support for children and young people's mental health and wellbeing has been seen as a significant priority over the last few years. This has included a range of specific actions:
 - Wolverhampton HeadStart Programme,
 - Developing a revised Children and Young People's Mental Health and Wellbeing Strategy across health and social care,
 - Including from April 2017 Children's Mental Health services within the Better Care Fund arrangements,
 - Public Health developments to the Healthy Schools Programme,
 - Public Health revisions to school nursing and health visiting services.

3.0 HeadStart Progress

- 3.1 On 20 July 2016 Cabinet noted Wolverhampton's successful application for HeadStart Phase 3 Programme funding from Big Lottery of £9.5 million over the next five years.
- 3.2 This follows on from stage one and two, 2014 to 2016, which saw £900,000 of Big Lottery funding used for test and learn pilot programmes focussing on emotional

wellbeing and positive mental health. Some of the key findings from the resilience programmes in schools included:

- Pupils were better able to deal with challenges they face and there was a tangible improvement in terms of pupil behaviour.
- There was a noticeable increase in the capacity of pupils to draw on resources/strategies that support and sustain well-being and resilience.
- Pupils reported significant personal gains from the programs: improved social relationships, capability to manage friendships more effectively, ability to manage personal behaviour and positive impact upon academic learning and achievement.
- Within the Main Significant Change (MSC) research was improved pupil behaviour and ability to deal with the challenges they may face. Other MSC included: increased confidence, improved decision-making skills, increase in self-esteem and improved stress management and reflective skills.

3.3 The Wolverhampton HeadStart Programme is subject to a number of progress reviews with Big Lottery each year. These include monthly meetings with our Big Lottery Relationship Manager, a more formal quarterly review meeting with our Big Lottery Relationship Manager and the Big Lottery HeadStart Programme Manager and an in depth Annual Review meeting with both of the above and a representative from the Big Lottery All England Panel. For 2016-17 this Annual Review meeting took place on 13 February.

3.4 Overall the feedback from our Big Lottery sponsors was extremely positive about progress to date. There was a recognition that the programme was still in the initial set up phase and that performance monitoring against the outcome measures would commence from 1 April 2017. The programme was strongly encouraged to learn from the lessons learnt from phase 2 of the programme including strengthening engagement with and procurement from the voluntary sector.

3.5 Big Lottery highlighted the following as the key strengths of the programme:

- The digital work stream,
- Young people engagement,
- Building the voluntary sector consortium.

Wolverhampton HeadStart was encouraged to take a national lead across the six HeadStart programmes on these aspects of the programme so that others could learn from the good progress that we are making.

3.6 The HeadStart Programme has five key aims:

- A socially significant improvement in the mental wellbeing of at risk young people,
- A reduction in the onset of diagnosable mental health disorders,
- Improved engagement in school and improved academic attainment,
- Reduced engagement in 'risky' behaviour including:
 - Substance abuse

- Criminality (crime and anti-social behaviour and youth violence and theft as indicated by our needs assessment)
- Teenage pregnancy (and sexually transmitted infections),
- Improved employability.

Each of these aims contributes to the building of resilience in children and young people and the prevention of self-harm. Specific interventions as a result of the programme will include:

- A universal digital programme to develop safety awareness in the use of digital technologies including social media,
- Work force development programmes to improve mental health awareness amongst all staff working with children and young people,
- Development of 'a place to go' programmes and activities outside of school aimed at hard to reach and vulnerable children and young people,
- Resilience training for children and young people in school,
- Anti-stigma campaigns to increase awareness of and acceptance of mental health issues,
- Engagement of children and young people in the development of the HeadStart programme including the development of a young person's Shadow Board, use of HeadStart Ambassadors, Peer Mentoring Programmes and Anti-Bullying Campaigns,
- The development of four HeadStart Resource centres that will link with schools and communities to promote HeadStart initiatives,
- The appointment of CAMHs (Children and Adolescent Mental Health) NHS link workers to improve liaison between schools and NHS mental health services.

