



Safeguarding Sub (Community & Children's Services) Committee

Date: MONDAY, 7 FEBRUARY 2022

Time: 2.00 pm

Venue: COMMITTEE ROOM 2 , 2ND FLOOR, WEST WING, GUILDHALL

Members:

Ruby Sayed (Chairman)	Marianne Fredericks
Randall Anderson (Deputy Chairman)	Susan Pearson
Mary Durcan	Deputy Elizabeth Rogula
Helen Fentimen	Vacancy

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John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **MINUTES**

To agree the public minutes and non-public summary of the previous meeting held on 4th November 2021.

For Decision
(Pages 5 - 14)

4. **CITY & HACKNEY SAFEGUARDING CHILDREN PARTNERSHIP (CHSCP) - ANNUAL REPORT 2020/21**

Report of the City & Hackney Safeguarding Children Partnership.

Members are asked to note that the link to the full report (144 pages) is available on the website and at the link in the covering report.

For Information
(Pages 15 - 16)

5. **CHSCP UPDATE RE SEXUAL ABUSE IN SCHOOLS AND COLLEGES**

Report of the City and Hackney Safeguarding Children Partnership (CHSCP).

For Information
(Pages 17 - 30)

6. **CHILDREN'S SOCIAL CARE AND EARLY HELP SERVICE DEVELOPMENT PLAN UPDATE**

Report of the Director of Community and Children's Services.

For Information
(Pages 31 - 52)

7. **PRACTICE ASSURANCE STOCKTAKE CHILDREN'S SOCIAL CARE**

Report of the Director of Community and Children's Services.

For Information
(Pages 53 - 58)

8. **EDUCATION AND SAFEGUARDING REPORT**

Report of the Director of Community and Children's Services.

For Information
(Pages 59 - 64)

9. **STRENGTHENING FAMILIES, STRENGTHENING COMMUNITIES - PILOT PARENTING PROGRAMME**
Report of the Director of Community and Children's Services.
For Information
(Pages 65 - 78)
10. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) - UPDATE REPORT**
Report of the Director of Community and Children's Services.
For Information
(Pages 79 - 92)
11. **CHILDREN AND FAMILIES SERVICE PERFORMANCE - MONTH 6 2021/22 (SEPTEMBER 2021)**
Report of the Director of Community and Children's Services.
Members are asked to note 2 non-public appendices at Agenda Item 16.
For Information
(Pages 93 - 96)
12. **PROVISION FOR YOUNG PEOPLE IN THE CITY OF LONDON**
Report of the Director of Community and Children's Services.
For Information
(Pages 97 - 104)
13. **QUESTIONS OF MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE**
14. **ANY OTHER BUSINESS THE CHAIRMAN CONSIDERS URGENT**
15. **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.
For Decision

Part 2 - Non-Public Agenda

16. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the previous meeting held on 4th November 2021.
For Decision
(Pages 105 - 110)

17. **CHILDREN AND FAMILIES SERVICE PERFORMANCE - MONTH 6 2021/22
(SEPTEMBER 2021) - NON PUBLIC APPENDICES (1 AND 2)**

To note 2 non-public appendices in respect of agenda item 11.

For Information
(Pages 111 - 128)

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

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

SAFEGUARDING SUB (COMMUNITY & CHILDREN'S SERVICES) COMMITTEE

Thursday, 4 November 2021

Minutes of the meeting of the Safeguarding Sub (Community & Children's Services) Committee held at the Guildhall EC2 at 11.30 am

Present

Members:

Randall Anderson (Deputy Chairman)
Mary Durcan
Helen Fentimen

Marianne Fredericks
Susan Pearson
Deputy Elizabeth Rogula

Officers:

Pat Dixon	- 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
Ellie Ward	- Community and Children's Services
Valeria Cadena-Wrigley	- Community and Children's Services
Barbara Hamilton	- Community and Children's Services
Anna Jones	- Designated Nurse, City and Hackney Clinical Commissioning Group
Ria Lane	- Community and Children's Services
Scott Myers	- Community & Children's Services
Glory Nyero	- Community and Children's Services
Robert Wood	- Community & Children's Services

1. APOLOGIES

Apologies were received from Ruby Sayed.

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

There were none.

3. MINUTES

RESOLVED, that the public minutes and non-public summary of the previous meeting held on 7 June 2021 were approved as an accurate record.

4. ANNUAL SURVEY PRESENTATION

The presentation was postponed to the next meeting of the Sub-Committee.

5. ACTION FOR CHILDREN SURVEY REPORT

The Committee received a report of the Director of Community and Children's Services regarding the Action for Children Survey Report.

An officer commented that young people were feeling supported by social workers and that they had received very positive feedback. The survey had been updated to include questions surrounding COVID and BLM to see how young people had been impacted.

A member asked if the timing of the survey had changed.

An officer responded that the timing would be changed to ensure more young people's views could be captured as it had fallen just as many were going on holiday.

RESOLVED, that – the report be noted.

6. **CORPORATE PARENTING ANNUAL REPORT 2019/20 AND CORPORATE PARENTING STRATEGY UPDATE**

The Committee received a report of the Director of Community and Children's Services regarding the Corporate Parenting Annual Report 2019/20 and Corporate Parenting Strategy Update.

An officer noted that the report was updated in February, but it would be reviewed on an annual basis. The report reflected the ways in which the Corporation acted as a corporate parent. There was now clearer wording on the process for care leavers up to the age of 25.

The Chair noted the non-public appendices was due to identifiable data of individuals.

A member asked if members would have further training in the role of corporate parenting.

An officer confirmed this would be an annual event and aimed for the next session to be in the new member induction period.

A member asked if a survey could be taken after the session to check for areas of weakness to help amend training in the future.

An officer agreed with the suggestion and would coordinate through the workforce development lead.

RESOLVED, that – the report be noted.

7. **CITY OF LONDON PREVENT POLICY AND CHANNEL GUIDANCE/INTERNAL FURTHER EDUCATION PREVENT GUIDANCE**

The Committee received a report of the Director of Community and Children's Services regarding City of London Prevent Policy and Channel Guidance/Internal Further Education Prevent Guidance.

An officer introduced the report stating that the Community Safety team works with the police on prevent to stop radicalisation. It was noted that various sessions had taken place within the community to create more awareness.

The Chair noted the recent member training session which had gained excellent feedback.

A member asked how many referrals the team had received.

An officer responded that the City had received 2 referrals and only 1 had been opened as an active case. On average they received no more than 2 a year.

A member asked for the definition of an 'immediate risk' case.

An officer clarified an individual making active plans would be treated as an 'immediate risk' case and often included the involvement of the police.

A member asked if there was much cross boundary work with neighbouring boroughs.

An officer responded stating that local authorities were responsible for their own residents and rough sleepers. Referrals can be transferred to the correct borough if identified elsewhere. It was noted that the team attended bi-monthly forums with neighbouring local authorities to stay updated on trends throughout London.

A member asked how contact details for the prevent officers were being made readily available to the public.

An officer clarified that the contact details in the report for the prevent coordinator were for the Committee to use if they had comments or questions, but the community safety pages held information for those who needed to submit a referral. Agencies also often submitted referrals and the team worked with the community frequently to raise awareness about the team.

A member asked if the flowchart could be updated with new contact details e.g., generic email addresses and current phone numbers which were regularly monitored to ensure no incidents were missed.

An officer clarified that the flowchart in the report was simply for the Committee but the information available online to the public used details for an inbox which was monitored by the whole team not just one individual. Overall, the public information was designed to be as concise and clear as possible.

A member commented that often resident services were difficult to find on the CoL website and wanted to ensure that this information would be easily found in the future.

RESOLVED, that – the report be noted.

8. **ADULT SKILLS EDUCATION AND APPRENTICESHIP SERVICE**

The Committee received a report of the Director of Community and Children's Services regarding Adult Skills Education and Apprenticeship Service.

An officer introduced the report, it was stated that the report showed the seven key recommendations from the safeguarding processes and procedures review which had taken place over the last year. An additional audit took place to consult recipients on safeguarding processes and concerns. It had been decided that more safeguarding leads would be required, and a team was formed. Apprentices were now allocated two safeguarding contacts. There was a new emphasis on training and all CoL tutors were trained to a level 3 safeguarding standard.

The Chair asked if external tutors were also asked to be safeguarding certified to level 3.

An officer responded that it was not yet a contractual requirement for external providers.

The Chair asked if it was under active consideration.

An officer responded that it was under consideration but if it was made a stipulation, it would require a much further discussion with the organisations. Currently it was assumed all external tutors would have at least a level 2 safeguarding certification.

A member asked for the Safeguarding/ Prevent Policy to be updated with new contact details or generic email addresses to ensure queries weren't missed.

RESOLVED, that – the report be noted.

9. **ADULT SAFEGUARDING PERFORMANCE REPORT, Q1 2021/22**

The Committee received a report of the Director of Community and Children's Services regarding Adult Safeguarding Performance Report, Q1 2021/22.

Items 9 and 10 were taken together.

An officer introduced the reports stating new papers had been circulated with updated figures for both reports of item 9 and 10.

RESOLVED, that – the report be noted.

10. **ADULT SAFEGUARDING PERFORMANCE REPORT, Q4 2020/21**

The Committee received a report of the Director of Community and Children's Services regarding Adult Safeguarding Performance Report, Q1 2020/21.

A member asked what happened when outcomes were only 'partial' or 'not successful'.

An officer responded stating that some outcomes expressed by the individual could unrealistic and some may not express any at all. Safeguarding could be varied process in terms of time scale so parts of a goal may be achieved quickly but other parts may sit over a longer period of time.

A member asked if there were any trends in areas of concerns and if there was any correlation to neighbouring boroughs.

An officer responded that due to the small numbers in the City it was hard to pinpoint specific trends. National trends were observed and reviewed with the safeguarding board – for example, physical abuse rose over COVID.

A member asked if the Committee was receiving the correct information to understand if issues were being addressed properly and was there room for improvement and change.

An officer clarified that the framework data was intentionally very high level because individual outcomes were too specific to analyse. The officer assured the Committee that if the report showed 100% of outcomes achieved that would be concerning and unrealistic due to the complex nature of the issues. The officer also commented on how the impact of COVID had affected adult safeguarding and that the insight report would inform the board of any national trends. All data was used to look at the quality of services.

A member asked how the team could adapt services to keep up with the changes seen in the community e.g., rises in domestic abuse cases.

An officer responded that the team was able to be agile and flexible as shown by the Afghan resettlement programme. The officer noted it was a challenge to build sudden changes into ongoing strategic approach, but adaptation was employed when needed.

RESOLVED, that – the report be noted.

11. **CHILDREN AND FAMILIES SERVICE PERFORMANCE - MONTH 3 2021/22 (JUNE 2021)**

The Committee received a report of the Director of Community and Children's Services regarding Children and Families Service Performance – Month 3 2021/22 (June 2021).

An officer introduced the report.

Members had no questions.

RESOLVED, that – the report be noted.

12. **CITY AND HACKNEY SAFEGUARDING ADULTS BOARD ANNUAL REPORT 2019/20**

The Committee received a report of the Independent Chair of the City and Hackney Safeguarding Adults Board.

An officer introduced the report stating the board had been meeting on monthly basis to ensure key partners could report any issues arising. The meetings had proved effective in keeping regular contact with key agencies and a deep dive

took place to look at the specific issues arising in case work. The board published the safeguarding adult reviews, as required by statutory duty, which lead to improvement in work towards homelessness and a review into policy surrounding a fire death. Safeguarding adult week activities took place online and it was expected that this year would be the same. The team focused on mental capacity and executive capacity, which often links to self-neglect and hoarding. A rough sleeper worker had been recruited and had been very effective. The team would like to see an improvement in engagement with local residents.

A member commented that it was difficult to see trends due to the large age ranges heading the data. The member hoped there was a further breakdown of this data behind the scenes so the team could focus on trends. The member also thanked the team for all the work dedicated towards rough sleepers and the community's effort towards the foodbank which had allowed officers to directly hear concerns from the residents.

RESOLVED, that – the report be noted.

13. CITY OF LONDON SELF EVALUATION FRAMEWORK

The Committee received a report of the Director of Community and Children's Services regarding City of London Self Evaluation Framework.

An officer introduced the report stating that the self-evaluation framework was a document produced annually as part of the Ofsted general monitoring process.

A member asked for clarification on what was meant by 'the framework us not defined'.

An officer clarified it meant that Ofsted didn't give a set template for how the document was structured.

An officer echoed this and stated that Ofsted were consulted in the annual engagement meeting, and they gave good feedback about the SEF.

A member asked if it would be easier if Ofsted did define the framework.

An officer responded that it was not a mandatory requirement for Ofsted, but they ask for the SEF and the team operate well with the way it is set out.

A member commented that it was a shame that some on the information in the non-public appendix couldn't be in public session as it was very interesting and queried as to whether any information could be moved into the public report.

The Chair commented that it would take a lot of time to redact the amount of information required.

RESOLVED, that – the report be noted.

14. THE INDEPENDENT REVIEWING OFFICERS' (IRO) ANNUAL REPORT

The Committee received a report of the Director of Community and Children's Services regarding The Independent Reviewing Officers' (IRO) Annual Report.

An officer introduced the report stating the IRO service moved to virtual from March 23rd. The team had responded quickly to changes and no reviews were out of date. Virtual meetings had increased and the levels of communication with young people. Overall, it had been a positive year with an increase in IRO visits, advocacy, allocation of independent visitors and a decrease in placement disruptions.

A member asked with the change of IRO responsibility from management to a wider overview, what has the effect been on a day-to-day basis.

An officer responded that it was no longer a case-by-case notification system, instead if you were concerned you would look at the whole service to see if a pattern could be identified.

The Chair asked if there was still an issue with the ongoing care plan documentation.

An officer responded that the pathway plan and care plan process had been changed but there was a technical issue with the system and implementing the new format required. The care plan completion rate had increased but the document itself was still being pushed through.

An officer echoed the technical issues but ensured that it was being prioritised.

RESOLVED, that – the report be noted.

15. **LOCAL AUTHORITIES DESIGNATED OFFICER (LADO) ANNUAL REPORT**

The Committee received a report of the Director of Community and Children's Services regarding Local Authorities Designated Officer (LADO) Annual Report.

An officer introduced the report stating that it gave Members the opportunity to see activities which occurred in the LADO role. It was noted that only two allegations had resulted in an allegation meeting due to a slight change in child protection guidelines.

RESOLVED, that – the report be noted.

16. **UPDATE TO THE CHILDREN'S SUFFICIENCY AND COMMISSIONING STRATEGY 2021-2023.**

The Committee received a report of the Director of Community and Children's Services regarding Update to the Children's Sufficiency and Commissioning Strategy 2021-2023.

An officer introduced the report stating that an updated strategy plan had been put into place in line with the City children and young people's plan. The team were focused on moving to localised options for care leavers. Unregulated placements would not be used for anyone under the age

of 16.

The Chair asked for clarification if the City had every housed under 16s in unregulated placements.

An officer confirmed that the City has never placed under 16s in unregulated placements, but they felt it was important to re-confirm the statement.

A member if there was more difficulty finding placements for young people under the age of 16.

An officer responded that there could be some issues in finding arrangements, but the use of spot placements had been helpful in finding immediate providers and options.

The Chair started that they had visited some non-regulated placements and the staff were very knowledgeable and stated that officers always inspected facilities before placements took place.

A member asked how much support young people received once placed into independent living.

An officer responded that this was part of assessment process and that the team created tailored support models for each individual up to age of 25.

RESOLVED, that – the updated Children’s Sufficiency and Commissioning Strategy for Children in Care and Care Leavers in the City of London 2021-2023 be accepted.

17. QUESTIONS OF MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE

A member asked what the City was doing to investigate the impact of COVID on the community and to feedback into any reviews required.

An officer responded that there wasn’t a workstream, but the team was responding to post COVID impact and information was being discussed and flagging increased need in certain areas e.g., domestic abuse support. Intelligence was being fed into the boards where data could be lifted quickly and fed into national reviews.

18. ANY OTHER BUSINESS THE CHAIRMAN CONSIDERS URGENT

There was no other business.

19. 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 I of the Schedule 12A of the Local Government Act.

20. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the previous meeting held on 7 June 2021 were approved as an accurate record.

21. **ACTION FOR CHILDREN SURVEY - APPENDIX**
The Committee received the Action for Children Survey non-public appendix.
22. **CORPORATE PARENTING ANNUAL REPORT 2019/20 AND CORPORATE PARENTING STRATEGY UPDATE - APPENDIX**
The Committee received the Corporate Parenting Annual Report 2019/20 and Corporate Parenting Strategy Update non-public appendix.
23. **Q1 PERFORMANCE - APPENDIX**
The Committee received the Q1 performance non-public appendix.
24. **Q4 PERFORMANCE - APPENDICES**
The Committee received the Q4 performance non-public appendix.
25. **CHILDREN AND FAMILIES SERVICE PERFORMANCE - MONTH 3 2021/22 (JUNE 2021) - APPENDICES**
The Committee received the Children and Families Service Performance - Month 3 2021/22 (June 2021) non-public appendices.
26. **CITY OF LONDON SELF EVALUATION FRAMEWORK - APPENDIX**
The Committee received the City of London Self Evaluation Framework non-public appendix.
27. **THE INDEPENDENT REVIEWING OFFICERS' (IRO) ANNUAL REPORT - APPENDIX**
The Committee received the Independent Reviewing Officers' (IRO) Annual Report non-public appendix.
28. **LOCAL AUTHORITIES DESIGNATED OFFICER (LADO) ANNUAL REPORT - APPENDIX**
The Committee received the Local Authorities Designated Officer (LADO) Annual Report non-public appendix.
29. **LOOKED AFTER CHILDREN (LAC) HEALTH ANNUAL REPORT**
The Committee received a report of the designated LAC Doctor and Nurse regarding the Looked After Children (LAC) Health Annual Report.
30. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) - UPDATE**
The Committee received a report of the Director of Community and Children's Services regarding the Special Educational Needs and Disability (SEND) Update.
31. **VIRTUAL SCHOOL FOR LOOKED-AFTER CHILDREN: ANNUAL REPORT FOR ACADEMIC YEAR 2020-2021**
The Committee received a report of the Director of Community and Children's Services regarding the Virtual School for Looked-after Children: Annual Report for Academic Year 2020-2021.

32. NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE

Four questions were asked in non-public session.

33. 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 in non-public session.

The meeting closed at 1.55 pm

Chairman

Contact Officer: sarah.phillips@cityoflondon.gov.uk

Committee(s)	Dated: 7 February 2022
Safeguarding Sub Committee	
Subject: City & Hackney Safeguarding Children Partnership Annual report 2020/21	
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	Contribute to a flourishing society - People are safe and feel safe.
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of:	The CHSCP
Report author:	Jim Gamble QPM on behalf of the CHSCP's Safeguarding Partners

Summary

The CHSCP Annual Report 2020/21 is available [HERE](#).

