

# CORPORATE PARENTING SUB-COMMITTEE



**Wednesday, 13 January 2021**

**Democratic and Members' Services**  
Fiona McMillan  
Monitoring Officer

**16:00**

Shire Hall  
Castle Hill  
Cambridge  
CB3 0AP

## **COVID-19**

**During the Covid-19 pandemic Council and Committee meetings will be held virtually for Committee members and for members of the public who wish to participate. These meetings will held via Zoom and Microsoft Teams (for confidential or exempt items). For more information please contact the clerk for the meeting (details provided below).**

## **AGENDA**

**Open to Public and Press**

**Meeting Theme: Education**

**1. Apologies for absence and declarations of interest**

*Guidance on declaring interests is available at*  
<http://tinyurl.com/ccs-conduct-code>

**2. Minutes and Action Log**

**1 - 4**

The minutes of the previous meeting can be viewed via the link below. They are located at the bottom of the web page:

[Minutes of the meeting on 9 September 2020](#)

**3. Petitions and Public Questions**

**4. Participation Report**

**5 - 26**

<b>5.</b>	<b>Report from Cambridgeshire Foster Carers' Association</b>	<b>27 - 40</b>
<b>6.</b>	<b>Virtual School Report</b>	<b>41 - 48</b>
<b>7.</b>	<b>University Experience for our Care Leavers in relation to the impact of COVID-19 and update on the Local Offer</b>	<b>49 - 54</b>
<b>8.</b>	<b>Health Update January 2021</b>	<b>55 - 58</b>
<b>9.</b>	<b>Corporate Parenting Scorecard</b>	<b>59 - 64</b>
<b>10.</b>	<b>Corporate Parenting Sub-Committee Workshop and Training Plan</b>	<b>65 - 68</b>
<b>11.</b>	<b>Agenda Plan</b>	<b>69 - 72</b>

The Corporate Parenting Sub-Committee comprises the following members:

*For more information about this meeting, including access arrangements please contact*

Councillor Lis Every (Chairman) Councillor Anne Hay (Vice-Chairman) Councillor Anna Bradnam Councillor Adela Costello and Councillor Elisa Meschini

Clerk Name:	Richenda Greenhill
Clerk Telephone:	01223 699171
Clerk Email:	Richenda.Greenhill@cambridgeshire.gov.uk

## Action Log

### Summary

The Action Log is a list of all of the things that people have been asked to do at earlier meetings. It is included at each meeting so that members can check that everything is being done. It was last updated on 5 January 2021.

### Meeting on 15 July 2020

	Report title	Officer	Action	Update	Status
148.	Proposals for future engagement with Children in Care and Care Leavers and format of Corporate Parenting Sub-Committee meetings	Nicola Curley/ Fiona Van Den Hout/ Sika Smith	The Chairwoman suggested it would be helpful for Members to have some training in preparation for the informal meetings with children and young people. This should include clear parameters around behaviours and expectations for the meetings. The Assistant Director for Children's Services suggested that a workshop should be arranged to address this with herself, the Head of Corporate Parenting and the Lead Practice Improvement Manager.	24.08.20: It has been agreed to hold a workshop in October in advance of the informal meeting to be held in November  14.10.20: Workshop took place, attended by all members of the sub committee	Completed
151.	Corporate Parenting Performance Report	Nicola Curley	Members welcomed the concise digest of information, but expressed some reservations at the loss of some interpretive and narrative detail. Officers suggested that this might be usefully explored as part of the proposed workshop in advance of the introduction of the new format of Sub-Committee meetings.	24.08.20: The format of the performance report will be discussed at the workshop being held in October. 14.10.20: Format of the performance report was discussed – workshop attended by Business Intelligence colleagues	Completed

	Report title	Officer	Action	Update	Status
		Nicola Curley	Members asked that officers look again at navigation around the diagrams so that it was clear what narrative was associated with each table.	<b>14.10.20: Format of the performance report was discussed – workshop attended by Business Intelligence colleagues.</b>	<b>Completed</b>
		Nicola Curley	The Assistant Director for Children's Services undertook to review and revise the workshop and training plan in consultation with the Chairwoman so that it would reflect the new themes and working practices agreed by the Sub-Committee earlier in the meeting (minute 148 refers). This would include arranging a workshop to discuss what training was needed during the next 12 months to upskill members and substitute members of the Corporate Parenting Sub-Committee, to ensure that all councillors were fully aware of their role and responsibilities as corporate parents and to identify any relevant skills or expertise they might be able to offer.	28.08.20: Cllr Every and Fiona Van Den Hout have revised the workshop and training plan.	On-going

## Meeting on 9 September 2020

	Report title	Officer	Action	Update	Status
161.	Young People's Participation	Sika Smith	It would be helpful if the Participation Service could signpost carers to appropriate holiday events and activities around the county, such as swimming sessions or soft play areas.		
162.	Report from Cambridgeshire Foster Carers' Association	Fiona van den Hout	The Chairman asked officers to look at how best to ensure synergy in looking into and responding to issues raised by children and young people and by the CFCA.	5.01.20: Reports provided by Cambridgeshire's Foster Carer Association will reflect the theme of each Sub Committee (open meeting) drawing on comments raised by the Children in Care Council in the preceding Sub Committee (closed meeting)	Completed
164.	Draft Corporate Parenting Annual Report 2019/20	Fiona van den Hout/ Richenda Greenhill	The Chairman would want all county councillors to see a copy of the final report.	13.10.20: A copy of the annual report sent to all Members by email.	Completed
		Nicola Curley	The Chairman stated that she would want to look at how District bodies such as Community Safety Partnership Boards and Housing Departments could be made aware of the needs of children in care and care leavers.		
165.	Sub-Committee Workshop and Training Plan	All Members	To send their preferred workshop and Members' Seminar dates to the Democratic Services Officer.		Completed
166.	Agenda Plan	Richenda Greenhill	Dates of Sub-Committee members' informal meetings with children and young people to be added to the agenda plan for	17.09.20: Agenda plan updated accordingly.	Completed

	Report title	Officer	Action	Update	Status
			completeness, but making clear that these were private meetings and were not open to the public.		

## Participation Report

To: Corporate Parenting Sub-Committee

Meeting Date: 13 January 2021

From: Sika Smith – Lead Practice Improvement Manager

Electoral division(s): All

Forward Plan ref: n/a

Key decision: No

Outcome: The Sub-Committee will be briefed on the consultation events and activities delivered by the Participation Service from July-September 2020.

Recommendation: The Sub-Committee is recommended to:

- a) Comment or provide feedback on the range of consultation events and activities the Participation Service provide for children in care and care leavers.

### Officer contact:

Name: Sika Smith  
Post: Lead Practice Improvement Manager  
Email: [sika.smith@cambridgeshire.gov.uk](mailto:sika.smith@cambridgeshire.gov.uk)  
Tel: 01480 376268

### Member contact:

Names: Councillor Lis Every/ Councillor Anne Hay  
Post: Chair/Vice Chair  
Email: [Lis.Every@cambridgeshire.gov.uk](mailto:Lis.Every@cambridgeshire.gov.uk) / [Anne.Hay@cambridgeshire.gov.uk](mailto:Anne.Hay@cambridgeshire.gov.uk)  
Tel: 01223 706398 (office)

## 1. Summary

- 1.1 This report gives details of the consultation events and activities which were run by the Participation Service between July and September 2020.

## 2. Background

- 1.1 The Corporate Parenting Sub-Committee receives a report on Participation Service events at each of its meetings. Details of the events and activities offered from July to September

2020 are attached at Appendix 1. This is the most up to date information available as the Quarter 3 report covering the period October to December is still being completed.

### 3. Alignment with corporate priorities

- 3.1 A good quality of life for everyone  
The report above sets out the implications for this priority in Appendix 1.
- 3.2 Thriving places for people to live  
The report above sets out the implications for this priority in Appendix 1.
- 3.3 The best start for Cambridgeshire's children  
The report above sets out the implications for this priority in Appendix 1.
- 3.4 Net zero carbon emissions for Cambridgeshire by 2050  
The report above sets out the implications for this priority in Appendix 1.

### 4. Significant Implications

- 4.1 Resource Implications  
n/a
- 4.2 Procurement/Contractual/Council Contract Procedure Rules Implications  
n/a
- 4.3 Statutory, Legal and Risk Implications  
n/a
- 4.4 Equality and Diversity Implications  
n/a
- 4.5 Engagement and Communications Implications  
n/a
- 4.6 Localism and Local Member Involvement  
n/a
- 4.7 Public Health Implications  
n/a

### 5. Source documents

- 5.1 None.

### 6. Appendices

- 6.1. Appendix 1: Participation Report Quarter 2 July – September 2020
- 6.2 An accessible version of the appendix is available on request from the report author.





# **Safeguarding and Quality Assurance**

## **Participation Report**

### **Quarter 2**

**July – September 2020**



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## 1. Introduction

Participation and engagement with children, young people, families and carers is vital in order to understand the impact our services are having and the outcomes of the work we do. Feedback from service users is an integral part of the continuous improvement cycle, allowing us to gather evidence on our service, analyse feedback, share the learning, implement change and monitor the impact of that change.

This report provides an update since the last quarter and sets out what measures are in place to engage with and hear children and young people's voices in Cambridgeshire and what action we have taken as a result. Activities in the second Quarter of 2020-21 have again been greatly affected by Covid-19, this report includes details of how we have built on our early response and addressed this throughout the summer months and school holidays.

In addition during this period, the corporate parenting sub-committee has agreed a new approach to further strengthen the voice of children and young people in the work of the sub-committee and we report on what this means as well as our approach to ensure the creation of change as a result of feedback from children and young people.

## 2. Covid-19 Response

During this reporting period the impact of Covid-19 constraints has been modified in several ways: restrictions have begun to ease, for those in education the school holidays have taken place and exam results have been announced, face-to-face socialising has begun again, and children and young people have returned to educational settings at the start of September.

Children, young people and carers have shared that these shifts have led to feelings of anxiety, happiness and uncertainty. In response the participation team has:

- continued its communication by Newsletter with the aim of maintaining an open channel for communication with all children in care and care leavers, whilst also providing useful information and activities
- met weekly virtually with care leavers, and in timing led by the care leavers, held a successful first face-to-face meeting
- held fortnightly informal meetings with the Children in Care Council, and planned a first face-to-face meeting
- built on our virtual delivery experience to launch a group for children placed at a distance out of county
- run the well-received varied 'Summer's Sorted!' online activity programme
- hosted an amazing online Art Exhibition

- run two surveys for children and young people to find out more about their experience of children's services and the participation team offer, during Lockdown

The participation team has continued to collaborate with the Peterborough (PCC) participation team to share experience, expertise, creativity and learning in delivering a shared virtual offer.

### **3. Children in Care Council**

For the purpose of online meetings and to optimise the online experience, we created 'hubs' whereby Children in Care Council (CICC) members meet in smaller groups on a fortnightly basis throughout July and August. During August it became difficult to sustain attendance due to families reacting to recent lockdown restrictions easing and taking their young people on holidays before they were due to start back at school. The children used these groups to talk about their lived experiences under the pandemic as well as structured discussions about specific topics as further detailed below under 'New Topics of Discussion'.

This quarter has also seen the launch of an 'Out of County' group for children placed out of county at a distance. These children are unable to attend face-to-face activities held in the local area and as a consequence although they could attend our existing CICC groups whilst they are happening online, otherwise they would become excluded when we return to face-to-face. In addition these children and young people have different experiences to discuss specific to their placement at a distance. The group was held jointly with PCC and 10 young people from 6 households joined both participation teams online for 1 hour. We were able to run various virtual activities with the young people and get to know them. All young people involved are happy to hear about participation events and receive the monthly newsletter, and are planning further engagement events and opportunities for these children get involved in participation and co-production activities.

#### **CiCC Feedback and Impact**

As presented in the last report, during Quarter 1 the CICC discussed and provided feedback and ideas on home-schooling in lockdown and the return to school, seeing important people during lockdown, and contributed to the development of the Sufficiency Strategy. During Quarter 2 we have received feedback from senior officers for the CICC in response to the issues raised by the young people and below is a summary of the responses:

#### Home-schooling and the return to school

- Setting out the Virtual School's plans to put in additional support
- How to contact the Virtual School for additional support

- How the Virtual School will use the quality assurance process to ensure children's interests and views are reflected in their PEP
- The Virtual School emailed all designated teachers to share the children and young people's feedback

### Seeing important people

- Setting out how the Contact Service are supporting workers to improve virtual contact sessions
- How they are working to bring back face-to-face family time, including expectations of what may be different
- Who children and young people can go to with any concerns

### Sufficiency Strategy

The Sufficiency Strategy is being finalised by the Commissioning team and has an estimated date to be completed before the end of the year. The Commissioning team has given an overview of how the young people's contributions have been included within the document, in that their quotes and comments have been linked to relevant sections of the document to be as prominent and meaningful as possible, as well having an introductory statement by the young people.

### **New Topics of Discussion**

During this period the CiCC members focussed on The Promises of - Listen to you and show respect, and Support you to achieve your goals and reach your potential, in school and in your hobbies and interests with specific discussions on participating in the CiCC and returning to school.

### Listen to us – Participating in the Children in Care Council

Young People's Feedback Themes:

*There are many opportunities to learn in the CiCC, 'I found out I can publish my poems on a site just for children in care and care leavers' Imo offers CIC and CL a virtual platform to express themselves through the use of creative word*

*It's a good platform for us as children in care to get their views and the views of others across Cambridgeshire, as not everyone wants to share their thoughts or be a representative for others*

*The CiCC is a nice environment where you can make friends and do fun things*

*joining in on the activity sessions offered through the 'Summers Sorted' programme and submitting our artwork to the Art Exhibition and then watching it live on YouTube which, really added that 'something special'*

*Having fun is a big part of being involved with the CiCC and helps to build relationships with others and the Participation Workers*

*When young people are able to have fun at the CiCC they feel more confident in sharing their views about their care experiences*

#### Young People's Ideas:

*Meeting up in person is better than meeting online*

*Some prefer to meet in the school holidays as it is less stressful and doesn't interfere with school work and other commitments*

*Young people enjoy being part of their CiCC. They would like information about the CiCC to be more accessible*

*It's important to have the chance to be on child formed recruitment panels for new staff for the services that support them*

*Activities CiCC young people would like to do together included bowling, as it can be done on an evening after school and is fun and another Virtual reality session as it was really fun, and could develop the skills learned in the previous VR session.*

#### Supporting us to reach our goals and potential – Returning to school

##### Feedback Themes:

*We are looking forward to returning back to school to see our friends but we are also nervous about the rules in place.*

*Meeting properly again will be fun, although the virtual meetings have been good too.*

### Young People's Ideas:

*It will take time to get used to going back to school – I'm glad we have people to talk to like our social workers and foster carers.*

*It's difficult to imagine what our day to day lives will look like.*

All of the young people's feedback and ideas is reported to corporate parents in the 'Feedback for Corporate Parents' report as well as a report to the Corporate Parenting Sub- committee for them to consider and respond as part of the feedback loop and continuous improvement and learning cycle.

