

EASTERN REGION ADCS

CHILDREN'S SERVICES SELF-ASSESSMENT

August 2017

Local Authority:	CAMBRIDGESHIRE
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PART A: CONTEXTUAL INFORMATION

1. Key Personnel in post

Job Title	Name	Start date in current role
Chief Executive	Gillian Beasley	November 2015
Chair of Children and Young People's Committee	Cllr Simon Bywater	May 2017
Shared Executive Director for People and Communities (Peterborough City Council and Cambridgeshire County Council)	Wendi Ogle-Welbourn	Interim from October 2016 Permanent July 2017
LSCB Chair (Shared with Peterborough)	Russell Wate	October 2016
Service Director Children and Safeguarding	Lou Williams	July 2017
Service Director Learning	Keith Grimwade	January 2013
Service Director Commissioning	Will Patten	July 2017

2. Key Documents

Key documents should be publically available, and links to these or to other documents relating to specific services are provided below or within the body of the self-assessment.

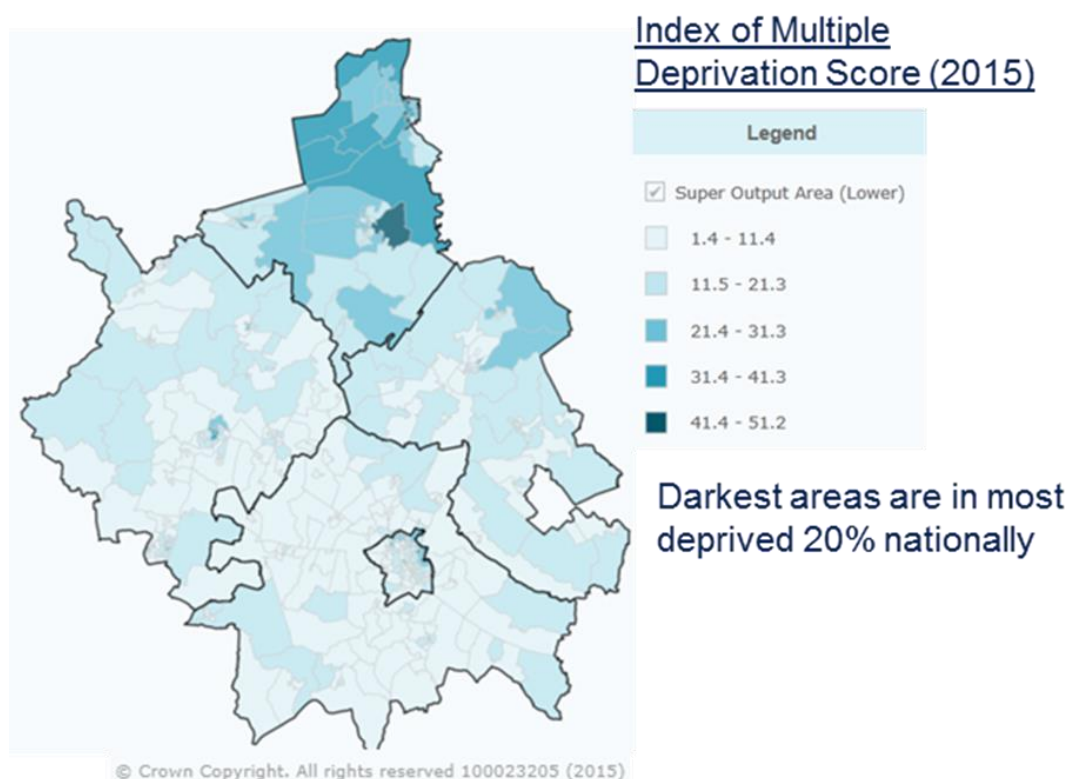
Publication of key over-arching documents		
Document	Date	Link to website or document where appropriate
Business Plan 2016-17		http://www.cambridgeshire.gov.uk/info/20043/finance_and_budget/90/business_plan_2013_to_2014
Joint Strategic Needs Assessments	various	http://www.cambridgeshireinsight.org.uk/joint-strategic-needs-assessment/current-jsna-reports
Key Strategies relating to services for children can be found on the Council's webpage – these include <ul style="list-style-type: none"> • Strategy for Children's Families and Adult Services • Building Family Resilience - • Sufficiency statement • Accelerating Achievement of Vulnerable Groups Action Plan • School Improvement Strategy • Community Resilience Strategy 	2015 /16 onwards	All available at: http://www.cambridgeshire.gov.uk/info/20076/children_and_families_practitioners_and_providers_information/370/providing_childre_n_and_families_services/5

<ul style="list-style-type: none"> • Special educational needs and disabilities Commissioning Strategy • Emotional Health and Well-Being strategy • Early Help Strategy 		
LSCB Annual Report and Business Plan	2015/16	http://www.cambridgeshire.gov.uk/lscb/info/1/home/12/lscb_structure_and_sub-groups/2

3. About The Local Area and Services for Children

Our Population – Rapid Growth and Inequalities

Cambridgeshire has a growing population with a resilient economy. The population of the County is forecast to increase by around a quarter from approx. 600,000 to just over 800,000 over the next 20 years. Despite the general affluence of the county there are also communities in Cambridgeshire with significant needs. There are pockets of real deprivation and some geographically isolated communities especially in the north of the County. The difference in income levels, parental skill levels and aspiration is marked in these communities and there are big gaps between the outcomes for children from prosperous and deprived families.

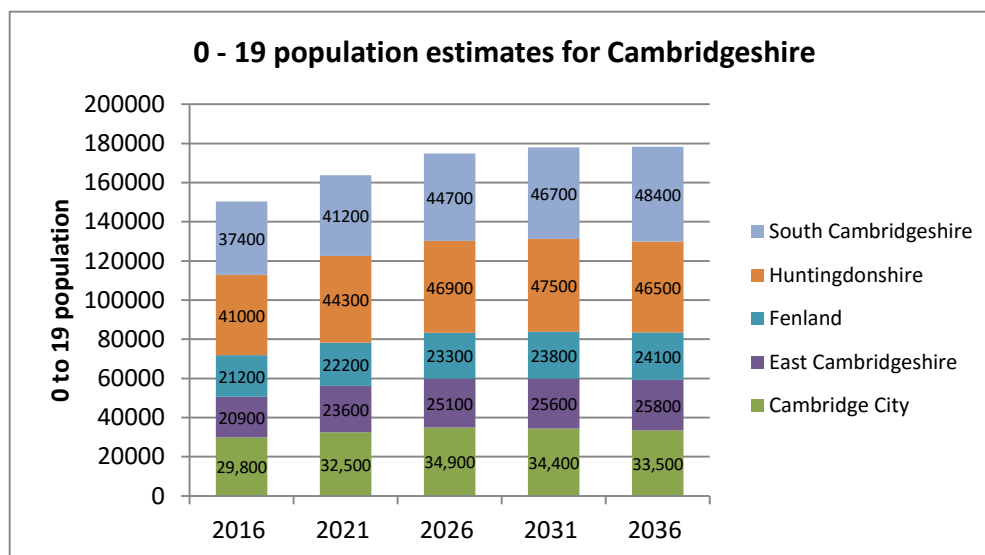


There are approximately 133,000 children and young people aged 0 – 17 living in Cambridgeshire. 12.5% of those children live in poverty, however over 65% of children who are living in poverty actually live in our less deprived areas and, the evidence base suggests, that it is these children for

whom outcomes are worst, in particular the gap between the educational attainment of pupils from deprived background and their peers.

Growth

Current and planned housing developments in Cambridgeshire are creating an increase of young families. The 2015-based population and dwelling stock forecasts show a growth in Cambridgeshire and Peterborough's population of 23% between 2016 and 2036, an increase of almost 194,000 people. By 2036 the population of Cambridgeshire and Peterborough is forecast to total just over 1 million. The number of children and young people is forecast to grow by about a fifth. This is around 28,000 more 0-19 year olds than today.



The population growth between now and 2036 will not be spread evenly across the county. The largest increases are expected in South Cambridgeshire and in East Cambridgeshire.

Diversity

The population is increasing in diversity. Across the county around 11% of school children are from a black or minority ethnic group. The number of pupils with an Eastern European language as a first language has increased with the Wisbech locality seeing the greatest increase from 5.4% of pupils in 2009 to 22.4% in 2015.

Our services experiencing increased demand

We work with over 250 schools to ensure over 80,000 children get the high quality education they deserve. We look after about 660 children and find permanent placements for many of them.

We support those who have Special Educational Needs, including around 3,000 children with Statements/Education Health and Care Plans and we have provided more than 1,000 disabled children and young people with short breaks through the use of Personal Budgets, including almost 800 with Direct Payments for all or part of their support, 50,000 hours of individual support and 4,600 overnight stays.

Overall around 3,600 children are receiving services from Early Help, approximately 2,000 children and young people are receiving help from specialist local authority services, such as our Youth

Offending and therapeutic services including our SEND support teams and around 3,200 children and young people are open to Children's Social Care services.

Our own services, and our partners, have experienced an increase in demand especially in the area of increased mental health needs in children and young people and behavioural difficulties experienced in our schools.

We are aware of the "gap" between our vulnerable populations of children and the rest of our communities. Educational attainment for vulnerable groups, especially those with Special Educational Needs (SEN), those eligible for Free School Meals (FSM) and Children in Need (CIN), at all key stages is poor and the gaps between the achievement of vulnerable groups and their peers are still large, and bigger in Cambridgeshire than nationally.

Only 1 in 5 CIN achieved the KS2 benchmark in 2016 and 1 in 7 the GCSE benchmark level. Cambridgeshire CIN perform not only below other Cambridgeshire pupils but at KS2 also below their CIN peers in other authorities and in England as a whole.

Our CIN population has high levels of SEND and eligibility for Free School Meals and are also less likely to be in school and experience higher levels of persistent absence and fixed term exclusions.

We also know that our young people are more likely than their peers to be admitted to hospital as a result of self-harm. In 2014/15 there were 567 admissions to hospital of young people aged 10 to 24 years as a result of self-harm, significantly higher than the England rates.

For the combined period of 2013/14 and 2014/15 around 56% of self-harm admissions in under 18 year olds had a mental health diagnosis recorded, with the majority for mood [affective] disorders.

A number of areas of provision have been under substantial pressure in recent years with an increase of nearly 30% activity in the key areas of Child Protection and over 100% across Looked after Children (LAC) between April 2013 and July 2016. We have also seen an increase in the numbers of UASC arriving in the county.

In June 2016 we launched a Children's Change Programme (CCP) to re-shape services in order to ensure we make the best use of our resources to meet needs sooner, respond effectively to rising demand and improve outcomes for the groups of children who currently do least well in Cambridgeshire. This transformation is now complete with most new arrangements in place and embedding.

PART B: SUMMARY

1. Review of the last year (April 2016 to March 2017)

1.1 Progress on LA Areas for Improvement from Last Self-Assessment

Area for Improvement	Outcome	Reference to further information
Levels of attainment for all children at KS2 and for vulnerable groups, specifically those with SEN and who are also entitled to Free	Proportions of Good or better schools is improving and is now close to national levels.	Section 7

School Meals who continue to underperform. More children being able to attend a Good or better school will support this.	Although most vulnerable groups have made progress the gap between children in vulnerable groups and their peers remains too wide.	
Area for Improvement	Outcome	Reference to further information
Reduction in demand for highest tier services and high cost placements	Numbers of children in our highest tier services continue to rise, however we are increasingly securing placements in a family setting and in County. Children's Change Programme has been commissioned to better deploy our available resource to meet these expected levels of need in our communities.	Section 9, 10, 11
Improving the system to support children in need of help and protection particularly in regard to the quality of CP and CIN planning to make best use of resource available to meet rising demand.	Our Children's Change Programme has been commissioned to deliver improvements across Children's Services. This includes the development of new roles to develop practice within Children's Social Care to refocus on systemic practice and to find ways of better utilising resources within families and communities.	Section 2.3 Section 9 and 10

1.2 Regional Areas for Improvement Last Year

Area for Improvement	Outcome	Reference to further information
To narrow the gap in attainment of vulnerable groups with that their peers at Key Stage Two	Gaps remain large, particularly for children with SEN support who are also FSM eligible. Gaps remain larger in Cambridgeshire than between vulnerable groups and all children nationally. We have brought focus to this as part of an SEND peer review conducted in November 2016 and there is a continued focus on improvement via the SEN Support Action Plan.	<i>SEN Support Action Plan</i>
<p>"Doing things differently"</p> <ul style="list-style-type: none"> • Reduce reliance on social workers/broaden the skill mix • Simplify processes and systems • Share best practice interventions • Move from 'process to change' • Challenge parameters – innovate, sustain and embed change to support achieving sustainable Children's Services 	<p>Under the Children's Change Programme we have significantly reshaped our services to bring together our Children's Social Care and our Enhanced and Preventative Services within a shared management structure.</p> <p>Developed an Integrated Front Door with Early Help Hub and MASH to ensure families access the right service provision in a timely way.</p>	<i>Children's Change documentation</i>

	Development of integrated services across the threshold of need at a district level.	
	Transformation continues in 2017/8 with a review of Children's Centre services.	

1.3 Top Three Outcomes We Are Proud Of Achieving This Year

Strength or Outcome	Reference to further information
Keeping children and young people in education and training: Overall NEET performance continues to be good in comparison to our statistical neighbours and nationally. Cambridgeshire rates of permanent exclusions are low.	Section 7
Outcomes for Young Offenders: Compared to statistical neighbour and national trends Cambridgeshire continues to have low rates of reoffending. Recent inspection concluded 84% of work done to ensure young offenders complete their sentence was done well and that good attention was given to diversity factors and to responding to the individual needs of young people. Parents/carers are involved well and staff build positive relationships with children and young people. The inspection overall was positive about the work of the partnership in this area.	Section 14
Improvement in the numbers of children attending Good or better schools and the overall proportion of schools assessed as being good or better. We have also seen improvement in outcomes for some vulnerable groups this year at Key Stage 4.	Section 6
Cambridgeshire performs well in all areas of the adoption scorecard with care proceedings being completed in timescale and with children waiting for shorter times to move in with adoptive families than in other similar authorities.	Section 12

1.4 Summary of Reviews, Evaluations and Inspections

a) Ofsted Social Care, School Improvement Inspections, CQC inspections of health services, peer reviews, etc.

Title	Date	Outcome Reference to further information
CQC Safeguarding Inspection		Made positive reference to the adult facing substance misuse services commissioned by the Council
Inspection of youth offending services	November 2016	Inspection rated out of 4 stars - <ul style="list-style-type: none"> Reducing re-offending - 3 stars Protecting the public – 3 stars Protecting children and young people – 3 stars Making sure the sentence is served – 4 stars Governance and Partnerships – 3 stars
Pilgrim PRU (Medical Needs PRU)	November 2016	Outstanding

SEND Peer Challenge	November 2016	Made positive comments re a number of aspects of provision, eg. For children at risk of exclusion, and recommendations on how to develop the local offer for SEN support.
SEND Inspection	March 2017	A positive inspection not requiring a formal action plan.

b) School Inspections

Source: <http://www.ofsted.gov.uk/resources/latest-monthly-management-information-outcomes-of-school-inspections> (June 2017 issue)

	Total number inspected	Outstanding	Good	Requires improvement	Inadequate	% Good or Better
Nursery	7	4	3	0	0	100%
Primary	193	20	144	27	2	85%
Secondary	30	7	18	4	1	83%
PRU	2	1	1	0	0	100%
Special Schools	8	2	5	1	0	88%
ALL SCHOOLS	240	34	171	32	3	85%

2. Looking Forward To 2017/18

2.1 Top Four Outcomes We Need To Improve

Area for Improvement	Reference to further information
Our vulnerable children achieve at least as well as their peers- Educational attainment for children eligible for Free School Meals, particularly those with SEND and those who are Children in Need or Looked After Children.	Section 7
Families access the right services at the right time - Timeliness of cases progressing through the new Integrated Front Door – this is improving but from low performance and needs to continue to improve.	Section 9
Assessments and interventions are effective and have impact - Reduce the number of children who become subject to child protection plans on more than one occasion.	Section 10
Our children and young people at risk are effectively identified and receive impactful interventions - Improving identification of children who go missing and who might be at risk of CSE along with providing more responsive services which can offer direct and expert support to these young people.	Section 15

2.2 Top Three Risks For The Future

Risk	Reference to further information
Continued pressure on budgets in a context of similar or rising demand including those arising from growing communities. Increasing complexity of cases means that our social care teams are increasingly working high risk cases which increases overall levels of risk in the system as a whole.	Risk Register
The current IT systems are limited in their flexibility –a new IT service has been commissioned but the implementation of this and the interim limits of current systems may impact on our ability to provide, record and produce analysis about the services we are providing and limit our ability to understand what work is most impactful	
Children's Change is a large scale and ambitious programme, which was commissioned to help us focus on improving both the experience of families and the use of resources. It aimed to simplify systems, integrate services and focus on working systemically to find and use family and community resilience. However, substantial change has taken place alongside change in other parts of the council and it has taken some time for new arrangements to start to work smoothly.	

3. INNOVATION, PILOTS AND GOOD PRACTICE

Title and Description	Date
Partnership working: Assessment by IPSO MORI of partnership arrangements to deliver the Troubled Families Programme in Cambridgeshire rated these as relatively mature and strong partnership working was commented on the recent SEND Inspection.	Report available on request
Systems for quality assuring and monitoring the use of Alternative Provision are recognised as best practice nationally. We have nationally recognised good practice in supporting schools to provide high quality Alternative Provision for children.	On-going
The SPACE Project works with mothers who have had at least one child permanently removed from their care to support them to significantly improve their circumstances before having any further children. It represents an innovative approach to reducing the numbers of children who need local authority care in the longer run.	Oct 2015 – April 2017
The Autism Education Trust promotes effective education practice for all children and young people on the autism spectrum. Through a network of regional hubs they provide training to early year's settings, schools and colleges on supporting children with autism. In the Eastern region, this is co-ordinated by Cambridgeshire County Council.	Ongoing
We have worked closely with North Yorkshire Council to develop a No Wrong Door approach to our most vulnerable young people in crisis and at risk of family breakdown. This project has been supported by the CCC Transformation Fund.	April 2017-
Cambridgeshire has established its first staff led mutual, through the spinning out of Multi Systemic Therapy Services during 2017. This follows extensive work over the last 18 months supported by a DFE Innovation Fund	April 2017

Cambridgeshire DAAT reached the finals of the National Learning Disability & Autism Awards for work raising awareness of drugs and alcohol harm for people with learning disabilities. This was a joint nomination with the Cambs treatment provider Inclusion and VoiceAbility. Cambridgeshire DAAT were invited to speak about this work at a national conference led by the Learning Disabilities Observatory.	May 2016
Title and Description	Start and completion date
The IDVA Team were nominated and reached the finals for a Suzy Lamplugh National Personal Safety Award in 2016 for their work to keep victims of domestic abuse safe in the community.	2016
Our Voices Matter panel – Children in Care Council were winners of the 'Children in Care Category' 2016 Children and Young People Now Awards.	2016
We continue to develop our systemic training . Training is run in-house, and addresses Unit working, and systemic family work to reduce risk. We are delivering training to the Slough Children's Trust, which has had good impact. We continue to innovate with our practice-based courses in domestic abuse work, and parent-infant mental health. Research into working with 'hard to reach' families informs innovative teaching and training methods using 'naturally occurring' data. We are working with academic partners such as UEA to evaluate different aspects of service development including systemic training.	ongoing
The Siblings Together project for creating contacts for children who are looked after and living separately was evaluated as successful.	ongoing
The Cambridge District Team in partnership with Pinpoint delivered a self harm group shortlisted as a finalist in the Mental Health and Wellbeing Award category of the 2017 CYPN National awards.	Nov 2017
Children's Social Care Participation Services shortlisted as finalists for the Public sector Children's Team award category of the 2017 CYPN National awards.	Nov 2017

PART C: CURRENT SELF-ASSESSMENT

1. LEADERSHIP AND GOVERNANCE

- 1.1) There is a strong political focus on children's services.
- 1.2) Strategies and priorities are clear, and are driving the required improvement.
- 1.3) Senior Leaders, including the DCS, discharge their statutory responsibilities. They understand it's effectiveness, identify and deal with areas for developments; deficiencies; new demands; strengths and weaknesses of front line practice and the impact on children and their families. Shortfalls are identified and addressed. (M)
- 1.4) There is stability within the management structure. There is/has been low or no turnover and change in senior leadership and interim managers.
- 1.5) There are limited service reorganisations but where they do occur they are purposeful and effective.

1.6) Service/team meetings and development days occur regularly and staff are informed about priorities, performance and are supported to keep up to date. Feedback from frontline staff is listened to, and acted upon.

1.7) The vision, strategies, policies and procedures are up to date. Priorities and plan(s) for improvement are realistic, measurable, accessible, understood by all staff and can be seen from strategic level to individual appraisals.

Summary and evidence:

Summary:

2016/17 has seen changes within the Senior Leadership Team and also the Children's Change Programme.

The newly integrated Senior Leadership Team for Children and Families is a mixture of previously existing Heads of Service from both Early Help and Children's Social Care, and new appointments both internal and external. April 2017 saw the launch of the consultation for the integration of the Executive and service Directors level across Peterborough and Cambridgeshire which came into effect in July 2017. Continuity of leadership has been provided through the appointment of the experienced DCS from Peterborough to a joint role across Cambridgeshire and Peterborough. All other managers (except the Head of Quality Assurance) at tier three and four are now permanent employees.

The Commissioning Directorate has been reviewed and redesigned to support the work required across services, there has also been a Corporate Capacity Review that has created a centralised Transformation and Business Intelligence Team.

The delivery of these transformation programmes will support improved business and service outcomes in the medium to long term, in the short term there are challenges in regard to managing through the level of change in the system.

There was a County Council Election in May 2017 alongside the election of the first Mayor for Peterborough and Cambridgeshire.

Political structure

Following local elections in May 2017 the Council was returned as a Conservative majority council. Children's and Safeguarding Services are primarily governed by a Children and Young People Committee, the membership of which reflects the balance of party membership of the Council. The Chair of the CYP Committee is the Lead Member for Children's Services. Regular meetings with all party group representatives allow for discussion of policy with all group leads of the committee prior to committee meetings.

The Corporate Parenting Panel is chaired by the deputy chair of the Children and Young People Committee and is well attended across party and is scheduled to be converted into a sub committee of the Children and Young People Committee with seconded young carer leaver representatives.

Management structure

The Council's Children, Families and Adult Services executive directorate was established in April 2013 and has recently become a new People and Communities directorate. During 2016/17 there were 6 directorates within Children, Families and Adult Services. In June 2016, Children's, Families and Adults Services announced proposals to bring Children's Social Care and Enhanced and Preventative Services into a single management structure as part of the Children's Change programme.

Directorates within People and Communities are:

- Children and Safeguarding
- Learning
- Strategy and Commissioning
- Adults Services
- Community and Safety

Each directorate has a single shared Service Director with Peterborough City Council and two Assistant Directors who retain operational leadership in each of Cambridgeshire and Peterborough.

The Executive Director of People and Communities has the statutory role of Director of Children's Services and Director of Adult Social Services, and sits on the Strategic Management Team of the Council, chaired by the Chief Executive.

The post of Principal Social Worker was filled in June 2017. A number of new practice development roles have been created to ensure a forensic focus on Court Work Practice, Permanency planning and Family Network development.

Practitioner Groups are held for staff on a regular basis and provide an opportunity for senior leaders to meet those working face to face with families and children.

Service re-organisations

Informal consultation with staff at the start of 2016/17 asserted and supported change in order to remedy the following challenges: -

- The lack of integration of early help and social care services meant the potential for a gap or duplication in service provision;
- Families were not always effectively receiving services in a timely manner and children were coming into the 'care' system without preventative services having been provided;
- The absence of integrated commissioning of services across Early Help and Social Care to support children and families;
- An absence of clarity for social workers working with children and families as to what preventative/support services are available for families at the highest level of need.

In addition the Council was in a position of needing to respond to a £100m deficit by 2020 against the trend of increasing demand for its services.

The Children's Change Programme (CCP) was designed to improve further our children's outcomes, in time this will see significant savings due to a decrease in need and demand. In the short term it is also anticipated that there will be savings to be realised by the programme by deleting duplication and simplifying processes.

The work of the programme will ensure our service offer is agile, flexible and timely - targeted to those in greatest need and towards those that we can ensure experience a de-escalation of need and risk as a result of effective integrated, multi-agency services delivered in a timely manner.

The Children's Change Programme has delivered:

- An Integrated Front Door incorporating a fully developed MASH and an Early Help Hub
- Establishment of integrated district teams delivering Children Centre Provision, Family Work, SEN support and Social Work.
- Review and transformation of a number of our specialist services such as Youth Offending, Drug and Alcohol services, the Multi-Systemic Therapy service and the Alternative to Care service
- Establishment of a 0-25 SEND service, bringing together teams currently resourced over 4 directorates along with an all age pathway
- A new 14-25 service for looked after children and care leavers, including wrap around foster care
- An intensive support service for young people on the Edge of Care building on the Best Practice of the No Wrong Door Model from North Yorkshire
- A transformed Workforce Development offer to ensure a robust carer structure is in place, systemic practice is embedded and the entire workforce has sufficient and robust training and supervision.

Alongside the CCP the council is undertook a 2 phase Corporate Capacity Review designed to release £2million savings and to create a Corporate service providing strong, responsive and integrated corporate services to meet the significant financial and service challenges we face. This also enables the Council to drive a transformation agenda. The review affected staff working in information management, strategy, communication and IT and the arrangements for supporting children's service directorates with these functions.