In line with statutory guidance (Working Together 2018) and in order to bring transparency for children, families and all practitioners about the activity undertaken, safeguarding partners must publish a report at least once in every 12-month period.

The City & Hackney Safeguarding Children Partnership annual report for 2020/21 sets out examples of the **impact, evidence, assurance and learning** arising from the safeguarding arrangements in the City of London and the London Borough of Hackney. It covers and reports on activity between 1st April 2020 and 31st March 2021 and includes the following:

- The governance and accountability arrangements for the CHSCP's safeguarding arrangements.
- The context for safeguarding children and young people in the City of London, highlighting the progress made by the City partnership over the last year.
- The context for safeguarding children and young people in the London Borough of Hackney, highlighting the progress made by the Hackney partnership over the last year.

- The lessons that the CHSCP has identified through its Learning & Improvement Framework and the actions taken to improve child safeguarding and welfare as a result of this activity.
- The range and impact of the multi-agency safeguarding training delivered by the CHSCP.
- The CHSCP's priorities going forward and the key messages for those involved in the safeguarding of children and young people.

Recommendation(s)

To note the contents of the report

Jim Gamble QPM
Independent Child Safeguarding Commissioner, CHSCP

Agenda Item 5

Committee(s)	Dated:
Safeguarding Sub Committee	7 th February
Subject: CHSCP Update Re Sexual Abuse in Schools and Colleges	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	Contribute to a flourishing society - People are safe and feel safe.
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£ Not applicable
What is the source of Funding?	Not applicable
Has this Funding Source been agreed with the Chamberlain's Department?	Not applicable
Report of: City and Hackney Safeguarding Children Partnership (CHSCP)	For Information
Report author: Rory McCullum	

Summary

To update the Safeguarding Sub Committee on the work being undertaken in response to the publication of Ofsted's report reviewing sexual abuse and harassment in schools and colleges, which was published in June 2020. The CHSCP has been working with partners and schools to address the learning from the report.

Recommendation(s)

That the Safeguarding Sub Committee notes the progress made.

Main Report

Background

Following the murder of Sarah Everard in March 2021 there was increased awareness of the issue of violence against women and girls. It was at this time that the Everyone's Invited website came to national prominence.

Everyone's Invited stated that it was '*a place for survivors to share their stories*' and had as its mission '*to expose and eradicate rape culture with empathy, compassion and understanding*'.

The website saw thousands of young women report their experiences of harassment, abuse and assault perpetrated by boys or young men who either attend their own school, a neighbouring school or their university. The reports were anonymous though the testimonies often named the school or university the perpetrator attended. Independent and state schools

nationally were named on the site. Reported incidents occurred both in school and out of school (e.g. at parties). Some boys also posted their experiences.

Nationally in response the following occurred:

- Nationally coordinated police response.
- A 'Report Abuse in Education' helpline set up.
- Ofsted were asked to conduct a review; and
- Entries reviewed and, where appropriate, local safeguarding partners notified.

In September 2021, the Executive of the London Safeguarding Children Partnership met and discussed the ongoing work to protect children from sexual harassment and assault. Following that discussion, it highlighted to local safeguarding partnerships a joint letter from the Department of Health and Social Care, the Department for Education and the Home Office sent to all safeguarding partners.

The letter reminded safeguarding partners of the request from Minister Ford to review how they work with all your schools and colleges locally [including academies and independent schools] and to set out your offer of support to schools and colleges.

The CHSCP's offer of support can be found on its dedicated schools and colleges webpages [HERE](#).

Current Position

Ofsted's review of sexual abuse and harassment in schools & colleges

In June 2021 Ofsted published their review of into sexual abuse and harassment in schools and colleges having visited 32 schools and spoken with over 900 young people in those settings. Ofsted's report can be found [here](#).

A summary of Ofsted's findings is set out below.

- The review highlighted how prevalent sexual harassment and online sexual abuse are for children and young people and that incidents were so commonplace that children and young people saw no point in reporting them.
- Girls told Ofsted that sexual harassment and online sexual abuse was much more prevalent than adults realise and that it occurred so frequently that it had become commonplace. The frequency of harmful sexual behaviours means that some children and young people consider them normal.
- When asked about where sexual violence occurred unsupervised spaces outside of school, such as parties or parks without adults present, were mentioned though some girls reported to Ofsted that they also experienced unwanted touching in school corridors.
- 4Children and young people, especially girls, told Ofsted that they do not want to talk about sexual abuse for several reasons, even where their school encourages them to. For example, the reported that the risk of being ostracised by peers or getting peers into trouble is not considered to be worth it for something perceived by children and young people to be commonplace. They were also worried about how adults will react, because they think they will not be believed, or that they will be blamed. They also think that once they talk to an adult, the process will be out of their control.

- The Ofsted review found that children and young people reported that they were rarely positive about the relationships, sex and health education (RSHE) they had received. They felt that it was too little, too late and that the curriculum was not equipping them with the information and advice they needed to navigate the reality of their lives.
- In the schools and colleges Ofsted visited, some teachers and leaders underestimated the scale of the problem. They found that schools either did not identify sexual harassment and sexualised language as problematic or they were unaware they were happening. They were however dealing with incidents of sexual violence when they were made aware of them, and following statutory guidance.

Ofsted's report made the following recommendations for schools and colleges:

That school and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated. They should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them, which should include:

- A carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online;
- High-quality training for teachers delivering RSHE;
- Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse;
- A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated;
- Working closely with local safeguarding partners in the area where the school or college is located;
- Support for designated safeguarding leads (DSLs) Training for all staff

Schools and colleges have been told to assume that sexual abuse and harassment is taking place in their school even if there are no reports and plan a whole school response accordingly.

Since publication of the review the Department for Education has updated its guidance relating to [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) and [Keeping Children Safe in Education](#).

Ofsted have also updated their inspection framework to ensure peer on peer sexual harassment and sexual violence, including online feature as part of the inspection of schools from September 2021.

What are schools are doing in response

Since publication of Ofsted's report, schools and colleges have responded to the issues raised in the review and have sought to create a culture where girls and young women are safe in schools. Different schools and colleges nationally have responded to the report in different ways depending on their school or college context. Activities have however broadly fallen into one of five categories:

Understanding the current situation by ;

- Meeting with groups of pupils
- Meeting with staff
- Reviewing behaviour incidents

Handling disclosures by ;

- Reviewing and updating reporting mechanisms Introducing anonymised reporting
- Discussing how best to report with pupils

Policies, procedures and training by;

- Updating safeguarding and behaviour policies
- Providing training for relevant staff

RSHE Curriculum by ;

- Reviewing and updating the RSHE curriculum, including involving pupils
- Ensuring key topics were revisited
- Training for staff delivering the RSHE curriculum

Raising Awareness by ;

- Holding age-appropriate assemblies with pupils
- Briefing staff on the report and any changes to policies
- Sharing the report with staff and parents
- Providing advice to parents on boundaries

Local support to schools and their pupils

- The CHSCP recognises the vital role of schools and colleges in safeguarding and promoting the welfare of children and young people. As part of our local safeguarding system, all schools and colleges in the City of London and Hackney are designated as relevant agencies. This places them at the centre of our arrangements.
- To help schools and colleges deliver high-quality safeguarding and child protection practice, a range of support and services are available. To navigate what's on offer, these have been set out under a dedicated webpage under three key headings of People, Policy and Practice.
- There are a range of organisations, teams, forums and individual practitioners that can provide direct support to schools, colleges and the wider education sector. These arrangements help make children safer and support positive experiences for them in education.
- A key collaboration of people is evident within the **City of London's Safeguarding Education Forum (SEF)**. The SEF provides an opportunity for the City of London Schools to meet on a termly basis to share and consider policy, practice and procedural issues relating to safeguarding arrangements in school settings. The SEF will review national, regional and local issues in terms of statutory requirements and best practice developments. The partnership will provide an opportunity to share learning and best practice, drawing upon school inspections, reviews, self-assessments and school improvement plans in order to improve safeguarding arrangements across all City of London schools.

Corporate & Strategic Implications

Strategic implications

This work supports priorities 1 and 2 in the Children and Young People's Plan 2018–21.

- Our children and young people are safe and feel safe
- Our children and young people have equal opportunities to enrich their lives and are well prepared to achieve in adulthood.

Financial implications N/A

Resource implications N/A

Legal implications N/A

Risk implications N/A

Equalities implications – N/A

Climate implications- N/A

Security implications- N/A

Everyone's Invited started a conversation across the education sector about sexual abuse and harassment in schools. The subsequent Ofsted review then revealed the scale of the issue and the everyday experience of many young women.

Since then schools have responded to the issue and have adopted the mantra of assume it is happening here. In doing so they have sought to understand the issue in their school, and to tackle the issue by improving reporting mechanisms, raising awareness across staff, pupils and parents; updating policies and procedures; and improving the quality of RSHE teaching.

The issue of sexual abuse and harassment is bigger than schools alone and is reflective of attitudes prevalent in wider society. Therefore schools will not be able to solve the issue alone but as the Chief Inspector of Ofsted said recently in response to the issue, '*good schools, doing what they do really well, can make a difference*'.

Likewise an issue as endemic as this will not be tackled overnight and requires a sustained approach that ensures that attitudes and behaviours are changed over time as we seek to make the sexual harassment and abuse of young women unacceptable.

Appendices

- Appendix 1 – Joint letter to Safeguarding Partners
- Appendix 2 – Letter to London Safeguarding Children Partnership

Report author

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City and Hackney Safeguarding Children Partnership

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Department
of Health &
Social Care

Nadine Dorries MP

Minister of State for Patient Safety,
Suicide Prevention and Mental Health



Vicky Ford MP

Parliamentary Under-Secretary of
State for Children and Families



Home Office

Victoria Atkins MP

Parliamentary Under-Secretary of
State for Safeguarding

To: All statutory safeguarding partners
cc: All safeguarding partners business managers.

29 July 2021

Dear Colleagues,

We are writing following the publication of the [Ofsted review into sexual abuse in schools and colleges, and Minister Ford's oral statement](#) on 10 June 2021, regarding the next steps we should take together to tackle this issue.

We are grateful for the work Ofsted did at pace and for their engagement with almost 900 young people to ensure their voices were heard, which is so important in the work that we all do. We know that Ofsted spoke to a number of safeguarding partners and that there was representation from police, health, and local government on its Reference Group. The review has shown us a clear picture that the response to tackling sexual abuse and sexual harassment (including peer-on-peer) requires everyone to collaborate and cooperate. This isn't just about schools and colleges, but how we can use this moment to further the conversation on this issue, and local safeguarding partners have a critically important role to play.

The statutory guidance '*Working Together to Safeguard Children*' is clear that schools and colleges must cooperate with the local safeguarding arrangements when named as a relevant agency. However, we know that engaging with all schools and colleges in a local area can pose significant practical challenges – our largest counties have upwards of 500 schools and finding a single lead in a local area to speak on behalf of all education settings is a primary reason why we do not have education as a fourth safeguarding partner. We want to support you to get this right. We are funding 16 local areas to test different ways of how to secure meaningful engagement with schools and colleges, and we hope to have some best practice from that programme to share with you early next year.

The Ofsted review made a number of recommendations which, alongside broader government and sector action, we hope will make a material change to the culture the inspectorate found in schools and colleges, and the support provided to children both displaying, and affected by, concerning behaviours. Ofsted recommends that schools and colleges and safeguarding partners work more closely together so that the range

of support is clear, available, and utilised. We hope that our plans for extending support and supervision for school designated safeguarding leads to up to 500 more schools in up to 10 further local authorities will enhance relationships between schools and colleges, and local areas, by highlighting what works well and allowing us to share that practice to all safeguarding partners. We have also asked schools to set aside time from INSET days to assess how they are responding to the issues highlighted by the inspectorate.

We would particularly like to draw your attention to Ofsted's specific recommendation for safeguarding partners: *'to review work to improve engagement with schools of all types in their local area, tailoring their approach to what their analysis (produced in partnership with schools/colleges and wider safeguarding partners) indicates are the risks to children and young people in their local area'*. We are therefore reiterating Minister Ford's oral statement request that all safeguarding partners review how they work with all their schools and colleges locally (including academies and independent schools) by October half-term and set out what your offer of support to schools and colleges is.

As you will be aware, the implementation of local safeguarding arrangements is supported by national facilitators for local government, police, and health who can work with you to develop and strengthen your partnerships. We have asked the facilitators to explore the issues raised in the Ofsted report, consider how best to generate either regional or national conversations to support your own reviews, and to gather wider feedback that may be taken into consideration. Officials from the Department for Education will contact you with further details of this work, and we would welcome your engagement and collaboration to ensure we're doing all we can to protect children and young people from abuse.

Earlier this month we published our new cross-Government [Tackling Violence against Women and Girls Strategy](#) to help ensure that women and girls are safe everywhere - at home, online and on the streets. We are committing to radically changing how we end violence against women and girls with a whole system approach focusing on prioritising prevention, supporting survivors, pursuing perpetrators and a stronger system.

The new strategy has been informed by the Call for Evidence that the Home Office ran earlier this year to hear directly from the public, which received an unprecedented more than 180,000 responses. The strategy will be followed this Autumn by a complementary Domestic Abuse Strategy, a refreshed National Statement of Expectations to support local areas in commissioning services, and a refreshed Male Victims Position Paper in recognition of the additional challenges which may be faced by men and boys who are victims of these crimes. We would ask that your partnerships engage with this work as it continues.

We know that for many young people, the risks of harms rise during the six weeks of summer school holidays. So of course, if they must be out of early years, schools, or colleges for much longer than that, through self-isolation for example, they are exposed to those same risks for a longer period of time. Whilst initiatives like our Holiday Activities and Food programme will provide enriching activities for many children this summer, we would ask that that all safeguarding partners are vigilant to

the risks that long periods out of education might mean and work together effectively to protect children over the holiday period.

As ever, we are grateful for your hard work and dedication to safeguarding and promoting the welfare of children and young people in your local areas, and your commitment to improving the wider safeguarding system for all our children.

Yours sincerely,

Vicky Ford MP

Parliamentary Under-Secretary of State for Children and Families

Nadine Dorries MP

Minister of State for Patient Safety, Suicide Prevention and Mental Health

Victoria Atkins MP

Parliamentary Under-Secretary of State for Safeguarding

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14th October 2021

Dear members of London's Local Safeguarding Children Partnerships,

The Executive of the London Safeguarding Children Partnership met on 21st September and discussed the ongoing work to protect children from sexual harassment and assault.

Following that discussion, we would like to highlight the joint letter from the Department of Health and Social Care, the Department for Education and the Home Office sent to all safeguarding partners on 29th July. The letter [attached] reminded safeguarding partners of the request from Minister Ford to review how you work with all your schools and colleges locally (including academies and independent schools) by October half-term and to set out your offer of support to schools and colleges. We understand that there will not be any requirement by government for partnerships to report on the reviews that they have carried out.

With half term fast approaching we wanted to further remind you of this request and also wanted to share some of the key learning from the work of a number of Partnerships to respond to the crisis. These Partnerships have had schools with significant number of disclosures on the Everyone's Invited website and we hope you will find their reflections useful.

- The importance of engaging all schools in safeguarding partnerships including private schools and academies. Partnerships have taken different approaches to this including;
 - Encouraging engagement in local safeguarding arrangements by offering schools which haven't previously engaged, roles on groups such as the Designated Safeguarding Leads [DSL] Forum.
 - Developing a safeguarding framework and asking schools to evaluate themselves against it and submit their response to the Partnership.
 - Reminding schools of the statutory framework which underpins their engagement with safeguarding partnerships.
 - Developing a consistent message about the importance of engaging with safeguarding partnerships so that schools hear the same thing from the social workers, health professionals and police officers working with them.
 - Focussed on developing strong relationships with designated safeguarding leads in order to progress engagement with schools.

It is noted:

- That schools can be named as relevant agencies and required to engage with safeguarding partnerships but none of the boroughs have taken this formal step.
- That the work to develop and maintain positive working relationships across the range of schools in each area is resource intensive.
- 16 local areas are receiving government funding to test different ways of how to secure meaningful engagement with schools and colleges, and in London Hammersmith and Fulham and Richmond and Kingston have both received funding to pilot supervision of DSLs.

Understanding the issues - Partnerships took a range of actions including the following:

- Surveying parents, children and schools regarding their understanding of the scale and nature of the harassment and abuse and comparing these findings with other available data on reporting.
 - This work highlighted a disconnect between children's experiences and what parents and schools thought children were experiencing – as a result the LADO function was extended to address this gap in understanding.
- The need for a comms campaign for parents was identified - to provide advice about the supervision of their children in relation to use of alcohol and drugs, social media and house parties.

Support to all schools

- Letters were sent to all schools explaining the options children and young people had in terms of support from the police, health and children's social care.
- Emergency DSL forums were held with representatives from the partnership and specialist services.
- A Harmful Sexual Behaviour [HSB] survey was sent to all schools – it asked questions about the school culture, policies [including around alcohol], HSB and safeguarding training, as well as reporting of HSB over the last two years.

Ensuring a joined-up response

- Reviews were carried out of local monitoring of HSB referrals; multi-agency training around HSB; which schools had meaningful engagement with School Police Officers and which schools had options for anonymous safeguarding reporting or visible safeguarding information.
- The Clinical Commissioning Group contacted all GPs and mental health services to alert them to the issue and ensure they are prepared for
- Engagement of all schools with Police Schools Officers was prioritised.
- The need for HSB training for all agencies was identified and is being provided.
- Forums and networks were used for sharing good safeguarding practice.
- Developing a programme of PSHE with the Public Health teams and the Community Safety Partnerships.

Thanks to Kingston and Richmond; Hammersmith and Fulham; Haringey; Southwark; Westminster and Kensington and Chelsea for sharing their practice.

Finally, as always, we invite feedback from yourselves regarding the issues that are presenting in your local areas and, in particular, any views as to where the Executive could add value to your work.

Yours sincerely

Sean Harriss - Children's Lead, Chief Executives of London Committee [CELC]

Martin Pratt - Chair, Association of London Directors of Children's Services [ALDCS]

James Thomas - Association of London Directors of Children's Services [ALDCS]

Will Balakrishnan Director of Commissioning & Partnerships, Mayor's Office for Policing and Crime [MOPAC]

Nick Ephgrave - Assistant Commissioner, MPS

Melanie Dales – Commander for Safeguarding, MPS

Gwen Kennedy – Regional Safeguarding Lead, NHSEI London Region

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Committee: Safeguarding Sub-Committee – For Information	Dated: 07/02/2022
Subject: Children’s Social Care and Early Help Service Development Plan Update	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain’s Department?	Y/N
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Rachel Talmage, Head of Service, People Department, Department of Community and Children's Services	

Summary

This report provides an update on the work of the Children’s Social Care and Early Help Service, with a current position on staffing, activity and – most importantly – impact on children and their families. Work is tracked through the appended updated Service Development Plan (Appendix 2). Key achievements include running the first Strengthening Families, Strengthening Communities programme and appointing four permanent social workers as part of the Target Operating Model (TOM). All but three targets are green/blue; and three targets have turned from green to orange and require attention from our Practice Assessment and Impact Review (audit).