Each of these programmes of interventions will be rolled out as part of the detailed project plan over the five year programme 2016-17 – 2020-21.

3.7 The programme will be subject to rigorous evaluation at both a national and local level to determine the success or otherwise of the interventions so that lessons can be learnt as to what works well:

- The national evaluation, which begins in March 2017, will collect both qualitative and quantitative data. The qualitative strand will follow two cohorts of young people (year seven and year nine) in HeadStart schools through the life of the programme. This methodology consists of a validated survey which will record self-reported data in the areas of wellbeing, mental health, resilience, perceived stress and emotional intelligence. The qualitative aspect will collect data through snapshot interviews and focus groups with randomly selected young people and longitudinal interviews and focus groups with a constant group of young people.
- The local evaluation will be delivered in a similar way to the national. A qualitative survey will collect data from two cohorts of children, year six and year seven (carried out in an alternative academic year to the national) asking young people to self-report using a validated survey in areas of; self-efficacy, resilience, personal

strengths and competencies and quality of life. A qualitative study focusing on impact on children and schools will take place alongside longitudinal video case studies with young people requiring targeted support and a co-constructed area study measuring resilience within the community.

- At a local level we will also be conducting a quality assurance evaluation to ensure our programmes are delivered well and are contributing towards outcomes through measuring at set of sub scales; self-regulation, coping with stress, family relationships, relationships within the community, participation in community life, participation in school life, peer relationships, problem solving skills, empathy and having goals and aspirations.
- Further into the programme, HeadStart will work with Performance and Insight colleagues to link data in areas including health, education, social care and the police to profile HeadStart areas and schools. This will give us findings as to whether HeadStart programmes within our target geography compared to the rest of the city are having an impact on outcomes.
- All of our evaluation design, delivery, analysis and reporting will be done in line with appropriate data sharing agreements and consent in place beforehand.

These lessons will also help to ensure the continuity of the programme beyond its five year grant funding.

4.0 Financial implications

- 4.1 The HeadStart Programme will be funded from the awarded Big Lottery Grant of £9.5 million over the five year live time of the programme.
[GS/14032017/T]

5.0 Legal implications

- 5.1 There are no significant legal implications.
[TS/15032017/R]

6.0 Equalities implications

- 6.1 The HeadStart equality analysis shows that there are no adverse impacts arising from the programme, and that HeadStart could assist in eliminating discrimination, advancing equality and fostering good relations amongst people belonging to a protected characteristic. The HeadStart Phase 3 programme specifically targets groups of young people for whom evidence suggests that they are at risk of developing common mental health issues. These groups are:
- Those identifying as lesbian, gay, bisexual, transsexual and questioning
 - Those who have a family member with a history of mental health issues
 - Those who are young carers
 - Those at risk from or involved in crime / gangs / youth violence

- New Arrivals and / or ROMA
- Black, Asian or other Minority Ethnic Groups
- Those who have / are witnessing domestic violence
- Those with learning disabilities / difficulties

6.2 HeadStart Wolverhampton has an Equalities Group, including members of the Equalities Team, and this Group acts as a critical friend to the Programme Manager and the HeadStart Partnership Board. The Group was involved in determining the Phase 3 geographical areas, target population and the above groups. On-going equality monitoring and analysis will be undertaken on young people, their families and carers involved in Phase 3 HeadStart.

7.0 Environmental implications

7.1 There are no significant environmental implications.

8.0 Human resources implications

8.1 A number of new council posts have been recruited to in order to fulfil the tasks contained in the Phase 3 Programme. These posts will all be funded from the Big Lottery Grant. Standard council Human Resources policies and procedures have been followed.

