

CHILDREN AND YOUNG PEOPLE COMMITTEE



Date: Tuesday, 09 July 2019

Democratic and Members' Services

Fiona McMillan
Monitoring Officer

14:00hr

Shire Hall
Castle Hill
Cambridge
CB3 0AP

Council Chamber, The Grange, Nutholt Lane, Ely CB7 4EE
[Venue Address]

AGENDA

Open to Public and Press

CONSTITUTIONAL MATTERS

- 1. Apologies for absence and declarations of interest**
Guidance on declaring interests is available at
<http://tinyurl.com/ccc-conduct-code>
- 2. Minutes of the Meeting on 21 May 2019** **5 - 16**
- 3. Action Log** **17 - 22**
- 4. Petitions**

DECISIONS

- 5. Finance and Performance Report May 2019** **23 - 74**

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8.	Free School Proposals	171 - 178

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11.	Agenda Plan, Appointments and Training Plan	241 - 260
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The Children and Young People Committee comprises the following members:

Councillor Simon Bywater (Chairman) Councillor Samantha Hoy (Vice-Chairwoman)

Councillor David Ambrose Smith Councillor Anna Bradnam Councillor Peter Downes
Councillor Lis Every Councillor Anne Hay Councillor Simone Taylor Councillor Joan
Whitehead and Councillor Julie Wisson

Andrew Read (Appointee) Flavio Vettese (Appointee)

For more information about this meeting, including access arrangements and facilities for people with disabilities, please contact

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CHILDREN AND YOUNG PEOPLE COMMITTEE: MINUTES

Date: 21 May 2019

Time: 2.00pm – 4.25pm

Venue: Kreis Viersen Room, Shire Hall, Cambridge

Present: Councillors S Bywater (Chairman), S Hoy (Vice Chairwoman), D Ambrose Smith, A Bradnam, P Downes, L Every, M Goldsack, J Whitehead, J Wisson and S Taylor.

Co-opted member: A Read

Apologies: Councillor A Hay (substituted by Councillor M Goldsack)
Co-opted member: F Vettese

CONSTITUTIONAL MATTERS

211. NOTIFICATION OF THE APPOINTMENT OF THE CHAIRMAN/CHAIRWOMAN AND VICE CHAIRMAN/VICE CHAIRWOMAN OF THE CHILDREN AND YOUNG PEOPLE COMMITTEE

The Clerk reported that Council had been pleased to re-appoint Councillor Simon Bywater as the Chairman of the Committee and Councillor Samantha Hoy as the Vice Chairwoman of the Committee at the annual meeting of Council on 14 May 2019.

212. APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST

Apologies were received as recorded above.

Councillor Every declared a non-pecuniary interest in Item 9: Free School Proposals as the Chair of Governors for a Cambridge Meridian Academies Trust school. Councillor Goldsack declared a non-pecuniary interest in the same item as the local member for a free school site listed in the report. Mr Read declared a non-pecuniary interest in the same item in relation to the Diocese of Ely Multi-Academy Trust's interests in the proposals relating to the St Bede's Inter-Church School and Alconbury Weald Secondary School.

213. MINUTES OF THE MEETING ON 12 MARCH 2019

The minutes of the meeting on 12 March 2019 were approved as an accurate record and signed by the Chairman.

214. ACTION LOG

The Action Log was reviewed and the following updates noted:

- Minute 207: The note requested by a Member was no longer required.

215. PETITIONS

The Chairman stated that a petition had been received regarding the future of Whitworth House. As this related to the next item on the agenda it would be considered under that item (minute 216 refers).

KEY DECISIONS

216. HOUSING RELATED SUPPORT SERVICES

The Committee received a report setting out the position in relation to Housing Related Support Services. The current budget stood at £7.4m, of which £1.76m related to services for young people. This funding supported a range of services to for vulnerable people including those at risk of homelessness, domestic violence, alcoholism, substance abuse and mental health problems. There was no statutory requirement to provide these services, but the Council recognised their value in helping vulnerable young people achieve and maintain their independence as part of its wider work on homelessness prevention. The provision had not been reviewed for a number of years and it was considered prudent that this should be done to ensure that support was reaching the right people.

An initial analysis of current Housing Related Support Services found that there was a general consensus that change was needed. Officers were therefore seeking the Committee's approval to move to a re-design stage. This would involve working with service users and providers to establish how best to meet this need going forward in a sustainable way. To allow sufficient time for this work to be carried out officers were seeking approval to extend a number of contracts for 18 months. Any proposed changes to service provision following the re-design exercise would be taken to the relevant Committee for decision.

The Chairman stated that a petition containing 13 signatures had been received from Lorne Williams, a Cambridge resident, regarding the future of Whitworth House. The text of the petition was read out to the Committee (copy attached at Appendix 1). In accordance with the Constitution, the Chairman stated that he would send a written response to the petition within 10 working days of the meeting.

The Chairman stated that he had received two requests to speak on this item from members of the public and three requests from local Members. Public questions would be heard first in the order in which they had been received, followed by questions from local Members. He invited Chris Jenkin, a Cambridge resident and Trustee of the Cambridge Churches Homeless project to speak first. Mr Jenkin had also requested to address the Adults Committee the following day on the same issue and the Chairman asked that he restrict his remarks to those matters for which the Children and Young People Committee was responsible.

Mr Jenkin commented that the Cambridge Summit on Homelessness the previous year had attracted 150 attendees. The 'It Takes a City (ITAC)' initiative had emerged from this and included an action group relating to homelessness amongst young people. This involved a wide range of stakeholders and aimed to achieve a significant and sustained reduction in homelessness in Cambridge and the surrounding areas. Mr Jenkin expressed appreciation of the willingness of councillors and officers to engage

with representatives of ITAC regarding future arrangements for Whitworth House and urged that the planned review should be considered within the context of the wider housing pathway and co-production models to achieve better, more sustained outcomes. There were no questions of clarification from the Committee on Mr Jenkin's comments.

The Chairman thanked Mr Jenkin for his remarks and invited Jo Wibberley, a Trustee of the Whitworth Trust, to address the Committee. Mrs Wibberley commented that she was also representing the Ely Diocesan Mothers' Union which had supported Whitworth House for around 19 years. She delivered a statement on behalf of Dr Ruth Jackson, Chairperson of the Whitworth Trust, who was unable to attend in person. The Whitworth Trust warmly welcomed the recommendation that the Council's contract with Whitworth House be extended for 18 months and the understanding that the Trust would be involved in the proposed redesign of service provision. Whitworth House was highly effective at preventing the downward spiral into homelessness and equipping residents for independent living. She paid tribute to the clear and articulate way in which residents of Whitworth House had advocated for the continuation of the service and called for a renewed commitment to safeguarding and improving provision for homeless women in Cambridge, including the provision of all-female spaces like Whitworth House. There were no questions of clarification from the Committee on Mrs Wibberley's comments.

The Chairman thanked Mrs Wibberley for her remarks and invited Councillor Claire Richards to address the Committee in her capacity as the local Member for Castle Division. Councillor Richards commented that, as the local Member for Whitworth House, she welcomed the report to Committee and the proposal to extend the contract with Whitworth House for 18 months. She did, however, have concerns about the process by which this position had been reached. Residents had been told of the proposed changes before these had been considered by the Committee or she had been advised of them as the local Member. The residents were an impressive group of young women who had produced a petition containing over 40,000 signatures in support of the service, but this had been a difficult time for them. Councillor Richards commented that she wanted to highlight the strategic and social importance of retaining Whitworth House as an all-female environment, given that the other all-female provision at Corona House only had a small number of places available and was heavily over-subscribed. She also wished to highlight the importance of developing independence to reduce future reliance on services. She concluded by noting that some residents of Whitworth House were care leavers and commented on councillors' duty to support them as corporate parents. There were no questions of clarification from the Committee.

The Chairman thanked Councillor Richards for her comments and invited Councillor Ian Manning to address the Committee in his capacity as the local Member for Chesterton Division.

Councillor Manning welcomed the report, commenting that whilst he would not want the impact of the uncertainty caused to residents of Whitlock House to be underestimated he felt it was fair to say that mistakes had been made, not all of which were on the part of the Council. He expressed his thanks to the Chairman and the Assistant Director for Housing, Communities and Youth for involving themselves in the issue and commented that he felt that a good place had been reached for the planned review to take place. Councillor Manning expressed the view that there was a need to rebuild the relationship

with Orwell Housing and that the question of the ownership of Whitworth House needed noting. There were no questions of clarification from the Committee. The Chairman thanked Councillor Manning for his comments and invited Councillor Jocelynn Scutt to address the Committee in her capacity as the local Member for Arbury Division

Councillor Scutt welcomed the proposed 18 month contract extension, but commented that she wanted to highlight the issue of homelessness for women, especially young women. There were fewer accommodation places available for homeless women than men in the City of Cambridge and Cambridgeshire as a whole and Whitworth House served the whole of the county. In her view the funding for initiatives of this type should not be set annually but over a longer period to provide greater certainty. Councillor Scutt commented that it was only due to the great work of Whitworth House residents that the current position had been reached. Councillor Scutt commented that the Council had a responsibility towards homeless people and that community resilience must not mean the Council withdrawing funding. There were no questions of clarification from the Committee.

The Chairman thanked Councillor Scutt and all those who had taken the time to share their views with the Committee and opened the report to debate by the Committee.

Arising from the report, Members noted:

- The concierge model of support was already in operation elsewhere within the county. The concierge service provided night cover for schemes. The post holder was trained to understand the needs of service users, but was not a support worker. In the event of an issue arising during their shift they would be able to contact the support provider;
- A lot of the services shown in the appendix to the report as relating to Cambridge City were also available via referral to residents of South Cambridgeshire;
- The proposed 18 month review should not be taken as an absolute deadline, rather it was considered a reasonable timeframe in which to carry out the necessary co-production, consultation and engagement to inform the service re-design. Once this was complete, costed and evidence-based proposals would be brought before the Committee for decision;
- The Vice Chairwoman welcomed the proposed review. She commented that the pressure on funding for services to young people must not be underestimated and it was right to consider how to deliver the best possible outcomes for service users whilst also achieving maximum value for money. She noted that the pattern of homelessness varied across the county and asked that this was taken into account in considering the shape of future provision. She noted that Peterborough City Council (PCC) had obtained some additional finances through the Rough Sleepers' Fund and asked whether the County Council was also eligible to apply for this funding and whether it could encourage and support District Councils to apply.

The Service Director for Community and Safety stated that the way in which the Council worked with PCC, City and District Councils to address homelessness was being revisited through the Housing Programme Board which involved all of these partner organisations. There was a recognition of the need for a local flavour to provision even though it was a county-wide commissioned service. The funding

obtained by through the Rough Sleepers' Fund by PCC was currently ring-fenced to Peterborough, but there were funding pots available where evidence of a partnership approach would support access to additional funding. Co-production would be a key element to this and it was hoped to pursue these opportunities in the future;

- The Chairman of the Corporate Parenting Sub-Committee commented that she had a particular interest in how the proposed review would support the Local Offer to young people leaving care and sought confirmation that this would be taken into account. Stable housing was key to securing positive long-term outcomes for these young people by providing them with the security needed to enable them to focus their efforts on education, employment and training. The Service Director for Community and Safety stated that there needed to be a clear pathway for support for the duration of a young person's involvement with children's services. Depending on individual circumstances the young person might join or leave the pathway at various points, but there needed to be a clear understanding of the offer throughout the entire journey. Officers from the Commissioning team confirmed that they worked closely with colleagues in Childrens' Services as well as external partners to ensure this support;
- A Member commented that whilst the issue of homelessness amongst women was important, the majority of homeless people and rough sleepers within Cambridgeshire were male. They appreciated that mixed gender accommodation would not be appropriate for all service-users, but suggested that as well as looking at the necessity of accommodation like Whitworth House there should be a focus on how best to move young people on to independent living. This might include establishing smaller units where young people could be assisted to support each other. Officers confirmed that there was no 'one size fits all' model and that where possible services were tailored to best fit need. The Castle Project in Cambridge worked on a small unit model with visiting support and learning from this would be taken into account;
- Paragraph 2.2.5: Officers clarified that the visiting support service did not have staff permanently on site, but visited at specified times to provide support services. The floating support service was a county-wide resource with access via a named key worker.

The Chairman thanked the public speakers and the councillors who had spoken as local Members for their contributions. This issue presented a real challenge to all involved. The Council had made mistakes and for those he offered his apologies. As a parent and a former police officer he was acutely aware of the challenges which young people faced. Moving forward, co-production would be the way to get the best outcomes across Cambridgeshire.

It was resolved unanimously:

- a) Review and approve the approach being taken to review Housing Related Support services;
- b) Consider and approve the extension to a number of young people's-related commissioned services, as described in sections 2.24 and 2.25;
- c) Agree to receive a further report on the detailed progress in Autumn 2019.

217. COMMUNITY SHORT BREAKS FOR DISABLED CHILDREN AND YOUNG PEOPLE

The Short Break Duty 2011 placed a statutory duty on Local Authorities to provide a range of short break services. The Cambridgeshire offer was currently delivered through a closed framework of six providers at a cost of around £170k per annum. This framework would expire in September 2019 and it was proposed to replace it with an open framework. This would allow providers to join the framework at any point during the lifetime of its operation, creating greater flexibility in response to the changing needs of service users over time.

During discussion it was noted that:

- Some Members had found the report difficult to understand as it seemed to presume prior knowledge of the purpose and previous operation of the framework. They had also found some of the terminology unclear. Officers clarified that the framework model was used to provide a 'pick and mix' service offer from which the families of eligible children and young people could choose activities and short breaks. These were funded through the young person's personalised budget;
- Officers stated that the dynamic purchasing model had not been recommended on this occasion as that was used primarily for frameworks with larger numbers of providers;
- The Vice Chairwoman commented that there appeared to be a lack of capacity in the north of the county and suggested closer working with Peterborough City Council to address this. Officers stated that arrangements were already in place to allow both Councils to 'piggy-back' on the other's offer. A number of provider events had also been held to flag up gaps in provision to stimulate the market to fill these to deliver a more equitable offer across the county;
- The Chairman of the Corporate Parenting Sub-Committee voiced support for the proposals, stating that the provision could make a significant difference to the quality of life of eligible young people and their families.

Summing up, the Chairman stated that the proposed open framework would allow officers to respond more flexibly to feedback from service users about the type of services they wanted to access. He asked that officers consider the terminology used in future reports to ensure greater clarity.

(**Action:** Head of Service – Children's Commissioning)

It was resolved unanimously to:

- a) Approve the commissioning of an Open Framework for Community Short Breaks for Disabled Children and Young People;
- b) Delegate authority to the Executive Director for People and Communities, in consultation with the Chair of the Children and Young People Committee, to

award an Open Framework for Community Short Breaks for Disabled Children and Young People.

(**Action:** Executive Director, People and Communities)

INFORMATION AND MONITORING

218. FINANCE AND PERFORMANCE REPORT - OUTTURN 2018-19

The outturn variance for 2018/19 against the element of the People and Communities' budget for which the Children and Young People Committee was responsible was a pressure of £3.7m. This figure was less than had been forecast at the previous meeting in March 2019. Section 2.2 of the report set out the main pressures. Most significant amongst these was the High Needs Block within the Dedicated Schools Grant which had ended the year with a pressure of £8.7m. This had been the subject of detailed discussion by the Cambridgeshire Schools Forum at its meeting the previous week. Over-delivery on some elements of the Children in Care placement budget had reduced the total pressure in this area. Work was continuing to produce a recovery plan for submission to Government by 30 June 2019. Four areas remained rated as red under the RAG (red amber green) rating system and these were unchanged from recent months. The savings tracker demonstrated that £18.3m of the planned £21.3m savings had been delivered across the budget for which CYP was responsible and that the total savings target across the People and Communities Directorate had been met in full.

Arising from the report:

- The Chairman of the Corporate Parenting Sub-Committee welcomed the increase in the number of children and young people placed for adoption within the year. The £0.6m pressure which this had created on the adoption budget resulted in reduced on-going costs within the placement budget, although not a fully balanced position;
- A Member commented that a report to the Cambridgeshire Schools Forum had stated that reserves of around £12m were currently held by maintained nurseries and primary schools. Given the significant pressures on the education budget they felt strongly that the issue of the size of reserves held by maintained nurseries and schools should be pursued.

The Chairman stated that he had raised this issue at the Schools Forum meeting and that it had not been well received. Officers stated that this issue was reflected nationally and that much of these reserves were already ear-marked for projects or committed future expenditure. However, they undertook to do some further analysis of this and report back at the next Schools Forum meeting. The Chairman stated that it would be important to work collectively on this issue and that the Committee's representatives on the Schools Forum would monitor this.

(**Action:** Strategic Finance Business Partner/ Democratic Services Officer)

- The Service Director for Children's Services stated that there had been a decrease in the number of children with a child protection plan per 10,000 children rather than an increase as stated in the report;
- Officers stated that the increase in the number of young people not in education, employment or training (NEET) was in part due to a seasonal variation as a number

of young people had completed college courses and had not yet moved into another form of education, employment or training;

- A Member asked for more information about the funding of out of school tuition; specifically, how the funding related to what the school provided and what was provided by the Council;
(**Action:** Service Director – Education)
- Officers acknowledged that the presentation of RAG rating information at appendix 7 was a little unclear and stated that this was currently under review;
- A Member asked whether the threshold for the provision of additional education support services or the issuing of an Education, Health and Care Plan was so high that schools were discouraged from seeking this support. The Executive Director for People and Communities stated that the thresholds were set nationally and that there was a national requirement for schools to fund the first £6k of a child's additional support from within their own budgets. Should any particular schools have concerns about this officers could sign-post them to the relevant information;
- Officers confirmed that the Outturn pressure of £3.7m was net of the additional £3.413m allocated by the General Purposes Committee from the smoothing fund reserve to support Childrens' Services.

It was resolved to review and comment of the report.

219. FREE SCHOOL PROPOSALS

Declarations of interest in this item were made at the start of the meeting by Councillors Every and Goldsack and Mr Read (minute 211 above refers).

Waves 11,12 and 13 of the Central Free School Programme

Officers stated that there had been little change in relation to Waves 11 and 12 and that Wave 13 announcements had been put back to 31 May 2019. Arising from discussion of this update, Members:

- Sought clarification of the position regarding Godmanchester Secondary Academy. Officers stated that the Council's reservations about this proposal had been made clear, but that whilst the application remained live with the Department for Education (DfE) updates would continue to be provided;
- The local Member for Fen Ditton Primary School expressed relief at the delayed opening of the Wing Primary School due to their concerns about the potential impact this could have had on Fen Ditton.

New Voluntary Aided Schools

A decision was awaited from the DfE regarding capital funding for new voluntary aided schools. Officers were aware that an application had been made for a new voluntary aided school to be established at Northstowe. If this was agreed the DfE would fund 90% of the capital cost with the remaining 10% expected to be funded though the S106 contribution already negotiated with the developer.

Arising from the report, Members:

- Asked for clarification of the Council's policy around faith schools. Officers stated that the current policy had been set by the Children and Young People Committee on 9 February 2016. This specified that when proposals were received for the establishment of a new voluntary aided school or academy with faith designation, the Council would take into account, alongside wider considerations, whether there was unmet local demand for additional relevant faith provision; an established trend where parental preference exceeded the number of places available and which was forecast for the foreseeable future; and the potential for new denominational provision to alleviate demand on places in other schools in areas of high basic need;
- Noted that there would be a demographic need for a second primary school in Phase 2 of the Northstowe development. A Member expressed concern about potentially reaching a situation where parents did not have a local alternative to a faith-based school, commenting that this was a national issue. The Chairman stated that there was a difference of views within the Committee on whether this should be a cause for concern. The Co-opted representative of the Diocese of Ely commented that he was not aware of any examples of this having occurred in Cambridgeshire;
- Noted the proposed change from membership of one Multi-Academy Trust to another by Parkside Academy and asked whether the Council's agreement was required to transfer the lease of the site from one Trust to another. Officers undertook to look into this question and provide a note.
(**Action:** Strategic Education Place Planning Manager)

It was resolved unanimously:

1) For Members to note:

- a) the latest position regarding Wave 11 and Wave 12 free schools in Cambridgeshire approved to pre-implementation stage by the DfE
- b) the latest position regarding Wave 13 of the DfE's central free school programme
- c) the latest position regarding Wave 14 of the DfE's central free school programme

2) For Members to agree the arrangements for managing the consultation and representation processes if the Department for Education decides to award funding for a new Voluntary Aided (VA) school in Cambridgeshire.