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The Children’s Social Care and Early Help Service provides support to children and their families within tiers 2 to 4 levels of need: early help, children with complex or multiple needs, and children in acute need. The service comprises two teams: the Early Help team (tier 2) and the Social Care team (tiers 3 and 4).
2. The Service Development Plan is created annually and is a ‘live’ document tracked and updated as work unfolds. The service is accountable to its service users – children and families – and aims to offer an excellent service that

enables positive change. The service tests itself via monthly performance reviews, frequent audits, and through our own cross-examination at our Achieving Excellence Board (AEB). The latest audit cycle took place in October/November 2021, and recommendations are responded to in the paragraphs below. A report on the audit cycle is before the committee along with this paper.

Current Position

Early Help

Staffing

3. There are two staff members permanently established in the Early Help service: the Early Help Manager and the Early Help Worker. A locum Early Help Social Worker has been appointed to support children and families in need as part of the Afghan Citizens Resettlement Programme in the City, and a Social Work Assistant had their short-term contract extended to January 2022 due to this additional area of work. The assistant works part time with Early Help and part time supporting care leavers in the City, with their role amended in September 2021.
4. The TOM is complete and jobs in this area under evaluation. The Early Help Service is well staffed, and able to meet the increase in individual casework, group work, and support for the children and families in the bridging hotels.
5. The Early Help Worker has undertaken Strengthening Families, Strengthening Communities Facilitator training. The Early Help Manager has been part of Leadership in Colour in 2020/21 and is undertaking the Black and Asian Leadership Initiative. The Early Help Manager regularly shares resources from the Leadership in Colour programme, which enrich the team. Resources include those for supporting the mental health of black women and girls, as well as other research, for example, on improving social capital for black staff. The Early Help Manager also supported the delivery of an anti-racism session with Social Care and Education staff at the Department for Education, the second such session there.

Strengthening Families, Strengthening Communities

6. The Early Help Service has led the pilot of the Strengthening Families, Strengthening Communities programme, reaching a key target in the Service Development Plan. A full report is with the Safeguarding Sub-Committee. The Early Help Manager came to the City already trained and experienced in this programme, and they supported the Early Help worker to undertake training to co-facilitate this pilot together with a family worker from the Adult Education Service. The programme began in September and concluded in December 2021.

7. The Race Equality Foundation designed and set up the programme. They explain:

Strengthening Families, Strengthening Communities (SFSC) is an inclusive evidence-based parenting programme, designed to promote protective factors which are associated with good parenting and better outcomes for children.

SFSC has enjoyed success with parents from a number of backgrounds, including Black and minority ethnic parents, teenaged parents, parents with learning disabilities and parents from marginalised communities, including those with experience of drugs, alcohol or violence.¹

8. The Early Help Manager has secured a venue and creche provision for a second programme to run from January 2022.

Children & Families from Afghanistan

9. The Early Help Service has continued to offer one-to-one support to guests at the two bridging hotels, providing practical and emotional support. The Early Help Manager and the Social Care Team Manager have delivered reflective sessions on the threshold of need with hotel staff and professionals, including Afghan Association Paiwand and the Department for Work and Pensions (DWP). A Team Around the School model has begun to meet community needs and one-to-one work with families.

Children's Social Care

Staffing

10. The last three months have been a period of transition in terms of staffing in the team. The permanent Team Manager returned from maternity leave and, after a handover period, the maternity cover manager left. This role is central to the running of the service. This transition occurred during the arrival of new guests in the bridging hotels, and with a change in systemic clinician supporting the team (the previous clinician having been promoted in her substantive role to Service Manager). Note: we have a contract with the London Borough of Hackney to provide systemic support one Wednesday per week. Sickness has affected service delivery.
11. The returning Team Manager has successfully gained a promotion near to home, and another interim solution is being pursued while we recruit on a permanent basis. The Team Manager leaves in mid-March 2022. There will be a further transition period, supported by the existing Assistant Director, Head of Service, Deputy Team Manager and Early Help Lead.

¹ <https://raceequalityfoundation.org.uk/children-families/sfsc> Accessed 26 November 2021

12. Three new areas have been highlighted for improvement around management recording. Each part of the management system is recording as much as possible to ensure that it is keeping track, and our focus is to re-establish the progress we had made.
13. We had five permanent social workers established in September 2021: one began maternity leave in October; one acted up as Deputy Team Manager; one gained a permanent role as a therapist outside of the City and left in December. Note: this social worker had combined studies as a therapist alongside her full-time social work position, supported via compressed hour and study leave and was attached to our weekly family therapy clinic, jointly run with King's College London. This can be seen as a success for the worker and for our service.

Staff development

14. A student social worker joined the service in October 2021, and a second student joined in January 2022. One of the permanent social workers is undertaking level 2 practice education. The other permanent social worker is undertaking a year's intensive programme on the language programme Makaton to help them better communicate with one of her looked-after children. This social worker has joined the Family Therapy Clinic weekly for the next two terms, which is a good development opportunity and strengthens our collective systemic practice.
15. The TOM process has finished, and revised jobs in this service area are under evaluation. The additional social work posts have been approved and four permanent social workers have been recruited. It is hoped that they will begin in March/April 2022.
16. In the meantime, we have four locums to ensure that the work progresses (one has successfully gained a permanent role).
17. This is a time of transition. It will have an impact on the quality of work, as new staff join and learn, and as we support staff. There is good and consistent support by the rest of the service, and through the commitment to systemic practice underpinning the health of our system, as well as support for the managers via the Practice assessment Impact and Review process. We are reviewing how we support managers in our system, recognising our differing strengths and areas of development, as well as thinking of how to reduce managers' isolation and identify more support.
18. Staff were recommended for awards in October 2021, including Innovator of the Year (team), Rising Star, and recognition of work on inclusion.
19. We focus heavily on the health of our relationships and on staff development, because we know it is essential for the strength of the relationship-based practice with families. It is the working relationship that makes change for children.

Children in need an in acute need

20. This work has developed alongside the Family Therapy Clinic, which has been an innovative offer throughout the last year and a half. This is now a completed action on the Development Plan.
21. Some children have been in acute need, and this level of need has increased in the last six months and has involved legal proceedings in some cases.
22. The Practice Assurance and Impact Review process has been completed, with individual case work reviewed. The Team Manager and social workers (as with the Early Help Manager and Support worker) have had sessions with the consultant to go through findings and action. The actions were followed up in January 2022.
23. The new Virtual School Headteacher (VSH) for children in need/subject to a child protection plan has been invited to all Child Protection conferences. They joined our team in person in September 2021, after an initial focus on setting up and running the learning centre for guests at the bridging hotels. We will ensure that the VSH is invited to Child in Need reviews and asked for comment on the child's plan from an educational perspective. We are looking forward to strengthening our offer.
24. Our children with special educational needs and disability (SEND) have had their educational needs reviewed by the consultant SEND Teacher, and work has progressed with transition to adulthood jointly with Education and Early Years and Adult Social Care. There is a separate workstream reporting on outcomes.

Children Looked After & Care Leavers

Unaccompanied asylum-seeking children (UASC)

25. A major project outlined in the Service Development Plan has had a life-changing impact on 15 young people: the Immigration Interview project, led by the Deputy Team Manager, has led to 15 (out of 20) positive decisions for young people. These 15 now have 5 years limited leave to remain, which is a big step towards permanent citizenship. This is life changing and the best form of emotional support for these young people. The Deputy Team Manager keeps a good pace of work on this project and is connected to the London Asylum Seekers Consortium.
26. The next main challenge for care leavers with immigration status is finding a permanent home. There is a waiting time of three to five years for permanent housing. The principle of our work in this area is 'would this be good enough for my own child'? This means we keep young people in the home they are in, in the area they know, while waiting for their permanent home. This is expensive, and our budget is under review. The alternative would be unacceptable: to move young people into affordable accommodation outside

London, meaning another move with a change of college/employment. This would not be right in the context of trauma and travel to the UK.

27. The sufficiency strategy that has been approved has good options for housing for our young people while waiting for permanent flats, and means we have reached our goals around housing in the development plan.

Health

28. Some of the team attended the Healthy Smiles webinar on 10 November 2021. The team learnt that, if there is a looked-after child who is struggling to access a local dentist in London, there is now a specialist dental pathway that we can access. This is helpful as there was a challenge in London and nationwide in accessing dental care. This is a particular challenge for some of our young people, given the lack of access to dental care en route to the UK.

Employment/Education/Training

29. Work has continued with the Not in Education or Training (NEET) tracker. The only young people who are now NEET are: those not allowed to work due to immigration rules; a new parent; and children whose mental wellbeing doesn't allow them to participate. We are mindful that there is ebb and flow throughout the academic year, and we will continue to respond as new situations arise.
30. The Head of Service participated in two London Local Authority Network for Care Leavers meetings: the first on housing; and the second on the contribution of the private sector to education and employment. The first session's impact for young people was that we now offer a guarantor scheme to young people where private renting is their choice of how to obtain a home. This has been offered to two care leavers so far. The second session's impact is a link between John Lewis and Waitrose and the City, and also with the Early Years Foundation. We have asked John Lewis to consider a pre-apprenticeship, to enable those without permanent status but the right to work, with limited language skills to access their workplace and training. The Head of Service is following this up, and is sharing with the VSH and the new Prospects Officer. The anticipated impact is a better choice of employment and training, and jobs for young people.

Developing practice

31. One of the Independent Reviewing Officers (IROs) asked that the Leaving Care guidance be updated with a clearer section on who the IRO is. An insert to the booklet will be provided. The outcome will be reduced confusion and that children understand who the IRO is.
32. Welcome bags. It has come to our attention that some new arrivals have not had welcome bags, only prayer mats. This has been raised with team support and the bags and contacts will be available for all new arrivals, and those who

have missed out.

33. Aware that this is a time of staff transition, and wanting to keep a high standard of practice while new permanent staff are in place, managers are considering some workshops on topics across the Social Care Service, with actions in the Service Development Plan. These workshops will be run by staff for staff, and are another way of upskilling and using our own talent.

Systemic Practice

34. Throughout the last three months, systemic practice has developed through Action Learning Sets. These offer our staff access to and use of research. This is one of the main ways the service embeds research. We have completed two sessions of our six. The absence of the systemic practitioner has meant that three sessions were cancelled.
35. Group supervision has continued, and the last two sessions looked at care leavers not in education, employment or training, as well as intimate partner violence. Case consultations have continued, and we have learned that we need to offer more specialist input into managing risk and supporting families in the bridging hotels. The Head of Service and Systemic Service Manager in Hackney are working on what this will look like, and what will be helpful, being mindful of context of resettlement, colonialism, and race focusing on reducing harm to children and women.
36. The Management Team has had specific systemic group supervisions on race, and will continue to do so. With staff transition comes changes in heritage, which changes power dynamics in the team. We need to pay attention to this if we are to be attuned to families. White staff are continuing to be asked to challenge ourselves on unconscious and then conscious bias, and are supported to do so. We do this as core business.

Key Data

37. The dataset is being brought to the Safeguarding Sub-Committee. The number of care leavers is increasing, as is the volume of Early Help, particularly with the Afghan refugee project. Internally, fortnightly supervision records are used to keep track of timely recording as this is our current area for development.

Corporate & Strategic Implications

38. Strategic implications – the work of this department contributes to a flourishing society and the safety and wellbeing of residents. We are aspirational for our children and families and want to support them to thrive economically as well as socially and educationally.
39. Financial implications – the budget is being reviewed, and the TOM proposals should see savings in 2021/22 once permanent staff are in place. Immigration status has also led to a £60,000 year-on-year saving. This is part of a separate

work plan.

40. Resource implications – an expanded staff base has approved in the TOM. The staffing has been temporarily increased to match the increased workload coming from the hotels, and this is covered by Home Office funding.
41. Legal implications – there has been an increased use of legal service with children in acute need. The service needs to review whether legal counsel is needed, and the impact of legal services on children.
42. Risk implications – with staff transition there is risk with, for example, the current Team Manager not having ‘lived’ the last year of work with children and families. There is also a risk of the service’s work covering all areas of Children’s Social Care and Early Help, in which case most social workers and managers will have gaps in their knowledge. This is mitigated by the learning and development offer and regular supervision.
43. Equalities implications – staff are engaged in Leadership in Colour, the Black and Asian Leadership Initiative, managers’ sessions on anti-racism, the use of GRACES (Gender, Geography, Race, Religion, Age, Ability, Appearance, Class, Culture, Ethnicity, Education, Employment, Sexuality, Sexual Orientation, Spirituality) and systemic trauma informed group supervision and one-to-one casework. It is noted that three of four managers are white, and we have to consciously talk about race and think about anti-racism. This is a shift from previously having two black managers and two white managers. Managers attended the Cultural Competency Conference at the start of December, and keep anti-racism as a live issue. We are mindful that 10 of our staff of 18 are black or are people of colour. The majority of our children and families are black or people of colour. We are mindful in our position as social workers as agents of change, and that we have a duty to practise anti-racism.
44. Climate implications – none.
45. Security implications – none.

Conclusion

46. The work of the Children’s Social Care and Early Help Service is ambitious, with clear direction using systemic practice to meet need and reduce risk. Investing in our staff is investing in our children and families. The service is in a time of transition, and this is being planned for. Strength is offered through action learning sets, practice assurance and impact reviews, and a good learning and development offer. Our goals in the Service Development Plan have been largely met. The three areas for immediate improvement each refer to management recording – some areas are excellent, and others need reminders to record communication immediately..

Appendices

- Appendix 1 – Healthy Smiles Looked After Children’s Oral Health Pilot
- Appendix 2 – Service Development Plan

Rachel Talmage

Head of Service, People Department

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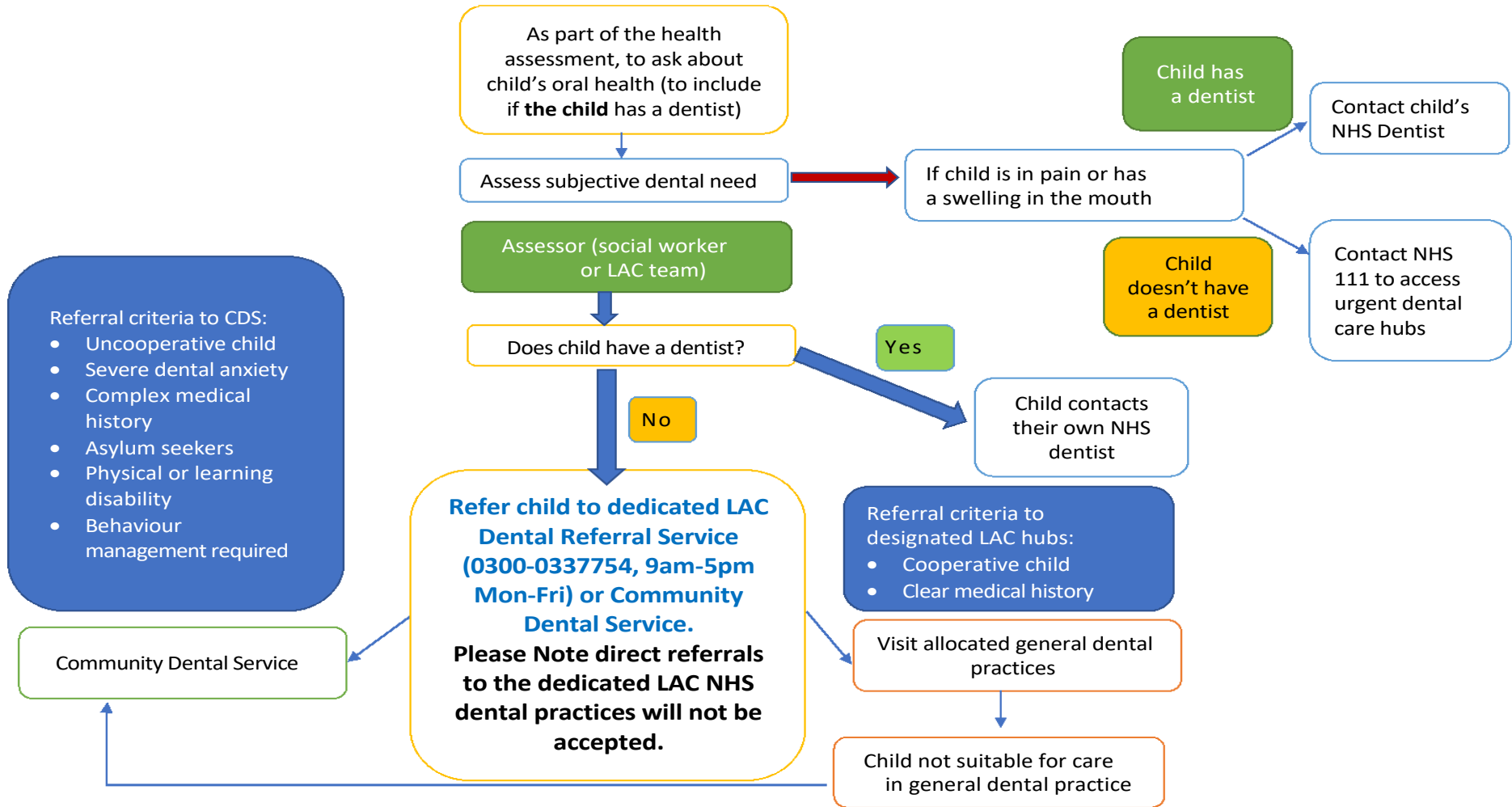
Healthy Smiles Looked After Children's Oral Health Pilot

Andrew Biggadike – Regional Lead for Acute, Community and Specialist Dental Contract, NHS England & NHS Improvement

Project background and objectives

- Pre-pandemic, the oral health needs of children in care, also referred to as Looked After Children, were met by a combination of Community Dental Services and mandatory service provision (General Dental Services) in primary care.
- Due to the restrictions during the pandemic on mandatory dental services delivery, this patient group has been unable to access care in the usual way.
- To address the issue facing this particularly vulnerable group of patients, a working group including PHE, GDPs, Medical Directorate, Paediatric MCN and Commissioners was formed and a proposal devised.
- A small amount of funding was secured to run a pilot designated service for this group of patients which will deliver several outcomes, patients will receive treatment, data on their current needs can be gathered and certain skills within the participating practices will be enhanced.
- Due to the many variables currently affecting dentistry, it is possible that the pilot may be extended and highly likely that pathways will be refined as it progresses.
- There will be regular meetings with all stakeholders and we are reliant on your feedback to develop the service.
- As far as we are aware, no other Regions have created a designated service for this patient group yet so there will be a level of focus on what we do

Dental clinical care pathway for Looked After Children in London -Healthy Smiles Pilot



General Dental Services Contact Details



1. Whitestar Dental Care, The Exchange Mall, Unit SU3/4, The Lower Level, Ilford, IG1 1AR	2. The Design Dental Studio, 129 High Street Walthamstow, London, E17 7DB	3. Alexandra Park Dental & Referral Centre, 263 Victoria Road, Alexandra Park, Wood Green, London, N22 7XH
4. Hendon Dental Practice, 125 Station Road, Hendon, London, NW4 4NL	5. Smile 360, 404 Alexandra Avenue, Rayners Lane, Harrow, HA2 9TR	6. Inspire Dental, 56-58 South Road, Southall, London, UB1 1RQ
7. Tooth and Mouth, 355-357 North End Road, Fulham, London, SW6 1NW	8. PJ Dental Surgery, 37 Brecknock Road, Camden, London, N7 0BT	9. Bexleyheath Dental Practice, 306 Broadway, Bexleyheath, Kent, DA6 8AA
10. Greenwich Dental Practice, 207 Greenwich High Road, London, SE10 8NB	11. Greenwich & Bexley Emergency Dental Service, 20 The Village, London, SE7 8UD	12. Camberwell Dental Care, 6 Camberwell Church Street, London, SE5 8QU
13. Herts Urgent Dental Care, Edridge Road Community Health Centre, 2 Edridge Road, Croydon, CR0 1FE	14. Heathfield Dental Clinic 80 Heathfield Rd, Croydon CR0 1EW	15. Princess Alexandra Wing. Kingston Hospital. Galsworthy Road, Kingston Upon Thames. KT2 7QB
16. Berry Lane Dental Clinic. 45 Berry Lane, Rickmansworth. Herts. WD3 4DE	17. Bedwell Dental Practice. 62 Bedwell Crescent, Stevenage, Herts. SG1 1LX.	