9.0 Corporate landlord implications

9.1 Each of the four geographical areas will have a HeadStart team located in the community to act as a focal point through which mental wellbeing, prevention and early intervention resources can be accessed and developed. The teams will utilise, extend and develop existing community assets within each geographical area by providing office space for HeadStart.

The first of these is the Bob Jones centre covering area D; All Saints, Blakenhall, Parkfields and Ettingshall, which will commence activities before Easter, and an open market and selection process is underway to identify the remaining three satellite sites:

- Area A: Low Hill, Scotlands and Bushbury South
- Area B: Springfield, Heath Town, Park Village and Old Heath/Eastfield
- Area C: Bilston East

10.0 Schedule of background papers

- 4 July 2016 Cabinet Resources Panel HeadStart Phase 3
- 5 July 2016 Cabinet HeadStart Phase 3

Children and Young People Scrutiny Panel 29 March 2017

Report title	Update on Youth Offending Team Inspection Action Plan	
Cabinet member with lead responsibility	Councillor Val Gibson	
Wards affected	All	
Accountable director	Emma Bennett, Children and Young People	
Originating service	Youth Offending Team (YOT)	
Accountable employee(s)	Sally Nash	Head of Service YOT
	Tel	01902 553722
	Email	Sally.nash@wolverhampton.gov.uk
Report to be/has been considered by	People Leadership Team 13.3.2017 SEB 14.3.2017	

Recommendation(s) for action or decision:

The Panel is recommended to:

1. Review the progress in respect of the Youth Offending Team (YOT) Inspection Action Plan.
2. Note the Youth Justice Board responsibility for 'signing off' this plan
3. Note that some on-going actions will carry forward into the new Youth Justice planning cycle.

1.0 Purpose

- 1.1 The purpose of this report is to invite members of the scrutiny panel to review the progress in respect of the YOT Inspection Action Plan, following up on the previous review in September 2016.

2.0 Background

- 2.1 A full joint inspection of the Wolverhampton Youth Offending Team occurred in November/December 2015 with very positive outcomes. The report was published in February 2016. The achievements (out of a maximum of four stars) were as follows:

- Reducing Reoffending – four stars
- Ensuring the sentence is served – four stars
- Protecting Children and Young People – three stars
- Protecting the Public – four stars
- Interventions – four stars
- Governance and partnerships – three stars

This was a very high standard of performance and placed Wolverhampton Youth Offending Team as one of the highest performing units in the country.

- 2.2 Notwithstanding the level of performance any YOT subject to a full joint inspection is required to produce an Improvement Action plan. This action plan had to be submitted to the Youth Justice Board and Her Majesty's Inspector of Probation (lead inspector) for approval. The action plan is monitored via the YOT Management Board where the Youth Justice Board local performance manager is ultimately responsible for tracking progress and performance. The action plan is RAG rated and regularly reviewed at quarterly meetings for progress and update within the partnership.

- 2.3 The Inspectorate itemised six key areas for improvement which are cited in a left hand of the action plan and these are:

- Education Training and Employment for children and young people should be improved to ensure they are equipped with skills that contribute towards maximising their chances of employability
- Leaders and managers should exercise their influence at all levels to secure an improved education and training offer that meets the behavioural and vocational needs of YOT young people
- Ensure the YOT Management Board has Children and Adolescent Mental Health Services (CAMHS) representation
- Ensure child sexual exploitation is a feature on the YOT Management Board agenda
- Evaluation of intervention outcomes to understand impact
- Work to eliminate barriers to engagement and further evidence of consideration of diversity

- 2.4 It can be seen that the first two recommendations relate to the educational engagement level of YOT young people which has been a local area of underperformance for a number of years. The third recommendation relates to a gap in representation from CAMHS at the YOT Management Board which in part related to the restructure of health provision in the city.

The Inspectorate were particularly exercised and concerned to be assured about the city wide response to child sexual exploitation and therefore suggested that this receive priority attention at our Strategic YOT Management Board. The Inspectorate considered our interventions with young people to be very effective but suggested that we should look to evaluate what was effective.