## 4. Care Leavers Forum

During this Quarter the virtual group continued to meet on a weekly basis and we have also kept in touch with young people through text and calls, as part of our 'Isolated but not alone' virtual offer, and we have held a first face-to-face session, once the young people were confident to do so in the context of social distancing and keeping Covid safe. The young people reported that the face-to-face session was a positive experience of being out of the house in a socially distant way.

### Feedback Loop

As presented in the Quarter 1 report the Care Leavers focussed on discussed moving on to independence, and inputted in to the development of the Care Leaver's Passport. During Quarter 2 we have received feedback for the Care Leavers on:

- How the care leavers team will build the care leavers' responses in to the Care Leaver's Passport
- Ideas to develop regular independence skills workshops, which the care leaver team have invited CLF members to work with them to design
- Ways to communicate with PAs or to contact their manager if required
- Options for involving care leavers getting involved in interviews to recruit new PAs and Social Workers
- Thinking on improving planning for transitions

### New Topics of Discussion

This quarter, the care leavers focussed on sharing their experiences and views about The Promise to *Support you as you move into adulthood and continue our relationship with you until you are 25*, looking particularly at mental health support and employment opportunities.

Through the weekly meetings, the group has also played an important part in reducing isolation on supporting the growing friendships of the participants.

### Mental health support

#### Feedback Themes:

*Some Care Leavers are lonely and feel they need more support from their PAs. It is not always easy to reach out to their PA*

*Landlords and Housing Agencies changing arrangements last minute can have an ongoing negative effect*

*Care leavers need support from familiar relationships to help their wellbeing. Having a likeminded friend is important and the Care Leavers enjoy talking with each other outside of our group sessions*

*Meeting face to face in September was a nice change from being isolated and the CLs were less anxious than they thought they would be*

*Some care leavers don't have a strong support network and when they are relied upon by others it adds pressure to deal with other people's issues and takes away time to deal with their own needs. This highlights the importance of having a positive relationship with their PA*

#### Young People's Ideas:

*It would be helpful if the PAs made contact more often*

*Care leavers would like face to face meetings to continue to talk about important matters and invite other services to join them*

All of the young people's feedback and ideas is reported to corporate parents in the 'Feedback for Corporate Parents' report as well as a report to the Corporate Parenting Sub- committee for them to consider and respond as part of the feedback loop and continuous improvement and learning cycle.



## 5. Corporate Parenting Sub-Committee

The corporate parenting sub-committee (CPSC) endorsed the new model for engagement with the CICC at its meeting on 15<sup>th</sup> July 2020, and work has begun in Quarter 2 to plan for the start-up of the new informal CPSC meetings, whereby a smaller group of members and senior officers will meet with CiCC members. The vision is for these meetings to be co-chaired with young people with young people being active participants in the sharing of information and the scrutiny and challenge of the efficacy of corporate parenting in Cambridgeshire. The first of these meetings under the new format takes place on 18<sup>th</sup> November 2020.

## 6. Engagement Activities

### Newsletters

During the Quarter the frequency of our Keeping in Touch Newsletters has been reduced from fortnightly to monthly in response to survey feedback from young people. We were pleased with the results of the Newsletter Survey which indicated that respondents valued the newsletters, particularly in the care leaver age group. Survey results suggest that the content has been well balanced, with the best remembered topic being 'helpful information'.

We continued to run a competition in each Newsletter with a prize of a gift voucher awarded to the winner. Here are some of the winning submissions:

*I find that a mix of pink and yellow make me happy so I have included a picture of pink and yellow sweets. (They also make me happy because they're sweets!)*



*What I am like is a mirror, because I act differently depending who I am with, just like a mirror looks different depending on who's standing in front of it. Also, if I think something about someone, I'm not afraid to tell them A mirror is like that because it shows exactly what you look like, and doesn't pretend that you're any prettier or uglier than what you are.*



## Summer's Sorted! Online Activity Programme

Due to the Covid-19 restrictions we have not been able to provide a Summer family event. However, a joint CCC/ PCC virtual online Summer programme (please see programme below) was developed to maintain and build new relationships with children in care and care leavers, and to introduce more young people to the Teams.

**VIRTUAL SUMMERS SORTED!**  
For all Children in Care

All workshops via Zoom

Other virtual activities you might be interested in - all available until 31st August!

<b>SCAVENGER HUNT</b> Tuesday 4 <sup>th</sup> August @2pm Age: under 12s	<b>XIDUS PAIN</b> Lyric Writing Workshop Wednesday 5 <sup>th</sup> August @2pm. Age: 12 and over	<b>MAGIC AT HOME</b> Ft. Dave The Clown Thursday 6 <sup>th</sup> August @2pm. Age: All ages	<b>Just Sing!</b> For all ages, by Cambridgeshire Music 		
<b>THE BIG QUIZ</b> Tuesday 11 <sup>th</sup> August @2pm Age: 12 and over	<b>RAINBOW ART WORKSHOP</b> Wednesday 12 <sup>th</sup> August @2pm Age: under 12s	<b>LETS GET MOVING</b> Thursday 13 <sup>th</sup> August @2pm Age: All ages		<b>Discover Arts Award!</b> Age: 5-19, by The Library Presents In Your House 	
<b>VLOGGING WORKSHOP</b> Tuesday 18 <sup>th</sup> August @2pm Age: 12 and over	<b>POETRY WORKSHOP</b> Wednesday 19 <sup>th</sup> August @2pm Age: 10 and over	<b>CARD DESIGN WORKSHOP</b> Thursday 20 <sup>th</sup> August @2pm Age: All ages			<b>Summer Carnival at Home!</b> For all ages, by The Library Presents In Your House 
<b>XIDUS PAIN</b> Lyric Writing Workshop Tuesday 25 <sup>th</sup> August @2pm. Age: under 12s	<b>OWN YOUR STORY</b> Ft. Sophia (Care Leaver) Wednesday 26 <sup>th</sup> August @2pm. Age: 12 and over	<b>SIGN LANGUAGE WORKSHOP</b> Thursday 27 <sup>th</sup> August @2pm Age: All ages			

For more information or to register your place on a workshop, please email us at [ciccouncil@peterborough.gov.uk](mailto:ciccouncil@peterborough.gov.uk) or [csc.participation@cambridgeshire.gov.uk](mailto:csc.participation@cambridgeshire.gov.uk)

PETERBOROUGH CITY COUNCIL  
Cambridgeshire County Council

Running a varied programme, we engaged 12 children and young people, including 9 who have participated in our activities in the past, and 3 with whom this was our first engagement. Comments from participants included:

*The scavenger hunt was really fun I have scored it a 5 out of 5*

*The dance workshop was really interesting we learnt some yoga stretches and a dance from the Hindi culture.*

## Art Exhibition

To offer an exciting celebratory event for the end of the Summer period an online Art Exhibition was jointly hosted by the CCC and PCC Participation Teams.



The event received 56 submissions from 32 children and young people, including drawings, paintings, electronic art and written pieces. The exhibition is available at <https://www.youtube.com/watch?v=aC4bhTlg4ls> and has now had over 270 views.

Please see appendix one for our post launch poster with some of the feedback received... you can see the real impact some of the art work had!!

Young people who saw their artwork displayed on YouTube said:

*It made me feel special, having my artwork displayed like that.*

*I didn't know what to submit at first but then I remembered I am good at drawing self-portraits so that's what I did also I, enjoyed reading the comments we received.*

## October Half Term Action & Zoom into Half Term

Bringing together

- the success of the online 'Summer Sorted' programme,
- feedback from the CICC that they want to take part in face-to-face activities and suggestions of the activities they would like to have,

- feedback from carers that some children do not enjoy online activities, and
- learning from the July 'out of county' launch event,

a programme of Covid safe face-to-face activities for children within the Cambridgeshire area, and online events for children out of county at a distance has been developed and advertised in September. Bookings for the face-to-face activities reflect strong confidence from our carers that the events will be valuable and safe for their young people.

### **'Isolated but Not Alone' and One to One Communications**

During the Quarter the participation team have continued the process of engaging one to one with carers and young people who have been referred to the team by colleagues across children's services. For all age groups this involves making initial contact to tell them about the opportunities to get involved and help to continuously improve services and the care for children in care.

There has been ongoing contact with care leavers which can also include communications from young people turning to the participation officers for support, and involves signposting and supporting the young people to engage directly with their PA or other relevant services. Whilst this is not intended to be an element of our work it does reflect the positive relationships which the team develops with the care leavers.

### **Children and Young People's Surveys**

Two surveys were carried out during June with results reported in this Quarter.

#### **'How are we doing?' Survey for all children with a Social Worker involvement**

This survey was to understand the impact of Covid-19 whether the support offered was felt to be sufficient. We had 50 responses from children, young people and care leavers and responses were overwhelmingly positive. Whilst a small number of respondents felt that the service they received did not meet their needs, services were rated highly in terms of communication with social workers; information about the virus; and support from schools and health overall. Arrangements for involvement in planning / meetings was not as strong overall.

*We are always in touch and anytime we need to talk just send a text to book a time slot and we can talk by seeing each other on WhatsApp*

*I have had a few health concerns and they were sorted within the minutes I had realised my concerns*

*I like talking to my social worker via video calls*

*School have been very good with contact and offer us lots of advice and support during this time*

*I can text my PA whenever I want therefore I don't need to see her every time*



### Participation Newsletter Survey

This survey was for all children in care and care leavers, and aimed to find out whether the changes to the Participation Newsletter made in response to the Lockdown were meeting young people's needs. The Newsletter received an overall positive response. It appears to have reached more children in the 12 to 17 age group, but over 18s seem to be valuing it the most with the highest numbers from this age group responding to the survey, reading the newsletter more than once, and providing all of the suggestions on content.

Survey results suggest that the content has been well balanced, with the best remembered topic being 'helpful information'.

This analysis of both surveys has been shared at all levels within the organisation, and the rich feedback we have received will inform future decision making and associated action/service plans, the impact of which will be reported in Quarter 3 report.

## **7. Cross-Service Working**

Strategic Participation Meetings took place in July and September with key senior managers across children's social care, to support the participation communication strategy and increase the number of children and young people engaging in and contributing to the participation strategy.

This is further strengthening links and ideas, including reviewing how to get the most impact from the feedback received from young people during the preceding month.

The team have continued to network with colleagues across the service, joining virtual team meetings, and working with identified Participation Champions.

## **8. Mind Of My Own**

The team continues to promote the APP with practitioners across the service supporting them to register for and use a Mind of My Own account and we offer one to one or team training to enhance understanding in using the APP. However due to Covid19 there have been limitations to what we have been able to offer.

The information in Appendix 2 summarises Mind of My Own activity for July to August 2020.

## **9. Conclusion**

The second Quarter of 2020-21 had a dual focus of establishing our improved delivery model, whilst responding to continuing uncertainty and change brought about by the Coronavirus pandemic.

We now have significant experience of delivering work with young people remotely, and we are developing approaches to working face to face within the limitations

necessary to provide a Covid Safe environment. As such we feel confident and excited to go forward providing our important service in a positive, engaging and meaningful way to enable children and young people's authentic voices to influence service improvements.

## Appendix 1

### Art Exhibition

#### Post-launch poster



#### Comments and Feedback

*That was outstanding so many talented young people, well done everyone. Thank you for sharing your art work. Linda*

*This brightened up my day considerably, thank you to all involved. Gillian.*

*Firstly, what talent on display I was really impressed with the art work and the poems. The "Thought Provoking Mirror" was exactly that and made me consider how we view ourselves and how others see us and how sometimes that can be difficult to navigate. The "Power of Ignorance" moved me and made me reflect on how we judge and assume and how important it is to listen to understand. I loved the picture of the elephants (my favourite animal) difficult to capture their size and bulk but the artist smashed it, the colourful lion was stunning and the "Rumble in the Origami Jungle" was fabulous. I thought the crochet blanket was beautiful and the painting of springtime made me smile. Like the artist who drew their favourite foods I love a hot chocolate on a cold day. Jenny.*

*Incredible - such amazing art work,  
well done to all that entered! Amanda*

*Such amazing artwork! Well done to all the  
artists! Shalina*

*It's well worth re-watching just to pause and  
appreciate the detail in the artwork. well done to  
all of the artists!! Robin*

*Fabulous and thought-provoking artwork and  
poetry. Well done to all involved. Truly  
inspirational. Thank you. Tracy*

*It was fantastic to see all the artwork of the  
children and young people and brought home a  
little bit of their experiences over the last few  
months. I think we all found it really uplifting,  
and I can see just how much work you have all  
put into making it look so professional - I was  
reminded of the gallery in Take Hart!! Nicola*

*Such a great variety of art forms. Amazing work!  
Jack*

*This is absolutely beautiful, really uplifting and  
inspiring. Well done! Sika*



## Appendix 2

### Overview of Mind of My Own

Mind of My Own is a web based application which can be accessed via a smartphone, tablet, laptop or desktop computer. The program helps children and young people express themselves and communicate with professionals in their lives making sure they are heard. Both One App and Express are effective direct work tools which can be used by a range of professionals from social workers and teachers to support workers.

The **MOMO One App** is a great way for young people to share their thoughts and send them to those who need to hear from them. The app has a number of options called statements which the young person can choose to use, for example preparing for a meeting, share good news or sort a problem. This version of the app provides prompts in terms of what the young person might want to share, for example: preparing for a meeting there are a number of questions, like who do you want to be there, sit next to or talk about, but there is also room for the young person to expand and provide more of a narrative of their views. The app is available to young people to have their own account or they can access it via their workers account when they have a one to one session. The app is able to assist in guiding or structuring a conversation with a young person. The young person can choose who they want to send their statement to.