Education Services are being reviewed in the light of increased Academisation, changes in schools funding and the core roles for LA's as set out in the government's 2016 White Paper.

Opportunities for joint working with other LA's and for developing traded services are being explored.

Strategy and priorities

Our approach to working with children and families is underpinned by the Think Family approach which has been adopted across our services and broader partnership to ensure that families receive joined-up, clearly planned support which identifies and builds on their strengths, utilises the resources of their communities and works towards agreed outcomes. It sets out ways of working that research has identified as being cost effective in supporting families with complex needs.

We are as a wider Partnership adopting the Thrive model (see section 8) to focus our services intervention model on needs rather than thresholds.

Improving the quality of education and educational achievement has been driven through the School Improvement Strategy and the Accelerating Achievement action plan

These strategies describe arrangements for bringing services together around vulnerable children to help them do well at school, and work to encourage school to school support so that best practice is shared and standards across the board can improve.

The Council's Business Plan is developed around a number of key enablers:
<https://www.cambridgeshire.gov.uk/council/finance-and-budget/business-plans/>

2. COMMISSIONING AND QUALITY

2.1) Commissioning across all services is evidence based to meet the needs of children and families (including vulnerable groups) through up to date needs assessments; sufficiency audits and research; what children and young people and families tell us their needs are; and understanding of current markets. This includes placements for looked after children and services for children and their families. (M)

2.2) Commissioned services are robustly monitored and commissioning is effective in achieving desired outcomes at the right price.

Summary and evidence:

Summary :

A Joint Commissioning Unit for Peterborough City Council, Cambridgeshire County Council and the single shared CCG has achieved significant success in the past two years. Increased school nursing provision for pupils at special schools; reduced ADHD/ASD waiting lists and improved access to some nursing services. An increase in funding and provision for children with poor emotional well-being. Commissioning is informed by service user input.

A Joint Commissioning Unit (JCU) has been in place for two years bringing partners in Health and the Local Authority together to identify needs and work together to improve outcomes for children and young people. Sub-groups are established to focus specifically on the development of provision for SEND, CAMHS and 0-19 Programme. Joint Commissioning arrangements are well established through the Children's Health and Well-Being Board and there is visible impact e.g. improved waiting lists for Attention Hyperactivity Deficit Disorder (ADHD) and autism assessments and improved access to nursing services for children and young people with disability; improved interrelation between the Healthy Child Programme and Early Help Services.

The commissioning of universal services such as school place planning, school admissions, and ensuring sufficient early years settings is driven by population forecasts, the planning process for new developments, market research, and feedback from families and parents. These data sources are used to determine where there is likely to be insufficient provision and commissioning to address that follows, e.g. if more school places are necessary. The plans for ensuring sufficiency are in the 0-19 Education Organisation Plan

<https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/strategies-policies-and-plans/strategies-for-schools-and-learning/>

The Access to Resources Team in Cambridgeshire commissions placements for looked after children and children with SEND. The team combines placement finding, procurement and contract monitoring functions and acts as the link between providers and social workers when planning for placements.

The Sufficiency Statement is updated on annual basis. This statement is published and is made available to service providers.

https://www5.cambridgeshire.gov.uk/downloads/file/5066/sufficiency_statement_-_july_2016

Services for children and young people with additional and/or complex needs are commissioned in a variety of ways. For example:

- Strategic commissioning of services, based on the development of a strategy that brings together research, needs assessment, the involvement of children, young people and their families, good practice and partnerships and policy.
- Trading – in some circumstances, using a traded model of services allows the most effective commissioning. Services that support schools and children in school are increasingly moving towards a traded model, which uses a market mechanism for ensuring that services are precisely tuned to the needs in the community. Traded services include those of Education Welfare Officers and support from SEND professionals.
- ‘Local’ commissioning – we recognise that as an increasingly diverse County the needs of one area could be different from needs in another area. Multi-disciplinary teams operate in small areas across the county, and a funding formula is used to provide teams with a small amount of resources they can use very flexibly to respond to local needs that might be specific to their area.

Informing all of these approaches is a range of Joint Strategic Needs Assessments, undertaken by Public Health at the request of the Health and Well Being Board, and used to inform commissioning priorities. A full list available for Cambridgeshire can be found here: <http://www.cambridgeshireinsight.org.uk/joint-strategic-needs-assessment/current-jsna-reports>.

2.3) Practice is informed by feedback, research and intelligence about the quality of services. There is rigorous management oversight and quality assurance frameworks (including audit) are in place to inform service improvement, learning and development. (M)

Summary and evidence:

Summary :

New Partnerships and Quality Assurance team established to oversee all quality assurance and audit work across all Children and Families Services. Routine case file audits take place, alongside thematic audits which are often run in partnership and via the LSCB. Audits of CSE/Missing children and Domestic Abuse work have resulted in new practice initiatives.

A review of Engagement and Participation functions will be delivered in 2017/18

A new Partnerships and Quality Assurance Team has been established as part of CCP to oversee the quality of practice in social work and district teams, leading and driving audit work.

Quality assurance frameworks for Children’s Social Care and for Early Help Services are brought together and simplified. Audit work is planned to shift audit from a compliance approach to one where outcomes for children is the main focus. Findings of case file audits have been presented to leadership groups for over 2 years and services reviewed and redesigned as a result.

Child Protection Conference Chairs (CPCs) and Independent Reviewing Officers (IROs) currently play a key role in planning for children who are subject of a child protection plan and those looked after, and checking the impact and quality of work undertaken by operational staff.

All staff are invited to attend area based good practice groups run by the LSCB to hear about developments in practice, particularly in regard to learning from serious case reviews and new

legislation. In the event of serious incidents staff from the authority take part in Learning Reviews and Serious Case Reviews and there is a robust process around this.

We have created two Family Network Facilitator posts to support Children's Social Care units in identifying and connecting with wider family members in order to help families identify and mobilise resources within their own family networks. This will not only help us refocus on systemic social work practice but should increase family and community resilience and over time decrease the need for statutory service intervention.

As part of the Children's Change Programme we have created a countywide permanence practice developer post and a court skills practice developer post to work alongside Children's Social Care units and support our continuous improvement journey. We are committed to ensuring our children have the benefit of sustainable and timely care solutions whether this is adoption planning or long term fostering.

3. NATIONAL AND LOCAL PRIORITIES AND PARTNERSHIPS

3.1) There are effective strategic partnerships across the local area, and shared understanding across key strategic groups (e.g. HWBB, LSCB, Children's Trust Board, LSAB).

3.2) Local authority children's services engage sufficiently with other agencies and services such as Police, Schools, Housing, Adults Services, CAFCASS and Family Courts, to develop a joint understanding of current service provision and outcomes, and agree strategies to improve performance where appropriate.

Summary :

Partnerships are well established and have been rated as mature.

The authority has been subject to two partnership inspections (Youth Offending and SEND), both of which had positive outcomes.

The Children's Change programme has been driven by a partnership board.

The Local Safeguarding Children's Board (LSCB)

The LSCB was rated "good" by Ofsted in June 2014. The LSCB has four priority areas in its business plan:

- Effective responses to specific safeguarding concerns (including leading the development of a CSE strategy)
- Effective early intervention and safeguarding
- Communication and engagement
- Performance management

Children's Change Programme Board

A Partnership Board developed to drive the transformation of Children's and Families services initially within the Local Authority and increasingly across the wider partnership – a range of Workstreams report to the bi monthly board -

- Development of MASH and Early Help Hub via the Integrated Front Door
- Development of District Delivery Model of Family Support and Social work including integrating the service provision of the Troubled Families Programme.
- Development of the Intensive Support Service – No Wrong Door

- Workforce Development Plan
- Simplify to Succeed Work Programme structured process to simplify all processes and interfaces with families

Partnership working to ensure Safeguarding

The Multi-Agency Safeguarding Hub (the MASH) is managed By Cambridgeshire County Council, hosted by Cambridgeshire Constabulary and is now delivering service to both Peterborough City Council and Cambridgeshire County Council. The MASH is a point of contact for domestic abuse, sexual violence, honour based violence and safeguarding of children, vulnerable adults and missing persons. A range of agencies work together to coordinate the services and work together on information sharing, risk management and pathways. The MASH accepts and directs contacts received from any source, including police, education, health, NSPCC and members of the public. The MASH also supports the delivery of the Multi Agency Risk Assessment Conference (MARAC) which provides safety planning for high risk cases.

Specialist staff are co-located at the site, enabling coordination between the Independent Domestic Violence Advocacy Service (IDVA), the Independent Sexual Violence Advocacy Service, the Constabulary, specialist drug services and other relevant agencies. As part of the Children's Change programme we have been focussing on the development of the MASH to ensure that all relevant partners are part of these arrangements.

Health and Wellbeing Board

The Cambridgeshire Health and Wellbeing Board leads on the Health and Wellbeing Strategy. 'Ensuring a positive start to life for children, young people and their families' is identified as one of 6 priority areas and within this there is a particular focus on:

- Strengthening our multi-agency approach to identifying children who are in poverty, who have physical or learning disabilities or mental health needs, or whose parents are experiencing physical or mental health problems.
- Developing integrated services across, education, health, social care and the vol. sector
- Supporting positive and resilient parenting,
- Creating and strengthening positive opportunities for young people to contribute to the community and raise their self-esteem,
- Recognising the impact of education on health and wellbeing and work to narrow local gaps in educational attainment.

Three Area Partnerships are now in place and supported by an officer from the local authority. Each Area Partnership has a local plan against which progress is monitored.

Health Partnerships and Commissioning Arrangements

A single Clinical Commissioning Group covers all of Cambridgeshire and Peterborough local authority area. Its work is informed by the work and advice of the Public Health Directorate. A Joint Commissioning Unit (JCU) has been in place for two years bringing partners in Health and the Local Authority together to identify needs and work together to improve outcomes for children and young people.

Partnership Working to tackle Drug and Alcohol misuse

The Cambridgeshire Drug and Alcohol Action Team (DAAT) is a multi-agency partnership working to implement the National Drug Strategy. The DAAT is responsible for commissioning of the Adult

Drug misuse treatment service and Young people Drug and alcohol misuse treatment service in Cambridgeshire.

Partnerships with Schools

The County Council supports a number of partnership mechanisms with schools, including BAIPs (Behaviour, Attendance Improvements Partnership), Schools Forum and three groups of head teachers; Cambridgeshire Primary Heads, Cambridgeshire Secondary Heads and Cambridgeshire Special School Heads. We also work in partnership with Teaching School Alliances to support and promote them as they drive the school-led school improvement system. These alliances lead the development of school-led initial teacher training (ITT), lead peer-to-peer professional and leadership development and CPD; identify and develop leadership potential (succession planning and talent management); provide support for other schools; designate and broker specialist leaders of education (SLEs) and engage in research and development activity.

The Cambridgeshire School Improvement Board oversees the commissioning and delivery of school improvement services in the future.

Youth Offending

The Youth Offending Service is overseen by a partnership board with representation from health, the police, Courts, voluntary and community sector and probation services as well as teams within the council. To support and develop a more strategic engagement with key partners, and the development of longer term strategic planning with partners in relation to youth justice, a joint youth justice management board has been established with Peterborough and Cambridgeshire. This board will drive forward a shared strategy with key partners such as Police and the Clinical Commissioning Group.

The Together For Families Steering Group

The Together for Families Steering Group included a wide range of partners and has provided partnership oversight of the national troubled families programme. It developed a partnership group to oversee the work to embed think family working all partner organisations which became part of the Children's Change board during 2016/17.

A recent report by Ipsos Mori (conducted as part of the Phase II national evaluation of troubled families) has concluded that 'Multi-agency working appears to be at a comparatively mature stage in Cambridgeshire'. Our approach to working with troubled families is now embedding into our newly structured teams.

3.3) New national legislation, plans and areas of focus such as Educational Curriculum changes, Child Sexual Exploitation, Radicalisation, Female Genital Mutilation and Child Poverty are responded to in a timely manner to ensure compliance and good practice.

Summary :

LSCB task and finish groups, updates of policies and practice standards by QA function and professional "County Leads". Thematic audits aligned with new areas of national focus have taken place in year, for example CSE / Missing children and domestic abuse.

The LSCB has task and finish groups to drive changes in practice and offers a range of training opportunities, which are built into service based workforce development frameworks. For example, the response to the current focus on reducing Child Sexual Exploitation is driven by the

LSCB Task and Finish Group on CSE, and within the Council a CSE and Missing Strategic group directs the activity of Council services in response to that. Other examples include the Prevent duty.

In other cases, the Council sets up internal groups and identifies leads. For example, the implementation of the SEND reforms was led by a cross-directorate group of services that were affected by the reforms working in partnership with parents and carers, health and schools and settings.

We are currently reviewing all practice standards, policies and procedures in order to build a single simplified set of guidance to support practice within new structures. Review of policies will be led by the new Partnerships and Quality Assurance function to ensure these are compliant with statutory requirements. This service is also responsible for issuing a regular briefing for staff summarizing new research and policy changes. During the year the professional County Leads have maintained oversight of policy changes in their areas, for example the lead for Attendance and Behaviour has updated guidance to schools about reporting children joining and leaving school rolls.

4. RESOURCE AND WORKFORCE MANAGEMENT

4.1) There is adequate workforce. There are few vacancies, low staff turnover, low sickness rates, and the workforce is appropriately experienced and skilled, in all areas within the service:

- a) education
- b) early help staff
- c) social work (M)

4.2) There is a comprehensive workforce development strategy, and a range of appropriate training and development opportunities which improve practice (M)

4.3) Staff are given an appropriate induction, including current policies and procedures relating to both the organisation and their specific duties, and know who/where to go to if there are any issues.

4.4) Supervision is routine, recorded, and used to quality assure practice and support decision making.

4.5) There is effective management action to achieve and sustain manageable caseloads including flow of cases through the system, and front line staff are able to discuss concerns about caseloads with their managers. (M)

4.6) There is evidence of a learning organisational culture, with 'systems leadership' at all levels, promoting a 'self-aware' learning culture.

Summary and evidence:

Summary :

Significant challenges in recruiting teaching staff in Cambridgeshire. There are also challenges in retaining and recruiting our more senior social work practitioners. Our vacancy rates for social workers are a continued area of focus for us but not outside the statistical or regional norm, our use of agency workers has been reducing. Initiatives to improve recruitment and

retention are underway. Caseloads are presently higher than we wish and our new Units are resourced to see caseloads at a good level.

Recruitment and retention

Teachers

There is a shortage of teachers in Cambridgeshire, particularly in the rural and more deprived parts of the County and we are offering support to schools around teacher recruitment as part of our ambition to raise both the proportion of Good schools in Cambridgeshire and the educational achievement for students attending them. A key challenge is that in the south of the county and in Cambridge city in particular the cost of accommodation is high and newly qualified teachers often cannot afford to live in these areas.

Social workers

Our turnover rate for social workers has remained steady over the last couple of years at around 15% and has improved in 2016/17 to 12%. It is lower than for our statistical and regional neighbours, and nationally. More than half our leavers were in post for 2 years or less.

Turnover Rates	Cambs	Region	SNs	England
2014	15.0	16.0	19.7	17.0
2015	15.0	14.0	20.3	16.0
2016	13.1	14.9	14.7	15.1

*(Source : LAIT presentation of Local Authority Child and Family Workforce Data Collection)

Absence rates are in line with national levels, at around 3%.

Social worker absence rates	Cambs	Region	SNs	England
2014	3.0	3.0	3.9	4.0
2015	-	3.0	3.1	4.0
2016	3.6	3.4	3.2	3.5

*(Source : LAIT presentation of Local Authority Child and Family Workforce Data Collection)

Our vacancy rates for social workers increased and have come down again in 2016, however Cambridgeshire has a higher vacancy rate compared to national and SNs though is close that of other authorities in the Eastern Region:

% of social work vacancies	Cambs	Region	SNs	England
2014	15%	18.0%	16.3%	15.0%
2015	24%	17.0%	14.9%	17.0%
2016	19%	18.1%	13.5%	16.7%

*(Source : LAIT presentation of Local Authority Child and Family Workforce Data Collection)

Use of Agency staff

The number of agency social workers being employed to fill gaps were

55 in December 2015

31 in March 2016

32 in September 2016

33 in December 2016

Overall, the proportion of the social care workforce being filled by agency staff is relatively low in Cambridgeshire and is below regional and statistical neighbours and also below national rates.

% of Agency staff	Cambs	Region	SNs	England
2014	11.0	17.0	12.3	15.0
2015	10.0	14.0	15.2	16.0
2016	10.7	10.7	12.31	16.1

*(Source : LAIT presentation of Local Authority Child and Family Workforce Data Collection)

In the financial year 2015/16 Children's Social Care (CSC) spent an additional £1.76 million on agency staff and as a result had an overspend of £911k due to the cost of agency workers. We will seek to reduce our reliance on agency staff in 2017/18.

Recruitment of Social Workers

We are taking a joint approach to recruitment in collaboration with LGSS (HR). The Strategic Recruitment and Workforce Development Board was created to proactively address the issues of recruitment and retention and the development of relevant skills and experience. The board is chaired by the LGSS Head of People with membership including Service Directors and Heads of Service.

This group owns a Recruitment and Retention Strategy which aims to address the current challenges through

- Recruitment – a streamlined recruitment process
- Rewarding Staff – improved benefits for staff
- Workforce Development – improved learning and development opportunities
- Flexible workforce – increasing the flexibility of our workforce to respond to needs

A Recruitment and Retention Task Force Group has been set up to drive forward any recommendations from the Strategic Recruitment and Workforce Development Board which meets on a monthly basis.

A new micro site, designed and run by Jobs Go Public went live October 2016. This has a greater emphasis on the benefits and work-life balance offered by Cambridgeshire County Council. This is a modern, user friendly website and used in conjunction with enhanced Google search and targeted emails is designed to attract potential social care staff.

A Recruitment and Retention Team has been set up with an Advisor dedicated to each service within Children, Families and Adults to undertake all recruitment administration and to ensure a consistent and professional approach throughout CFA. Attendance at Careers Fairs and Employability Fairs is being undertaken on a regular basis promoting working for Cambridgeshire County Council.

New job descriptions and pay grades of posts within social care teams have been implemented and the career structure improved. Prior to this re-grading, we had comparatively low rates of pay for all levels of social care compared to other local authorities in the region, which hindered our ability to recruit and retain sufficient levels of permanent staff. This re-evaluation has improved our position in recruiting when we advertise alongside other authorities. This regrade for new

applicants came into effect on 1st April 2016 has improved the level of applicants for social worker positions.

Cambridgeshire County Council Children's Social Care have signed and committed to the Eastern Region Memorandum of Co-operation which ensures that all authorities pay the same amount for social worker qualified staff. This has helped in preventing agency staff from moving to increase their pay.

Workforce development

The Training, Learning & Development Strategy for 2015-17 outlines our improved workforce development offer and describes a clear model of training and career pathways for all social care staff based on consultation with staff and a consideration of the needs of the organisation.

The model includes :

- A virtual learning environment within the County Council for social workers
- Programme for Newly Qualified Social Workers - We currently have a very successful support and training programme for newly qualified social workers during the Assessed and Supported Year of Employment (ASYE). Cambridgeshire already has very high rates of retention of employees who joined the organisation as newly qualified social workers and undertook their ASYE year at the authority. Over 90% of ASYEs who have joined the organisation since 2012 are still CCC employees and some have moved into more senior roles. In 2015 53 (100%) NQSWs signed up for the ASYE Training Programme – of the evaluations received so far this year
 - 80% were satisfied or very satisfied with the programme
 - 90% felt it was relevant to their particular learning needs
 - 60% felt they will use what they have learnt often and
 - 79% felt their confidence had improved as a result of the training programme
- 75 % of our ASYE's have remained in our employment.
- Qualified Staff who are newly recruited by Cambridgeshire - To help social care staff who have recently joined the organisation but are not in their ASYE year, we will continue to develop the induction programme to provide all new recruits with a clear learning pathway for them to undertake during their six month probationary period
- Leadership Development - For those staff wishing to pursue a career in management, an aspirant manager programme is already in place. This complements a wider programme of leadership and management development based on either vocational qualifications or academic through the Institute of Leadership & Management (ILM). These programmes are delivered through LGSS Organisational and Workforce Development and delivered with the aim of equipping aspiring leaders with the skills required to meet the challenges facing social care.

We offer a comprehensive programme of training courses ensuring staff have appropriate training in priority areas such as Safeguarding, Domestic Abuse, CSE and Parental Substance Misuse along with a suite of training courses to support the Think Family strategy across the County Council, including wider partners.

We offer a variety of qualifications relevant to professions across the directorate. These include Vocational Qualifications for the Children's Workforce, Social Work Qualification via the OU self-funded route, as well as Step Up to Social Work with East Partnership (Norfolk, Suffolk, Peterborough and Thurrock) and delivered in partnership with Anglia Ruskin University. Additionally the team offer Vocational Qualifications in Youth Work, Advice and Guidance and Career Information, Advice and Guidance across the wider workforce including external partners.

Social Work Post Qualifying Awards include

- Assessed and Supported Year of Employment
- Practice Educator training (Practice Educator Professional Standards Level 2)
- Advanced Certificate of Systemic Practice (15 days) accredited by Anglia Ruskin University
- Social Work CPD opportunities.

The Early Years Workforce Development team within the Learning Directorate supports improved outcomes for children through effective joint working with schools (from 2 to end of Reception) as well as private, voluntary and independent early years, childcare and play work providers. The team delivers continuous professional development and qualification courses accredited through CACHE (Council for Awards in Care, Health and Education).

Induction

Staff are provided with induction when new to role which includes a core set of mandatory training and information about their role within the wider workforce. Social care hold quarterly induction sessions for new staff.

Supervision

Expectations for supervision are laid out in policies and compliance is audited. The quality of management oversight and supervision is a section within standard case file audit in Children's services. Professional supervision standards are set by the Council's supervision policy.

Reflective practice is widely promoted throughout services working with children and their families and is supported by a team of clinicians who hold regular peer supervision groups for staff acting as lead professionals. Reflective practice is further supported by new supervision training which is specifically focussed equipping all line managers to support this way of working.

Caseload management

Caseload management tools are in place in Children's Social care. During 2016/17 we reorganised units and so it is difficult to compare actual average caseload per worker. However, at the end of March 2017 the average unit caseload was 61 children in safeguarding teams and 39 in disability teams. At the beginning of the year in April 2016 the average unit caseload was 59 for CIN units, 57 for Access Units, 47 for LAC units and 38 for Disability units. Once fully resourced the average unit caseload target of 60 would see caseloads of 15 per social worker

Average number of cases per child and family SW	Cambs	Region	SNs	England
2016	17.1	15.9	18.9	16.1

*(Source : LAIT presentation of Local Authority Child and Family Workforce Data Collection)

Organisational learning culture

The Unit Model in place within Children's Social Care is focussed on providing an opportunity for staff to reflect together on cases. The model provides extensive training and clinical supervision, which supports staff to carry out their work effectively. The unit means that risk can be managed through reflective dialogue and debate across the whole unit instead of with individual workers. Reflective practice is widely promoted throughout services working with children and their

families and is supported by a team of clinicians who hold regular peer supervision groups for staff who are acting as lead professionals. Reflective practice is further supported by new supervision training which is specifically focussed equipping all line managers to support this way of working.

4.7) Budgets are appropriately set and managed. Opportunities for efficiencies and delivering savings, including through income generation, are achieved.

Summary and evidence:

2016/17 has been a challenging year for the Council financially as it has continued to face substantial increase in demand for its services, both as a result of population growth and changing demographics, particularly in relation to the ageing population and those with complex care needs. The number of Looked After Children in complex and costly placements has also been increasing, placing significant pressure on the Children's Social Care budget. These pressures, coupled with an 8.7% reduction in Government funding led to a savings requirement of £40.9m in 2016/17 and £123.7m over the next five years.

The financial outlook for 2017/18 is no more positive, as despite the government delaying its aim to return public finances to balance until 2020, the Council is faced with a further 9.2% reduction in Government funding alongside continuing increases in the demand for its services, resulting in a savings requirement of £31.8m in 2017/18 and £103m over the next five years.

For the future we will focus on identifying cross-council solutions to identifying savings, through a series of transformational work streams, rather than using a proportional approach to allocating out additional savings targets to the Executive Directorates as in the past. Income generation and alternative funding sources will be considered as part of the process.

Budgets are discussed and strategic decisions around budget setting are made at Management Team, which is composed of the Directors and Executive Director. Heads of Service feed into the process through the Extended Leadership Group and also through Directorate Management Teams. Detailed budget setting is carried out by individual Budget Holders once cash limits are issued to them, with support from the finance team as necessary.

All Budget Holders have an allocated financial adviser. Monthly budgetary control process feeds into the monthly Finance and Performance Report (F&PR), which has financial and non-financial (performance) data. Budget Holders are encouraged to feed any budgetary issues (pressures/underspends) up to their Budget Reviewer. Budget Holders have access to a Budget Management 1 day classroom based training course, and individual coaching through their financial adviser. The achievement of savings plans will be monitored through the F&PR and also through a savings tracker, an internal document showing the expected profile of the savings, key milestones, any variances expected from the original proposal. Each savings plan will be allocated a RAG rating accordingly.

Key financial challenges for Children's services include managing the demand and costs to the Looked after Children placements budget and the Home to School Transport budget, reducing the reliance on agency Social Workers in the Children's Social Care teams and continuing to meet or increase income targets through trading services e.g. with Schools or other authorities.

We cannot mitigate the full impact of the savings required and consequently our plans for 2016 and beyond will involve service reductions. These are detailed for each service, in the Council's Business Plan and include changes in both direct service delivery and strategic and business support functions.