The final recommendation in respect of diversity, reflects the national trend that young people from ethnic backgrounds tend to be overrepresented in the youth justice system and that there should be constant efforts to improve our engagement.

3.0 Progress on the Action Plan

- 3.1 It can be seen from the attached action plan that there has been significant progress in each area. Some of the actions will not be fully completed by the end of March 2017 and are part of the on-going work of the Youth Offending Team partnership and will form key components of our next action plan. Since the last review in September 2016 it can be seen that many of the actions have turned to blue as fully completed, and the rest, with one exception, are on track/work in progress for completion. The one amber rating relates to a target that remains a priority, but there has been a delay in the setting up of a service capable of delivering on this, and this is discussed in paragraph 3.2.
- 3.2 The first two recommendations relate to the concerns in respect of educational engagement by YOT young people in Wolverhampton. Following the inspection report, the City of Wolverhampton Directors of People and Education commissioned a review into provision for those aged 14-19 years. The detail cited in the action plan relates to this work. Notable progress to date includes the development and now pilot Quality Assurance Framework standards for all alternative provision.

In addition, there has been the development of the 'Work Box' virtual careers prospectus which will enhance existing information and guidance provision. The YOT has also been successful in achieving a part time placement from the European Funded Youth Employment Initiative (YEI) scheme which should improve the intensive mentoring and support for our hard to engage young people, including into work experience placements.

The placement of services within the YOT has been part of a specific commissioning process and it is expected that this service will commence in the YOT from April 2017. This timescale has impacted on the one 'amber' rating in the report, which relates to work placements for young people. This target will be a key priority for the service once it commences. It is also of note that the Virtual Head for Looked After Children also now includes the needs of YOT young people within his portfolio of responsibility.

This is assisting communication with schools and challenging the offer available to individual young people.

- 3.3 The YOT Management Board now has representation from our local CAMHS provider – Black Country Partnership Foundation Trust (BCPFT) and as such this recommendation is flagged blue. At our most recent management board in February 2017, our CAMHS partnership was again present, and in September 2016 a presentation was received in respect of CAMHS transformation by the Clinical Commissioning Group.

It is also pleasing to report that the long standing CAMHS operational vacancy in the YOT is now filled and the worker is assisting with the progress of a unified approach to health delivery in the YOT, along with our other health partners.

- 3.4 The YOT Management Board has a standing agenda item addressing child sexual exploitation (CSE) and safeguarding matters. In March 2017, we are to receive and consider the recent problem profile that has been prepared in respect of CSE across the city. It is pleasing to report that the Head of Safeguarding is now a member of the YOT Management Board. As such this recommendation is now flagged as blue.
- 3.5 The Principal Educational Psychologist and the YOT Head of Service are ensuring that an 'in house' doctorate student undertakes her research study exploring the effectiveness of YOT evaluations. This research is now expected to take place in spring of 2017, and the research proposal is to be approved at the Management Board in March. Alongside this the YOT Head of Service and local Police Superintendent (who chairs the YOT Management Board) are currently reviewing the 'out-of-court disposal' interventions.

Given these factors we have 'RAG' rated the interventions evaluation as 'green' and consider this to be on track although will not be fully completed before Youth Justice Board (YJB) sign off this plan. The YOT Management Board will continue to receive reports and monitor the progress of these pieces of work to ensure that SMART and efficient working is sustained in the YOT.

- 3.6 The national YJB has developed a toolkit to address diversity and further analyse YOT data to understand key areas where intervention and attention is needed to address the particular needs of our community. The YOT is working with our local performance manager to ensure we progress the use of this toolkit.