The **MOMO Express App** is aimed at younger children or those with additional needs and uses expressive pictures, minimal text and affirming sounds. It has some accessibility features that can be tailored to the needs of the child and it can be used to support education, health or social care planning or review process, including EHC plans. The Express App is designed to be used with a worker.

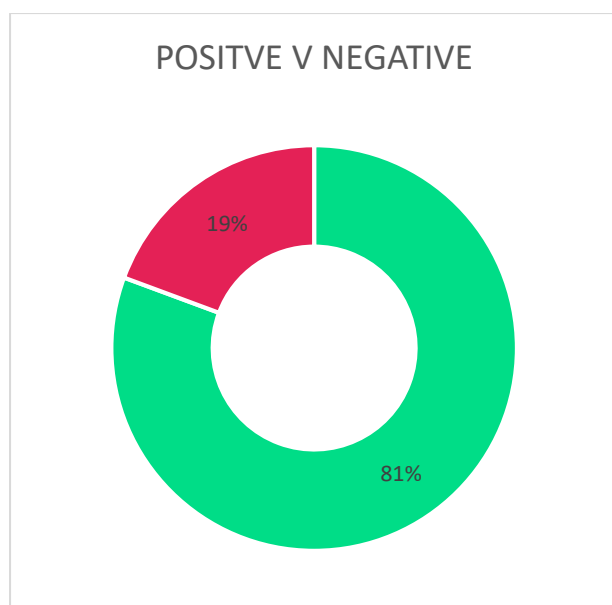
## Mind of My Own Summary

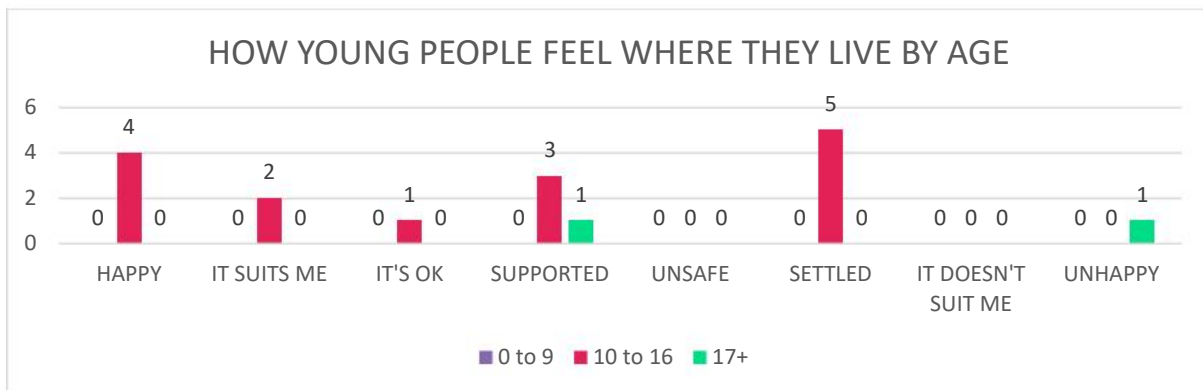
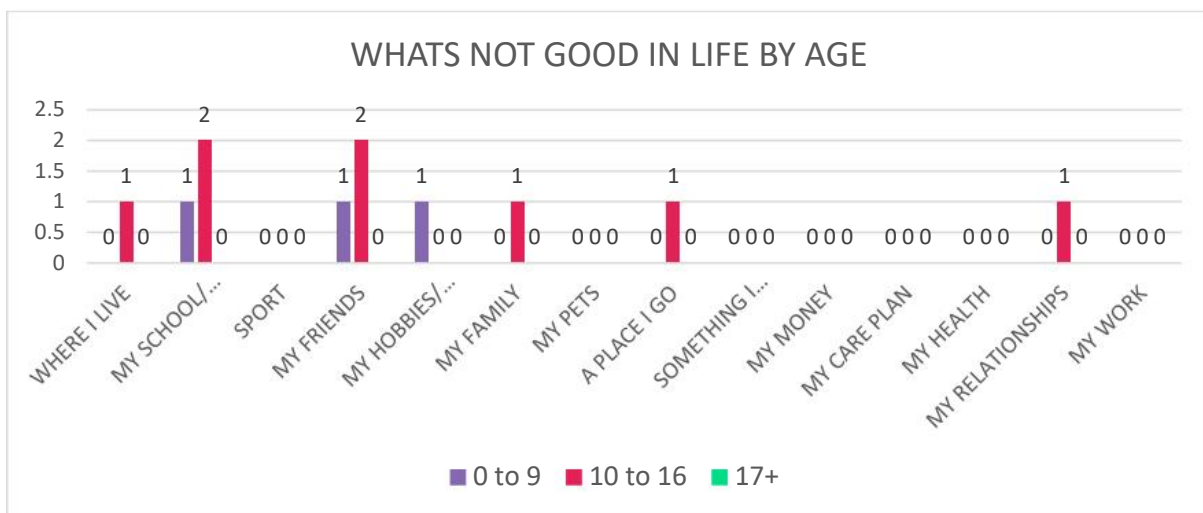
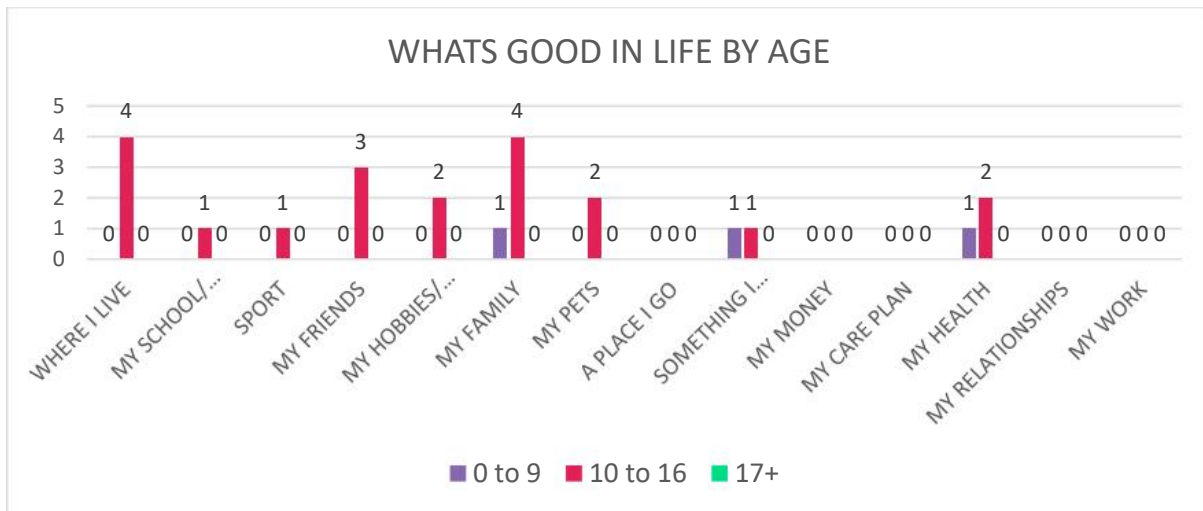
The Participation team continue to offer team training and one to one support.

**170** Young people have their own Mind of My Own account and **437** workers with an account.

	JULY 2020	AUGUST 2020	SEPTEMBER 2020
<b>New account sign ups each month</b>	Workers - 3 Young People - 2	Workers - 0 Young People - 2	Workers - 0 Young People - 1
<b>Number of One Statements per month</b>	12	1	7
<b>MOMO Express Statements per month</b>	2	6	7
<b>Top 3 subject matters each month MOMO ONE</b>	33% Worker Visit 25% Foster Care Review 17% Conference/ My Life	100% My Wellbeing	57% Foster Care Review 14% My Life 29% My Wellbeing
<b>Top 3 subject matters each month MOMO EXPRESS</b>	50% About Me 50% My Day	50% About Me 33% My Education 8% My Health/ My Life	27% My Day 27% About Me 18% My Education/ My Life

Here is a summary in bar graphs and pie chart giving an overview of how children are feeling about where they live, what's going well for them and what's isn't so good for them and in which areas of their lives this is presenting.







## Report from Cambridgeshire Foster Carers' Association

To: Corporate Parenting Sub-Committee

Meeting Date: 13 January 2021

From: Assistant Director Nicola Curley, Children and Safeguarding

Electoral division(s): All

Forward Plan ref: N/A

Key decision: No

Outcome: To update the Corporate Parenting Sub-Committee on activity undertaken by the Cambridgeshire Foster Carers Association (CFCA) to date.

Report on the outcome of the education survey completed by Cambridgeshire Foster Carers Association in collaboration with the Virtual School in December 2020.

Recommendation: The Sub-Committee is recommended to:

- a) Note the comments from foster carers in regards to their views and experiences of the education provided to the children in care they look after.
- b) Note the comments from foster carers in regards to their interactions with and support from the Virtual School.
- c) Note the continuing collaborative work from children's services, foster carers and the Virtual School to improve educational outcomes for children in care.

### Officer contact:

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### Member contact:

Names: Councillor Lis Every/ Councillor Anne Hay  
Post: Chair/Vice Chair  
Email: [Lis.Every@cambridgeshire.gov.uk](mailto:Lis.Every@cambridgeshire.gov.uk) / [Anne.Hay@cambridgeshire.gov.uk](mailto:Anne.Hay@cambridgeshire.gov.uk)  
Tel: 01223 706398 (office)

## 1. Summary

- 1.1 The report attached at Appendix 1 begins with an overview of the Cambridgeshire Foster Carers' Association (CFCA), which was formed in 2018. Working closely with the Fostering Service, the CFCA is a voluntary organisation run by Cambridgeshire County Council foster carers for Cambridgeshire's foster carers with the aim of improving the care and wellbeing of the children and young people who are looked after by the council.
- 1.2 The CFCA held its Annual General Meeting on 10<sup>th</sup> November 2020. During the meeting it was confirmed that Mr John Priest would be stepping down as Chair and a new Chair was elected. The Fostering Service would like to thank Mr Priest for his support and commitment over the last two years and also welcome Mr Kevin Arrowsmith as the new CFCA chair. In addition, Ms Suzi Jackson was appointed as Secretary and Ms Anna Williamson appointed as Treasurer for a further year.
- 1.3 Within the CFCA Education Review Survey included at Appendix 1, foster carers were asked to comment on their experience of working with schools, the support for children in care who have additional educational needs, the support foster carers receive from the Virtual School and their experience of being involved with the Personal Educational Plan (PEP) process.

## 2. Background

- 1.1 The Cambridgeshire Foster Carers Association Education survey report has been completed in line with the Corporate Parenting Sub-Committee work plan for 2020/2021.
- 1.2 Officers were asked to consider how to best ensure synergy in looking into and responding to issues raised by children and young people and by the CFCA. The CFCA education survey was completed to support the Corporate Parenting Sub-Committee theme of 'Education' and therefore facilitates more effective participation of foster carers.

## 2. Main Issues

- 2.1 The survey was responded to by 38 foster carers, and provides foster carer views in regards to the strengths and areas for development for all services who support children in care to consider.
- 2.2 The survey report concludes with four key findings based on responses received:
  1. Foster carers need to receive the children's completed Personal Education Plans in a timelier way and have their contribution noted.
  2. Communication between the Virtual School and foster carers can be further supported by the CFCA and the Virtual School for example, by offering question and answer sessions.
  3. Supported by the CFCA, foster carers to be provided with on line training materials from the Virtual School.
  4. The fostering service to review the training available to foster carers to ensure alignment with therapeutic behaviour management techniques used in schools.

### 3. Alignment with corporate priorities

#### 3.1 A good quality of life for everyone

The following bullet point sets out details of significant implications identified by officers:

- The findings of the CFCA survey enables more direct and meaningful engagement for the Sub-Committee with Cambridgeshire's Foster Carers and so will enhance its ability to contribute to the corporate priority.

#### 3.2 Thriving places for people to live

There are no significant implications within this category.

#### 3.3 The best start for Cambridgeshire's children

The following bullet point sets out details of significant implications identified by officers:

- Listening to the views of foster carers will support the Sub-Committee in its goal of repairing and enhancing new best starts for our most vulnerable children and young adults.

#### 3.4 Net zero carbon emissions for Cambridgeshire by 2050

There are no significant implications within this category

### 4. Significant Implications

#### 4.1 Resource Implications

There are no significant implications within this category.

#### 4.2 Procurement/Contractual/Council Contract Procedure Rules Implications

There are no significant implications within this category.

#### 4.3 Statutory, Legal and Risk Implications

There are no significant implications within this category.

#### 4.4 Equality and Diversity Implications

There are no significant implications within this category.

#### 4.5 Engagement and Communications Implications

There are no significant implications within this category.

#### 4.6 Localism and Local Member Involvement

There are no significant implications within this category.

#### 4.7 Public Health Implications

There are no significant implications within this category.

### 5. Source documents

#### 5.1 None

### 6. Appendices

#### 6.1 Appendix 1: Report by Cambridgeshire Foster Carers' Association.

#### 6.2 An accessible version of Appendix 1 is available on request from Fiona van den Hoult at [Fiona.vandenhout@cambridgeshire.gov.uk](mailto:Fiona.vandenhout@cambridgeshire.gov.uk) .



# Cambridgeshire Foster Carers Association

Foster Carers Supporting Foster Carers

## Education Survey

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December 2020



Report Prepared By: Kevin Arrowsmith [Chair]  
on behalf of the CFCA Committee  
supported by: Kim Green from Virtual School  
21<sup>st</sup> December 2020

# **CFCA – Education Survey December 2020**

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# **CFCA – Education Survey December 2020**

## **About the CFCA (Cambridge Foster Carers Association)**

Formed in 2018 the Cambridgeshire Foster Carers Association (CFCA) is a voluntary organisation set up and run by Foster Carers to provide support for all our carers; in turn, the children and young people we look after. The main objectives of the CFCA are to; raise the profile of Foster Carers and ensure that carers are viewed as professionals, work with the Fostering Service Managers to improve our support, services and remuneration. All with the drive to enable us to provide the best possible care for all of the children and young people that we look after.