All referrals must go through the LAC Dental Referral service. Please note direct referrals to the dedicated LAC NHS dental practices will not be accepted.

**The LAC
Dental Referral Service**

(Tel no: 0300-0337754, 9am-5pm)

Community Dental Services Contact Details and referral criteria

Referral Criteria

- Uncooperative child
- Severe dental anxiety
- Complex medical history
- Asylum seekers
- Physical or learning disability
- Behaviour management required

Name of service provider	LA covered	Email	Telephone number
Whittington Community Dental Service	Enfield, Haringey Camden, Islington Ealing, Hounslow, Hillingdon, Harrow, Brent, Barnet	dentalreferral.whitthealth@nhs.net	020 3316 8353
Kent Community Dental Service	City and Hackney Tower Hamlets Barking and Dagenham Waltham Forest Redbridge	kcht.communitydentalservice@nhs.net	0300 7900 158
CLCH	H & F K&C Westminster	Clcht.dental@nhs.net	020 7354 6524
Bromley Community Dental Services	Bromley Bexley Greenwich	BROMH.dentaladmin@nhs.net	01689 806859
Kings Community Dental Service	Lewisham, Lambeth, Southwark, Croydon, Richmond, Wandsworth, Kingston	Kch-tr.cdsreferrals@nhs.net	0203 299 3480

Service Development Plan 2021-22

Update: January 2022

Rachel Talmage (Green), Children's Social Care and Early Help





	Who?	Does what?	By when?	How will we know it has been done?	Outcomes for Children	RAG rated progress
OFSTED FINDINGS						
The management overview of families stepped down to early help to ensure that families receive help with in a timescale that is right for them	Early Help Co-Ordinator & Mosaic Lead	Make Early Help Assessment work step & TAF meeting process live on Mosaic	complete	EH worker will have tested the work steps.	Children are helped quickly.	complete
	Early Help Co-Ordinator	Runs a weekly report on referral into early help and timescale of completing an EH assessment.	complete	Report is produced	Children are seen and supported quickly. 100% of families said communication from EH was good.	complete
	CSC & EH Management Team	Reviews EH step downs at weekly management meeting for 8 weeks & records overview on Mosaic.	complete	Management Meeting notes evidence oversight. Service manager to evidence at AEB in writing with examples.	Children experience seamless transition between teams, and families aren't on hold/experiencing delay in meeting need. Our data shows that there is no delay Sept-Dec	complete
The recording of management decision making at all stages of a child's journey.	Assistant Director & Service Manager	Build management capacity. Draft review in place, need to take forward.	complete	Revised structure chart published. Staff in place.	Children and families experience an exceptional service, with access to speak with managers.	Jan 2022: TOM complete. DTM position is now permanent and postholder in the role permanently.
	Assistant Director & Service Manager	Extend Deputy Team Manager Pilot, to retain capacity whilst CV-19 has put service review on hold.	complete	DTM postholder is in place throughout CV-19 and to end of service review	as above	complete
	CSC & EH Management Team	Has recording as a standing item on management meeting agenda. Team to remind each other on recording reasons as well as decisions on case files.	complete	Management meeting notes show discussion.	Children and families experience consistent and timely decision making.	This was complete. October 2021 show gaps in management recording and timeliness of uploading supervision notes in parts of the service. Head of Service now gets fortnightly supervision reports to focus on timely uploading.
	CSC & EH Management Team	121s with each level of managers includes a section on recording, with spot checking.	complete	121s evidence spot checking and discussion.	Children and families experience consistent and timely decision making, if staff are on leave or absent.	Audits Nov 2020/March 2021 strong on recording. October 2021 shows inconsistent uploading of 121 and some gaps. See above for remedial effort and focus.
BLACK LIVES MATTER						
Staff are able to support children and families through experiences of racism, and are able to be anti racist in work. The service is actively anti-racist in the way it operates. Work is broadened across People Dept as part of think family approach	Service Manager and People Equality Group	Facilitate 28 fortnightly anti racism sessions, across the People Dept, following the workbook 'Me and White Supremacy' by Layla Saad	01-Mar-22	One page report completed, including the anonymous staff feedback gained.	Children and families are able to share experience of racism, and are able to talk about the impact on themselves. Children and families has social workers that advocate against racism. EG challenging school decisions - e.g. with hair. Excellence in Practice	1 year now complete. 3 whole People Department pieces of work on microaggressions, 2 DfE presentations undertaken, interview panel consistently diverse.

COVID ACTION PLAN

Young people know about Covid and are able to follow PHE guidelines	CSC & EH Management Team	Social workers/EH workers to be in touch weekly and give messages about Covid using WhatsApp, email, call, video links as suits the young person/family.	complete	Visit data shows weekly contact for March/April/May. 121s covered covid with each client throughout this period.	children and young people understand covid rules and safety and reduce risk of infection/illness.	retained as covid continuing. Feedback from providers show that our young people are confident in understanding about transmission, rules and vaccines.
Mental Health of UASC is supported, and trauma reduced.	Service Manager	Coram UASC early intervention project runs. Providing sleep training to front line and keywork staff. In addition to charitable therapeutic input and CAMHS and the CoL Systemic Clinic.	31-Mar-22	Training has been offered to keywork staff and social workers. MyLife and Pathfinders in August.	Sleep is improved, and ability to live with trauma is extended. Excellence in Practice	Training took place with social workers and keyworkers online. The project is now working direct with young people and their support systems to improve sleep, with sessions on a weekly basis. The plan is to develop this work across London, Coram/CoL are presenting to DFE on 24 January 2022
Mental health of local children and families is supported.	Service Manager	Set up, run and review CoL trainee systemic family therapy clinic weekly. Joint project with Kings College London.	30-Oct-21	Mid way review report to CSMT October 2020 (done) and June 2021 (done) and March 2022 (tbc)	Children and parents are able to emotionally manage day to day life better, with therapy being offered in their homes online throughout the pandemic. Excellence in Practice.	Clinic now up and running, and is seeing four families (3 CIN, 1 EH and two UASCs currently). A report is underway from the Systemic Psychotherapist running the programme, which will look at impact and outcomes alongside the 9 equality characteristics.
From Audit Findings in 2020-21 (note: May 21 audit underway)						
MANAGEMENT NOTES	MANAGERS	RECORDS INFORMAL AND FORMAL DISCUSSIONS - CONSISTENTLY ACROSS MANAGERS	01-Dec-21	DONE	Transparency for children. Decisions can easily be challenged. Children don't need to retell their story.	Audit (April) shows good timely management recording. Nov audit shows dip in practice in some areas. Now tracking fortnightly re: 121 uploads
VIEWS OF EXTENDED FAMILY/ABSENT PARENTS IN ASSESSMENT	MANAGERS	QUESTIONS BEING ASKED IN 121. WORKERS TO THINK ABOUT THE WHOLE FAMILY IN EXTENDED SYSTEM	01-Dec-21	Supervision notes evidence this. Audit findings show it.	Family systems are understood, risks and resources identified. Children protected.	This is in place. Kept on 2021/22 tracker to ensure embedded and to give opportunity to check against audits.
AEB action tracker						
Travelling to placement overnight. Expectation of practice.	SM	Police to accompany YP to placement where able. Contract with EDT to be reviewed.	Feb-21	Contract has changed	Children do not go missing on travel to placement overnight. Excellence in practice.	No child has gone missing due to EDT having moved them from police to first placement. All children accompanied in the daytime - by police/social worker/keyworker. Kept on as AEB review: young people chose to go to police for safety, therefore we deem police ok to accompany overnight to placement. Different if criminal route.
Develop CIN/CP work to be outstanding in terms of impact and outcomes.	Managers	Actively include CIN/CP families in Family Therapy Clinic	Dec-21	Midway report evidences take up	Families at home who are struggling get help in their home (online) together. Children are supported in their own safety by their families. Excellence in Practice	in place. CP/CIN families taking up therapy. Extended date to end Dec, to ensure tracking of CIN/CP case inclusion with the next set of clinic sessions. Midway report went to CSMT and is going to AEB in June 2021
2021/22 Self Assessment to be completed	SM	To write SEF	31/08/2021	SEF in place	Full accountable review of overall service to children and their families. Excellence in Practice	Self coming to AEB/Early Help Sub in September 2021
Annual Survey October 2020						
CIN/CP						
Housing: overcrowding	SM & Housing department	Ideas session with housing and tenancy support	Sep-21	housing guidance in place	children in safe good quality housing. Parents aware of choice and limitations. Excellence in Practice	One page guidance on housing written. Jan 2022: Sufficiency strategy fully refreshed Jan 2022.

knowledge of complaints process	SWs/Managers	At C&F stage, and every CIN review	Feb-21	Audit findings	children and families are able to say if something is wrong Excellence in Practice	reviews always include a reminder of complaints. Complaint received August 2021
Immigration clarity	SWs and Managers	Coram legal support, UASC lead	Feb-21	quarterly immigration review	permanent legal stay in the UK Excellence in Practice	Jan 2022: Lead UASC worker in place, excellent team understanding of immigration, cover of legal costs good. Interview Project outcomes excellent: YP getting limited leave to remain.
	DTM	Ensures virtual immigration interviews and chases up decisions	Dec-21	Interviews have taken place and decisions been shared	permanent legal stay in the UK Excellence in Practice	Jan 2022: 20 interviews taken place, now 15 positive responses (expected one negative)
Employability support	SWs & managers	Adult Education/Prospects/CoL Champions	Nov-21	Monthly ETE review notes show prospects know of every YP	young people have timely ETE support, with professionals working together Excellence in Practice	All services work together every month for every child NEET.
Care Leavers						
Housing. Good quality. Permanent housing.	SM & Housing	workshop with housing and tenancy support	Nov-21	Video and session on tenancy support has taken place	young people have realistic expectations on housing Excellence in Practice	Jan 2022: video's shared, tenancy support sessions held. Latest ones in August 2021, feedback given on housing queries. Jan 2022, have been asking YP to search for their own flats to get an understanding of money.
Pledge awareness	SWs	Staff session. Participation officer.	Dec-21	Pledge session undertaken. CICC session.	children confident in our promises	Pledge session undertaken with Cicc Feb 2021. Kept on 2021 tracker to ensure consistency and awareness with newly arriving UASC
Knowledge of advocacy/complaints	SWs	At PPM/LAC Review/Visits	Nov-21	LAC review minutes record reminder of advocacy/complaints	Young people know how to complain and argue if they disagree	
Loneliness	SWs	Independent visitors. Perhaps link with Strengthening Families, Strengthening Communities? Waging Peace.	Mar-22	Independent visitor numbers higher at next quarterly review and sustained each quarter. Waging Peace have our YP to work with.	Young people have at least one trusted adult Excellence in Practice	Have increased capacity for Independent Visitors. Waging Peace procurement checks underway, and they are working with YP now. Retained on plan to extend and secure offer.
	SM	Review opportunity with new Family Action service, a support line every evening till midnight	Oct-21	A decision will have been made to use or not use the support, if it will be of use to our young people and if it is possible in budget, or if funding can be found. An update to CSMT in October, with minutes to evidence if this is the right service for COL	Young people have someone to call if lonely/worried	not the right service at this time.
Immigration support	SWs	Waging Peace to help with applications for Sudanese children	Mar-22	Waging Peace work with our boys. And see above re legal support.	culturally appropriate immigration support. Excellence in Practice	as above
Early Help						
Housing - overcrowding and pace of response	SM & housing	reflects on family feedback and makes a plan	complete	a housing strategy for EH & CSC is in place	children in safe good quality housing. Parents aware of choice and limitations. Excellence in Practice	kept on 2021 tracker, to make sure staff are clear with resident families about limited options within the city for bigger properties and to encourage moves out of the city to bigger homes where space is so tight it is affecting family functioning and wellbeing of children.
April 2021 stretching plans						
Preparation for independence: building on the keywork sessions, running a rolling preparation for independence training programme.	Participation Service, with input from SM	Creates a training programme	Sep-21	training programme in place and young people have joined in,	Ready and able to take on own tenancy	took place in August 2021, now recurring programme.

Transions pathway strengthened between adult and children's social care and education.	TM with Education and Early Years' Service	Creates a written pathway document with clearly outlined expectations and resources for children/teens and their families	Sep-21	Written documents in place	Ease of moving from children's to adults services. Clear educational pathway. Reduction of stress for families.		Piece of work completed. By CWD SW lead and Education and Early Years and Adult education
Review work with children with SEND and look to develop further. Following audit and following feedback from SEND board and specialist consultant.	SM	Reviews feedback on audits around disability. Reads updates from council for disabled children. Reviews need for a Designated Social Care Officer. Uses feedback from SEND board.	Sep-21	SWOT analysis to Children's Senior Management Team with recommendations in September 2021	healthy, achieving children with leisure opportunities. More relaxed family environments.		Have contributed to the audit.
Set up parenting programme in the City, to enable parents to learn from one another	EH	Runs first strenghtening families strengthening communities programme in the Square Mile	Dec-21	Programme will have taken place and record of numbers attendees taken	safer happier home lives.		Programme is mid way. Waiting list in place for January 2022. Has been accredited by Race Equality Foundation.
Develop sleep programme with foster carers and early help	SM & EH, with Coram	Adapts sleep programme offer to a wider audience.	Dec-21	Programme of training delivered. Audits show usage of sleep work	better sleep, better mental health		Jan: 2022: contract agreed for 2021/22. This work will also be research evaluated. 121 work is taking place. Slow down in delivery Sept-Nov with Afghan resettlement.
Review of MASH, given London wide review of MASH	SC	learns about pan london changes as they evolve, reviews our MASH processes	Mar-22	two page paper to CSMT	timely response to queries/referrals. Children safer.		Jan 2022: Review project underway Pushed back due to Afghan Refugee project. PAIR/Audit on subject is took place October 2021. Additional strenghtening work taking place Jan-June 2022 around MASH/front door.
CIN/CP work is consistently outstanding.	SM	Hold systemic management session on strenghtening CIN/CP work.	Mar-22	AEB chair is undertaking a thematic audit on EH/CIN/CP in October 21	Children are not experiencing or at risk of significant harm		Jan 2022: systemic therapist change, due to workload of former, and new therapist ill in december, slowing down plans. We added to our CIN tracker (Nov) following audit.
Family feedback is captured quickly and effectively. Postal feedback requests are not working.	SM	Creates feedback call/email process at end of our involvement.	Mar-22	tracker evidences feedback discussion and if this has worked	learning captured from other children/families to help keep children safe		Jan 2022: this work needs improving, as forms/emails are not returned. Early help make the last session a feedback session, social care will follow suit from Jan 2022 - the clinic only uses telephone feedback after questionnaire's failed.

Who?	Does what?	By when?	How will we know it has been done?	Outcomes for Children	RAG rated progress
SW lead for systemic practice	Runs session on GRACES	August	Video available	Will be able to say about, for example, racist experiences, because they will be explicitly asked.	
Systemic psychotherapist	Runs series of Action Learning Sets	Dec-21	Sessions will have been held	Lives get better with expert support	
all practitioners & managers	Intimate Partner Abuse -theory	Sep-21	Recording and slides available & academic research appended	Will experience a worker confident and capable to make a difference	
	Intimate Partner Abuse - safety planning & what works	Sep-21	complete & evidenced (note: have asked workforce development to add learning resources to their site)	violence is reduced at home. Clear safety plan for child and parent(s)	
	Risk- using the ideas of change, safe uncertainty (Mason) and domains (Lang)	Jan-22	as above	children experience safety at home	

Language - power of how we narrate and how to critically appraise our use of words	Feb-22	as above	children and families experience a positive expert response.
Genograms - different uses of these in practice	Mar-22	as above	Children and families can see their family systems mapped out correctly
Trauma - impact on us and those we work with	Apr-22	as above	children will have trauma identified and responded to
Closing/ending work/feedback	May-22	as above	children know what the social work support has done and why it stops.
Reflexivity, anti- racist and the SOCIAL GRACES	Mar-22	as above	Will be able to say about, for example, racist experiences, because they will be explicitly asked.

