



Safeguarding Sub (Community & Children's Services) Committee

Date: TUESDAY, 4 JUNE 2019
Time: 1.45 pm
Venue: COMMITTEE ROOMS, 2ND FLOOR, WEST WING, GUILDHALL

Members: Randall Anderson
Mary Durcan
Marianne Fredericks
Susan Pearson
Ruby Sayed

Enquiries: Chloe Rew
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N.B. Part of this meeting may be subject to audio-visual recording.

Lunch will be served in the Guildhall Club at 1.00pm.

**John Barradell
Town Clerk**

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **SUB-COMMITTEE'S TERMS OF REFERENCE**
Members are asked to note the Sub-Committee's Terms of Reference.
For Information
(Pages 1 - 2)
4. **ELECTION OF A CHAIRMAN**
To elect a Chairman in accordance with Standing Order 29.
For Decision
5. **ELECTION OF A DEPUTY CHAIRMAN**
To elect a Deputy Chairman in accordance with Standing Order 30.
For Decision
6. **MINUTES**
To agree the minutes of the previous meeting held on 8 February 2019.
For Decision
(Pages 3 - 12)
7. **VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN UPDATE**
Report of the Director of Community and Children's Services.
For Information
(Pages 13 - 16)
8. **QUALITY ASSURANCE FRAMEWORK**
Report of the Director of Community and Children's Services.
For Information
(Pages 17 - 44)
9. **SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) UPDATE**
Report of the Director of Community and Children's Services.
For Information
(Pages 45 - 48)

10. **MODERN DAY SLAVERY UPDATE**
Report of the Director of Community and Children's Services.

For Information
(Pages 49 - 54)

11. **EARLY HELP**
Report of the Director of Community and Children's Services.

For Information
(Pages 55 - 64)

12. **QUESTIONS OF MATTERS RELATING TO THE WORK OF THE COMMITTEE**

13. **ANY OTHER BUSINESS THE CHAIRMAN CONSIDERS URGENT**

14. **EXCLUSION OF THE PUBLIC**
MOTION - That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items on the grounds that they involve the likely disclosure of exempt information as defined in Part I of the Schedule 12A of the Local Government Act.

Item	Paragraph
15	3
16	1 & 2
17	3
18	1 & 2
19	1, 2 & 3

For Decision

Part 2 - Non-Public Agenda

15. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the previous meeting held on 8 February 2019.

For Decision
(Pages 65 - 68)

16. **NON-PUBLIC APPENDIX FOR VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN UPDATE**
Appendix to be read in conjunction with Agenda Item 7: Virtual School for Looked After Children Update

For Information
(Pages 69 - 70)

17. **NEW PARTNERSHIP SAFEGUARDING ARRANGEMENTS**
Report of the Director of Community and Children's Services.

For Information
(Pages 71 - 120)

18. **CHILDREN'S SAFEGUARDING REPORT FOR QUARTER THREE (Q3) 2018/19**
Report of the Director of Community and Children's Services.

For Information
(Pages 121 - 142)

19. **ADULT SAFEGUARDING PERFORMANCE REPORT, Q3 2018/19**
Report of the Director of Community and Children's Services.

For Information
(Pages 143 - 148)

20. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

21. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

SAFEGUARDING SUB-COMMITTEE

Constitution

8 Members appointed by the Community & Children's Services Committee, including the Chairman and Deputy Chairman.

Quorum

Any 3 Members.

Terms of Reference

To be responsible for:-

1. overseeing the discharge of the City of London's responsibilities to safeguard children and adults who have been identified as requiring support and protection;
2. ensuring, in respect of children entering public care, that the duty of the local authority as a corporate parent to safeguard and promote a child's welfare is fulfilled;
3. monitoring the Community & Children's Services Department's performance in respect of its work to safeguard children and adults and make recommendations to the Grand Committee to bring about improvements as appropriate; and
4. exercising its functions with regards to the views of relevant service users, as appropriate.

Suggested frequency of meetings: a minimum of twice a year

THE COMMITTEE ARE ASKED TO APPOINT 8 MEMBERS.

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SAFEGUARDING SUB (COMMUNITY & CHILDREN'S SERVICES) COMMITTEE

Friday, 8 February 2019

Minutes of the meeting of the Safeguarding Sub (Community & Children's Services) Committee held at Committee Rooms, 2nd Floor, West Wing, Guildhall on Friday, 8 February 2019 at 1.45 pm

Present

Members:

Randall Anderson (Chairman)
Ruby Sayed (Deputy Chairman)
Mary Durcan
Marianne Fredericks
Susan Pearson

In Attendance

Officers:

Julie Mayer	- Town Clerk's Department
Chloe Rew	- Town Clerk's Department
Sharon Cushnie	- Community and Children's Services
Pat Dixon	- Community and Children's Services
Rachel Green	- Community and Children's Services
Ria Lane	- Community and Children's Services
Elizabeth Malton	- Community and Children's Services
Glory Nyero	- Community and Children's Services
Chris Pelham	- Community and Children's Services
Andrew Russell	- Community and Children's Services
Teresa Shortland	- Community and Children's Services
Michelle Williams	- London Borough of Hackney
Anna Jones	- Looked After Children's Health Team

1. APOLOGIES

Apologies were received from Dhruv Patel.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES

RESOLVED – That, the public minutes and summary of the previous meeting held 19 September 2018 were approved, subject to amendments to the officers in attendance, which was updated on the intranet prior to the meeting.

4. **CITY & HACKNEY SAFEGUARDING CHILDREN REPORT (CHSCB) ANNUAL REPORT**

Members received a report of the Independent Chair of The City & Hackney Safeguarding Children Board (CHSCB) relative to Board's annual report for 2017/18/ The Board's report had not yet been published and was therefore unavailable for review at the time of the meeting, however the report would provide a transparent assessment on the effectiveness of safeguarding and the promotion of child welfare across the City of London and the London Borough of Hackney.

Members expressed concern that the 2017/18 report would not be seen until early 2019. The Assistant Director of Community and Children's Services advised that the report would be circulated to Members when it is published in the coming weeks.

*Could you explain a bit more about Hackney's approach to contextual safeguarding and whether this is an area that we need to be focussing on more in the City? (*Subsequent to the meeting, the following response was provided):*

Safeguarding partners (local authorities, the police and CCG) will be responsible for producing an annual report. The report must set out what they have done as a result of the arrangements, including on child safeguarding practice reviews (formerly Serious Case Reviews), and how effective these arrangements have been in practice. The report should also cover:

- evidence of the impact of the work of the safeguarding partners and relevant agencies, including training, on outcomes for children and families from early help to looked-after children and care leavers;
- an analysis of any areas where there has been little or no evidence of progress on agreed priorities;
- a record of decisions and actions taken by the partners in the report's period (or planned to be taken) to implement the recommendations of any local and national child safeguarding practice reviews, including any resulting improvements;
- ways in which the partners have sought and utilised feedback from children and families to inform their work and influence service provision.

Statutory guidance sets out that this report should be subject to independent scrutiny.

*The CHSCB has always delivered an excellent service, as reflected in the Ofsted Judgement of outstanding in 2016. Will the new safeguarding arrangements require the publication of an Annual Report? (*Subsequent to the meeting, the following response was provided):*

In April 2017, Hackney Council was awarded nearly £2m from the Department for Education's Children's Social Care Innovation Fund. In partnership with the University of Bedfordshire, Hackney is using this funding to develop a new approach to safeguarding, which shifts the focus of social work from the family home, to consider much wider influences. The Council has stated it wants to

find effective ways to protect children from risks outside the family home, recognising that young people are increasingly being influenced by their peer groups and surroundings, which are outside the control of their families and cannot necessarily be addressed by traditional social work interventions, which focus on individual children and families.

This traditional approach is argued by some to limit the extent to which social workers and multi-agency partners can safeguard young people who experience abuse or exploitation outside of the family environment. The approach to contextual safeguarding involves considering how, for example, peer groups, social media, neighbourhoods and schools, impact on young people's vulnerability. It also seeks to establish new partnerships with organisations like transport providers, local businesses, fast food restaurants and other places where young people gather. An aim of the project is to reduce the need to move children away from unsafe social environments and instead, create safety in the places and communities in which they spend their time.

In the context of the City of London, there is evidence of much good work across the partnership, including with agencies that might not 'typically' be seen as safeguarding partners. Examples brought to the attention of the CHSCB include the local response to 'urbex' (urban exploring) and the initiative implemented as part of the City's suicide action plan. Awareness raising activities are also widespread.

Focussing on the wider risks that young people might face is not a new phenomenon. Indeed, the CHSCB has been promoting the idea of context since early 2014 and there has been clear reference to this in previous iterations of statutory guidance (the assessment framework is also explicit in defining that external issues need to be considered).

Critical to safeguarding in the City, it is important to establish what difference this project is making in terms of outcomes for young people. In this sense, whilst the City maintains a watching brief, it is too soon to conclude the impact of this initiative is positive. Its principles are sound, but the practical changes in how the frontline address risk will be the determinant factor.

RESOLVED – That the report be noted.

5. **LOCAL AUTHORITY DESIGNATED OFFICER (LADO) ANNUAL REPORT 2017 TO 2018**

Members received a report of the Director of Community and Children's Services relative to the Local Authorities Designated Officer (LADO) Annual Report, 2017 to 2018. The report detailed that the activity between April 2017 and March 2018 was low. There were four referrals, with three of the four meeting the threshold for the LADO.

Given the report sets out that the strategy in 2018/19 was to continue to raise awareness and increase engagement of agencies in training, has there been an increase in contacts and referrals to the LADO in the last 12 months?

Yes, there has been an increase in contacts and referrals. There have been six referrals since April 2018, compared to four referrals in 2017 and 2018.

RESOLVED – That the report be noted.

6. PRIVATE FOSTERING ANNUAL REPORT 2017 TO 2018

Members received a report of the Director of Community and Children's Services relative to the Private Fostering Annual Report, 2017 to 2018. The report stated that there have been no private fostering arrangements identified in the City of London for 2017 to 2018. The report informed Members of how the City had met the National Minimum Standards for Private Fostering by raising awareness of private fostering arrangements with professionals and residents in the City.

Are all our commissioned providers and other staff, such as housing staff, aware of their duties in respect of private fostering?

The Director of Community and Children's Services advised that the City was continuing to raise awareness in the community around duties in respect of private fostering, with awareness efforts directed to both City residents and workers.

The Deputy Chairman drew attention to the importance of understanding various cultural approaches to raising awareness around private fostering in reaching diverse communities.

*Will there be another private fostering week in 2019, and will we be engaged in this as we have been in the past? (*Subsequent to the meeting, the following response was provided):*

The City will be looking at doing events during Private Fostering Week in July 2019.

RESOLVED – That the report be noted.

7. INDEPENDENT REVIEWING OFFICER (IRO) ANNUAL REPORT

Members received a report of the Director of Community and Children's Services relative to the Independent Reviewing Officer (IRO) Annual Report for 2017 and 2018. The report provided Members with an overview of the independent reviewing service in the city. The report summarised the statutory requirements of the IRO service and how the City performed in this regard.

The Director advised that based on the report, it appears that there are a high number of placement breakdowns, however these breakdowns were due to external circumstances. There was only one placement breakdown where a

young person decided to leave the placement and remove themselves from the placement.

The report notes the high quality of services and support regarding care planning that takes place across the service (para 4.1)? How do you determine this and has this level of quality been compromised with the increase in UASC who have come in to our care in the last year?

The high quality of the services is reflected in the fact that every child over the age of 18 has since transitioned to semi-independent living. Concerns that have emerged with the recent cohort, and the increasing number of children, are related to an issue with the provider. The provider is under review to address the concerns. The Director advised that an update on the review can be brought to the subcommittee.