5. PERFORMANCE, CULTURE AND CHALLENGE

5.1) There is strong performance management governance and culture across all services from team to strategic level, including all aspects of the performance improvement cycle of 'plan, do, review, improve'.

5.2) There is timely and accurate recording of information, and effective use of data and other evidence through performance reports to monitor and identify areas for improvement. There is transparency and accessibility of information.

5.3) Self-awareness and challenge are routine, and areas for improvement are acted upon appropriately and at the right pace. Performance and management information is used to challenge staff and celebrate success.

5.4) There is robust and effective third party challenge across children's services: for example, External, LSCB, Scrutiny, Leader, Member, Chief Executive, and other staff such as Reviewing Officers, School Improvement Advisers.

5.5) Where performance issues have been identified (whether through own performance management or from previous inspections/evaluations), timely actions are put in place to generate improvement.

5.6) The voice of young people, families and carers is strong in work with individual children and young people, as well as strategic planning, and feeds into performance management. (M)

5.7) Outcomes for all children and the impact of their needs, regardless of disability, ethnicity, faith, gender, language, race or sexual orientation or specific needs are positive. (M)

5.8) Drifts and delays for children and their families in assessment, decision making processes or provision of service are minimised and appropriately challenged where they do exist. (M)

Summary and evidence:

Summary :

Performance Boards are well established and are now in line with new arrangements as part of Children's Change. The new Business Intelligence services provides direct, live access to performance and management information via a selection of toolkits and portals. Children and young people have opportunities to feed into strategic planning and case work and our systemic approach supports child focussed work. Performance reporting includes use of tools where clients self-report progress and voice of the child is reviewed in case audits. Timescales for assessments and visits are routinely monitored.

Scrutiny of performance data

All directorates regularly monitor their performance in performance boards. These meetings include discussion of a scorecard of key indicators and detailed investigations into particular aspects of performance. Reports about Quality Assurance are also brought to these performance boards. Comparisons with regional, national and statistical neighbours are reported. Monthly Finance and Performance Reports are provided by service leads.

The County Council as a whole is moving to an outcome focussed approach ensuring that we are clear how our work contributes to the conditions of well-being we want for the children, young people and families in Cambridgeshire and our performance frameworks / methodologies are being re-designed with this in mind. We will continue to look at good practice across other local, national and international areas to support our continuous improvement

A weekly Metrics report, is produced and made available to all staff detailing case load and activity in key elements of children's services, such as open cases in CSC, open involvements in Locality Teams, number of children on roll in schools, etc.

All staff have access to a central "datastore", which contains metrics and performance dashboards, as well as other key information.

Children and young people's voice and involvement

Some examples of how children and young people are involved in developing services are -

- A project funded to work with children subject to a Child Protection plan has been underway since July 2015 and has worked with a small group of children to gain an understanding of young people's experience of the child protection process through their own views, feelings and experiences. The project aims to influence service development, and where needed, implement changes and arrangements to ensure the voice and the views of children are recorded and evidenced in all case work.
- Voices Matter- Children in Care Council: This panel meets five times a year and incorporates different ages of looked after children and care leavers in addition to senior managers and an elected member. The panel feeds into the Corporate parenting quarterly report, and members attend the quarterly Corporate Parenting meetings. The Young people create their own annual action plan which identifies the key areas they have chosen to focus on after consultation with other young people. In addition they complete their own annual summary with details of the work they have been involved in.
- Interviews and training: Throughout the year young people participate in recruitment interviews for different professionals and they are part of the formal decision making process. They have been involved in the appointment of Senior Staff, IROs, advocacy workers and independent visitors
- Young people visit Anglia Ruskin University to undertake discussions with social work students. They advise and talk to the students about their views and experiences of social work
- Pledge training: Young people have been involved with the redevelopment of the Cambridgeshire Pledge and have undertaken training with all professionals regarding their role as corporate parents.
- Fostering training: as part of the 'skills to foster training course', the young people discuss their views regarding foster care and what makes a good carer. They facilitate and participate in training exercises with the group and feedback their views on how the session went directly to the fostering trainer. This will then be added to the formal section of the applicants F Form assessment.
- Case file audit is carried out in all teams and includes assessment of the voice of the child and response to this as one area of qualitative evaluation of practice
- Staff are observed in practice and as part of this families are asked to give feedback on their worker.
- Youth workers and Family Workers use a Distance Travelled Tool to record self-reported progress by families and young people.
- Feedback is routinely gathered and overviews of findings reported to senior management, from parenting programmes, group work and training delivered to settings. Specialist SEND services and our Youth Offending Team carry out annual surveys
- In children's centres - fortnights of evaluation, feedback from group work, parents' forum, challenge from advisory board, learning walks and similar

- Consultation has been carried out for SEND local offer development such as the work to provide guidance from young people with dyslexia to school staff, and in the development of the autism pathway.
- For Disabled Children there is a joint contract with adult social care for participation work to be undertaken by “Voiceability”. Parent participation is supported by the ‘Parents’ Forum’, Pinpoint who support five district-based parent networks in addition to topic focussed activity across the county. There is also a Partners in Commissioning County Group for SEND attended by parent representatives supported by pinpoint and commissioners of children’s SEND services.

In the Learning Directorate

- The Education Wellbeing team gathers the pupil voice through the Health Related Behaviours Survey and through anti-bullying project work with young people.
- Our outdoor centres always gather views of children who have stayed with them and Cambridgeshire Music has strong feedback mechanisms - both for pupils and for parents and plenty of events and activities for whole family engagement.
- Whenever the Council identifies the need to establish a new school or to make changes to existing schools it seeks the views of local families, existing school governors, staff and the wider communities served or to be served. Standard practice is to hold at least one open public meeting and to invite written comments and completion of on-line surveys. In the case of new schools where the local authority is the commissioner, a public meeting is held at which the potential sponsors of those schools make a formal presentation of their proposals and answer questions.
- Parents/carers are encouraged to provide feedback on their experiences of applying for a school place in Cambridgeshire as part of our commitment to on-going service improvement. In response to identified need, we now offer parents/carers applying for Free School Meals a telephone helpline service.

Compliments and complaints form a regular part of the reporting to performance boards and our service restructuring in 2016/17 now places the oversight of complaints for all children’s services within roles in the new Partnerships and Quality Assurance function.

PERFORMANCE AND OUTCOMES BY SERVICE AREA

6. EDUCATION – STRATEGY AND SUPPORT TO SCHOOLS

6.1) There are sufficient school places, with appropriate school place planning, and there is a high proportion of children attending a school which is good or better.

6.2) The LA promotes high standards in schools in their area. Strategies, support and challenge are effective in raising standards in schools and other providers and the LA has clearly defined its monitoring, challenge, support and intervention roles. There are regular meetings between schools and School Improvement service to review performance and provide challenge and support. Evidence of action where appropriate to tackle issues within schools, including the use of formal powers.

6.3) There is evidence of the effectiveness of support for schools (including Governor services, Education Welfare, Educational Psychology, safeguarding and other advice and support).

6.4) Available funding, including DSG and pupil premium, are used to effect improvement, including on areas of greatest need.

Summary and evidence:

Summary :

Population growth provides challenges and our most popular secondary schools are oversubscribed. Although improving the proportion of schools which are Good or better is still below national proportions. A range of services including education child protection, education welfare and inclusion services are provided to promote the chances of the most vulnerable children

Permanent exclusion rates for children at primary schools in Cambridgeshire are the same as statistical neighbours and national levels. At secondary schools, Cambridgeshire rates are below the national average and statistical neighbours and have been for a few years.

The DfE have approached Cambridgeshire and considered the devolved funding model for alternative provision and the impact of the this model on exclusion rates.

There is innovative practice to promote and develop inclusion of children with SEND such as the implementation of Positive Behaviour Support (PBS) approaches, Cambridgeshire Steps (reducing restrictive physical intervention), Functional Behavioural Analysis and Video Interaction Guidance (VIG).

The rate of growth in the County has led to a particular challenge in ensuring that there are enough schools and school places available. Work has taken place to support finding sponsors for new schools and ensuring new schools are built through a successful capital programme. There are sufficient school places and planning for the expected high levels of growth due to new housing developments across the county is on track. More detail on a district by district basis can be found in Cambridgeshire's Education Organisation Plan.

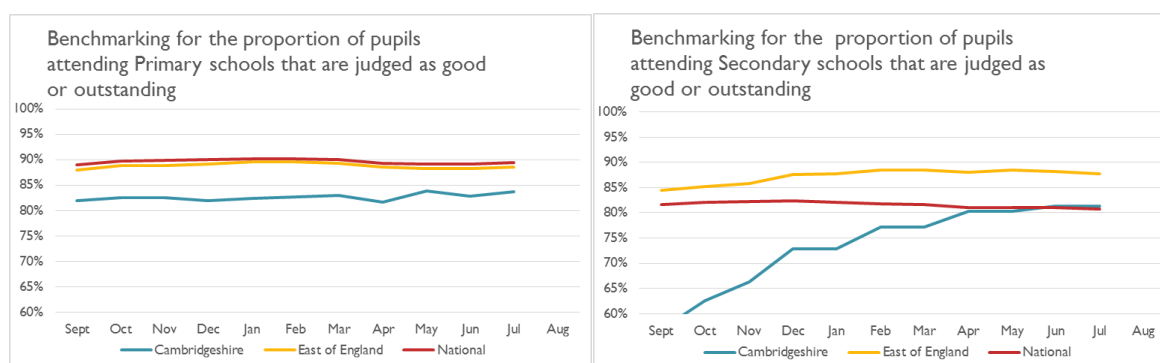
The Council's 5 year education capital programme covers the capital projects where new schools or school expansions are taking place/planned. Outside of that programme, officers undertake on-going wider strategic planning for the future 5-10 year period and beyond).

91.7% of pupils were been allocated a place at their first preference primary school for 2016. This compares with 90.1% in 2015.

92.5% of children got their first choice secondary school. This is lower than last year and our most popular schools continue to be oversubscribed.

We have improved the proportion of all schools which are good or better from 74% in January 2016 to 84% in March 2017, and to though this is still a lower percentage than for England (89%).

The proportion of pupils attending good or school has been improving but for primary schools is still below national proportions :



Proportion of children attending

**Cambridgeshire
(April 2017)**

**England
(April 2017)**

Any primary or secondary school judged Good or Outstanding	81.2%	86.1%
Primary schools that are judged as Good or Outstanding	81.7%	89.5%
Secondary schools that are judged as Good or Outstanding	80.3%	81.0%

Source : Watchsted, April 2017

The School Improvement Strategy sets out the approach being taken to supporting schools in Cambridgeshire and this is accompanied by a detailed self-assessment and action plan. The strategy was produced in partnership with schools and there is regular communication with school regarding the LA's strategy role through Headteachers and Governor briefings. The Accelerating Achievement Action Plan focuses on the work needed to raise levels of attainment, particularly for the most vulnerable groups.

Performance Review (Keeping in Touch) visits support discussions about performance with individual schools. Warning notices are issued where the authority has concerns – 12 warning notices and 2 significant concern letters have been issued since September 2016 and one Interim Executive Board has been established to support improvement.

The level of support a maintained school needs is rated at the start of the school year and reviewed at least termly. Where need is high a Local Authority Implementation Group (LAIG) is set up and meets half termly to support and challenge. Also any school with an emerging need is offered extra support.

A Cambridgeshire School Improvement Board has been set up in response to the need to increase the number of Good schools in Cambridgeshire, and to accelerate the achievement of vulnerable groups. It has been successful in getting deployment funding for Teaching School Alliances, which have an effective coordination group that involves the local authority.

Cambridgeshire has adopted a strategy to encourage Teaching School Alliance applications – producing eight alliances.

The Learn Together website is the front door to the work the LA does around school improvement. Users are growing and the School to School (S2S) support page is heavily used and Teaching School Alliances regularly update and communicate their offer.

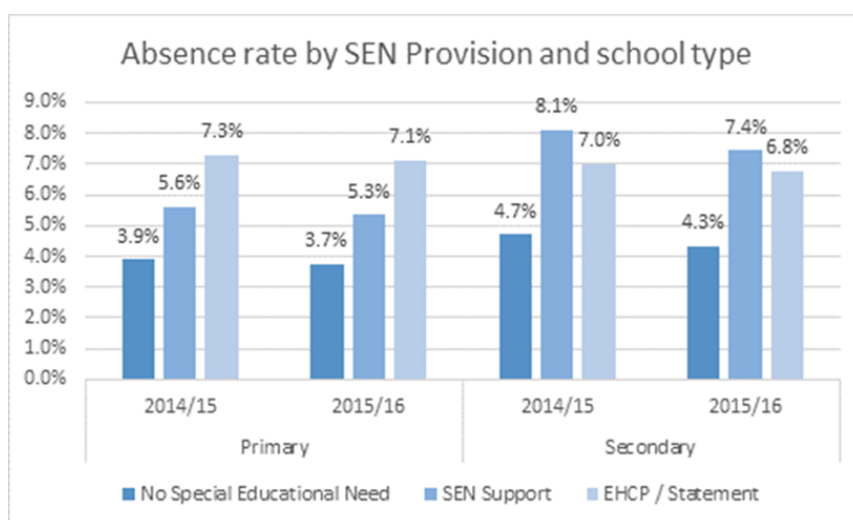
There has been a systematic review of all maintained school governing bodies over the last year. Support services include a governor Training Programme, governor reviews, governance “health checks” and the Camclerks service. Demand is increasing for this service.

Education Welfare

Education Welfare Officers provide consultation support to schools to help them engage with parents and children in order to improve regular school attendance. Education Welfare Officers are trained to have regard to the legal framework, when carrying out duties relating to **Parent Contracts, Police & Criminal Evidence Act 1984 (PACE) code of contract, Parenting Orders and Penalty Notices**. All interventions are available to promote school attendance and outlined within the Department of Education's document 'School Attendance, Departmental advice for maintained schools, academies, independent schools and local authorities':

A dedicated Education Welfare Officer will accept referrals where attendance is at 89% or below and mostly unauthorised over the previous 6 weeks (*academies that buy back EWO service, or 12 weeks for those academies that do not buy back LA EWO*) and school intervention to challenge non – school attendance is evident and preventative activities have been delivered or offered by the school and/or partner agencies. The EWO will ensure that all cases are appropriately and consistency investigated to ensure that case management decisions are based on sound evidence and when required they will fulfil the requirements of the Legal Panel in preparing and presenting cases in the magistrates court.

Absence rates have improved, for all children and for those with SEND.



EWO receive Children Missing Education referrals from schools (*and other sources*) and where the initial enquiries have failed to locate the child the Education Welfare Officer will then work with the school and carry out reasonable enquiries to try and identify the child's current whereabouts and where/if she is currently accessing education. The nature of the investigations will be dependent on the child's circumstances and vulnerabilities but may involve the local authority referring to appropriate agencies, for example; with health, social care, housing and benefits agencies, border control and the police.

The County Inclusion Manager provides exclusion guidance to all schools in Cambridgeshire, supporting and promoting best practice in this area.

Cambridgeshire Permanent Exclusions remain extremely low in comparison with national statistics and our neighbours; between September 2016 and July 2017 there were 5 primary and 7 secondary school permanent exclusions in Cambridgeshire. In a previous academic year a neighbouring authority had over 150 in a neighbouring authority.

Secondary schools make good use of Managed Moves under our agreed County Protocol and use their devolved EOTAS funding to provide and commission appropriate alternative provision in situations where in other authorities schools would permanently exclude. This success is recognised by DfE who have been to Cambridgeshire to talk to a group of officers about our processes.

Primary schools' use of managed moves is less successful and there is a plan to speak to CPH about this in order to have a more positive response to requests from Fair Access Panel

Fixed term exclusion are higher than average and this is being monitored closely by colleagues (Education Inclusion Officers for Secondary Schools and SEND managers for Primary). There are however two reasons which go some way towards explaining why our fixed term exclusion figures have gone up:

1. All colleagues who support schools are tasked with reinforcing the DfE Guidance that any occasion when a pupil is sent home or parents asked to keep them at home must be logged formally as an exclusion – anything else is illegal. This is an important part of safeguarding and means that our recording and that of schools is robust and accurate.
2. Given that we are well aware that a permanent exclusion is one of the main events which can have a seriously negative impact on a child's life chances we put a great deal of effort into strategies to avoid schools moving quickly to permanent exclusion in response to a serious incident – we therefore as a matter of course would encourage the alternative of a fixed term exclusion of up to five days to allow time for a planning meeting to look at a more positive solution. This will inevitably increase fixed term exclusions but in most cases will avoid a permanent one.

Education Inclusion

Education Inclusion Officers are responsible for :

- Championing the needs of vulnerable children and young people aged between 11 – 18 years old who are at risk of exclusion and who are at risk of failing to achieve full participation in learning
- Promoting a culture of inclusion and ensuring that good practice standards are upheld by providing advice and constructive challenge as required to ensure that provision and quality assurance arrangements support the improvement of educational outcomes
- Brokering support for young people at risk of exclusion, those that have been excluded and arrangements for their educational provision are unclear, young people transferring from one school to another, young people prevented from attending school full time due to their medical needs or young people with social, emotional and behavioral difficulties not in receipt of full time education in a mainstream class.
- Working with schools to increase levels of confidence and develop their knowledge and understanding of evidenced based tools/skills/methodologies

The SEND Specialist Service is made up of Educational Psychologists, Specialist Teachers, the Sensory Support team for children and young people with a visual and/or hearing impairment, and Early Years specialists. The Service delivers a range of statutory and non-statutory activities, including:

- Consultation meetings with schools and settings to provide advice on strategies, interventions, and whole setting responses to SEND provision as part of their Assess, Plan, do, Review cycle.
- Coaching of school and setting staff.
- Assessments and advice on evidence based interventions for children and young people with SEND.
- Work with parents/carers on targeted interventions and parent groups, including Marlborough Family Group.
- Supporting schools to manage primary aged children at risk of permanent exclusion.
- Provide teaching input and support for primary aged children who have been permanently excluded from school.
- Provide training and support to primary and secondary schools and settings including Autism, Speech Language and Communication, Developmental differences, Skills, Mental

Health, Functional Behaviour Analysis, Team Teach, Elklan, Attachment and Attunement, Expanded rehearsal Technique

- Provide psychological advice and education advice as a contribution to EHC Plans.
- Undertake reassessments of special educational needs, attend Annual Reviews and Drafting Statements meetings for children and young people needing a EHC Plan.
- Contribute advice for Appeals to the Tribunal.

Maintained schools and settings receive a statutory and core service and are able to purchase enhanced activities. These are listed in the SEND Specialist Service Enhanced (Traded) offer. Academies receive a statutory service, and are able to purchase other activities. Training provided by SEND teams to schools is rated positively by attendees.

The Education Child Protection Service has an advice line available to all schools and settings. The service offers training to the Designated Safeguarding Leads in schools and settings across all phases, including the Independent and FE sector.

Work to ensure that as much Pupil Premium as possible is claimed and uptake has been promoted through a “Count Me In” initiative which has had positive outcomes.

Our Education Welfare Benefits team service plan ensures that where families are entitled to support in school they take this up. Our initiative “Tell us once” allows parents to only have to apply once for any EWB entitlement for a child which is then checked as they progress through the education system. This means that if a child continues to be eligible for support there is no need to make new applications at different stages of their education.

The Schools Forum scrutinises funding decisions made by the Local Authority.

6.5) The LA fosters an inclusive and aspirational environment, ensuring fair access to opportunity for education and training in schools and other providers that meets the needs of all pupils. This includes appropriate provision for excluded children; children with special educational needs; and children who may have English as an additional language.

Summary and evidence:

Summary :

The use of Alternative Provision is monitored and Quality Assurance arrangements are in place. These have been identified in inspection and by the DfE as representing good practice and there is national interest in the approach being taken to Alternative Provision in Cambridgeshire.

Local Authority officers, Schools and the Admissions Team work in partnership to manage the process of placing pupils with complex needs in schools. Officers have worked effectively with Head Teachers and Governing Bodies and devised a number of protocols and processes that are embedded in our practice for some of those children identified as vulnerable by the School Admissions Code.

Cambridgeshire has a Fair Access Protocol and Panel to ensure that – outside the normal admissions round – unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. The panel is working well but we would like better engagement with Head Teachers to support. As a result of the 26 panels held since Sept 2016, 190

students have been reviewed, 35 managed moves were discussed and agreed and 8 were unsuccessful. 10 previously home educated children were found places in secondary schools and 9 in primary schools.

For 2016-17, the Panel have discussed 302 cases of which there were 34 managed moves agreed for secondary pupils and 5 managed moves agreed for primary. 18 of these managed moves were unsuccessful (all secondary).

22 pupils moved from being Electively Home Educated (EHE) to attending secondary schools and 17 EHE pupils joined primary schools.

Alternative Provision in Cambridgeshire:

In Cambridgeshire the funding for Alternative Provision is devolved to the Secondary schools. The Local Authority take responsibility for the quality assurance of all AP provision made for Cambridgeshire pupils, providing a dedicated County Manager for Alternative Education as a lead Officer who is supported by the County Inclusion Manager, County Behaviour and Attendance Manager and the Education Inclusion Officers.

The County Alternative Education Provision Directory offers a guide to Cambridgeshire Schools – the Providers within are working with us to meet the rigorous Local Authority quality assurance processes overseen by the County AP Manager and AP Quality Assurance Board.

35 external AP providers have been Quality Assured to date, most at stage 4 – the highest quality level available in the framework. A further 7 providers are ready to start the QA process in 2017.

The AP Quality Assurance Board oversees the Quality Assurance of all Alternative Education Provision and strengthens the sharing of best practise for commissioning services, meets at least four times a year to monitor the Quality Assurance Cycle and ensure that it is being used to undertake checks on all providers and monitor appropriately the quality and outcomes from provision

Internal Alternative Provision Audits are offered to all secondary schools in Cambridgeshire and are undertaken by the County Alternative Provision Manager. The audit spans over 2 days and provides in depth scrutiny of internal alternative provision within school and external commissioning of provision. A report is made available to the school to conclude the audit - areas of improvement are recommended and good practise is highlighted.

AP Quality Assurance Policy provides the framework for Cambridgeshire secondary schools to base the arrangements to provide suitable full time Alternative Provision (AP) for permanently excluded pupils, and other pupils who – because of illness or other reasons – would not receive suitable education without such provision. It applies to all pupils who attend all or some of their educational provision in an alternative education setting.

Numbers of children reported to be in Alternative Provision have been increasing since we started systems for recording and reporting this :

Oct 2015 : 248

April 2015 : 337

Oct 2016 : 379

March 2017: 422

We are aware that schools are increasingly developing in house alternative provision rather than commissioning from other providers but our quality assurance visits are finding that this in-house

provision is not always of good quality. The “blended” approach being used by many schools is cheaper for them but may be more about the quality of teaching than the needs of young people and requires further focus.

We need to do further work to establish whether the outcomes for young people in AP is improving and whether the type of provision offered influences this. We would expect that all children and young people in AP have an IEP plan or EHA and we know that this is not the case at the moment. However, the number of children with these plans in place has increased during 2016 which is good.

Our forward plan is to contact all AP providers in July 2017 to request outcome information in September for all students. This will include request for finishing attendance and qualifications gained for students along with their post 16 destinations.

All AP providers will be asked for feedback on the QA process in 2017 as part of our ongoing developments in this area of work.

Provision for Children with SEND

Most children attending Special Schools attend one that is rated Good or Outstanding but children with SEN perform poorly in comparison to their peers. This is a particular issue for our children without EHC plans or Statements of SEN but who are identified by schools as requiring SEN support.

A mediation and dispute resolution service is commissioned to ensure that parents and carers have appropriate support to raise concerns about decisions in regard to Statutory Assessment. We have also developed “way forward” meetings which provide support to parents and schools in agreeing how to support children for whom Statutory Assessment is not deemed to be appropriate. Our reconsideration process does not require parents to have to wait for any period of time before allowing them to request that decisions are reviewed.

Cambridgeshire has a relatively high proportion of cases in which the local authority’s decision is upheld at tribunal.

We are on track to convert all statements by April 2018 and the average maximum times between transfer review meeting and issue of EHCP have reduced during 2016.

Cambridgeshire Race and Equality and Diversity Service (CREDS) provides support for schools and settings with children from minority ethnic backgrounds, including Gypsy, Roma & Travellers (GRT) and children with English as an additional language (EAL). They also provide time-limited bilingual and teaching assistant support for children new to English and GRT children with interrupted schooling, and First Language Assessment (FLA) for EAL learners whose progress is causing concern. They provide training for school staff and governors on equality and accelerating the achievement of the above groups and home-school liaison support. CREDS can also provide bilingual support/interpretation for families around SEN issues and will undertake an FLA to support a school with the statutory assessment process if the progress of a pupil learning EAL is causing concern.

Role of the Elective Home Education Team

The EHE team is the Behaviour & Attendance Manager and a Business Support Assistant. There are links to Education Inclusion Officers and Education Welfare Officers and the team provides a register of children and young people being home educated. In addition :

- The team's business support officer ensures that all interventions with home educating parents are recorded on the Local Authority data base.
- The business support officer liaises with parents to facilitate information sharing and to provide updates on the Local Authority offer, including details of extended borrowing rights at local libraries and administers the payments for GCSE examination fees.
- The administration of information on immunisation provision.
- The business support officer regularly meets with the Behaviour and Attendance Manager to review the register of home educated children and based on the information held make a decision on the child's vulnerability, which will now also include considerations regarding the potential risk of radicalisation; and where applicable make onward referrals to appropriate colleagues and agencies – including SEND services and Social Care.
- Routine checks are made with social care and other professionals during the initial referral process and throughout ongoing monitoring activities to identify vulnerable children and young people. When there are concerns every effort is made to facilitate a return to school and if required a School Attendance Order can be issued as a last resort under section 443 of the Education Act.