Service Manager

Develop and embed some key systemic principles for the City:	Feb-22	one key sheet on principles. To be on website, in handbook (reviewed). And shared internally.	Jan 2022: progress delayed by Afghan situation & recruitment. Retimetabled.
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-Relationships

- Curiosity
- Context

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Committee:	Dated:
Safeguarding Sub-Committee	07/02//2022
Subject: Practice Assurance Stocktake Children’s Social Care	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	Outcome 1
Does this proposal require extra revenue and/or capital spending?	N/A
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Pat Dixon, Head of Safeguarding and Quality Assurance Service	

Summary

In October 2021, 27 cases open to the Children and Families team and Early Help service were reviewed by independent auditors from Aidhour and an independent consultant who chairs the Achieving Excellence Board for the City of London. The review was a practice assurance stocktake across the spectrum of cases open to the team. The purpose of the review was to evaluate the quality and impact of practice against the findings and recommendations from the last Ofsted inspection for Children’s Services in March 2020. This report summarises the findings and the steps taken in relation to the recommendations.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. As part of the quality assurance framework, independent auditors, Aidhour, are commissioned on a quarterly basis to complete audits on a selection of cases open to the Children and Families team and Early Help service. The quality assurance work carried out by Aidhour is reported on and reviewed at the Achieving Excellence Board, which is also chaired by an independent consultant.
2. In October 2021, the independent chair of the Achieving Excellence Board was commissioned to complete a practice assurance stocktake on a selection of

cases open to the Children and Families team and Early Help service. This corresponded with the audits being completed by Aidhour. To minimise disruption to the Children and Families team and Early Help service, it was agreed that Aidhour's audits would be completed in conjunction with the stocktake.

Current Position

3. A total of 27 cases were reviewed, 17 were reviewed in depth with the social workers and cases, 10 were given a less in-depth review. The cases reviewed were sourced from across the whole spectrum of children's social care services: Early Help, Children in Need, Child Protection, Looked-after Children and Young People, and Care Leavers. The review combined reading through case notes on the electronic recording system, Mosaic, and case discussions with the allocated worker. The impact review forms completed by the reviewers were subsequently shared with the allocated workers and their managers. The value of these meetings was that the allocated worker and their manager had the opportunity to clarify and challenge any issues.
4. The baseline used to measure the outcome of the practice assurance stocktake was the full Ofsted inspection in March 2020. Through the case-reviewing process, the practice assurance stocktake sought to evaluate whether the City of London had successfully implemented the recommendations and other areas for improvement. It also sought to establish whether the areas that contributed to the outstanding judgements had been sustained. The evaluation schedule applied by Ofsted for their inspections of local authority children's services was used for evaluating the quality and impact of practice. In line with inspection procedure, the practice assurance stocktake reviewed the quality and impact of practice over the last six months.

Summary of Findings

5. Overall, the practice assurance stocktake identified excellent social work practice across all areas. As would be expected in a development review of the service, the stocktake identified areas for further focused work to ensure that the recommendations from the inspection were consistently embedded within practice. The response to contacts was good with some excellent features, and conscientious practice was evidenced.
6. The quality of relationships between practitioners, children, young people and families continues to be of an exceptionally high quality. This is strengthened by good partnership working and regular communication evidenced in case notes, professionals/network meetings and reviews.
7. In terms of child protection, no cases reviewed identified a child requiring immediate safeguarding measures to be put in place. One child protection case did require further exploration by the auditor regarding the historical decision-making and risk assessment; this case was resolved following discussions with the Head of Service. In some of the cases reviewed it was identified that there could be more professional curiosity applied to understand

potential exploitation/contextual safeguarding indicators. In some cases, more evidence was needed on the child's lived experience, as the needs of the adults seemed to be the primary focus.

8. Personal education plans and Education, Health and Care Plans were of an excellent quality. They were comprehensive and were used as a driver to improve outcomes for children and young people. Visits took place at appropriate and expected intervals. Practitioners had felt supported and safeguarded by the City of London Corporation during COVID-19.
9. Children and young people have benefitted from good quality placements, both regulated and unregulated. Oversight of unregulated placements appeared to have been reduced somewhat and are only activated when a concern is raised, rather than being a dynamic oversight. Regulation 44 reports were not being used to good effect as an oversight mechanism.
10. There are now systems being implemented to resolve these concerns, whereby all Regulation 44 reports are being sent to Commissioning to be used as part of the quality assurance process. There is also a quality assurance framework in place for 2022 to review both regulated and unregulated placements.
11. There were good examples of direct work with children and young people identified in both face-to-face and virtual visits. Some practitioners had noted that virtual visits with some young people had been far more successful than face-to-face visits, and there had been a greater level of engagement. Less time involved in travelling and the ability to arrange convenient times were highlighted as positive aspects of virtual meetings.
12. There continued to be strong evidence on case files and in discussions with practitioners of the effective application of systemic thinking and practice. Some excellent examples and insight were provided in discussions with allocated practitioners, which included a greater curiosity about culture, wider family networks and dynamics, and knowledge of the impact of trauma. Reviewers found that, although records on the case files were good, there was a greater depth of analysis, hypothesis and planning in discussions with practitioners which, if included in records, would improve the quality.
13. The practice assurance stocktake identified that the application of systemic thinking and practice was variable in supervision notes. There were some exceptional examples of supervision seen in Early Help cases that provided evidence of child-focused planning, hypothesis, analysis and reflection. In other areas, supervision was found to be present on files but the frequency and timeliness of uploading notes was inconsistent.
14. Practitioners working with looked-after children and care leavers continued to go the extra mile. Services to care leavers were effective and were described as "working like a well-oiled machine". There was strong evidence of creative thinking and activity in engaging young people. As mentioned previously, COVID-19 and the necessary virtual working provided an opportunity to

engage with young people more frequently and with greater success. There is also evidence of face-to-face support to young people at important events and meetings that has strengthened relationships.

Options

15. N/A

Proposals

16. N/A

Key Data

17. N/A

Corporate & Strategic Implications

18. Financial implications – N/A

19. Resource implications – N/A

20. Legal implications – N/A

21. Risk implications – N/A

22. Equalities implications – N/A

23. Climate implications – N/A

24. Security implications – N/A

Conclusion

25. The practice assurance stocktake completed in October 2021 provides evidence of the excellent relationships that practitioners have with the children and young people open to the Children and Families team and Early Help service. The review also highlights the use of innovative strategies to engage with some of the children and their families, which has improved outcomes for the young people involved. Where there were areas for improvement, managers have acted quickly to implement the review's recommendations.

26. On 7 January 2022, an Achieving Excellence meeting was held to review the progress of the recommendations. This meeting was chaired by the Assistant Director of People. The recommendations that were made on each case were reviewed: the majority had been implemented; and those outstanding were followed up and acted on following the meeting. It should also be noted that the practice assurance stocktake took place during a period of change for the Children and Families team and Early Help service. Some of the practitioners

who were involved in the Ofsted Inspection in 2020 had left and there were new practitioners who had recently joined the team.

Appendices

None.

Pat Dixon

Head of Safeguarding and Quality Assurance Service
Department of Community and Children's Services

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Agenda Item 8

Committee:	Dated:
Safeguarding Sub-Committee	07/02/2022
Subject: Education and Safeguarding Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1. People are safe and feel safe 2. People enjoy good health and wellbeing
Does this proposal require extra revenue and/or capital spending?	N
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Andrew Carter, Director of Community and Children's Services	For Information
Report author: Kirstie Hilton, Lead Advisor, Universal Education Services, People Department, Department of Community and Children's Services	

Summary

In October 2020, the Safeguarding Sub-Committee was updated on the work that the Education and Early Years (EEY) Service was undertaking 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 of London during the COVID-19 pandemic.

As a result of the pandemic, during the autumn term 2020, all schools reopened for all pupils with Education, Health and Care Plans (EHCPs), children known to social care and key workers, with attendance becoming compulsory and schools managing cases of COVID-19 by closing 'bubbles' or year groups. During the spring term 2021, following another national lockdown, schools closed once more, and were only open to specific groups of children. Since the beginning of March 2021, and for the rest of the academic year, as well as the beginning of the 2021/22 academic year, all schools have remained open, managing COVID-19 cases and outbreaks in line with government guidelines.

In September 2021, families from Afghanistan arrived in the City, having been evacuated as part of a national effort in August 2021. The families were allocated accommodation in two bridging hotels. The EEY Service immediately responded to the needs of families by establishing a playroom for the children as well as exploring a range of options to ensure access to education.

This report is an update on the EEY Service's work over the last year to:

- support our most vulnerable school-age population
- successfully implement and distribute the COVID Winter Grant and COVID Local Support Grant over the 2020/21 academic year

- support our Afghan families to gain access to education.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The City of London has a unique educational landscape in that it has only one maintained primary school and no maintained secondary schools. There are four independent schools and one independent college (David Game College); most children attending these schools are non-City residents. Most of the City of London's primary-age children and all secondary-age children in the maintained sector are educated either in the independent sector or outside the City of London altogether. Consequently, this puts them outside the standard reporting and/or legal framework that governs the City of London's statutory responsibilities.

Current Position

Vulnerable Children's List

2. From 23 March 2020 to 1 June 2020, and then from 1 January 2021 to 8 March 2021, all schools closed due to the COVID-19 pandemic. Efforts were made to identify the most vulnerable children and this resulted in a number of children being provided with the necessary IT equipment to ensure successful engagement in remote learning.
3. Revised government guidance in May 2020 resulted in schools opening to a select few year groups within the primary age group and some face-to-face sessions for those in Year 10. Therefore, for many secondary-aged pupils, a full-time return to school did not take place until September 2020. Further government guidance issued during the summer break confirmed that all children would be required to return to school in the autumn term 2020.
4. Following another national lockdown announced at the end of the 2020 calendar year, schools closed from 1 January 2021 to 8 March 2021 with only vulnerable or key worker children remaining in school.
5. During this time, a small group formed to oversee a Vulnerable Children List, which involved monitoring a select number of children on a regular basis – a collaborative piece of work between the EEY Service and the Social Care and Early Help Service. Following both lockdown periods, efforts have been made to ensure that children and young people attend school following the reintroduction of compulsory attendance.

6. The Vulnerable Children List continues to be reviewed and monitored on a monthly basis by the small group, which includes the Lead Advisor for Universal Education Services, Children’s Social Care Team Manager, Special Educational Needs and Disability (SEND) Case worker, Early Help Co-ordinator and Education Advisor for the Extended Virtual School. The list holds the details of all known vulnerable children aged 0–18, including (but not exclusive to) children with EHCPs, our looked-after children (LAC) and care leavers who attend a school or college and are in Year 13. Following the arrival of our Afghan families in September 2021, this list has now been extended to accommodate children within those families who have been identified with a need.

7. To make reviewing and monitoring the list manageable, it has been categorised into:
 - a) children who are permanent residents in the City of London (aged 0–18)
 - b) Afghan children who are currently residing in the two bridging hotels
 - c) care leavers up to the age of 18 years old who are in Year 13 at school or college
 - d) LAC.

8. As of 17 January 2022, there are 99 children on the list, which is made up of:
 - a) 51 City of London permanent residents
 - b) 21 Afghan children
 - c) under-15 care leavers
 - d) under-20 LAC.

9. These children can also be grouped into the following:
 - a) 86 are known to the Children Social Care, Early Help and Short Breaks Service – either on Child Protection (CP) Plan, Children in Need (CIN) Plan, Early Help, LAC, care leaver, receiving short breaks or going through a Child and Family Assessment (C&FA)
 - b) 19 have EHCPs
 - c) fewer than five are being electively home educated
 - d) fewer than 15 are known to the EEY Service as being at risk of being classified as children missing education (CME).

COVID Winter Grant Scheme/COVID Local Support Grant / Household Support Fund

10. Building on the significant support given to the most vulnerable during the pandemic, from December 2020 the government introduced a new scheme to offer financial support to vulnerable households. Along with other local authorities, this grant has allowed the City of London to directly help the hardest-hit families and individuals, as well as provide food for children who need it over the holidays. Initially, this funding formed the COVID Winter Grant Scheme, which then became the COVID Local Support Grant and is now called the Household Support Fund.

11. Over the course of the 2020/21 academic year, and in line with the campaign to reach as many families as possible, the EEY Service worked collaboratively

with the Children's Social Care and Early Help Service to identify all those families eligible for support. Both these services were successful in offering either a cash payment or voucher over the school holidays to those families in need.

12. Eligibility criteria included children in receipt of free school meals and those known to the children's Social Care team. This was a particularly challenging task for the EEY Service, given the tight timescale and the practicalities in identifying children and young people eligible for free school meals – children apply directly to the school they attend for free school meals and not the local authority they reside in. A co-ordinated list was produced and, with support from the Benefits team, we were able to identify families who were economically vulnerable.
13. During the 2021/22 academic year, the local authority continues to target the families who need the most support. However the EEY Service has reduced its involvement and is only providing vouchers to children attending the Aldgate School who are eligible for free school meals.

Supporting the Afghan Families

14. In early September 2021, the City of London welcomed more than 600 Afghan individuals (including 300 children and young people) into two hotels, acting as bridging hotels on behalf of the Home Office. Staff within the EEY Service were immediately mobilised and efforts began to provide a playroom in one of the hotels for the children to keep them occupied and offer some access to play equipment. Co-ordinated by the Lead Advisor for Early Years, volunteers within the City of London Corporation were recruited to oversee the running of the playroom and provide basic 'stay and play' activities.
15. During this time, the EEY Service and Virtual School team began working collaboratively to identify the children of statutory school age. In parallel, the virtual school established the City Learning Centre in Bonhill Street to accommodate all the children from years 1 to 6 and to provide access to education, including basic Maths and English for Speakers of Other Languages (ESOL) classes. The centre ran from 27 September for one month until the start of the October half term.
16. It was acknowledged early on that the learning centre wasn't a long-term and sustainable solution, given that the best place for children to receive an education is in a school setting. Therefore both teams began discussions with a number of bordering local authorities and the City of London Academies Trust to provide school places for more than 200 children of statutory school age. Reaching out for support resulted in all children of statutory school age being offered a school place from the school census date of 7 October 2021.
17. Following the half-term break, during the week of 1 November 2021, all the children started at their new schools. The children currently attend four secondary schools and 12 primary schools in the City of London and neighbouring boroughs.

18. In line with the Afghan Citizen's Resettlement Programme, co-ordinated by the Home Office, our team continues to ensure the safeguarding of these children at a local level by following up with the CME teams within the other local authorities once permanent accommodation has been agreed with the families. This has involved establishing information-sharing processes, in line with the CME Regulations 2016 to ensure that schools are able to follow up with families following their relocation and substantiate that children are actively attending schools in their new residential area.

Education Welfare Work

19. Since the beginning of the 2020 academic year, the Education Welfare Consultant (EWC) has held either virtual or face-to-face meetings with all City schools to assist with any concerns that the schools may have had with individual cases, and to give general advice following the beginning of term.

20. In October 2021 the EWC retired after many years of service and a new member of staff has taken on the role of Senior Education Welfare Officer. The new officer will continue to develop excellence within the service by building strong high-quality relationships with the schools and partner agencies to deliver a focused approach to the welfare of children in school.

COVID-19 Case Reporting

21. Since the beginning of the autumn term 2020, City schools have established processes to cope with the prospect of COVID-19 cases in schools. Guidance has been developed by Public Health England and the Department for Education (DfE). Local Standard Operating Procedures have been established so that schools are clear about what to do and who to contact if cases are identified. This guidance is regularly reviewed by the DfE and updates are sent to the schools directly from our team to ensure that there is clarity following any change in guidance.

22. To ensure consistent local reporting, all confirmed cases are notified to the City of London Corporation and the London Borough of Hackney Public Health Service directly, and a weekly summary of cases is circulated to key individuals within the City of London and Hackney local authority.

Future Priorities

23. Our main priorities during 2022 will be to:

- a) continue to regularly maintain our vulnerable children and young people list, and to ensure collaborative working between the EEY Service and the Children's Social Care and Early Help Service
- b) support our schools in the best way that we can, and for the Senior Education Welfare Officer to continue to act in a 'support and challenge' role and as the lead professional for any difficult cases relating to non-attendance

- c) regularly monitor attendance of vulnerable children at school and respond to any concerns raised
- d) continue to monitor the number of COVID-19 cases in City schools and to promote the COVID-19 vaccine to all eligible groups
- e) continue monitoring the attendance of the Afghan pupils and manage the DfE funding for the Afghanistan Resettlement Education Grant 2021–22.

Corporate & Strategic Implications

24. This work supports priorities 1 and 2 in the Children and Young People’s Plan 2018–21:

- Our children and young people are safe and feel safe
- Our children and young people have equal opportunities to enrich their lives and are well prepared to achieve in adulthood.

25. Financial implications – N/A

26. Resource implications – N/A

27. Legal implications – N/A

28. Risk implications – N/A

29. Equalities implications – N/A

30. Climate implications – N/A

31. Security implications – N/A

Conclusion

32. Over the last year, since this report last came to Committee, our key priorities within the EEY Service remain the safeguarding and wellbeing of City-resident children accessing education, and to offer educational welfare support to our City schools. More recently this has included supporting our Afghan families who moved into the City in early September 2021. We are committed to providing an excellent service to all our families who require support, and we continue to anticipate what challenges families may have in transitioning back to school following the lockdowns caused by the COVID-19 pandemic.

Appendices

- None

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Agenda Item 9

Committee: Safeguarding Sub-Committee	Dated: 07/02/22
Subject: Strengthening Families, Strengthening Communities – Pilot Parenting Programme	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	1. People are safe and feel safe 2. People enjoy good health and wellbeing
Does this proposal require extra revenue and/or capital spending?	N
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Sadie Carnegie, Early Help Lead, Children & Families Team, People Department, Department of Community and Children's Services	

Summary

This is a summary of the Strengthening Families, Strengthening Communities (SFSC) Pilot Parenting Programme delivered by the Early Help Service and the Adult Skills Education Service (ASES).

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. Historically, there has not been a parenting programme offer based within the City of London's Square Mile. If a parent/carer required a specialist parenting programme or intervention, they would have to access this via a neighbouring borough (such as Hackney) or spot purchase via a local or national provider. The majority of London local authorities are already running nationally recognised parenting programmes.
2. In the autumn term of 2020, the Early Help Service collaborated with the ASES to begin the planning and organisation of the City of London’s first Parenting Programme. The programme that we decided on was the SFSC Parenting Group, an accredited course delivered in partnership with the Race Equality Foundation (REF). The REF is a national charity that tackles racial inequality to improve the lives of Black, Asian and minority ethnic communities across public services. The REF was established in 1987 as the Race Equality Unit (REU) under the umbrella of the National Institute for Social Work. In 1995 the REU became an independent charitable organisation and was renamed the REF in 2006.