*The report notes that there have not been any LAC reviews out of timescale since October 2017- is this still the case? (*Subsequent to the meeting, the following response was provided):*

Yes.

The report notes the post 18 offer has not been taken up by our care leavers? Do we know why and how can the Reviewing Service contribute to raising standards even further in respect of our care leavers?

Work is underway to try and engage care leavers more in pathway planning reviews. Care leavers over 18 years of age may not need this offer as they often meet with social workers or support workers, however it is recognised that having care leavers involved in their reviews is likely to further strengthen their outcomes.

RESOLVED – That the report be noted.

8. ANNUAL REPORT VIRTUAL SCHOOL HEADTEACHER ACADEMIC YEAR 2017/18

Members received a report of the Director of Community and Children's Services relative to the achievement of the Virtual School for the 2017-2018 academic year. The Director reported that almost all of the young people (YP) in the programme were Unaccompanied Asylum Seeking Children (UASC) and enrolled in English for Speakers of Other Languages (ESOL) courses. Two YP were in university.

*How can the Virtual School and corporate parents support all our Looked After Children to reach the expected standard of progress? (*Subsequent to the meeting, the following response was provided):*

A consistent and collective application of the Virtual School Headteacher (VSH) standards by all partners, application of Personal Education Plans (PEP) which are carried out to a high standard, effective monitoring arrangements, effective

use of Pupil Premium are some of the ways of ensuring good standards are met.

How is the Virtual School progressing the ambition to have zero young people who are not in education, employment or training?

The Virtual School was building positive relationships with partners such as universities and colleges. Zero children are Not in Education, Employment or Training (NEET). To maintain this, the Virtual School must continue to engage with YP to bring them into/ keep them in education and employment.

The Deputy Chairman requested statistical data regarding how the YP progress and who is progressing.

Members queried how exclusions were dealt with. The Director advised that although the Department of Community and Children's Services should be consulted when exclusion is being considered, this has not always been the case. A child's circumstances need to be understood in disciplinary situations, such as trauma and attachment issues.

RESOLVED – That the report be noted.

9. CORPORATE SAFEGUARDING POLICY

Members received a report of the Director of Community and Children's Services relative to the background and current position of the Corporate Safeguarding policy which had recently been updated. There were minimal changes made to the policy in relation to the lead for Social Adult Care, guidance update and new initiatives in relation to adult safeguarding.

Members asked where the Corporate Safeguarding Policy sits in relation to schools, as there was concern that there would be crossover or differences between policies.

The Director advised that schools have to tailor their safeguarding policy to the Corporate Safeguarding Policy, and that school policies often flow down from the Corporate Policy.

RESOLVED – That the report be noted.

10. LEAVING CARE GUIDANCE FOR PRACTITIONERS

Members received a report of the Director of Community and Children's Services relative to the Leave Care Guidance for Practitioners. The report stated that Section 2 of the Children and Social Work Act 2017 requires each local authority to consult on and publish a local offer for its care leavers. The report included the full local offer.

Is there a timescale for the publication of the 'easy read' version? Will it be translated for all our young people?

The offer set out in the report is for practitioners, and the 'easy read' version will be available in English and other spoken languages of the young people (YP) in the next 3 months.

Members asked if care-leavers can stay in contact after age 25. The Director advised that they can stay in touch if they wish, and it is up to the practitioner's judgement to determine the extent of the contact, although there might be legal constraints in determining the type of support that can be offered.

What plans are in place to further enhance the quality of care leaver service in respect of recording and engagement in the pathway planning process? How do we ensure that all efforts have been made to capture the voice of our care leavers within the planning process and support them to achieve the very best outcomes?

An app has been developed which allows YP to establish their own plan in their own words.

RESOLVED – That the report be noted.

11. OFSTED FOCUSED VISIT ON CARE LEAVERS

Members received a report of the Director of Community and Children's Services relative to the October 2018 Ofsted focused visit which looked at the City of London's offer for care leavers.

*What plans are in place to further enhance the quality of care leaver service in respect of recording and engagement in the pathway planning process? How do we ensure that all efforts have been made to capture the voice of our care leavers within the planning process and support them to achieve the very best outcomes? (*Subsequent to the meeting, the following response was provided):*

The service is currently trialling a new review system for pathway plans. This is driven by the need to evidence the voice of young people in their plans.

*How will we know that the recommendations have been implemented and are effective and having an impact on the outcomes for our Care Leavers. (*Subsequent to the meeting, the following response was provided):*

The recommendations are now built into the Service Improvement Plan, which is further detailed at Item 12.

RESOLVED – That the report be noted.

12. SERVICE IMPROVEMENT PLAN 2018-2019

Members received a report of the Director of Community and Children's Services relative to the Service Improvement Plan (SIP) which was fully refreshed for April 2018 to March 2019.

How can we be assured that the quality of SMART planning will be improved on a sustained and permanent basis?

The SIP includes recommendations for development. The plan is updated monthly, and reports are published quarterly. The Department reported that it continues to work on SMART planning, aiming to have all plans as SMART plans in the future.

RESOLVED – That the report be noted.

13. **SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) UPDATE**

Members received a report of the Director of Community and Children's Services relative to the progress of the Special Education Needs and Disability (SEND) work in the City.

*Given a key issue is progressing coproduction opportunities with children and young people, can you confirm how this is progressing and what the impact of the work with Council for Disabled Children and KIDS has been? (*Subsequent to the meeting, the following response was provided):*

The work with children and young people is being progressed on three levels – at an individual level, service level and strategic level.

At an individual and service level, children and young people are involved in planning and in making decisions which directly impact on their lives. An example of this is that they are fully involved in developing their Education Health and Care plans - letting us know their aspiration, what works well and not so well so that we can set meaningful outcomes together to enable them to achieve their aspirations. The inspection found that "the views of children and young people are fully collated and considered."

The challenge for us is in engaging children and young people at a strategic level - our numbers are small and not everyone will want to become involved at this level. KIDS have supported partners across education, health, social care, commissioning and the community through a workshop to consider ways of engaging and involving children and young people in developing services which affect them. While it is too early to report on the impact of this work, we are actively encouraging children and young people with SEND to take part in the consultation events around the Draft City Plan 2036 and to join the City Youth Forum. We are also about to engage an external facilitator to support our coproduction work with the parent carer forum and will want to include children and young people in this. We will report on the impact of the work with KIDS to a future Committee.

RESOLVED – That the report be noted.

14. **EDUCATION AND EARLY YEARS SAFEGUARDING UPDATE**

Members received a report of the Director of Community and Children's Services relative to the work which the Education and Early Years Services had undertaken in terms of safeguarding, to improve the safety and welfare of City-

resident children being educated in the City of London and other Boroughs, as well as non-resident children attending schools within the City.

School attendance for at-risk young people (YP) is monitored on a monthly basis, working with a 90% threshold. Both children in school and children educated at home (3) are monitored. There was no correlation noted between the age until which a child is kept at home and the environment at school/home.

Members expressed concern over a child being named in the report, which is public. The Director advised that the case was highly publicised and the child's name had already been made public.

RESOLVED – That the report be noted.

15. **AIDHOUR AUDITS NOVEMBER 2018**

Members received a report of the Director of Community and Children's Services relative to Aidhour audits of 31 cases open to the Children and Families Team. The report identified the process of supervision as an area of improvement.

RESOLVED – That the report be noted.

16. **QUESTIONS OF MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE**

A Member asked how many children are in care, to which officers responded as follows:

- 17 Children in Care aged 0-17 years
- 15 Unaccompanied Asylum-Seeking Children
- 23 Children in total with 1 voluntarily disengaged

17. **ANY OTHER BUSINESS THE CHAIRMAN CONSIDERS URGENT**

There was no other business.

18. **EXCLUSION OF THE PUBLIC**

RESOLVED - That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items on the grounds that they involve the likely disclosure of exempt information as defined in Part 1 of the Schedule 12A of the Local Government Act.

Item	Paragraph
19	3
20	1
21	2
22	1
23	1&2

19. **NON-PUBLIC MINUTES**

RESOLVED – That the non-public minutes of the previous meeting held on 19 September 2018 be agreed as an accurate record.

20. **HEALTH OF LOOKED AFTER CHILDREN (LAC) AND CARE LEAVERS ASSESSMENT AND NURSING REDESIGN AND PROCUREMENT**
The Sub-Committee received a report of the Integrated Commissioning Workstream Director - Children, Young People and Maternity, and noted the report.
21. **LOOKED AFTER CHILD (LAC) HEALTH ANNUAL REPORT**
The Sub-Committee received a report of the Looked After Children's Health Team (LACHT) and noted the report.
22. **CHILDREN'S SAFEGUARDING REPORT FOR QUARTER TWO (Q2)**
The Sub-Committee received a report of the Director of Community and Children's Services and noted the report.
23. **ADULT SAFEGUARDING PERFORMANCE REPORT**
The Sub-Committee received a report of the Director of Community and Children's Services and noted the report.
24. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE**
There were two questions.
25. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE SUB-COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was no other business.

The meeting ended at 3.25 pm

Chairman

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Committee:	Dated:
Safeguarding Sub-committee	04/06/2019
Subject: Virtual School for looked-after children update	Public (except Appendix 1 which is Non-Public)
Report of: Andrew Carter, Director of Community and Children's Services	For Information
Report author: Andrew Russell, Head Teacher, Virtual School for looked-after children and care leavers	

Summary

As the number of young people in care in the City of London increases, so do the numbers in the Virtual School. Since the start of the academic year in September 2018, when the new Head Teacher took over, the numbers have increased by 21 young people, bringing the total to 45. The vast majority are unaccompanied asylum-seeking young people.

To manage this high number of new arrivals, the new Head Teacher set up a tuition class at the Golden Lane Community Centre with the Adult Education Service. In addition, an enrichment project with the CLS was established. A new system of Personal Education Plans has been set up.

There will be an event to celebrate the achievements of our looked-after young people on Wednesday 17 July 2019 in the North Tower lounge at Tower Bridge from noon to 2pm.

Recommendation

Members are asked to:

- Note the report.
- Note the need to find additional funding to continue the tuition class all year.

Main Report

Background

1. This report provides an update of the activities of the Virtual School for looked-after children since the Annual Report was presented in the February 2019 meeting.

Current Position

2. There has been a large increase in the number of young people coming into care since the start of the academic year. In total, 21 new people are now on the register of the Virtual School, bringing the total cohort to 45.
3. The young people are aged from 3 to 17 years. Apart from the 3-year-old, the others are all asylum-seeking refugee young people. They are all placed in and around London.
4. The Virtual School seeks to secure education for all the new arrivals as soon as possible. In recognition of the fact that they are all initially placed on the National Transfer Scheme (NTS), it was decided that in-house tuition should be provided while we await the outcome of possible moves to other local authorities. Working with the Adult Education and Skills team, a class was established at the Golden Lane Community Centre, running for three hours a day, three times a week.
5. Provision in the class is based on teaching English for Speakers of Other Languages (ESOL) and life-skills activities, plus some visits to local museums and libraries and a trip to watch Ballet Black at the Barbican.
6. The class is very successful and the students enjoy coming to it and enjoy the social aspect too. Some travel more than an hour each way to get there.
7. The plan for the class is for it to be a 'revolving door' provision where students come for a few months before moving on to other local authorities on the NTS. The NTS is no longer functioning effectively, because local authorities around the country are not taking in new referrals, therefore students transfer to their local colleges when deemed ready. Other new arrivals who are initially placed outside London receive home tuition and are then placed directly into their local colleges as soon as possible.
8. To give the students a wider experience, an enrichment project has been set up with the City of London School (CLS). This is a nine-week programme of activities that takes place after the ESOL class on a Tuesday. Members of staff and sixth-form students at CLS join in a range of activities with our group. So far, they have played basketball and football and completed paired reading activities. Coming up will be art, music, drama, science and technology. A quote from the school:
Tuesday was superb! Your students were a delight to have.
9. The series will finish with a 'show-and-tell' event at the school on 3 July 2019.
10. A larger event, the annual 'Celebration of Achievement' lunch will take place in the North Tower lounge at Tower Bridge on 17 July 2019 from noon to 2pm. All Members of the Safeguarding Sub Committee are warmly welcome.
11. All young people in care and in education have three meetings across the school year. These are called Personal Education Plans (PEPs) and are a statutory part of the care plan for young people. The previous system and paperwork did not

facilitate the creation of 'outstanding' PEPs, so a new system and paperwork is now in place. The Head Teacher will quality assure each PEP with the aim that no future PEP is graded less than 'good' with the vast majority graded as 'outstanding'.