220. MULTI-AGENCY SAFEGUARDING ARRANGEMENTS FOR CAMBRIDGESHIRE AND PETERBOROUGH

The Head of Cambridgeshire and Peterborough Safeguarding Boards stated that in January 2018 the decision had been taken to merge the Cambridgeshire and Peterborough Safeguarding Boards for both adults and children. This had proved successful and the joint arrangement had now been confirmed. There was no longer a statutory requirement to have a safeguarding children board and the new arrangement placed an equal duty of care on the Local Authority, the Clinical Commissioning Group and the police to work together to agree local safeguarding arrangements. An

Executive Safeguarding Partnership Board which included co-opted representatives from Public Health and the voluntary sector had been established which sat across the work of both the Adults and Children's Safeguarding Partnership Boards. Cambridgeshire and Peterborough was one of the only areas to date which had chosen to publish its joint safeguarding arrangements and this had attracted positive national interest.

The Chairman stated that the change in legislation regarding safeguarding arrangements meant that it was no longer a requirement to include the Lead Member for Children's Services. He was therefore grateful to have been offered a seat on the Children's Safeguarding Partnership Board. The Executive Director for People and Communities noted that the changes had no impact on governance arrangements at the County Council.

Arising from the report, Members:

- Commented that the sharing of information between relevant organisations was a real issue and expressed the hope that this could be further improved. The Head of Cambridgeshire and Peterborough Safeguarding Boards stated that whilst she was not yet in a position to say that this had been completely fixed, the position in relation to both adults and children had improved and that the Executive Safeguarding Partnership Board attached great importance to this issue;
- Noted that it was no longer a requirement to have lay members, but that a number of voluntary sector forums existed to discharge that role;
- Asked how schools fitted into the new structure. The Head of Cambridgeshire and Peterborough Safeguarding Boards stated that in Cambridgeshire there was a recognition of the need to involve non-statutory partner organisations and that schools were included in local arrangements;
- Noted that the Safeguarding Board had links with Community Safety Partnerships and the Cambridgeshire and Peterborough Health and Wellbeing Boards, but not with Crime and Disorder Panels.

The Chairman thanked the Head of Cambridgeshire and Peterborough Safeguarding Boards for attending to brief the Committee and stated that he knew that a lot of hard work sat behind the revised arrangements.

It was resolved to note the report.

DECISIONS

220. AGENDA PLAN, APPOINTMENTS AND TRAINING PLAN

The Committee noted the following changes to the published agenda plan:

- a) July 2019: The Education Strategy Update, School Budgets report, High Needs Block Funding report and Children in Care Educational Performance report would be consolidated into a single report from the Service Director for Education;
- b) July 2019: The Service Director for Children and Safeguarding's report would include the Inspection of Local Authority Children's Services (ILACS) action plan.

The Members' Seminar item on 14 June 2019 on the Local Offer to Care Leavers and access to universal credit and benefits for care leavers would be added to the Committee training plan.

(Action: Democratic Services Officer)

The Committee reviewed current appointments to outside bodies and internal advisory groups and panels, noting that the first annual report on outside bodies had been submitted to Council on 14 May 2019. This had highlighted three appointments made by the Children and Young People Committee where it appeared that there was no longer a need for county councillor representation. These were Centre 33, the Thomas Squire Charity and the Warboys Board School Trust Fund. The Chairman invited Members' views on whether current appointments to these outside bodies should be ended and no further appointments made. A Member asked why a further appointment to Centre 33 was not proposed. The Executive Director for People and Communities stated that there was a balanced judgement to be made about whether it was appropriate to appoint a councillor to an organisation from which the Council commissioned services. To do so for one organisation would also raise the question of whether it should be done for all organisations in a similar position. On this basis the Member was content to leave the appointment to Centre 33 in abeyance.

It was resolved to:

- a) review the Committee agenda plan attached at Appendix 1;
- b) review the training plan attached at Appendix 2;
- c) agree the appointments to outside bodies as detailed in Appendix 3;
- d) re-appoint Councillor David Connor to the Manea Educational Foundation;
- e) end the current appointments to the Centre 33, the Thomas Squire Charity and the Warboys Board School Trust Fund and not re-appoint to these bodies;
- f) agree the appointments to Internal Advisory Groups and Panels as detailed in Appendix 4;
- g) note the Governor appointments attached at Appendix 5.

Chairman
(date)

Whitworth House – petition

Submitted by Lorne Williamson, Cambridge (13 signatures)

We understand that the Children and Young Persons Committee will be deciding on whether to continue the financial support they have given to Whitworth House at the meeting on 21st May. We believe the present grant to be £65k p.a.

As residents of Chesterton Road and close neighbours of Whitworth House we would ask you to take into consideration, not only the valuable service the Whitworth Trust provides for vulnerable and disadvantaged young women, but also the exemplary way in which Whitworth House is run and how the residents respect the environment in which they live.

Many of us have lived on Chesterton Road for many years and the residents and staff have been ideal neighbours. We think it important for the City that those less fortunate than ourselves, should be able to live and work out their problems near the centre of Cambridge.

We understand that others will be making out the economic case for the service provided but, at a weekly cost per resident of only £78, it is surely good value for the Council.

Supplementary comment 15 May 2019:

Neighbours of Whitworth House are aware that the threat of imminent closure has been lifted and very much appreciate the additional funding now agreed. However, we would like to re-iterate our support for the work of the Trust and hope that the Council will be able to agree long term funding when the review is carried out in the autumn.

Lorne Williamson

**CHILDREN AND YOUNG
PEOPLE COMMITTEE**

Minutes-Action Log



Introduction:

This log captures the actions arising from Children and Young People Service Committee meetings and updates Members on progress. It was last updated on **5 June 2019**.

Minutes of the meeting on 11 September 2018					
139.	Recommissioning of Young Carers Services across Cambridgeshire and Peterborough (KD2018/064)	Will Patten/ Oliver Hayward/ Richenda Greenhill	The Service Director for Commissioning to advise when he has exercised delegated authority to commit funding at the time of the award of the contract.	08.01.18: It is expected that the contract will be awarded in September 2019.	Expected completion date: September 2019

Minutes of the meeting on 9 October 2018

183.	Construction Consultants Framework (KD2018/072)	Wendi Ogle-Welbourn	The Executive Director to advise when she has exercised delegated authority to award the contract.	07.01.19: It is expected that the contract will be awarded in June 2019, subject to there being no challenges during the procurement process.	Expected completion date: June 2019
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Minutes of the meeting on 13 March 2019

208.	Placement Sufficiency for Looked After Children: Six Month Update	Lou Williams/ Sarah-Jane Smedmor	To deliver a session on Corporate Parenting at a future Members' Seminar. Cllr Bywater to chair the session.	21.05.19: Date to be confirmed. 01.07.19: Members briefing regarding children in care is being arranged with the support of the Corporate Parenting Sub Committee.	On-going
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Minutes of the meeting on 21 May 2019

217.	Community Short Breaks for Disabled Children and Young People	Helene Carr	The Chairman asked that officers consider the terminology used in future reports to ensure greater clarity.		
		Wendi Ogle-Welbourn/ Helene Carr	To advise the Committee when the Executive Director exercises here delegated authority, in consultation with the Chair of the Children and Young People Committee, to award an Open Framework for Community Short Breaks for Disabled Children and Young People.	01.07.19: Likely to be September/ October 2019.	On-going

218.	Finance and Performance Report: Outturn 2018/19	Martin Wade	The Chairman stated that it would be important to work collectively on the issue of the size of reserves held by maintained schools and that the Committee's representatives on the Schools Forum would monitor this.	01.07.19: School balances are to be discussed at the next Schools Forum on the 12 July 2019. A letter has been sent from Cllr Count to the Chair of the Schools Forum. The Service Director for Education's report to the Committee on 9 July 2019 will invite Members to consider their response to the position of maintained schools balances and whether they wish to make representation to Schools Forum on the balance control mechanism in maintained schools.	Completed
		Jon Lewis	A Member asked for more information about the funding of out of school tuition; specifically, how the funding related to what the school provided and what was provided by the Council.		

219.	Free School Proposals	Clare Buckingham	A Member noted the proposed change from membership of one Multi-Academy Trust to another by Parkside Academy and asked whether the Council's agreement was required to transfer the lease of the site from one Trust to another. Officers undertook to look into this question and provide a note.	01.07.19: Legal advice awaited.	On-going
220.	Agenda Plan, Appointments and Training Plan	Richenda Greenhill	The Members' Seminar item on 14 June 2019 on the Local Offer to Care Leavers and access to universal credit and benefits for care leavers would be added to the Committee training plan.		Completed

FINANCE AND PERFORMANCE REPORT – MAY 2019

To: Children and Young People Committee

Meeting Date: 9 July 2019

From: Executive Director: People and Communities
Chief Finance Officer

Electoral division(s): All

Forward Plan ref: Not applicable **Key decision:** No

Purpose: To provide the Committee with the May 2019 Finance and Performance report for People And Communities Services (P&C).

The report is presented to provide the Committee with the opportunity to comment on the financial and performance position as at the end of May 2019.

Recommendations: The Committee is recommended to:

- a) Review and comment on the report;
- b) Recommend the changes to the capital programme budgets from the Business Plan as summarised in Appendix 3 to the General Purposes Committee for approval:
 - 1. Rephasing (including roll-forwards from 2018-19 totalling £2,624k)
 - 2. Scheme additions/reductions
 - 3. Additions/reductions in funding

Officer contact:		Member contacts:
Name:	Martin Wade	Names: Councillor Simon Bywater/ Councillor Samantha Hoy
Post:	Strategic Finance Business Partner	Chair and Vice Chair, Children and Young People Committee
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Tel:	01223 699733	01223 706398 (office)

1.0 BACKGROUND

- 1.1 A Finance & Performance Report for People and Communities (P&C) is produced monthly and the most recent available report is presented to the Committee when it meets.
- 1.2 The report is presented to provide the Committee with the opportunity to comment on the financial and performance position of the services for which the Committee has responsibility.
- 1.3 This report is for the whole of the P&C Service, and as such, not all of the budgets contained within it are the responsibility of this Committee. Members are requested to restrict their attention to the budget lines for which this Committee is responsible, which are detailed in Appendix 1, whilst the table below provides a summary of the budget totals relating to the Children and Young People (CYP) Committee:

Directorate	Budget 2019/20	Actual May 2019	Forecast Outturn Variance
	£000	£000	£000
Children's Commissioning	38,780	3,228	650
Communities & Safety - Youth Offending Service	1,777	957	0
Communities & Safety - Central Integrated Youth Support Services	1,364	-932	0
Children & Safeguarding	58,094	10,030	350
Education	87,429	11,325	300
Executive Director and Central Financing	4,599	109	0
Total Expenditure	192,043	24,717	1,300
Grant Funding (including Dedicated Schools Grant etc.)	-81,748	-13,855	0
Total	110,295	10,862	1,300

Please note: Strategic Management – Commissioning covers all of P&C and is therefore not included in the table above.

1.4 Financial Context

As previously discussed at CYP Committee the major savings agenda continues with £99.2m of savings required across the Council between 2017 and 2022.

Although significant savings have been made across the directorate the service continues to face demand pressures, particularly in relation to the rising number of looked after children, and those related to Special Educational Needs and Disabilities (SEND).

The continuing increase in the number of pupils with SEND and the overall complexity of need has resulted in significant pressures on both the High Needs Block element of the Dedicated Schools Grant (DSG), and core Local Authority budget. Work is ongoing with key stakeholders, including Schools Forum, to reduce costs and deliver a recovery plan of the current deficit.

2.0 MAIN ISSUES IN THE MAY 2019 P&C FINANCE & PERFORMANCE REPORT

2.1 The May 2019 Finance and Performance report is attached at Appendix 2. This is the first available report for the 2019/20 financial year and at the end of May there is a forecast overspend of £3,719k.

2.2 Revenue

At the end of May the core funded budgets relating to Children's and Education services have a total overspend of £1.3m. The key areas of overspend contributing to this total are:

Children's

Children in Care is anticipating a pressure of c£350k across Staying Put (£125k) and Unaccompanied Asylum Seeking Children (Over 18) budgets (£225k). In both areas the central government grant does not match anticipated expenditure.

Looked After Children Placements is forecasting a year end overspend of £350k. Recent activity in relation to gang related crime has resulted in additional high cost secure placements being required. In addition, the numbers of children in care are yet to decrease to budgeted levels; though this is still expected in-year. To mitigate this the new Family Safeguarding programme fund will be used to offset the additional cost if required. Work is still ongoing across a number of initiatives resulting in a net increase in in house foster carers which is contributing towards planned savings. Alongside this the commissioning service has continued to work to reduce the unit costs of some of the higher cost placements.

Education

Home to School Transport – Special is forecasting an overspend of £300k. We are continuing to see significant increases in pupils with Education Health Care Plans (EHCPs) and those attending special schools, leading to a corresponding increase in transport costs.

SEND Specialist Services has a forecast over spend of £300k within the Statutory Assessment Team due to the ceasing of a grant that has funded additional capacity in previous years, which is still required to meet demand for statutory deadlines for EHCP assessments and reviews.

Dedicated Schools Grant

Whilst not currently included in the figures, a significant pressure is expected on the High Needs Block of the Dedicated Schools Grant (DSG). This is a ring-fenced grant and as such overspends do not affect the Council's bottom line but are carried forward as a deficit balance into the next year. In 2018/19 we saw a total DSG overspend across SEND services of £8.7m which, combined with underspends on other DSG budgets, led to a deficit of £7.2m carried forward into 2019/20. Given the ongoing increase in numbers of pupils with EHCPs it is likely that a similar overspend will occur in 2019/20, however this will become clearer as we move towards the start of the new academic year.

2.4 Capital

The Capital Programme Board recommended that services include a variation budget to account for likely slippage in the capital programme, as it is sometimes difficult to allocate this to individual schemes in advance. The allocation for P&C's negative budget adjustments has been calculated as follows, shown against the slippage position for 2019/20:

2019/20					
Service	Capital Programme Variations Budget £000	Forecast Outturn Variance (May 2019) £000	Capital Programme Variations Budget Used £000	Capital Programme Variations Budget Used %	Revised Outturn Variance (May 2019) £000
P&C	-12,776	0	0	0%	12,776
Total Spending	-12,776	0	0	0%	12,776

The People and Communities (P&C) Capital Plan for 2019/20 has reduced by £29.5m since the Business Plan was published, resulting in a revised budget of £96.6m. This significant reduction is due the combination of an unusually high number of schemes being delayed into future years, and savings made on the overall value of projects. Alongside this reduction there have been a number of changes to sources of capital funding. Details of these changes can be seen in Appendix 3 to this covering report or sections 3.2 and Appendix 6 of the full Finance & Performance report.

2.5 Performance

Of the Children and Young People Performance Indicators detailed in Appendix 7 of the full Finance & Performance report, four are green, seven are amber and five are red. Three have no target and were therefore not RAG-rated. The five red performance indicators are:

1. % children whose referral to social care occurred within 12 months of a previous referral
2. Number of children with a Child Protection Plan per 10,000 population under 18.
3. Proportion of children subject to a Child Protection Plan for the second or subsequent time (within 2 years).
4. The number of looked after children per 10,000 population under 18.
5. Ofsted – Pupils attending schools that are judged as Good or Outstanding (Special Schools).

3.0 2019-20 SAVINGS TRACKER

- 3.1 As previously reported the “tracker” report – a tool for summarising delivery of savings – will be made available for Members on a quarterly basis. The savings tracker for 2019-20 contains savings of approximately £10.8m within P&C, of which £3.4m relate to budgets for which this Committee is responsible.

4.0 ALIGNMENT WITH CORPORATE PRIORITIES

4.1 A good quality of life for everyone

- 4.1.1 There are no significant implications for this priority.

4.2 Thriving places for people to live

- 4.2.1 There are no significant implications for this priority

4.3 The best start for Cambridgeshire’s Children

4.3.1 There are no significant implications for this priority

5.0 SIGNIFICANT IMPLICATIONS

5.1 Resource Implications

5.1.1 This report sets out details of the overall financial position of the P&C Service.

5.2 Procurement/Contractual/Council Contract Procedure Rules Implications

5.2.1 There are no significant implications within this category.

5.3 Statutory, Legal and Risk Implications

5.3.1 There are no significant implications within this category.

5.4 Equality and Diversity Implications

5.4.1 There are no significant implications within this category.

5.5 Engagement and Communications Implications

5.5.1 There are no significant implications within this category.

5.6 Localism and Local Member Involvement

5.6.1 There are no significant implications within this category.

5.7 Public Health Implications

6.7.1 There are no significant implications within this category.

Source Documents	Location
As well as presentation of the F&PR to the Committee when it meets, the report is made available online each month.	https://www.cambridgeshire.gov.uk/council/finance-and-budget/finance-&-performance-reports/

**Children & Young People Committee Revenue Budgets
within the Finance & Performance report**

Commissioning Directorate

Strategic Management – Commissioning – *covers all of P&C*
Access to Resource & Quality

Children's Commissioning

Looked After Children Placements
Commissioning Services
Home to School Transport – Special
LAC Transport

Community & Safety Directorate

Youth Offending Service
Central Integrated Youth Support Services

Children & Safeguarding Directorate

Strategic Management – Children & Safeguarding
Partnerships and Quality Assurance
Children in Care
Integrated Front Door
Children's Centre Strategy
Support to Parents
Adoption Allowances
Legal Proceedings

District Delivery Service

Safeguarding Hunts and Fenland
Safeguarding East & South Cambs and Cambridge
Early Help District Delivery Service –North
Early Help District Delivery Service – South

Education Directorate

Strategic Management - Education
Early Years Service
Schools Curriculum Service
Schools Intervention Service
Schools Partnership Service
Children's Innovation & Development Service
Teachers' Pensions & Redundancy

SEND Specialist Services (0-25 years)

SEND Specialist Services
Children's Disability Service
High Needs Top Up Funding
Special Educational Needs Placements
Early Years Specialist Support
Out of School Tuition

Infrastructure

0-19 Organisation & Planning

Early Years Policy, Funding & Operations

Education Capital

Home to School/College Transport – Mainstream

Executive Director

Executive Director - *covers all of P&C*

Central Financing - *covers all of P&C*

Grant Funding

Financing DSG

Non Baselined Grants - *covers all of P&C*

From: Martin Wade and Stephen Howarth

Agenda Item No: 5 – Appendix 2

Tel.: 01223 699733 / 714770

Date: 10th June 2019

People & Communities (P&C) Service

Finance and Performance Report – May 2019

1. SUMMARY

1.1 Finance

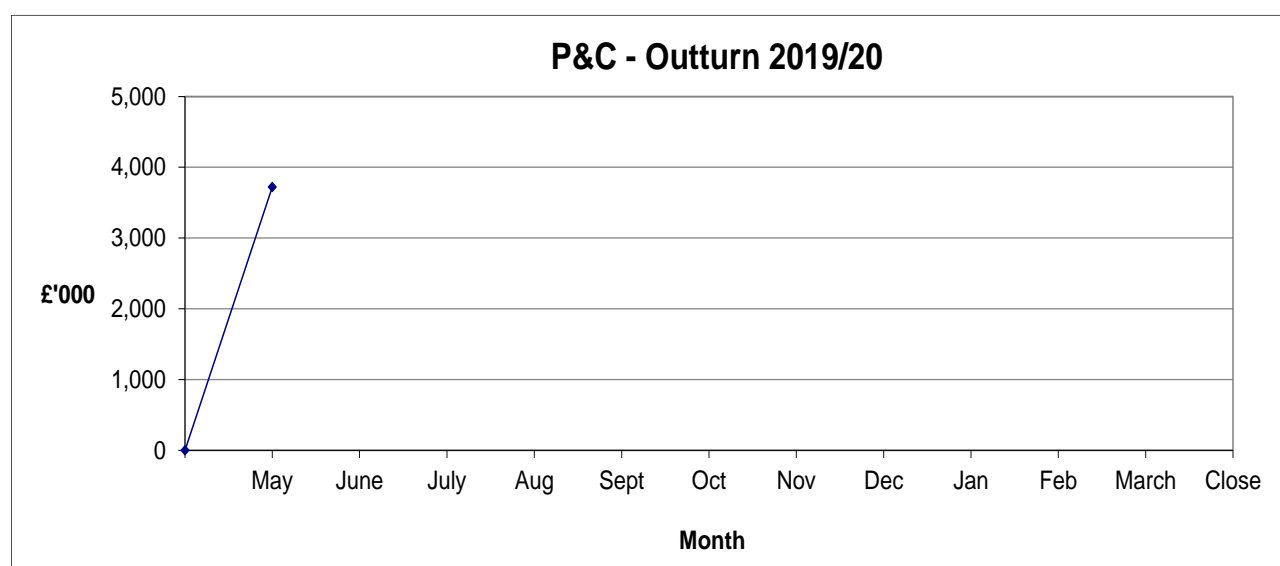
Previous Status	Category	Target	Current Status	Section Ref.
Red	Income and Expenditure	Balanced year end position	Red	2.1
Green	Capital Programme	Remain within overall resources	Green	3.2

2. INCOME AND EXPENDITURE

2.1 Overall Position

Forecast Variance Outturn (Previous) £000	Directorate	Budget 2019/20 £000	Actual £000	Outturn Variance £000	Outturn Variance %
0	Adults & Safeguarding	144,162	36,823	2,419	1.7%
0	Commissioning	53,008	3,998	650	1.2%
0	Communities & Safety	11,690	1,079	-0	0.0%
0	Children & Safeguarding	58,094	10,030	350	0.6%
0	Education	87,429	11,325	300	0.3%
0	Executive Director	4,599	109	0	0.0%
0	Total Expenditure	358,981	63,364	3,719	1.0%
0	Grant Funding	-99,245	-15,914	0	0.0%
0	Total	259,737	47,450	3,719	1.4%

The service level finance & performance report for May 2019 can be found in [appendix 1](#). Further analysis of the outturn position can be found in [appendix 2](#).