The YOT Management Board welcomed a national adviser in respect of this toolkit and moving forward the Board expects to receive detailed information in respect of diversity as part of its performance framework. This framework is currently under development as part of the movement of YOT data management into the Corporate Insight and Intelligence Team. In addition, the YOT utilises local voluntary sector organisations that have particular engagement skills with hard to reach groups e.g. BASE 25 and CATCH 22. This recommendation is currently rated as blue, but there is of course recognition that the struggle for equality and diversity is on-going. Following the scrutiny panel request in September 2017, an equality impact assessment has been done in respect of the whole action plan.

4.0 Financial implications

- 4.1 There are no financial implications; work in relation to this action plan is being undertaken from within existing resources in the Youth Offending Service.
[NM/09032017/H]

5.0 Legal implications

- 5.1 There are no legal implications in respect of this report.
[Legal Code: TS/16032017/Q]

6.0 Equalities implications

- 6.1 An equalities analysis is being undertaken.

7.0 Environmental implications

- 7.1 There are no environmental implications in respect of this report.

8.0 Human resources implications

- 8.1 There are no human resources implications in respect of this report.

9.0 Corporate Landlord implications

- 9.1 There are no corporate landlord implications in respect of this report.

10.0 Schedule of background papers




- 10.1 The YOT Inspection report was previously considered by Cabinet on 24 February 2016 and Children, Young and Families Scrutiny Panel in September 2016.





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YOT Full Joint Inspection Action Plan – March 2017




Aligned with recommendations and sections in report as follows:


RR	Reducing Reoffending
PP	Protecting the public
PCYPC	Protecting children and young people
ESS	Ensuring the sentence is served
G&P	Governance and partnerships
Int	Interventions




Report page/ Recommendation/ Reference	Key Recommend- Action / Issue	Action	Lead	Timescale	How will we know when this is achieved	Progress to date Feb 2017	RAG Rating
Education Training and Employment (ETE)							
Recommendation 1 Also ESS 2 Also G&P 1.7, 1.8	Education Training and Employment (ETE) for Children and Young People (CYP) should be improved to ensure they are equipped with skills that contribute towards maximising their chances of employability.	1. Introduce a new quality assurance (QA) framework across all providers and schools informed by entitlement and including: referrals, information sharing / risk assessment/ health and safety protocols with a view to improving the amount of appropriate provision.	Youth Offending Team (YOT) Management Board (YMB)	Oct 2016 Sept 2016- Aug 2017	City wide documentation meets minimum QA Framework standards.	Review commis- signed by YMB. QA framework approved and draft version has been trialled with 7 main alternative provision providers and 8 schools to inform final draft. Implementation Plan roll out of QA framework for LA underway.	  




		<p>Improve the delivery of careers education, information, advice and guidance, (CEIAG) for young offenders.</p>	<p>YMB</p>	<p>March 2017</p> <p>Sept 2016 – Dec 2016</p>	<p>Provision map and case studies in place and shared with all stakeholders.</p> <p>Evidence of bespoke provision and targeted funding for those without an EHCP but who have SEN support needs and are at risk of being 'Not in Education Employment or Training' (NEET).</p> <p>Increase in the number of schools who hold the Quality award in CEIAG.</p>	<p>Meetings with providers, Connexions schools to review offer underway.</p> <p>Skills Team engaging with providers to produce and distribute case studies.</p> <p>Those at risk of becoming NEET have been identified in schools, using the RONI tool. Establishing YEI support and commissioned provision to commence April 2017.</p> <p>Workshops for schools delivered 12 institutions signed up for the award.</p>	   
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						Roll out Work Box virtual careers prospectus to schools and college.	
Page 53		2. Review procurement and commissioning process informed by Quality Assurance review (part of post 16 provision review).	Director of Education	Nov 2016	See above Protocols and commissioning plan informed by QA framework will be in place.	Commissioned model for Sept 2017 delivery.	
			YOT and LAC HOS		Financial modelling of KS4 provision under review by LA/Wolv College and other providers.	Meetings with college have occurred with VSH and HOS IS to develop alternative provision. College to register as provider by Sept 17. Re-Entry has applied for registered status and discussions with NOVA underway.	
		3. Consider feasibility of tracking closed cases to monitor achievement and to support desistance process.	YOT Head of Service (HOS)	March 2017	Tracking mechanisms in place and progression outcomes for all young people monitored pre &	Meeting between YOT, VSH, I&IO and Cx to discuss way forward March 17.	