3. The SFSC programme is an inclusive 13-week, accredited, evidence-based parenting course. The programme's original start date was scheduled to begin May 2021, however, due to the national COVID-19 restrictions at the time, the start date was pushed back to September to allow for face-to-face sessions. In addition, the original plan had been to run the course from The Aldgate School, which would have enabled us to offer a creche for parents with children under the age of 4 years not attending an Early Years provision. Unfortunately, due to unforeseen circumstances during the summer holiday, we discovered that the space being offered for use at the school would not meet the needs and requirements for the programme. This required us to find another appropriate venue with a few weeks of the programme's start date. We sourced the Artizan Street Library at late notice. The centre is a welcoming space, and the only drawback is the absence of a creche. Therefore, we made the decision to go ahead and run the pilot without a creche space. This restricted attendance to parents/carers who had school-aged children or those with alternative childcare arrangements in place.
4. This report's author – Ms Sadie Carnegie, the Early Help Lead (EHL) – oversaw the programme on a weekly basis. The programme was facilitated by a practitioner each from the Early Help Service and the ASES team. All staff members had to undertake the rigorous SFSC facilitator training modules delivered by the REF in April 2021. The EHL undertook the training while working at another local authority – one where she had previously delivered a range of parenting programmes, including SFSC and the Incredible Years (IY) Parenting Programme. Bernie Thomas, the Adult Learning & Community Manager, also had a wealth of experience of delivering parenting programmes in previous roles with other local authorities.
5. The pilot course started on 7 September 2021 and was run on Tuesday mornings from 09:30am – 12:30pm with lunch and refreshments provided. The final session, held on 14 December 2021, was a graduation ceremony. The ceremony was scaled back from the original vision due to the emergence and rapid spreading of the COVID-19 Omicron variant.
6. SFSC helps parents with children aged up to 18 years to think about how their actions and experiences may influence their parenting style. The course empowers parents and carers to develop positive relationships with their children and their communities. The REF recommends that each group consist of eight to 12 people.
7. Parents and carers learn strategies and gain tools to:
 - build healthy attachments and relationships with their children
 - promote self-esteem in children and young people
 - help families develop and promote strong ethnic and cultural roots
 - develop self-discipline and social competence
 - focus on a range of life skills.
8. The course is designed to promote protective factors that are associated with good parenting and better outcomes for children and families. A review by the Dartington Social Research Unit, Warwick University, and Coventry University has looked at more than 100 different types of interventions. It found that there was a range of “well evidenced and promising” interventions. The work – commissioned by the Early Intervention Foundation (EIF) – identified strong evidence for programmes that picked up on the early signals of risk, such as child behaviour

problems, insecure attachment, delayed development and lack of maternal sensitivity. A key statistic from the research found that 61% of parents described parenting as 'fairly' or 'very' difficult.

Evaluation

9. A total of seven parents attended and participated in the pilot programme sessions. Within this number, one parent had two children subject to a Child Protection (CP) Plan, one parent had two children on a Child in Need (CIN) Plan, and one parent had two children who had previously been on both CIN and Early Help (EH) plans. However, by the commencement of the course, this parent's involvement with EH and children's social care had come to an end. The other four parents were not previously known to the City's Children and Families or Early Help Teams. By the end of the programme, two children on CIN plans were stepped down to Early Help for ongoing support. This means their case had transitioned from a Tier 3 statutory threshold (such as CIN) to a Tier 2 service (such as EH). We also had three parents who gained employment during the 13-week course. There are two types of certificates awarded at the end of the course: to receive a 'Certificate of Completion', parents/carers are required to attend a minimum of nine out of 12 sessions. Parents/carers who attend four to eight sessions receive a 'Certificate of Participation' and are encouraged to re-enrol on a future course. 71% of participants received a certificate of completion, with a dropout rate of 0%.
10. Three forms are completed about parent/carers. A registration/screening form, completed by the EHL, includes demographic information on the parents/carers as well as information on previous involvement with parenting programmes and reasons for, and methods of, engaging with the SFSC programme. Pre- and post-programme assessment questionnaires are completed by the parent/carer and are designed to provide evidence of the programme's impact on the family and wider community. The post-programme questionnaire also asks parents/carers for their views on the programme and whether they would recommend the course to family and friends. A strength of this evaluation model is that the information required is built into the programme's running process.

Sample of parent/carer questionnaire responses:

Example taken from Parent X:

Pre-programme – September 2021

Community focus

- | | | |
|--------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| 1. Do you participate in community activities? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 2. Do you participate in youth group activities? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 3. Do you and your children participate in spiritual/religious activities? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Are you actively involved in your children's education/school? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 5. Do you have a support network of friends and family that can help you in times of need? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Post-programme – December 2021

Community focus

Since participating in the program, have you or your children increased participation in the following areas:

- | | | |
|-------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 1. Community activities or projects? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Youth-focused groups? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Spiritual/religious activities? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Children's education/school? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Use a support network of friends and family that can help you? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Example taken from Parent Y:

Pre-programme – September 2021

Parent focus:

How good do you feel about your ability:

	Very poor	Poor	So-so	Good	Very good
1. To manage your anger?	1	2	3	4	5
2. To express your emotions?	1	2	3	4	5
3. To teach your child right from wrong?	1	2	3	4	5
4. To handle child fighting or destructive behaviour?	1	2	3	4	5
5. To handle child refusal to do housework?	1	2	3	4	5
6. To make suggestions to child's teacher?	1	2	3	4	5
7. To make plans to achieve personal goals?	1	2	3	4	5
8. To access community resources?	1	2	3	4	5
9. How good do you feel about your relationship with your children?	1	2	3	4	5
10. How good do you feel about your relationship with other family members?	1	2	3	4	5

Post-programme – December 2021

Parent focus:

How good do you feel about your ability:

	Very poor	Poor	So-so	Good	Very good
1. To manage your anger?	1	2	3	4	5
2. To express your emotions?	1	2	3	4	5
3. To teach your child right from wrong?	1	2	3	4	5
4. To handle child fighting or destructive behaviour?	1	2	3	4	5
5. To handle child refusal to do housework?	1	2	3	4	5
6. To make suggestions to child's teacher?	1	2	3	4	5
7. To make plans to achieve personal goals?	1	2	3	4	5
8. To access community resources?	1	2	3	4	5
9. How good do you feel about your relationship with your children?	1	2	3	4	5
10. How good do you feel about your relationship with other family members?	1	2	3	4	5

Example taken from Parent Z:

Pre-programme – September 2021

How good do you feel about your child's ability:

	Very poor	Poor	So-so	Good	Very good
1. To feel good about him/herself (self-esteem)?	1	2	3	4	5
2. To manage/express feelings and emotions?	1	2	3	4	5
3. To control behaviour (self-discipline)?	1	2	3	4	5
4. To consider others when making decisions?	1	2	3	4	5
5. To ask for help/guidance if needed?	1	2	3	4	5
6. To avoid using or dealing drugs?	1	2	3	4	5
7. To avoid violence and stay out of gangs?	1	2	3	4	5
8. To feel comfortable with his/her ethnicity?	1	2	3	4	5

Post-programme – December 2021

How good do you feel about your child's ability:	Very poor	Poor	So-so	Good	Very good
1. To feel good about him/herself (self-esteem)?	1	2	3	4	5
2. To manage/express feelings and emotions?	1	2	3	4	5
3. To control behaviour (self-discipline)?	1	2	3	4	5
4. To consider others when making decisions?	1	2	3	4	5
5. To ask for help/guidance if needed?	1	2	3	4	5
6. To avoid using or dealing drugs?	1	2	3	4	5
7. To avoid violence and stay out of gangs?	1	2	3	4	5
8. To feel comfortable with his/her ethnicity?	1	2	3	4	5

11. All parents/carers were asked whether they would recommend the course to family or friends and whether they would participate in another parenting group in the future. All (100%) participants offered affirmative answers to the questions posed.

Characteristics of participants

Gender

Male: 0

Female: 7

Age

Under 25: 0

26–35: 2

36–45: 2

46 and over: 3

Ethnicity

White British: 1

White Irish

White other: 2

Mixed ethnicity

Indian

Pakistani

Bangladeshi: 2

Asian other: 1

Caribbean

African

Black other

Chinese

Other: 1

Language:

English as first language: 1

English as second language: 6

12. Parental testimonials:



13. Professional testimonials:

Children's Centre Outreach Worker: *"I have seen a dramatic improvement in 'child A' behaviour at nursery since his Mum began the course. We've also noticed that she is more engaged with us at the Children's Centre, and we believe this positive change is directly linked from her participation and attendance at the SFSC Parenting Programme. Her confidence with speaking English has also really developed. Thank you!"*

Safeguarding lead at Prior Weston Primary School: *"I've noticed that 'child B' has become more settled at school since the beginning of term. We've seen such good positive improvements and he appears to be listening more. I've also noticed that Mum is more confident and appears to be more empowered."*

Corporate & Strategic Implications

Strategic implications

14. The programme sits within the corporate aims of our community flourishing and creating safety for our residents. Parental feedback shows how the programme helped wellbeing, emotional safety and confidence.

Financial implications

15. Costs were kept low by using a City of London community resource (the library). This had the added benefit of increasing parental confidence in using a community space. The next cycle of the programme will be held at Golden Lane Community Centre and

the cost will be met by Adult Education. The cost will be approximately £350 for creche staff per session. This will be within the CoL Department for Children and Social Care's budget. Purchases will include sleeping mats, toddler chairs and tables for the creche. Some items will be borrowed from the Children's Centre and returned.

Resource implications

16. The programme required staff time, in both the preparation and running. As facilitators grow in experience, it is hoped that each programme cycle will require less preparation time. This is a joint project between Adult Education and Early Help, with the latter assuming more responsibility for preparation and set up. Staff workload has been reviewed and our programme adapted so that two (not three) programmes will run per year to prevent work overload.

Legal implications

17. There are no legal implications for running the programme. It is noted that there are (and will be) parents whose children are subject to a CP Plan, pre-proceedings and court proceedings. This programme seeks solely to improve the lives of children and parents.

Risk implications

18. This programme meets early need with a view to reducing risk for children and their carers.

Equalities implications

19. The Parenting Programme is accredited by the REF, and the course begins with sharing culture and wisdom. Equity is a core element of the programme and in the way we practice. In the second parenting series, we will have a creche to enable more parents to attend.

Climate implications

20. None. The venue is within walking distance for residents.

Security implications

21. None.

Conclusion

22. The SFSC pilot programme has shown an impact on the lives of parents/carers in a very positive way. The responses we received from parents show that the programme delivery has improved their parenting skills in a range of ways; it has built their confidence, increased community engagement and supported them to learn new skills to enhance parenting and nurture child-parent relationships. Information that we have obtained during the 13 weeks showed that the programme helped to empower parents to represent their own and their children's needs, and adopt more positive and effective approaches in managing the social and emotional development of children.

23. Parents rate the programme very highly, with 100% saying they would recommend our programme to other parents/carers. This was further evidenced by some parents introducing the facilitators to parents they know to discuss registration for a new course in 2022. The parents/carers consented to be added to a WhatsApp group with the facilitators, and we hope that they will continue to keep in touch and offer support to each other now that the course has ended. Our team will also consider holding a focus group for our first cohort of participants in six months, and/or develop a questionnaire to re-evaluate the impact of the course after six months.

Next steps

24. A lot of planning, time, organisation and commitment is required from staff to deliver a parenting programme such as SFSC. We have made the decision to run another programme early in 2022, however, this will depend on Government Guidance and Public Health advice in relation to COVID-19. We have already secured a new venue, making the decision to hold the next programme at the Golden Lane Community Centre. This also provides us with additional space to hold a creche if required. The promotion of this course has begun, and the EHL is in the process of registering and recruiting new parents/carers. It is a strength that the facilitators have the skills to engage a wide range of needs, in a way that is inclusive and emphasises the commonalities of parenting. For all those who have been involved in this project, we collectively agree that it has been a success.

Appendices

- Appendix 1 – Strengthening Families, Strengthening Communities: Building blocks for success
- Appendix 2 – SFSC screening form

Sadie Carnegie

Early Help Lead – Children & Families Team

People Department, Department of Community and Children's Services

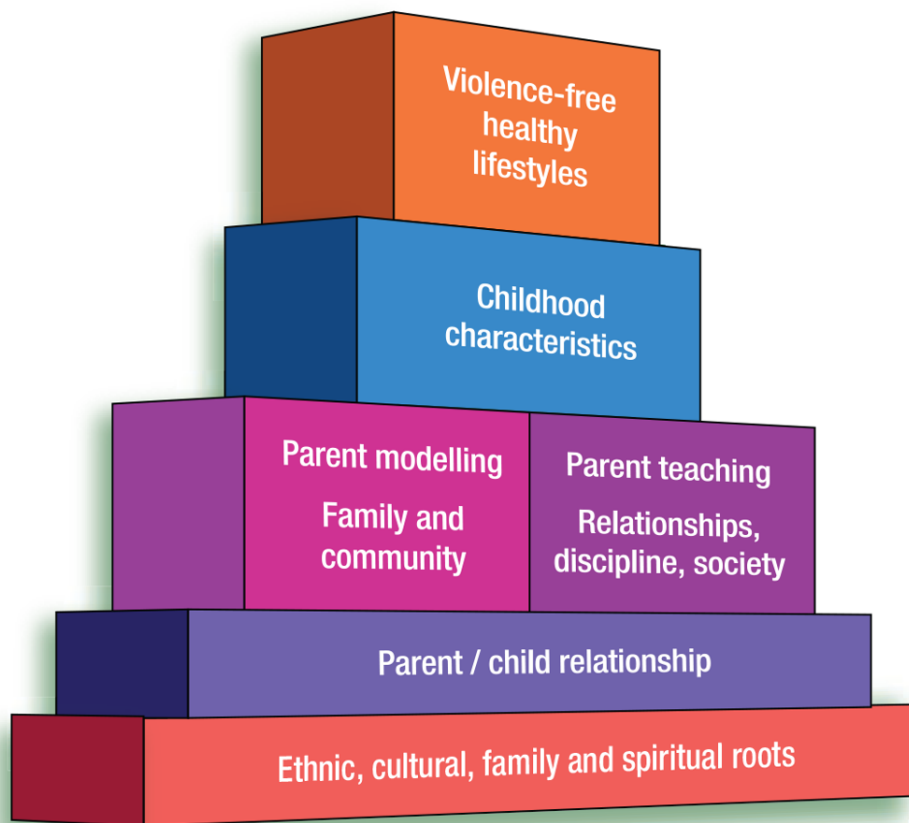
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Appendix 1

SFSC Building Blocks for Success

Building blocks for success



Race Equality Foundation (REF)

[Race Equality Foundation – Promoting equality in health, housing and social care](#)



Appendix 2

Strengthening Families, Strengthening Communities (SFSC) Screening Form

Form completed by:

Name	
Role	
Email	

Details of parent/carer(s):

Name of parent/carer 1	
Name of parent/carer 2	
Who has parental responsibility?	
Address of parent/carer 1	
Address of parent/carer 2 if living at a different address to the child	
Contact number 1	
Contact number 2	
Email	
Date of birth of parents/carers	
Ethnicity	
Family's first language	

Children's details:

Child's name	Date of birth	Age	Resident with parent/carer		School/nursery provision
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Household details – please list below the names and details of any other children and adults who are currently residing with the child/young person listed above:

Surname	Forename	Date of birth/EDD	Ethnicity	Relationship with the child/ren/parent/carer

Additional needs:

--

Other parenting programmes:

Has the parent/carer attended other parenting programmes?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Programme 1		
When		
Impact		
Programme 2		
When		
Impact		

Other agencies involved with the family:

Agency	Contact details
CAMHS/CYPS Child and Adolescent Mental Health Service/Children and Young People's Service	
Education	
Health Visitor	
Social Care	
Other	

Is there any relationship/parental conflict and or domestic abuse between parent/carers of other members of the household?

--

Course information

What would you like to get from the programme?		
Course is 13 weeks long (advise of dates/times) for 3 hours per week. Do you agree to attending all sessions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Childcare support needed during programme		
Any special needs/disabilities?		
Dietary needs for refreshments		
Subsistence/travel needs		
Manual language requirement		

If possible, please obtain signatures of those with legal parent responsibility who have agreed to attend this course:

Name:
Signature:
Date:
Name:

Signature:

Date:

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Committee:	Dated:
Safeguarding Sub Committee	07/02/2022
Subject: Special Educational Needs and Disability (SEND) – Update Report	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	<ul style="list-style-type: none"> • Contribute to a flourishing society • Support a thriving economy • Shape understanding environments
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report authors: Theresa Shortland, Head of Service – Education and Early Years Sharon Cushnie, Lead SEND Advisor – Education and Early Years	

Summary

“...the work you are doing is impressive and you may be small, but you are mighty!” – Feedback from the Department for Education (DfE) Special Educational Needs and Disability (SEND) Professional Advisor for the City of London (COL).

SEND officers met with the SEND Professional Advisor in November 2021 to provide an update on the COL's work to support the needs and development of children and young people with SEND towards achieving good life outcomes. This report provides an update on the work which is in progress to achieve this.

Recommendation

Members are asked to:

- Note the report

Main Report

Background

1. The duties on local areas regarding provision for children and young people with SEND are contained in the Children and Families Act 2014. The Ofsted/Care Quality Commission (CQC) Inspection Framework sets out the legal basis and the principles of inspection.

2. The SEND Strategy 2020–2024 sets out three key outcomes to be achieved by 2024:
 - i. We have a robust and inclusive multi-agency approach to identifying, assessing, and meeting the needs of children and young people with SEND.
 - ii. All children and young people with SEND are well-prepared for and have successful transitions to adulthood.
 - iii. Children and young people with SEND are integral and valued members of the City of London community.
3. In terms of the first outcome, this is currently being addressed through work which the SEND Consultant and local authority officers are undertaking in schools and settings. For the second outcome, a Transitions Task and Finish Group has been meeting since the summer term to strengthen processes in preparing children and young people for adulthood from the earliest years. To ensure the third outcome, we are continuing to engage with children and young people with SEND to seek their views on how they would like to live their lives, and how we can enable them to do so. We want their views to be at the heart of decisions when services are being developed.

Current Position

Work with schools and settings

4. The SEND Implementation and Development Project was commissioned in April 2021 to provide the expertise needed to support the SEND Team with the development of the SEND Strategy priorities. In the summer term 2021, the SEND Consultant undertook a series of visits to 15 schools/colleges (mainstream, special and specialist independent) that are educating COL children who have Education, Health and Care Plans (EHCPs). This was to better understand the range and level of support needed, and to identify those who are on SEN support. SEN support is the process schools and other settings use to identify and meet the initial needs of children with SEND, and to provide extra help as part of the school's usual arrangements as needed. This provision is from the school's own resources, sometimes with advice or support from outside specialists. These pupils do not have an EHCP. As reported to Committee in October 2021, these visits have also enabled the sharing of best practice in SEND, identifying new and creative ways of partnership working and ways to better identify those children and young people who are on SEN support.
5. The SEND Consultant has written an overarching report on the visits, as well as summary reports for each setting visited. The overarching report is attached at Appendix 1.
6. The information gathered through these visits is supporting SEND developments in the COL. The following points outline the progress that has been made.
7. The COL Family of Schools – which includes the COL Academies, The Aldgate School, and the independent schools in the COL, as well as schools

attended by COL children and young people with EHCPs – have agreed to share data regarding the number of pupils who are on SEN support. Procedures have been put in place so that we can begin to collect this data. We will monitor the response, which should provide data to help steer the work that we are undertaking.