2.2 Significant Issues

At the end of May 2019, the overall P&C position is an overspend of £3,719k.

Significant issues are detailed below:

Adults

At the end of May, Adults Services are forecasting an overspend of £2.4m, which is 1.7% of budget. *Older People's and Physical Disability Services* (OP/PD) have experienced increases in the unit costs of, and the number of people in, the most expensive types of care since the start of the previous financial year (concentrated in the last five months). This has resulted in both an opening pressure, as costs by the start of 2019/20 were higher than assumed when budgets were set in the third quarter of 2018/19, and a projected increase in that pressure in-year as the unit cost trend is expected to continue. The overspend forecast is £4.9m in OP/PD.

Part of this pressure is as a result of a continuing focus on discharging people from hospitals as quickly as is appropriate, which can result in increasing numbers of people in expensive types of care, at least in the short-term. This has the further impact of increasing cost as supply in that sector is limited, exacerbated by competing in some areas with the NHS for similar types of high cost care placements. Improving discharge processes and integrated commissioning are key mitigations being worked on.

The opening pressure is addressed partly through application of grant funding received from central government, shown against the *Strategic Management – Adults line*. One of the specific purposes of these grants is to mitigate pressures in the adult social care system.

Children's

Children in Care is anticipating a pressure of c£350k across Staying Put (£125k) and Unaccompanied Asylum Seeking Children (Over 18) budgets (£225k). In both areas the central government grant does not match anticipated expenditure.

Looked After Children Placements is forecasting a year end overspend of £350k. Recent activity in relation to gang related crime has resulted in additional high cost secure placements being required. In addition, the numbers of children in care are yet to decrease to budgeted levels; though this is still expected in-year. To mitigate this the new Family Safeguarding programme fund will be used to offset the additional cost if required. Work is still ongoing across a number of initiatives resulting in a net increase in in house foster carers which is contributing towards planned savings. Alongside this the commissioning service has continued to work to reduce the unit costs of some of the higher cost placements.

Education

Home to School Transport – Special is forecasting an overspend of £300k. We are continuing to see significant increases in pupils with Education Health Care Plans (EHCPs) and those attending special schools, leading to a corresponding increase in transport costs.

SEND Specialist Services has a forecast over spend of £300k within the Statutory Assessment Team due to the ceasing of a grant that has funded additional capacity in previous years, which is still required to meet demand for statutory deadlines for EHCP assessments and reviews.

Whilst not currently included in the figures, a significant pressure is expected on the High Needs Block of the Dedicated Schools Grant (DSG). This is a ring-fenced grant and as such overspends do not affect the Council's bottom line but are carried forward as a deficit balance into the next year. In 2018/19 we saw a total DSG overspend across SEND services of £8.7m which, combined with underspends on other DSG budgets, led to a deficit of £7.2m carried forward into 2019/20. Given the ongoing increase in numbers of pupils with EHCPs it is likely that a similar overspend will occur in 2019/20, however this will become clearer as we move towards the start of the new academic year.

2.3 Additional Income and Grant Budgeted this Period

(De Minimis reporting limit = £160,000)

A full list of additional grant income anticipated and reflected in this report can be found in [appendix 3](#).

2.4 Virements and Transfers to / from Reserves (including Operational Savings Reserve) (De Minimis reporting limit = £160,000)

A list of virements made in the year to date can be found in [appendix 4](#).

2.5 Key Activity Data

The Actual Weekly Costs for all clients shown in section 2.5.1-2 are calculated based on all clients who have received a service, are receiving a service, or we plan will receive a service. Some clients will have ceased receiving a service in previous months, or during this month, or we will have assumed an end date in the future.

2.5.1 Key activity data to May 2019 for Looked After Children (LAC) is shown below:

	BUDGET				ACTUAL (May)				VARIANCE		
Service Type	No of placements Budgeted	Annual Budget	No. of weeks funded	Average weekly cost per head	Snapshot of No. of placements May 19	Yearly Average	Forecast Outturn	Average weekly cost per head	Yearly Average budgeted no. of placements	Net Variance to Budget	Average weekly cost diff +/-
Residential - disability	3	£425k	52	2,980.70	3	2.22	£277k	2,452.41	-0.78	-£148k	-528.30
Residential - secure accommodation	1	£376k	52	5,872.95	4	2.06	£708k	6,308.67	1.50	£332k	435.72
Residential schools	19	£2,836k	52	2,804.78	17	17.14	£1,970k	2,674.20	-2.30	-£866k	-130.58
Residential homes	33	£6,534k	52	3,704.67	35	32.85	£6,321k	3,834.55	-0.15	-£213k	129.88
Independent Fostering	240	£11,173k	52	798.42	315	310.23	£13,104k	812.60	70.35	£1,930k	14.18
Supported Accommodation	26	£1,594k	52	1,396.10	24	16.75	£1,069k	1,325.15	-9.53	-£525k	-70.95
16+	7	£130k	52	351.26	9	4.07	£229k	662.44	-3.05	£98k	311.18
Growth/Replacement	-	£k	-	-	-	-	£k	-	-	£k	-
Pressure funded within directorate	-	£k	-	-	-	-	-£259k	-	-	-£259k	-
TOTAL	329	£23,069k			407	385.32	£23,419k		56.03	£350k	
In-house fostering - Basic	205	£2,125k	56	179.01	209	201.18	£2,037k	180.81	-3.82	-£88k	1.80
In-house fostering - Skills	205	£1,946k	52	182.56	217	209.28	£1,940k	186.77	4.28	-£6k	4.21
Kinship - Basic	40	£425k	56	189.89	42	40.91	£441k	196.99	0.91	£15k	7.10
Kinship - Skills	10	£35k	52	67.42	10	10.00	£35k	67.42	0	£k	0.00
TOTAL	245	£4,531k			251	242.09	£4,453k		-2.91	-£78k	
Adoption Allowances	107	£1,107k	52	198.98	109	109.00	£1,149k	200.76	2	£42k	2.26
Special Guardianship Orders	307	£2,339k	52	142.30	265	265.00	£2,087k	141.48	-42	-£251k	-0.59
Child Arrangement Orders	88	£703k	52	153.66	88	88.00	£703k	153.66	0	£k	0.00
Concurrent Adoption	5	£91k	52	350.00	1	1.00	£7k	140.00	-4	-£84k	-210.00
TOTAL	507	£4,240k			463	463.00	£3,947k		2	-£293k	
OVERALL TOTAL	1,081	£31,840k			1121	1,090.41	£31,818k		55.12	-£21k	

NOTE: In house Fostering and Kinship basic payments fund 56 weeks as carers receive two additional weeks payment during the Summer holidays, one additional week payment at Christmas and a birthday payment.

2.5.2 Key activity data to the end of May 2019 for **SEN Placements** is shown below:

BUDGET				ACTUAL (May 19)				VARIANCE			
Ofsted Code	No. of Placements Budgeted	Total Cost to SEN Placements Budget	Average annual cost	No. of Placements May 19	Yearly Average	Total Cost to SEN Placements Budget	Average Annual Cost	No of Placements	Yearly Average	Total Cost to SEN Placements Budget	Average Annual Cost
Autistic Spectrum Disorder (ASD)	102	£6,218k	£61k	104	92.59	£5,595k	£60k	2	-9.41	£623k	£k
Hearing Impairment (HI)	3	£117k	£39k	3	3.00	£121k	£40k	0	0.00	£4k	£1k
Moderate Learning Difficulty (MLD)	10	£200k	£20k	7	4.93	£321k	£65k	-3	-5.07	£121k	£45k
Multi-Sensory Impairment (MSI)	1	£75k	£75k	0	0.00	£0k	-	-1	-1.00	£75k	£k
Physical Disability (PD)	5	£89k	£18k	5	4.94	£111k	£23k	0	-0.06	£22k	£5k
Profound and Multiple Learning Difficulty (PMLD)	1	£68k	£68k	1	1.00	£67k	£67k	0	0.00	£1k	£1k
Social Emotional and Mental Health (SEMH)	45	£2,013k	£45k	42	34.33	£1,926k	£56k	-3	-10.67	£86k	£11k
Speech, Language and Communication Needs (SLCN)	3	£138k	£46k	3	3.00	£141k	£47k	0	0.00	£3k	£1k
Severe Learning Difficulty (SLD)	5	£445k	£89k	5	5.00	£430k	£86k	0	0.00	£15k	£3k
Specific Learning Difficulty (SPLD)	4	£138k	£35k	4	3.50	£167k	£48k	0	-0.50	£29k	£13k
Visual Impairment (VI)	2	£73k	£36k	2	2.00	£60k	£30k	0	0.00	£13k	£6k
Growth	-	£k	-	-	-	£633k	-	-	-	£633k	-
Recoupment	-	-	-	0	0.00	£k	£k	-	-	£k	£k
TOTAL	181	£9,573k	£53k	176	154.29	£9,573k	£58k	-5	-26.71	£k	£5k

2.5.3 Adult Social Care

In the following key activity data for Adults & Safeguarding, the information given in each column is as follows:

- Budgeted number of care packages: this is the number of full-time equivalent (52 weeks) service users anticipated at budget setting
- Budgeted average unit cost: this is the planned unit cost per service user per week, given the budget available
- Actual care packages and cost: these figures are derived from a snapshot of the commitment record at the end of the month and reflect current numbers of service users and average cost

A consistent format is used to aid understanding, and where care types are not currently used in a particular service those lines are greyed out.

The direction of travel compares the current month's figure with the previous months.

2.5.3.1 Key activity data to end of May 2019 for the Learning Disability Partnership is shown below:

Learning Disability Partnership	BUDGET			ACTUAL (May 19)				Forecast		
Service Type	Expected No. of Care Packages 2019/20	Budgeted Average Unit Cost (per week)	Annual Budget	Current Care Packages	D o T	Current Average Unit Cost (per week)	D o T	Forecast Actual	D o T	Variance
Accommodation based										
~ Residential	274	£1,510	£22,062k	281		£1,435		£22,587k		£525k
~Residential Dementia										
~Nursing	7	£1,586	£591k	5		£1,585		£656k		£65k
~Nursing Dementia										
~Supported Living	411	£1,202	£26,347k	406		£1,197		£26,232k		-£115k
~Respite			£422k					£665k		£243k
Community based										
~Direct payments	415	£404	£9,224k	412		£404		£9,325k		£101k
~Live In Care	14	£1,953	£k	14		£1,943		£k		£k
~Day Care	469	£136	£3,414k	469		£159		£3,471k		£57k
~Other Care	175	£68	£749k	175		£75		£777k		£28k
~Homecare	474		£10,354k	449				£10,887k		£533k
Total In Year Expenditure			£73,162k					£74,598k		£1,436k
Care Contributions			-£3,407k					-£3,487k		-£79k
Health Income										
Total In Year Income			-£3,407k					-£3,487k		-£79k
Further savings included within forecast										-£1,234k
Forecast total In Year care costs										£122k

The LDP includes service-users that are fully funded by the NHS, who generally have very high needs and therefore costly care packages

2.5.3.2 Key activity data to the end of May 2019 for Older People's (OP) Services is shown below:

Older People	BUDGET			ACTUAL (May 19)				Forecast		
Service Type	Expected No. of Care Packages 2019/20	Budgeted Average Unit Cost (per week)	Annual Budget	Current Care Packages	D o T	Current Average Unit Cost (per week)	D o T	Forecast Actual	D o T	Variance
Accommodation based										
~ Residential	446	£551	£11,432k	433		£557		£12,931k		£1,498k
~Residential Dementia	432	£586	£12,884k	398		£590		£12,591k		-£293k
~Nursing	289	£643	£9,948k	289		£650		£10,695k		£748k
~Nursing Dementia	113	£753	£4,391k	105		£771		£4,605k		£214k
~Supported Living			£1,733k					£1,676k		-£57k
~Respite			£k					£k		£k
Community based										
~Direct payments	116		£4,632k	116				£4,584k		-£48k
~Live In Care	208	£287	£3,185k	203		£287		£3,506k		£321k
~Day Care	27	£779	£1,101k	29		£792		£1,199k		£98k
~Other Care	43	£82	£833k	48		£87		£842k		£9k
~Homecare	6	£31	£57k	5		£34		£56k		-£1k
	1,127	Per Hour £16.43	£11,127k	1,137		Per Hour £16.40		£11,589k		£462k
Total In Year Expenditure			£61,323k					£64,273k		£2,950k
Care Contributions			-£17,857k					-£17,858k		-£2k
Health Income			-£86k					-£86k		£k
Total In Year Income			-£17,943k					-£17,945k		-£2k
Inflation and uplifts			£1,607k					£1,607k		
Forecast total In Year care costs			£44,987k					£47,935k		£2,949k

2.5.3.3 Key activity data to the end of May 2019 for **Physical Disabilities** (OP) Services is shown below:

Physical Disabilities	BUDGET			ACTUAL (May 19)				Forecast		
Service Type	Expected No. of Care Packages 2019/20	Budgeted Average Unit Cost (per week)	Annual Budget	Current Care Packages	D o T	Current Average Unit Cost (per week)	D o T	Forecast Actual	D o T	Variance
Accommodation based										
~ Residential	41	£786	£1,680k	33		£1,031		£1,677k		£13k
~Residential Dementia	1	£620	£31k	1		£620		£31k		£0k
~Nursing	31	£832	£1,345k	23		£1,013		£1,288k		£57k
~Nursing Dementia	1	£792	£46k	1		£792		£44k		£2k
~Supported Living	7	£774	£258k	7		£712		£285k		£27k
~Respite			£220k					£230k		£10k
Community based										
~Direct payments	288	£357	£4,908k	288		£354		£4,728k		£180k
~Live In Care	29	£808	£1,224k	29		£820		£1,247k		£23k
~Day Care	48	£70	£177k	49		£69		£167k		£10k
~Other Care	4	£39	£373k	4		£39		£314k		£59k
~Homecare	257	Per Hour £16.37	£2,707k	270		Per Hour £16.37		£2,891k		£184k
Total In Year Expenditure			£13k					£12,902k		£67k
Care Contributions			-£1,062k					-£1,062k		£0k
Health Income			-£561k					-£561k		£0k
Total In Year Income			-£1,623k					-£1,623k		£0k
Inflation and Uplifts			£263k					£263k		£0k
Forecast total In Year care costs			£11,609k					£11,542k		£67k

2.5.3.4 Key activity data to the end of Closedown for Older People Mental Health (OPMH) Services is shown below:

Older People Mental Health	BUDGET			ACTUAL (May 19)				Forecast		
Service Type	Expected No. of Care Packages 2019/20	Budgeted Average Unit Cost (per week)	Annual Budget	Current Care Packages T	D o T	Current Average Unit Cost (per week)	D o T	Forecast Actual	D o T	Variance
Accommodation based										
~Residential	25	£528	£690k	22		£564		£728k		£38k
~Residential Dementia	23	£539	£648k	20		£577		£678k		£30k
~Nursing	25	£638	£833k	22		£646		£770k		-£63k
~Nursing Dementia	80	£736	£3,079k	73		£768		£3,035k		-£44k
~Supported Living	5	£212	£55k	4		£262		£55k		£k
~Respite	1	£137	£7k	0		£0		£k		-£7k
Community based										
~Direct payments	7	£434	£149k	7		£368		£155k		£6k
~Live In Care	2	£912	£95k	3		£1,233		£91k		-£4k
~Day Care	2	£37	£4k	2		£70		£4k		£k
~Other Care	0	£0	£k	0		£0		£k		£k
~Homecare	42	Per Hour £16.49	£406k	38		Per Hour £17.35		£395k		-£11k
Total Expenditure			£5,966k					£5,911k		-£55k
Care Contributions			-£851k					-£851k		£k
Health Income			£k					£k		£k
Total Income			-£851k					-£851k		£k
Inflation Funding to be applied			£184k					£184k		£k
Forecast total for care costs			£5,299k					£5,244k		-£55k

2.5.3.5 Key activity data to end of May 2019 for Adult Mental Health Services is shown below:

Adult Mental Health	BUDGET			ACTUAL (May 19)				Forecast		
Service Type	Expected No. of Care Packages 2019/20	Budgeted Average Unit Cost (per week)	Annual Budget	Current Care Packages T	D o T	Current Average Unit Cost (per week)	D o T	Forecast Actual	D o T	Variance
Accommodation based										
~Residential	58	£654	£1,984k	56		£659		£2,030k		£46k
~Residential Dementia	5	£743	£194k	5		£744		£205k		£11k
~Nursing	16	£612	£512k	15		£607		£438k		-£74k
~Nursing Dementia	1	£624	£33k	1		£629		£30k		-£3k
~Supported Living	123	£162	£1,041k	123		£161		£1,043k		£2k
~Respite	0	£0	£k	0		£0		£k		£k
Community based										
~Direct payments	9	£355	£167k	10		£329		£212k		£45k
~Live In Care	0	£0	£k	1		£900		£k		£k
~Day Care	2	£77	£8k	4		£60		£12k		£4k
~Other Care	1	£152	£8k	1		£48		£8k		£k
~Homecare	140	£80.00	£586k	144		£104.34		£617k		£31k
Total Expenditure			£4,533k							£62k
Care Contributions			-£396k					-£395k		£1k
Health Income			-£22k					£k		£22k
Total Income			-£418k							£23k
Inflation Funding to be applied			£133k					£133k		£k
Forecast total for care costs			£4,248k							£85k

3. **BALANCE SHEET**

3.1 **Reserves**

A schedule of the planned use of Service reserves can be found in [appendix 5](#).