We seek to increasingly work with a wide range of colleagues to raise awareness of home education and to develop relationships and share information to help identify vulnerable children and young people.

7. EDUCATION AND TRAINING – OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

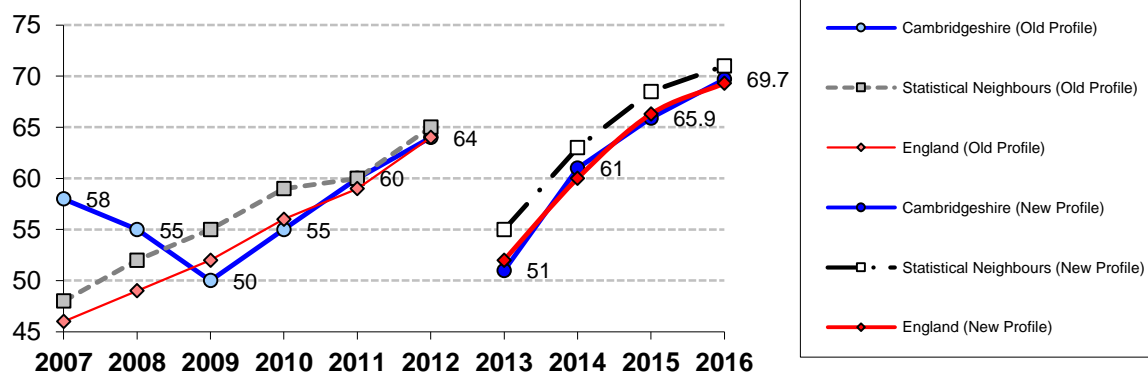
7.1) Every child fulfils their potential no matter what their needs or where they live (consideration of any under-performing or vulnerable groups) in EARLY YEARS

Summary and evidence:

Summary :

In 2016 overall performance has improved in Cambridgeshire and nationally, and overall Cambridgeshire performance is slightly above the national level. But it remains below that of our statistical neighbours. Cambridgeshire is now ranked 66th out of 151 LAs, an improvement of 12 places from 78th in 2015 (64th in 2014, 75th in 2013)

Early Years Foundation Stage: Achieving a Good Level of Development (%)



Percentage achieving a good level of development	2014	2015	2016	15-16 Direction of Travel	14-16 Direction of Travel
All Pupils (7340 pupils)	61.3	65.9	69.7	↑4	↑8
Boys	52.6	58.9	63.3	↑4	↑11
Girls	69.9	72.9	76.8	↑4	↑7
FSM (Jan Census)	41.2	42.9	49.2	↑6	↑8
Non-FSM (Jan Census)	64.3	68.1	72.4	↑4	↑8
Any SEN	15.9	16.7	18.5	↑2	↑3
Non-SEN	65.6	69.1	73.8	↑5	↑8
Home Language: English	63.9	67.6	72.0	↑4	↑8
Home Language: Central/Eastern European	41.2	51.4	51.4	-	↑10
Home Language: Other than English	46.5	58.5	62.4	↑4	↑16
Combined FSM & Any SEN	8.3	11.5	12.9	↑1	↑5
Combined Non-FSM & Non-SEN	56.2	66.8	75.7	↑9	↑20

Percentage achieving a good level of development Cambridgeshire and national	Cambs 2016	England 2016	Difference (ppts)
All Pupils (7340 pupils)	69.7	69.3	-
Boys	63.3	62.1	1ppt
Girls	76.8	76.8	-
FSM (Jan Census)	49.2	54	-5ppt
Non-FSM (Jan Census)	72.4	72	-
Any SEN	18.5	23	-4ppt
Non-SEN	73.8	75	-1ppt
Home Language: English	72.0	71	1ppt
Home Language: Central/Eastern European	51.4	(Not Reported)	(Not Reported)
Home Language: Other than English	62.4	63	-1ppt
Combined FSM & Any SEN	12.9	18	-5ppt
Combined Non-FSM & Non-SEN	75.7	76	-

We have continued to work to promote the uptake of places for funded 2s. Although we have been unable to retain the area based Funded 2s Adviser resource into 2016/17 the take-up of places remained good with the figure for Autumn Term 2016 at 78% across the county.

For those two year olds whose parents are not working and in receipt of eligible benefits, the introduction of Early Years Pupil Premium for 3 and 4 year olds in an early years setting enables setting providers to target additional resource to meet the individual child's needs and to support their learning. Take up of EYPP at the end of the Autumn Term was 895 which represents just over 10% of the total cohort.

The employment of a part-time Pupil Premium and Partnership Officer post within the Education Welfare Benefits Team has ensured that all partners working with families, internal and external, are reminded of the funded two and early years pupil premium entitlement and share this knowledge and encourage the take up of these benefits.

7.2) Every child fulfils their potential no matter what their needs or where they live (consideration of any under-performing or vulnerable groups) in KEY STAGE 1 and 2

7.3) Attendance at primary school is good, and children receive more than 25 hours of education per week through a variety of appropriate provision, even if excluded.

Summary and evidence:

Summary :

Gaps in achievement for vulnerable groups remain.

Attendance is poorest for those children in vulnerable groups but has improved overall.

There are low numbers of permanent exclusions

At Key stage 1

For all pupils Cambridgeshire's performance is 1ppt below the national level in Reading, 2ppt below in Writing and Maths and 2ppt below in all three subjects combined. Writing is the weakest of the 3 subjects. Cambridgeshire's performance is slightly lower than national performance and lower than that of its statistical neighbours

The gap in performance of pupils who are FSM or FSM-6 achieving the new expected standard in KS1 Reading, Writing and Maths was significantly below that of their peers nationally at 12ppts. And in contrast to previous years the achievement of girls in Cambridgeshire is not as good as the achievement of girls nationally.

The gaps between vulnerable groups and all children in Cambridgeshire remain, with those who are FSM or FSM-6, or who are FSM with SEN doing much less well than their Cambridgeshire peers.

KS1: Percentage Working at the Expected Standard (RW&M)	Cambridgeshire 2016	Difference from Cambs 'All Pupils'	'Early Indications' England 2016	Cambs Difference from National
All Pupils (c. 7,300 pupils)	58	-	60.3	-2ppt
Boys (c.3,650 pupils)	53	-5ppt	54.6	-2ppt
Girls (c.3,640 pupils)	63	+5ppt	65.8	-5ppt
FSM (Jan Census)	31	-27ppt	43.9	-13ppt
Non-FSM (Jan Census)	61	+3ppt	62.0	-1ppt
FSM-6	34	-24ppt	46.1	-12ppt
Non-FSM-6	62	+4ppt	63.6	-2ppt
Any SEN	13	-45ppt	16.2	-3ppt
Non-SEN	65	+7ppt	68.3	-3ppt
Home Language: English	59	+1ppt	61.1	-2ppt
Home Language: Central/Eastern European	52	-6ppt	(Not Reported)	(Not Reported)
Home Language: Other than English	55	-3ppt	58.7	-4ppt
Combined FSM Jan & Any SEN	5	-53ppt	12.3	-7ppt
Combined Non-FSM Jan & Non-SEN	66	+8ppt	69.5	-4ppt

At key stage 2

For all pupils Cambridgeshire's performance is 3ppt above the national level for Reading and broadly in-line with national outcomes for Writing, Maths & RWM. As with Key Stage 1 the poorest performing groups compared to all children in Cambridgeshire and to similar children nationally, are those who are FSM / FSM-6.

KS2: Percentage Working at the Expected Standard (RW&M)	Cambridgeshire 2016	Difference from Cambs 'All Pupils'	England 2016	Cambs Difference from National peers
All Pupils (c.6,410 pupils)	53	-	53	-
Boys (c.3,110 pupils)	49	-4ppt	50	-1ppt
Girls (c.3,300 pupils)	56	3ppt	57	-1ppt
FSM (Jan Census) (c. 645 pupils)	28	-25ppt	36	-8ppt
Non-FSM (Jan Census) (c.5,720 pupils)	55	2ppt	57	-2ppt
FSM-6 (c.1,300 pupils)**	30	-23ppt	39	-9ppt
Non-FSM-6 (c. 5,010 pupils)**	58	5ppt	60	-2ppt
Any SEN (c.5,280 pupils)	9	-44ppt	14	-1ppt
Non-SEN (c.5,660 pupils)	61	8ppt	62	-1ppt
Home Language: English (c. 5,660 pupils)	53	-	54	-1ppt
Home Language: Central/Eastern European *(c.270 pupils)	38	Not Reported	Not Reported	Not Reported
Home Language: Other than English (c.710 pupils)	61	-	61	-
Combined FSM Jan & Any SEN (c.225 pupils)**	5	-48ppt	10	-5ppt
Combined Non-FSM Jan & Non-SEN (c.4,900)**	62	9ppt	64	-2ppt

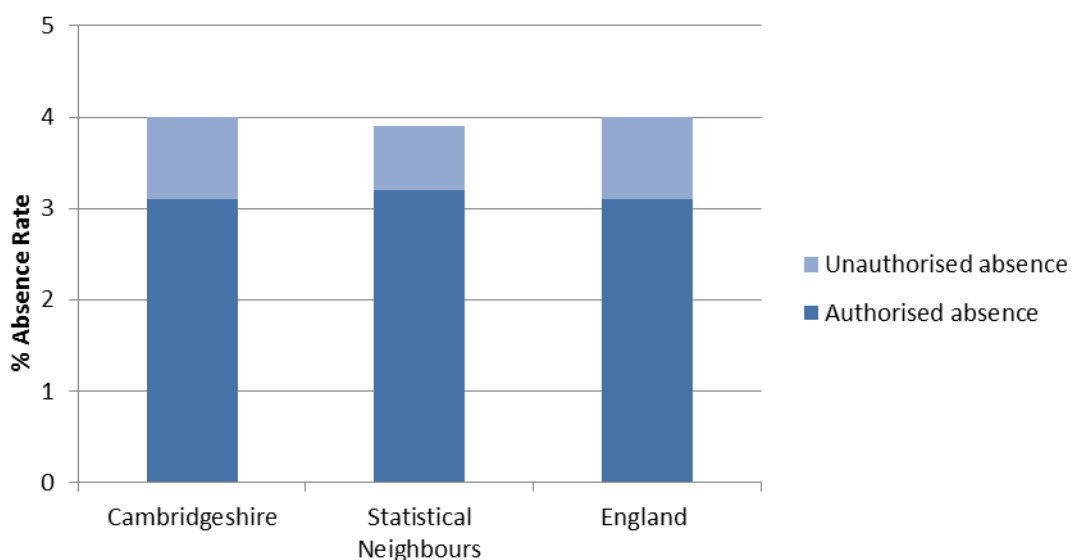
The new key stage 1 – 2 progress measures indicate that pupils in Cambridgeshire do less well than the national average.

LAIT sourced COMPARISONS for 2016 for children who are CIN, are :

	Camb	SNs	England
% achieving in KS2 Maths	30.0	35.8	40.0
% achieving in KS2 reading	30.0	34.8	38.0
% achieving in KS2 writing	32.0	38.5	44.0
% achieving in KS2 grammar	29.0	36.2	38.0
% achieving in KS2 reading writing maths	21.0	21.6	25.0

Attendance and exclusion:

The total absence rate in primary schools is slightly higher than in stat neighbours and the same as the England average.



Rates for Persistent Absence in primary schools is a little higher than national rates and higher than the average rate in our statistical neighbours.

Further more detailed analysis is available in the attendance toolkit.

PA rates 2014/2015

	Primary
Cambridgeshire	2.2
Statistical Neighbours	1.9
England	2.1

7.4) Every young person fulfils their potential no matter what their needs or where they live (consideration of any under-performing or vulnerable groups) in KEY STAGE 4

7.5) Attendance at secondary school is good, and children receive more than 25 hours of education per week through a variety of appropriate provision, even if excluded.

Summary and evidence:

Summary :

Attainment for children at KS4 is as good in Cambridgeshire as it is nationally. Some vulnerable groups do better in Cambridgeshire than they do nationally but children with SEN who are eligible for FSM still do poorly.

Cambridgeshire pupils made similar progress to their peers at Key Stage 4. 60.3% of pupils achieved 5+ GCSE grades A*-C including English and Maths compared with 59% in 2015.

In regard to Average Attainment 8 scores Cambridgeshire pupils with SEN perform better than their peers nationally. Those who in FSM, FSM6 Pupil groups do worse than their peers nationally. The picture is similar for progress.

In 2016, the KS4 outcomes for vulnerable pupils reveal that these pupils perform better than their peers nationally with the exception of FSM, FSM-6 and those with FSM and Any SEN pupils in both Attainment 8 and Progress 8.

KS4: Attainment 8 Score	Attainment 8 Score	Difference from Cambs 'All Pupils' (pts)	State-funded England 2016	Difference from State-Funded England (pts)
All Pupils (5707 pupils)	51.8	1.7	50.1	1.7
Boys (2898 pupils)	49.2	-0.9	47.8	1.4
Girls (2809 pupils)	53.9	3.8	52.4	1.5
FSM (Jan Census) (488 pupils)	36.4	-13.7	39.1	-2.7
Non-FSM (Jan Census) (5219 pupils)	52.9	2.8	51.8	1.1
FSM-6 (1059 pupils)	39.0	-11.1	41.3	-2.3
Non-FSM-6 (4,648 pupils)	54.3	4.2	53.2	1.1
Any SEN (845 pupils)	32.6	-17.5	31.2	1.4
Non-SEN (4862 pupils)	54.7	4.6	53.2	1.5
Home Language: English (5168 pupils)	51.5	1.4	50	1.5
Home Language: Central/Eastern European (199 pupils)	43.9	-6.2	Not Reported	Not Reported
Home Language: Other than English (531 pupils)	51.2	1.1	50.8	0.4
Combined FSM Jan & Any SEN (172 pupils)	22	-28.1	24	-2
Combined Non-FSM Jan & Non-SEN (4546 pupils)	55.5	5.4	54.2	1.3

For attainment in A*-C in both English and Maths, vulnerable pupils in Cambridgeshire perform better than their peers nationally with exception of FSM (2ppt below) and FSM-6 (2ppt below).

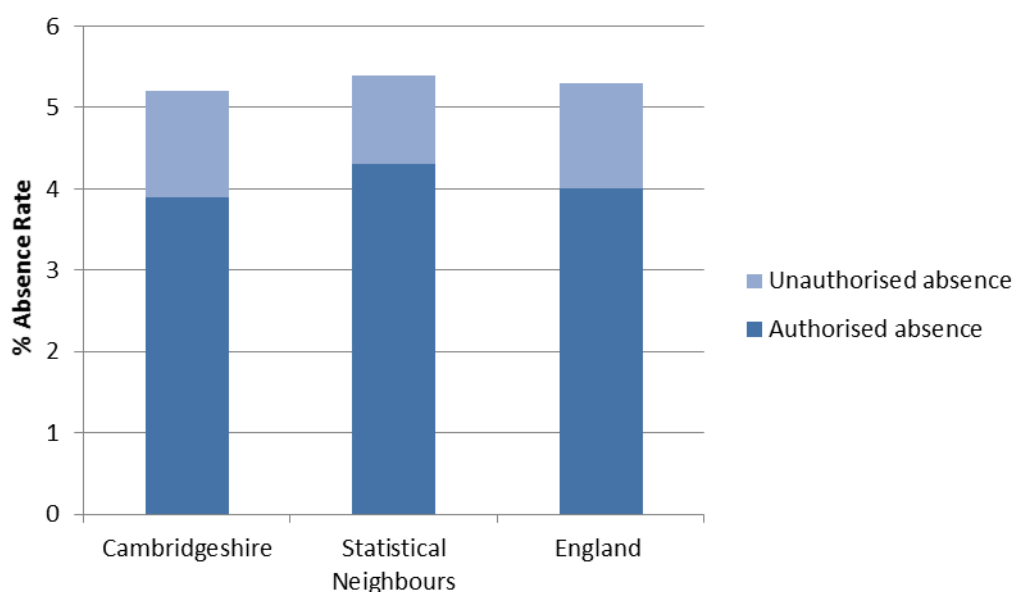
KS4: Grades A*-C in both English and Maths	Cambs A*-C in English & Maths	Difference from Cambs 'All Pupils' (ppt)	State-funded England 2016	Difference from State-Funded England (pts)
All Pupils (5707 pupils)	68	-	63	5
Boys (2898 pupils)	64	-4	59	5
Girls (2809 pupils)	71	4	67	4
FSM (Jan Census) (488 pupils)	38	-30	39	-2
Non-FSM (Jan Census) (5219 pupils)	71	3	67	4
FSM-6 (1059 pupils)	42	-26	43	-2
Non-FSM-6 (4648 pupils)	74	6	70	3
Any SEN (845 pupils)	31	-37	24	7
Non-SEN (4862 pupils)	74	6	70	4
Home Language: English (5168 pupils)	68	-	64	4
Home Language: Central/Eastern European (199 pupils)	51	-17	Not Reported	Not Reported
Home Language: Other than English (531 pupils)	65	-2	63	3
Combined FSM Jan & Any SEN (172 pupils)	14	-54	13	1
Combined Non-FSM Jan & Non-SEN (4546 pupils)	76	8	72	3

Comparisons for 2016 for children who are CIN indicate that these children still do less well in Cambridgeshire than elsewhere:

	Camb	SNs	England
% achieving 5 GCSEs A* - C	15.0	15.2	14.9
% progress 8	20.9	22	22.6

Attendance and Exclusion

The authorised absence rate in secondary schools is a little lower than that in our SNs and nationally:



Rates of Persistent Absence were also lower in Cambridgeshire than in SNs and nationally.

PA rates 2014/2015	Secondary
Cambridgeshire	5.1
Statistical Neighbours	5.5
England	5.4

There were only 2 permanent exclusions from Secondary Schools in the 2015 school year.

The responsibility of providing 25 hours of Alternative Provision lies with the commissioning schools. However, in some circumstances, pupils are unable to engage with this amount of provision for specific reasons. The County Alternative Education Manager collects data about every student on AP across the county and monitors the hours of AP provision. If she feels that the amount of AP provision is not suitable, she will highlight and challenge the relevant school and inform local authority officers.

7.6) Every young person fulfils their potential no matter what their needs or where they live (consideration of any under-performing or vulnerable groups) POST 16

7.7) A low proportion of young people are not in education, employment or training (NEET) and targeted youth services support young people as they prepare for, and transition into adulthood.

Summary and evidence:

Summary :

Qualification levels by aged 19 are similar in Cambridgeshire to elsewhere but the proportions of those who were FSM who have achieved a level 2 or 3 qualification by aged 19 is below rates elsewhere.

Overall NEET rates are good but again, those who have SEND but no SSEN/EHCP are less likely to go onto further education or training in Cambridgeshire than in similar authorities or nationally.

62% of all young people in Cambridgeshire had a level 3 qualification by aged 19 in 2014/15 which is comparable to rates for SNs and better than national and regional rates. However, there is a gap in attainment between those who were FSM and non-FSM students, with only 26% of these students attaining a level 3 qualification in Cambridgeshire compared to 36% nationally and 28% for our SNs.

From September 2016 the DfE no longer required local authorities to report on year 14 situations. This means that overall NEET and In-Learning are only reported on these young people covered by RPA i.e. school years 12 and 13. However Cambridgeshire have taken the view that it remains important to track the progress of our young people who are in vulnerable groups and therefore these young people will continue to be tracked and supported beyond year 13.

In addition the DfE decided to amalgamate NEET with Unknown Situations to form a new measure. Cambridgeshire's target for this new measure in 2016 is 3.8%. Current data shows that we have exceeded this target.

Table 1 below illustrates our performance for December with the last 3 years data by way of comparison. Table 2 compares Cambridgeshire's performance with National, Regional and Statistical Neighbour averages for the main performance measures where these are available.

Positive action taken in relation to the NEET reduction strategy, the Early Help Review and increased management capacity (Targeted NEET Manager) has resulted in an improvement across the board for young people in our vulnerable groups as the data demonstrates.

Newly established Training provider networks across the County have worked together to look at opportunities to improve provision for vulnerable young people. There are currently 350 young people 16-18 across Cambridgeshire who are NEET, many of them with low level or no qualifications and living with challenging circumstances.

For the majority of these young people mainstream education is not suitable. It is therefore important to explore more appropriate and often tailor made opportunities. This is difficult given that Cambridgeshire is not seen as a priority for government funding and as a consequence we have very few training providers.

As part of the NEET strategy we are exploring in house delivery of group work programmes to suit this client group and help them to achieve positive outcomes.

Table 1 - County Performance Measures Jan 2017

	2016/17 Measures	Dec 16 Actual	2015/16 Actual	2014/15 Actual	2013/14 Actual
Yr12/13 NEET/UK	3.8%	3.7%	4.1%	4.2%	3.9%
16-19 LDD NEET	9%	8.8%	10%	12.2%	N/A
16-19 Teenage Mothers in EET	45%	41.1%	34.4%	33.1%	37.5%
Care Leavers in EET	75%	59.6%	53.5%	52.6%	56%
Year 12 In learning	96.5%	95.4%	95.8%	94.1%	95.4%
Year 13 In Learning	92%	91.4%	90.6%	89.3%	90.9%
Year 12 in Jobs Without Training	.5%	1.6%	1%	1.2%	1.2%
Year 13 in Jobs Without Training	3.6%	4.2%	4.5%	5.6%	3.8%

Table 2

	16-18 NEET/Unknown November 2016	16-18 In Learning (YR12+YR13) November 2016
National Average	7.8%	90.5%
Eastern Region Average	6.2%	91.3%
Statistical Neighbour Average	7.2%	90.9%
Cambridgeshire	3.7%	93.6%

8. EARLY HELP

The statements in this section are taken from the Early Intervention Foundation: Early Intervention Maturity Matrix: Summary Self-Assessment Sheet (March 2014). They reflect the most mature EH arrangements. Further information can be accessed [here](#).

8.1) PLAN: An Early Intervention (EI) plan (either a separate plan or 'golden thread' in all major strategies and plans) has been informing how all local agencies deliver EI for a while. It is based on full understanding of local needs. Many agencies pool money to pay for EI support, and commission it to jointly agreed outcomes. EI Services provided for ages 0-19, with evidence to show they work.

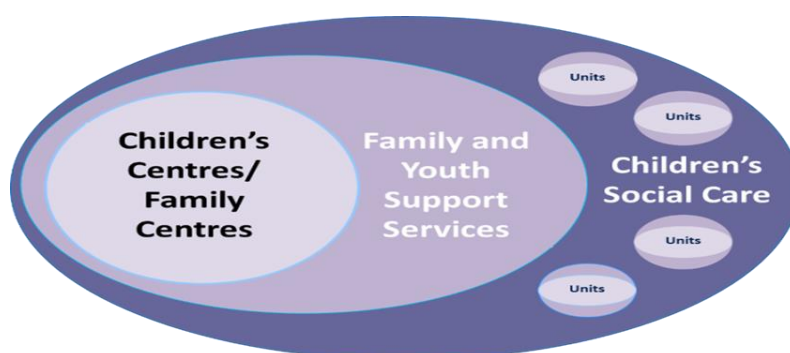
8.2) LEAD: All local partnerships play a part in delivering EI. The group that leads the plan makes sure everyone knows what is happening and their role. Senior leaders are all 'champions' for EI in public locally and nationally.

Summary and evidence:

Summary :

The Children's Change programme has been commissioned to ensure that Early Help services work closely and in an integrated simplified way with social care services and with partners.

The Children's Change Programme models the service on a District level in the county providing services at targeted, enhanced and specialist levels. Early Help services are provided in tandem with children's social work, and ensure that we target an enhanced early help offer for families to support children remaining in their communities. This will help ensure that the right families are receiving the right service and support at the same time.



The phased approach to change in Children's Services will see a completed set of services in place by April 2018. Key timelines are as follows:

Children's Change Programme Phase 1	Implementation of the Integrated Front Door and Senior Management of District Teams from April 2017. Increased the capacity and level of senior social work and Clinician capacity in Social Work Units
Children's Change Programme Phase 2	Implementation of an integrated Family Support District Based offer including re-development of SEND services
Children's Change Programme Phase 3	Public consultation around Cambridgeshire Children's Centres to launch July 2017 – Revised Children's and Families Provision all in place by April 2018

Our current Early Help Strategy can be found via the link below. It will be refreshed by June 2017: http://www.cambridgeshire.gov.uk/info/20076/children_and_families_practitioners_and_providers_information/370/providing_children_and_families_services/8

Our Early Help Strategy will be considered effective if it:

- Addresses emerging needs in families before they reach crisis point
- Builds the confidence, skill and capacity of families so they can succeed independent of services
- Helps build the range of Early Help available in communities, supporting the voluntary and community sector to thrive and local people to come together
- Reduces the demand on specialist public services
- Ensures children and young people are ready for and attend school, make expected progress and go on to have the skills, qualifications and opportunities to succeed in the employment market

The LSCB monitors Early Help dataset which draws information from a range of partners.

8.3) DELIVER: There are clear, aligned processes for identifying, assessing providing appropriate help to children and families at an early stage, understood and agreed across all local partners. Information on family needs and strengths is being shared efficiently all the time. All staff have an excellent understanding of EI and the roles they play. They have high quality training and support to do their jobs. Staff always deliver in a joined up way.