Corporate & Strategic Implications

12. The tuition class currently costs around £300 a week to run. It caters for up to 10 young people a week. This is more cost effective than setting up individual tutors for each young person. However, to run this for a whole academic year would cost around £12,000 in staffing costs alone.
13. Income for the Virtual School comes from: a) the City of London Corporation (approx. £15,000); and a government grant (the Pupil Premium for looked-after children). This grant varies each year but is only received for those up to and including the age of 16. This year that grant is approximately £9,000.
14. To continue to offer the class and the full range of services to all our young people in education next year, it will be necessary to put together a Business Plan for around £10,000.

Conclusion

15. An increase in the number of new arrivals has brought extra pressure on the Virtual School offer but also has brought extra opportunities in the new tuition class and the associated enrichment project with CLS.
16. Members are asked to note the impact of this pressure and the need to secure funding to run the class all year. Members are also warmly invited to the Celebration event on Wednesday 17 July 2019 in the North Tower lounge at Tower Bridge from noon to 2pm.

Appendices

Appendix 1 – **non-public** – photographs of the activities at enrichment sessions.

Andrew Russell

Head teacher, Virtual School for looked-after children and care leavers

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Committee:	Dated:
Safeguarding Sub Committee	04/06/2019
Subject: Quality Assurance Framework	Public
Report of: Andrew Carter, Director of Community and Children's Services	For Information
Report author: Pat Dixon, Safeguarding and Quality Assurance Service Manager, Department of Community and Children's Services	

Summary

This report informs Members about the new Quality Assurance (QA) Framework which has been designed to support the continued journey of improvement for children and young people's services in the City of London. The focus of the framework is aligned to the journey of children and young people who use services within the City. The structure of the framework provides a whole-system approach to QA, which is accessible to staff in relation to them seeing their contribution to the journey.

The emphasis of the framework is to move away from looking at individual processes and focus more on the outcomes that are trying to be achieved. This approach aligns closely with the learning and development of staff, ensuring that staff have the right skills to support them to achieve measurable outcomes with children and young people.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The first QA Framework was developed in May 2015, just prior to an Ofsted inspection in July 2016. This framework was updated on a regular basis to reflect the QA activity occurring across children's social care, however, it did not fully represent all the activity occurring, or demonstrate the impact on practice. The framework was descriptive in regard to the QA process but was difficult to navigate through.

2. Power, 1997, (in Munro, 2004) identified: “It remains a risk that, where organisations lack clear measures for relating inputs to outputs ‘the audit of efficiency and effectiveness is in fact a process of defining and operationalising measures of performance for the audited entity. In short, the efficiency and effectiveness of organisations is not so much verified as constructed around the audit process itself’.”
3. In January 2019, the QA Framework was reviewed with the aspiration of creating a learning organisation that focused on the outcomes for children and young people rather than just the process to achieve this. To realise this, the QA Framework needed to look beyond compliance with statutory requirements alone, by taking on a whole-system approach, encompassing the wider activity taking place across children’s services. Although compliance with statutory requirements is essential, it is far from being the end of the process in a system committed to continuous improvement.

Current Position

4. A key element of the framework is the involvement of children and young people. However, although children and young people are consulted on a regular basis and their views are sought, they are not always visible or heard. Their views can be lost within the plethora of information obtained from parents, carers and professionals. Therefore, a key element of the framework will be to ensure that children and young people’s views are differentiated on Mosaic, the electronic recording system, and that staff working with children and young people have the skills to undertake direct work that is age appropriate and outcome focused.
5. The new QA Framework was designed to be accessible for staff across services in understanding their role and responsibility in relation to QA and how this has a direct correlation to the outcomes for children, young people and their families. The framework also demonstrates how this interlinks with other QA systems and governance arrangements within the City of London Corporation and Department of Community and Children’s Services.

Conclusion

6. The principles of the QA Framework are to align it with the journey of children and their families through the services they receive, the experience they have, and the outcomes that are achieved. This will be accomplished through a collaborative approach, working with and supporting staff in having the skills and confidence to work with families. A key element of the framework is the training and development of staff – shown to be a significant element in why social workers can find it difficult to challenge behaviour in some family circumstances (see Neglect in Affluent Families research by Professor Claudia Bernard).¹

Appendices

- Appendix 1 – Quality Assurance Framework

¹ Professor Claudia Bernard, *An Exploration of How Social Workers Engage Neglectful Parents from Affluent Backgrounds in the Child Protection System*, Goldsmiths, University of London, December 2017.

Background Papers

- *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*, July 2018.
- *Workforce Development Strategy – Peoples Directorate 2017–2022*

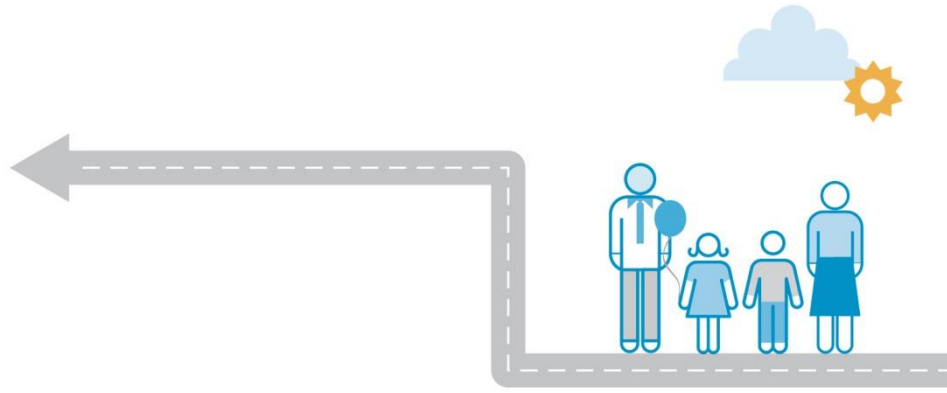
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Quality Assurance Framework

January 2019

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Introduction

The Peoples Directorate in the City of London is situated within the Department of Community and Children's Services and is responsible for delivering the following children's services in the City of London, Children's Social Care, Safeguarding and Quality Assurance and Education and Early Years Services. This Framework covers the quality assurance work that takes place within children's services, which Includes commissioned services, such as Independent Fostering Services and Youth Services.

The City of London is committed to providing the best possible service to children and families who reside within the City, highlighted via the first priority of our corporate plan i "People are safe and feel safe". Towards this aim the quality assurance framework sets out how we will ensure the services we offer to children and families are of the highest standard and has meaningful impact on children and young people's lives. This framework draws together the quality assurance activity that takes place across the Peoples Directorate, and how this is triangulated with feedback from children and families in relation to impact and outcomes.

Principles and Purpose of QA

The principles and purpose of this quality assurance framework are aligned with the journey of children and families through the services they receive, experience and the outcomes achieved. This will be attained through;

- **Child Centred Approach;** focusing on the experience of children and young people, are they safe and protected from harm, is their voice visible and heard;
- **Restorative;** quality assurance will be restorative. Instead of a top down approach, quality assurance work will be based on working with staff and managers and building relationships. As a restorative process quality assurance will be characterised by both high support and high challenge;
- **Outcomes Based;** in line with the key behaviours for children's services, the proper focus of quality assurance will be on outcomes rather than processes;
- **Positive;** our approach to quality assurance will be positive - looking at informing and encouraging improvement and supporting the development of staff and services;
- **Reflective;** our quality assurance framework is designed to be about promoting reflective practice and shared learning.

Key Sources of Information

Quantitative:

“How much?”

“How many?”

“How often?”

Performance Indicators and key metrics.

Wide range of often detailed data about service users, needs, services and intervention including timeliness and results.

Finance and resource data.

Partnership data such as health, education, housing, police, etc.

Qualitative:

“How did we do?”

“What did the frontline services think and feel about it?”

“What did children, young people and their families think and feel about it?”

Audits (single and multi-agency)

Section 11 audits.

Learning reviews.

Practice observations.

Management oversight.

Feedback from staff and other professionals.

Feedback from service users.

Complaints and compliments.

Evaluation of training (single and multi-agency)

Serious case reviews

Evaluations and Inspections.

Impact/Outcome:

“What difference have services/strategies/individuals made to the lives of children and young people?”

“Is anyone better off?”

“How can we improve?”

Outcome performance measures.

Voice of the child/practitioner.

Self-evaluations

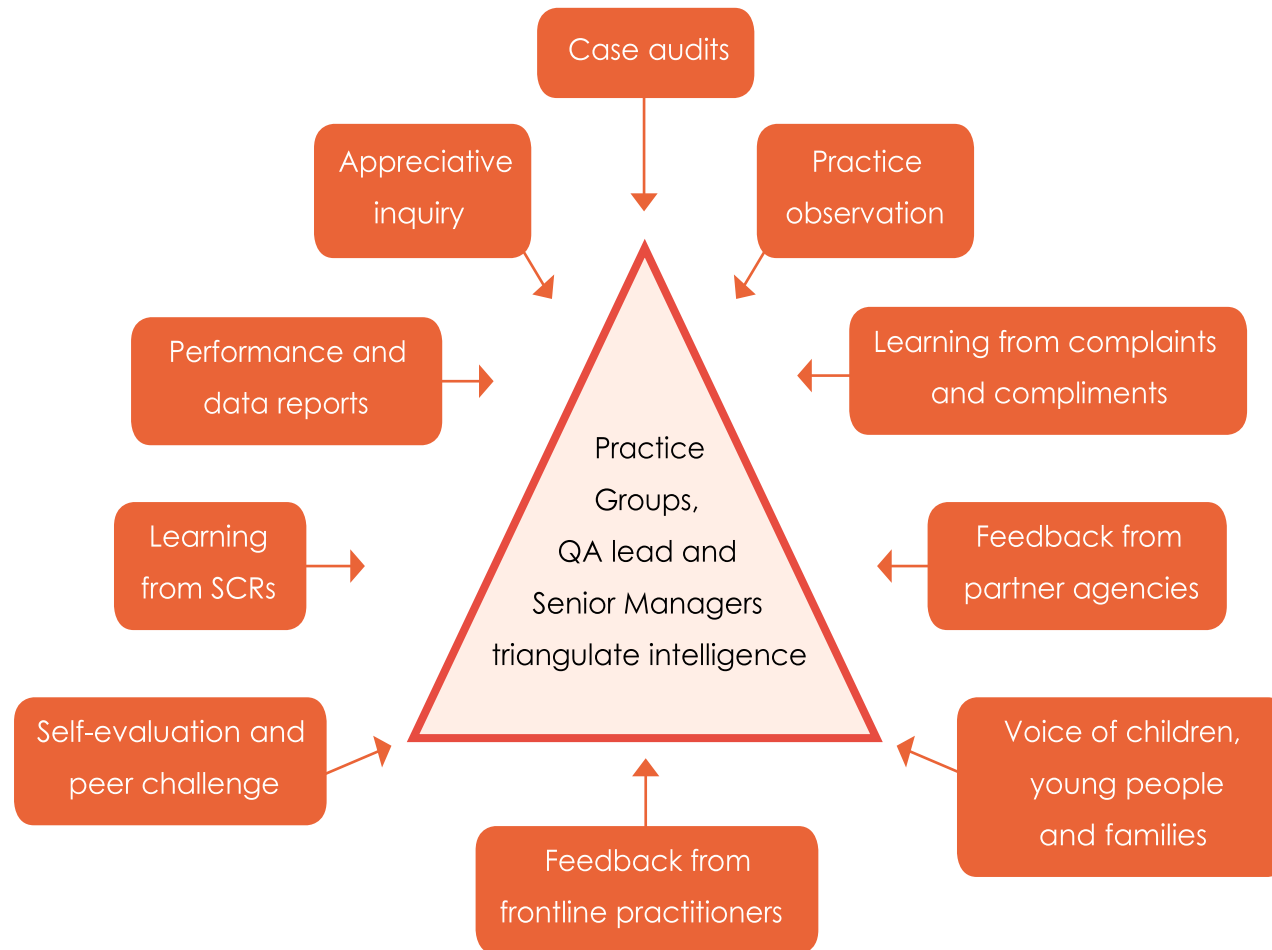
Direction of travel tools.