3.2 **Capital Expenditure and Funding**

2019/20 Revised Capital Programme

The P&C Capital Plan for 2019/20 has reduced by £29.7m since the Business Plan was published, resulting in a revised budget of £96.4m. This significant reduction is due the combination of an unusually high number of schemes being delayed into future years, and savings made on the overall value of projects. The schemes with major variations of £1m or greater are listed below, with a more detailed explanation of the position given in [Appendix 6](#):

Scheme	2019/20 change (£000)	Overall Scheme Change (£000)
Fenland Secondary, Wisbech	-9,100	0
Buxhall Farm (Histon Additional Places)	-6,459	0
WING Development	-6,280	0
Eastfield Infant and Westfield Junior Schools	-5,530	-7,231
Sawtry Infant and Junior Schools	-4,450	0
North West Fringe Secondary	-2,618	0
Samuel Pepys Special School	-2,550	0
Northstowe Secondary	-1,000	-1,000

Funding

The following changes in funding for 2019/20 have occurred since the Business Plan was published:

Funding Type	2019/20 change (£000)	Explanation
Prudential borrowing	-23,443	Adjustment for savings and slippage on projects
S106	-8,662	Reduction to account for slippage on schemes funded by S106
Carry Forward Adjustment	2,624	Roll forward for slippage from 2018/19
School Conditions Allocation	-579	Reduction in government grant
SEN Funding	524	Increase in government grant
Devolved Formula Capital	-192	Reduction in government grant

Overall Capital Programme

Changes to the overall project cost of the capital plan total a reduction of £7.15m. The majority of this is due to the changes to the Eastfield/Westfield scheme (£7.2m) along with a £1m reduction in the overall cost of the Northstowe scheme. Future year changes will be managed through the 2019/20 Business Planning process.

Cultural and Community Services

The transfer of Cultural and Community Services into P&C includes the transfer of capital schemes totalling £5.2m in 2019/20, consisting of £3.1m expenditure as per the Business Plan, with £2.1m carried forward from 2018/19. A more detailed breakdown of these schemes is available in appendix 6.

3. PERFORMANCE

3.1 Performance information can be found in appendix 7.

APPENDIX 1 – P&C Service Level Budgetary Control Report

Forecast Outturn Variance (Previous) £'000	Service		Budget 2019/20 £'000	Actual May 2019 £'000	Outturn Variance £'000 %	
Adults & Safeguarding Directorate						
0	1	Strategic Management - Adults	-5,081	2,247	-2,475	-55%
0		Principal Social Worker, Practice and Safeguarding	1,600	274	0	0%
0		Autism and Adult Support	1,046	105	0	0%
0		Carers	416	58	0	0%
<u>Learning Disability Partnership</u>						
0		Head of Service	3,964	2,085	0	0%
0		LD - City, South and East Localities	36,056	6,639	0	0%
0		LD - Hunts & Fenland Localities	28,941	5,321	0	0%
0		LD - Young Adults	7,920	1,284	0	0%
0		In House Provider Services	6,318	1,065	0	0%
0		NHS Contribution to Pooled Budget	-19,109	0	0	0%
0		Learning Disability Partnership Total	64,089	16,394	0	0%
<u>Older People and Physical Disability Services</u>						
0	2	Physical Disabilities	11,932	3,069	436	4%
0	3	OP - City & South Locality	20,325	4,555	1,771	9%
0	3	OP - East Cambs Locality	6,456	1,373	943	15%
0	3	OP - Fenland Locality	7,977	1,928	804	10%
0	3	OP - Hunts Locality	10,700	2,572	991	9%
0	3	Neighbourhood Cares	748	166	-51	-7%
0		Discharge Planning Teams	1,868	374	0	0%
0		Prevention & Early Intervention	8,683	1,780	0	0%
0		Older People's and Physical Disabilities Total	68,690	15,819	4,894	7%
<u>Mental Health</u>						
0		Mental Health Central	1,973	212	0	0%
0		Adult Mental Health Localities	5,641	591	0	0%
0		Older People Mental Health	5,788	1,123	0	0%
0		Mental Health Total	13,402	1,925	0	0%
0		Adult & Safeguarding Directorate Total	144,162	36,823	2,419	2%
Commissioning Directorate						
0		Strategic Management –Commissioning	16	74	0	0%
0		Access to Resource & Quality	1,795	206	0	0%
0		Local Assistance Scheme	300	0	0	0%
<u>Adults Commissioning</u>						
0		Central Commissioning - Adults	9,358	-378	0	0%
0		Integrated Community Equipment Service	1,055	435	0	0%
0		Mental Health Commissioning	3,499	639	0	0%
0		Adults Commissioning Total	13,912	696	0	0%

Forecast Outturn Variance (Previous) £'000	Service	Budget 2019/20 £'000	Actual May 2019 £'000	Outturn Variance £'000 %	
	<u>Childrens Commissioning</u>				
0 4	Looked After Children Placements	23,069	2,118	350	2%
0	Commissioning Services	2,090	298	-0	0%
0 5	Home to School Transport – Special	9,821	486	300	3%
0	LAC Transport	2,005	121	0	0%
0	Childrens Commissioning Total	36,985	3,022	650	2%
0	Commissioning Directorate Total	53,008	3,998	650	1%
	Communities & Safety Directorate				
0	Strategic Management - Communities & Safety	15	23	0	0%
0	Youth Offending Service	1,777	957	0	0%
0	Central Integrated Youth Support Services	1,364	-932	0	0%
0	Safer Communities Partnership	880	317	0	0%
0	Strengthening Communities	495	146	0	0%
0	Adult Learning & Skills	2,438	-13	0	0%
0	Community & Safety Total	6,969	499	0	0%
0	Strategic Management - Cultural & Community Services	163	20	0	0%
0	Public Library Services	3,409	491	0	0%
0	Cultural Services	107	-50	0	0%
0	Archives	440	69	0	0%
0	Registration & Citizenship Services	-516	-90	-0	0%
0	Coroners	1,117	140	0	0%
0	Cultural & Community Services Total	4,721	581	0	0%
0	Communities & Safety Directorate Total	11,690	1,079	0	0%
	Children & Safeguarding Directorate				
0	Strategic Management – Children & Safeguarding	3,360	622	0	0%
0	Partnerships and Quality Assurance	2,271	315	-0	0%
0 6	Children in Care	15,760	2,430	350	2%
0	Integrated Front Door	1,974	357	0	0%
0	Children's Disability Service	6,548	1,654	0	0%
0	Children's Centre Strategy	35	4	0	0%
0	Support to Parents	2,590	544	0	0%
0	Adoption Allowances	5,772	1,068	-0	0%
0	Legal Proceedings	1,970	325	0	0%
	<u>District Delivery Service</u>				
0	Safeguarding Hunts and Fenland	3,710	580	0	0%
0	Safeguarding East + South Cambs & Cambridge	4,247	655	-0	0%
0	Early Help District Delivery Service –North	4,891	709	0	0%
0	Early Help District Delivery Service – South	4,966	767	-0	0%
0	District Delivery Service Total	17,813	2,711	0	0%
0	Children & Safeguarding Directorate Total	58,094	10,030	350	1%

Forecast Outturn Variance (Previous) £'000	Service		Budget 2019/20 £'000	Actual May 2019 £'000	Outturn Variance	
					£'000	%
Education Directorate						
0		Strategic Management - Education	3,883	-2,791	0	0%
0		Early Years' Service	1,238	234	0	0%
0		Schools Curriculum Service	290	8	0	0%
0		Schools Intervention Service	1,013	155	0	0%
0		Schools Partnership Service	537	224	-0	0%
0		Children's' Innovation & Development Service	0	-19	0	0%
0		Teachers' Pensions & Redundancy	2,910	259	0	0%
<u>SEND Specialist Services (0-25 years)</u>						
0	7	SEND Specialist Services	9,000	1,567	300	3%
0		Funding for Special Schools and Units	24,796	4,550	0	0%
0		High Needs Top Up Funding	19,116	3,549	0	0%
0		Special Educational Needs Placements	9,973	3,157	0	0%
0		Out of School Tuition	1,519	40	0	0%
0		SEND Specialist Services (0 - 25 years) Total	64,404	12,862	300	0%
<u>Infrastructure</u>						
0		0-19 Organisation & Planning	3,693	376	0	0%
0		Early Years Policy, Funding & Operations	94	-17	0	0%
0		Education Capital	178	-456	0	0%
0		Home to School/College Transport – Mainstream	9,189	489	0	0%
0		0-19 Place Planning & Organisation Service Total	13,154	392	0	0%
0		Education Directorate Total	87,429	11,325	300	0%
Executive Director						
0		Executive Director	4,508	109	0	0%
0		Central Financing	91	0	0	0%
0		Executive Director Total	4,599	109	0	0%
0		Total	358,981	63,364	3,719	1%
Grant Funding						
0		Financing DSG	-71,709	-11,952	0	0%
0		Non Baselined Grants	-27,536	-3,963	0	0%
0		Grant Funding Total	-99,245	-15,914	0	0%
0		Net Total	259,737	47,450	3,719	1%

APPENDIX 2 – Commentary on Outturn Position

Narrative is given below where there is an adverse/positive variance greater than 2% of annual budget or £100,000 whichever is greater.

Service	Budget 2019/20	Actual	Outturn Variance	
	£'000	£'000	£'000	%
1) Strategic Management - Adults	-5,081	2,247	-2,475	
£2,475k of grant funding has been applied to partially mitigate opening pressures in Older People's and Physical Disabilities Services detailed in note 2 and 3 below, in line with one of the purposes of the grant funding.				
2) Physical Disabilities Services	11,932	3,069	436	4%
<p>An overspend of £436k is forecast for Physical Disabilities services, reflecting the carried forward pressure from 2018/19. This was due to an increase in client numbers and the number of people with more complex needs requiring more expensive types of care going up.</p> <p>The total savings expectation in this service for 2019/20 is £269k, and this is expected to be delivered in full through the Adults Positive Challenge Programme of work, designed to reduce demand, for example through a reablement expansion and increasing technology enabled care to maintain service user independence.</p>				
3) Older People's Services	56,757	12,750	4,458	8%
<p>An overspend of £4,458k is forecast for Older People's Services, reflecting the full-year effect of the overspend in 2018/19 and additional pressures expected to emerge over the course of 2019/20.</p> <p>It was reported during 2018/19 that the cost of providing care was generally increasing, with the unit costs of most types of care increasing month-on-month and the number of people requiring residential care was also going up. The focus on discharging people from hospitals as quickly as possible to alleviate pressure on the broader health and social care system can result in more expensive care for people, at least in the shorter-term, and can result in the Council funding care placements that were appropriate for higher levels of need at point of discharge through the accelerated discharge process. The full-year-effect of the pressures that emerged in 2018/19 is £2.8m.</p> <p>Residential placements are typically £50 per week more than 12 months ago (8%), and nursing placements are typically around £100 per week more expensive (15%). Within this, there was a particularly stark increase particularly in nursing care in the last half of 2018/19 – around 75% of the increase seen in a nursing bed cost came between November and March, and so the full impact was not known when business planning was being undertaken by committees. The number of people in residential and nursing care increased over 2018/19 but around 30% more than anticipated, again concentrated in the second half of the year.</p> <p>This trend is expected to continue into 2019/20 and so we are including an estimate in the forecast of the pressure that will be seen by year end as a result of the upwards trend in price and service user numbers, particularly in residential and nursing care (£2.2m).</p> <p>The total savings expectation in this service for 2019/20 is £3.1m, and this is expected to be delivered in full through the Adults Positive Challenge Programme of work, designed to reduce demand, for example through a reablement expansion and increasing technology enabled care to maintain service user independence.</p> <p>In addition to the work embodied in the Adults Positive Challenge Programme to intervene at an earlier stage so the need for care is reduced or avoided, work is ongoing within the Council to bolster the domiciliary care market, and the broader care market in general:</p> <ul style="list-style-type: none"> • Further development of the Council's integrated brokerage team to source care packages; • Providers at risk of failure are provided with some intensive support to maximise the continuity of care that they provide; 				

- The Reablement service has been greatly expanded and has a role as a provider of last resort for care in people's homes;
- The Care Homes project is working with providers to identify opportunities to increase residential and nursing home capacity across the county;
- Maintaining investment from money announced for councils in the budget to purchase additional block capacity with domiciliary care and care home providers – this should expand capacity in the market by giving greater certainty of income to providers.

Service	Budget 2019/20	Actual	Outturn Variance	
	£'000	£'000	£'000	%
4) Looked After Children Placements	23,069	2,118	350	2%

LAC Placements outturn position is a £350k, this is as a result of:

- An increase in the number of Children in Care in external placements [+20%] against a projected reduction. In real terms, as at 31 May 2019 we have a +16 number of children in external placements compared to 31 March 2019.
- Budgets were built on a placement mix reflective of a reduction, however to date we have an additional 75 in Independent Fostering Placements [at an average cost of £850.00 per child] and an increase in the use of Secure Unit placements [at an average weekly cost of £7000.00 per child].

External Placements Client Group	Budgeted Packages	30 Apr 2019 Packages	31 May 2019 Packages	Variance from Budget
Residential Disability – Children	3	-	3	0
Child Homes – Secure Accommodation	1	-	4	+3
Child Homes – Educational	19	-	17	-2
Child Homes – General	33	-	35	+2
Independent Fostering	240	-	315	+75
Supported Accommodation	26	-	24	-2
Supported Living 16+	7	-	9	+2
TOTAL	329	-	407	+78

- The recent activity in relation to gang related crime is, and continues to have a detrimental impact on the external placements budget, this financial year to date we have an additional 2 young people in secure with a third awaiting an offer of a bed. The circumstances these young people have been exposed to [and the associated behaviours] necessitate high cost placement options, as these young people are, or have the potential to be of risk to other children/young people and adults.
- The foster placement capacity both in house and externally is overwhelmed by demand both locally and nationally. The real danger going forward is that the absence of appropriate fostering provision by default, leads to children and young people's care plans needing to change to residential services provision.

Mitigating factors moving forward include:

- Monthly Placement Mix and Care Numbers meeting chaired by the Service Director and attended by senior managers. This meeting focuses on activity aimed at reducing the numbers in care, length of care episodes and reduction in the need for externally commissioned provision.
- Reconstitution of panels to ensure greater scrutiny and supportive challenge.

Service	Budget 2019/20	Actual	Outturn Variance	
	£'000	£'000	£'000	%
Looked After Children Placements continued				
<ul style="list-style-type: none"> • Introduction of twice weekly conference calls per Group Manager on placement activity followed by an Escalation Call each Thursday chaired by the Head of Service for Commissioning, and attended by each of the CSC Heads of Service as appropriate, Fostering Leads and Access to Resources. • Authorisation processes in place for any escalation in resource requests. • Assistant Director authorisation for any residential placement request. • Monthly commissioning intentions (sufficiency strategy work-streams), budget and savings reconciliation meetings attended by senior managers accountable for each area of spend/practice. Enabling directed focus on emerging trends and appropriate responses, ensuring that each of the commissioning intentions are delivering as per work-stream and associated accountable officer. Production of datasets to support financial forecasting (in-house provider services and Access to Resources). • Investment in children's social care commissioning to support the development of robust commissioning pseudo-dynamic purchasing systems for external spend. These commissioning models coupled with resource investment will enable more transparent competition amongst providers bidding for individual care packages, and therefore support the best value offer through competition driving down costs. • Provider meetings scheduled through the Children's Placement Service (Access to Resources) to support the negotiation of packages at or post placement. Working with the Contracts Manager to ensure all placements are funded at the appropriate levels of need and cost. • Regular High Cost Placement Review meetings to ensure children in externally funded placements are actively managed in terms of the ability of the provider to meet set objectives/outcomes, de-escalate where appropriate [levels of support] and maximizing opportunities for discounts (length of stay/siblings/ volume) and recognising potential lower cost options in line with each child's care plan. • Additional investment in the recruitment and retention of the in-house fostering service to significantly increase the net number of mainstream fostering households over a three year period, as of 2018. • Access to the Staying Close, Staying Connected Department for Education (DfE) initiative being piloted by a local charity offering 16-18 year old LAC the opportunity to step-down from residential provision, to supported community based provision in what will transfer to their own tenancy post 18. • Greater focus on those LAC for whom permanency or rehabilitation home is the plan, to ensure timely care episodes and managed exits from care. 				
5) Home to School Transport – Special	9,821	486	300	8%
<p>Home to School Transport – Special is forecasting an £300k overspend for 2019/20. We are continuing to see significant increases in pupils with Education Health Care Plans (EHCPs) and those attending special schools, leading to a corresponding increase in transport costs. Between April 2018 and March 2019 there was an 11% increase in both pupils with EHCPs and pupils attending special schools, which is a higher level of growth than in previous years. Alongside this, we are seeing an increase in complexity of need resulting in assessments being made by the child/young person's Statutory Assessment Case Work Officer that they require individual transport, and, in many cases, a passenger assistant to accompany them</p> <p>While only statutory provision is provided in this area, and charging is in line with our statistical neighbours, if growth continues at the same rate as in 2018/19 then it is likely that the overspend will increase from what is currently reported. This will be clearer in September or October once routes have been finalised for the 19/20 academic year.</p> <p>A strengthened governance system around requests for costly exceptional transport requests introduced in 2018/19 is resulting in the avoidance of some of the highest cost transports as is the use of personal transport budgets offered in place of costly individual taxis. Further actions being taken to mitigate the position include:</p>				

Service	Budget 2019/20	Actual	Outturn Variance	
	£'000	£'000	£'000	%
Home to School Transport – Special continued				
<ul style="list-style-type: none"> • An ongoing review of processes in the Social Education Transport and SEND teams with a view to reducing costs • An earlier than usual tender process for routes starting in September to try and ensure that best value for money is achieved • Implementation of an Independent Travel Training programme to allow more students to travel to school and college independently. 				
6) Children in Care	15,760	2,430	350	2%
Children in Care is anticipating a pressure of c£350k across Staying Put (£125k) and Unaccompanied Asylum Seeking Children (Over 18) budgets (£225k). In both areas the central government grant does not match anticipated expenditure. Work is underway to further refine this forecast.				
7) SEND Specialist Services	9,000	1,567	300	3%
<p>The Statutory Assessment Team (SAT) is reporting a £300k pressure this month. For a number of years the service has received the SEN Reform Grant, which enabled the team to increase their capacity in order to meet their statutory deadlines. This grant ceased in 2019/20, however, the additional capacity is still required within the team as the workload has not reduced. As a result, there is currently a pressure across the SAT establishment budget and ways to try and mitigate this are currently being considered.</p> <p>While not included in the figures, a significant pressure is expected on the High Needs Block of the Dedicated Schools Grant (DSG). This is a ring-fenced grant and as such overspends do not affect the Council's bottom line but are carried forward as a deficit balance into the next year.</p> <p>In 2018/19 we saw a total DSG overspend across SEND services of £8.7m which, combined with underspends on other DSG budgets, led to a deficit of £7.2m carried forward into 2019/20. Given the ongoing increase in numbers of pupils with EHCPs it is likely that a similar overspend will occur in 2019/20, however this will become clearer as we move towards the start of the new academic year.</p>				

APPENDIX 3 – Grant Income Analysis

The table below outlines the additional grant income, which is not built into base budgets.