Summary and evidence:

Summary :

New Early Help Assessment has been launched to build on existing Think Family working supported by clinical supervision for a wide range of staff in the Local Authority and its partners

Integrated front door supports information sharing and routing to the right professional to co-ordinate support

A new Early Help Assessment (EHA) was introduced in December 2016 replacing the Family Common Assessment Framework (CAF). The principles of use are the same and are underpinned by the Think Family approach, but the EHA is simpler and more accessible to families and partners. The number of EHAs logged at the end of March 2017 is 746.

The Integrated Front Door ensures faster timescales for decision making within the Multi Agency Safeguarding Hub (MASH), and support from 'navigators' to access information from a wide range of partner agencies to inform better decision-making. The IFD incorporates an Early Help Hub which provides one access point for support to meet needs identified in all EHA's

Work across Early Help in Cambridgeshire is based on systemic working and the Think Family approach is now well embedded in Cambridgeshire services working with children, young people, adults and families. It is a key part of the our Early Help Strategy, and we continue to work with all agencies to identify appropriate ways for them to develop Think Family working in their organisation and progress here is good.

The principles of Think Family working are to have:

- One Lead Professional nominated to coordinate the work with the family.
- One thorough family assessment which considers the needs of the whole family, how the issues inter-relate and the wider context and relationships which surround presenting issues, but places children's safety as paramount. The principle method for this in Cambridgeshire is the Early Help Assessment
- One overarching family plan managed by the Lead Professional and reviewed regularly with the family and professionals involved through team around the family meetings.
- A team around the family; all professionals who are involved with any member of the family working together to the family plan with agreed goals.
- Limiting transfers families experience through our services; one coordinated intervention is more effective than services taking it in turns and transfers between teams consume time, energy and so incur cost.
- Commitment to putting the family's needs at the centre and overcoming professional difference.

We have seen improving numbers of cases for which there is a Lead Professional in place – 98% of families who are identified as meeting the TF criteria have a named LP. About 20% have an LP

from social care, around 28% are cases have an LP from our locality teams and 44% are cases for which education setting staff are lead professionals. 3% of cases have health professionals as Lead Professionals.

Training to support this way of working is available to all staff including those working in other organisations who will be acting as lead professionals for families. It covers modules on the Lead Professional role, whole family assessments, planning. A further module covers engagement, assertiveness and challenge and this includes the development of reflective practice skills.

Clinical supervision is provided for staff in Early Help to support them in their role and to develop systemic / think family working. This offer is also extended to SEND specialist services and some partner agencies.

8.4) FAMILY FOCUS: Families are involved in designing and delivering services. It is easy to access all support needed through one point of contact. All families get well coordinated help delivered by joined-up teams. Families are at the centre of the support provided. Support takes account of family and community strengths, which are a big part of local delivery.

Summary and evidence:

Summary :

New Early Help Assessment developed after consultation with partners and families and brings focus to what needs to change and the resources available, prompting consideration of community resources.

Cross-service working is well established in "team around the family" work

Implementation of the THRIVE model

Family involvement in services

Our Children's Change Programme has taken account of feedback from parents and families, particularly around the need to simplify processes and forms and so that they need tell their stories only once.

The Children's Services Customer Care Manager leads on managing all types of feedback for Children's Social Care, Early Help and SEND. This includes compliments, comments, enquiries, MP and local elected Member enquires as well as formal complaints. Complaints and compliments are considered in monthly service performance by the Director of Children's Services. The Customer Care Manager has responsibility for effective working relationships with key partners such as the Local Safeguarding Children's Board, NYAS, Local Government Ombudsman, Information Commissioner, Ofsted and the Health & Care Professionals Council (HCPC).

A personalisation budget is available for Lead Professionals in Early Help teams to request support for meeting defined outcomes in the Family Support plan which is co designed with children, young people and families.

Pinpoint Cambridgeshire, an independent voluntary organisation supporting parents and carers, is commissioned to ensure that parents are involved in the design of services for children with additional needs and disabilities.

Children's Centres regularly discuss service provision with parents - during August to December 2016 feedback through surveys showed that 92.1% of respondents would recommend a

Cambridgeshire Children's Centre to other parents or carers of young children. 90.0% of respondents were either very satisfied or satisfied with the services and support they had accessed at a Cambridgeshire Children's Centre.

Over 13.4% said they were interested in volunteering. Half of our survey group gave additional comments about services and a range of issues were identified that have been referred back to Centre Managers to seek local solutions - these include timing of sessions, provision during school holidays and variety of groups on offer but they also identified that parents and carers were concerned about the possible impact of budget cuts. These issues will be included in analysis for Council Members to consider.

Easy Access to Services

Both the Early Help Hub and the MASH provide opportunities for consultation discussions, including the provision of advice and information, support to self-serve or signposting to another agency, and will ensure the right links are made with Lead Professionals.

Family Information Directory

The Family Information Directory links directly with the Local Offer and is an on-line directory, accessible via the Council's website making information about a wide range of community and other services available widely.

Family Work

A long term, significant investment in the development of Family Workers in Cambridgeshire has created a workforce that is dedicated to ensuring there is effective Early Help in place for all families through District Early Help teams and Children's Centres. Family Workers provide bespoke 1:1 interventions for families and deliver evidence based parenting programmes. As part of the Children's Change Programme an integrated, target service offer will be delivered working with children and families in their community which builds on the strengths of this workforce. Early Help and Social Work services will work together to deliver the service offer across all levels of need based on a mixed skillset offer that supports families in a continuous relationship base.

Strengths based Approach

The CCP includes the use of the THRIVE Model in Cambridgeshire. This has been developed as a collaboration between the Anna Freud Centre and the Tavistock & Portman NHS Foundation Trust, and was initially designed to help with the re-focusing of CAMHS services.

The model assumes that at any given time the majority of families are thriving, and not in need of any particular support, apart from universally available information and advice. Other families will need a level of input, at a variety of levels of need and duration. In addition to universal activity and accessible information that support 'Thriving' families (or 'Getting Advice'), the way in which the whole system responds to the needs of children, young people and families can be represented under the headings of 'Getting Help', 'Getting more help' and 'Risk Support'. The nature of any support from the District-based Early Help Teams will therefore vary, depending on the nature of the need and the family context, from 'topping up' community-based support, to intensive whole-family interventions, but described within these categories. Delivering work in this way helps mitigate the risk of targeted or specialist resources becoming a necessary or permanent part of the family/community system, which is both financially unsustainable and risks breeding dependency.

Early Help Assessments will indicate what services have been utilised within the family/community system and why these have not been enough to meet the need. The Early Help Hub will make a judgement on whether additional resources from the District-based Early Help Teams is required to enable needs to be met, or recommend a different strategy for utilising those services that exist within the family/community system.

8.5) EVALUATE: Everyone is working to the same ultimate goals around improving children's lives, and have agreed measures to check how well they are meeting them. All services are having their success and impact measured in a good quality way. This information helps inform planning about how to run services better.

8.6) OUTCOMES: There is evidence that all children and their families from groups that are a priority in a local area can access the support they need, when they need it. Outcomes for children, particularly those in 'target groups' who might otherwise not have done so well, are excellent and continuing to get better.

Summary and evidence:

Summary :

A range of tools have been in use for some time to monitor progress of individual cases and outcomes for families supported.

Shared goals

We have developed a single Family Plan; this is being designed to enable the team supporting the family to identify how they will know if the work they are doing has been successful. In Cambridgeshire there is a shared outcomes framework which provides sample measures against five main outcomes. This way of planning will support us in doing this in the future.

These outcomes are:

- Children are ready for and attend school, and make expected progress
- Adults and young people have the skills, qualifications and opportunities to succeed in the employment market and make a positive contribution
- Families enjoy good physical and mental health and have a healthy lifestyle
- Families are protected from harm and neglect and are provided with support with their problems before they become too difficult to manage, increasing their resilience
- Families contribute to the community and are not engaging in anti-social or offending behaviour

Outcomes

Around 30,000 young children are currently registered with a Children's Centre in Cambridgeshire, which is 74.5% of children under 5 in the county. Of these, 7,000 people attend activities at centres each month. Children's Centres provide support and intervention through targeted group activities and 1:1 family support.

Use of the Distance Travelled Tool (DTT) enables families and young people to rate their current level of difficulties and enable them to reflect with professionals who have supported them on

their progress. Case file audits show that these tools are being used to plan support and performance information is drawn from them to see how things have changed as a result of help.

For our Family Workers performance has been largely static over the last year (just below the target of 80%). Of the 25% of cases that do not show overall improvement we have identified a higher representation of domestic abuse, mental health and substance misuse and some are transferred to other specialist services, including to children's social care. There is a focus on workforce development in these areas to support practitioners to help families in these circumstances to make more improvement. A simplified targeted family work offer is under development with the aim of maximising our effectiveness. This will be consulted upon as part of the Children Change Programme phase 2.

A DTT is also used with young people that supports them to self-assess the impact of issues they face on their life. Once a relationship has been established and informed by their Early Help Assessment as appropriate, a young person is supported to explore identify issues and behaviours, which impact their well-being, development, learning or transition. The young person allocates a score to each issue and assessment area which reflects the impact it has on their life. Throughout the intervention young people review with their YSS practitioner progress made in each area and review their scores. At the end of the intervention they are able to assess and reflect on their distance travelled by comparing initial and final scores.

Currently Cambridgeshire data demonstrates that we are performing well against our performance target (80% of all completed DTT's to show progress). In March 2017 we are averaging 79% of all completed cases showing progress and in the previous quarter we were averaging just above the target.

Around 80% of parents who start parenting courses complete these and around 75% of those who complete report that they feel more confident in their parenting role at the end of support. We have not monitored whether this cohort of families need further support after the completion of courses.

For our most vulnerable families, who meet the criteria for support under the Troubled Families initiative, impact is monitored objectively using the indicators in the shared Outcomes Framework

As at 2 March Cambridgeshire had identified 1486 families (against a target of 1429 by end of March) and by 24 March had made a Payment by Results (PBR) claim for 405 families (against a target of 505 families). A robust plan developed in conjunction with internal audit led to a much improved and refined, however still parallel, process. With the establishment of the Early Help Hub, the process for PBR claims will be built into "business as usual" as opposed to operating in part as a parallel process.

8.7) Children With Disabilities and their families are supported through a range of activities which prevent family breakdown and promote the most positive outcomes for children and their families.

Summary and evidence:

Summary :

SEND inspection identified areas of good and innovative practice, it also reflected our self assessment of needing to work more closely with families particularly at the point of EHCP's being produced and the need to ensure more of our partnership understands the Local Offer

***and how to access services – once families access services they report good experiences .
More details can be found in our SEND SEF.***

The provision for children with SEND is described in detail in our Local Offer which has been developed over the last year in consultation with families. Our Local Offer Annual report describes how we have made progress in developing and promoting services and our ambitions for further development.

Our SEND Commissioning Strategy outlines our strategic commissioning approach for children and young people with Special Educational Needs and Disability.

The Disabled Children's Social Care Service is responsible for assessing the needs of disabled children and young people up to the age of 18. For those who meet the eligibility criteria for services provided are:

- the opportunity for children and families to have a short break
- support for the child or young person to access their community
- support and training to develop independence skills appropriate to their age
- support in meeting a young person's personal care needs appropriate to their age

At the end of March 2017 there are over 1,075 children supported by the service. The majority are supported through the Short Break Local offer with approximately 400 supported through Social Work services.

We encourage and support the use of inclusive and universal activities and services, such as Children's Centres, nurseries, nurseries and childcare providers, schools and colleges, leisure activities and health services. Families are encouraged to register with the Special needs Community Information Point (SCIP) our information and advice service for families with 0-19 year olds with a disability or additional needs.

A range of groups are provided free of charge for children under 5 with SEND in our Children's Centres and number of specialist roles support our young people who have SEND with access to activities and services including employment and training as part of our offer within Locality Teams. Our SEND teams support settings to respond to the needs of children with SEND through advice and training support and where necessary assessments for Education Health and Care Plans. Our County wide Sensory Support Service supports children with hearing and visual impairment.

We also work with Papworth Trust to ensure that families with a child with disabilities can get free information and advice on disability benefits.

We involve parents and carers in the development and review of our services through working with pinpoint, a parent led network. We also work with Voiceability to hear young people's views and feedback. Additionally Cambridgeshire is one of six authorities that have been involved for three years with the DfE funded POETS Project (Personal Outcomes Evaluation Tool).

Cambridgeshire County Council is the Training Hub for Autism Education Trust (AET) in the Eastern Region, holding the license to deliver training to Early Years settings and schools across the 11 Local Authorities that make up the Eastern Region. The AET training programme is backed by the DfE as best practice on Autism. As the training hub, SEND Specialist Services in Cambridgeshire

provide AET training to all schools and Early Years settings, some of this through our sub-contracting arrangements with other Local Authorities in the Region. We have sub-contract arrangements with Hertfordshire, Suffolk and Essex County Council and another local arrangement with Norfolk. Doing this allows schools and Early Years settings to access more training and means we can cover a wider area. The AET training programme is designed to improve understanding and knowledge about Autism amongst school and setting staff and best practice to support children and young people with Autism to achieve the best outcomes.

Cambridgeshire has invested in a small project led by the clinical team providing Positive Behaviour Support to a small number of families with children with severe learning disability and challenging behaviour who are at risk of family breakdown, aiming to keep children at home, and not in out of county placements. This service began working with families in April 2017.

9. THRESHOLDS AND DECISION MAKING

9.1) Key threshold and decision-making points are appropriate, effectively understood, consistently applied and evidenced for individual children. (M)

9.2) Children who are neglected or physically, sexually or emotionally abused are identified early. There is an effective strategy to respond to neglect and front line practitioners are confident about their work with families where neglect is known or suspected. (M)

9.3) Trends and changes in early help assessments, referrals and child protection plans, including step up/step down is understood and appropriate.

Summary and evidence:

Summary :

New threshold document is in place

A neglect strategy has been launched

MASH audits taking place to scrutinise decision making

9.1) Key threshold and decision-making points are appropriate, effectively understood, consistently applied and evidenced for individual children. (M)

A revised threshold document has recently been developed by the LSCB and launched in April 2017 along with the re-configured Integrated Front Door. As part of the development of the Integrated Front Door just under 1000 practitioners across all agencies attended workshops to help shape this work and to learn about the application of thresholds together. A Neglect Strategy has been agreed by the LSCB and the Graded Care Profile is used to support assessment of neglect.

Numbers of Contacts

The number of contacts received has reduced significantly because we have changed the way we count these. Previously we had counted all contacts which frequently included duplicate records for the same children and same events (but reported by several agencies).

The MASH

The Multi-Agency Safeguarding Hub (MASH) and Early Help Hub (EHH) is the single point of contact for all safeguarding and wellbeing concerns regarding children and young people in Cambridgeshire. It does this by:

- Acting as a Front Door to manage all safeguarding referrals including the undertaking of Child Protection investigations where required
- Acting as a Front Door to Early Help Services

There is now a weekly programme of multi-agency audits which are undertaken within MASH which review the threshold decision making in respect of 8 contacts the previous week. The contacts are randomly selected and comprise of information requests and threshold decision making in respect of early help services, s17 and s47. The audits are undertaken by the Group Manager, a Detective Inspector and Lead Nurse for Safeguarding. A larger one-off internal audit was carried out in February 2017 which confirmed that decision making was good in around 80% of cases.

Our new front door arrangements have been established during 2016/17 and performance measures have been agreed as part of this. We now monitor the proportion of MASH cases in which decisions were taken within 24 hours. In June 2017 this was 78%.

(Source – New Children’s Services Dashboard June 2017)

Referrals

Numbers of referrals to Children’s Social Care fluctuated during 2016/17 and into first quarter of 2017/18. There were 325 referrals in June 2016 and 479 in June 2017.

We know that a quarter of social care referrals are made by the police, around 20% by education and 15% by health. Sources of referral form part of our monthly performance monitoring.

Step Ups / Step Downs

In the past we have estimated that practitioners from Early Help services also supported around 10% of the cases open to social care. However the development of integrated District teams as part of CCP enables a more flexible approach to supporting families and we anticipate we will have more families that are open to Children’s Social Care units and also will have Early Help intervention with the intention that extended handovers will support our intention of ‘telling your story once’ and for families to experience continuity in relationships.

Our new District Team Around the Family Meeting policy sets out how to:

- Change transfer work between teams within the Children and Families Directorate (where the lead professional is changing) and/ or
- Request an additional resource is added to an existing team around the family/ lead professional

These meetings will take place every week and will support a more fluid process which will help identify the right support for families quickly. We will be moving away from ‘step down’ language and focusing more on being able to involve early help services alongside social care more easily and ensuring a smooth transfer to early help when safeguarding risk has reduced. We will also be able to quickly re-involve the known safeguarding professionals with a family if risk escalates again.

Around half the children opened to social care in any one month have had previous Early Help work within the year prior to their social care referral.

10. CHILDREN'S SOCIAL CARE: REFERRAL, ASSESSMENT, CHILDREN IN NEED AND CHILD PROTECTION

10.1) Rates of referrals, assessments, Children In Need and children subject of child protection plans are in line with expected ranges, and there is evidence through audit, management oversight and performance management that the right children are being referred, are CIN or subject of a plan.

10.2) Decision making, assessments and reviews are timely.

10.3) Care plans contain sufficient, detailed information about the needs of the child and what needs to happen, by when. Risks are identified and prioritised, and plans are audited and reviewed frequently enough and with sufficient scrutiny to take robust action to challenge when this is not the case.

10.4) There is high quality and impact of direct work with children and families and quality and effectiveness of services to support children. Views of children, young people and families about the service they have received is fed into care planning and strategic planning (M)

Summary and evidence:

Summary :

Rates of referrals and rates of CIN are low

Rates of children subject to CP plans are increasing but have been low

Compliance with timescales for completing assessments is generally good, as is compliance with timescales for holding CP conferences and visiting children

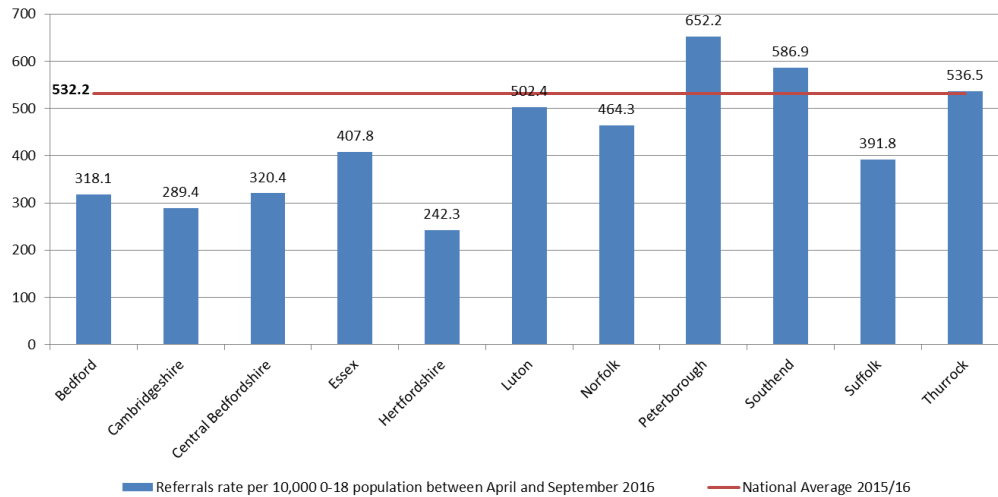
Rates of re-referrals and rates of S47 enquiries are now in line with our SNs

We have scrutinised cases of children who return to CP plans and have identified a need to act more robustly where neglect is an issue

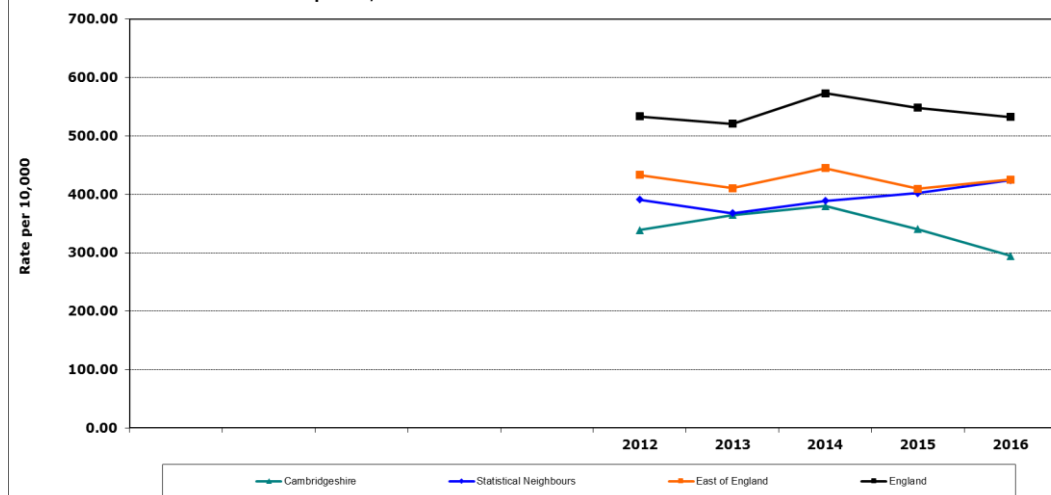
Rates of Referral

Rates of referral to children's social care remain low in Cambridgeshire compared to other authorities in the Eastern Region.

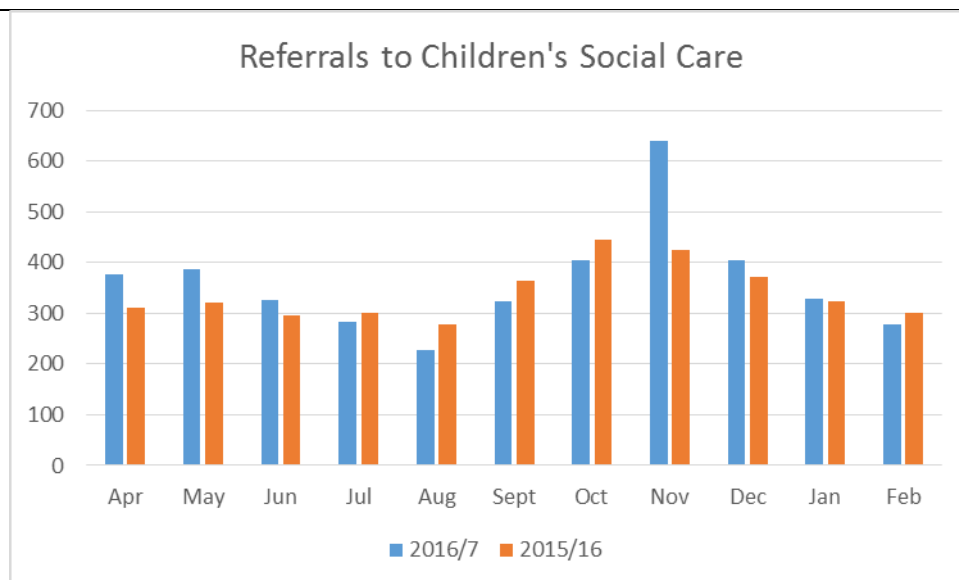
Rate of Referrals Sept 2016 (per 10,000 0-18 population)



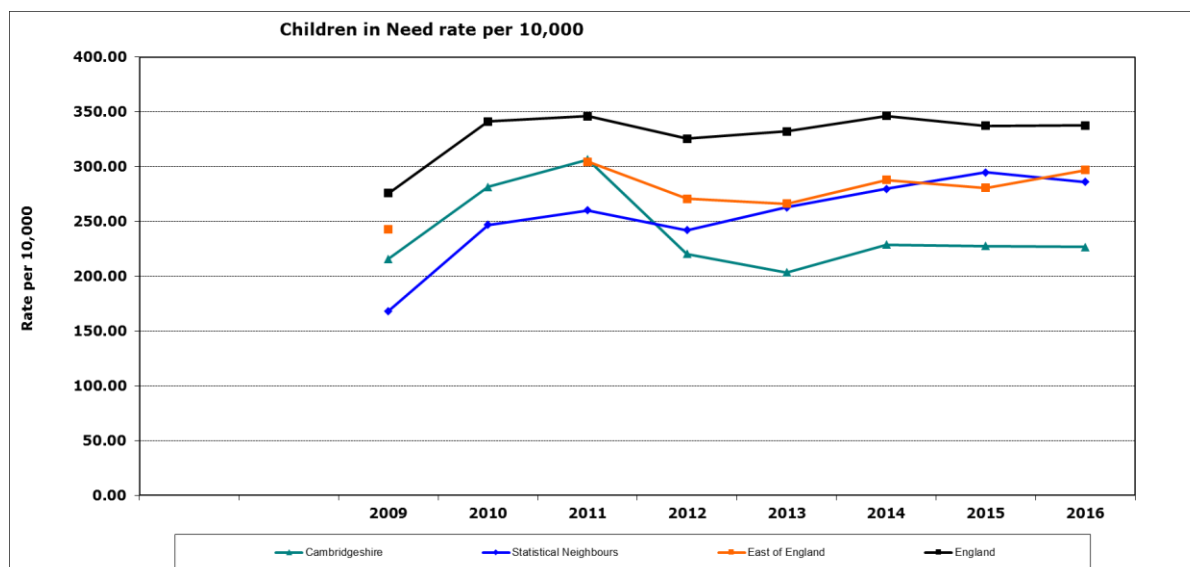
Rates per 10,000 of referrals to Children's Social Services



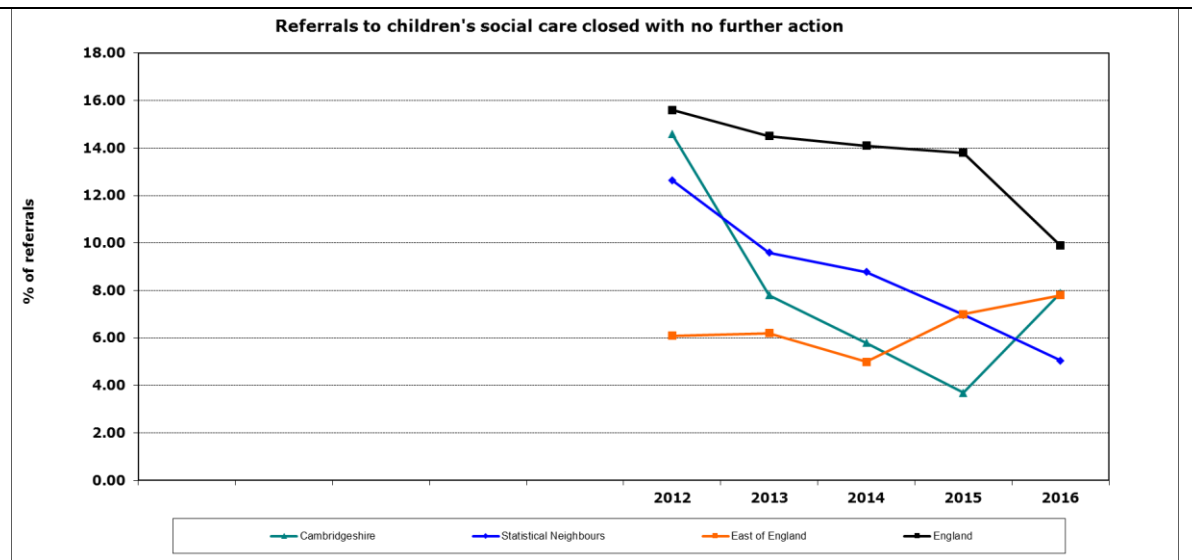
Monthly referral numbers have been high during November 2016 which we know was due to a change in practice at our front door leading to a “bulge” in the numbers of cases opening to social care.