Annual reports.

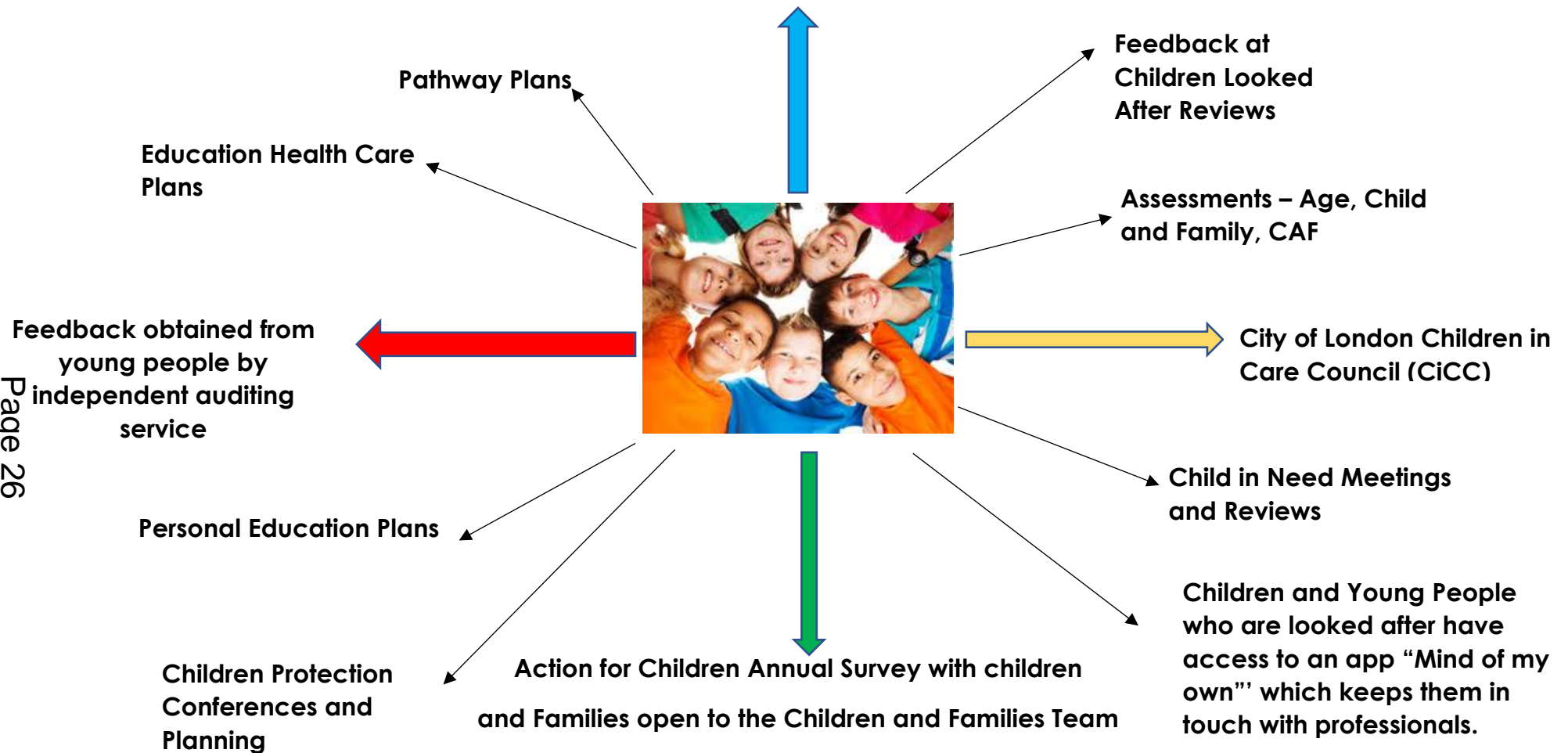
Development days, Deep Dives and Challenge events.

Evaluations and inspections.

Framework for a whole-system approach to Quality Assurance Management



Through Direct work with children and young people as part of the approach to quality assurance Management



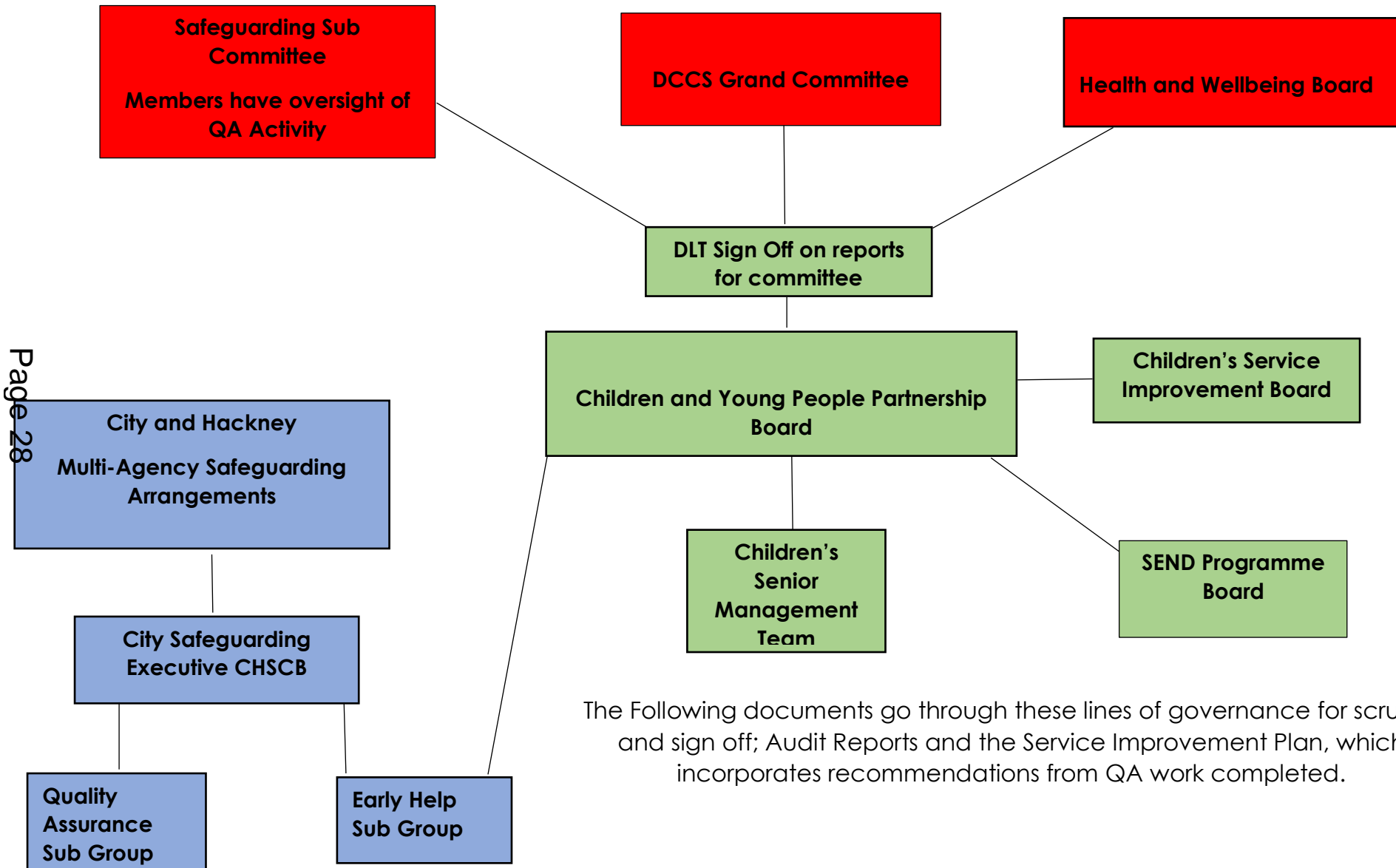
Making sure the voices of children are heard, listened to and make a difference

Children and young people who are known to services are consulted in many ways about their views, but these views are not always visible or heard, as they can become lost within the plethora of information collected. Children and young people can speak with a wide range of professionals who will ask them about their opinions and feelings, but these views are not always captured or shared, and after time they become lost. By ensuring that we are consistently hearing and recording the child and young person's views we can build a more in depth understanding of their needs and show themes in relation to their wellbeing. Where we do collect the views of children and young people it is important that their views are represented in their entirety, and not interpreted or given from a third person perspective.

This framework seeks to ensure that the voice of the children and young person is visible and heard by;

- Using different methods to collect children and young people's views, such as audio tapes, video's and/or Apps, which the young people can use with the support from their social workers or on their own. This will give the child or young person the opportunity to record their journey, aspirations and views, supporting life story work which is meaningful for them.
- Providing the capability on Mosaic, the electronic recording system for the views of children and young people to be more visible, by differentiating their views from other interaction taking place with professionals and other family members.
- That plans, reports and assessments evidence the child/young person's perspective, in relation to what they want to change, and how they feel, through direct work which is age appropriate and supports their learning, language and diverse needs.
- Front line practitioners have the skills and confidence to engage with children and young people. Through a range of activities and methods, they have an understanding of child development and direct work with children and young people.

Governance Chart



Audit Cycle involving Partner agencies, City of London Corporation and Commissioned Services



- Multi-Agency audits are carried out bi-annually through the City and Hackney Safeguarding Children Board, (which going forward will be known as the Multi-Agency safeguarding arrangements), Partner agencies from Social Care, Education, Health and Police are involved. Learning from these audits is picked up through Multi-Agency Action Plans.
- Commissioned Independent Fostering Agencies and Semi-independent provisions for care leavers are audited annually. Checks are made regarding how they meet national minimum standards in respect of IFA's and standards of care in supporting young people towards independent living in relation to care leavers. Audits are also completed on youth services provision.
- Section 11 audits and Peer Audits are co-ordinated through the Multi-Agency safeguarding arrangements in place between City and Hackney.