Our Annual General Meeting was held on 10<sup>th</sup> November 2020 virtually via zoom, this was very successful and we had our highest number of Foster Carers attend. The Officer positions for the coming year were agreed by those present and resulted in the following positions: Kevin Arrowsmith – Chair, Suzi Jackson – Secretary, Anna Williamson – Treasurer.

The past year has seen its challenges for carers and the Local Authority, mainly due to the COVID pandemic, coupled with a restructure within the Local Authority bringing greater alignment with Peterborough City Council. However, in the later part of the year we created a Foster Carer survey to assess the effectiveness and performance of the CFCA over the past 12 months, the main objective being to highlight areas for improvement; thus enabling the officers and committee to continue advocating the voice of all Foster Carers. The over-riding outcome of this survey was that the CFCA need to improve on their communication back to Foster Carers and transparency and we look forward to working with the Fostering Service on the findings of this survey.

Fostering Network offer a Foster Carer Association support group for CFCA, the chair attends the support groups bi-monthly where experiences are shared between other FCA's within neighbouring counties. For example, the last support group included a representative from Suffolk, Peterborough, Bedfordshire and Thurrock plus ourselves. This has proved very useful to gather ideas from other carers and their experiences outside of our local authority.

As a committee and on behalf of all Foster Carers we are thankful to the Corporate Parenting Sub-Committee for allowing the CFCA a place and voice in this forum. We are very committed and will endeavour to assist the committee in all aspects of improving outcomes for our children and young people in care.

# **CFCA – Education Survey December 2020**

## **Purpose of this report**

This is the first report for the Corporate Parenting Sub-Committee that officially collates the voice of all foster carers using an open survey platform to gather views. We hope that the Corporate Parenting Sub-Committee find it useful and informative. As a committee and on behalf of Cambridgeshire's foster carers we are always looking at ways to improve the association and also our practice, if there is anything that we could include or change within any of our reports we would welcome suggestions at any time.

Our report is intended to bring together the views of Foster Carers who completed the Virtual School survey in relation to Education. In addition, views gathered from CFCA Foster Carer Meetings over the past few months have also been included to support the report and our findings. The survey was a collaboration of ideas between the CFCA and the Virtual School; to gather Foster Carers views on Education in relationship to the Children and Young People whom they are caring for.

Foster Carers were also given the opportunity to receive specific feedback from the survey comments should they wish to include their email address or contact details.

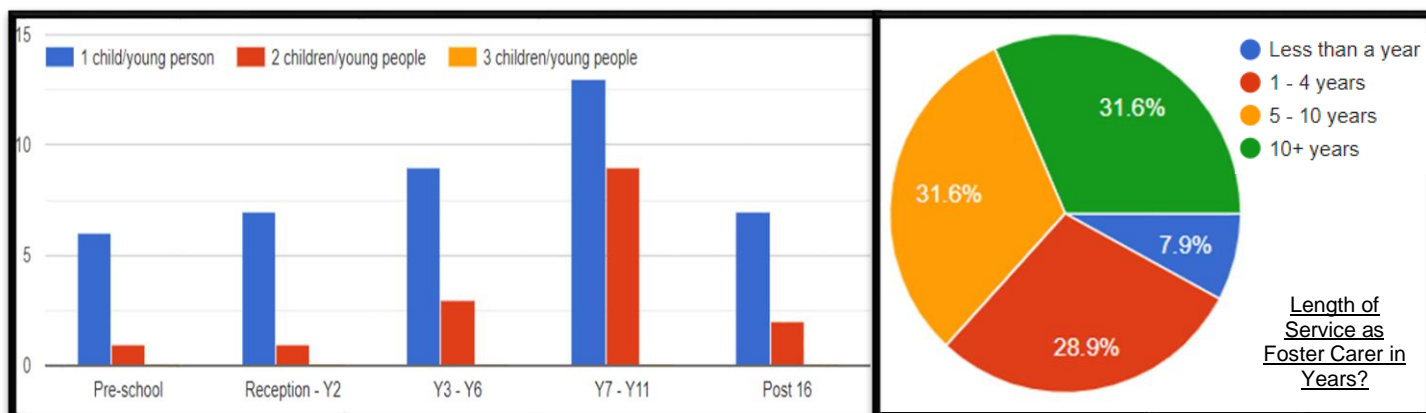
## **Results**

There were a total of 38 responses from individuals, plus additional data collected from meetings. Where the data has been quantitative, there is a graph included with a summary where appropriate. For qualitative results an overview of themes that have arisen have been formed and quotes cited if it is felt necessary.

After the results had been compiled by the Virtual School, a meeting was arranged to discuss the findings between Kevin Arrowsmith (CFCA Chair) and Kim Green (Virtual School Advisory Teacher – Foster Carer link). Additional ideas and processes were discussed in order to produce a balanced report of foster carer views in regards to the current education provision for our Children and Young People in Care.

*N.B. During the report the following abbreviations may be used; LA (Local Authority), VS (Virtual School).*

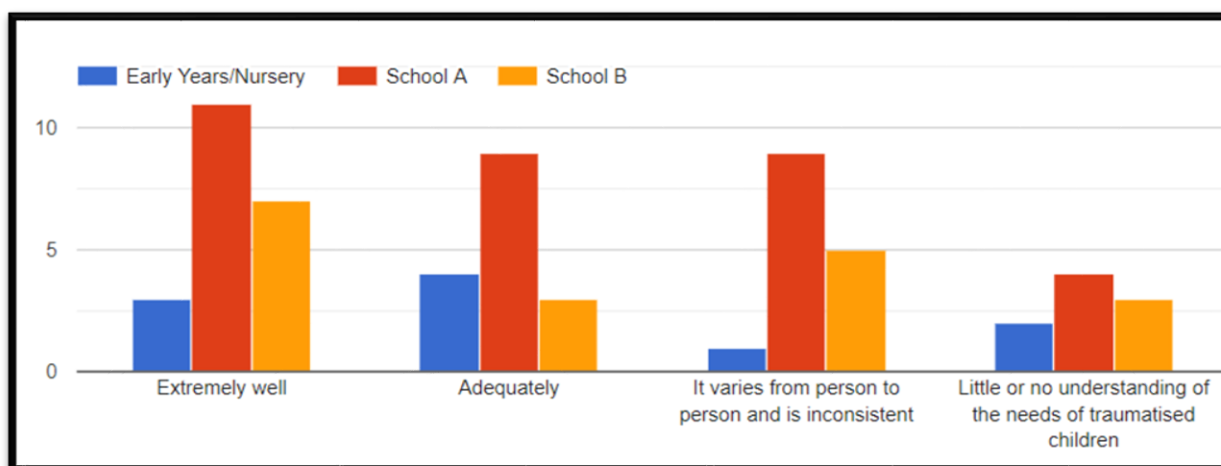
### **Question A: “Age of the Child in Care & the length of time that you have been a Foster Carer?”**



More than 50% of the carers answering the survey care for young people over the age of 11, the spread of experience is reasonably even in carers length of service as a Foster Carer.

# CFCA – Education Survey December 2020

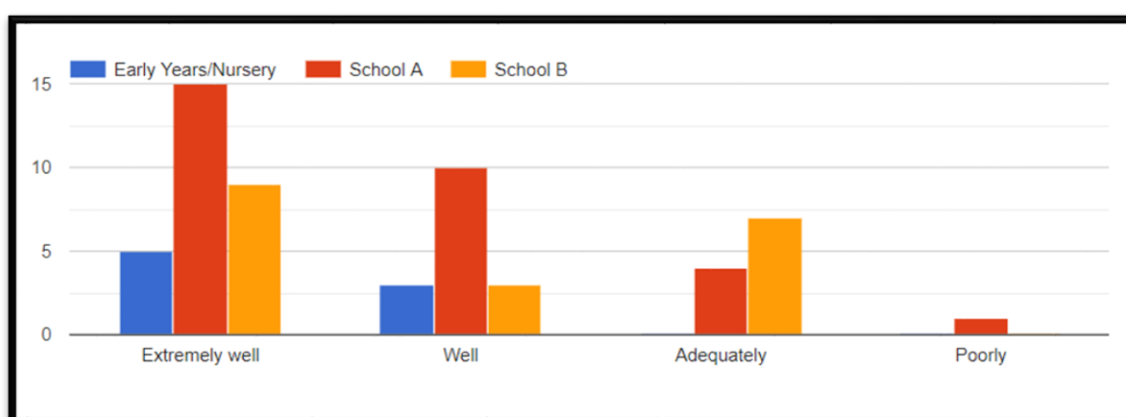
## Question B: *“How Well does the school understand the needs of care experienced children?”*



Whilst the data would suggest that schools fall into either understanding extremely well or adequately, the comments give some consistent themes for consideration:

- Teachers and Schools could improve their understanding of attachment difficulties.
- More understanding of trauma and working in a trauma informed way in schools.
- Schools often focus on progress rather than realising full potential, as children in care present us with more challenges within education, a more flexible approach is often required.
- STEPS approach to behaviour management has proven to work well in schools when utilised effectively. It offers great links to therapeutic parenting model, creating a joined up approach between home and school.
- Some schools could invest more in the long-term future of the children as they can move on if in proceedings or move to adoption, etc.
- Length of time from assessment to receiving additional help can be a lengthy process, there does not seem to be a fast-track system for children in care.

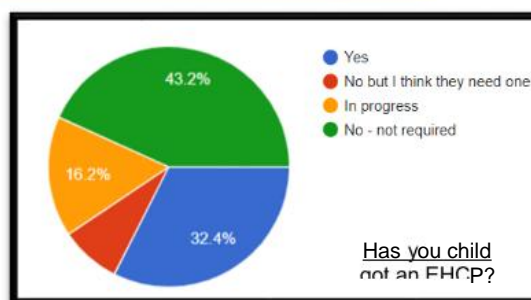
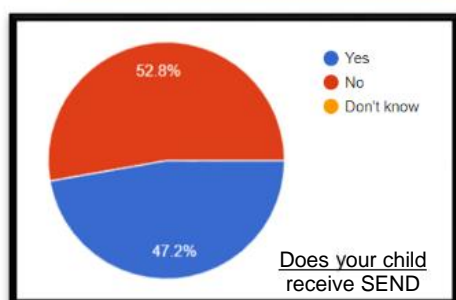
## Question C: *“How well does the school communicate with you?”*



- Varied themes from the results, generally secondary schools prove more difficult for establishing positive communication, however this may be due to the nature of the secondary school model.
- Some foster carers felt that they have to find the right people within the school to improve communication.
- The general theme was that communication is a two way street, some carers reporting emailing the school about out of school situations that may have an impact on behaviour and this being well received and reflected back.

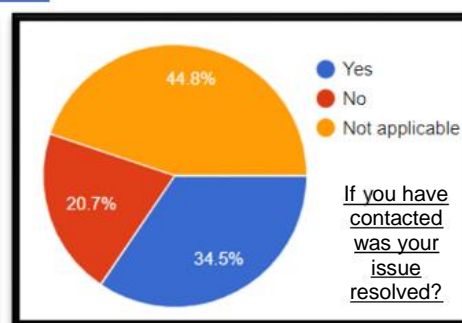
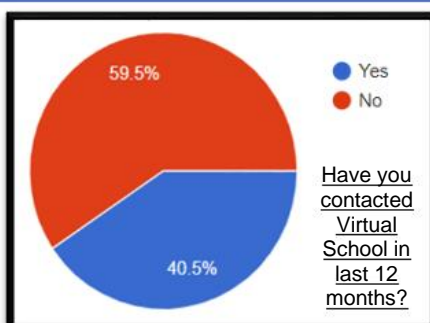
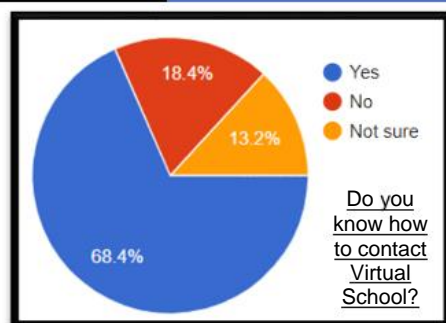
# CFCA – Education Survey December 2020

## Question D: “SEND Support and EHCP (Educational Health and Care Plan).....”



- Length of time to achieve an EHCP is often lengthy.
- Social and Emotional needs, however often without a label of a specific condition e.g. ADHD, can prevent access to the help required as not specifically labelled.
- Children in Care often arrive with general difficulties and the assessment process can take three terms, which can mean a child who is already behind with education continues to lag behind. Schools need to feel more empowered to prioritise assessments and complete in shorter time frames with the Virtual School.

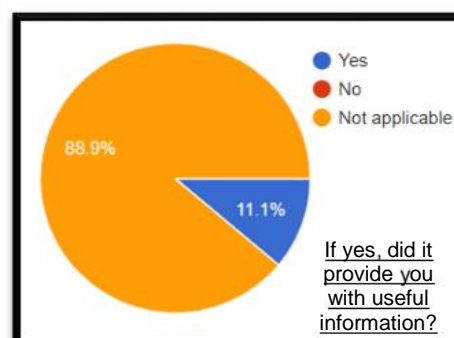
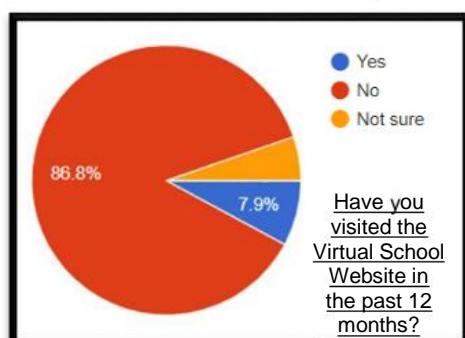
## Question E: “Contact between Virtual School and Foster Carers.....”



We received varied feedback from foster carers as follows:

- Some carers felt that during lockdown they could have had more proactive contact from the Virtual School.
- Other carers felt that the Virtual School provided excellent input and advice.
- Feeling from some carers that the Virtual School has a lack of exposure as now not attending the Personal Education Plan meetings. Some commented that schools are not receiving support behind the scenes and ask where the Virtual School are.
- Some carers felt that more support is required for children to “aim higher” and not just meet age related expectations.