8. A Special Educational Needs and Disability Co-ordinators (SENDSCO) Forum has been in place for some time now, but the visits to schools have breathed new life into the meetings. Numbers have increased and there has been greater commitment from SENCOs to play an active part. The Forum has been meeting twice a term since the autumn term, with schools leading on and sharing good practice on topics such as how to improve the quality of teaching and learning, how the Social, Emotional and Mental Health curriculum is helping students to develop communication skills, and raising issues of trauma awareness. There was also a presentation from the City Parent Carer Forum (CPCF), sharing some of their ideas on gaining greater support for parents and some of their planned training and events.
9. The SENDSCO Forum is providing opportunities for innovative collaborations and a higher level of understanding of current SEND legislation, expectations, and issues across the COL Family of Schools, as well as those schools and settings attended by COL children and young people with EHCPs. The aim is for the Forum to be sustainable and able to be run with minimal input from local authority officers.
10. Key issues raised during the visits included: the significant number of children with speech, language and sensory needs coming through from Early Years, and the need for substantial therapeutic support and intervention to be in place; and the increasing number of children and young people with a dual diagnosis of Attention Deficit and Hyperactivity Disorder (ADHD) and autism. This has presented an opportunity for the three main primary schools that this year admitted COL children at Reception (The Aldgate School, City of London Primary Academy Islington (COLPAI) and Prior Weston), to start working collaboratively across the three settings to meet the needs of these children. Initial work will focus on plans to develop a therapeutic hub approach within the schools. This is a long-term project and will involve working with health services across two local areas, which should eventually afford better access to therapeutic support and effective multi-disciplinary working.
11. The COL Principal Educational Psychologist and Early Years Advisor resumed visits to schools and Early Years settings when the schools reopened. These visits comply with all necessary COVID-19 guidance and protocols. This engagement has been important in meeting the needs of COL children and young people.
12. A SEND review, led by the SEND Consultant is also planned with The Aldgate School and will involve the Principal Educational Psychologist and the Early Years Advisor.
13. COL Early Years providers can access the Level 3 Certificate for SENCOs in Early Years, and five staff completed the course at the end of summer 2021.

Six new staff members are due to start their training in February 2022. This training ensures that practitioners have the necessary knowledge and skills to assess and support the needs of children attending their settings.

14. In autumn 2021, the Education and Early Years Team put in place SEND-specific training, including Behaviour for Learning (16 staff attended online), an introduction to PECS (two staff attended online), and Attention Autism (nine staff attended face-to-face). Sessions on ADHD and Supporting the Interaction of Children with Social Communication Difficulties are planned for the spring term.
15. Guidance has been refreshed for schools and settings on the provision that the local authority expects to be available for children and young people with SEND, and provision tables showing the interventions, responses, resources and outcomes that could be expected. This will further support schools and settings in identifying and assessing needs.

Preparing for adulthood

16. A Task and Finish Group that focuses on preparing COL children and young people with SEND for adult life from the earliest years was established in 2021. This group has had three meetings, with two remaining meetings scheduled for this year, the final of which will take place in July 2022. The group includes a parent representative and colleagues from education, health, social care, housing services, schools, and colleges. An action plan is in place to meet a set of objectives agreed by the group, with progress monitored through the group and reported to the SEND Programme Board.
17. Some of the work developed so far includes: a pathway document on preparation for adulthood for families and young people; a review of SEND documentation focusing on transitions for those with EHCPs; reports on SEN support and receiving SEN support in the Early Years. The COL Housing Team have made a request for young people with SEND to be prioritised in their policy. Health colleagues have agreed with Tower Hamlets and Islington clinical commissioning groups a joint set of guidelines to be developed for preparing for the transition into adult health services to ensure a consistent approach for all COL young people with SEND. The group will also focus on the development of employment and training opportunities in the COL for young people with SEND, including: pursuing opportunities in the COL, alongside the Education and Skills Service; and work experience and apprenticeships for children and young people with EHCPs.
18. In terms of children and young people transitioning to adulthood, there has been an increase since March 2020, with 35% of those with EHCPs now within the 14-to-25-years age group. Person-centred planning meetings for those in this age range have been further developed to ensure that their views about the life they would like to have are captured during the annual review of their EHCPs. An independent facilitator has been commissioned to use creative ways to develop plans with children and young people that focus on the key areas for preparing for adulthood: employment, further education and/or training; independent living; and community inclusion and health. These collaborative and informal meetings, which include the young person's

family, friends and key professionals, ensure that their views, wishes and aspirations are at the heart of the meeting.

19. Since September 2020 the SEND service has been working with the children and young people who arrived from Afghanistan and are living in the Bridging Hotels. In more recent weeks the team has started to support schools as Afghan children with SEND needs become apparent. There are a small number of children who require further assessments. Schools are being supported with additional funding from the Afghanistan resettlement education grant to ensure that these children are being supported and are receiving the specialist input they require.

Listening to voices of children and young people

20. We want the views of children and young people to be at the heart of decisions when services are being developed. To support this, we have been working on developing a short film with children and young people who have EHCPs. This will be put on the COL Local Offer, alongside the SEND Strategy and will inform the services we commission and how we deliver them.
21. We have also reviewed how we work with the CPCF to ensure that we have a wider representation of the views of the local SEND community. Since summer 2021, the COL has facilitated a monthly meeting with the CPCF, Contact (the organisation) supporting the development of the CPCF and SEND Information, Advice and Support Service (SENDIASS). This will give us a clearer profile of strengths and areas for development to inform our decisions on policy and commissioning.

Corporate & Strategic Implications

22. Strategic implications – corporate outcome: Contribute to a flourishing society by ensuring that all children and young people with SEND and their families have equal opportunities to enrich their lives and reach their full potential.
23. Resource implications – the SEND functions are resourced through the Dedicated Schools Grant – High Needs Block.
24. Financial implications – the SEND functions are resourced through the Dedicated Schools Grant – High Needs Block.
25. Legal implications – the duties on local areas regarding provision for children and young people with SEND are covered in the Children and Families Act 2014. This legislation sits in the context of the Equality Act 2010. The Ofsted/CQC Inspection Framework sets out the legal basis and the principles of inspection.
26. Risk implications – if children's SEND issues are not identified early, assessed and supported, this will impact on young people's educational attainment, progress and wider lifetime chances.
27. Equalities implications – all children and young people, regardless of their SEND, will be part of a community where they can learn, achieve and participate in

activities with other children and young people, and will be prepared to have a fulfilled adult life.

28. Disability and race are protected characteristics in the Equality Act 2010.

29. Climate implications – N/A

30. Security implications – N/A

Conclusion

31. The SEND service continues to meet statutory deadlines and provide resources to support schools. The SEND service also continues to work with children and young people with SEND and our key partners to deliver SEND services in the COL.

32. Progress in implementing the SEND Strategy and achieving the outcomes by 2024 is on track. A self-evaluation form (SEF) and action plan are in place to plan and track progress. These are being monitored through the SEND Programme Board, and progress will continue to be reported to the Safeguarding Sub-Committee.

33. The outcome of the National SEND Review should be published this term, and it is pertinent therefore that we are reviewing our provision for SEND 0–25 in a creative, innovative, and sustainable way, focusing on the areas of schools and setting, preparing for adulthood and co-production of services and provisions. This engagement process with schools, settings, colleges, and families provides an effective forum for extensive professional debate and a wide variety of opportunities to establish sustainable provision for the growing number of children and young people with EHCPs and those on SEN support.

Appendices

- Appendix 1: Report of the SEND Consultant on Visits to Schools

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1.0 Introduction

1.1 This purpose of this exercise was to:

- Share best practice in SEND both locally and nationally
- Look at new and creative ways of partnership working
- Understand the range and level of support for City of London (COL) children and young people (CYP) who have an EHCP
- Look at ways that we can identify those CYP who are on SEND Support
- Discuss the current provision for CYP with SEND and possible areas for development

1.2 The visits covered the following settings meeting the needs of CYP with SEND:

- Mainstream schools
- Colleges
- Independent Schools
- Those schools/settings who were receiving COL CYP in September
- Schools who were admitting COL children but had no EHCP at present – COLPAI

1.3 The visits were planned, letters sent, and a selection of resources were sent in advance. Some schools were anxious about the visits as this had not happened before, were concerned about Ofsted judgements and/or were having significant problems with Covid. All of these are fully understandable, but Anne and Kay discussed with the Heads/SENDCOs/ those staff supporting the COL children with EHCP's the rationale behind the visits and allayed their fears. Two schools, The Aldgate School and Stepney All Saints C of E Secondary School (Formally Sir John Cass's Secondary) undertook the London Leadership Strategy Audit for SEND. This gave us invaluable information about the school, and the information provided the school with evidence base for their School Evaluation Form (SEF). Other schools/settings are going to use this audit in the future for their SEF.

1.4 In the main, visits were carried out physically/face to face with the schools; however, in some due to Covid/changed arrangements, the meetings had to take place via Teams. This was equally effective although did not give the team a 'feel' for the school and the environment. This was a very pressurised time for schools with Covid outbreaks, staff absences and pupils having to self-isolate, so Kay and I are extremely grateful for staff giving us the time and facility to discuss COL pupils and their response to inclusion and SEND in their settings.

1.5 The feedback from the schools and settings was extremely positive and they were grateful, despite all the challenges that they faced, to have a professional debate around their provision for SEND and were really grateful for all the resources that were shared prior and post the visits.

1.6 Letters of thanks were sent after the visits with a document with hyperlinks to all the resources.

1.7 The following schools/settings were visited either face to face or via teams:

- The Aldgate School
- Phoenix Special School
- English Martyrs Primary
- Richard Cloudesley
- Stepney All Saints Secondary School
- Stormont House School (Secondary)

- Wapping High Secondary
- Hill House School (Secondary - Residential)
- Prior Weston Primary School
- City of London Primary Academy Islington
- Fairley House (Primary)
- City of London Academy Islington (Secondary)
- Central Foundation Boys School (Secondary)
- City of Westminster College
- New City College
- West London Free School – to be re convened due to Covid shut down
- St Francis Xavier 6th form – lack of response despite numerous calls/emails
- Mossbourne Community Academy – refused entry but will be re convened via Teams

2.0 Findings

2.1 All settings commented on how efficient and good it is to work with the COL SEND team compared to other local authorities (LAs). There were very positive comments on meetings held with the full attendance of professionals from the COL. The support from the Educational Psychologist was highly valued and the parent workshops at The Aldgate School in particular. Comments such as 'they are all over the cases (EHCP) and know their children very well'. This extremely detailed approach ensures that in the vast majority of schools, COL CYP are catered for well, their needs are met effectively, and at least good progress is made. Relationships on the whole with parents were very good. Where there was a discrepancy in any of these areas including the schools EHCP paperwork and lack of specialist knowledge this was raised by Anne with the Headteacher and additional resource was put in place by the school. A follow up Teams call after the visits had finished with the Headteacher and an action plan put in place by the school. The support for COL EHCP children throughout COVID was overall good and outstanding in many and in particular those in those specialist placements. However, for those children who did not access school the lack of specific interventions during the past year will have had a detrimental impact on some.

2.2 Transition between the primary and secondary sector remains problematic for some with, in the view of some primary Headteachers a lack of inclusive/specialist approach to SEND in some of the secondary schools thereby limiting the choice of parents. There are some examples of really effective and outstanding differentiated curriculum pathways and transition arrangements in some secondary schools. More work needs to be done in improving the links between primary and secondary from Year 4 onwards. The transition between secondary and college/work-based training provision needs greater cohesion with more information shared on supported internships and Project Search as examples.

2.3 The two colleges, Westminster College and New City College, pointed out that the most problematic issues they have generally is securing/agreeing the top up funding in advance of students coming in September. However, this was an issue across all the LAs that they work with. It would be helpful if the COL could arrange some further discussions with the colleges when the young people have their last annual review prior to them leaving school which should ideally be in the autumn term when the college is recommended. As the COL has a small cohort of young people coming through, we could set up a best practice system that other LAs could follow.

2.4 Falling roles across London and in particular Islington and Hackney could be having an impact on provisions. In London there has been a 7% drop in the population over the last 2 years. Some primary schools are reducing roles or closing in some boroughs. Recent figures shared with the COL from Hackney indicate that they had 505 vacant reception class places in January 2021, overall in statutory funded schools a 16% surplus against what is recommended which is between 5% and 10%, 52 vacant places in Secondary schools in September 2021 with a peak of surplus of 247 predicted in September 2025. Nationally there has been a rise in the number of EHCP's from 14.4% of all pupils in 2015 to 15.5% in 2020, there has been a considerable rise in the number of EHCP's over the past year and Hackney predict up to an additional 400 per year until 2026. The implications of this for the City are that there will be a greater pressure on specialist places both in the maintained and independent sector, placements in mainstream out of the COL could be affected by the reduction in roles and the efficacy of keeping some schools viable and in the secondary sector the capacity to offer a full broad and balanced curriculum. It is likely therefore that many mainstream schools will be having greater numbers of EHCP's. This could be a positive and/or negative for the COL children with SEND. Close, positive and effective work with all the schools who host COL children who have EHCP's and who are on SEND Support will be crucial in going forward.

2.5 Colleges pointed out the importance of Post 19 provision being available back in communities. New City College has a Post 25 provision in development. It cannot be underestimated the positive impact that the transitions group which has been recently established by the COL can have. It will be of paramount importance to have those pathways to employment, voluntary work, independence, travel, supported living and access to local community provisions and services. Planning for the Preparation for Adulthood (PfA) from the earliest stage will be essential. The PfA guidance that are in the SEND Ranges, copies of which were left on each visit to schools, from Early Years will be essential.

2.6 In most if not all the visits it became evident that both schools and colleges did not know that the COL was so small, had a very small core SEND team and that some of their children were COL as they had not looked at the post codes. In discussion, they all accepted and acknowledged the challenges that this brings and the uniqueness of the COL. All settings referred to the positive way that the COL is going about visiting schools and that other LAs have not done the same. Therefore, we felt that the COL might find it helpful to:

- Send a rationale to current and future placements. This is our rationale, what our vision is, this is our team, and this is how we operate.
- Our paperwork and how we would want it completed – set the standards high from the beginning.
- This could be supported by the SEND Ranges. Each setting received a paper copy of the SEND Ranges and an electronic copy in word and PDF so that they could use the information in their own settings and policies. The SEND Ranges were very well received and welcomed as they were far more comprehensive than any others that they had seen or used. All settings expressed a desire to use them and would welcome the COL having this as their approach to the Graduated Response re the SEND Code of Practice.
- A map of what is available in the COL regarding support across agencies etc would be very useful – Mental Health, therapies, local GP, PCF/Contact and SENDIASS.
- Outline the role of the SEND case worker at Annual Review meetings and other formal and statutory meetings.

2.7 Specialist providers would like to be fully involved with networking and providing training/CPD/support for SENDCO's and other provisions. Fairley House, Hill House, Phoenix and Richard Cloudesley have specific skill sets and expertise that could be very helpful to the COL, enhance provision and in sharing best practice.

2.8 Schools and settings are willing to share the data on SEND Support.

2.9 There is a significant growth in CYP with SLCN and sensory needs. There is an exciting opportunity to work with the main 3 primary schools that this year are taking in COL children at reception to work collaboratively and collectively across the three settings to meet the needs of children with these needs. The three primary schools are The Aldgate School, City of London Primary Academy Islington (COLPAI) and Prior Weston. There could be a therapeutic hub created say in The Aldgate, or any of the other two schools but serving all three. All schools are very keen to explore this idea and feel that it would benefit all children. The schools have early years settings, so The Aldgate School were very keen to establish this kind of resource at the youngest age through effective multi-disciplinary working and interventions. Access to therapeutic services and support can be difficult. The current services for SALT are highly valued. Discussion could be set up between the schools, the COL and Islington in the first instance.

2.10 There are huge opportunities to collaborate and share practice. Tower Hamlets are reducing their SEND services according to a number of schools. The excellent SEND practice/outreach from Phoenix Special School, Fairley House, Richard Cloudesley and Hill House must be harnessed to support mainstream colleagues. There was a variability between the threshold for services between Islington, the City and Hackney CCG which is causing frustration within schools and settings.

2.11 There are opportunities for active supervision (individual and peer group) across the Trusts re SEND issues. This has already started with one primary school in the Family of Schools who has had support from Anne over a couple of complex cases, none of which are COL children, but the senior managers are very appreciative of the support and guidance. This could be a key strength of the newly formed SENDCO network. There could be lesson study walks across and between schools, sharing of case study/action research etc.

2.12 There is an increasing number of CYP with a dual diagnosis of ADHD and ASC – sometimes the label does not define needs. There is a high proportion of CYP coming into schools with undiagnosed needs.

2.13 There is a need to ensure that the SENDCO's have the specific SENDCO qualification as one secondary school although it has a large number of CYP with needs, neither of the two key staff have the qualification. This should be raised at Annual Review and placement times. There is a need across most schools for a succession plan for the SENDCO to be put in place. Some schools have Assistant/Deputy SENDCO's and/or SENDCO's for each Key Stage.

2.14 Some schools reported that the two-year check by Health Visitors was not always detailed enough, and data not shared. Schools, particularly those with Early Years settings, would highly value this information.

2.15 The Aldgate School used to be asked by the SEND Programme Board, as the only COL school to do a report on SEND. This has not been requested recently and the school would be willing and

happy to do this. Both The Aldgate School and Stepney C of E Secondary schools produced excellent audits of their SEND provision using the QA format sent by Anne.

2.16. There is a degree of variability in the amount of time the SENDCO has to carry out their roles. This is a national issue but could be mentioned in the modus operandi of the COL as best practice and recommended by the SEND Code of Practice.

2.17 There is an opportunity to work with children's milestones aged 3,5,7,9 and 12 to get agencies together to share best practice and have a professional debate rather than wait for referrals. This could be a unique feature of the proposed joint therapeutic hub between the three primary schools and the key secondary feeders.

3.0 Schools and settings need support with the following:

3.1 A staffing structure and deployment of TA's, professionalisation of the TA Teams through improved networking, CPD and appraisal using the TA professional standards and looking at specialist area TA responsibilities. In the report by *Ofsted May 2021 'Supporting SEND' (small scale study of 21 pupils from 7 mainstream schools)* highlighted the significant amount of time that pupils with SEND spend with TAs – therefore raising issues on curriculum knowledge, quality of interventions and the need for robust training. The COL in conjunction with COLAT SENDCO group which I chair, to put on some key training for this group of staff and to give guidance on the use of professional standards for TAs and appraisal systems. In our visits and in the resource sheet shared post visit Kay Charles, Executive Head of 2 outstanding special schools in Brent, can deliver some of that support. Schools were very keen that the COL hosted a TA training event. Recent research carried out by Ofsted May 2021 'Supporting SEND' highlighted the training for TAs as a key priority for schools as many CYP with SEND spend a large proportion of their time with them.