Auditing Cycle
Children Social
Care & Early
Help Service

June July evidence of
recommendations being
progressed from case file
audits. Reviewed and
signed off in getting to
"outstanding" meeting
chaired by AD People

In October/
November Audits are
completed on half of
the cases open to the
Children and Families
team and feedback

Reports on Audits,
Service
Improvement Plan
and Workforce
Development
Plans are
scrutinised and
signed off within
governance
arrangements

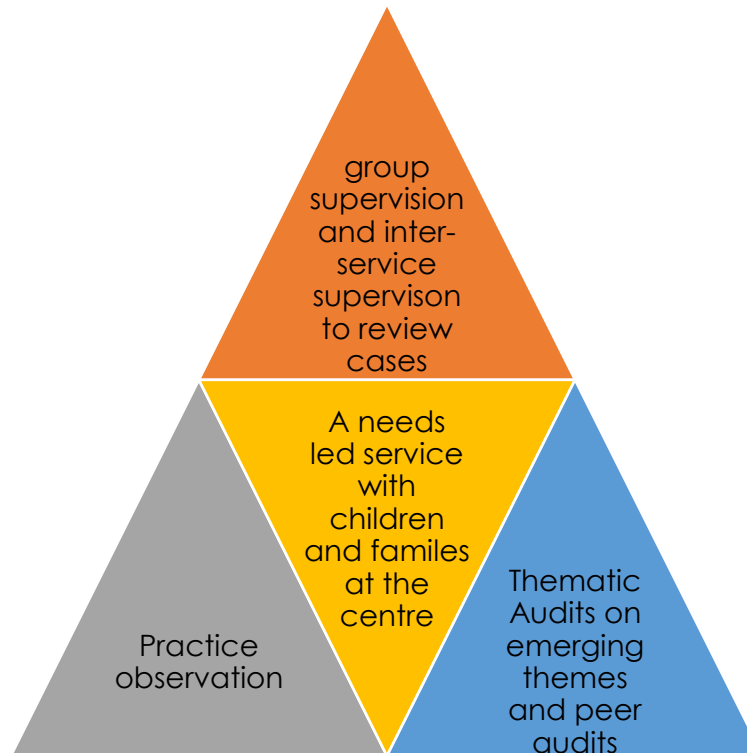
In April/ May audits
are completed on
those cases that
were not audited in
the October using
the same
methodology

December /January evidence
of recommendations being
progressed from case file
audit's. Reviewed and signed
off in getting to "outstanding"
meeting chaired by AD People

Training needs
identified from
audits are
incorporated into
the WFD Plan and
Recommendations
on Service
Improvements
included in SIP

Practice Quality Assurance

Qualitative Information



Frontline practitioners have group supervision within their service area and with partner agencies where live cases can be discussed with constructive challenge and support.

Thematic audits carried out to explore hypotheses and emerging themes which may identify gaps in service.

Practice Observations that take place across all levels of management in children's services. Senior managers have a line of sight over frontline practice.

Operation Quality Assurance in the Children and Families Team & Early Help

Through management oversight of contacts, referrals, assessments, Early Help, CAF process, s47 investigations, Child in Need Process and Pathway Plans

Group supervision, using the "Think Family" approach, individual supervision and appraisal framework.

Monitoring through Reviews and Panels:

- Chair of Adoption and Permanency Panel.
- Independent Reviewing Officer (IRO) at Child Looked After Review and Child Protection Conference.
- The IRO Service involved in the reviewing of Pathway Plans
- Clear management oversight on the review of Child in Need case
- "Top three" meeting with Senior Manager, which looks at cases where there may be block in moving plans for child and young people.
- Practice Observation which is carried out across all the tiers on management.

Virtual School Head

- Through oversight of Personal Education Plans and education section of pathway plans.
- By quality assuring PEP meetings with social workers, giving constructive feedback.
- Offering support and advice on what information should be contained on PEPs and pathway plans, and desired outcomes.
- To offer challenge around education plans for children and young people.

Operation Quality Assurance in the Education and Early Years' Service

SEND Panel; Reviews and Monitors SEND process including the quality of Education, Health and Care (EHC) Plans, annual reviews of EHC Plans, and the transition of children and young people 14 years to adult services.

Monthly reports to the Children's Senior Management Team on children who are Electively Home Educated (EHE) and at risk of missing education and weekly case updates to the Assistant Director of People.

SENCO network, which reviews and promotes good practice through peer support.

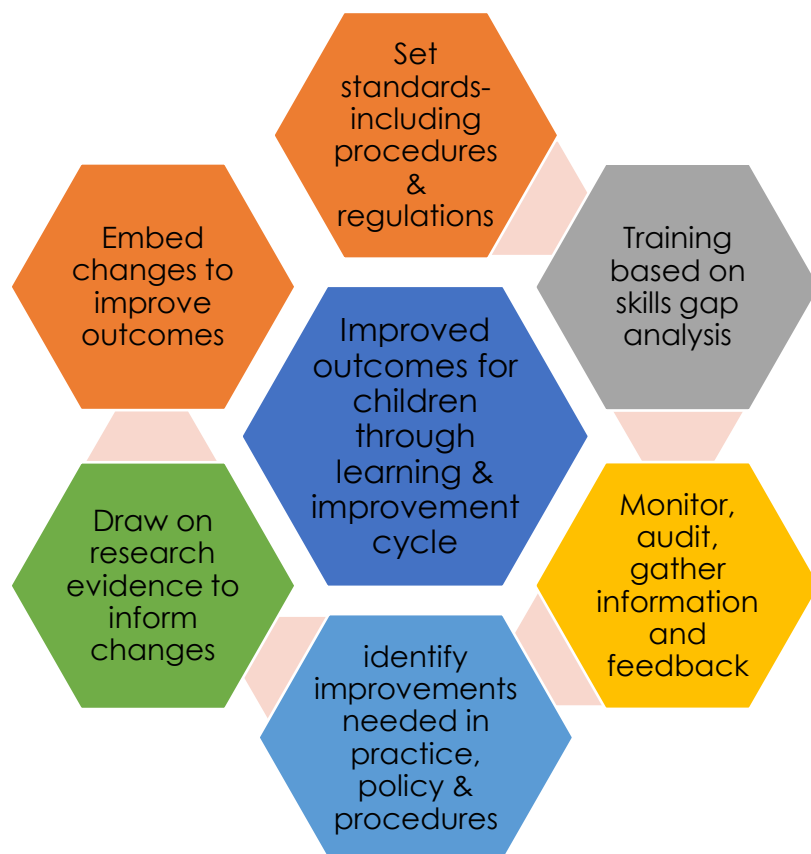
Annual audits of Early Years Settings, reviewing Leadership, Management and Safeguarding, this is usually completed in the summer term.

Education Health Care Plans.

SEND Programme Board; Strategic Oversight of the SEND joint strategy, self-evaluation form (SEF) Implementation of the SEND Service Improvement Action Plan, which is reported into Members Safeguarding Sub Group and Health & Wellbeing Board.

Continuous Improvements Through Learning

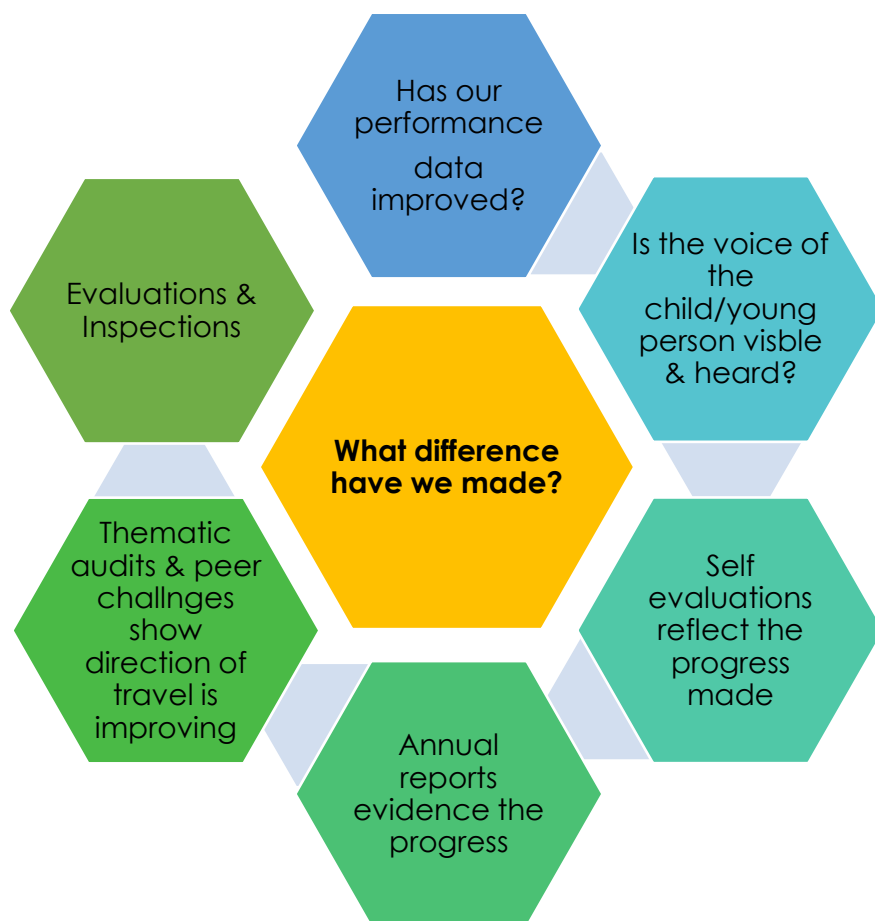
Quality assurance is a continuous improvement cycle using a range of interdependent methods to measure prevalence, monitor practice, listen to people's experiences, identify areas of improvement and enact change as a result. An effective model will identify both "what is working well and why" and "what we need to do better". A key aspect in sustaining continuous improvements in practice is a learning and development programme that is responsive to the skills analysis of the workforce in meeting the needs of the service.



- Front line staff are supported by online procedures provided by Tri-x, guidance on regulations through policies and practice standards.
- Children's social care have access to a learning and developments programme that is compliant with the KSS.
- Training and support in systemic practice.
- Group supervision within children's social care and between services.
- Practice observation taking place across all tiers, from DLT, SMT, Line Managers and frontline staff.
- Learning from serious case reviews.
- Research based reports and assessments that help to inform practice and performance information.
- Measuring integration of learning into Practice within appraisal and supervision.

Measuring Impact and Outcomes

Yvette Stanley, National Director for Social Care in May 2018 described how LA's could reach outstanding in child protections services by acknowledging that even the best performing LA's will have areas where they will need to make improvements in learning. This is achieved by learning from serious incidents and feedback from children and families, creating a learning environment that uses constructive management oversight and reflective practice to develop practitioners and manager. Advising that;

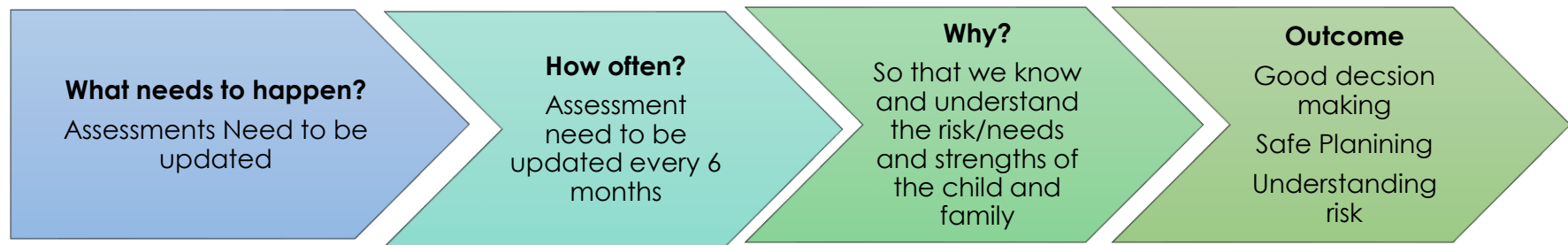


"Outstanding child protection requires that senior leaders of the organisation have a clear line of sight on casework, so they can challenge and support the judgements of managers in a way that ensures the culture of the service is not risk averse but one which supports learning in a complex and challenging environment. LA's also need;

A focus in getting basic social work practice right.
 A child-centred system with robust arrangements and processes.
 Consistent understanding and application of thresholds.
 Quality Assurance arrangements that support managers.
 Manageable caseloads.
 A strong learning culture.
 Effective working with other agencies.
 A focus on achieving sustained improvements in the lives of children and their families.