					post order, and post order at YOT quarterly case closure panel.		
		4. Progress funding for increased ETE adviser time in YOT. Improved systems in place to manage pre 16 to post 16 handover.	YOT HOS	April 2017	YEI Service to be in place by April 2017, this is on track.	Meeting between YOT, VSH and Cx to plan for placement March 2017.	
		5. Ensure Connexions adviser has access to full referral information.	YOT Ops Mgr	May 2016	Evidence that information in place.	In place.	
Page 54	6. Ensure synergy between Young Offenders and LAC ETE plans	<p>1. For LAC open to YOT, the PEP should be reviewed at least termly. Social Care Management to clarify this expectation and PEP policy to be updated accordingly.</p> <p>2. YOT to be trained in supporting PEP quality by accessing PEP e-learning; YOT management to address this with their teams</p> <p>3. LAC Social worker to send a copy of the PEP to YOT admin, who will forward it to YOT Education Worker and Case Manager. The PEP</p>	Virtual Head	Feb 2017	Joint YOT/ LAC/Cnxs ETE priorities agreed as part of an integrated vulnerable learners plan.	<p>Joint meetings between VSH and YOT on regular basis.</p> <p>Presentation by VSH to YOT case manager meeting.</p> <p>COPE worker regularly attending PNIFTED meeting.</p>	

		<p>will be attached to YOT case record on ChildView.</p> <p>4. If young person is PNIFTED the PEP will then be scrutinised as part of YOT monthly PNIFTED reviews. COPE rep will feed back to the social worker following PNIFTED meetings and agreed actions implemented without delay.</p> <p>5. If PNIFTED, the YOT case manager will be invited to the PEP meeting.</p>					
<p>Page 55</p>	<p>7. Identify how to achieve synergy between EHCP process and LAC PEP/YO custody plans</p>	<p>New e-PEP form - contains prompts & automatic notifications to SENSTART if EHCP needs to change or if an EHCP assessment is being considered. Also contains a prompt and automatic email to YOT if child is open to YOT. This, along with greater involvement of YOT worker in the PEP process will help to align these plans.</p>	<p>Virtual Head</p>	<p>March 2017</p>	<p>Improve synergy and evidence of joint up planning.</p>	<p>ePEP is built and SHAREPOINT devtpt team are integrating into software system.</p> <p>Work with SENSTART is still underway as part of SEND implementation, Overlap between EHCP and custody still being developed.</p>	

		8. Increase work experience placements by 10% (Social Value Act 2013).	YOT HOS	Dec 2016	5 young people achieve work experience placements by Dec 16.	Timescale has not been achieved but establishment of YEI placement will ensure this priority is progressed.	
	9. Streamlined protocols and monitor and evaluate where appropriate.	Model policy extends role of Designated Teacher to include YOT as well as LAC. Future LAC Attainment & EET plans will include YOT as well as LAC/Transitions.	Virtual Head	Nov 2016	Revised protocols in place.	Model policy for YOT and LAC now in place. DST aware of extended role.	
Recommendation 2	Leaders & managers should exercise their influence at all levels to secure an improved education and training offer that meets the behavioural and vocational needs of YO CYP.	1. Corporate review of post 16 and alternative provision to inform an improved entitlement.	YMB	Mar 2017	An entitlement in place for YO (and LAC) which reflects new offer and support needs. Progression into sustainable education / employment with training e.g. supported internships, traineeships and apprenticeships.	Work in progress.	