Rates per 10,000 of Children in Need have in the past been lower in Cambridgeshire than elsewhere.



Too many children were previously NFA'ed following contacts the threshold for referral and allocation of services has been reviewed and is remedying this

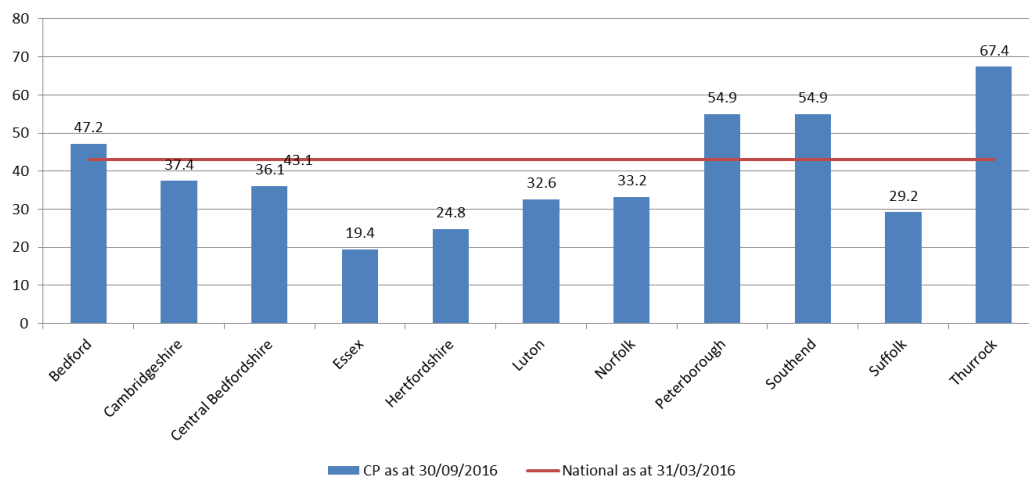


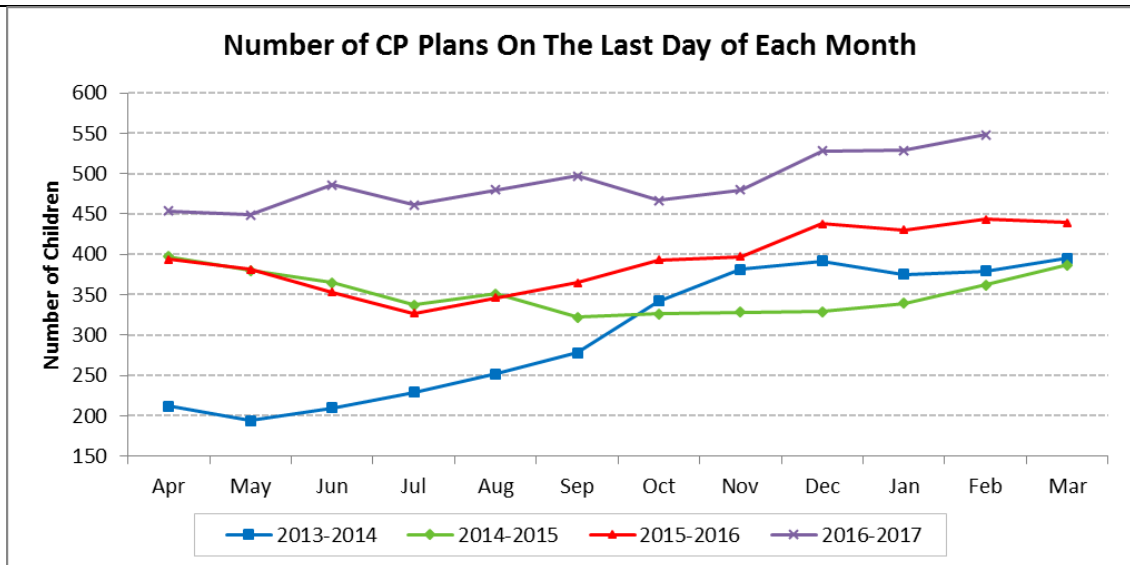
Child Protection

Our numbers of children with a child protection plan are now more in line with our stat neighbours and mid table regionally – see below. The LSCB continues to monitor the quality and impact of child protection planning, ensuring we have child protection plans in place for the right children.

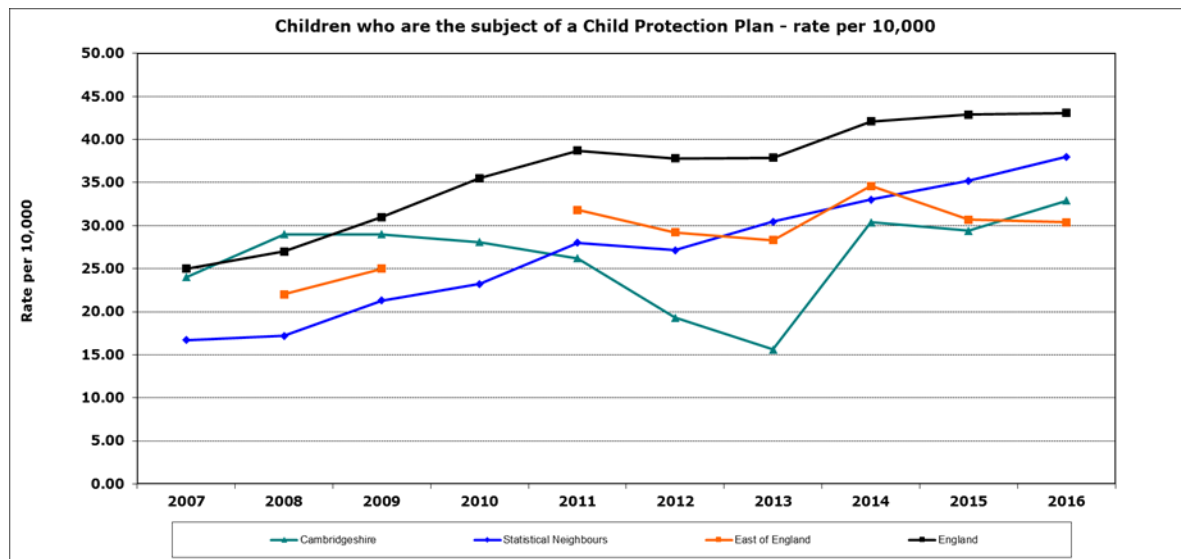
Cambridgeshire rates of children registered for emotional abuse is lower than national averages and for stat neighbours, whilst rates of children registered for physical, sexual abuse and neglect are slightly higher with numbers registered for neglect having been very low in previous years.

Children Subject to Child Protection Plan in Sept 2016 (rate per 10,000 0-18 population)

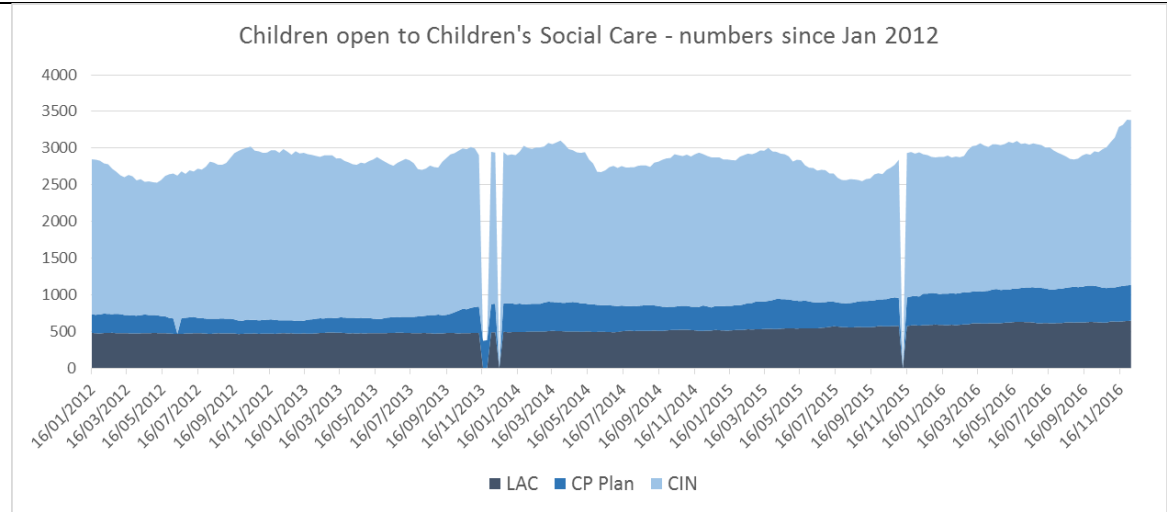




Overall numbers having been rising and this is bringing Cambridgeshire more in line with rates in our statistical neighbours.

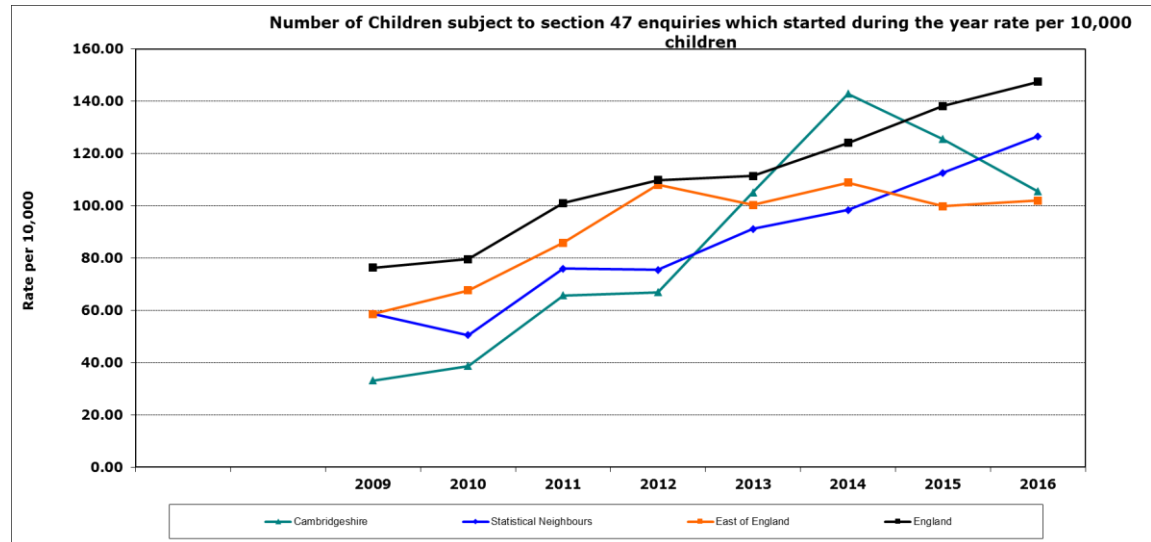


Over the longer term we continue to see a rise in the overall numbers of children in our social care system.



Assessments and Reviews

Rates of S47 enquiries per 10000 have in past years been relatively high but are now on a downward trend and similar to those in our SNs.



The number of Single Assessments open spiked in November and December 2016 as a result of the larger number of cases opening to social care in November. We also focussed in 2016 on ensuring that Looked After Children have a review Single Assessment after significant events and at least yearly ensuring that care planning is robust. With the increasing overall numbers of cases we have struggled to meet timescales for completion in the last part of 2016/7, with 16% of assessments out of timescale at the end of February 2017. However, we expect to see performance improve as this the November “bulge” works through the system - last year almost 95% of Single Assessments were completed within timescale.

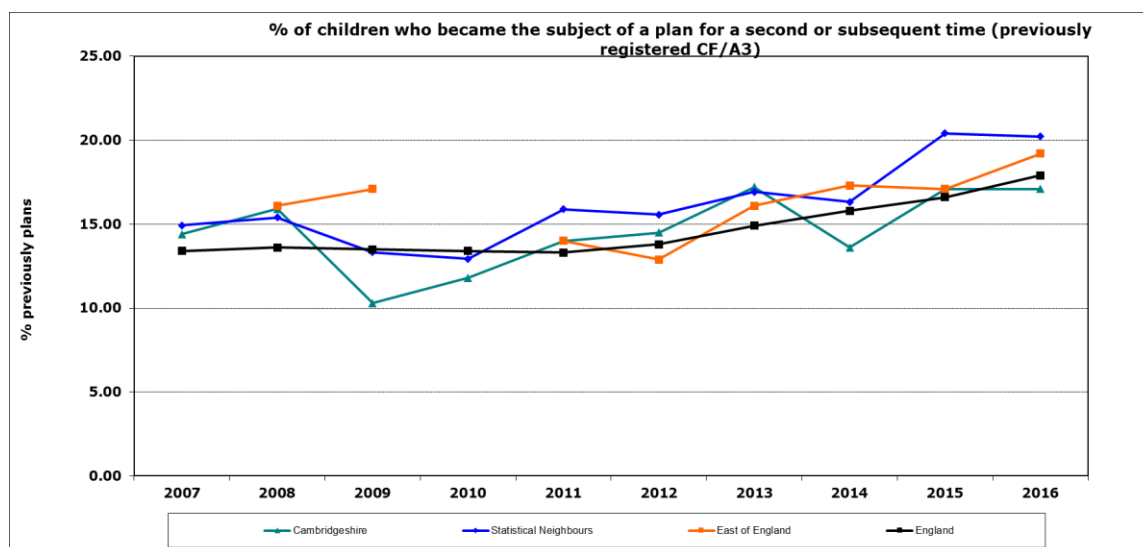
Progress of cases, reviews and visits are monitored closely at the Performance Board. Last year we achieved good performance for the percentages of statutory visits made within timescales (95%) but due to the current bulge in the number of cases in our system this has dropped to 87.8% for February 2017, though again we expect this to improve.

In Cambridgeshire almost all (95%) of all Child Protection Conferences are usually held within timescales though with larger numbers in the system we have again seen performance drop in January and February 2017 to 91%.

Re-Referrals

Our rates of re-referral within 12 months are within the expected numbers at 18%, similar to our SNs and below national rates.

The proportions of those who are subject to a second or subsequent CP plan ever also compare favourably to national and stat neighbour rates.



However, we identified that in June 2016, Cambridgeshire County Council had 96 children aged between 1 and 17 years, who had been the subject of multiple child protection planning episodes. This number is almost 25% of the total number and warranted further enquiry.

As a result of this enquiry we have identified that planning for children who are made subject to a plan for a subsequent time needs to remain a focus of our work, identifying early on capacity for second order change with parents, allowing permanency planning with the child's family, extended family, foster care or adoption to be explored in the child's timeframes.

Case Audits

There are robust and well established case file audit processes in place across social care. Our audit work tracks improvements across the services as the programme is embedded in practice. We see a good trajectory in cases being graded as Good or Outstanding. Cases are graded in subsections which helps identify areas where practice needs to be improved.

The audits identify for us that we need to focus on Child In Need planning and timely outcomes for these children and the quality of pathway planning.

Child Protection plans are audited and reviewed with a dip sample on a monthly basis, to ensure they are SMART and focus on positive outcomes for the child or young person.

Children's Involvement

(Also see section 5)

The Participation Service host the Voices Matter group for LAC and the Trust Us group for children who have experience of the child protection process, including being subject of a child protection plan. These groups offer support and challenge to service and offer guidance as to how young people want to be engaged with and how it feels to receive difficult information. This helps to shape and develop services for all children Children's Social Care support.

11. LOOKED AFTER CHILDREN

11.1) Senior leaders and lead members discharge their responsibilities of a corporate parent, and are ambitious for children and young people's educational progress. (M)

11.2) Looked after children are healthy, and able to access health provision when required.

Summary and evidence:

Summary :

**Overall numbers of LAC continue to rise. UASC has been on a steep Trajectory
Health and dental checks are not presently completed in a timely way.**

Numbers of Looked After Children have continued to rise during 2016/17 with rates now at around 50 per 10,000. We know our children well – they are generally younger, have been known to us for some time and become looked after following Child Protection or PLO. Approximately 20% of our children leave care through adoption or SGO. We have seen the numbers of UASC increase from 5 in 2015 to 65 in 2017, we have not had enough provision in County to resource these young people and consequently many of them are placed out of County.

The educational attainment of children in care is a core outcome and workstream within the Council's Corporate Parenting Strategy and the Virtual School Board meets termly to monitor the progress in this outcome area. A focus on children in care is also embedded in the School Improvement Strategy and Accelerating Achievement Action Plan, which sets out how all schools in Cambridgeshire will accelerate the learning and progress of vulnerable groups. By driving the outcome through these two strategies we ensure that both specialist LAC services and the universal and targeted offer in Cambridgeshire maintain the appropriate targeted focus on the educational attainment of looked after children

A variety of monitoring processes are in place to ensure LAC pupils access appropriate education – overseen by the Head of the Virtual School through

- The work of the Virtual School Board.
- Corporate Parenting strategy and monitoring board.
- Accelerating the Achievement of Vulnerable Groups action plan and steering group.
- LAC action plan and monitoring board.
- Children missing education updates and monitoring meetings.

Health and Wellbeing of Children in Care

Ensuring that Looked After children Achieve Good Health and Wellbeing is one of the five core outcome areas within the Corporate Parenting Strategy with 6-weekly work stream meetings to monitor the progress of actions plans and to address any new issues relating the timeliness of children receiving health services. The LAC Health Team leads in this areas of work and includes designated doctors, paediatricians and nurse to carry out health assessments.

Initial Health Assessments (IHA's) for children placed in county are conducted by the Designated Dr for LAC Health as well as other paediatricians. The Designated Dr or GP's and Specialist Nurses for LAC Health also carry out reviews. Assessments for children living out of County are carried out by local LAC Health Teams or GPs.

We have strengthened processes to ensure that Looked After Children have their health needs assessed within 20 days of becoming LAC, supported by the work of the Health and Well-Being Board. Data regarding health and dental appointments is collected and analysed on a monthly basis.

At the end of February 2017, 70.8% were recorded as having had a health check and 58.4% a dental check, with 66.3% having had both these checks. These proportions are lower than the figures for the same time in 2016 (76% for both checks) and below target although we are aware that recording is not always accurate and up to date and that rates are likely to be higher than these figures suggest.

Mental Health

SDQ scores for Cambridgeshire LAC are similar to those nationally and slightly better than for LAC in our SNs.

A steering group for identifying how the emotional needs of Looked After Children are met has been established across the CCG area and will consider how services are effectively commissioned to meet need.

The clinical input into social care units in Cambridgeshire has assisted in ensuring that proper account is taken of young people's mental health needs, including ensuring that specialist support for attachment, trauma and neglect is identified and sourced and that carers are enabled to understand and respond to the emotional needs of looked after children.

The adoption support fund is used to fund specialist therapeutic support for those children with a plan of adoption where needed and the clinical team provides a signposting role to these services. We are working with partners in local mental health services, in order to ensure a robust protocol is in place for responding to mental health needs in looked after children.

Missing from care

Cambridgeshire reports a lower proportion of LAC as having gone missing from care than national averages but reports a higher proportion of LAC who are reported as away from placement without permission.

11.3) Looked after children receive appropriate education and do not have to wait for a school place when they move into a new placement. There is effective multi-agency support (including social workers, IROs, parent and carers, schools and Virtual School) to help looked after children achieve, including the quality and impact of PEPs. Pupil premium funding is targeted to help children achieve well and in accordance with the grant conditions. The attainment gap between looked after children and their peers is narrowing, and young people are supported to achieve successful transition to higher education, training and employment. (M)

Summary and evidence:

Summary :

LAC children do less well than other children and education is frequently disrupted due to placement moves

Looked After Children are always prioritised by the School Admissions Team who work in close liaison with the Virtual School Team, Social Workers, IROs and other teams to ensure a coordinated approach. Each application is forwarded to the Head of the Virtual School who maintains oversight.

Where looked after children move placement at short notice or in an emergency our policy is to maintain the existing educational placement wherever possible – to ensure school life can provide a point of consistency and stability during the transition period and to minimise the total number of transfers. Ideally changes of school should only take place for looked after children at the point where a new permanent home placement has been finalised, but this is not always possible

Delays can occur where a placement is not available, where a placement which includes on-site education is required or where schools feel they are not able to provide for a child. In all of these circumstances the Virtual School will try to speed the admission process at every opportunity and the Virtual Head will intervene when significant delays or disruption occur for any child.

All looked after children have a Personal Education Plan (PEP), designed to identify needs, determine interventions and monitor progress and impact on a termly basis. This is then tied to the allocation of Pupil Premium+ funding to support the appropriate interventions. All Schools have been given training, by the Virtual School, which includes the role of the Designated Teacher, how to complete PEPs, the specific needs of LAC pupils, and best practice for the use of pupil premium+.

All Pupil Premium money allocated to schools is linked directly to the educational need of the child evidenced through the PEP. An element is top sliced to allow the Virtual School to provide training and support to schools and additional financial support if a child requires more than the PP+ funding for a specific intervention.

At Key Stage 2 the proportion of Cambridgeshire LAC achieving combined expected results in KS2 in 2016 was 29%. The gap between all Cambridgeshire pupils and Cambridgeshire LAC was 23ppts.

At Key Stage 4 the proportion of Cambridgeshire LAC making expected progress in English and maths in Yr 11 was 45%. The gap between all Cambridgeshire pupils and Cambridgeshire LAC was 22ppts.

35% of Cambridgeshire year 11 LAC pupils were not entered for any GCSEs. As a result of placement breakdown and geographical issues 45% of the year 11 cohort have moved education setting during their secondary schooling.

Cambridgeshire LAC pupils out of county receive the same service from the Virtual School as those within county. Of those Cambridgeshire LAC pupils gaining 5 A*-C including English and Maths the split was In county - 60%, OOC - 40%. Of those Cambridgeshire LAC in KS2 reaching national expected levels, the split was In county -21%, OOC - 79%.

There are significant achievement gaps in Cambridgeshire for vulnerable groups, LAC is not an exception to this. However it should also be noted that each individual LAC has their own particular needs and that overall percentages of achievement may not be a helpful way to analyse our performance. About a quarter of our LAC population have SEND.

A dedicated post 16 worker is employed by the Virtual School to lead transition work from KS4 to Post 16 learning and works alongside the leaving care service.

Around 55% of our care leavers aged 17-21 are in education training or employment as at March 2017, a higher proportion than this time last year.

2016 results	Cambs.	SN	England
KS2 - reading writing maths	27	28	25
KS4 – 5 GCSEs (2015)	19.6 (24.1)	18.2 (17.9)	17.5 (15.9)
KS4 – Attainment 8	23.3	23.9	22.8

Source : LAIT

11.4) Looked after children and care leavers are aware of, and receive their rights and entitlements, and their views and wishes are taken into account in how/when they receive these. (M)

11.5) Planning takes into account children's wishes and feelings, including maintaining positive relationships with people who are important to them. Children and families are supported where the plan is for the child to return home. (M)

Summary and evidence:

Summary :

Strong and well-established Children in Care Council

Placements are relatively stable compared to our SNs but have become increasingly less so in the latter part of 2016/7.

The Cambridgeshire pledge sets out what the local authority commits to doing for looked after children and their rights and entitlements. Its development was led by looked after young people in liaison with officers and lead members.

http://cambridgeshirecin.proceduresonline.com/pdfs/the_pledge_our_promise.pdf

We have developed a booklet which details young people's rights and entitlements as a Cambridgeshire care leaver.

The Cambridgeshire Youthoria Website provides all young people with information about education, learning, social and health issue, activities and advice. It has a dedicated area for Looked After Children and care leavers which is only accessible to them and where tailored information regarding rights and entitlements is available for them to refer to.

<http://www.youthoria.org/home/life/1372927491.123/>

The Virtual School Post 16 Worker is responsible for explaining and facilitating the educational rights and entitlements for looked after children as they transition into further learning and prepare to leave care.

We have a finance policy for looked after children and care leavers which details the financial support available to them.