Grant	Awarding Body	Expected Amount £'000
Grants as per Business Plan		
Public Health	Department of Health	293
Improved Better Care Fund	Ministry of Housing and Local Government	12,401
Social Care in Prisons Grant	DCLG	318
Winter Funding Grant	Ministry of Housing and Local Government	2,324
Unaccompanied Asylum Seekers	Home Office	2,875
Staying Put	DfE	174
Youth Offending Good Practice Grant	Youth Justice Board	531
Crime and Disorder Reduction Grant	Police & Crime Commissioner	127
Troubled Families	DCLG	1,744
Opportunity Area	DfE	3,400
Opportunity Area - Essential Life Skills	DfE	978
Adult Skills Grant	Skills Funding Agency	2,252
Non-material grants (+/- £160k)	Various	120
Total Non Baselined Grants 2019/20		27,536

Financing DSG	Education Funding Agency	71,709
Total Grant Funding 2019/20		99,245

The non-baselined grants are spread across the P&C directorates as follows:

Directorate	Grant Total £'000
Adults & Safeguarding	15,163
Children & Safeguarding	4,963
Education	3,422
Community & Safety	3,988
TOTAL	27,536

APPENDIX 4 – Virements and Budget Reconciliation

Virements between P&C and other service blocks:

	Eff. Period	£'000	Notes
Budget as per Business Plan		254,936	
Partnerships and Quality Assurance	Apr	50	Transfer of LGSS Change Form Agreement for the Local Safeguarding Monies
Cultural & Community Services	May	4,721	Transfer of Cultural & Community Services from Place & Economy
Legal Proceedings	May	30	Inflation allocation adjustment for Children's Services Legal from CS&LGSSMgd
Budget 2019/20		259,737	

APPENDIX 5 – Reserve Schedule as at Close 2019

Fund Description	Balance at 1 April 2019	2019/20		Year End Forecast 2019/20	Notes
		Movements in 2019/20	Balance at May 2019		
	£'000	£'000	£'000	£'000	
<u>General Reserve</u>					
P&C carry-forward	-4,756	4,756	0	-3,719	Overspend £3,719k applied against General Fund.
subtotal	-4,756	4,756	0	-3,719	
<u>Equipment Reserves</u>					
IT for Looked After Children	8	0	8	8	Replacement reserve for IT for Looked After Children (2 years remaining at current rate of spend)
subtotal	8	0	8	8	
<u>Other Earmarked Reserves</u>					
Adults & Safeguarding					
Hunts Mental Health	200	0	200	200	Provision made in respect of a dispute with another County Council regarding a high cost, backdated package
Commissioning					
Mindful / Resilient Together	0	0	0	0	Programme of community mental health resilience work (spend over 3 years)
Home to School Transport Equalisation reserve	116	0	116	116	Equalisation reserve to adjust for the varying number of school days in different financial years
Disabled Facilities	7	0	7	7	Funding for grants for disabled children for adaptations to family homes.
Community & Safety					
Youth Offending Team (YOT) Remand (Equalisation Reserve)	10	0	10	10	Equalisation reserve for remand costs for young people in custody in Youth Offending Institutions and other secure accommodation.
Education					
Cambridgeshire Culture/Art Collection	153	0	153	153	Providing cultural experiences for children and young people in Cambs
Cross Service					
Other Reserves (<£50k)	0	0	0	0	Other small scale reserves.
subtotal	486	0	486	486	
TOTAL REVENUE RESERVE	-4,262	4,756	494	-3,225	

Fund Description	Balance at 1 April 2019	2019/20		Year End Forecast 2019/20	Notes
		Movements in 2019/20	Balance at May 2019		
	£'000	£'000	£'000	£'000	
<u>Capital Reserves</u>					
Devolved Formula Capital	1,983	0	1,983	1,983	Devolved Formula Capital Grant is a three year rolling program managed by Cambridgeshire Schools.
Basic Need	27,531	0	27,531	27,531	The Basic Need allocation received in 2018/19 is fully committed against the approved capital plan. Remaining balance is 2019/20 & 2020/2021 funding in advance
Capital Maintenance	0	0	0	0	The School Condition allocation received in 2018/19 is fully committed against the approved capital plan.
Other Children Capital Reserves	5	0	5	5	£5k Universal Infant Free School Meal Grant c/fwd.
Other Adult Capital Reserves	-56	0	-56	-56	Adult Social Care Grant to fund 2019/20 capital programme spend.
TOTAL CAPITAL RESERVE	29,463	0	29,463	29,463	

(+) positive figures represent surplus funds.

(-) negative figures represent deficit funds.

APPENDIX 6 – Capital Expenditure and Funding

6.1 Capital Expenditure

2019/20					TOTAL SCHEME	
Original 2019/20 Budget as per BP £'000	Scheme	Revised Budget for 2019/20 £'000	Actual Spend (May 19) £'000	Outturn Variance (May 19) £'000	Total Scheme Revised Budget £'000	Total Scheme Variance £'000
51,085	Basic Need – Primary	34,294	1,133	0	273,607	0
64,327	Basic Need - Secondary	51,096	5,522	0	320,279	0
100	Basic Need - Early Years	2,173	236	0	5,718	0
7,357	Adaptations	1,119	-40	0	13,428	0
6,370	Specialist Provision	3,873	-84	0	20,128	0
2,500	Condition & Maintenance	3,623	44	0	27,123	0
1,005	Schools Managed Capital	2,796	0	0	9,858	0
150	Site Acquisition and Development	150	29	0	600	0
1,500	Temporary Accommodation	1,500	28	0	12,500	0
275	Children Support Services	275	0	0	2,575	0
5,565	Adult Social Care	5,565	0	0	30,095	0
-16,828	Capital Variation	-12,776	0	0	-61,000	0
2,744	Capitalised Interest	2,744	0	0	8,798	0
126,150	Total P&C Capital Spending	96,432	6,870	0	663,709	0

The schemes with significant changes (>£250k) either due to changes in phasing or changes in overall scheme costs can be found in the following table:

Scheme	2019/20 change (£000)	Overall Scheme change (£000)	Notes
Fenland Secondary, Wisbech	-9,100	0	Fenland Secondary, Wisbech is expecting a reduction in spend in 2019/20 of £9.1m due to the start date on site slipping from September 2019 to January 2020. Ongoing highways issues have meant that work cannot progress at the expected rate, with a reduction in scope from 8FE to 4FE necessitating re-design.
Buxhall Farm (Histon Additional Places)	-6,459	0	The Planning application for the relocation of Histon & Impington Infant School to the Buxhall Farm site and its corresponding change in age range to become an all-through primary school providing 420 places has been deferred until July 2019 resulting in £6.5m slippage.
WING Development	-6,280	0	Delays in housing development has meant that the WING development has slipped by a year and as such there will be a reduction in spend in 2019/20 of £6.4m.
Eastfield Infant and Westfield Junior Schools	-5,530	-7,231	An overall cost reduction of the scheme to amalgamate Eastfield Infant and Westfield Junior School as requested by the Children and Young People's Committee of £7.2m is expected, with £5.5m of this being seen in 2019/20.

Scheme	2019/20 change (£000)	Overall Scheme change (£000)	Notes
Sawtry Infant and Junior Schools	-4,450	0	The schemes at Sawtry Infant and Junior Schools have slipped by a total of £4.5m. These projects are being re-scoped on the back of new information on housing development and demography.
North West Fringe Secondary	-2,618	0	Housing delays have meant that the North West Fringe Secondary project has been delayed by at least a year, with an in-year effect of £2.6m.
Samuel Pepys Special School	-2,550	0	The scheme at Samuel Pepys has been delayed resulting in a reduction in spend in 2019/20 of £2.5m. A detailed feasibility study of the site has established that either additional site area needs to be acquired or the school needs to be relocated to a new site in order to enable the school to expand to meet the increased demand for places for children and young people with complex SEND in the local area. The associated costs of these options need to be reviewed to inform a decision on next steps in liaison with the Head teacher and governing body.
LA Maintained Early Years Provision	2,073	0	Slippage on schemes in 2018/19 has resulted in an increased spend assumption for Early Years in 2019/20 of £2.1m.
School Devolved Formula Capital	1,791	-192	DFC is a three year rolling balance with £1.8m carry forward from previous years resulting in an increased budget for 2019/20.
School Condition, Maintenance & Suitability	1,123	1,123	A combination of increases feed into this line, including work previously approved by GPC of £599k at Abbey Meadows school and an increase in SEN Funding which will be used for suitability works linked to SEN provision.
Northstowe Secondary	-1,000	-1,000	Accelerated work on the Northstowe site in 2018/19 and a saving on the overall scheme cost of £1m has resulted in a decrease in 2019/20 spend of £1m.
Sawtry Village Academy	-711	0	Accelerated spend in 2018/19 has resulted in a lower than budgeted spend expectation in 2019/20
Cambourne VC	-705	150	Reduction in in-year spend due to higher than anticipated spend in 2018/19. Overall scheme cost has increased as agreed previously by GPC.
Cambridge City Secondary	400	0	Additional in-year spend is expected due to a slippage in 2018/19
Fulbourn Phase 2	-257	0	Accelerated spend in 2018/19 has resulted in a lower than budgeted spend expectation in 2019/20
Cambourne West	-270	0	Slippage on schemes in 2018/19 has resulted in an increased spend assumption in 2019/20

Scheme	2019/20 change (£000)	Overall Scheme change (£000)	Notes
Capital Variations Budget	4,052	0	The Capital Variation budget for 2019/20 has been adjusted by £4.1m to ensure that it reflects likely variation in the new total scheme cost, rather than the initial Business Plan figures.
Other changes (<£250k)	773	0	The remaining changes to the capital programme are below the de-minimus limit of £250k
Total	-29,539	-7,150	

Cultural and Community Services

The transfer of Cultural and Community Services into P&C includes the transfer of capital schemes totalling £5.2m in 2019/20, consisting of £3.1m expenditure as per the Business Plan, with £2.1m carried forward from 2018/19. A more detailed breakdown of these schemes is given below:

Original 2019/20 Budget as per BP (£000)	Scheme	Budget B/forward (£000)	Revised Budget for 2019/20 (£000)
957	Cambridgeshire Archives	397	1,354
0	New Community Hub / Library Provision Cambourne	190	190
0	New Community Hub / Library Provision Clay Farm	42	42
0	New Community Hub / Library Provision Darwin Green	0	0
0	Milton Road Library	431	431
0	Cambridge Central BIPC	51	51
0	Replace two existing Mobile Libraries	275	275
914	Community Hubs - Sawston	689	1,603
567	Libraries - Open access & touchdown facilities (hub libraries)	0	567
74	Library Service - Card payments in Libraries	0	74
605	Libraries - Open access & touchdown facilities - further 22 Libraries	0	605
3,117	Total C&CS Spending	2,075	5,192

In future months these schemes will be consolidated into the overall P&C capital programme

P&C Capital Variation

The Capital Programme Board recommended that services include a variation budgets to account for likely slippage in the capital programme, as it is sometimes difficult to allocate this to individual schemes in advance. The allocation for P&C's negative budget has been calculated as below. There is currently no forecast variance for 2019/20.

2019/20					
Service	Capital Programme Variations Budget £000	Forecast Outturn Variance (May 2019) £000	Capital Programme Variations Budget Used £000	Capital Programme Variations Budget Used %	Revised Outturn Variance (May 2019) £000
P&C	-12,776	0	0	0%	12,776
Total Spending	-12,776	0	0	0%	12,776

6.2 Capital Funding

2019/20				
Original 2019/20 Funding Allocation as per BP £'000	Source of Funding	Revised Funding for 2019/20 £'000	Funding Outturn (May 19) £'000	Funding Variance - Outturn (May 19) £'000
6,905	Basic Need	6,905	6,905	0
4,126	Capital maintenance	3,547	3,547	0
1,005	Devolved Formula Capital	2,796	2,796	0
4,115	Adult specific Grants	4,146	4,146	0
14,976	S106 contributions	6,314	6,314	0
2,052	Other Specific Grants	2,576	2,576	0
0	Capital Receipts	0	0	0
10,100	Other Revenue Contributions	10,100	10,100	0
71,273	Prudential Borrowing	47,024	47,024	0
11,598	Prudential Borrowing (Repayable)	13,024	13,024	0
126,150	Total Funding	96,432	96,432	0

APPENDIX 7 – Performance Indicators (April data)

Monthly Indicators	Red	Amber	Green	No Target	Total
April 19/20 Performance (No. of indicators)	11	9	11	9	40

The detailed Service performance data can be found below along with comments about current concerns.

The performance measures included in this report have been developed in conjunction with the People & Communities management team and link service activity to key Council outcomes. The measures in this report have been grouped by outcome, then by responsible directorate. In February 2019 Full Council agreed a new strategy as part of the Business Plan papers. The new strategy sets out 3 outcomes instead of the previous 7. Key performance indicators will be re-arranged to be grouped by the new outcome areas in the next report.

The latest available benchmarking information has also been provided in the performance table where it is available. Work is ongoing with service leads to agree appropriate reporting mechanisms for the new measures included in this report and to identify and set appropriate targets.

Eleven indicators are currently showing as RED:

- **Percentage of children whose referral to social care occurred within 12 months of a previous referral**

Re-referrals to children's social care decreased this month. This indicator is in line in comparison with statistical neighbours and above the England average

- **Number of children with a Child Protection (CP) Plan per 10,000 children**

In April the number of children with a Child Protection plan increase from 528 to 581.

The introduction of an Escalation Policy for all children subject to a Child Protection Plan was introduced in June 2017. Child Protection Conference Chairs raise alerts to ensure there is clear planning for children subject to a Child Protection Plan. This has seen a decrease in the numbers of children subject to a Child Protection Plan.

- **Proportion of children subject to a Child Protection (CP) Plan for the second or subsequent time (within 2 years)**

In April there were 18 children subject to a child protection plan for the second or subsequent time.

- **The number of Looked After Children per 10,000 children**

At the end of April there were 783 children who were looked after by the Local Authority and of these 72 were unaccompanied asylum seeking children and young people. Cambridgeshire is above statistical neighbours but below the national average. Cambridgeshire are supporting 105 care leavers who were previously assessed as being unaccompanied asylum seeking children and 32 adult asylum seekers whose claims have not reached a conclusion. These adults have been waiting between one and three years for a status decision to be made by the Home Office.

- **Average monthly number of bed day delays (social care attributable) per 100,000 18+ population**

In March 2019, there were 970 ASC-attributable bed-day delays recorded in Cambridgeshire. For the same period the previous year there were 701 delays – a 38% increase. The Council is continuing to invest considerable amounts of staff and management time into improving processes, identifying clear performance targets and clarifying roles & responsibilities. We continue to work in collaboration with health colleagues to ensure correct and timely discharges from hospital.

Delays in arranging residential, nursing and domiciliary care for patients being discharged from Addenbrooke's remain the key drivers of ASC bed-day delays.

- **Proportion of Adults with Learning Disabilities in paid employment**

Performance is below target but has improved significantly, almost doubling compared to the end of year figure for last year. As well as a requirement for employment status to be recorded, unless a service user has been assessed or reviewed in the year, the information cannot be considered current. Therefore this indicator is also dependent on the review/assessment performance of LD.

- **Proportion of adults receiving Direct Payments**

Target has been increased in line with the average of local authorities in the Eastern region causing performance to fall more than 10% short of the new target. Performance is slightly below target, but shows a modest increase recently.

- **Ofsted – Pupils attending special schools that are judged as Good or Outstanding**

Performance has remained the same since last month.

There are currently 2 schools which received an overall effectiveness grading of requiring improvement and 137 pupils attend these schools in total.

The statistical neighbour figure has decreased by 0.3 percentage points and the national figure has increased by 0.3 percentage points.

- **Library Services - Number of visitors to libraries/community hubs - year-to-date**
- **Library Services - Number of item loans (including eBook loans) – year-to-date**

Outcome	Adults and children are kept safe									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
% of adult safeguarding enquiries where outcomes were at least partially achieved	Adults & Safeguarding	95.0%	87.0%	95.3%	2018/2019	↑	On Target (Green)	n/a	n/a	Performance is improving as the 'Making Safeguarding Personal' agenda become imbedded in practice. (Provisional Year End Figures)
% of people who use services who say that they have made them feel safer	Adults & Safeguarding	83.2%	86.3%	85.0%	2017/2018	↑	Within 10% (Amber)	n/a	n/a	Performance has increased slightly compared to last year's survey, however it is still below target.
Rate of referrals per 10,000 of population under 18	Children & Safeguarding	40.8	n/a	33.7	Apr	↑	No target	37	46	The referral rate decreased this month.
% children whose referral to social care occurred within 12 months of a previous referral	Children & Safeguarding	27.7%	20.0%	22.5%	Apr	↑	Off Target (Red)	22.6%	21.9%	Re-referrals to children's social care decreased this month. It is in line in comparison with statistical neighbours and above the England average.

Outcome	Adults and children are kept safe									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Number of children with a Child Protection Plan per 10,000 population under 18	Children & Safeguarding	39.2	30.0	43.2	Apr	↓	Off Target (Red)	41.6	45.3	In April the number of children with a Child Protection plan increase from 528 to 581. The introduction of an Escalation Policy for all children subject to a Child Protection Plan was introduced in June 2017. Child Protection Conference Chairs raise alerts to ensure there is clear planning for children subject to a Child Protection Plan. This has seen a decrease in the numbers of children subject to a Child Protection Plan.
Proportion of children subject to a Child Protection Plan for the second or subsequent time (within 2 years)	Children & Safeguarding	8.5%	5%	17.9%	Apr	↓	Off Target (Red)	N/A	N/A	In April there were 18 children subject to a child protection plan for the second or subsequent time.
The number of looked after children per 10,000 population under 18	Children & Safeguarding	57.1	40	58.2	Apr	↓	Off Target (Red)	46.3	64	At the end of April there were 783 children who were looked after by the Local Authority and of these 72 were unaccompanied asylum seeking children and young people.
Number of young first time entrants into the criminal justice system, per 10,000 of population	Community & Safety	1.13	n/a	0.98	Q3	↑	No target			Awaiting comparator data to inform target setting

Outcome	Adults and children are kept safe									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
compared to statistical neighbours										

Outcome	Older people live well independently									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Number of contacts for community equipment in period	Adults & Safeguarding		n/a				No target	n/a	n/a	New measure, currently in development
Number of contacts for Assistive Technology in period	Adults & Safeguarding		n/a				No target	n/a	n/a	New measure, currently in development
ASCOF 2D: % of new clients where the sequel to Reablement was not a long-term service.	Adults & Safeguarding	93.0%	77.8%	93.1%	2018/2019	↑	On Target (Green)	n/a	77.8%	Performance continues to improve, and is well above the national average. (Provisional Year End Figures)

Outcome		Older people live well independently								
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Average monthly number of bed day delays (social care attributable) per 100,000 18+ population	Adults & Safeguarding	169	114	171	Mar-19	↓	Off target (Red)	n/a	n/a	<p>In March 2019, there were 970 ASC-attributable bed-day delays recorded in Cambridgeshire. For the same period the previous year there were 701 delays – a 38% increase. The Council is continuing to invest considerable amounts of staff and management time into improving processes, identifying clear performance targets and clarifying roles & responsibilities. We continue to work in collaboration with health colleagues to ensure correct and timely discharges from hospital.</p> <p>Delays in arranging residential, nursing and domiciliary care for patients being discharged from Addenbrooke's remain the key drivers of ASC bed-day delays.</p>
Proportion of requests for support where the outcome was signposting, information or advice only	Adults & Safeguarding	44.1%	55.0%	59.2%	2018/2019	↑	On Target (Green)	n/a	n/a	<p>Performance at this indicator has improved significantly this year, this is likely to be a reflection of the more accurate recording processes for early interventions in the Mosaic system, particularly in relation to Adult Early Help. (Provisional Year End Figures)</p>
Number of new people receiving long-term care per 100,000 of population	Adults & Safeguarding	289.6	408	237.1	2018/2019	↑	On Target (Green)	n/a	n/a	<p>The number of requests for support resulting in long-term support fell compared to the previous year. The numbers also compare favourably to target which is based on average rate for local authorities in the Eastern region. (Provisional Year End Figures)</p>

Outcome	Older people live well independently									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
BCF 2A PART 2 - Admissions to residential and nursing care homes (aged 65+), per 100,000 population	Adults & Safeguarding	468	564	384	2018/19	↑	On Target (Green)	n/a	n/a	The implementation of the Transforming Lives model, combined with a general lack of available residential and nursing beds in the area has continued to keep admissions below national and statistical neighbour averages. (Provisional Year End Figures)

Outcome	People live in a safe environment									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Victim-based crime per 1,000 of population compared to statistical neighbours (hate crime)	Community & Safety	50.61	n/a	50.59	Q4	↑	No target	55.81	69.23	New measure, in development

Outcome		People with disabilities live well independently								
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Proportion of service users (18-64) with a primary support reason of learning disability support in paid employment (year to date)	Adults & Safeguarding	2.59%	6.0%	4.79%	2018/19	↑	Off Target (Red)	n/a	n/a	Performance is below target but has improved significantly, almost doubling compared to the end of year figure for last year. As well as a requirement for employment status to be recorded, unless a service user has been assessed or reviewed in the year, the information cannot be considered current. Therefore this indicator is also dependent on the review/assessment performance of LD.
Proportion of adults in contact with secondary mental health services in paid employment	Adults & Safeguarding	15.2%	12.5%	15.1%	Apr 19	↓	On Target (Green)	n/a	n/a	Performance at this measure is above target. Reductions in the number of people in contact with services are making this indicator more variable while the numbers in employment are changing more gradually.
Proportion of adults with a primary support reason of learning disability support who live in their own home or with their family	Adults & Safeguarding	68.0%	72.0%	78.6%	2018/19	↑	On Target (Green)	n/a	n/a	Performance has improved significantly compared to last year, and this likely to be caused in part by the cleansing of data during the migration from AIS to the new Mosaic system.
Proportion of adults in contact with secondary mental health services living independently, with or without support	Adults & Safeguarding	82.5%	75.0%	82.7%	Apr 19	↑	On Target (Green)	n/a	n/a	Performance is above target.