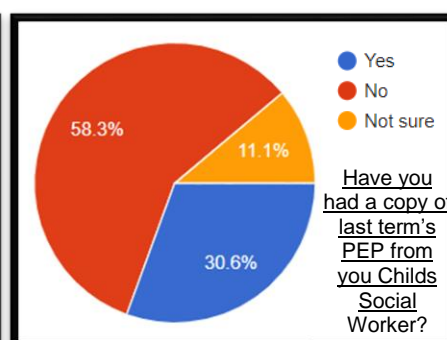
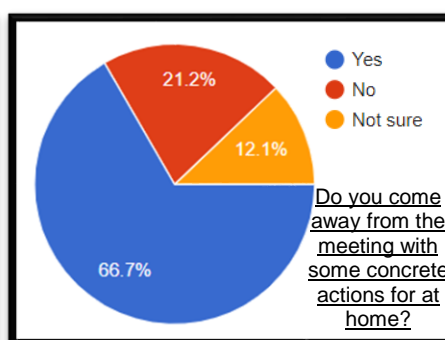
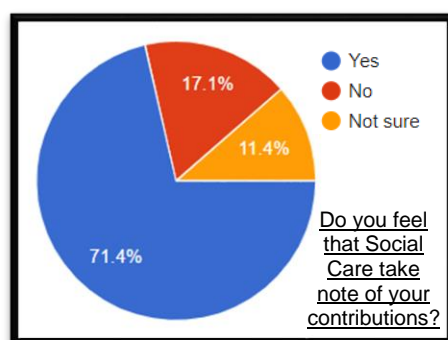
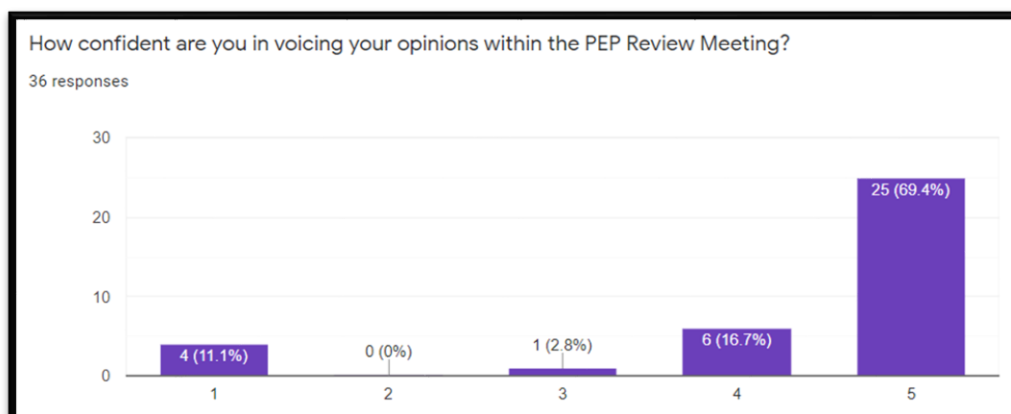
## Question F: “Virtual School Website.....”



The results here are self-explanatory, a low number of carers have accessed the website, however of those that did, they found the information useful.

# CFCA – Education Survey December 2020

## Question G: “Personal Education Plan Meetings (PEP’s).....”



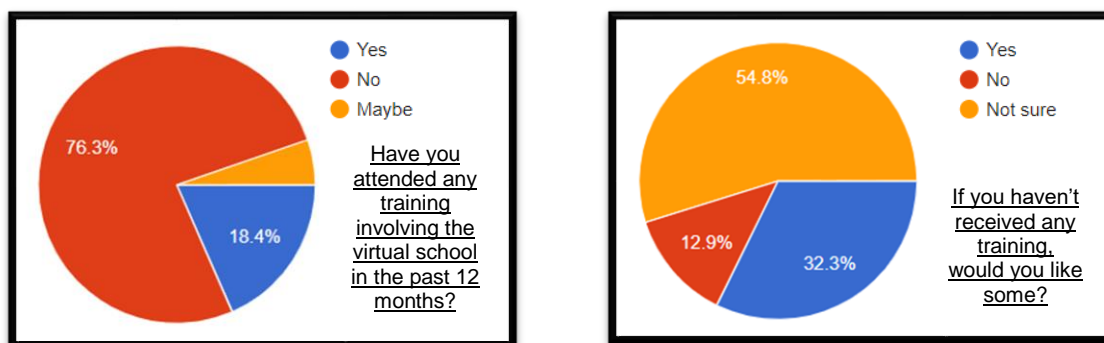
The feedback from Foster Carers included:

- Foster Carers do not have access to the system unlike Schools, Social Care, Virtual School and Health, therefore unable to track and assess targets mid-term.
- A high number of Foster Carers had not received a copy of the child's PEP.
- Often the meetings can feel rushed which can make them feel like a tick box exercise.
- PEP's have worked really well virtually.
- "It's a shame that the virtual school do not attend PEP's when in other LA's, they still do".
- Schools ensure that the PEP's are relevant and informative with appropriate targets and useful discussions.
- Foster Carers are not necessarily trained or experienced to assess the most suitable interventions that are being put in place by schools, therefore when agreeing in the meeting, they may not be appropriate, hence Virtual School need to be involved to ensure that schools are implementing appropriate strategies and interventions.
- How much information do schools receive on a child or young person in care? Are they fully aware of the entire background and therefore able to make sense of their trauma and presentation? Is this for the Foster Carer to share the information if it has not been shared by the Local Authority?
- Children in Care transferring from one school to another, may experience significant delays in the new school receiving the hand over paperwork from the old school. This varies from school to school and also can be dependent on how proactive the new setting is.



# **CFCA – Education Survey December 2020**

## **Question H: “Training offer from Virtual School”**



The majority of foster carers have not attended training provided by the Virtual School. However, to improve communication, representatives from the Virtual School has attended some foster carer support groups over the past year. The overall theme in reference to training is that Foster Carers are not clear as to the training offer that is available to them from the Virtual School as opposed to the offer that schools receive directly. Of those foster cares that have attended training, the majority found it useful.

When asked to comment as to training ideas for Foster Carers the following ideas were raised:

- Training to help with complex needs in Education setting.
- On-going training to keep Foster Carers up to date with new procedures, new findings and more training on e-training.
- Support on mental health issues within school settings.
- Refresher from Virtual School as to how trauma experienced children can receive education.
- Up skilling Foster Carers to advocate for their children in the absence of Virtual School at PEP meetings.

## **Question I: “Any other comments.....”**

- Review of the therapeutic schooling provision
- Some Foster Carers are not aware of the PEP process and the 16-19 bursary now that this has changed. School helped to access the post 16 fund.
- Some schools are flexible and will adjust their expectations depending on the overall picture, particularly when taking into account the emotional well-being of a child.
- It is important that education systems have high expectations and not just review progress. Analysing a child's full potential and then planning and assessing progress would far better meet their needs.
- There is a need for a slicker system to enable Children in Care to access additional support e.g. EHCP and immediate funding for schools, rather than a long wait time for the process to conclude.



# **CFCA – Education Survey December 2020**

## Concluding Points

### **Strengths**

- A good number of schools understand the needs of children and young people in care.
- STEPS approach to behaviour management in schools is felt to have worked well.
- Some schools have good communication with carers and this works well.
- The Virtual School have provided excellent support for some carers during lockdown.
- New Virtual School model of supporting schools outside of PEP's has allowed more focus on the schools training needs, this is reflective in the Virtual School model in Suffolk, Norfolk and Hertfordshire.
- The Virtual School will continue to work in partnership with the CFCA to empower Foster Carers to advocate for the children they care for at the PEP Meetings through training and advice.

### **Areas for development**

- Some foster carers are often not receiving the completed PEP paperwork following the review.
- It was felt that some schools could benefit from additional training and greater awareness to improve their support of children with attachment difficulties.
- More training for schools on trauma and its impact on children accessing education.
- A child's potential to be at the forefront and not just measuring progress.
- EHCP's take a considerable length of time to be completed and approved, consideration to be given to a fast-track system for Children in Care.
- Some carers felt that there could be more support from Virtual School in PEP meetings.
- Greater understanding of the roles of different professionals within the PEP meetings, specifically that of the foster carer and child's social worker.
- The process of transitioning and transferring between schools requires additional focus to ensure that this is managed smoothly for Children in Care.

# **CFCA – Education Survey December 2020**

## **Actions / Findings from Report**

### **1. Swifter access to completed PEP information for Foster Carers**

- a. Currently Foster Carers cannot access the e-PEP system
- b. It is recognised that Foster Carers are often not receiving important information in a timely fashion

The Virtual School have agreed to look at how Foster Carers can directly access a child's PEP

### **2. CFCA to facilitate a question and answer interview with a representative from the Virtual School**

- a. Foster Carers are not always clear on the role of the Virtual School and where to find advice and guidance around education matters
- b. Foster Carers would welcome a more interactive platform rather than receiving emailed leaflets and information

The Virtual School has identified a representative to work with the CFCA and the Fostering Service to support this, it is anticipated this can be delivered early in 2021.

### **3. Virtual School Training**

- a. Foster Carers would like to receive additional training from the Virtual School on specific topics that relate to the educational needs of the children they look after.
- b. Training is currently being offered via Fostering Service for all school stages termly.

The Virtual School will review their current training offer and work with the CFCA and the Fostering Service to contribute to the on-line training programme, which feeds into Foster Carers Personal Development Plans.

### **4. Trauma Informed - Behaviour Management Training**

- a. Foster carers would value gaining an understanding of the trauma informed approach to Behaviour Management Techniques and models utilised in schools so that children have the benefit of a consistent approach between home and school.

The Virtual School is part of a planning group, which is working to create workshop materials to introduce Foster Carers to the STEPS programme in order to raise awareness and improve understanding of how schools use it. The Virtual School and Fostering service will work with the CFCA to disseminate materials to Foster Carers.

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**END OF REPORT**

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## Virtual School Report

To: Corporate Parenting Sub-Committee

Meeting Date: 13<sup>th</sup> January 2021

From: Claire Hiorns, Virtual School Head Teacher

Electoral division(s): All

Forward Plan ref: n/a

Key decision: No

Outcome: The Sub-Committee will have an awareness of the educational challenges faced by schools, children and their carers during the pandemic since September 2020 and the statutory role of Cambridgeshire Virtual School (CVS) in support of these challenges. They will be informed of provision for unaccompanied asylum seeking children (UASC) and have information on attainment.

Recommendation: The Sub-Committee is recommended to:

- a) Note the content of the report.
- b) Raise any queries with the lead officer

### Officer contact:

Name: Claire Hiorns  
Post: Virtual School Head Teacher  
Email: [virtualschool@cambridgeshire.gov.uk](mailto:virtualschool@cambridgeshire.gov.uk)  
Tel: 01223 699883

### Member contact:

Names: Councillor Lis Every/ Councillor Anne Hay  
Post: Chair/Vice Chair  
Email: [Lis.Every@cambridgeshire.gov.uk](mailto:Lis.Every@cambridgeshire.gov.uk) / [Anne.Hay@cambridgeshire.gov.uk](mailto:Anne.Hay@cambridgeshire.gov.uk)  
Tel: 01223 706398 (office)

## 1. Summary

- 1.1 The purpose of this report is to provide information requested by the Sub-Committee in respect of the impact of COVID 19 on the education of children and young people in care since September 2020, attainment of the 2020 cohort and education provision for UASCs.

## 2. Background

- 1.1 Cambridgeshire Virtual School (CVS) sits within the Education Directorate and is accountable to the Director of Education. The role of the Virtual School is to monitor the education of all children and young people aged 2-18 and support and intervene to ensure all have the opportunity to make at least good progress.
- 1.2 This report follows on from the information provided in the Head Teacher's Report (shared with the Sub-Committee on 9<sup>th</sup> September 2020) and therefore focuses on the provision since schools and education settings fully opened in September 2020.

## 2. Main Issues

### 2.1 Impact of COVID 19 on education provision for Cambridgeshire Children in Care from September 2020 until December 2020

All schools fully opened to all children and young people in September 2020 following the summer break\*. However, there have been a number of factors which have impacted on education attendance over the term:

- Bubble closures: where a confirmed case within a school has resulted in the school needing to shut a bubble.
- Child or young person coming into contact with another person with COVID and needing to self-isolate
- A member of the household developing symptoms resulting in the child or young person needing to self-isolate
- The child or young person testing COVID positive

In all of these scenarios schools have been expected to provide a package of remote learning.

\* with the exception of children or young people in the 'extremely clinically vulnerable' category. During the period of 'lockdown' medical advice needed to be sought as to the appropriateness of school attendance. Cambridgeshire Virtual School had two children that fell into this category. One child received 1:1 tuition, the other had consent from the medical team that they could attend.

### Attendance Data

The Virtual School monitors the attendance of all children of statutory school age on a daily basis. The Post 16 cohort and 2-4 year-old children's attendance is monitored through the personal education plan (PEP) process.

Number of days lost to on-site provision because of COVID-19:

	Primary	Secondary
Number of pupils with days lost to onsite provision	63 of 147 children (43%)	116 out of 245 children (47%)
Total number of days lost to onsite provision	361	855

Breakdown of reasons for days of on-site provision lost

	Primary	Secondary
Self-isolating	64%	40%
Bubble Closure	28%	31%
Whole School Closure	1.3%	7%
Other	6.7%	22%

## Wider COVID-19 Impact (on Virtual School Activity)

- The Virtual School has not been able to offer face to face training to empower Designated Teachers and other key partners in their role
- The Virtual School has not been able to physically attend meetings in schools and education settings.

## Virtual School Response

- All education settings across the country with Cambridgeshire Children in Care attending received contact from their link Advisory Teacher to 'check in' before October half term.
- Virtual advisory meetings took place with Designated Teachers. The priority was new Designated Teachers, schools and settings requiring additional support with PEP quality and those who had expected a visit in Summer 2020. Following this, capacity enabled meetings with other Designated Teachers. This was an advantage of the visits taking place virtually. Meetings took place with approximately 80% of Designated Teachers.
- Advisory Teachers have supported Designated Teachers and other key partners with the inclusion of individual children. All members of the Virtual School are STEPs trained. STEPs is a therapeutic behavioural model which seeks to identify the underlying need the behaviour is communicating in order to construct a consistent response to supporting this need.
- All schools received a standard amount of Pupil Premium Plus for the autumn term, with a process in place for schools to request additional funding when required.
- The Education Support Line (run in conjunction with SEND 0-25 and the clinicians from social care) was extended. It is available to carers of Cambridgeshire Children in Care, parents and guardians of children previously in care, education settings and social workers; it offers a trauma informed response to education queries / concerns in light of COVID recovery. There have been four requests for support.
- The Virtual School developed a series of webinars to support Designated Teachers (DTS) new to role and Designated Persons for Children Previously in Care. As of 18<sup>th</sup> December there were 303 views of these webinars.
- The Virtual School developed live webinars to support all DTS with attainment and progress aspect of the PEP (this is a key focus for the Virtual School this year.) These have been recorded and continue to be available. As of 18<sup>th</sup> December there were 67 views of these webinars.
- The Virtual School developed a series of 'empowerment' webinars. These include:
  - supporting the flight response
  - supporting resilience
  - supporting self-relief and mastery
 As of 18<sup>th</sup> December there were 103 views of these webinars.