The Cambridgeshire Children in Care Council: Voices Matter - meets five times a year and incorporates different ages of looked after children and care leavers in addition to senior managers and an elected member. The panel feeds into the Corporate parenting quarterly report, and members attend the quarterly Corporate Parenting meetings.

The Voices Matter panel were chosen as finalist out of 500 entries for the Children and Young People Now Awards in the 'Children in Care Category'. Their work won an award in recognition of the difference it has made to looked after young people and professionals. Judges recognised that their work has had an impact beyond Cambridgeshire. The three animated films highlighting the views and feelings of young people in care that has now been viewed more than 40,000 times on YouTube, is used nationally as part of fostering courses and won a BFI award. The films are used nationally as part of training for professionals and students and for young people.

The Leaving Care Team has recently established a care leaver's forum to assist in influencing service development. They have also consulted young people in the past year through the use of questionnaires to inform service development.

Young people's views are captured in looked after children reviews, statutory visits, needs led assessments and pathway plans evidence their wishes and feelings.

Children are closely involved in their care planning. Social workers use a variety of tools to record children's wishes and feelings and these include within the actual care plan and a child's individual case notes. Recent detailed case file audits have confirmed that notes contain a lot of narrative rich data within individual files and that it is possible to confirm that the care plan is aligned to the view of the young person.

Looked After Children are also consulted about their care plan by their IRO as part of their LAC reviews. Their wishes and feelings are routinely recorded within the LAC review document. Where young people are willing to do so they are encouraged to chair their LAC reviews.

Young people are encouraged to write their own pathway plans themselves and we have some good examples of how this has been effective in young people taking ownership of these documents. Personal Education Plan meetings are used to discuss and agree the choice of education provision and course for looked after children and inform their choices.

The leaving care team are looking to develop a pre-payment card where Setting Up Home Allowances and subsistence payments can be loaded for young people to take more control over how they spend their allowances. They will be supported in managing their personalised budget by their allocated social worker and or personal advisor.

The leaving care team have encouraged young people to take responsibility for the purchase of items through the provision of 'love to shop' vouchers when they need to purchase items for when they set up home.

The leaving care team are proactive in ensuring that young people maintain their relationships with their families to support them into young adulthood where it is safe and appropriate to do so.

Cambridgeshire is currently engaged with an initiative to identify what works for Care Leavers and how performance and practice compares across the Country in terms of support for them. Social Finance is developing the Leaving Well Analytics Hub ("LWAH"), a tool encompassing data analytics, benchmarking and best-practice case studies to enable Local Authorities to deliver better services to care leavers. It is hoped that the LWAH will be made up of three core parts:

- A **Data Hub** which will collect local and national data to provide metrics that show the relative efficacy of services in local authorities against its statistical neighbours and national benchmarks
- A **“What Works” Centre** that enables the sharing of best practice service models
- An **Innovation Fund** to co-fund the implementation of new, more effective models, and the wider uptake proven best practice.

11.6) Arrangements for Looked after children who are placed outside of the local authority area are made in their best interests and in accordance with regulations. Senior offices and lead members monitor the quality and impact of care and support for these children. (M)

11.7) Looked after children who live outside of the local authority area have the same level of support and opportunities as all looked after children (e.g. contact with family; social work and IRO visits; involvement in care panel; access to health, education and leisure activities; attendance at celebration events). Their voice is heard and reports take close account of their views. (M)

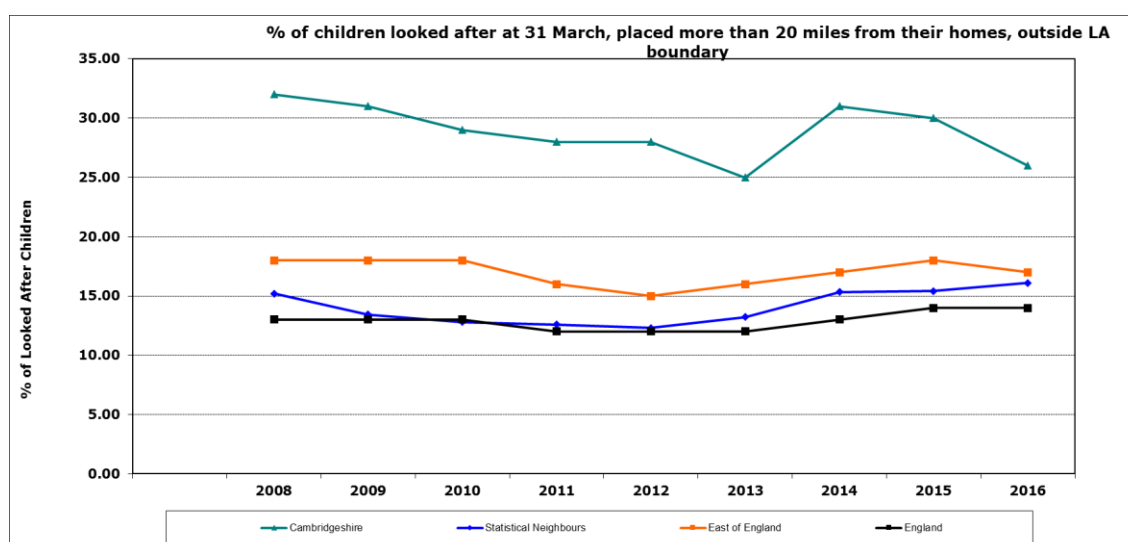
11.8) Looked after children who are the responsibility of another local authority who live within the local area are known, and services provided for them as appropriate.

Summary and evidence:

Summary :

We have high proportions of Looked After Children placed more than 20 miles from home and placed out of county – many of these are Disabled young people who are in stable, specialist provision. The majority of UASCS are placed outside the county.

Overall 46% of our Looked After Children are currently placed out of County a much higher proportion than those of our statistical neighbours, or regional neighbours or nationally.



Around 30% are placed out of county in a placement which is also more than 20 miles from their home. Disabled children are more likely to be placed out of county than their peers. 70% of UASCS are placed out of county.

We monitor the safety and well-being of children placed Out of County via social work visits and Looked After Reviews. Children are consulted about their care plans and have a voice in saying how they experience life day-to-day. There are additional systems in place to safeguard children

who are known to be at risk such as Strategy Meetings and Child Sexual Exploitation (CSE) meetings. In addition to information gathered from children by social workers, value is placed on the detail shared by colleagues within children's professional network, for example education and fostering, to communicate with the Local Authority over children's well-being.

Much statistical data is collated in terms of placement location, ages of children and placement type. Children's cases are tracked independently within the Independent Review Service and children have access to advocates and Independent Visitors. All children have a named social worker and a named Independent Reviewing Officer. A great deal of information recorded is narrative-rich and reflects the detail of children's individual lives. This can and does enable social workers and others to regularly reflect upon and evaluate the quality of children's experiences and whether or not they are safe.

Out of county children achieve less well than their peers placed in county but receive the identical service as in county LAC from the Virtual School.

The Access to Resources Team (ART) has links to other Local Authorities. Before placements are made, ART check the placement is suitable and are starting undertake initial checks prior to making placements in residential settings with supported accommodation providers. This includes gathering information from providers about previous and current CSE issues and police involvement, safeguarding enquiries over the last 12 months and the provisions policies and safeguarding procedures.

In addition, ART request information about current and recently ended placements and endeavour to speak to Local Authority Designated Officer (LADO)/Multi Agency Safeguarding Hub (MASH) or equivalent who maintains information about CSE within their Authority, if not Cambridgeshire. This intelligence is used to assess the suitability of any potential placement.

ART receives Ofsted notifications regarding provision where there is a young person placed and immediate consideration is given the nature of the concerns and implications for the young person in the setting. This can result in an alternative placement needing to be identified or at the very least a review of the care and safety plan if the decision is for them to remain.

In relation to existing placements, ART undertake quarterly meetings with providers by way of monitoring all aspects of the placement. These meetings are another way that any 'new' safeguarding issues, including CSE and police concerns are shared. These meetings rely on the provider identifying safeguarding concerns within their setting and area and making links between what may initially appear to be 'lower level' concerns, and the possible development of CSE issues.

Cambridgeshire notify other Local Authorities when we place Cambridgeshire children in their area. This provides an information log as to the number of vulnerable children there are. This information is accessible to the CSE team and the police if required where they have concerns about a person or gang in a particular area. The system in place to bring all intelligence together is led by the Council's CSE team.

The IROs will see children separately and as part of the conversation with them, will check on whether they feel safe in placement and whether they have any worries. Within the supervision arrangements for IROs, all children are tracked and identified if there are concerns about missing and CSE. IROs check on the quality of safety plans and within reviews expect providers to evidence how they plan to keep the child/young person safe.

It is planned that the IRO service will meet regularly with colleagues from the Access to Resources Team within a group supervision setting at team meetings to discuss specific cohorts of children including out of County children. IRO shares any placement concerns directly and immediately with ART.

All children and young people are offered an advocate/Independent Visitor. There is also a system in place for logging any soft concerns with ART for the differing professionals visiting the placement which can be considered when another may be visiting too

Children out of area receive the same statutory visits as children placed in county: 6 weekly and 3 monthly depending on what is happening in the placement. Children receive additional visits according to need and practice in Cambridgeshire is that if a child and or carer is in need of a social work visit between statutory visiting periods for any reason such as a crisis, then these do happen.

Over 95 % of our children have their LAC reviews within the statutory timescales.

The time of day LAC reviews for school age children happen is tracked by the Service Manager to ensure that they happen outside of school hours in order that children are not called out of lessons and that they are able to contribute. Simple data could be collated as to the time LAC reviews happen to monitor the extent to which this achieved.

Following analysis of the safeguarding of children placed out of area, work developments are in progress to record the time of day children are seen and whether or not they are seen alone (away from school/carers) etc. The idea being that children are given all opportunities to develop a trusting relationship with their social worker and are given the space to be able to talk freely about life within their placement.

11.8) Looked after children who are the responsibility of another local authority who live within the local area are known, and services provided for them as appropriate.

Looked after children who are the responsibility of another local authority are known – This was scrutinised by the LSCB during the year and in October 2016 a report was taken to the Quality and Effectiveness group providing assurance that these children are known to the authority. The report noted robust protocols offered assurance that these children are known and served by appropriate services within Cambridgeshire.

CCS and CSC/SASU have worked to ensure that they can securely share information that identifies children they have recorded as being placed into Cambridgeshire. Both agencies are now confident that, in effect, they have a shared spreadsheet linked by NHS and ICS numbers that removes the possibility of children being missed by one or other agency.

CCS will RAG rate the child's record to identify where they have concerns about missing information and will work to obtain that information with the appropriate level of priority. When CSC is notified about a child being placed in Cambridgeshire, information is put into its ONE database record and they are identifiable as "Other Local Authority LAC placed in Cambs".

Cambridgeshire schools can access training from the Virtual School to support them in working with LAC children on their roll who have been placed in Cambridgeshire by another authority, but we do not directly support these pupils.

The staff involved have expressed confidence that a) there is awareness within CSC of the need to use the correct process when children are placed in Cambridgeshire and b) the cross referencing with Health provides a robust back up for both agencies.

12. FOSTERING AND ADOPTION

12.1) Foster carer recruitment, retention, sufficiency and skills are effective to meet the needs of children and young people, and there is evidence that sufficiency of foster placements is regularly reviewed and where shortfalls are identified, effective action is taken. (M)

12.2) Placements are made, and ended appropriate so that information is shared with foster families prior to a child coming to live with them, and where the plan is for the child to return home or change placement, there is effective work with the child, parents and carers. The 'foster to adopt' initiative is effective. (M)

12.3) Responses to allegations against foster carers are timely and effective; unnecessary placement moves do not take place; and supervising social workers are effective.

Summary and evidence:

Summary :

We have seen a steady increase in internal provision however with the level of Looked after Children continuing to rise the level of provision remains insufficient and consequently we are high uses of IFA provision.

The LAC Placements Strategy has identified the need to significantly increase the availability of in-house and in-Cambridgeshire foster placements. The service will increase capacity by 86 placements to 216 on average by 2020/21. This step-change in the capacity will be achieved through a new recruitment and retention strategy, enhanced marketing and communication, reviewed assessment processes, and continuing to review our pay, reward and support offers to foster carers.

In 2015/16 the service achieved an overall net gain of 29 new beds, between April 2016 and December 2016 a further 17 households have been approved providing an additional 36 beds. Five households have left due to change in family circumstances; therefore the net gain so far in 2016/17 is 27 new beds. The service currently has 235 approved fostering beds. Where placements cannot be made in house the local authority has a positive working relationship with independent fostering agencies. There has been an increase in resources to support fostering recruitment; recruitment figures are continuing to rise and targeted recruitment is being undertaken to fill gaps such as placements for older children and teenagers and supported lodging settings.

All placements are carefully matched and foster carers are consulted about placements before their information is passed to placing social worker. The duty worker shared all the information the service has about children and liaise with the children's social workers to seek additional information where required. Foster carers have an opportunity to speak to placing social workers before a child is placed on an urgent or emergency basis. Placement planning meeting are held within 7 days of a placement being made. In respect of planned placements carers and children have planned introductions; carers have an opportunity to meet with anyone who is actively involved in the child's life and where appropriate life appreciation meetings are held before placements.

Allegations against foster carers are treated as a priority, all carers are offered independent social work support in addition to the support of their supervising social worker. We work hard not to

move children by working closely with other professionals including the LADO to assess the risk and consider how this can be managed without causing disruption to children.

12.4) The right permanence option is achieved for all children and young people, no matter what their age, and family finding commences at the earliest opportunity where appropriate. Children and young people are helped to achieve permanency without delay, permanence plans are rigorously tracked, and matching practice is effective. Support is provided for as long as it is needed. (M)

12.5) National adoption targets are met (Adoption Scorecard), and information from CAFCASS and the local Family Justice Board demonstrate effectiveness. Reasons for current performance understood, appropriate actions to improve planned, and trajectory known (M).

12.6) Changes of the Children and Families Act 2014 have been implemented fully. (M)

Summary and evidence:

Summary :

Cambridgeshire performs well in regard to adoption targets.

For care proceedings the average timescale is 26 weeks compared to the national average of 30 weeks.

Cambridgeshire has performed well in Adoption being one of only 4 Local Authorities that met both Adoption Scorecard Performance Thresholds. We continue to perform well compared to England and compared to our SNs we are quicker than most in moving children in with their adoptive family, secure higher proportions of adoptions from care and have the lowest average length of care proceedings. This all indicates that the system is working well and that children are moved to permanent living arrangements in a timely way. (*Adoption Scorecard March 2016*). Current indications are that we have less children waiting with lengthy journeys and are placing an increasing proportion of children via early permanence.

Cambridgeshire's partnership with Coram continues to improve adoption performance. Coram is a voluntary adoption agency of nationally recognised expertise. Coram Cambridgeshire Adoption (an independent adoption agency) was established in August 2014 comprising staff from Cambridgeshire Adoption Service and Coram's Adopt Anglia staff and is responsible for Cambridgeshire County Councils adoption activity including adopter assessment and recruitment, family finding and adoption support. Coram Cambridgeshire Adoption Agency was inspected by Ofsted in January 2015 and received a judgement of good for all services.

Current performance remains steady with 38 Looked After children adopted during 2015/16 and 30 adoption orders made in the 8 months to November 2016

Cambridgeshire performed well in 2012/15 Adoption Score and indicates that 18% of Cambridgeshire the children adopted, including 14% of children from BME backgrounds, 5 percent above the national average. 7% of children adopted were over the age of 5 years, 2% above the national average. Cambridgeshire children spent an average of 482 days in care before moving to their adoptive families and were ranked 18th highest nationally for this indicator. Children waited on average 114 days before moving into their adoptive placement following the making of their placement orders, this performance was ranked 8th nationally. 50% of children spent less than 16 months in care before moving into their adoptive families. Cambridgeshire has greatly reduced the number of children waiting with longer journeys with 90% of children waiting less than 14 months.

Cambridgeshire and Coram Cambridgeshire Adoption is currently participating in the development of a regional Adoption Agency (Central Eastern Region) along with 6 other Local Authorities and 2 other Voluntary Adoption Agencies. It is considered that this will eventually deliver improvements widening the pool of prospective adopters and reduce timescales for children waiting especially children with more complex needs.

Concurrent planning is being successfully implemented in Cambridgeshire, albeit that the numbers placed for concurrency remains comparatively small. A total of 4 children placed for concurrency had their adoption orders granted during 2014/15. During 2016/17 there have been an average of 5 children placed for concurrency at any one time.

Permanence plans are considered at the earliest possible stage usually at the 2nd LAC review. If the plan is solely for long term fostering then the case goes to fostering panel for a best interest recommendation. Long term fostering planning meetings are held every 6 weeks to ensure plans are on track and all those involved remain focussed on the permanence plans. There is a monthly permanence monitoring meeting which considers the plans for all children with a long term plan, this meeting is attended by managers from across children's social care. Between April 2016 and December 2016 35 children were matched with long term foster carers of which 14 were matched with in-house foster carers. 27 children have been made subject of SGO's during this same period

The proportion of LAC who have been in the same placement for 2.5yrs or more has increased from 60% in April 2015 to 71% in November 2016.

LAIT sourced COMPARISON for 2015 (children LAC who have been in same placement for 2.5yrs or more or placed for adoption) : England – 68%, SNs – 70% , Cambridgeshire – 66%

The proportion of LAC who have had 3 or more placement moves so far in the year a little lower, at 7.8% in November 2016 compared to the same time in the previous year (9.5%) in November 2015. This is above our target of 3.2%. This is a lower rate than at the same time in 2015-16 and Cambridgeshire continues to have performance which is better than England and comparator authorities.

LAIT sourced COMPARISON for 2015 (children with 3 or more placement moves) : England – 10%, SNs – 9.7%, Cambridgeshire -8% .

The average number of days between entering care (including any time spent under section 20 or during proceedings) and moving in with adoptive family has steadily improved over the course of the year from 404 at the end of Q3 in 2015-16 to 231 in Q1 in 2016-17.

The average number of days between court agreeing adoption and LA approving a match is also an improving indicator with Q3 2015-16 performance at 404 days and Q1 2016-17 performance at 123 days. Cambridgeshire is currently the highest performer in the region.

We expected the percentage of children leaving care through adoption to meet the target of 18% which is better than England and Statistical neighbour averages for 2015. The current level at the end of November 2016 was 18.3%.

The performance in relation to percentage of looked after children placed within 12 months of the decision is generally strong, although subject to quarterly changes based on length of individual proceedings and characteristics of children needing adoptive placements.

12.7) Prospective adopters are informed about adoption support entitlements. Children who are in need of adoption support are being appropriately assessed and able to access a sufficient range of support when it is needed. (M)

Summary and evidence:

Summary :

There is a good offer for post adoption support linked with the clinical practice across CCC

Coram Cambridgeshire Adoption is a voluntary adoption agency created by children's charity Coram along with Cambridgeshire County Council to help more children find loving adopted homes.

All prospective adopters are informed from an early stage in the process about their entitlement to adoption support services. The Adoption Support Team within Coram Cambridgeshire Adoption is able to offer a range of support services to children and families affected by adoption issues. The team includes Social Workers, a Child and Family Worker and a Clinical Psychologist, all of whom have specialist experience and training in the issues that can affect adoptive families. Direct work undertaken with children and their families is skilled, sensitive and purposeful and based on each family's assessed need.

At any time Coram Cambridgeshire Adoption, Adoption Support Team works with close to 100 families with up to 130 children. The range of work includes:- Holistic child and family assessments; support groups for parents and children; Therapeutic Parenting Programme; Theraplay; Therapeutic Life Story Work; Attachment focussed work for parents and families; Psychological Therapies around trauma, identity, relationship difficulties and emotional difficulties; Filial Therapy; Family Therapy; Video Interactive Guidance; Music Therapy; Art Therapy; Mediation; Post Box support and Birth Records Counselling.

13. CARE LEAVERS

13.1) The LA and partners prioritise the current and future accommodation needs of children looked after and care leavers, including their responses to complaints and feedback about how safe they feel where they are living (M)

13.2) Care leavers are prepared for independence and living in high-quality, safe, permanent and affordable accommodation that meets their needs (M)

13.3) Young people who are homeless are identified and supported to live in suitable accommodation (M)

13.4) Care leavers are supported to find and remain in education, employment and training.

NEW

Summary and evidence:

Summary :

A good proportion of care leavers are in suitable accommodation and are also in education training and employment when compared to other similar authorities.

Visits to care leavers are too often overdue but we remain in touch with a high proportion.

The LA and partners prioritise the current and future accommodation needs of children looked after and care leavers, including their responses to complaints and feedback about how safe they feel where they are living (M)

Our looked after children and care leavers are routinely asked regarding how safe they feel in their accommodation as part of their LAC reviews, statutory visits and pathway planning. We are participants in the Coram Voice 'Bright Spots' survey which is being piloted prior to national roll out, and which gives invaluable feedback from young people about outcomes that are important to them.

There are areas in Cambridgeshire where suitable and affordable housing is difficult to identify and therefore there are problems in supporting young people remaining in their area of choice or where they have a local connection. This becomes more problematic for those children who were placed out of county as many local housing authorities will not accept housing applications as they cannot prove a local connection.

The council has commissioned accommodation in the private and social housing sector who provide semi-independent accommodation to our looked after children and care leavers. The contract is set a service specification and is monitored by the access to resources team.

We have a Protocol for the assessment of homeless 16/17 year olds and Care Leavers in place which forms an agreement between the District and City Councils of Cambridgeshire, Children's services and the Youth Offending Service. The Protocol ensures that by working together, agencies will prevent homelessness wherever possible and it sets clear expectations for the way in which agencies should liaise about individual cases and what should happen in all situations where a young person presents as homeless or at risk of homelessness to any agency. This protocol is currently being reviewed to strengthen the pathway for young people and to reflect our new systems.

We ensure that they are registered with housing at aged 17 ½ years of age to support the transition into alternative accommodation if they are not able to remain in their current provision post 18.

The pathway planning process begins to identify options for post 18 housing. We actively encourage young people to consider staying put as a preferred option if offered by their foster carers. Ideally young people who move to semi-independent accommodation post 16 should be placed in housing benefit sustainable housing so that they do not have further moves when they attain the age of 18. An audit of pathway plans was undertaken in February 2016 to look at the quality of the practice and support services, the issues that led them into care and how we support their staying put arrangements post 18. The initial findings are that there is varied and inconsistent practice across the county and that this requires further work and development.

The LA is further developing its supported lodgings provision which will provide additional alternative options for young people to consider when they are considering a move into independence. The fostering service leads on in-house provision and is on track to provide ten additional places by Autumn 2017.

Any complaints that are received are managed through the children social feedback team and we adhere to the expectations regarding how complaints are managed and responded to.

The work around ensuring that appropriate and sustainable accommodation is available for young people attaining the age of 18 years is ongoing. There continue to be issues regarding the quality of accommodation and support provided to young people by some providers that are being addressed. Our sufficiency strategy and commissioning priorities are focussed on widening the offer of accommodation post- 16 to ensure a range of provision to meet young people's needs.

We have an independence passport that foster carers, residential and semi-independent providers are encouraged to use with young people as part of their preparation for adulthood. We are looking to use this as a reference tool to evidence independence skills to support young people gaining their own tenancy.

Bed and breakfast accommodation is not used for under 18 years olds and will only be used as a last resort with the consent of Service Director for a time limited period.

The leaving care team have built up positive relationships with housing providers and are proactive and challenging in their approach to prevent homelessness.

There are a small number of young people due to their level of presenting needs who are not able to access social housing as they have been deemed intentionally homeless, therefore the team have developed links with private letting agents/landlords to support young people into appropriate housing to build up a tenancy reference for them to apply for social housing at a later date.

The proportion of **care leavers in suitable accommodation** is 85.7% which compares well with our Statistical Neighbours (82%) and with national figures (83%). However this is below our target of 90% and below the proportion for this time last year:

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
TARGET	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0 %	90.0%
LAST YEAR	90.0 %	90.7 %	89.7 %	87.5 %	88.5 %	88.0 %	91.1 %	92.1 %	91.8 %	92.1 %	91.7 %	89.5%
NUMBER IN COHORT (CUM)	23	42	60	85	103	118	143	159	173	204	223	
No IN SUITABLE ACCOM (CUM)	16	34	49	71	89	102	125	141	152	177	191	
%	69.6 %	81.0 %	81.7 %	83.5 %	86.4 %	86.4 %	87.4 %	88.7 %	87.9 %	86.8 %	85.7 %	

Social Care Performance Dashboard Feb 2017 – based on the number of care leavers for whom Cambridgeshire is responsible, who are in touch and whose situation is recorded on their birthdays. NB : Data presented in LAIT looks different due to an error in regard to 17yr olds and this will be corrected.

Visits to care leavers : Around 60% of care leavers are visited within required timescales – we are looking to improve this with the development of our 14- 25 LAC and Care Leaver service

Care Leavers in Education, Training or Employment is currently 53% (Dec 2016). This is better than the position at the same time last year and better than National and Statistical Neighbours. (Source : Social Care Performance Dashboard Dec 2016)
 NB : Data presented in LAIT looks different due to an error in regard to 17yr olds and this will be corrected.

14. YOUTH OFFENDING

14.1) Young people who are at risk of offending are identified early and preventative support provided.

14.2) Young people who offend are identified and appropriate action taken promptly to safeguarding others, and prevent re-offending.

Summary and evidence:

Summary :

Although we have seen a drop in performance in some areas changes mirror those nationally and overall performance in Cambridgeshire remains strong compared to that in our statistical neighbours.