Outcomes

Outcomes are the results or effects of services or interventions. A focus on outcomes for children and young people help frontline staff understand the direct correlation between their actions in making a difference to the lives of children and families who receive services. Often the focus is on the process rather than the outcome, the diagram below shows the outcome of assessments being updated on a regular basis, an outcome's approach puts children and families at the centre rather than the process.



Using an outcomes-based approach reinforces for frontline practitioners their role and responsibility, enabling them to see the direct link between their actions onto children, young people and families. If an assessment does not look beyond the superficial presentation of that child or family's life, then all you are dealing with is the behaviours resulting from the underlying issue, and change will be limited and unsustainable. This leads to poor outcomes, as plans become task focused with limited evidence of change or impact. An outcomes-based approach combined with a strong ethos around learning and development supports improved outcomes for children, young people and their families, in making meaningful and sustainable change.

References;

Susannah Bower, Carole Brooks and Jane Shuttleworth (April 2018) Research in Practice, Strategic Briefing, Building a Quality Culture in Child and Family Services.

Yvette Stanley, National Director for Social Care (May 2018) <https://socialcareinspection.blog.gov.uk/2018/05/how-do-we-achieve-outstanding-help-and-protection>.

HM Government (July 2018) Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children.

Workforce Development Strategy – Peoples Directorate 2017 – 2022

Timeline of QA activity

January

- Update Service Improvement Plan. (quarterly basis)
- All PEP's are updated within term time and overseen by Virtual Head.
- Monthly reflective supervision.
- SEND Panel.
- CHSCB Multi-Agency Audits (Completed bi-annually).
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team. (monthly)
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.
- Strategic Placement Group, to review quality and value of placements attended by Commissioning, Children's Social Care and Early Help Service Manager, Safeguarding and Quality Assurance Service Manager and Finance. Group is chaired by AD Peoples Service.

February

- Practice Standards updated (although urgent updates will be completed on an ad hoc basis).
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.
- Annual Tendering Process, QA of Safeguarding requirements.

March

- Virtual School Head attends Children and Families Team Meeting to update staff on Education matters and discuss quality of PEP's and Pathway Plans.
- Monthly reflective supervision.

- End of Year Appraisals.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Moving to Excellence Board.
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

April

- Update Service Improvement Plan (quarterly basis).
- All PEP's are updated within term time and overseen by Virtual Head.
- Monthly reflective supervision.
- Appraisal and objectives for coming year.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Action for Children Survey completed with all young people open to the Children and Families Team.
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.
- Strategic Placement Group, to review quality and value of placements attended by Commissioning, Children's Social Care and Early Help Service Manager, Safeguarding and Quality Assurance Service Manager and Finance. Group is chaired by AD Peoples Service.

May

- Independent Audits completed on half of cases open to Children and Families Team.
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team. (monthly)
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

June

- Group Supervision for Children and Families Team.
- All PEP's are updated within term time and overseen by Virtual Head.
- Virtual Head produces and annual and interim report on the work that has been covered.
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Audits completed in Early Years settings.
- Moving to Excellence Board.
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.
- Annual audit on Independent Fostering Agencies and Semi-Independent accommodation.
- Getting to Outstanding Meetings; reviewing progress made on recommendations from independent audits

July

- Group Supervision for Children and Families Team.
- Update Service Improvement Plan (quarterly basis).
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.
- Strategic Placement Group, to review quality and value of placements attended by Commissioning, Children's Social Care and Early Help Service Manager, Safeguarding and Quality Assurance Service Manager and Finance. Group is chaired by AD Peoples Service.

August

- Group Supervision for Children and Families Team.
- The Independent Reviewing Officer produces an annual report on Children Looked After in the City of London, which covers performance and QA of the work carried out with young people.
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

September

- Practice Standards updated (although urgent updates will be completed on an ad hoc basis).
- Group Supervision for Children and Families Team.
- All PEP's are updated within term time and overseen by Virtual Head.
- Monthly reflective supervision.
- Appraisal mid- way review.
- SEND Panel.
- CHSCB Multi-Agency Audits. (Completed bi-annually.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Moving to Excellence Board.
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

October

- Group Supervision for Children and Families Team.
- Update Service Improvement Plan (quarterly basis.

- Monthly reflective supervision.
- SEND Panel.
- Strategic Placement Group, to review quality and value of placements attended by Commissioning, Children's Social Care and Early Help Service Manager, Safeguarding and Quality Assurance Service Manager and Finance. Group is chaired by AD Peoples Service.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Annual Ofsted Meeting and Self-Assessment update.
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

November

- Independent Audits completed on half of cases open to Children and Families Team.
- Group Supervision for Children and Families Team.
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

December

- Group Supervision for Children and Families Team.
- Monthly reflective supervision.
- SEND Panel.
- Monthly reports on Electively Home Educated Children to Children's Senior Management Team (monthly).
- Moving to Excellence Board.
- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.
- Getting to Outstanding Meetings; reviewing progress made on recommendations from independent audits.

- Practice Observation carried out across all the tiers from social workers through to senior managers and directors.

Direct Observation of Staff across all levels is carried out throughout the year, the data from these observations will be on each individual's supervision record and support their learning and development record.

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Agenda Item 9

Committee:	Dated:
Safeguarding Sub Committee	04/06/2019
Subject: Special educational needs and disability (SEND) – Update	Public
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Theresa Shortland, Head of Service – Education and Early Years	

Summary

This report provides an update to the Safeguarding Sub Committee on the progress of the special educational needs and disability (SEND) work in the City of London (COL).

During the spring term 2019, we built on the work that was reported to Committee in March 2018. The focus continues on the participation of children and young people and ensuring that their voices are heard, that the commissioning arrangements reflect and meet their needs, and pursue ambitious outcomes for them.

Progress has also been made with the commissioning of services to support the preparation to adulthood alongside support for travel training for young people.

Communication for social, emotional and mental health and independence was an area identified for development through the review of the Education, Health and Care Plans (EHCPs) in 2018. The Education and Early Years team have developed a range of practical Special Educational Needs Co-ordinator (SENCO) toolkits to support early years settings and schools, along with further training opportunities.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The SEND update of 05/02/2019 reported on the priorities for development for 2018/19 and progress following the Local Area SEND Inspection of March 2018. These priorities are set out in the SEND Improvement Action Plan 2018/19. The action plan is comprehensive and covers all the key actions from the Local Area SEND Inspection, as well as the priority areas identified in the SEND Joint Strategy 2017–2020.

Update on progress

Participation – Young people

2. A Participation Workshop, facilitated by KIDS (a national charity providing support services to disabled children, young people and their families) took place in January 2019 to explore how the local area can engage with children and young people with SEND. The outcome of this is that four young people with SEND have since joined the City Youth Forum. Engagement and participation with the City Youth Forum will enable our young people with SEND to have their say on the services available to them, and services that they would like to be developed in the future.

Commissioning

3. A review of the aspirations and outcomes in the EHCPs has been carried out. In the report to Committee in February 2019, Members were informed that the review identified key strands that would be addressed through joint commissioning, and that work on two of the strands – communication and mental health – were under way.
4. This work has further developed, linking the outcomes of the review to feedback from the City Parent Carer Forum (CPCF) about the areas of concern for COL families and the services they would like to see. A mapping exercise with Commissioning, involving the CPCF and officers, is under way to map the current contracts. The purpose of this is to identify any gaps in provision and opportunities for further commissioning. This mapping exercise, which is being progressed through the Co-production Working Group, will be aligned with work being carried out by the City and Hackney Clinical Commissioning Group and the COL through the Children, Young People and Maternity Services and Family work streams to develop an overview of City health contracts.

Outcomes for children and young people

5. The Local Area SEND Inspection outcome letter notes the strengths in improving outcomes for children and young people, and that the COL had prioritised improving

pathways into employment. All four strands of the Preparing for Adulthood (PfA) pathway – Employment, Independent Living, Community Inclusion and Health, are priority areas for development. COL officers have met with the National Development Team for Inclusion (NDTi) to support the local area in identifying gaps and developing the PfA pathway (the NDTi is delivering the PfA programme which is funded by the Department for Education as part of the delivery support for the SEND reforms).

6. Chapter 8 of the SEND Code of Practice: 0 to 25 years, is about supporting children and young people from the earliest years to prepare them for adulthood, and to help them achieve good outcomes in employment, independent living, community participation and health.
7. In terms of preparing young people for employment, the service commissioned by the COL to source training and employment opportunities and to support young people is 'Prospects'. This service is actively supporting young people with SEND to prepare for employment through work experience opportunities. A successful outcome of this has been the engagement of a young person on a summer work placement in an organisation based in the COL. This was the first young person under the age of 18 years that the organisation had offered a work experience placement. The placement was successful, enhancing the young person's confidence and employment prospects, and the opportunity has now been opened up to other young people under the age of 18.
8. In terms of employment for adults with learning difficulties, the Local Area SEND Inspection outcome letter notes that, *"leaders have prioritised improving pathways into employment for adults with learning difficulties. The local offer is currently being improved to include more information about preparing for employment and signposting possible pathways"*. Progress has been made in this area in that Adult Social Care has commissioned two SEND employment projects (Surrey Choices EmployAbility and The Tower Project) to support people with SEND in seeking meaningful volunteering, work experience or paid employment.
9. One of the ways children and young people are being supported to develop their independence is through travel training. This year, the programme is enabling young people who had previously accessed 'home to school transport services' to travel independently. During this academic year, one young person has completed the travel training successfully, another young person will continue with training to develop skills to travel independently on transfer to secondary school in September 2019.
10. Communication for social, emotional and mental health and for independence was an area identified through the review of the EHCPs. Communication skills impact on all four strands of the PfA pathway. An oracy workshop, involving SENCOs from the early years to secondary schools, took place in March 2019, with one of the independent schools in the City expressing a strong interest in adopting the approach to develop their pupils' language and communication skills. Furthermore, in June 2019 the COL Early Years Conference will focus on young children's 'Physical and Emotional Health', aiming to encourage practitioners and teachers to engage in this work in the early years.

There is also a two-year communication and language project entitled City of London Talks and Listens Enthusiastically, (COLTALE) which is being led by the Early Years

team, this will be important in developing early life skills to support all children to develop social and independence skills.

11. The City SENCO network has continued to develop over the academic year. At the time of the Local Area SEND Inspection, the network was relatively new, with the inspector noting that, *“some initiatives in the local area are relatively new, for example, the network meetings for special educational needs coordinators. As a result, not all initiatives have secured a high level of impact”*.

Over the past year, the termly SENCO network meetings – including our maintained school, the independent schools in the City and the COL academies – have focused on mental health, wellbeing, resilience and communication because SENCOs themselves identified these as the major areas of concern in their schools. We have developed early years, primary and secondary SENCO toolkits, resources that will help to ensure consistency in identification and assessment of SEND and in supporting children and young people to meet the PfA outcomes. A monthly SENCO newsletter also serves to keep colleagues informed and up to date with the SEND landscape.

Conclusion

12. As we review the SEND Joint Strategy 2018–20, the Self-Evaluation Form and the SEND Service Improvement Action Plan 2018–19, preparation for adulthood will be a key priority for 2019/20. We will start work to develop the SEND strategy for 2020–23 over the summer. This work will align with Adults Service Improvement Plan 2019/20.
13. As we develop the 2020–23 strategy, we recognise the achievement and progress made, particularly in terms of co-production, and will continue to work in partnership and collaboration with parents and carers, children and young people and stakeholders in taking forward the priorities in the next strategy.