- The Virtual School purchased Beyond Boxall and the Reach to Teach App for schools and settings. These are tools to support the social and emotional needs of children and young people. These have been provided to all schools and Post 16 providers with Cambridgeshire Children in Care, alongside the offer of training in the use of the Boxall Profile.
- The Virtual School has quality assured the PEPs for all children in care and provided feedback to the Designated Teacher and Social Worker on these.
- The Virtual School has collected end of Autumn term attainment data for children in care. Where the data has not been provided by schools the Virtual School have followed this up. The available data has been analysed and will be used to inform data conversations with Designated Teachers in January 2021. Where the conversation prompts intervention for the child or young person, additional pupil premium plus will be made available to support.

## 2.2 Attainment 2019- 2020

### Context

Due to the unprecedented disruption caused by the COVID-19 pandemic, formal examinations and assessments did not take place and grades were based on a range of information including teacher assessments. The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should not be used for comparisons or performance benchmarking.

The Virtual School has collected results as in previous years, for internal use. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 data.

### GCSE Data

As with previous years the cohort concerned is young people who were in continuous care for 12 months or more on the 31<sup>st</sup> March of the specified academic year. This year on 31<sup>st</sup> March 2020 it encompassed 55 students in year 11.

Benchmark	Academic Year	2018	2019	2020
	Cohort	55	64	55
<b>Achieved Basic</b> (English & Maths)	Standard (9-4)	15%	13%	22%
	Strong (9-5)	7%	5%	11%
<b>EBacc English</b> (Language and Literature)	Standard (9-4)	26%	19%	26%
	Strong (9-5)	13%	9%	13%
<b>EBacc Maths</b>	Standard (9-4)	26%	19%	27%
	Strong (9-5)	16%	9%	15%
<b>5+ Including E&amp;M</b> (9-4 in 5 or more subjects - inc E&M)	Standard (9-4)	13%	11%	20%

## Contextual Analysis

The number of students with Special Educational Needs and Disabilities (SEND) is higher for children in care than other students; this year it was 14 of the 55 which equates to  $\frac{1}{4}$  of the cohort. Of those, 12 were male which is 86% of the SEND students.

The gender breakdown for the cohort was weighted more towards males at 58% which is roughly in-line with previous years both locally and nationally.

The number of students placed out of county was slightly higher than last year at 56% but broadly similar to the year before. This is higher than historic national figures which are around the 40% mark.

Unaccompanied Asylum Seeker Children (UASC) accounted for 3 of the students (6%). Considering the whole Key Stage 4 cohort of 78; which includes young people more recently in-care, then there is a significant increase to 19 UASC which is nearly a quarter of the cohort. Only one of the UASC is also recorded as SEND. Combining the number of UASCs and those with SEND equates to nearly half of the Year 11 cohort.

Most of the Unaccompanied Asylum Seeker Children are studying the core skills of English and maths at an Entry Level, many of them doing the ESOL (English to speakers of other languages) courses.

## Course breakdown

The range of subjects studied was in excess of 50 with a wide range of examination levels from the GCSE's and BTEC's to ESOL (English to speakers of other languages) and ASDAN (Developing skills for learning, work and life). That said, there was a high proportion of students studying the 'traditional' subjects at GSCE level.

36 of the students were studying GSCE's subjects equating to 232 individual courses while 19 students were studying other courses from, BTEC to vocational and life skills covering a further 52 courses.

The focus of the Virtual School is always to support the students to take the courses that are right for them. Although academic qualifications are important it is vital that the young people have a positive educational experience and study subjects that are right for them and at a level that is appropriate.

## 2.3 Unaccompanied Asylum Seeking Children

Unaccompanied Asylum-Seeking Children / Young People are supported to access education as soon as possible upon coming into the care of Cambridgeshire County Council.

Cambridgeshire Virtual School complete an initial assessment to support the identification of appropriate education upon entry to care.

Children of statutory school age are entitled to pupil premium plus. Post 16 students are eligible for the vulnerable bursary and applications are supported for them to access this. This provides support for travel, lunches and any resources required for learning.

As with all Children in Care Unaccompanied Asylum Seeking Children have been supported with access to laptops to support their education during the pandemic.

In previous years Cambridgeshire Virtual School have worked in conjunction with Cambridge University to offer summer activities to UASCs. This year the provision needed to be virtual. The participation was impacted by the virtual offer.

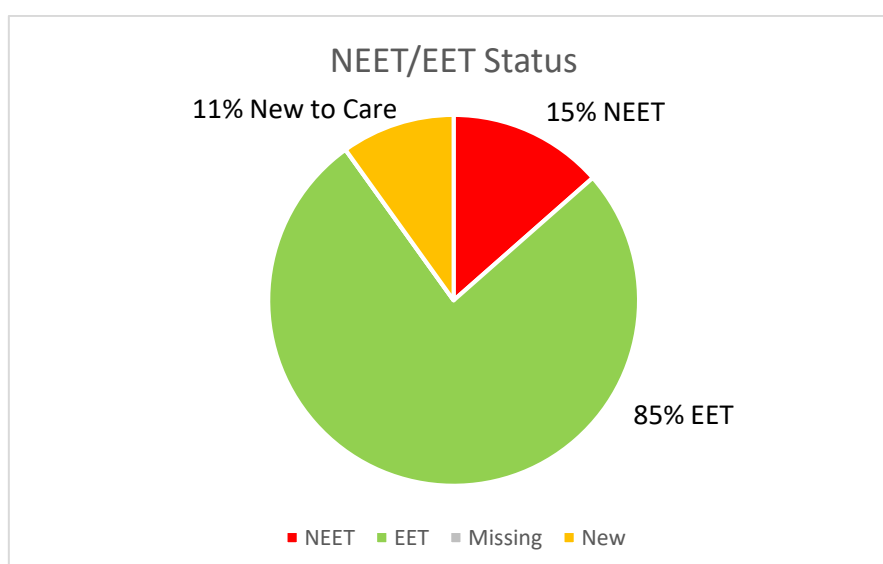
From January 2021 there will be a homework club for young people resident in Cambridge. This will be held at CRC and supported by Cambridge University students.

### Number of Children and Young People by Year Group

At the point of writing this report Cambridgeshire Virtual School were working with 80 Unaccompanied Asylum Seeking Children.

	Number of CYP	Percentage
Year 8	1	1.25%
Year 9	1	1.25%
Year 10	2	2.5%
Year 11	3	3.75%
Year 12	30	37.5%
Year 13	43	53.75%

### Distribution of EET (in Education, Employment and Training), NEET (Not in Education, Employment or Training)





### 3. Alignment with corporate priorities

#### 3.1 A good quality of life for everyone

The report above sets out the implications for this priority in section 2

#### 3.2 Thriving places for people to live

There are no significant implications for this priority.

#### 3.3 The best start for Cambridgeshire's children

The report above sets out the implications for this priority in section 2

#### 3.4 Net zero carbon emissions for Cambridgeshire by 2050

There are no significant implications for this priority.

### 4. Significant Implications

#### 4.1 Resource Implications

There are no significant implications within this category.

#### 4.2 Procurement/Contractual/Council Contract Procedure Rules Implications

There are no significant implications within this category.

#### 4.3 Statutory, Legal and Risk Implications

There are no significant implications within this category.

#### 4.4 Equality and Diversity Implications

There are no significant implications within this category.

#### 4.5 Engagement and Communications Implications

There are no significant implications within this category.

#### 4.6 Localism and Local Member Involvement

There are no significant implications within this category.

#### 4.7 Public Health Implications

There are no significant implications within this category.

## 5. Source documents

### 5.1 Source documents

None

## University experience for our Care Leavers in relation to the impact of Covid -19 and update on the Local Offer for Care Leavers

To: Corporate Parenting Sub-Committee

Meeting Date: 13<sup>th</sup> January 2021

From: Nicola Curley, Assistant Director Children and Safeguarding

Electoral division(s): All

Forward Plan ref: N/A

Key decision: No

Outcome: Sufficient support put in place for our care experienced young people to achieve their potential, whilst being supported through Covid-19 restrictions.

Recommendation: The Sub-Committee is recommended to:

- a) Note the work being carried out to support our Care Leavers at University during Covid-19 and the innovative approach of the Local Offer for Care Leavers

### Officer contact:

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### Member contact:

Names: Councillor Lis Every/ Councillor Anne Hay  
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Email: [Lis.Every@cambridgeshire.gov.uk](mailto:Lis.Every@cambridgeshire.gov.uk) / [Anne.Hay@cambridgeshire.gov.uk](mailto:Anne.Hay@cambridgeshire.gov.uk)  
Tel: 01223 706398 (office)

## 1. Summary

- 1.1 We have been aware of the implications of Covid-19 restrictions on our young people's engagement at University and have proactively worked to support them throughout, assessing the local restrictions in place for each and acting accordingly.
- 1.2 We have found that our care experienced young people have not been disadvantaged compared to their peers at University due to Covid-19 and have found in some cases, virtual learning has been a benefit to our young people's engagement.

- 1.3 We continue to work closely with our young people and react accordingly as restrictions change, offering guidance and support and communicating with the relevant professionals.
- 1.4 We have taken a new approach to the Local Offer for Care Leavers and this has allowed us to be more flexible and proactive when faced with issues such as Digital Poverty – the lack of access to IT equipment or internet services.
- 1.5 We are working to engage with local organisations, prioritising our care experienced young people and working on internal schemes to support our young people into employment.
- 1.6 There will be a focus over the next year to align Cambridgeshire County Council's Local Offer with Peterborough City Council to provide a seamless offer for Care Leavers across both authorities.
- 1.7 Our new approach for the Local Offer has been successful in strengthening the support available for our care experienced young people to overcome the obstacles they face and helping them to achieve their potential. Some examples of this have been:
- Receiving funding for bicycles to access education, employment and training
  - Support to cover the costs of driving lessons for our young people.
  - Care Leaver specific discounts at local stores.
  - Organisations providing 'Moving On Boxes' for our young people as they move out of Care.
  - Volunteering opportunities with local organisations
  - Low Income counselling opportunities
  - Pilot Mentoring Scheme.
- 1.8 Our Pilot Mentoring scheme is an example of where we are going beyond our statutory requirements in our Local Offer and putting on initiatives to inspire and support our young people to achieve their potential. Despite delays caused by the first national lockdown, we were able to successfully launch our mentoring pilot in early July. We have matched 10 care leavers to voluntary mentors who come from a wide variety of backgrounds, predominately based in Cambridge and the relationships are now well established. The mentors undertook initial remote training during lockdown so the project could launch when restrictions eased and are currently being supported by our partner agency Essex Community Development who won a procurement bid to administer the scheme. They have trained our mentors and provided ongoing supervision and some additional Saturday training sessions. Each mentoring relationship has the aim of increasing engagement in education, employment and training, whilst also taking into account personal aspiration. The relationships have all developed in a unique way but initial feedback has shown a positive increase in our young people's self-confidence and budgeting skills.

## 2. Background

- 2.1 There has been a lot of focus in the media of the impact of Covid-19 on University students and much speculation regarding student accommodation over Christmas in relation to the Tier system of restrictions in place and the impact that Covid-19 has had on some student's engagement with their course as well as the increased potential to drop out. We have been aware of our Corporate Parenting responsibilities to our young people throughout this time and have worked with them pro-actively.
- 2.2 We currently support twenty-four Care Leavers, who are studying at University, aged between 19-25 years old. Fourteen of these young people are over the age of 21 years old. Twenty-two are studying for Undergraduate Degrees, one studying for a Masters Degree and one studying for a Post Graduate Certificate of Education to become a qualified teacher. Our Cambridgeshire Care Leavers follow the national trend of attending university at a slightly older age than their peers.
- 2.3 Our Care Leavers at University have a variety of accommodation agreements, for example, twelve of our young people are in privately rented accommodation and five are in social housing. We also have two young people at local University's and in Staying Put arrangements with their former foster carers.
- 2.4 Cambridgeshire County Council has a statutory requirement to produce a Local Offer, supporting our care experienced young people with education, employment and training, accommodation, finances, health and wellbeing, participation and relationships, from the ages of 18-25 during their transition into adulthood and independence.
- 2.5 Over the past year and a half, we have taken an innovative approach to strengthen our Local Offer, forming links in the community and identifying our own resources to ensure we are not offering the minimum but are helping our young people to achieve their full potential.
- 2.6 The Local Offer has had to become fluid and pro-active to support our young people with the issues identified during Covid-19 restrictions, with a particular focus on Digital Poverty.

## 3. Main Issues

- 3.1 We have assessed the accommodation circumstances of all our Care Leavers currently attending University in relation to the Covid-19 regulations in place, to ensure they are supported in their return over Christmas and previously over the summer holidays. We have contacted the Universities that our young people attend and worked with them to pass on any relevant information about the Universities arrangements for Covid-19 testing to young people and their carers and also concerning the staggered return in the New Year.

A separate issue we identified earlier in the year before the University enrolment date was the potential for our young people not taking up their University place due to

Covid-19 uncertainties. We were, however, able to support almost all of our young people to attend.

Our assessments have shown to us that our care experienced young people have not faced any Covid-19 issues unique to those experienced by all University students at present and are not disproportionately disadvantaged due to Covid-19. Most of our Care Leavers attend smaller Universities rather than big city institutions and many are on vocational courses, which has meant that they are continuing face to face teaching with appropriate social distancing in place.

We have noted that some of our young people have benefited from the anonymised space of online lecturers and seminars and it has affected engagement positively. Where young people have struggled to engage online, we have made contact and encouraged the young person to make contact with the University facilities.