3.2 The development of a 'nurture group and bespoke curriculum pathways' using best practice already in place locally and national best practice examples. Support around the various accredited pathways – this to be done in conjunction with colleges and special schools. *The new Ofsted framework – September 2021 will look at the curriculum in depth around intent, implementation and impact and specifically at those CYP who have EHCP's and who are on SEND Support.* Again, training, networking and professional debate/sharing practice is really needed.

3.3 An environment which meets the needs of CYP with Sensory needs and that are suitable and SEND friendly and sharing multi-sensory best practice.

3.4 Highlighting pupil voice at reviews and exploring best practice – Hill House and the City of London Academy Islington have exceptional practice in this area.

3.5 Overall look at the September 2021 Ofsted framework, checking that LA and all its Family of Schools have checked that pupil feel that they have a voice and that they are aware of the Ofsted review of sexual abuse in schools and colleges, its implementation and how this will be approached with children and young people with SEND.

3.6 Looking at the best practice in transition 0-25 – needs greater coherence and planning and ensuring that PfA is at the heart of these projections and discussions. Sharing of templates would be useful. Training in the implementation of PfA across the curriculum and the use of the PfA outcomes during the statutory assessment process is requested by schools and settings. There was little discussion of PfA outcomes between secondary and college settings.

3.7 Training required for all levels of staff and managers on SEND and in particular social, emotional and mental health (SEMH), autistic spectrum disorder (ASD), speech, language and communication needs (SLCN) and Ofsted sexual abuse in schools and colleges and pupil voice.

3.8 Sharing of resources and practical interventions within the Graduated Approach/Response and clarity over the SEND Ranges. Schools and settings are very appreciative of the SEND Ranges and wish these to become the COL approach.

3.9 The need for a common approach to assessment cross phase. Sharing best practice and exploring the different cohorts and needs of pupils, evidenced based research is high on the Ofsted Agenda because it has proved to access and leaning for those with SEND, and supported better and more accurate assessments, moderation between settings. The moderation between and across the 'Family of Schools' will also help to secure knowledge, understanding and more consistent assessment of progress of groups and individual pupils.

3.10 Schools need and want a consistent approach to provision mapping and costed provision maps. As most of the schools serve different LAs there is a real desire to get some continuity across LAs as the differing formats cause a huge amount of paperwork and time-consuming activities. The independent schools also struggle with the differing formats. This could be something that the Family of Schools from the COL, those schools who have COL EHCP children - both mainstream and special - could work on together.

3.11 Schools would value a comprehensive list of interventions for reference and access.

3.12 Schools would like to see more practice around working with parents shared between themselves so there is greater consistency and not re-inventing of the wheel.

3.11 All schools and colleges, including those in the independent mainstream and specialist sector would like to be part of a SENDCO network and set the agenda to areas of focus that they wish.

3.12 Accessing services across boroughs is really difficult and very time consuming and the SENDCO's do not always know what is available. This is where the rationale, team information and modus operandi would be helpful as well as a one-page map of what is available.

3.13 There is a growth in the number of CYP with emotional and behavioural challenges even with the high and higher attainers – some of this is Covid related where the emotional resilience of some CYP is not as strong as before. Many schools will face this challenge; so, training and support on differing approaches to successful interventions with these needs would be really helpful.

4.0 Conclusion

The outcome of the SEND Review should be out in the autumn term. It is pertinent therefore to review our provision for SEND 0-25 in a creative, innovative and sustainable way. This engagement process with schools, settings and colleges provided an effective forum for extensive professional debate and this report highlights a wide variety of opportunities to establish a sustainable provision in the light of the growing number of CYP with EHCP's and those on SEND Support.

There are a wide range of opportunities to share practice, develop consistency and for the COL to have a strong and articulated vision for inclusion which will be part of its modus operandi as recommended at the beginning of this report.

REPORT ON THE VISITS TO THE SCHOOLS WHERE CITY OF LONDON CHILDREN AND YOUNG
PEOPLE WITH EHCP'S ARE EDUCATED
JUNE/JULY 2021

The visits are the start of a new engagement process alongside the development of the new SEND forum across the Family of Schools and hopefully including those schools who host the City CYP with EHCP and SEND Support. There is a wealth of networking opportunities and the ability to access specialist SEND expertise through the SEND independent sector and LA specialist sector. Schools are willing to share information on those CYP on SEND Support thereby giving the COL the information on needs coming through and the ability to start future proofing their SEND Services.

It will be important that the COL uses this information during the autumn term and build on the enthusiasm and ideas created by these visits through an action plan linked to the SEND Strategy and implementation plan. Each school/setting, college will receive a one-page bullet pointed visit report that will support them in their self-evaluation and strive for best practice in SEND.

Anne Hayward

August 2021

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Committee:	Dated:
Safeguarding Sub-Committee	07/02/2022
Subject: Children and Families Service Performance – Month 6 2021/22 (September 2021)	Public Non-public: Appendices 1 & 2
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	1, 2 and 3
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Robert Wood, Senior Performance Analyst	

Summary

This report updates Members on service performance across the Children and Families Service. It demonstrates where performance meets our statutory obligations and targets, and identifies where action was taken for improvement in specific areas.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The Children and Families Service at the City of London Corporation provides a range of services including Early Help, Child Protection, and supporting Care Leavers.
2. The service collects and monitors a range of performance information to ensure that statutory duties are being met, and that services are delivering the best possible outcomes for children, young people and families.

3. Appendix 1 presents the performance dashboard from 1 April to 30 September 2021 – month 6 (September) 2021/22. It provides an overall summary of performance in each of the service areas, and then more detailed information in each area.
4. Appendix 2 provides a glossary of some of the terms used in the performance dashboard.

Current Position

5. Overall, performance across the service is good, meeting a range of statutory requirements and local targets, and comparing well with regional or national benchmarks.
6. It should be noted that, due to small numbers in children's services cohorts in the City of London Corporation, there can sometimes be significant variance in out-turns. These are noted where this is an issue.

Headlines

7. Levels of demand increased in Quarter 2 (Q2) 2021/22. In Q2, there were 139 contacts compared to 117 in Q1; 256 in total for Q2 2021/22 year to date (YTD), compared to 257 in total for the whole of year 2020/21.
8. Whereas, the number of Children in Need in the City of London decreased from 19 at the end of Q1 to 15 at the end of Q2 2021/22.
9. There was little difference in the number of visits to Children in Need: from 28 in Q2 2021/22 to 27 in Q1.
10. There were 44 Looked-after Children visits in Q2 2021/22 compared to 49 in Q1.
11. The number of Looked-after Children in the City of London decreased by three: from 19 at the end of Q1 to 16 at the end of Q2 2021/22. Of these young people, 16 (84%) at Q2 were unaccompanied asylum-seeking children.
12. The Multi-Agency Safeguarding Hub (MASH) recorded eight contacts in Q2 2021/22 (6% of the 139 contacts received at the front door), which compared to six from 117 (5% of contacts) at Q1.
13. There were 12 Early Help referrals in Q2 2021/22, compared to zero in Q1. Many of the referrals reflected the support provided to families as part of the Afghan Citizens Resettlement Scheme.
14. At the end of Q2 2021/22 YTD, 100% of the 16 assessments authorised in the period were completed within 45 days.
15. There were 47 Care Leavers at the end of Q2 2021/22 compared to 44 at the end of Q1.

Corporate & Strategic Implications

16. Financial implications – N/A
17. Resource implications – N/A
18. Legal implications – N/A
19. Risk implications – N/A
20. Equalities implications – N/A
21. Climate implications – N/A
22. Security implications – N/A

Conclusion

23. This report provides a summary of performance data from the Children and Families Service from 1 April to 30 September 2021, comparing it to the previous quarter or year's performance, and other benchmarks where appropriate.
24. It demonstrates strong performance across the service, with some specific areas where some action was taken for improvement. These areas are all now back on a positive trajectory.

Appendices

- Appendix 1 – Children and Families Service Performance Dashboard September YTD 2021/22 (Non-public)
- Appendix 2 – Glossary for Performance Dashboard (Non-public)

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Committee:	Dated:
Safeguarding Sub-Committee – For Information Community and Children’s Services Committee – For Information	7/02/2022 11/02/2022
Subject: Provision for Young People in the City of London	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of funding?	N/A
Has this funding source been agreed with the Chamberlain’s Department?	N/A
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Greg Knight, Interim Senior Commissioning Manager, Commissioning and Partnerships	

Summary

This report provides Members with highlights of universal youth and play provision in the City of London. It sets out the services, aims, providers, quarter three (Q3) highlights, and the opportunities identified for improvement.

Recommendation

Members are asked to:

- Note the contents of the report.

Main Report

Background

1. The Commissioning Team leads on the key activities and procurements for youth service contracts within the Department of Community and Children’s Services (DCCS). The team manages all elements of the commissioning cycle, including analysing, planning, implementing and reviewing these services, through quarterly monitoring meetings.
2. This report has been prepared on the request of Members of the DCCS Committee to provide details of the current provision for young people in the City of London.
3. The scope of the report includes details of the universal youth and play services and associated initiatives which are commissioned to meet statutory government requirements. The report does not include the full details of the range of Education and Early Years and 0–19 Public Health

services. Further information relating to the wider service offer can be found on the City of London's Family Information Service website directory.

Current Position

4. The current commissioned provision available to young people in the City of London consists of the following services:
 - Universal Youth and Play- Golden Lane
 - Universal Youth and Play- Portsoken
 - City Youth Forum
 - Afghan Youth Service
 - Community Sports Development Service
 - Holiday and Food (HAF) Programme.
5. The services target young people that live in the City of London. The Youth Forum is available for people that live, work or study within the square mile.
6. All commissioned providers are required to have safeguarding and insurance policies in place, which are to be comprehensive and reviewed annually. Additionally, staff delivering the services are to be trained and Disclosure and Barring Service (DBS) checked.
7. In addition to the commissioned services, young people in the City benefit from non-contractual arrangements, including the grant-funded provision of the Scout Association, and the youth provision delivered by YMCA London City and North, independent from its leased building on Whitecross Street.
8. The Commissioning Team is currently in the process of retendering the universal youth and play service, which will replace the current Golden Lane and Portsoken provision. The procurement approach seeks to appoint one provider to deliver across the City and will begin in Q1 of 2022/23.

Commissioned services highlights

9. This section sets out the key providers, service aims, quarter highlights and the opportunities for improvement within the commissioned services.
10. **Universal Youth and Play- Golden Lane**

Provider: YMCA London City and North

Contract expiry: 31/03/22

Overarching service aim: To deliver youth services that adhere to the youth work and play principles and that raise the aspirations of children and young people in the City of London.

Service users: 8–19 year olds (25 years for care leavers and those with SEND).

Delivery: Weekly at Golden Lane Community Centre. An additional service, which is not commissioned by the department, is provided from Whitecross Street.

Priority groups: Looked-after children, children leaving care, SEND, identify as LGBTQIA+, young carers, at risk of offending, Bangladeshi background, not in education, employment or training (NEET) and young people living on the Mansell Street, Middlesex Street and Golden Lane estates.

Quarter highlights:

- Sessions delivered: 21
- Young people engaged: 29
- Total attendance: 315. There has been a steady growth in the number of people attending throughout the duration of the service.
- Attendance from Golden Lane Estate residents: 6
- Young people with SEND engaging in the service: 1
- Bangladeshi girls: 0
- Volunteers in the service: 2
- Service user satisfaction: 100%
- Programme delivery included activities such as archery, a Christmas dinner and attendance of the Aldgate Lantern Festival.

Opportunities for improvement:

- Delivery of the new universal youth and play service, which is scheduled to begin in Q1 of 2022/23.
- Increasing engagement and participation among older age groups and priority groups.
- Increase the number of time credits issued to young people within the service.
- Increased online promotion and social media presence.

11. Universal Youth and Play- Portsoken

Provider: YMCA London City and North (formerly the London Borough Tower Hamlets)

Contract expiry: 31/03/22

Overarching service aim: To deliver youth services that adhere to the youth work and play principles and that raise the aspirations of children and young people in the City of London.

Service users: 13–19 year olds (25 years for care leavers and people with SEND).

Priority groups: Looked-after children, leaving care, SEND, identify as LGBTQIA+, young carers, at risk of offending, Bangladeshi background, NEET, and young people living on the Mansell Street, Middlesex Street and Golden Lane estates.

Delivery: Weekly at Portsoken Community Centre.

Quarter highlights:

- Sessions delivered per quarter: 24
- Young people engaged: 26
- Young people with SEND engaging in the service: 2
- Bangladeshi girls: 6
- Good links with Golden Lane Leisure Centre, the City's Information Advice and Guidance service, and City Police created.
- Service delivery included a range of activities such as CV writing, sports sessions, a community fun day, and outreach programmes.

Opportunities for improvement:

- Delivery of the new universal youth and play service, which is scheduled to begin in Q1 of 2022/23.
- Increase the number of time credits issued to young people within the service.
- Increased online promotion and social media presence.
- Maximising the use and benefits of the new Portsoken Community Centre.

12. City Youth Forum

Provider: Prospects

Contract expiry: 31/01/23

Overarching service aim: To provide young people who live, work or study within the square mile the opportunity to shape services, get involved in campaigns, community initiatives and volunteering, and build friendships with like-minded people nationally.

Service users: 11–19 year olds (25 years for care leavers and people with SEND).

Priority groups: Looked-after children, leaving care, SEND, identify as LGBTQIA+, young carers, at risk of offending, Bangladeshi background, NEET, and young people living on the Mansell Street, Middlesex Street and Golden Lane estates.

Delivery: Monthly youth forums

Quarter highlights:

- Session delivered per quarter: 3
- Attendance in the quarter: 17

- Young people with SEND engaging in the service: 2
- Attendance from City residents on estates: 5
- The forum's activity focused on the City of London's climate strategy, with Corporation officers and members attending a session delivered at the Guildhall. The campaign and its benefits were then promoted on the forum's Instagram page.
- Provision of a drop-in session enabled young people to complete exam preparation and focus on their education and career goals. Participants who completed the sessions received specialist information, advice, and guidance to support their development.

Areas for improvement:

- Increase participation among City residents and priority groups.
- Review and implement opportunities for increased social media presence and engagement.
- The implementation of a new programme of commitments for the next elected Member and Deputy Members of Youth Parliament.
- Increase the number of time credits issued to young people within the service.

13. Afghan Youth Service

Provider: YMCA London City and North

Contract expiry: 30/06/22

Overarching service aim: To support people aged between 16 and 25 years old with their transition to living in England, with language and culture, facilitating engagement and the integration with different groups within the community, and to raise their aspirations.

Service users: 16+ year olds staying in the two Hotels in the City, as part of the Afghan Citizens Resettlement Scheme.

Highlights: The service has been newly commissioned to start in January 2022 following partnership work across the Corporation, which identified the specific need and approaches to meeting it. A taster session was delivered during the Christmas holidays and 38 young people attended.

Areas for improvement: The service will be reviewed regularly as part of the Commissioning Team's quarterly contract monitoring schedule, to develop and improve the service.

14. Community Sports Development Service

Provider: Fusion Lifestyle

Contract expiry: 31/03/23

Service users: All ages

Overarching service aim: To provide a balanced programme of recreational, sporting and community activity that supports the improved health and wellbeing of people living, studying and working in the Square Mile.

Delivery: Fusion Lifestyle deliver a range of targeted sports participation programmes for young people.

Quarter highlights:

- Total attendance: Over 1,175
- Junior activity attendance: 1,080
- Young people with SEND engaging in the service: 10
- Attendances for girls' school football at City of London School: 388
- Increasing London Youth Games participation, with 29 runners representing the City of London, resulting in a 13th place finish out of 33 London Boroughs
- Free use of the Golden Lane Leisure Centre sports hall to enable City of London Police to provide indoor cricket to primary-age Afghan young people
- Successful application to the Tackling Inequalities Fund in partnership with the London Sport and the City Parent Carer Forum to provide an inclusive offer to support families with young people with SEND.

Quotes from the SEND programme:

“Joining this gym (Golden Lane Leisure Centre) has helped me transform to the level I’m at now. It’s really helped me progress in building my muscles and this training has really paid off. It makes me feel better and more confident.” – Young person

“... [he] loves coming to the sessions, and it’s been wonderful to see his confidence and self-esteem grow. They also give him a really accessible opportunity to socialise with kids his age.” – Parent

Opportunities for improvement:

- Increase outreach delivery within estates and in the community. Fusion Lifestyle have plans to deliver sessions from Mansell Street estate in the spring.
- Continue to increase the number of City teams entered in the London Youth Games.
- Increase the number of City residents accessing the service.

15. Holiday Activities and Food (HAF) Programme

Provider: Fit for Sport/ The Aldgate School

Contract period: Easter, summer and Christmas holidays 2021 onwards

Service users: Children that live or go to school in the City, who are eligible for free school meals

Overarching service aim: The HAF Programme, funded by the Department for Education, provides children who are eligible for free school meals with activities, food and healthy eating support during the school holidays. The offer must include four hours of activity a day for four days a week, over a total of six weeks.

Christmas HAF highlights:

- Four full-day sports camps were delivered at Golden Lane Leisure Centre by Fit for Sport, an Ofsted-registered holiday camp provider. The service delivered a safe, supportive, and fun sporting environment.
- Eligible HAF children who attended over Christmas: 20
- Total attendance: 72
- Food vouchers provided to all eligible free school meal children.
- Food boxes provided to HAF participants.

Opportunities for improvement:

- Collaboration with neighbouring boroughs, expanding the range of provision available.
- Continue to drive the attendance and uptake of the HAF programme.
- Increase the offer and scope of healthy eating options.

Corporate & Strategic Implications

16. The Commissioning Team's work on youth services continues to support the overarching Corporate Plan and Departmental Business Plan objectives, most notably the aim to 'Contribute to a flourishing society'.

Financial implications

17. The Commissioning Team continues to focus on delivering value for money within services and as part of the recommissioning of the universal youth and play service. The team will also continue to work with our partners, providers and local authorities to maximise the use of available provision and funding to provide added value.

Resource implications

18. Not applicable.

Legal implications

19. Not applicable.

Risk implications

20. Not applicable.

Equalities implications

21. Equalities considerations are included throughout the commissioning and performance management of the youth provision. Youth providers are required to report on the service's outcomes, key performance indicators and the take-up of services from target groups.

Climate implications

22. Not applicable.

Security implications

23. Not applicable.

Conclusion

24. There is a wide range of service provision available to young people in the City. The DCCS Commissioning Team continues to manage contracts to ensure continuous improvement and to address any poor performance.

Appendices

- None

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