Appendices

- None

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Committee:	Dated:
Safeguarding Sub Committee	04/06/2019
Subject: Modern-day Slavery	Public
Report of: Andrew Carter, Director of Community and Children's Services	For Information
Report author: Pat Dixon, Safeguarding and Quality Assurance Service Manager, Department of Community and Children's Services	

Summary

This report informs Members on the progress being made in the Department of Community and Children's Services in relation to modern-day slavery (MDS). The MDS operational group was established in March 2019. The purpose of this group was to create referral pathways into services for cases of MDS and raise awareness. This group is well attended and has representatives from the Peoples Directorate, Safer City, Performance, Police, Housing, Health and the Human Trafficking Foundation. The MDS action plan is currently the workplan for the MDS operational group. A key priority within this plan is to raise awareness and deliver training on MDS.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. MDS is the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. There are different forms of slavery:
 - **Forced labour** – any work or services that people are forced to do against their will under the threat of some form of punishment.
 - **Debt bondage** or bonded labour – the world's most widespread form of slavery, when people borrow money they cannot repay and are required to work to pay off the debt, then losing control over the conditions of both their employment and the debt.

- **Human trafficking** – involves transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion.
- **Descent-based slavery** – where people are born into slavery because their ancestors were captured and enslaved; they remain in slavery by descent.
- **Child slavery** – many people often confuse child slavery with child labour, but it is much worse. While child labour is harmful for children and hinders their education and development, child slavery occurs when a child is exploited for someone else's gain. It can include child trafficking, child soldiers, child marriage and child domestic slavery.
- **Forced and early marriage** – when someone is married against their will and cannot leave the marriage. Most child marriages can be considered slavery.

In 2009, the Government set up the National Referral Mechanism (NRM), which potential cases can be referred to and through which victims can access relevant support.

2. The Modern-Day Slavery Act 2015:

- makes prosecuting the traffickers easier by consolidating the existing slavery offences
- increases sentences for slavery offences
- bans prosecuting victims of slavery for crimes they were forced to commit by their traffickers, such as drug production or petty thefts
- introduces child trafficking advocates to better protect trafficked children
- makes major UK businesses publicly report on how they tackle slavery in their global supply chains
- establishes an independent Anti-Slavery Commissioner to overlook the UK's policies to tackle slavery.

Current Position

3. In response to s.54 of the Modern Slavery Act 2015, the City of London Corporation developed the Modern -Day Slavery Statement in November 2018. This sets out the steps that the City has taken, and is continuing to take, to ensure that modern slavery is not taking place within our business, within the Square Mile or within our supply chains.
4. The Operational MDS Group was started in March 2019 with the key purpose to:
 - identify potential areas of risk in the City of London where MDS could be taking place
 - analyse performance data, share intelligence and potential incidences of modern slavery

- look at ways to raise awareness around the risk of modern slavery in the City of London, with partner agencies and the wider business community, looking at opportunities for joint initiatives
 - develop a training programme for the City of London on modern slavery, ensuring that City of London staff and partner agencies know and understand referral pathways if they suspect a case of MDS
 - link with wider London initiatives to understand the landscape of MDS across London to inform future developments of this agenda in the City of London.
5. This group currently meets on a bi-monthly basis, with representatives from the Peoples Directorate, Performance, Housing, Safer City, Police, Health and the Human Trafficking Foundation. There is an action plan in place covering the following areas: referral pathways into services; training and development in relation to MDS; and raising awareness on this topic across the organisation, with partners and residents.
6. This group reports to Safer City, City and Hackney Adult Partnership Board and City and Hackney Children Partnership Board on the progress being made on the Action Plan and any trends or themes that emerge from the performance data.

Conclusion

7. The protection and support for victims of MDS can be difficult due to the delay in their cases being picked up by the NRM. Even when they have been accepted by the NRM, cases can often be discharged from this system with limited support. This can place victims at potential risk of going back into MDS. The Salvation Army has been identified as an agency that can offer support, but resources are limited. Therefore, a key part of the referral pathways in relation to adults will be identifying how victims will be supported pre- and post-referral to the NRM.

Appendices

- Appendix 1 – Modern-Day Slavery Action Plan

Background Papers

- City of London Corporation Modern-Day Slavery Statement
- Modern Day Slavery Act 2015

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Name:	Modern-Day Slavery Action Plan
Duration:	April 2019 to End March 2020
Relevant strategies:	Modern-Day Slavery Statement
Previous version(s) of action plan /relevant plans:	
Board responsible for monitoring action plan:	CHSAB, CHSCB, Safe City and Safeguarding Sub
Owner:	Modern-Day Slavery Operational Group
Implementation date:	
Review date:	
Frequency of monitoring/reporting:	
Aims:	

Priority: 1 Referral Pathways									
Specific aim:	Ref:	Action:	Start:	End:	Measure/outcome:	Lead officer:	Area lead:	Comments:	RAG status:
City of London Corporation staff and Partner agencies are aware of the referral Pathway and feel confident in knowing what to do should the suspect that an individual may be subject to modern-day slavery.		Staff and partner agencies know and understand the potential indicators of modern-day slavery. This will be progress with the training and development section of this plan.	01/04/2019	01/07/2019	The number of individuals who have training on modern day slavery. There is an increase in the number of suspected cases of modern-day slavery.	PD & ZD	People Directorate	This will be achieved through a Learning & Development Programme.	
		There needs to be needs analysis around potential resources required in identifying those individuals who may be at risk of modern day slavery.	01/04/2019	01/07/2019	Resources are available to respond to concerns where there is a potential risk of modern-day slavery, which does not meet criteria for Police. City of London staff and partner agencies know when to refer to the Police and Social Care for Children and Adults and the referral pathways.	V.C.W & E.M	Safe City, COL Police		
		Need to have referral pathways for victims of modern-day slavery to Police, Social Care & Housing and referral's to the NRM.	01/04/2019	01/07/2019	City of London Corporation staff know and understand the referral pathways to the police, social care services and NRM.	EM and Leads in Service Areas	Police and Peoples Directorate		
		Identify how victims of modern day slavery will be supported through agreed protocol's cross DCCS.	01/04/2019	01/07/2019	There are agreed protocol across DCCS around how victims of modern-day slavery will be supported.	P.D. Service Leads and Housing.	DCCS		
Priority: 2									
Specific aim: Training and Development	Ref:	Action:	Start:	End:	Measure/outcome:	Lead officer:	Area lead:	Comments:	RAG status:
City of London Corporation staff and partner agencies have access to training and development on modern-day slavery so they know and understand the presentation of modern days slavery.		All City of London Corporation staff through the safeguarding champions are encouraged to complete eLearning module on modern-day slavery.	01/04/2019	29/03/2020	An increase in the number of staff completing eLearning training online. Increased number of referrals on MDS due to increased awareness.	PD	Peoples Directorate		
		Modern-Day Slavery Leads and Safeguarding Champions complete train the trainer training on MDS and role this out throughout the COL and DCCS.	01/04/2019	29/03/2020	That staff across the corporation have received training on MDS. This training will be offered on a regular basis to ensure that it is delivered to new staff.	MDS Group	City of London Corporation and City of London Police.		

Committee: Safeguarding Sub Committee	Dated: 4 June 2019
Subject: Early Help	Public
Report of: Andrew Carter, Director of Community and Children's Services	For Information
Report author: Rachel Green, Service Manager, Children's Social Care and Early Help	

Summary

The aim of Early Help is to provide the right help, at the right time, in the right place. Early Help is about identifying needs and offering advice, support and direct interventions at the earliest point of discovery.

The appended report provides an update on the work of Early Help in the City of London over the last quarter. Key achievements include a positive multi agency audit on the impact of our work with families and capturing feedback from families on the service the Early Help team provides.

Recommendation

Members are asked to:

- Note the report.

The Early Help Update

Early Help:

1. Early Help is about identifying needs and offering advice, support and direct interventions at the earliest point of discovery. Early Help may occur at any point from pre-birth and foundation stage through to the teenage years (up to the age of 25 for young people with special educational needs and disabilities).
2. The purpose of our intervention is to empower families to support themselves and prevent a recurrence of problems, avoiding the potential for escalation, whilst at the same time, helping to reduce the number of families requiring statutory intervention. Support may be offered early in life, or early after the emergence of an identified need. Such needs can include, but are not limited to;

- Families with significant housing needs.
- Families where a parent/carer is experiencing mental health difficulties.
- Children with Special Educational Needs
- Children and young people experiencing stress and anxiety.
- Children who have a caring role for another member of their family (young carers)

Key Progress:

3. Multi Agency Audits were held this quarter, and the findings were excellent. Audit found evidence of good multi-agency working, professional curiosity, transparency to the parent about different agency roles, good work from Health Visiting Team and the work of the Principal Educational Psychologist was praised.
4. Both the Early Help Co-ordinator and the Early Help worker have started Systemic Training, this is alongside the social care team and managers. This programme aims to strengthen our work with children and families in a way that emphasises people's relationships as key to understanding their experiences. The training also helps build resilience of workers and strengthens supervision.
5. Funding has been awarded from the Department of Work and Pensions to run a Reducing Parental Conflict programme with practitioners and leaders.
6. A new monthly Short Break Panel has been established to improve consistency and oversight of packages offered. This means that Parents should have a quicker and clearer response.

Areas for improvement:

7. Draft guidance on Short Breaks has been shared with parents and partners. The next piece of work will be amending the guidance and making sure it is easy to read and understand. Parents need a clear guide as to entitlements and how the short break offer works.
8. The revised Early Help Assessment and Team Around the Family needs to be implemented. This is to ensure each member of a family's strengths and support needs are considered in one place.

Conclusion:

9. Early Help work is progressing well. Families are being supported in a timely way. The social care and early help service was separated into two teams in January 2019. The purpose of this was to give better

focus to each area. the next quarter will see the publishing of Short Breaks Guidance and an update of the Early Help Strategy.

Appendices

- Appendix 1 – Early Help Update Quarter 2

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Early Help Sub-Group Report

May 2019 – Quarter 2

Early Help Coordinator Update:

1. An external audit of the Early Help Strategy/Early Help Service was completed in March by Mazars. The findings of the report have not yet been received or shared with our service. It's hoped that we will be able to report this back to the Early Help Sub-Group in Quarter 3.
2. The Early Help Worker currently has 16 open cases, a mixture of both short breaks and Early Help cases which are open and active. All Early Help cases have had a CAF completed with just one still in progress. The EHC is also holding two Short Breaks cases.
3. The Early Help Co-ordinator began the Systemic Social Work Supervision and Management course on 30th April 2019 (cohort 2). The Early Help Worker has also begun the certificate in Social Work Practice with Children & Families, which began on the 06th May 2019 (cohort 6). Both courses are 15 days long which will be spread out over the next 12 months. The plan is to start embedding systemic practice into the work in Early Help immediately, as outlined within the Early Help Strategy.
4. The report from the Multi-Agency Case Audits which took place in January 2019 has now been published. The highlights and areas of improvement have been shared with our partners via the Multi-Agency Practitioners Forum. Highlights and areas of improvement included:
 - Evidence of good multi-agency working, professional curiosity, transparency to the parent about different agency roles, good work from Health Visiting Team and the work of the Principal Educational Psychologist was praised.
 - Focus of improvement includes working with perpetrators, including fathers in Early Help work and exploring cultural factors, and how this impact on families.
5. City Parent Carer Forum is now holding a Coffee morning at Sir John Cass Primary School, which will occur on the first Thursday of every month. There will be a monthly speaker at each session. The Early Help Worker will be attending the sessions intermittently to complete some outreach and promote the Early Help Offer. The Early Help Co-ordinator visited Sir John Cass last month to undertake some outreach in one of the Stay & Play sessions.
6. Reducing Parental Conflict – The programme is delivered in two levels:
 - Strategic Leadership Support and Practitioner Training which will be delivered jointly with Hackney.
 - To proceed with the SLS element, the expectation is that each LA completes the RPC Planning Tool. The planning tool is commissioned by the DWP to support local implementation of the Reducing Parental Conflict Programme. It's also used to map out current arrangements, identify local strengths and areas of need.
 - The planning tool is compulsory and there are only two options for completion:
 1. Online Survey and ½ day workshop = All key stakeholders to complete an online survey version of the planning tool before a ½ day wider stakeholder workshop confirms an agreed local position.