Outcome		People with disabilities live well independently								
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Proportion of adults receiving Direct Payments	Adults & Safeguarding	23.0%	27%	23.5%	Apr 19	↑	Off target (Red)	n/a	n/a	Target has been increased in line with the average of local authorities in the Eastern region causing performance to fall more than 10% short of the new target. Performance is slightly below target, but shows a modest increase recently.
Proportion of carers who are satisfied with the support or services that they have received from social services in the last 12 months	Adults & Safeguarding	35.1%	38.9%	38.9%	2018/2019	↑	On Target (Green)	38.9%	39.0%	Performance at this indicator has improved compared to the last survey's results 2 years ago, however it still lower than the figure from the survey 4 years ago. Performance is now on target and in line with statistical neighbours. Performance at this indicator is calculated using data from the biennial carer survey.

Outcome							Places that work with children help them to reach their full potential			
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
% of EHCP assessments completed within timescale	Children & Safeguarding	87.5%	70.0%	83%	Apr	↑	On Target (Green)			Performance reduced in April, but remains above target
Number of young people who are NEET, per 10,000 of population compared to statistical neighbours	Children & Safeguarding	269.0	n/a	263	Apr	↓	No target	204	284	The rate decreased against the previous reporting period. The rate remains higher than statistical neighbours.



Outcome							Places that work with children help them to reach their full potential			
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Proportion of young people with SEND who are NEET, per 10,000 of population compared to statistical neighbours	Children & Safeguarding	620	n/a	684	May 2019	↓	No target	Data supplied is from May monthly NCCIS XML data. No end of March data due to technical issues.		Data supplied is from monthly data and therefore not comparable to statistical neighbour quarterly data.
KS2 Reading, writing and maths combined to the expected standard (All children)	Education	58.7%	65.0%	61.4%	2017/18	↑	Within 10% (Amber)	64.7% (2017/18)	64.4% (2017/18)	2017/18 Performance increased but remains below that of the national average. 2018/19 results will be available mid-July 2019.
KS4 Attainment 8 (All children)	Education	47.7	50.1	48.0	2017/18	↑	Within 10% (Amber)	48.2 (2017/18)	46.5 (2017/18)	The 2017/18 Attainment 8 average score increased by 0.3 percentage points in comparison to 2016/17. This is now 2.1 percentage points away from reaching our target. Cambridgeshire is currently 1.5 percentage points above the England figure which remained the same as the 2016/17 figure. The 2017/18 statistical neighbour average increased by 0.7 percentage points.

Outcome							Places that work with children help them to reach their full potential			
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
% of Persistent absence (All children)	Education	8.9%	8.5%	9.6%	2017/18	↓	Within 10% (Amber)	10.5%	10.8%	<p>The annual absence figures were released by the DFE at the end of March 2019 for the 2017/18 academic year.</p> <p>2017/18 persistent absence has increased from 8.9% to 9.6% in Cambridgeshire.</p> <p>The statistical neighbour average has increased from 10.0% to 10.5% (0.5 percentage points) and the national figure has increased from 10.8% to 11.2% (0.4 percentage points).</p> <p>The 2016/17 Persistent absence has reduced from 9.2% to 8.9%</p>
% Fixed term exclusions (All children)	Education	3.47%	3.7%	3.76%	2016/17	↓	On target (Green)	4.30%	4.76%	<p>The % of fixed term exclusions rose by 0.5 percentage points in 2016/17 in comparison to the previous year. This is still well below the statistical neighbour average and the national figure.</p> <p>The 2017/18 data release is anticipated July 2019.</p>
% receiving place at first choice school (Primary)	Education	94.7%	93.0%	92.8%	Apr-19	↓	Within 10% (Amber)	91.1%	90.6%	<p>Annual performance decreased by 1.9 percentage points in comparison to the previous year though it is still above both the statistical neighbour average and the national figure.</p>

Outcome							Places that work with children help them to reach their full potential			
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
% receiving place at first choice school (Secondary)	Education	87.8%	91.0%	89.5%	Apr-19	↑	Within 10% (Amber)	85.1%	80.9%	Annual performance increased by 1.7 percentage points in comparison to the previous year and is now only 0.5 percentage points away from target. Cambridgeshire is well above both the statistical neighbour average and the national average.
% of 2 year olds taking up the universal entitlement (15 hours)	Education	70.7%	75.0%	68.0%	Spring term 2019	↓	Within 10% (Amber)	73.3% (2018 academic year)	71.8% (2018 academic year)	Performance decreased by 2.7 percentage points in comparison to the previous figure for the Autumn 2018 term. The annual figure reported by the DFE is 68% for 2018 which below both the statistical neighbour average and the England average. The previous figure for 2017 was 79%. The DFE estimate there were 1700 Cambridgeshire two year olds eligible for funded early education in 2018. Of those eligible there were 1140 two year olds taking up the funded early education entitlement. 95.6% of these met the economic basis for funding criteria. The remaining 4.4% of two years olds met the criteria on a high-level SEN or disability basis or the looked after or adopted from care basis.
Ofsted - Pupils attending schools that are judged as Good or Outstanding (Primary Schools)	Education	82.6%	90%	82.4%	May-19	↓	Within 10% (Amber)	87.9%	87.6%	Performance has decreased by 0.2 percentage points since the previous month. The national figure has increased by 0.2 percentage points and the statistical neighbour figure has increased by 0.3 percentage points.

Outcome							Places that work with children help them to reach their full potential			
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Ofsted - Pupils attending schools that are judged as Good or Outstanding (Secondary Schools)	Education	91.0%	90%	92.6%	May-19	↑	On target (Green)	84.3%	80.3%	<p>Performance has increased 1.6 percentage points since last month and is now well above the target and 12.3 percentage points above the national average.</p> <p>The statistical neighbour figure has decreased by 0.4 percentage points and the national figure has decreased by 0.1 percentage point.</p>
Ofsted - Pupils attending schools that are judged as Good or Outstanding (Special Schools)	Education	87.0%	100%	87.0%	May-19	→	Off target (Red)	93.1%	94.1%	<p>Performance has remained the same since last month.</p> <p>There are currently 2 schools which received an overall effectiveness grading of requiring improvement and 137 pupils attend these schools in total.</p> <p>The statistical neighbour figure has decreased by 0.3 percentage points and the national figure has increased by 0.3 percentage points.</p>
Ofsted - Pupils attending schools that are judged as Good or Outstanding (Nursery Schools)	Education	100%	100%	100%	May-19	→	On target (Green)	100%	98.1%	<p>Performance is high and has remained the same as the previous month.</p> <p>Both the national figure and the statistical neighbour average have also remained unchanged.</p>

Outcome	The Cambridgeshire economy prospers to the benefit of all residents									
Measure	Responsible Directorate(s)	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	RAG Status	Stat Neighbours	England	Comments
Proportion of new apprentices per 1,000 of population, compared to national figures	Community & Safety		n/a				No target			New measure in development
Engagement with learners from deprived wards as a proportion of the total learners engaged	Community & Safety		n/a				No target			New measure in development

Library Services									
Measure	Frequency	Previous period	Target	Actual	Date of latest data	Direction of travel (up is good, down is bad)	Current month RAG Status	Year-end prediction RAG Status	Comments
Number of visitors to libraries/community hubs - year-to-date	Quarterly	472,424	1,800,000 by the 3 rd quarter 2.4 million at year end	495,950	31-Mar-19	 High is good	Off target	Off target	<p>There have been 495,950 visitors to libraries/community hubs between January and March 2019 and a total of 1,983,487 for the year to date figure since April. This is below the target for the end of the year and 9.69% down on the same period in the last reporting year.</p> <p>Last year we saw a slight dip in visitor figures and that may be in part due to the introduction of computer charges from the 1st May. These charges have now been dropped.</p>
Number of item loans (including eBook loans) – year-to-date	Quarterly	523,176	N/A	514,250	Mar-19	 High is good	Contextual	Contextual	<p>There have been 514,250 item loans between January and March 2019. This is only 3.2% down on the same period for the previous year.</p> <p>The year to date figure is 2,185,848 which is 10% lower than the same period for the previous year.</p> <p>The drop in issues may be related to the small drop in visitors. We are also working hard to improve the book stock in libraries and over time that work should start to reverse this trend.</p>

Changes from the 2019/20 Business Plan Capital Budgets:

Rephasing and scheme additions/reductions:

Scheme	2019/20 change (£000)	Overall Scheme change (£000)	Notes
Fenland Secondary, Wisbech	-9,100	0	Fenland Secondary, Wisbech is expecting a reduction in spend in 2019/20 of £9.1m due to the start date on site slipping from September 2019 to January 2020. Ongoing highways issues have meant that work cannot progress at the expected rate, with a reduction in scope from 8FE to 4FE necessitating re-design.
Buxhall Farm (Histon Additional Places)	-6,459	0	The Planning application for the relocation of Histon & Impington Infant School to the Buxhall Farm site and its corresponding change in age range to become an all-through primary school providing 420 places has been deferred until July 2019 resulting in £6.5m slippage.
WING Development	-6,280	0	Delays in housing development has meant that the WING development has slipped by a year and as such there will be a reduction in spend in 2019/20 of £6.4m.
Eastfield Infant and Westfield Junior Schools	-5,530	-7,231	An overall cost reduction of the scheme to amalgamate Eastfield Infant and Westfield Junior School as requested by the Children and Young People's Committee of £7.2m is expected, with £5.5m of this being seen in 2019/20.
Sawtry Infant and Junior Schools	-4,450	0	The schemes at Sawtry Infant and Junior Schools have slipped by a total of £4.5m. These projects are being re-scoped on the back of new information on housing development and demography.
North West Fringe Secondary	-2,618	0	Housing delays have meant that the North West Fringe Secondary project has been delayed by at least a year, with an in-year effect of £2.6m.
Samuel Pepys Special School	-2,550	0	The scheme at Samuel Pepys has been delayed resulting in a reduction in spend in 2019/20 of £2.5m. A detailed feasibility study of the site has established that either additional site area needs to be acquired or the school needs to be relocated to a new site

Scheme	2019/20 change (£000)	Overall Scheme change (£000)	Notes
			in order to enable the school to expand to meet the increased demand for places for children and young people with complex SEND in the local area. The associated costs of these options need to be reviewed to inform a decision on next steps in liaison with the Head teacher and governing body.
LA Maintained Early Years Provision	2,073	0	Slippage on schemes in 2018/19 has resulted in an increased spend assumption for Early Years in 2019/20 of £2.1m.
School Devolved Formula Capital	1,791	-192	DFC is a three year rolling balance with £1.8m carry forward from previous years resulting in an increased budget for 2019/20.
School Condition, Maintenance & Suitability	1,123	1,123	A combination of increases feed into this line, including work previously approved by GPC of £599k at Abbey Meadows school and an increase in SEN Funding which will be used for suitability works linked to SEN provision.
Northstowe Secondary	-1,000	-1,000	Accelerated work on the Northstowe site in 2018/19 and a saving on the overall scheme cost of £1m has resulted in a decrease in 2019/20 spend of £1m.
Sawtry Village Academy	-711	0	Accelerated spend in 2018/19 has resulted in a lower than budgeted spend expectation in 2019/20
Cambourne VC	-705	150	Reduction in in-year spend due to higher than anticipated spend in 2018/19. Overall scheme cost has increased as agreed previously by GPC.
Cambridge City Secondary	400	0	Additional in-year spend is expected due to a slippage in 2018/19
Fulbourn Phase 2	-257	0	Accelerated spend in 2018/19 has resulted in a lower than budgeted spend expectation in 2019/20
Cambourne West	-270	0	Slippage on schemes in 2018/19 has resulted in an increased spend assumption in 2019/20
Capital Variations Budget	4,052	0	The Capital Variation budget for 2019/20 has been adjusted by £4.1m to ensure that it reflects likely variation in the new total

Scheme	2019/20 change (£000)	Overall Scheme change (£000)	Notes
			scheme cost, rather than the initial Business Plan figures.
Other changes (<£250k)	773	0	The remaining changes to the capital programme are below the de-minimus limit of £250k
Total	-29,718	-7,150	

Additions/reductions in funding:

Funding Type	2019/20 change (£000)	Explanation
Prudential borrowing	-23,443	Adjustment for savings and slippage on projects
S106	-8,662	Reduction to account for slippage on schemes funded by S106
Carry Forward Adjustment	2,624	Roll forward for slippage from 2018/19
School Conditions Allocation	-579	Reduction in government grant
Special Educational Needs (SEN) Funding	524	Increase in government grant
Devolved Formula Capital	-192	Reduction in government grant

SERVICE DIRECTOR REPORT: CHILDREN AND SAFEGUARDING

To: Children and Young People

Meeting Date: 9th July 2019

From: Executive Director People and Communities.

Electoral division(s): All.

Forward Plan ref: n/a **Key decision:** No

Purpose: The report provides the Committee with an update on key areas of performance within children's services. Following the inspection by Ofsted in January 2019 an action plan was submitted to the regulator in May 2019, a copy of which can be found at Appendix 1. This report also provides some general information on progress made following the inspection as well as key information relating to the successful bid for funding to implement the Family Safeguarding model in Cambridgeshire County Council.

Recommendation: The Committee is recommended to:

- a) Note the information within the report relating to the performance of children's services;
- b) Note the content of the action plan following the recent Ofsted inspection and agree to receive regular updates in respect of this;
- c) Agree in principle to the exploring ways in which we can improve recruitment and retention of particular roles in parts of the service where this remains a challenge;
- d) Note the decision by the Department for Education (DfE) to award significant funding to Cambridgeshire County Council to support our development of the Family Safeguarding model.

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1. BACKGROUND

- 1.1** This report focuses on a number of areas of relevance to the performance of children's services in Cambridgeshire. This includes some key information about performance across the service, information about the action plan following the Ofsted inspection, changes that are being made in services to children with disabilities, the progress relating to the implementation of LiquidLogic across the service, and information about the successful bid for funding to deliver the Family Safeguarding model for vulnerable children and young people in the County

2. MAIN ISSUES

Key Performance Information and summary of progress

- 2.1.** The new structure for children's services, where the system of units was replaced by specialist teams, was implemented between November and December 2018. The Ofsted inspection concluded on the 18th January 2019. The service has, therefore, been through a considerable amount of change and challenge over the last twelve months.
- 2.2.** Many of the Ofsted recommendations were centred on ensuring that the service has sufficient capacity to enable the new social work teams to work effectively with vulnerable children, young people and their families. At the time of the inspection, the caseloads of a number of our staff were too high, particularly in the assessment teams in Cambridge and South Cambridgeshire.
- 2.3.** It is absolutely the case that practitioners need manageable caseloads if they are to be able to work effectively with children, young people and their families. There were a number of reasons why caseloads were too high in January, including:
- The newness of the structure, which meant that some of our staff were holding children and young people on their caseloads who were due to move to new teams;
 - The impact of the December 2018 changes to the Integrated Front Door and Multi-Agency Safeguarding Hub, and;
 - That a number of the new children's practitioner roles were not yet recruited to. These practitioners are alternative qualified members of staff who under the new arrangements are able to hold some child in need cases, alleviating the pressure on hard-to-recruit social worker posts.
- 2.4.** Our current target is to ensure that caseloads for most social workers is no more than 20, except for those in assessment teams where up to 25 is acceptable owing to the nature of the work. Caseloads are reported weekly to the Chief Executive, Director of Children's Services, Chair of the Children and Young People's Committee and Chair of the Local Safeguarding Children Board. It is positive to be able to report that caseloads have reduced in most parts of the service, although this is an area where continued vigilance is required and where the impact of social worker vacancies continues to be felt.

- 2.5. As of the week reported at the end of 14th June 2019, average caseloads per full time member of staff were mostly at or close to these targets, as illustrated in the table below:

Team	Average caseload
Fenland Assessment	18
Fenland Children's 1	23
Fenland Children's 2	19
Hunts Assessment	21
Hunts Children's 1	19
Hunts Children's 2	20
North Adolescent	14
Cambridge Assessment	24
Cambridge Children's 1	22
Cambridge Children's 2	22
East Cambs Assessment	22
East Cambs Children's	16
South Cambs Assessment	23
South Cambs Children's 1	21
South Cambs Children's 2	16
South Cambs Adolescent	11
North Children in Care 1	19
North Children in Care 2	19
South Children in Care 1	16
South Children in Care 2	22
North Care Leaving	23
South Care Leaving	19
Unaccompanied Care	24
Disability DCT North	19
Disability DCT South	18
Disability Unit North	13
Disability Unit South	22

- 2.6. The above table shows that for the most part, average caseloads are now much closer to target across the service. That said, these are average caseloads, which means that some individual members of staff may have higher caseloads. This improved position is testament to the work of all members of staff and managers, who have worked really

hard to share the load where needed, and to support planned closure and step-downs of children to early help where this is appropriate.

- 2.7. While the above provides some grounds for optimism, recruitment of experienced and qualified social workers remains a considerable challenge, not only in Cambridgeshire but regionally as well as nationally. In order to assist with recruitment, we have been working with an external partner to develop new marketing materials, modelled on those recently and successfully used in Adult Social Care. The materials look impressive and different, which once launched we hope will increase the profile of the County as a great place to work and attract more staff to the County.
- 2.8. But we also need to consider other recruitment and retention incentives in order that we do all we can to support the recruitment and retention of permanent, as opposed to agency, staff. While many agency workers make a significant and long-term contribution to the service, costs of employing them are significantly higher than those associated with directly employed staff. Now we have the structure established, it is time for us to look at the quality of our 'offer' to permanent staff and how this compares with competitors in the employment market.
- 2.9. Specifically, we need to consider the messages from our staff working in our busiest and hardest to recruit to teams that it would make a real difference to them if their long term commitment was recognised by a scheme of retention payments. Funding such a scheme would, however, need to be met from a consequent reduction in the number of agency social workers.
- 2.10. The Children and Young People's Committee is therefore asked to agree in principle to the exploration of adopting a retention scheme that supports the retention of qualified social workers in the areas of the service where it is most difficult to recruit, subject to it being possible to fund this within the budgets associated with staffing costs.
- 2.11. In the lead up to the inspection, there were a number of compliance issues as the previous model of units struggled to meet the often competing priorities of working with children in need, in need of protection and who are in care.
- 2.12. One area where there had been some significant compliance issues was in relation to the number of overdue visits to children. This is an area where significant progress has since been made. In the final performance report covering children's services prior to the re-structure in November 2018, there were a total of almost 270 overdue visits to children in need, in need of protection and to children in care, including 76 overdue visits to children subject to child protection plans.
- 2.13. The most recent data available at the time of preparing this report and as reported for the week ending 14th June provides a comparable figure of 59 overdue visits to children in need, children in need of protection and children in care, of which only 6 related to children subject to child protection plans.
- 2.14. There are always going to be situations where some visits are overdue; foster carers are sometimes not available at short notice, or a social worker is off sick, for example. On some occasions, families may be deliberately avoiding visits to children subject to child protection plans. The key difference between the position at the end of October and now

is that because the overall numbers of overdue visits are much lower and because of the new system of specialist teams with dedicated managers means that we now know why visits are overdue. This is reported to senior managers on a weekly basis and so, for example, we know that two of the children for whom a child protection visit is overdue are in Europe with their family, and we are making the necessary enquiries. Knowing the reason why visits are overdue means that managers can take action as necessary.