		2. Improve outcomes for post 16 'Special Educational Needs' (SEN) who are non- EHCP supported YP.	Director of Education	Mar 2017	Corporate review of post 16 and alternative provision to inform an improved learner entitlement. Discussions with providers in place to improve learner offer.	Work in progress.	
Page 57		3. Utilise Youth European Initiative funding to secure pastoral mentoring support and bespoke provision to improve engagement.	YOT HOS	YEI Service to be commissioned for YOT and in place by April 2017	Bespoke provision being commissioned. Tendering process has occurred and contract awarded. Service to commence April 2017.	Work in progress - programme commissioned and procured.	
		4. Improve breadth and flexibility of offer against learner need.	YMB	Work on-going for review Nov 16 and Dec 16	Increased participation in provision / learning. Target to be raised to 65%.	At end of Q3, YTD figure is 57% engagement rate for all YOT YP.	

	Ensure YO's & LAC have priority for school places.	Regular Meeting held between senior managers from YOT/SEN/EPS& VSH to increase access to specialist provision for high-tariff LAC/YOT pupils. Model school policy for LAC extended to include YOT and promoted with all schools. VSH to support close working with School Admissions where required	Virtual Head	Dec 2016	Young People with YOs and/or LAC to be given top priority and school places to be arranged without delay.	Regular meetings planned. MSP in place. YOT has list of spocs in schools.	
Page 58		Identify funding which maximises opportunities for YOT SEND learners to engage and stay in education or employment with training.	YOT HOS	Mar 2017	Improved offer for learners. Improved progression into education, employment or training. Improved distribution of high needs funding. Improved distribution of high needs funding.	Review of alternative provision incorporating specific provision for SEND learners.	
Recommendation 3 (also G&P 1.3)	Ensure YMB has Children & Adolescent Mental Health Services (CAMHS) representation.	Black Country Partnership Foundation Trust identified nominated attendee and deputy.	Chair YMB	February 2016 and on-going	Consistent attendance and engagement over 12 months.	Representative already engaged and deputy Identified.	

<p>Recommendation 4 (also G&P 2.2)</p>	<p>Ensure Child Sexual Exploitation (CSE) is a feature on YMB agenda.</p>	<p>Agenda setting to include CSE and wider Safeguarding focus as standing item.</p>	<p>Chair YMB</p>	<p>February 2016 and on-going</p>	<p>Evidence from agenda and minutes. Raise profile of safeguarding issues in YOT. Escalate specific concerns/ risks including case patterns.</p>	<p>Completed.</p>	
<p>Recommendation 5 Also Int7 Page 59</p>	<p>Evaluation of intervention outcomes to understand impact.</p>	<p>Commission an evaluation of existing interventions to inform future planning.</p>	<p>YOT HOS Senior Ed Psych</p>	<p>Commissioned January 2017, completion June 2017.</p>	<p>Report presented to YMB. Support evidence based approach to highlight interventions with most impact/ value for money.</p>	<p>Trainee EP identified. Contact with YJB Effective practice section, research to be completed by June 2017.</p>	
<p>Recommendation 6 Also ESS 2,9,10</p>	<p>Work to eliminate barriers to engagement and further evidence consideration of diversity.</p>	<p>Utilise ASSET plus training and development to refresh diversity training and also other barriers to engagement e.g. learning disability.</p>	<p>YOT Mgt Team</p>	<p>Oct 16</p>	<p>Improved compliance. Needs of service users better met according to need. Recording better addresses diversity assessment.</p>	<p>YJB performance adviser rolling out YJB toolkit to YOT. ASSET plus training mandatory for all staff ensuring that all diversity training is refreshed - Oct - Nov 16.</p>	

					File audits evidence diversity.	YMB received presentation on YJB diversity project November 2017.	
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RAG Rating:



Significant risk that it will not be achieved



Some risk that it may not be achieved although this may be corrected by remedial action



On Track to complete on or before its target date



Completed