2. Full day workshop = Wider stakeholder workshop to introduce the planning tool, agree ratings and identify strengths, areas for development and priorities for change.

The deadline for this piece of work has been set by the DWP for the end of June 2019. We have attempted to negotiate an extension; however, this has not been agreed. The City of London would need approximately 20 stakeholders to partake in the RPC Planning Tool workshop. We're still exploring how we can achieve this, alongside competing priorities already set out.

7. **Early Help Strategy** – Is in draft format, it was presented to the MAPF network on the 24.04.19. The strategy was discussed, agreed and amended accordingly. It has also been reviewed by a parent who is currently accessing Early Help support. The strategy was discussed at CSMT on the 30.04.19, Claire Giraud and Rachel Green will continue to work on this document to get it ready for completion and sign off.
8. **Short Breaks Update** – Currently the EHC has been working with Short Breaks Co-Ordinators in Hackney and Tower Hamlets. They have provided information and guidance on how we can improve our short breaks offer and policy. Our short breaks strategy, guidance and pathway is currently being updated. Some of the proposed changes to the new document include:
 - Reflecting the range of legislation which underpins the provision of short breaks for disabled children.
 - A change in the eligibility criteria
 - A new three-tiered short breaks offer: Universal, Targeted (Core Offer) and Specialist (Enhanced Package)

The short breaks policy will be discussed in the next co-production working group on the 16.05.19. The Local Offer will need updating to include a short breaks statement. A new Short Breaks Panel has been introduced, monthly meetings will be held to discuss all new short break requests, social care assessments/recommendations for overnight respite, personal budget issues and any complex or stuck cases.

The joint procurement for new Short Break Activities with Hackney has begun and we had 16 providers who expressed an interest. The first consensus meeting was held on the 9th April, and we have agreed for 15 providers to move forward to the next evaluation stage. This will begin in the coming weeks, with another consensus meeting to be held in June 2019. The successful applicants will then be invited to deliver presentations at The Guildhall on either the 3rd or 4th July. We will have a parent representative join the panel and we are considering whether we could also have a young person/service user on this panel. Site visits will be completed following the panel presentations. All new contracts should be in place for November 2019.

9. **Early Help Action Plan Update** – Copies of the Early Help Action Plan available

Priority 1: Early Help Casework (Including CAF and TAF activity equivalent)
Objective – Deliver effective, high-quality and consistent Early Help Support across the full network of partner agencies.

During Q1 the Early Help Sub-Group Meeting held some discussions about the reasons why a new assessment framework had not yet been developed within the previous laid out objectives. The EHC reflected on this discussion and discussed the proposal of drafting a new EH Assessment to replace the CAF. The new EH Assessment encompasses some of the old CAF principles and is now a 'whole family assessment' which also embeds systemic ideas. The new timescales are to try and give us enough time to get this approved, tested and make any necessary adjustments. The EHA was presented to the MAPF and received positive feedback, their ideas and suggestions have now been incorporated into the current draft.

Action: Seek out parental views on the new assessment.

Priority 2: Evidencing the Impact of Early Help

Objective - *Develop a robust evidence base that supports the strategic long-term shift in the balance of resources - from crisis intervention to prevention.*

Quarterly reporting of the 'distance travelled' tool has been added to the Early Help performance data set and is ongoing successfully. If the new Early Help Assessment is agreed and implemented then we can begin to have a more robust way of evidencing impact. Impact will be monitored throughout the duration of Early Help support from the beginning to closure stage.

Ref: 2.4: Work with Multi-Agency Practitioners Forum to develop case study / outcomes template.

Action above was not completed. During some MAPF meetings a case discussion does take place. A summary is recorded in the minutes of the meeting. However, that does not translate into case studies which are held in Early Help. Further work needed.

Priority 3: Quality Assurance and Service Improvement

Objective - *Monitor, deliver, and support a consistent and high-quality Early Help offer*

Action for children update to be provided by Pat Dixon.

Priority 4: Raising Awareness and Community Engagement

Objective: *Increase access to and take up of Early Help support*

Early Help Co-ordinator has met with the chair of The City Parent Carer Forum. We have agreed that either the EHC or EHW will link into some future sessions at the monthly coffee drop-in. EHW attended the CPCF coffee morning on the 02nd May, 7 parents attended the session, only two parents were from the City.

In addition, the EHW and Family Involvement Worker at Sir John Cass will explore whether it's appropriate for our EHW to attend a drop-in at least once month to raise awareness of Early Help.

The FYI pages on Early Help will be updated in due course. The EHW will be taking the lead on this task.

Priority 5: Multi-Agency Partnerships and Joint Working

Objective: *Facilitate and support joint approaches to service delivery and development, including responding to emerging themes and needs*

The MAPF network continue to meet quarterly, the last meeting took place on the 24.04.19. EHC had organised a guest speaker to discuss Criminal Exploitation, unfortunately the speaker cancelled at the last minute. This is still an area the group are interested to learn more about, so this will be rearranged for the meeting in the July.

Early Help Network meetings continue every quarter, there continues to be good representation from several London Local Authorities.

EHC is in a Systemic training cohort which has a good representation of Early Help managers and supervisors. It's hoped that this will be used as a good opportunity to further develop links with Early Help colleagues across the country to share good practice, learning and pick up any EH themes.

Priority 6: Service User Involvement and Co-production

Objective: *Encourage service development that is driven by the needs, views and experiences of City of London Service users*

During Q1 the Early Help Sub-Group meeting, SC presented a draft parent/carer survey. It was agreed that this could be tested with parents/carers of any cases we closed. The Early Help Worker has proceeded to use the parent/carer survey on three separate occasions since introducing this draft template. The feedback we received was positive with parents commenting that they felt it was easy to complete, accessible and did not feel overwhelmed by the short form. They did not want a form

that would be longer than one A4 page and prefer tick boxes, rather than open questions requiring comments.

Since this date some further amendments and adjustments have been made to the parent/carer form to now include child/young person views. The form is a replica of the parent/carer form and now includes a section to help evidence the journey of the child and parent by referring to their original goals at the time of assessment and rescoring these goals at the end of Early Help support/point of closure.

We remain mindful that we could possibly over consult with the same parents, therefore the Early Help Worker is working hard to request feedback from parents/carers outside of the CPCF. We're seeking views of parent/carers currently receiving Early Help support and who have previously had contact with our service.

10. Draft Early Help Assessment- EHA, Outcomes Plan and Parent/Carer Survey

Why do we need an Early Help Assessment?

Rationale – The Common Assessment Framework (CAF) assessment tool is very old and has always been used in Early Help in the City of London. A large number of Local Authorities have stopped using the CAF assessment tool and have developed and designed their own Early Help Assessment. The reasoning behind the change was in order to adapt to the changing times, update the language and terminology of the assessment and to better encompass new approaches to the work we undertake with families.

City of London had previously explored a new multi-agency assessment framework, however there appeared to have been some difficulty in finding one assessment that worked for a multitude of agencies across Health, Social Care, Education and our partners. It became very apparent that all agencies have their own way of assessing families and there would not be one standard 'one size fits all' approach. The CAF appears to have slowly been phased out of use by our partners and has now become an assessment tool used only in the Early Help team. The feedback from our partners about the CAF has not been positive and a number of consistent themes have been raised. In addition, several professionals no longer view the CAF as an assessment; instead it is used as a referral form to request a service from Early Help. Currently only the Early Help worker completes CAF assessments our partners use their own tailored assessments.

The New Early Help Assessment (EHA)– The new EHA assesses the 'whole family' situation and helps to identify the needs of children and adults in the family. The EHA principles are similar to the old CAF, but it is now far simpler and more straightforward to complete. The assessment is no longer solely child focussed but now family focussed. It is a shared, strengths-based tool that can be used by all practitioners to provide a coordinated response so that families receive the support that they need. EHA principles which are the same as for the current CAF:

- Consent based process
- Assessment should be completed with the child/family
- Should be used as an assessment of strengths and need
- A support plan should be developed with the family with all agencies involved and regularly reviewed at the Team Around the Family.

The assessment aims to:

- Be family/child friendly
- promote a conversation with families – (supports systemic practice)
- Focus on what the whole family want to achieve
- Allow families to set goals from the point of assessment and is outcome focussed.
- Allow the family to decide which areas they need support with and where they may be struggling

Whole Family Approach?

Applying a whole family approach in the assessment requires that:

- All aspects of life: home, work, school/college, social/community and health and wellbeing are taken into account
- The whole person/whole family situation and what matters most to them is understood
- The impact of what's not working well on all family members is understood
- A family's strengths are recognised and built on
- A person's willingness to change is recognised so that support is offered at the right time
- Practitioner's expertise, judgement and advice are recognised
- The EHA can be used to coordinate support from partners as part of the agreed plan
- One assessment/form can be used for the whole family.

Planning & Evidencing Impact – The new City of London Outcomes Plan remains largely the same; however, we have made some slight changes to help support both the families monitoring of their progress, as well as the effectiveness of Early Help Support.

The language has changed in some areas and we have added a column at the end of the table titled 'Impact progress score, which ranges from 0-10'. The Outcomes plan will continue to be reviewed in line with the current Team Around the Family (TAF) review targets of 8-12 weeks.

At each review the family will be asked to score their progress on a scale 0-10, using the RAG guide below. It's hoped that by using a scale, the TAF network and family can finally begin to track a family's journey and monitor progress or lack of any progress with a visual and numerical tool. You will note that the same 0-10 scale is used from the point of assessment.

0-3 - Red	The situation has not improved significantly or has deteriorated
4-7 - Amber	The situation has remained stable with signs of improvement
8-10 - Green	The situation has improved considerably and/or the desired outcome has been achieved

All outcomes/goals on the plan should be Specific, Measurable, Achievable, Relevant and Time-Bound (SMART). It is possible that the goals the family set out to achieve at the point of entry during the assessment are not specifically SMART objectives. However, these goals should be incorporated at the time of the first TAF meeting into SMART goals.

Parent/Child Feedback & Evidencing Impact – Currently there is no way to capture any feedback from the parent or child at the time of closure of a case. The proposal is to use this new parent and child survey to capture their feedback.

The form also allows us to remind families of the score on their original goals at the beginning of intervention/point of the assessment. It requests that they again score themselves now that Early Help intervention will cease. The lead professional/Early Help Worker will refer to the EHA and insert the original score and complete this task with every family as part of the final home visit. Again, it's hoped that by using the same scaling throughout the whole of the Early Help Support we will be in a better position to show the impact of our support and services. It also allows the family to provide us with vital feedback which can help improve the quality of our intervention and improve service delivery.

- The new EHA was shared with our partners at the Multi Agency Practitioners Forum (MAPF) on 23rd April 2019. The group made some recommendations which have been incorporated on all three forms. The use of a new EHA was widely welcomed and the MAPF believe that the EHA should be used to replace the old CAF.
- The EHA was shared with the CSMT on the 30.04.19, and it's likely that some

further amendments will be required following receipt of feedback.

Report Author:	Sadie Carnegie
Designation:	Early Help Co-ordinator
Agency:	City of London Corporation
Date:	07.05.19

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