Services for young offenders were explored in November 2016 through inspection. Ofsted, the CQC and HMIC rated services as satisfactory (3 out of 4 stars) in 3 areas:-

- Reducing reoffending
- Protecting the public
- Protecting children and young people
- Governance and partnerships

And gave the top grading for

- Making sure the sentence is served

INSPECTION SUMMARY

Reducing reoffending – 71% of work was done well enough

Strengths:

- Staff and managers were committed to the delivery of high quality work to make a positive difference to those affected by offending.
- Good attention was given to the quality of engagement with children and young people
- Work in the courts was strong and custodial sentences were used only in the most serious cases
- There was a strong Intensive Surveillance and Supervision scheme in place.

To improve:

- A broader range of approved interventions was needed

Protecting the public – 70 of work was done well enough

Strengths :

- Assessment of the risk of harm to others was generally good
- There were good examples of restorative justice
- Children and young people were able to describe work undertaken with them to reduce their risk of harm

To improve :

- Planning, and making effective use of AssetPlus to support it, required improvement
- Multi-Agency Public Protection Arrangements were not understood well,
- Partnership work was not effective.
- More attention needed to be given to the needs of victims
- Oversight by managers was not always effective.
- Police intelligence sharing needed to be more comprehensive

Protecting children and young people – 74 of work was done well enough

Strengths :

- Work carried out to safeguard or reduce the vulnerability of children and young people was often good
- The sexually harmful behaviour service was well integrated with the YOS and Multisystemic Therapy was used well

To improve :

- Joint work and information sharing with Children and Families Services was not always effective
- Both planning and management oversight required some improvement

Making sure the sentence is served – 84% of work was done well enough

Strengths :

- Staff were good at understanding and then seeking to address those factors in the lives of children and young people that were likely to affect their engagement with the YOS
- Where children and young people did not comply with the sentence appropriate action was taken to encourage future compliance or, when necessary, to return the order to court
- Good attention was given to health and well-being factors.

Governance and partnerships

Strengths :

- Outcomes against national criminal justice system indicators were consistently among the best in England and Wales.
- The YOS was highly valued by partners
- It was well led by a respected YOS manager - Cambridgeshire County Council had shown a high degree of commitment to the work of the YOS and to maintaining a unique identity for youth offending work

To Improve :

- There were important gaps in attendance at the Management Board
- The partnership had not been effective in improving education, training and employment outcomes for those known to the YOS post-16
- Difficulties with IT systems had a substantial impact on the work of the YOS.

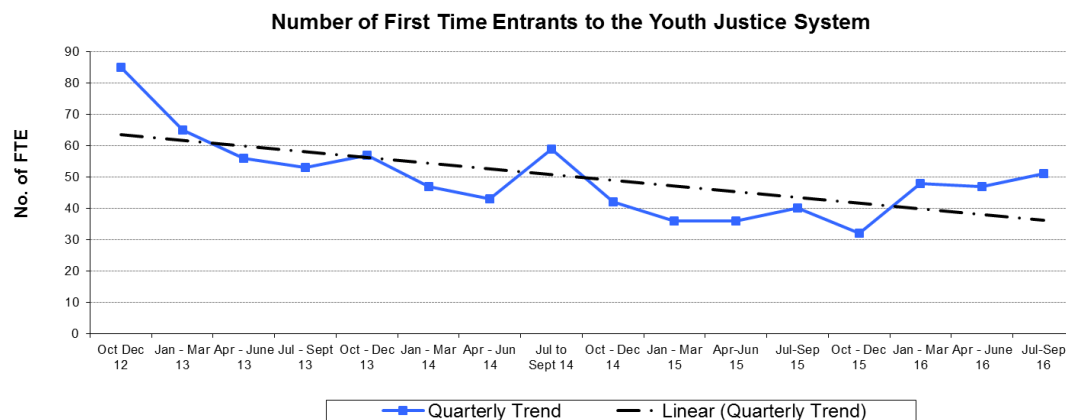
OUTCOMES – (DECEMBER 2016)

Young people who are at risk of offending are identified through Early Help and can be supported by YOS Prevention workers or by other staff based in District teams. The YOS and Cambridgeshire Constabulary deliver a Community Resolution intervention and young people receive interventions to divert them at the earliest opportunity.

Young people who commit offences and receive Pre-Court Cautions and Court Disposals are assessed and receive interventions using the Asset Plus Framework. The YOS has an effective Risk and Vulnerability Management Process and delivers ISS and High Risk packages for those most at risk of offending. The YOS Vulnerability/Risk management process involves partners that are also

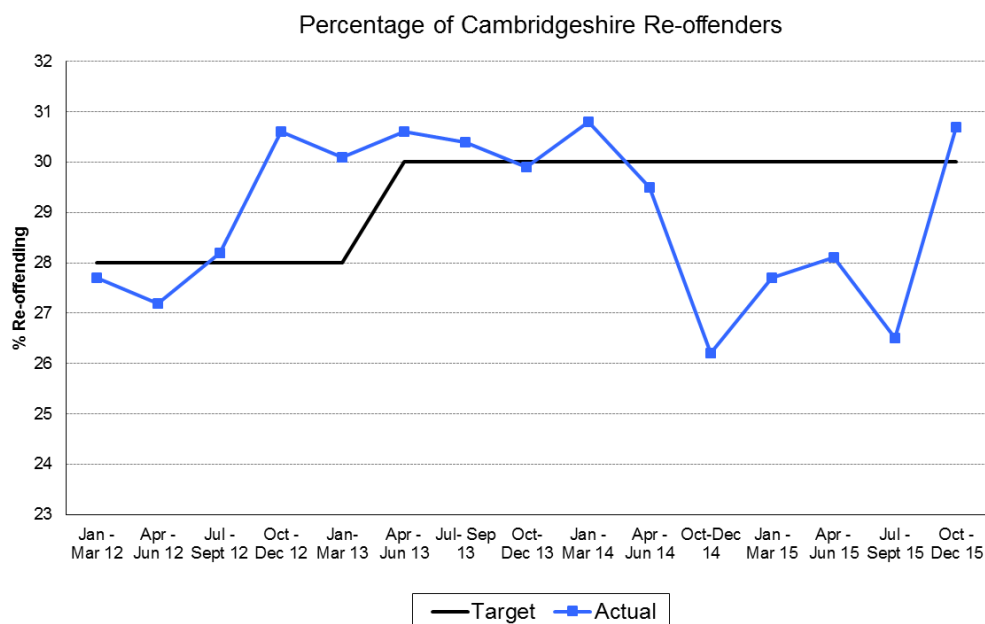
working with young people such as Schools, Social Care, Family Support Services, the Police, Health and the Secure Estate.

Our first time entrants performance has deteriorated and is the highest it has been since July-Sep14.

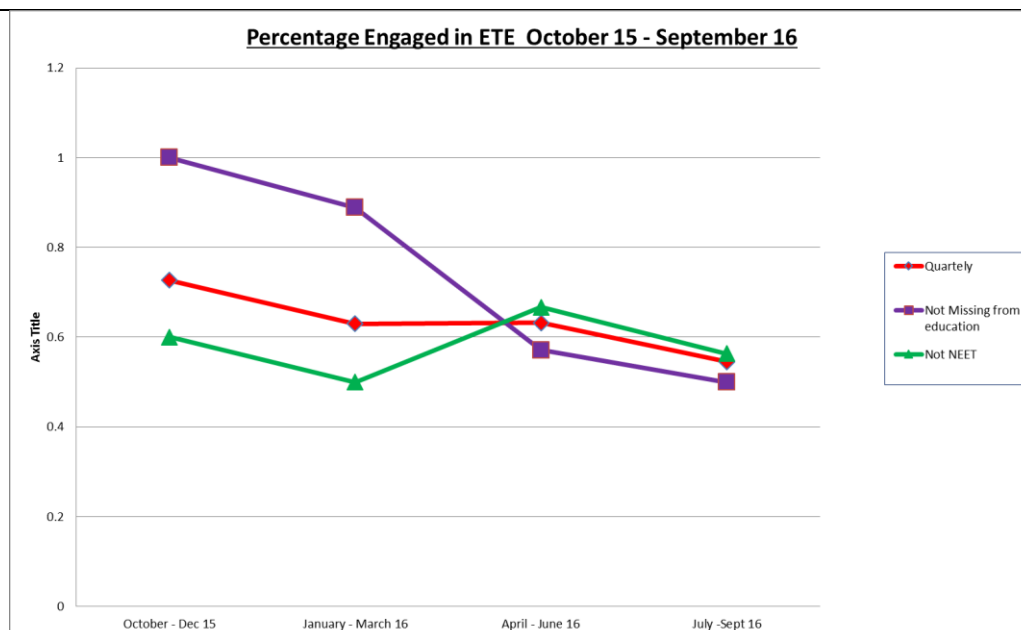


Re-offending rates

The proportion of offenders who reoffend has been low in the past but recent performance has seen a deterioration in performance in this measure, although we are still low in comparison to our statistical neighbours. For reoffenders the average number of offences per reoffender has increased and the overall number of offences has also increased. The average number of previous offences per reoffender has decreased.



The number of young offenders in education training or employment has fallen over the last year. From July to September 2016 the number of overall Young People in ETE has decreased with 54.5% of young people now engaged in ETE. This has been the lowest percentage in the new recording.



One of the reasons for this could be the lack of YOS TA support available to support young people into ETE over the first part of 2016 due to staff vacancies. However, this has now been rectified with the YOS TA's now in post and good feedback about their work to date. It should be noted that numbers in this cohort are small.

Custody Rates

Cambridgeshire custody rates are low compared to national rates. However, this current quarter (Q3 2016/7) we have seen an increase in numbers going to custody locally, mainly due to the seriousness of offences and number of offences committed and our custody rate has increased to its highest since April-June 12 to 7.1.

Use of Custody rate per 1,000 of 10-17 population:

	Cambridgeshire		Eastern Region		England	
	Rate	Number	Rate	Number	Rate	Number
Oct 15 – Sept 16	0.14	8	0.2	112	0.34	1649
Oct 14 – Sept 15	0.14	8	0.32	174	0.41	2027
Change	0.00	0	-0.12	-62	-0.07	-378

Source : YOS Quarterly Performance Report

Overall the pattern in Cambridgeshire of increasing reoffending rates and increasing numbers of First Time Entrants mirrors national trends.

15. MISSING CHILDREN (HOME, CARE, EDUCATION)

15.1) There is effective Police and LA collaboration in respect of children who are missing or who are at risk of going missing; clear, well-established and consistently applied inter-agency protocols; and regularly reviewed strategic analysis by the LSCB and partners resulting in a strong understanding of the risks associated with going missing (M).

15.2) There are effective plans and action to protect and help children who go missing as well as family members, including risk assessments; risk management plans; and return interviews. Outcomes from return home interviews are evaluated to assess any emerging patterns and trends. Statutory guidance is followed (M).

15.3) Agencies and teams such as virtual school, schools, social workers and carers work together to identify and support children missing education and there are effective processes for information sharing. Actions are taken to help children return to suitable education and children in alternative provision receive at least 25 hours per week. Statutory guidance is followed (M).

Summary and evidence:

Summary :

Children missing education are effectively followed up by the attendance service and most children missing education are those who are moving schools or areas.

Audit work and performance monitoring of responses to children who are reported missing have led to new developments which will make our response more effective and timely.

Children Missing Education

New statutory Children Missing Education guidance was issued in September 2016. The purpose of the new statutory duty is to ensure that children missing from education (CME) are identified quickly and effective tracking systems are in place to ensure that action is taken to provide them with a suitable education. To ensure that we are compliant with the guidance our Pupil tracking activities take place on a continual basis and involve the running and analysis of the following reports:

Our procedures and processes alert us to movements across local authority boundaries and ensure that any potential gaps are identified and closed. (The local authority named administrator maintains a record of named Children Missing Education (CME) contacts in other authorities and will liaise and communicate with these as the need arises.)

Children Missing Education referrals are made by a wide range of sources not just schools and include: other local authorities, the health service, domestic violence referrals from the police, the Nationality and Immigration Directorate, the general public, etc.

On receiving a referral from a school and where the initial enquiries have failed to locate the child, the Education Welfare Officer will then work with the school and carry out reasonable enquiries to identify the child's current whereabouts/destination and where/if he/she is currently accessing education. The nature of the investigations will be dependent on the child's circumstances and vulnerabilities but may involve the local authority referring to appropriate agencies, for example; with health, social care, housing and benefits agencies, border control and the police.

Alternative Provision and Electively Home Educated Children arrangements are covered in section 6.

16. CHILD SEXUAL EXPLOITATION

16.1) There is effective Police, LA and other agency collaboration in respect of children who are at risk of, or who are being sexually exploited. There are clear, well-established and consistently applied protocols; a clear understanding of the local culture and prevalence; and regularly reviewed strategic analysis by the LSCB and partners; and a high level of awareness among professional staff, resulting in a strong understanding of the risks associated with going sexual exploitation; identification and prevention (M).

16.2) There is high quality and impact of referral, assessment and planning for CYP with regard to sexual exploitation; direct work is effective and the voices of CYP, families and professionals are gathered and acted on appropriately. (M)

16.3) There is effective work with partners to disrupt offenders and appropriate action relating to perpetrators (M)

Summary and evidence:

Summary :

Audit has led to review of our arrangements for working with children at risk of sexual exploitation. Training has been rolled out to support identification.

A cross-directorate CSE and Missing Children Strategic Group is well established and has recently revised terms of reference. This group comprises director-level and partner representation and provides strategic oversight of CSE and children missing from home, care or education. It also reviews the themes and trends regarding missing children, those at risk of CSE and those at risk of gang exploitation. There are 106 children recorded on the MASE Tracker as being identified as being "at risk" of CSE.

The Assistant Director for Children and Safeguarding Services chairs the group. The group also receives reports from other groups, including those responsible for monitoring children missing education due to exclusion or difficulties in securing appropriate provision.

Our Missing performance dashboard contains information on the numbers of incidents of children going missing or absent from home or care along with data on return home interviews attempted, completed and completed within a 72 hour timescale for the services responsible for completing interviews. Alongside this it presents the numbers of children identified as at risk of sexual or gang exploitation and summary key characteristics. We also report the number of return interviews where additional need or onward or new referrals are needed, in particular whether referral to social care is needed and whether referral is needed for CSE. Our work to contact and follow-up all children who are reported missing to the police is proving useful in identifying emerging support needs for families which might otherwise have been missed.

We have previously faced challenges in meeting the requirement to interview those who have gone missing within 72 hours of their return home. A new operating model of a Missing Exploited and Trafficked (MET) Hub as part of the Integrated Front Door is now established to handle reports of missing children or children at risk of CSE as these are reported to the Council, to carry out return home interviews and to carry out direct work with young people. Performance is now in the top quartile.

The LSCB has a strategy for CSE and Missing and joint analysis of the themes and trends is undertaken by the partnership.

There are three CYP Area Partnerships in Cambridgeshire. All are raising awareness of CSE as a priority. In 2015/6 the Area Partnerships engaged with the Chelsea's Choice theatre project which has been offered to schools as part of PHSE. In East Cambs and Fenland around 2500 young people engaged with this provision including 50 in post 16 provision and 16 attending alternative provision.

45 young people with special needs attended the performance for young people with special needs offered in Huntingdonshire. About 4200 young people attending in South Cambridgeshire. The programme was funded by a range of partners including district councils and Cambridge Community Safety Partnership, and schools.

A multiagency audit was carried in March 2016 to review the cases of children at risk of CSE and the findings of the audit have supported the development of the CSE/Missing Action plan.

Workforce development frameworks outline the requirement for staff to attend training in working with CSE.

17. DOMESTIC ABUSE, PARENTAL SUBSTANCE MISUSE, AND MENTAL ILL HEALTH

17.1) The prevalence and impact of children living in households where domestic abuse, parental substance misuse and mental ill-health are a factor is known and there is effective work with partners, especially adult services, to reduce this impact and provide help and support. There is a high level of awareness among professional staff, resulting in a strong understanding of the risks and early identification. The LSCB is assured of the effectiveness of practice (M)

Summary :

Audit has prompted the review of our Domestic Abuse offer.

Domestic Abuse

Cambridgeshire Independent Domestic Violence Advocacy Service (IDVAs) was established in 2002 to provide a voluntary crisis intervention and support service to 'high risk' adult (aged 16 and over) victims of domestic abuse. The IDVA service has been based within the Multi-Agency Safeguarding Hub (MASH) since 2011. The service also employs a Young Person's IDVA to support young victims (aged 13-19) of teen dating violence and Child Sexual Exploitation.

All of Cambridgeshire's IDVAs are trained in child (and adult) safeguarding to the relevant level, and also co-facilitate safeguarding training alongside the LSCB. Knowledge of safeguarding is also embedded within IDVA recruitment and features in the current job description and person

specification. Knowledge of child safeguarding issues and processes, in combination with evidence of effective practice, is assessed at interview.

Cambridgeshire IDVA's host, administrate and act as the lead agency for Cambridgeshire's two Multi Agency Risk Assessment Conferences (MARACs), which were established in 2006 by the Cambridgeshire Domestic Abuse and Sexual Violence Partnership to provide a multi-agency platform for joint risk assessment and safety planning for 'very high' risk cases of domestic abuse.

IDVAs receive notification of all 'high' risk domestic abuse incidents (involving those aged 16 and over) attended by the police within 48 hours of the incident occurring. The Young Person's IDVA receives referrals from any agency, and will support young people regardless of their current level of risk. Any referred cases not meeting the MARAC threshold are stepped down to community-based outreach provision (commissioned by the LA) via specialist agencies in the Voluntary Sector.

A secure online case management system, known as MODUS, is used by IDVAs to record activities and provide performance / management information on IDVA and MARAC services. IDVAs also access the Constabulary's CATS tracking system to support their work. Subsequently, the IDVAs can provide a range of management information on the context and prevalence of domestic abuse across Cambridgeshire.

A Home Office-funded peer review in 2014 found that Cambridgeshire has 'excellent' specialist domestic abuse services, whilst Safe Lives have found that Cambridgeshire's MARACs are 'good' and 'effective'. Local datasets show that the Cambridgeshire IDVAs perform significantly better than the national averages in engaging clients and keeping them safe. 70% of referrals to the IDVA service result in engagement and 75% of these result in the adoption of a safety plan. The YPs IDVA post has contributed to national research, which showed its efficacy in uncovering issues of CSE.

A review in February 2016 showed that demand for all domestic abuse and sexual violence interventions had been increasing dramatically with local data showing that:

- Cambridgeshire Constabulary has seen a 19.1% increase in reported incidents of domestic abuse since 2007/08, though this increase has plateaued in the past year
- The number of sexual violence offences reported to Cambridgeshire Constabulary since 2012 has more than doubled
- Cambridgeshire's MARACs have seen an increase in referrals (for the same period) of 180%
- Cambridgeshire's IDVAs have seen an increase in referrals (for the same period) of 450%.
- The repeat victimisation rate for those affected by domestic abuse in Cambridgeshire is estimated at between 30 and 60%
- Referrals to ISVAS has increased by 240% in the past year
- Referrals to the SARC rose by 44% in the same period
- The Specialist Domestic Violence Court is looking to double its capacity to meet demand
- Demand for other relevant services across the sector (such as Outreach, counselling, helplines, etc.) is rising in line with the increases outlined above.

We know that in Cambridgeshire :

- 25% of young people clients are looked after or care leavers
- In 2015/16 IDVAs recorded 1496 children linked to 1202 referrals
- For all single assessments completed between April and November 2016
 - 34% had parent/carers subjected to DV

- 19% had children subjected to DV
 - 7% had another in the household subjected to DV
- These figures are lower than for 2015/6

We have begun a review of our current Domestic Violence offer as a result of two multiagency audits of cases carried out in autumn 2016 which highlighted that the current arrangements and services needed revisiting in particular a need for specialist support to children who have been severely affected by domestic abuse and for work with perpetrators.

Use of tools such as the DASH and the DVRIM will be clarified within the DV offer – recent audit suggested that these were not being used consistently in all relevant cases within children’s services.

Substance Misuse

The Cambridgeshire Drug and Alcohol Action Team (DAAT) is integrated into the new joint commissioning unit with Public Health and Peterborough City Council.

The DAAT has been developing new services, running prevention campaigns, promoting services and developing pathways and work in partnerships in response to regular Needs Assessments. The DAAT also actively Involves Service Users, carers and family members in the design, monitoring and running of services. ‘Recovery champions’ (those with lived experience) help to run services.

There is a commissioned single adult drug and alcohol treatment service provided by ‘Inclusion’ and our Young People services are provided by CASUS.

A significant number of children have, or are living with, a substance-misusing parent in the County. Current recording systems do not enable us to determine the number of children open to services who are impacted by parental substance misuse, however case level audit suggests this is increasing. There has been significant investment in developing training programmes for staff to enable them to work with substance misusing parents and with the treatment services. There is a countywide screening tool for practitioners and a protocol for social care with regards to working with parental substance misuse.

Over 120 case files have been audited annually since 2012 to ensure expectations of recording and working are being adhered to. The service is expected to collect a range of information about children and this is reviewed regularly. In August 2015 CQC inspected a range of services in Cambridgeshire and the adult drug and alcohol service was praised by inspectors as “the best records they had seen in relation to children within an adult service”. All staff have received safeguarding training within the past 18 months and there are nominated family leads across the service.

Where a client is living with children there is an expectation that a home visit will take place within 3 months. Where needs are identified, staff liaise with the relevant professionals within children’s services and parents are encouraged to use universal services available to them, such as children’s centres. The service has links to the local Young Carers project and encourages parents to speak with their children about this provision. Those clients receiving medication receive a locked storage box for this medication to reduce the risk of consumption by children.

Adult treatment services have approximately 2,000 individuals in structured treatment each year, around half of those in treatment have children under the age of 18, and of those, half have children living with them. In the summer of 2015 a “snapshot” was taken, which found that there

were 600 children in Cambridgeshire with a parent receiving specialist structured substance misuse treatment.

Drug and alcohol services are represented on the LSCB Business Committee and the Quality and Effectiveness Group, and participate in all relevant quality assurance audits and to date there has not been any cause for concern in relation to drug and alcohol services and safeguarding.

- The latest health related behaviours survey reported that 7.2% of 15 year olds drink regularly and 5.8% have used Cannabis in the last month
- Alcohol related hospital admissions for under 18's are on a downward trend, in line with the national picture
- In terms of children living with parents who misuse substances, national evidence suggests 30% of children live with a binge drinker, 22% live with a hazardous drinker and 6% with a dependent drinker.
- In Cambridgeshire around 550 children live with adults who are in treatment with Inclusion

Team	No of clients	No of clients with children living with them		Including total number of children	
Alcohol	606	Number	108	Number	217
		%	17.8%	%	35.8%
Opiates	938	Number	130	Number	268
		%	13.8%	%	28.5 %
Non Opiates	222	Number	42	Number	87
		%	18.9%	%	39.1% %

January 2016 information from Inclusion

In Single Assessments completed between April and December 2016

- Parental alcohol misuse was identified in 17% of cases
- Parental substance misuse was noted in 16% of cases
- Parental mental health was identified as an issue in 40% of single assessments completed during this period.

Factors of abuse and neglect identified in Single Assessments completed in the same period are as follows:

- 23% identified neglect
- 23% identified emotional abuse
- 15% identified physical abuse
- 5% identified sexual abuse

18. RADICALISATION AND EXTREMISM

Summary :

Partnership PREVENT work has been developed and training rolled out.

The Local Authority has a Prevent Operational Group, made up of safeguarding leads and service managers, to oversee the implementation and review of the County Council Prevent Action Plan which identifies the following activities in relation to the specific duties of the Revised Prevent Duty Guidance.

Partnership Working

There are consistent Adult and Children and Young Peoples representatives that sit on the regional Channel Panel facilitated by Cambridgeshire Constabulary.

An event to raise awareness of Prevent, and our activities, was delivered on the 24th May 2016. Senior managers across the County Council, City and District Councils, elected members and partners attended. The Eastern Region has now implemented a Countywide, including Peterborough, Strategic Prevent Delivery Board which is chaired by the police. This Board brings together key partners to oversee service delivery Action Plans, training, process in respect of Channel Panel and local issues. A further presentation was given to the LSCB in March 2017.

Training

All applicable groups have access to Prevent training, which includes information on the referral process to MASH and Channel Panel as in the Cambridgeshire Prevent Referral Pathway for Vulnerable Children and Young People. Extensive WRAP 3 training has been delivered across Adults and Children's Services and the wider Local Authority areas; at the end of March 2016, 363 front line staff had attended WRAP 3 training with further workshops available on request (up to 2 workshops a year) from April.

Channel Awareness e-learning course and a remote 1 hour CMEx workshop are now available which enable staff from any organisation to access the package developed by the College of Policing.

Our foster care support team have delivered Prevent training to foster carers and to members of the fostering panel.

All schools (Primary, Secondary, Special and Independent) have received Prevent training from the Education Child Protection Service and at March 2016 there were trained Prevent Leads in all schools. To maintain consistency the WRAP training was run again in June and September 2016. The training will be offered each school term to ensure schools are able to fulfil their requirement of having a Prevent Lead. All Designated Personnel and Designated Personnel in schools have the opportunity to discuss Prevent concerns by calling the Education Child Protection Service advice line. We received 25 calls last academic year related to possible Prevent concerns.

PREVENT is embedded in rolling programme of EnCo training for all early years and childcare providers including foster carers, with 210 providers attending the initial WRAP training programme.

The Operational Group link with other services across the Council which can provide appropriate forums through which Prevent can be disseminated to relevant teams including Libraries, Schools, Community Hubs, IT managers, commissioners and policy holders.