Where young people have found self-isolating challenging, we have worked successfully within a professional network, including their tutor to provide additional support throughout. Some of our Care Leavers currently reside in the Universities' halls of residence in areas of the country that have been in Tier 3 for a long time and we have worked with them to identify any support they have needed through the lockdown.

- 3.2 During Covid-19 the Local Offer has needed to be responsive and pro-active, identifying issues that are unique to our Care Leavers throughout the pandemic and where there may be gaps in support nationally. Care Leavers were not identified on the Governments 'Vulnerable People' list and were unable to access the support hubs created. Internally we set up a Care Leaver Covid-19 Work stream to identify these issues and put in place arrangements to support.
- 3.3 One of the biggest issues that emerged in response to Covid-19 was 'Digital Poverty', with workplaces issuing 'Work from Home' orders and also Further and Higher Education institutions moving to delivering lecturers virtually. We identified that many of our young people lived in accommodation that did not have access to the internet and many of our young people did not have a suitable device.

We were successful in applying for grant funding of £5,000 to purchase laptops and connectivity devices for our young people. We supplemented this with a discount agreement from a laptop supplier to allow us to purchase more for our money and prioritised delivering these to our young people that were at risk of dropping out of their courses or those unable to work from home. We also worked internally to prioritise our young people on the allocation of laptops being offered by the Department of Education. We also made contact with organisations who focus on tackling Digital Poverty to put our young people on their radar and ensure our young people received an allocation of their devices. We also utilised our connections with local colleges to ensure that they were aware of the digital disadvantage our young people were facing so they could get further support from the colleges.

From the months of April through to December 2020, we were able to attain and distribute the following across CCC and PCC Care Leavers:

- 99 Laptops
- 35 Connectivity Devices + Pre Paid Data Allowance
- 10 Lenovo Tablets
- 10 Mobile Phones with contract paid by Vodafone until April 2021

On top of this we have also secured £2,500 worth of grant funding to have the ability to 'top-up' the connectivity devices with data if it is needed to enable our young people to attend their courses virtually or work from home if instructed, making sure it is sustainable for our young people. Due to the flexibility of the Local Offer to be able to react to this we have not encountered a single instance of a Cambridgeshire County Council Care Leaver having to drop out of their course due to Digital Poverty. We also identified that some of our young people were now able to access virtual courses which they had previously not been able to access. We have not had the anticipated increase in young people not in education, employment or training (NEET) that other Local Authorities have experienced. Alongside this we are working with Cambridgeshire County Council's IT department to repurpose second hand Laptops in order to provide a sustainable source of devices as we feel this blended style of working and learning will outlast the Covid-19 restrictions. It has highlighted the Digital Poverty that our Care Leavers face and we hope to see more sustainable solutions reached to alleviate our young people from Digital Poverty.

- 3.4 We have demonstrated that having this dedicated focus to our Local Offer is beneficial for our young people in their transition into adulthood and independence. We are looking to progress with our approach and appeal to more organisations to support our young people. We have a proposed Business Event "Care Leavers and Fostering 'Bridge the Gap' event, scheduled for April 2021, with guest speakers from the Department of Education and Cambridge United. The event will raise awareness of the issues our young people face and local organisations will be asked to pledge their support to our young people.
- 3.5 Internally we are working to prioritise our care experienced young people in the 'Kickstart Scheme' placements created across Cambridgeshire County Council and Peterborough City Council in 2021. We have identified this as a 'stepping stone' into a permanent position or an Apprenticeship and want to lead the way as an employer to include our young people throughout the entry process and support them whilst in these roles. We need to ensure that when these placements end, there is opportunity to progress into Apprenticeships or permanent opportunities
- 3.6 As we work more closely with Peterborough City Council we are working to align our respective Local Offers more closely to ensure our young people living in Peterborough and Peterborough's young people living in Cambridgeshire have a seamless offer and are fully supported.

## 4. Alignment with corporate priorities

- 4.1 A good quality of life for everyone.  
There are no significant implications for this priority.
- 4.2 Thriving places for people to live  
There are no significant implications for this priority.

4.3 The best start for Cambridgeshire's children  
This report demonstrates work to improve outcomes for our Children in Care.

4.4 Net zero carbon emissions for Cambridgeshire by 2050  
There are no significant implications for this priority.

## 5. Significant Implications

5.1 Resource Implications  
The new approach to the Local Offer has significantly increased resources available for Cambridgeshire County Council to support our Care Leavers as noted in section 3.12.

There may be further resource implications of a joint Local Offer with Peterborough City Council mentioned in section 3.15, but this will be scoped in more detail as work progresses.

5.2 Procurement/Contractual/Council Contract Procedure Rules Implications  
N/A

5.3 Statutory, Legal and Risk Implications  
To not provide the service would mean not fulfilling statutory requirements.

5.4 Equality and Diversity Implications  
To ensure care leavers have the same opportunities as their peers.

5.5 Engagement and Communications Implications  
Officers from Cambridgeshire County Council are actively engaging with other organisations to strengthen the Local Offer for Care Leavers

5.6 Localism and Local Member Involvement  
N/A

5.7 Public Health Implications  
N/A

## 6. Source documents

6.1 None



## Health Update January 2021

To: Corporate Parenting Sub-Committee

Meeting Date: 13<sup>th</sup> January 2021

From: Designated Nurse Children in Care, Cambridgeshire and Peterborough Clinical Commissioning Group

Electoral division(s): All

Forward Plan ref: n/a

Key decision: No

Outcome: To continue to enable the delivery of health services to Children in Care.

Recommendation: The Sub-Committee is recommended to:

- a) Note the content of this report.
- b) Raise any queries with the Lead Officers.

Officer contact:

Name: Catherine York

Post: Designated Nurse Children in Care

Email: [catherineyork@nhs.net](mailto:catherineyork@nhs.net)

Member contacts:

Names: Councillor Lis Every/ Councillor Anne Hay

Post: Chair/Vice Chair

Email: [Lis.Every@cambridgeshire.gov.uk](mailto:Lis.Every@cambridgeshire.gov.uk) / [Anne.Hay@cambridgeshire.gov.uk](mailto:Anne.Hay@cambridgeshire.gov.uk)

Tel: 01223 706398 (office)

## Summary

- 1.1 This report provides an update on the impact of Covid-19 on both physical and mental health services for Children in Care. The report provides an overview of the Clinical Commissioning Group's (CCG) activities to ensure robust monitoring and quality assurance systems are in place to meet the health needs of Cambridgeshire's Children in Care including those with a disability.

## 2. Main Issues

- 2.1 The Covid-19 pandemic has had an unprecedented impact on the provision of health services, including the physical and mental health care provided to Children in Care. The impact on services continues, which in turn will continue to have a detrimental impact on Children in Care for the foreseeable future. However, the Designated Nurse and Doctor for Children in Care continue to work with commissioners and providers across social care and health to ensure the provision of the required health services, including assurances around the quality and timeliness of services.
- 2.2 Following an 8-month period without a Designated Nurse for Children in Care, the new post-holder commenced with the CCG on the 25<sup>th</sup> November 2020 working 3 days per week.
- 2.3 Positive working relationships have been maintained between Local Authority and Health colleagues since the commencement of the Covid-19 pandemic, facilitated through weekly/ fortnightly cross agency meetings which have enabled and facilitated discussions around key issues and pathway management.
- 2.4 Initial and Review Health Assessments: In line with national guidance our providers moved to undertaking virtual health assessments. This approach has both positive and negative outcomes in terms of the assessment and engagement. However, Face to Face clinic appointments are provided for children and young people when clinically indicated, and referral(s) to other services continue to be made as appropriate. Feedback received from carers and young people indicates that the experience of having a virtual assessment has been broadly welcomed, and the compliance rate to delivery of assessments is good.
- 2.5 Support for social workers, young people, foster carers, or other agencies has continued throughout the pandemic and has not been compromised by the level of home working.
- 2.6 The annual quality audit of health assessments will take place before the end of March 2021. The outcomes and learning from this audit along with the positive learning from the Covid-19 service delivery model and feedback from children/ young people will help shape future service delivery models; early thoughts suggest a mixed model to ensure a more flexible and accessible service.
- 2.7 The unaccompanied asylum seeking children (UASC) pathway continues to be monitored to ensure it is as effective as possible, including review of delivery around blood born viruses.
- 2.8 The Refugee Council is now commissioned to provide a Well Being and Work for Refugee Integration service which can be utilised by UASC. This service includes a well-being therapy service, but this is not a replacement for mental health services.
- 2.9 Dental Services: concerns around access to dental services for vulnerable children have been raised with NHS England and Public Health England. The Head of Safeguarding People, Cambridgeshire and Peterborough CCG will work with safeguarding colleagues for NHS England to influence change and improve provision and outcomes.

### 3. Alignment with corporate priorities

#### 3.1 A good quality of life for everyone

The report above sets out the implications for this priority in 2.1 – 2.9.

### 4. Significant Implications

#### 4.1 Resource Implications N/A

#### 4.2 Procurement/Contractual/Council Contract Procedure Rules Implications N/A

#### 4.3 Statutory, Legal and Risk Implications N/A

#### 4.4 Equality and Diversity Implications N/A

#### 4.5 Engagement and Communications Implications N/A

#### 4.6 Localism and Local Member Involvement N/A

#### 4.7 Public Health Implications N/A

### 5. Source documents

#### 5.1 None



## Corporate Parenting Scorecard

To: Corporate Parenting Sub-Committee

Meeting Date: 13 January 2021

From: Nicola Curley, Assistant Director: Children and Safeguarding

Electoral division(s): All

Forward Plan ref: n/a

Key decision: No

Outcome: The Sub-Committee will be briefed on key data.

Recommendation: The Sub-Committee is recommended to:

a) Note and comment on the Corporate Parenting Scorecard.

### Officer contact:

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### Member contact:

Names: Councillor Lis Every/ Councillor Anne Hay  
Post: Chair/Vice Chair  
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Tel: 01223 706398 (office)

## 1. Summary

1.1 As of 30 November 2020 there were 687 children in care.

## 2. Background

1.1 The Corporate Parenting Scorecard to the end of November 2020 is attached at Appendix 1. This sets out key data relating to children in care and care leavers.

## 3. Alignment with corporate priorities

3.1 A good quality of life for everyone  
The implications for this priority are set out in Appendix 1.

- 3.2 Thriving places for people to live  
The implications for this priority are set out in Appendix 1.
- 3.3 The best start for Cambridgeshire's children  
The implications for this priority are set out in Appendix 1.
- 3.4 Net zero carbon emissions for Cambridgeshire by 2050  
Not applicable.

## 4. Significant Implications

- 4.1 Resource Implications  
n/a
- 4.2 Procurement/Contractual/Council Contract Procedure Rules Implications  
n/a
- 4.3 Statutory, Legal and Risk Implications  
n/a
- 4.4 Equality and Diversity Implications  
n/a
- 4.5 Engagement and Communications Implications  
n/a
- 4.6 Localism and Local Member Involvement  
n/a
- 4.7 Public Health Implications  
n/a

## 5. Source documents

- 5.1 None.

## 6. Appendices

- 6.1 Appendix 1 – Corporate Parenting Scorecard November 2020.
- 6.2 An accessible version of this appendix is available on request from [nicola.curley@peterborough.gov.uk](mailto:nicola.curley@peterborough.gov.uk)

Last Updated: November 2020



# CCC Corporate Parenting Scorecard

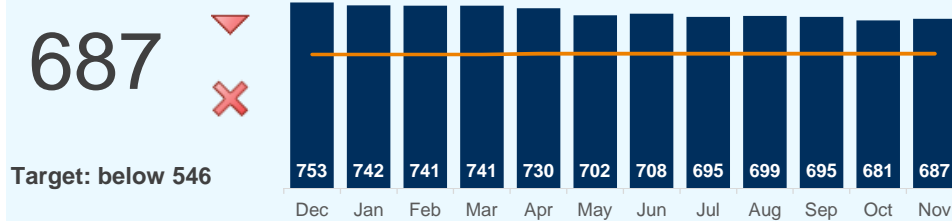
Business Intelligence  
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# Corporate Parenting Scorecard

November 2020

## HEADLINE FIGURES

Number of children in care (CiC) on the last day of the month

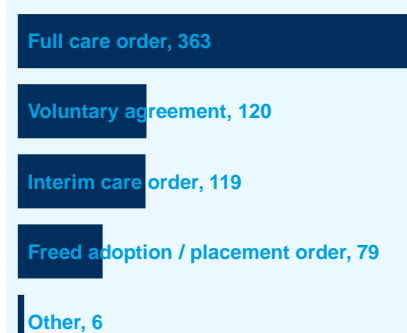


## Staffing

	Establishment	Average Caseload	Change*	Performance
Family Safeguarding Qualified social workers	-	17	▲	-
Children in Care Qualified social workers	-	19.5	▼	-
Leaving Care Personal Advisors	-	20.5	▲	-
Independent Reviewing Officers	10.6	63	▲	-

\*Change in performance is from November 2020 compared to September 2020.