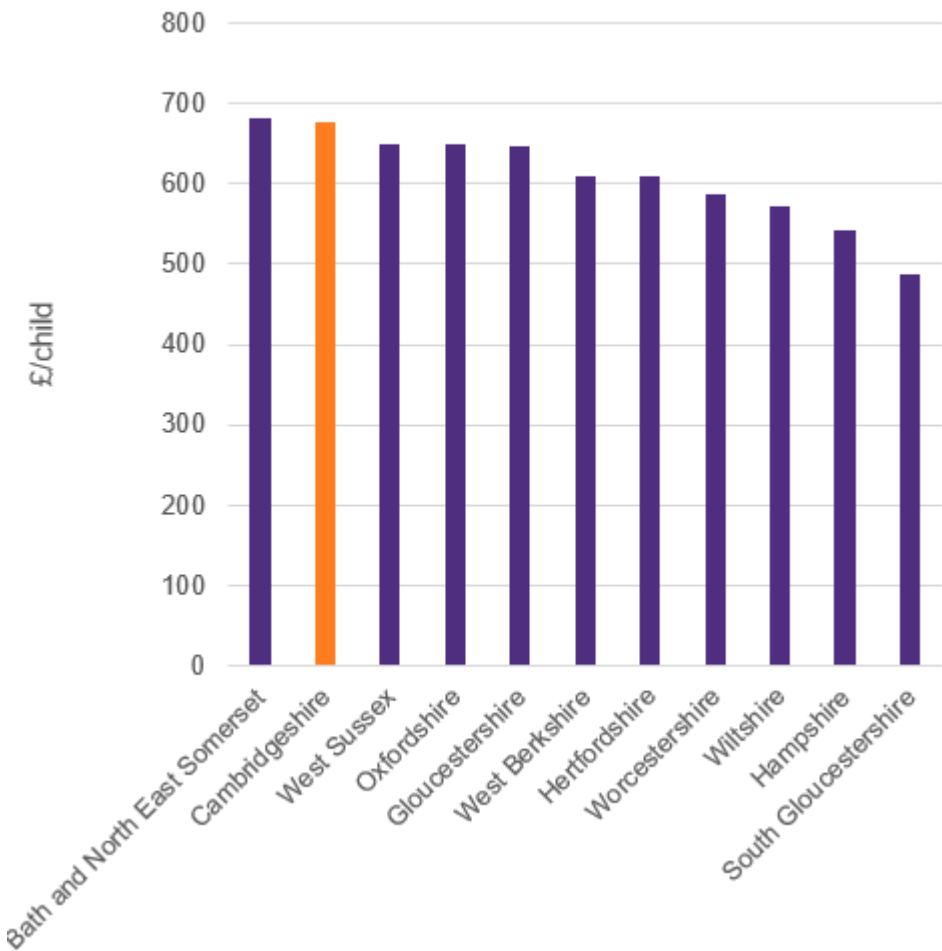
- 2.15. Maintaining caseloads at an acceptable level, and moving to a position where we can be confident that we are visiting children regularly are important measures of re-establishing the basis of ensuring good consistently good outcomes for children and young people. There remains a considerable amount to do to ensure that we are achieving this, however.
- 2.16. The following sections look at key performance information from assessment through to children in need, child protection and numbers in care to help illustrate progress where this is being achieved, as well as illustrating where we have more work to do. There is a high level of detail in the following sections, which illustrates the complexity of the children's social care system, and how consistency of performance within children's services is related to broader factors affecting schools and communities.

Contacts, referrals and assessment

- 2.17. In part, high caseloads in children's services have been a function of the service accepting too much work into the system. We have worked with the local safeguarding board to refresh the guidance on access appropriate support for children and young people, but it is fair to say that there remains a perception among a number of key partners that where there are concerns about a child, these are best met by children's social care as opposed to by early help or by themselves providing additional support in appropriate circumstances.
- 2.18. It is important that we begin to open a dialogue with partners in this area, since continuing as we are implies that we will forever be trying to recruit increasing numbers of staff into our children's social care services, at ever increasing cost and in the face of acute shortages of the type of workers concerned.
- 2.19. Beyond the cost issue, it is also the case that over-intervention in the lives of children and families does not deliver good outcomes, and frequently leads to poorer ones. Children's social care services are often experienced as stigmatising, for example, and in many cases, emerging difficulties are best met within universal services, with support from carefully targeted early help services when needed, as these are usually perceived much more positively by families.
- 2.20. Further, the unnecessary completion of an assessment of needs or a child protection enquiry risks alienating families from services. Those families who may benefit from some targeted [and voluntary] early help support to prevent difficulties engaging can be more likely not to engage, for fear of children's social care services becoming involved once more.

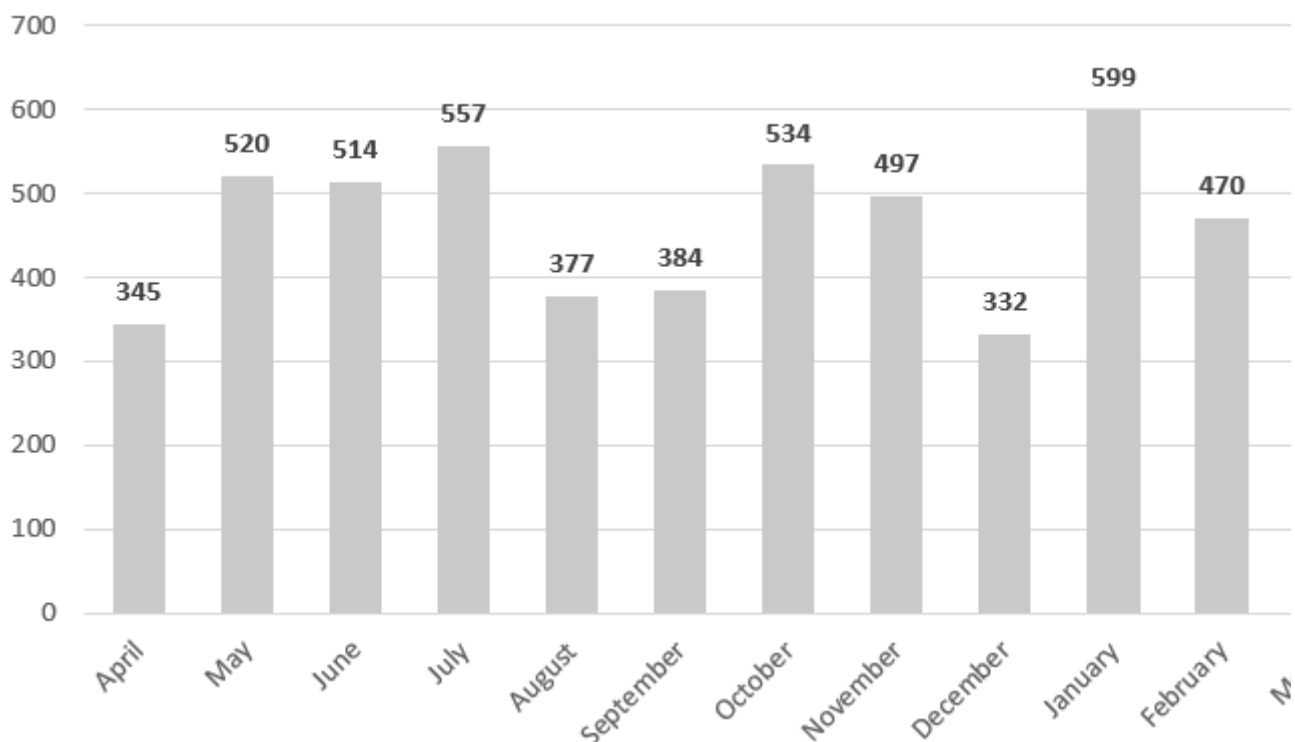
2.21. There is a range of evidence indicating that Cambridgeshire seeks to work with too many children. An important indicator is the amount of spend per head compared with similar authorities. The chart below illustrates the position for children’s services in 2017/18, before the most recent additional investment:

Net expenditure per head (2017/18) – Ofsted Nearest Neighbours



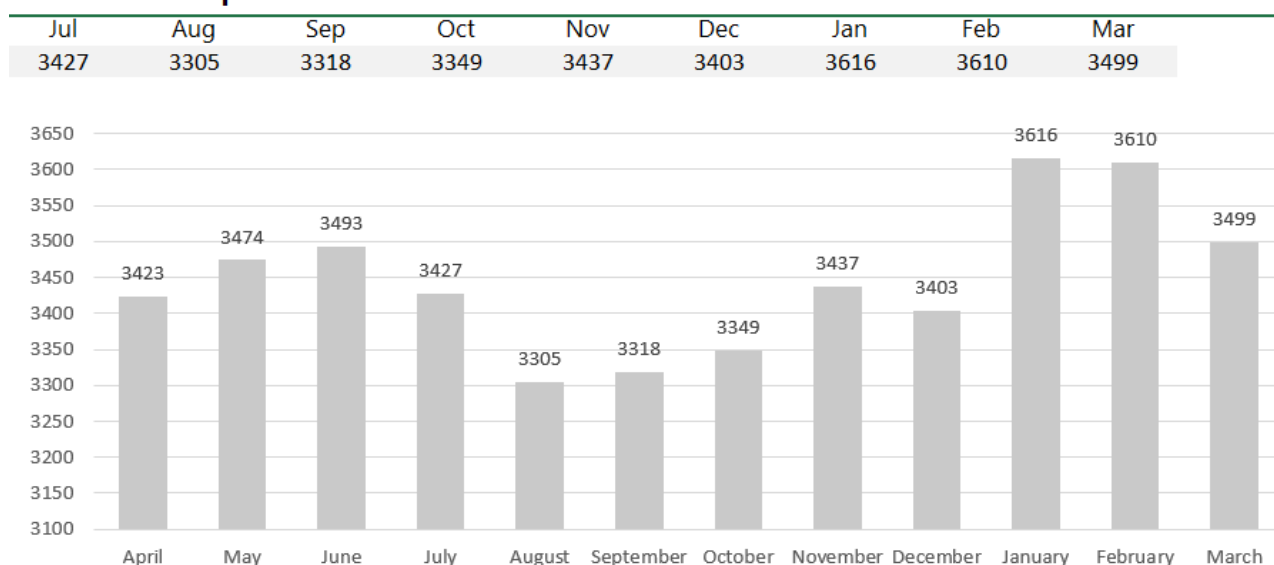
2.22. The Integrated Front Door was remodelled as part of the change for children programme. The customer service centre now manages the majority of contacts about children, directing those that clearly meet criteria for, say early help, or a child protection enquiry, to the relevant team. Where the best course of action is unclear from the available information, the contact is passed to the MASH or Multi-Agency Safeguarding Hub] for further consideration.

2.23. This new system is beginning to settle into a good pattern of operation, but struggles to make the best quality decisions where the numbers of children referred into our services is very high. The chart below shows the number of children that we regarded as referrals over the last 12 months:



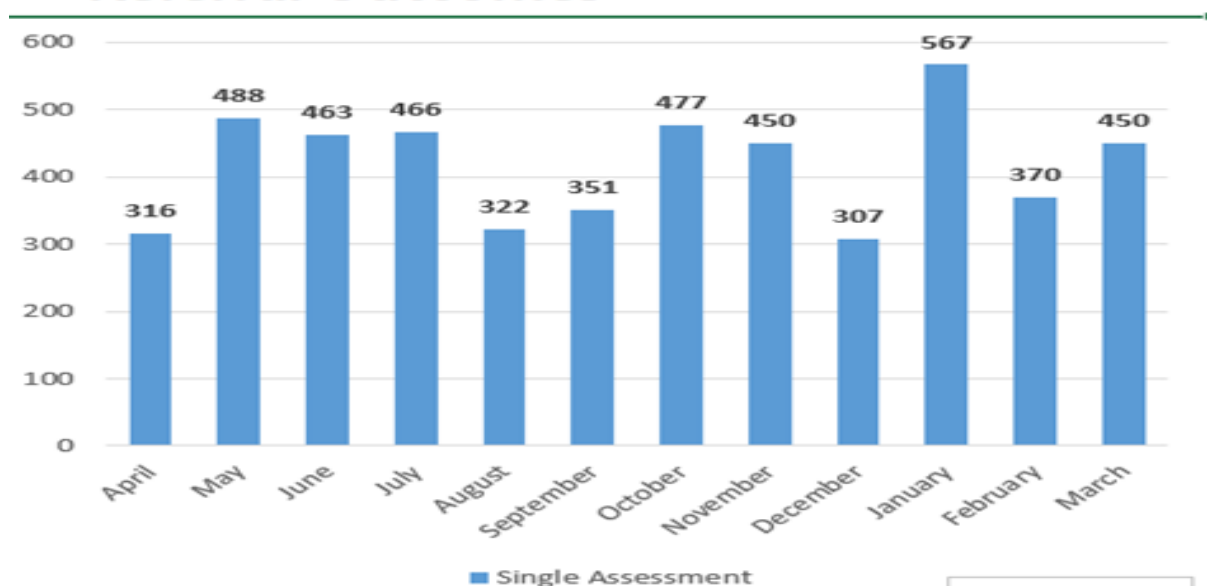
- 2.24. There was notable peak in the number of children we treated as referrals in January of this year; this coincided with the return to school after the Christmas break, but also with a temporary change in the way that the police notified us of domestic abuse incidents, which is now resolved. The issue is that this significant increase in referrals in turn placed significant additional pressure on the then newly established assessment teams.
- 2.25. The newly appointed managers in these teams make the final decision as to whether or not a child referred requires an assessment or a child protection enquiry, or whether on a fuller consideration of the circumstances, they can be safely stepped down to early help. Decisions have to be made quickly, and when there is an increase in the numbers of referrals, there is every likelihood that more will progress through to assessment than might otherwise be the case.
- 2.26. This combination of circumstances all contributed to the unacceptably high caseloads in some assessment teams in January of this year. It takes a considerable amount of time to manage the peak in demand through the system once this initial peak has passed. The likely outcome is that social workers under pressure from high caseloads in assessment teams are more likely to refer children on to further support by the children's teams, since this enables them to move the child off their caseload and complete other assessments that are outstanding. Where caseloads are lower, social workers have the time to complete short term work with the child and their family, preventing the move of the child further into the system.
- 2.27. This effect can be seen when we look at the number of children open to the service over the last 12 months:

Open Cases



- 2.28. The number of children open to the service rose by over 200 between December 2018 and January 2019, and did not start to reduce until March, and this was only achieved because of the concerted action by managers within the social care service with the support of early help managers to step children down to early help where appropriate.
- 2.29. January was in many respects an unusual month in that we had a combination of a brand new system, with new team managers, children returning to school after the holidays and an issue affecting the police, all contributing to a significant increase in children moving into the system.
- 2.30. It is encouraging that there are more recent signs that the system is now beginning to settle, however. The March 2019 data shows that almost as many children were treated as referrals as was the case in January, but the numbers open in the service did not increase as they had done in January. The chart below provides part of the explanation:

Referral Outcomes



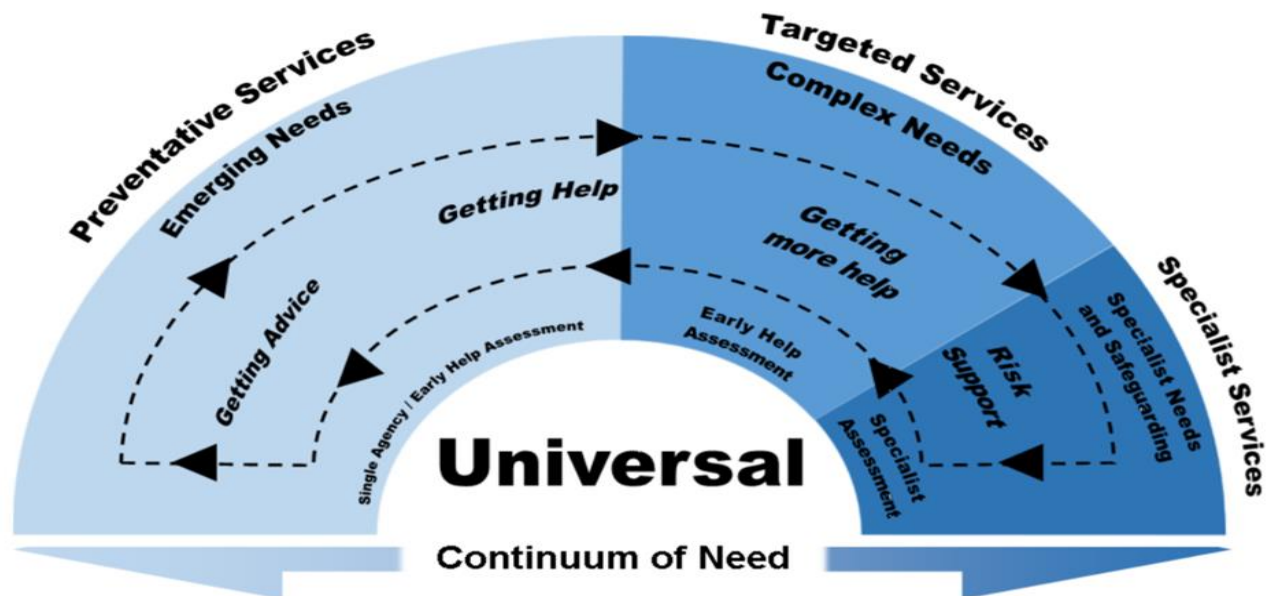
- 2.31. The above chart shows that in January, almost all children and young people treated as a referral to the service progressed to a single assessment. The number of referrals in March was not much less than the number in January, by the number progressing through to assessment was considerably less. This is indicating that the managers of the new assessment teams are becoming more confident in not progressing children through to assessment, helping to avoid the risks associated with over-intervention in the lives of families, while also helping to maintain workloads at manageable levels.
- 2.32. The very high numbers of children progressed to assessment in January has other implications. Higher caseloads and workloads in the assessment teams meant that fewer assessments are completed within the 45 day timeframe, with fewer than 60% being completed in this period at present. It is the case that many authorities struggle to perform very well against this target, but we should be achieving a rate of 80%-85%. This again illustrates the importance of ensuring that we progress only the right children to referral and again onto a single assessment.
- 2.33. There are other indicators of there being too many children in our system, when compared with similar authorities. One is the number of children open on children in need plans, although this data is not published nationally, making comprehensive benchmarking in this area difficult. However, the table below provides a snap shot of the number of children open to children in need plans in Cambridgeshire compared with three other Eastern Region in February 2018:

Authority	Open Children in Need cases not including open for Assessment		
	0-17 Population	Number of Children in Need	Rate of Children in Need per 10,000
Cambridgeshire	137,000	1,283	94
Peterborough	53,600	511	101
Essex	308,500	1,912	62
Hertfordshire	268,400	1,074	40

- 2.34. Cambridgeshire is the 134th least deprived authority in the country according to the Index of Multiple Deprivation. Essex, not a statistical neighbour, is more deprived, at 112th; Hertfordshire is a statistical neighbour, while Peterborough is ranked 45th in terms of deprivation. Although the number of children open to the service has declined a little since this data was collected in February, the number of children open to our services as children in need would appear to be significantly higher than might be expected.
- 2.35. As noted above, a number of our partners perceive children as being better safeguarded if they are open to children's social care and have a social worker. The reality is that most children and families respond better to early help services than statutory

intervention, and that the latter should only be considered where there is real evidence of significant harm. Where too many children are open to the service, caseloads increase, meaning that it is harder to identify those most at risk of significant harm.