## Legal status of children in care



## Length of time children have been in care



## Key

Change since previous month  
Performance against target

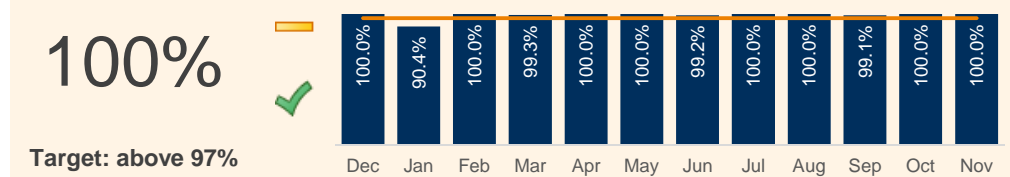
▲ Improved  
✓ Strong

— Stayed the same  
! Acceptable

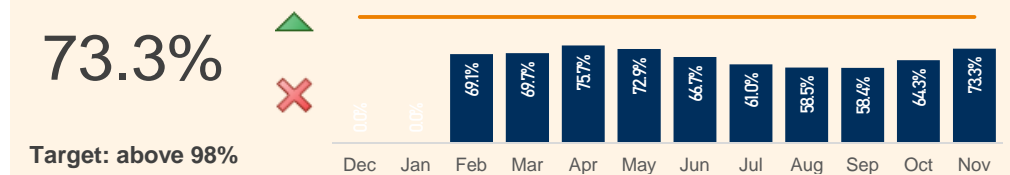
▼ Deteriorated  
✗ Poor

## SERVICE STANDARDS

% of CiC reviews which were held on time (year to date, and during each month)

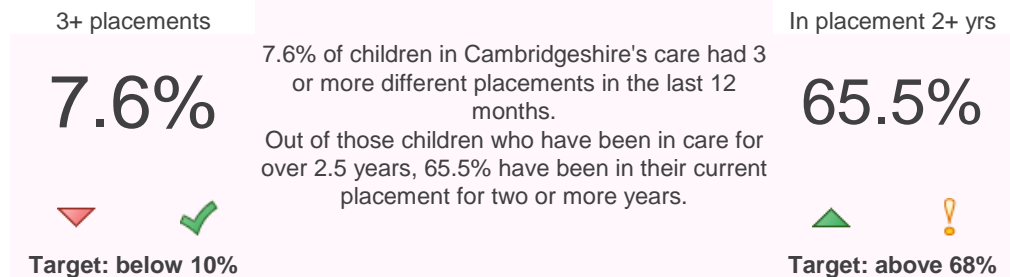


% of CiC statutory visits which were carried out on time (year to date, and during each month)

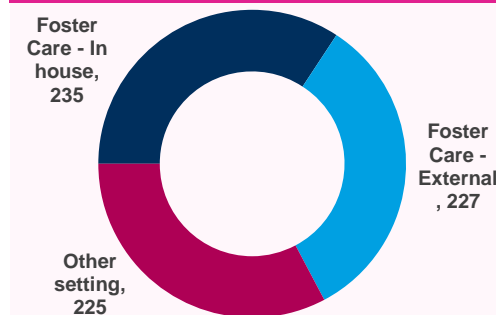


## PLACEMENTS

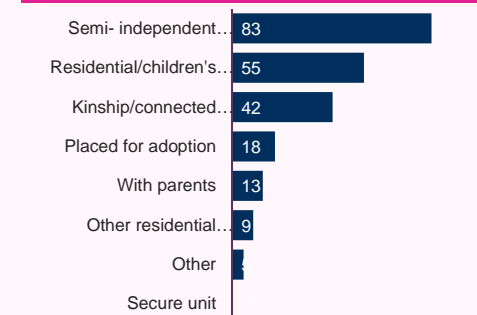
### Placement stability



### Type of placement of children in care



### Other settings: breakdown





## EDUCATION

### Children in care by age group

16+; 220

10 to 15; 275

5 to 9; 130

1 to 4; 66

Under 1; 26

### % of school-aged children in care who have a PEP in place

98.0%

A Personal Education Plan (PEP) was in place for 500 children in Y1 - Y11, who were in the care of CCC and on the role of the virtual school in the Summer Term 2020.

### % of school-aged children in care in good or outstanding schools

73.0%

73.0% of Cambridgeshire's children in care are taught in good or outstanding schools.

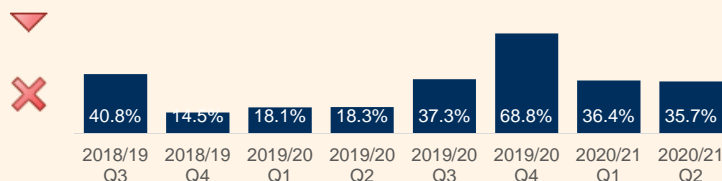
As of July 2020

## HEALTH - SERVICE STANDARDS

### Children in care whose initial health assessment was completed on time (Year to date and by quarter)

36.1%

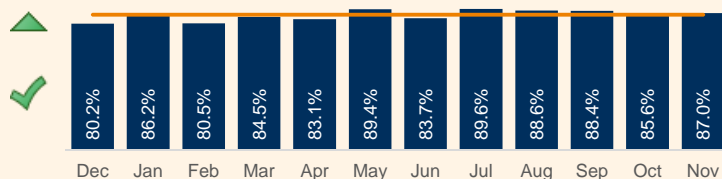
Target: above 95%



### Children in care whose annual health assessment was completed on time

87.0%

Target: above 86%



### Children in care whose annual dental examination was completed on time

33.1%

Target: above 82%



## MISSING

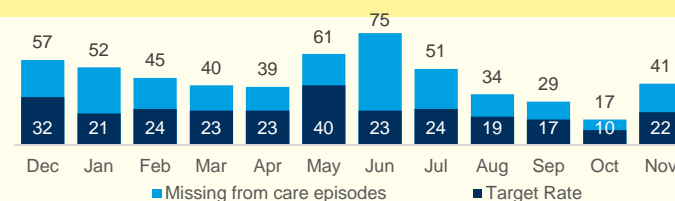
### Children in care who go missing (with number of episodes)

22

Children

41

Episodes

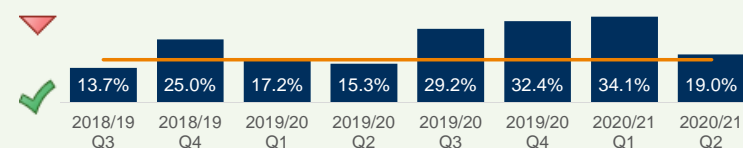


## ADOPTION

### % of children leaving care who are adopted (Year to date and by quarter)

26.7%

Target: above 17%



### Timeliness of adoption process

Time to placement

518

Target: below 430



For children adopted during the past 12 months, an average of 518 days passed between the child entering care and them moving into their adoptive placement. An average of 247.4 days passed between their placement order being granted and approval of a match with their adopters.

Time to match

247

Target: below 185

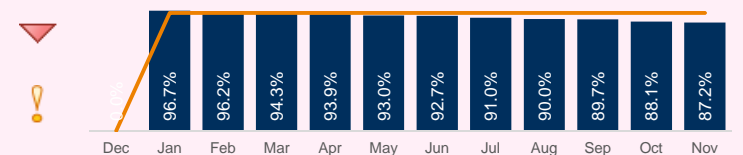


## CARE LEAVERS

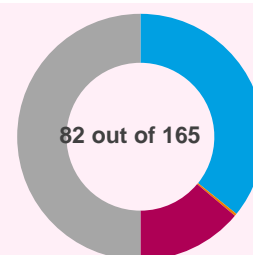
### Care Leavers who have a pathway plan in place

87.2%

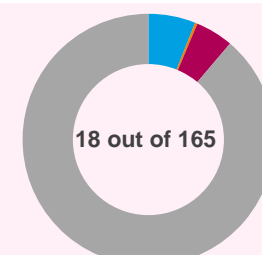
Target: above 95%



19 to 21 year old care leavers who are not in employment, education or training (NEET)



19 to 21 year old care leavers who live in unsuitable accommodation





## Corporate Parenting Sub-Committee Workshop and Training Plan 2017-2021

### Summary

Each committee at the County Council has its own training plan to help its members learn more about the business that the Committee covers. Each training session is listed and a record is kept of which members of the committee attend.

	Subject	Desired Learning Outcome/ Success Measures	Priority	Date	Responsibility	Nature of Training	Audience	Attendance by:	% of Elected Members Attending
1.	We are all Corporate Parents	To discuss councillors' role and responsibilities as Corporate Parents.	High	12.01.18	<i>Fiona MacKirdy, Head of County Wide and Looked After Children</i>	Seminar	All county councillors	Cllr Bradnam Cllr Costello Cllr Cuffley Cllr Every Cllr Hay Cllr Joseph Cllr Whitehead  (only members and subs of CPSC shown)	80%
2.	Looked After Children and Care Leavers	To brief Members on all areas of the Council's work in relation to looked after children and care leavers	High	11.04.18	<i>Jacqui Barry, Service Development Manager, District Safeguarding Manager</i>	Presentation and discussion	Corporate Parenting Sub-Committee members	Cllr Every Cllr Hay Cllr Bradnam Cllr Richards Cllr Cuffley	80%
3.	Safeguarding training and visit to the Multi-Agency Safeguarding Hub (MASH)	To refresh and update Members' safeguarding training and offer them the chance to see first-hand the work being	High	11.04.18	<i>Lou Williams, Service Director, Jenny Goodes, Head of Service – Integrated Front Door</i> Page 65 of 72	Presentation, tour of facilities and discussions with staff	Children and Young People Committee and Corporate Parenting Sub-Committee	Cllr Every Cllr Hay Cllr Bradnam Cllr Cuffley	60%

	Subject	Desired Learning Outcome/ Success Measures	Priority	Date	Responsibility	Nature of Training	Audience	Attendance by:	% of Elected Members Attending
		done at the MASH.					members and substitute members		
4.	Corporate Parenting Strategy refresh	To discuss corporate parenting strategies going forward.	High	12.06.18	Jacqui Barry	Workshop	Corporate Parenting Sub-Committee members	Cllr Every Cllr Hay	40%
5.	Fostering	To meet Service Managers and discuss current practice and future developments.	Medium	<del>24.07.18</del> 17.04.19	John Heron, Residential and Placements Provision Manager	Presentation/ workshop	Corporate Parenting Sub-Committee members	Cllr Every Cllr Bradnam Cllr Richards	60%
6.	Mental Health	To include developmental trauma and mental health, parent infant mental health, school aged children, adolescence and mental health and resilience	High	22.01.19	Pam Parker, Clinical Psychology Lead	Presentation and Workshop	Corporate Parenting Sub-Committee members	Cllrs Bradnam, Costello and Every	60%
7.	The Local Offer for Care Leavers/ Access to Universal Credit and benefits for care leavers	To brief Members on the Local Offer and benefits available to care leavers	Medium	14.06.19	Kate Knight, Lead Corporate Parenting Manager/ DWP officers	Members' Seminar	All Members	Cllrs Ashwood, Bailey, Boden, Bradnam, Bywater, Costello, Count, Criswell, Every, French,	80%

	Subject	Desired Learning Outcome/ Success Measures	Priority	Date	Responsibility	Nature of Training	Audience	Attendance by:	% of Elected Members Attending
								Gowing, Hay, Hunt, Rogers, Sanderson, Wotherspoon	
8.	Permanence planning for children	To brief Members on the importance of permanence planning for children	High	03.10.19	Kate Knight Lead Corporate Parenting manager/Julie Ann Saunders/John Heron	Training session	Corporate Parenting Sub-Committee members	Cllrs Every, Hay and Bradnam	100%
9.	Missing and Exploited Children - Being and Feeling Safe Training Workshop	To brief Members and provide training on missing and exploited children	Medium	19 February 2020 (to link with the March theme of feeling and being Safe)	Dave Sergeant	Workshop	Corporate Parenting Sub-Committee	Cllrs Every, Hay, Bradnam, Costello and Meschini	100%
10.	Sub-Committee's new format and working practices	To strengthen relationship with Children in care and review the performance reporting format	High		Nicola Curley Fiona Van Den Hout Anna Slack Sika Smith Kate Knight	Workshop	Corporate Parenting Sub-Committee (All Members and Substitutes)	Cllrs Every, Hay, Bradnam, Costello and Meschini	100%
11.	Care Leavers	Members' Seminar: To brief Members on the Council's progress with the Local Offer for young people leaving care and the activity within the service ensuring young people leaving care are accessing	Medium	TBC	Pete Goddard/Joe Gilbert Local Offer Personal Advisor/Rebecca McCallum (Education, Employment and Training Co-ordinator) and Phil Turton	Members' Seminar	All Members		

	Subject	Desired Learning Outcome/ Success Measures	Priority	Date	Responsibility	Nature of Training	Audience	Attendance by:	% of Elected Members Attending
		education employment and training and appropriate accommodation			(Homelessness reduction Personal Advisor)				
12.	Children in Care returning to live with their birth families	The Specialist Support Service will deliver Members' training on the work they do to reunify children with their birth families where it is safe to do so. This training will include an overview of interim research findings on the Council's activity in this area which has been commissioned through Cambridge University	Medium	February 2021 TBC (to link with the theme of placements)	Kate Knight/Andie Markham/Jake Langhorn	Training session	Corporate Parenting Sub- Committee (All Members and Substitutes)		

## Corporate Parenting Sub-Committee Agenda Plan

Published 5 January 2021

### Notes

The definition of a key decision is set out in the Council's Constitution in Part 2, Article 12.

\* indicates items expected to be recommended for determination by full Council.

+ indicates items expected to be confidential, which would exclude the press and public.

The following are standing agenda items which are considered at every Committee meeting:

- Minutes of previous meeting and Action Log
- Workshop and Training Plan
- Agenda Plan

### Summary

The Forward Agenda Plan shows the dates and times of future meetings, where or how they will be held and what reports will be considered.

## Corporate Parenting Sub-Committee Public Meeting

### Meeting Theme: Education

Date: 13.01.21	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
	1. Participation Report	S Smith	Not applicable	04.01.21	05.01.21
	2. Report from Cambridgeshire Foster Carers' Association	F van den Hout	Not applicable		

Date: 13.01.21	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
	3. Virtual School Report	C Hiorns	Not applicable		
	4. University experience for our Care Leavers in relation to the impact of Covid and update on the Local Offer	J Gilbert	Not applicable		
	5. Health Update Report	C York	Not applicable		
	6. Corporate Parenting Scorecard	N Curley	Not applicable		

Informal Meeting (Not open to the public)

Meeting Theme: Placement

Date: 24.03.21	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
	1. Update from the Children in Care Council	S Smith	Not applicable		n/a
	2. You Asked We Did	S Smith	Not applicable		
	3. Members' Issues	M O'Farrell	Not applicable		
	4. Case Study	M O'Farrell	Not applicable		
	5. Corporate Parenting Scorecard	N Curley	Not applicable		



## Corporate Parenting Sub-Committee Public Meeting

### Meeting Theme: Placement

Date: 09.06.21	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
	1. Notification of the appointment of the Chair and Vice Chair of the Corporate Parenting Sub-Committee for 2021/22	Democratic Services	Not applicable	27.05.21	01.06.21
	2. Participation Report	S Smith	Not applicable		
	3. Report from Cambridgeshire Foster Carers' Association	F van den Hout	Not applicable		
	4. Annual Fostering Service Report and Annual Adoption report	F van den Hout	Not applicable		
	5. Annual Health Report	C York	Not applicable		
	6. Corporate Parenting Scorecard	N Curley	Not applicable		