- 2.36. Where children who have been open to children's social care services unnecessarily and are then stepped back down to targeted and universal support, their families may be less willing to engage because they fear that this may again result in being referred back to children's social care. As engagement in targeted support is voluntary, children may not access the support that might benefit them, resulting in the potential for poorer long term outcomes.



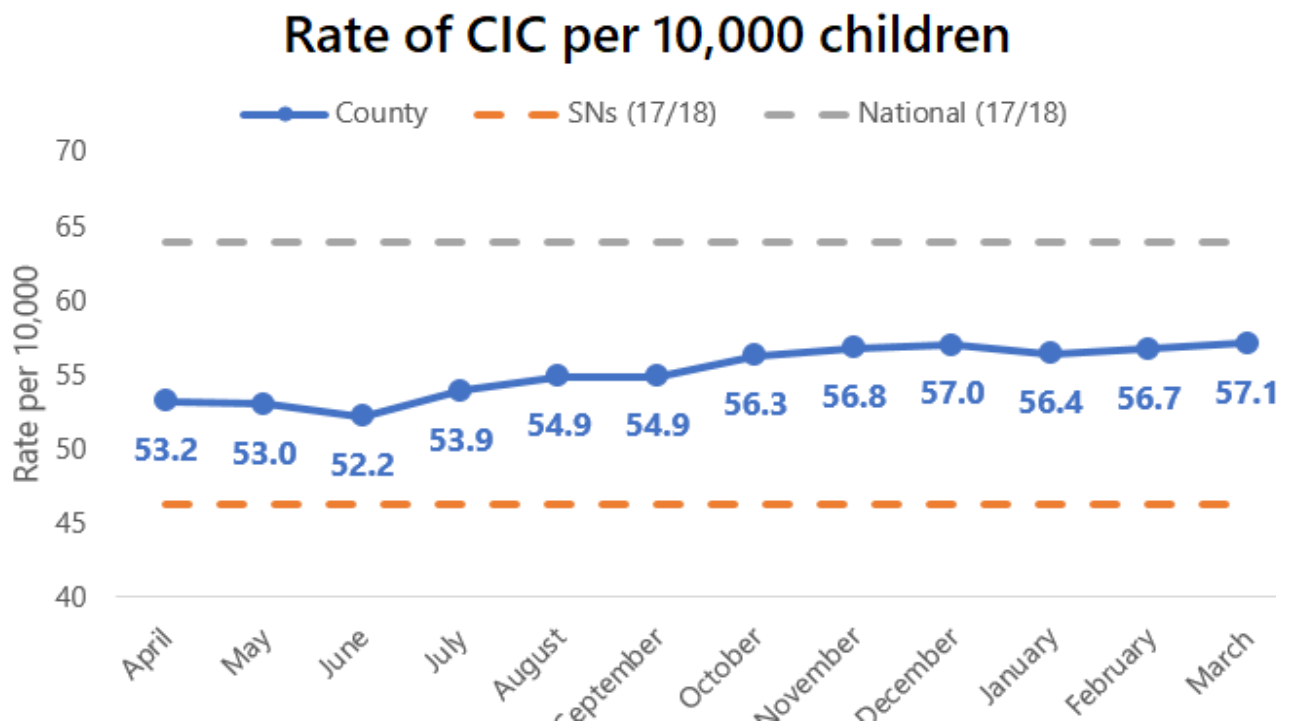
Child Protection

- 2.37. The rate of children subject to child protection plans per 10,000 is currently in line with our statistical neighbours, at around 52 per 10,000. This is, however, a higher rate than has been the case in Cambridgeshire for some time, reflecting a number of around 570 subject to plans as of June 2019. The statistical neighbour rate climbed significantly between 2017 and 2018, from 46 per 10,000 to 52 per 10,000. This was because two of our statistical neighbours experienced significant increases in numbers on plans over this period. The current number subject to child protection plans in Cambridgeshire is higher than it should be, and a rate closer to the 46 per 10,000 previous average would be preferable.
- 2.38. Numbers on child protection plans also need to be considered as part of the complex inter-related system that is children's services. The impact of too many children open as children in need as described above is that higher caseloads mean that some children in need may receive a less intensive package of support than they may otherwise have received. This in turn can result in a reduced confidence that children open as children in need will make good progress. This perception can then result in pressure for more children to be escalated to child protection plans.
- 2.39. The same points that can be made about having too many children open as children in need apply equally to having too high numbers of children on child protection plans. Too

many children in the system means that some may receive a less intensive service, in turn risking poorer outcomes. This can then result in a continued escalation into pre-proceedings and, potentially, to care proceedings, increasing numbers in care.

Children in Care (CIC)

- 2.40. Numbers of children in care remain significantly above the statistical neighbour average, as illustrated in the chart below, which shows the rate of children in care per 10,000 children and young people living in Cambridgeshire. The current number of children and young people in care is around 780:



- 2.41. Clearly, a key aim of the move into specialist teams is to address this continuing increase in overall numbers. In part, this is to be achieved through improving the quality of planning for children in care in the teams, compared with the much more generic approach that was a feature of the whole life children's units that the teams have replaced.
- 2.42. The new corporate parenting service is reviewing all children and young people in care to ensure that all those for whom a return home or a move on to permanency outside the care system where this is in their best long term interests is prioritised. The new adolescent teams are focusing on intensive work with young people who are on the edge of care. While the rate of increase in overall numbers has reduced, progress is not where it needs to be and is an absolute priority for the service as a whole.
- 2.43. We clearly need to look after children when they would otherwise be at risk of significant harm and when there are no other viable alternatives, and will continue to do so. But we need to continue to focus on the throughput of children through the system, reducing the average number of days that children remain in care. This approach will result in better

outcomes for the children concerned, while ensuring that those who need to come into care continue to do so.

- 2.44. The Service Director for Children and Safeguarding now chairs a monthly meeting that monitors the progress of plans for children and young people to leave the care system where this is in accordance with their care plan, considering children and young people at an individual level. The focused work in the service is now beginning to have an impact; children and young people for whom a return home or move onto other permanent arrangements [for example through Special Guardianship Orders] have been identified, and progress is being achieved, although not yet at a rate that is being translated into reducing numbers overall in the care system.
- 2.45. As the above hopefully illustrates, achieving a position where numbers in care reduce significantly and relatively quickly means taking action across the whole system that includes changing the narrative about the evidence for intervention from early help through to child in need, child protection, pre-proceedings and proceedings.
- 2.46. Our still new structure of specialist teams is an important part of this journey. The increased levels of management oversight and supervision these teams provide, alongside their ability to better manage competing priorities through greater resilience is already playing an important role in improving consistency of practice across the service.
- 2.47. Nevertheless, changes of this scale do take time to have an impact on culture and outcomes. This is why the award of trailblazer status to the local authority to implement Family Safeguarding is so important, since this brings new approaches to working with vulnerable parents, with the result that more of our most vulnerable children are able to remain safely and permanently within their families. Family Safeguarding is explored in more detail in the relevant section below.

Action Plan in response to the Ofsted inspection

- 2.48. The action plan following the inspection can be found at Appendix 1, and was shared with Ofsted in May 2019, as is required. There were four key recommendations following the inspection:
- Improve the capacity of social work teams to complete work to a consistently good standard and to ensure that children and families receive the help they need as quickly as possible;
 - Improve the consistency and quality of direct work undertaken with children, and how well this is used to inform help and support for them and their families;
 - Improve the frequency, quality and impact of management supervision of social work practice, and:
 - Improve the effectiveness of arrangements to promote health and education and to secure permanence for children in care.
- 2.49. As can be seen from the action plan itself, these actions are broken down into a number of objectives, each with a lead officer, indicators and eventual targets. Monitoring is

through regular performance monitoring meetings, and a formal update noting progress and direction of travel will be completed quarterly. There has been progress in a number of areas, as identified above. In other areas, for example, in increasing the number of permanent members of staff, strategies are well-developed and moving towards implementation.

- 2.50. Some areas where improvement is needed requires broader partnership working, for example in relation to improving health outcomes for children in care. Health assessments must be arranged at times that suit the child and their foster carer; information from those assessments then needs to be made available to the child's carers and social workers. Relevant information from those assessments then need to be inputted into the child's care plan in a way that results in clear actions, the impact of which can then be monitored. Making sure that this happens consistently requires the sharing of performance information between the council and our health partners. Making sure that there is a positive outcome for the child is one of the key roles and responsibilities of the independent chairs of children's statutory childcare reviews.
- 2.51. Developing and maintaining effective quality assurance systems is a key part of ensuring that we are making the consistent process that is required. The independent chairs are an important part of this quality assurance process, and they are offering more constructive challenge to the service, which is a good thing. Audits of the work undertaken, whether of the work of individual members of staff, or broader themed audits of practice, help us to know whether there are areas of practice that need support and improvement.
- 2.52. Practice and bite-size workshops are organised to take place across the service, helping to support practice development. These are informed by the findings of the quality assurance processes, helping to make sure that we close the circle.
- 2.53. Cambridgeshire's annual conversation with Ofsted took place on 1st May 2019. This is an aspect of the Inspection of Local Authority Children's Services framework. Ofsted comes to all authorities on an annual basis to gain an understanding of progress made since recent inspections, any issues arising from performance data or other intelligence held by Ofsted about the authority and any issues arising from the authority's self-assessment, which is also shared with Ofsted.
- 2.54. Those attending our annual conversation included the senior HMI for the region and the lead inspector from our most recent inspection. Inspectors were reassured by the information we were able to provide about progress since the last inspection, and confirmed that they thought that the direction of travel for Cambridgeshire children's services was the right one. They also confirmed that they saw no reason for further inspection activity relating to children's services in the current financial year, observing that managers and leaders needed to be allowed to continue implementing the planned improvements to the service.

Children with Disability [0-25] Services

- 2.55. At the time that the change for children programme was consulted upon and implemented, our children with disability service was aligned with special educational needs and disability services, which are part of the education service. This meant that

they were not part of the change for children changes and so continued to operate under the unit model.

- 2.56. The 0-25 service has now moved back into children's social care services. A consultation with staff within the service has taken place and we are changing the approach so that it is in line with the rest of children's services, with teams as opposed to units. This has taken place within available resources, and enables this part of the service to benefit from the changes including improved management oversight from a designated team manager.

Implementation of LiquidLogic

- 2.57. The project to implement the most recent version of LiquidLogic is progressing very well and it continues to be expected that the implementation date of the end of October 2019 will be achieved. The system is now being extensively tested and the process of data migration has commenced.
- 2.58. LiquidLogic will make a very significant difference to the workloads of our staff as well as supporting the effectiveness of practice. The current recording system is very out of date and does not, for example, automatically complete basic information about children and their families when moving from one record to another – an assessment to a child in need plan for example. This means that staff have to laboriously re-type or extensively copy and paste basic information like names, family relationships and demographic data from form to form.
- 2.59. As well as addressing issues such as these, LiquidLogic will also support improved practice. Templates built into the system reflect best practice, prompting workers and managers to include, for example, consideration of the lived experience of the child in assessments and plans.
- 2.60. LiquidLogic is pre-configured to support Family Safeguarding working, a significant factor in the government's decision to award Cambridgeshire County Council the status of Family Safeguarding trailblazer, as described in more detail below. The system also enables much better multi-agency working at early help level as well as within the MASH and Early Help Hub.
- 2.61. Finally, the adoption of LiquidLogic will support better and timelier performance reporting. This is important for managers as it enables them to have an up to date view of any outstanding tasks in the teams they manage. It is important for senior managers as it means that they can see emerging trends and take action as necessary.

Family Safeguarding Trailblazer

- 2.62. As noted elsewhere, the Department for Education has announced that Cambridgeshire County Council will be the trailblazing authority for Family Safeguarding as part of its Strengthening Families programme.
- 2.63. Members will recall that part of the thinking behind the change for children programme we implemented at the end of 2018 was to enable the service to be in a strong position to develop the Family Safeguarding approach should funding be available to enable this. It was always considered possible that funding would be available from the DfE, but we

were also prepared to develop a business case to support a bid for transformation funding on the basis that while initially requiring investment to establish, Family Safeguarding should result in significant reductions in demand in terms of numbers of children subject to child protection plans and in care.

- 2.64. This preparation was also a key part of the decision to move to LiquidLogic as the new children's information system, because this was the system that was the most Family Safeguarding ready.
- 2.65. It is very good news that the Department for Education (DfE) has selected Cambridgeshire County Council to be the trailblazer authority for Family Safeguarding, since this will bring significant additional investment into the authority, enabling us to meet the majority of initial additional costs. Adopting the model itself will also mean that we are more able to provide the support that families need in order to make the changes required so that they can safely parent their children, resulting in better long term outcomes alongside reducing costs.
- 2.66. Family Safeguarding is a model of practice that involves the development of multi-disciplinary teams within children's social care services. These teams include adult-facing practitioners who are expert in working with substance and/or alcohol misuse, domestic abuse including both perpetrator and victim workers, and adult mental or emotional health and wellbeing. Known as the 'toxic trio', these are the most common underlying problems that the families of the majority of children subject to child protection plans are struggling with.
- 2.67. The addition of these workers into the children's teams means that adult members of families can more easily access support than would otherwise be the case. The programme used to work with domestic abusers is, for example, very effective. It is of a quality and intensity that is similar to programmes used by the national probation service, which are usually only open to perpetrators after conviction for domestic abuse. Similarly, while children's social workers may recognise the impact of mental health issues among the parents they work with, very often those parents do not meet the threshold for accessing very hard pressed mental health services. The fact that there are mental health professionals as part of the multi-disciplinary team means that parents can benefit from the support they need, with benefits for the way in which they can care for their children.
- 2.68. To be effective, the model requires caseloads to be no higher than 15, less than the current position in the service. This emphasises the need to ensure that we are working with the right children for the right length of time. It also means that we may need to invest in some additional members of staff at least initially, in order to support the process of bringing the caseloads down.
- 2.69. Funding from the DfE will support the investment needed in additional adult-facing practitioners and any additional children's social workers that might be needed. It will also support the programme of training in Motivational Interviewing that accompanies the model.
- 2.70. The DfE has recently completed a diagnostic of our services, to assess the degree of readiness for us to implement the approach, alongside estimating the amount of

financial support that will be provided to enable the required up-front investment available.

- 2.71. The diagnostic has also broadly confirmed the view that we have too many children open to the service for too long. It has confirmed that we have a skilled workforce and that there is a good level of enthusiasm for adopting the approach, provided that this does not mean further structural change.
- 2.72. While the DfE has yet to confirm the level of funding that will be made available to the Council to support implementation, the indications are that this will be between £3.5M and £4.0M.
- 2.73. This is obviously very welcome; it provides us with the funding to invest in a model that has been demonstrated to improve outcomes and reduce demand pressures in relation to children in need of protection or needing to come into care. It is also good for Cambridgeshire more generally, as it again marks the authority out as one that seeks to innovate in order to improve outcomes for children and young people, again helping to raise our profile and be more attractive to people who want to come and work for us.
- 2.74. Because the changes we made to the structure as part of the change for children programme were designed to be Family Safeguarding ready, there is minimal need for further structural change for the great majority of the workforce, although we are reviewing responsibilities at a senior leadership level to ensure that we have the capacity to deliver the programme effectively.
- 2.75. We have appointed a programme manager to assist us in implementation. There are a number of key activities that we need to complete before we are ready to launch the new approach, including developing the necessary support and training programmes, reviewing the contribution to the new approach that can be provided by the established cohort of clinicians, recruiting other key practitioners and, of course, consulting and involving our practitioners in the process as a whole.
- 2.76. We aim to formally launch the approach between January and March 2020.

Concluding Remarks

- 2.77. This is a lengthy report, but it is important that Members have a clear understanding of the improvements that the service is making, together with some of the areas of challenge, as well as some of the broader influences on children's services and their impact on outcomes for children.
- 2.78. The essential elements are now in place to deliver consistently good outcomes for our most vulnerable children and young people. We have a highly skilled and committed workforce and we are seeing the benefits of the move to the new structure in terms of helping to manage workloads, improve management oversight and begin to deliver a more consistent service to children, young people and their families.
- 2.79. The development of Family Safeguarding in the county presents us with a real opportunity to further build on these strengths. While risks remain, not least in relation to

recruitment and retention of staff, there are exciting prospects for the continuing development of children's services in Cambridgeshire.

3. ALIGNMENT WITH CORPORATE PRIORITIES

3.1 A good quality of life for everyone

The following bullet points set out details of implications identified by officers:

- Supporting vulnerable children and young people to achieve the best possible outcomes has longer term benefits for them as well as to the wider population. Where children are enabled to remain safely with their families or provided with good quality care, they are most likely to develop resilience and be more likely to remain in good physical, mental and emotional health, make better quality relationships and contribute more to the community.

3.2 Thriving places to live

The following bullet points set out details of implications identified by officers:

- Promoting the best outcomes for children and young people means that they are most likely to make a positive economic and social contribution into adulthood.

3.3 The best start in life for Cambridgeshire's children

The following bullet points set out details of implications identified by officers:

- A children's services that is effective overall will ensure that vulnerable children and young people are supported to achieve good outcomes, including by enabling families to provide permanent, safe and loving homes to their children wherever possible;
- Where children and young people are identified as being at risk of harm, children's services take action in order to ensure that these risks are minimised;
- As corporate parents, we share responsibility for ensuring that our children and young people in care and young people leaving care are able to access the best possible support in order to achieve good long term outcomes.

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

The following bullet points set out details of significant implications identified by officers:

- The Council has a variety of statutory duties relating to children and young people in need, in need of protection and in care, and in ensuring that this group of children and young people are supported to achieve good outcomes.

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

Children's safeguarding services work closely with services commissioned by public health (for example: health visiting, school nursing, mental health, lifestyle services) and it is important that children in contact with these services have good health outcomes

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes or No Name of Financial Officer:
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by Finance?	Yes or No Name of Financial Officer: N/A
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	Yes or No Name of Legal Officer:
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Lou Williams
Have any engagement and communication implications been cleared by Communications?	Yes or No Name of Officer:
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Lou Williams

Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Dr Liz Robin

SOURCE DOCUMENTS

Source Documents	Location
Ofsted Inspection of Children's Services, January 2019	https://files.api.ofsted.gov.uk/v1/file/50056032

**Cambridgeshire County Council Action Plan following ILACS Inspection
May 2019**

Priority 1: Improve the capacity of social work teams to complete work to a consistently good standard and to ensure that children and families receive the help they need as quickly as possible.			
Lead[s]	Deadline	Indicator	Target
Objective: To increase the proportion of the establishment of social workers and team managers who are permanent employees			
Sarah-Jane Smedmor/ Karen Tolond	December 2019	Schedule further recruitment days across the county	To achieve a minimum of 80% of qualified social worker and front line team manager posts by end of calendar year
Sarah-Jane Smedmor, Caroline Adu-Bonsra	June 2019	Joint recruitment campaign with adults services to target specialist, quality workers in conjunction with CPL	Increase in applications for qualified and alternatively qualified staff
Lou Williams & Karen Tolond	July 2019	Review recruitment and retention incentives for harder to fill posts and/or locations	Options to be presented to Children and Young People's Committee July 2019 for agreement in principle
Sarah-Jane Smedmor, Caroline Adu-Bonsra	July 2019	Improve planning around student, ASYE and apprenticeship activity	'Grow our own' Strategy to be in place with individuals working their way through the pipeline by close of 2019/20
Objective: Reduce caseloads in all teams to a maximum of 20 cases per worker across the service, or up to 25 in assessment teams			
Sarah-Jane Smedmor and heads of service	July 2019	Establish robust monitoring measures to ensure caseloads are kept to target	Caseloads in children's teams [including children in care teams] to be no more than 20 per FTE and assessment teams no more than an average of 25 children per FTE
		Ensure that children's practitioners are	

Priority 1: Improve the capacity of social work teams to complete work to a consistently good standard and to ensure that children and families receive the help they need as quickly as possible.			
Lead[s]	Deadline	Indicator	Target
		fully inducted and able to work with children in need under appropriate supervision	
		Keep thresholds at each transition/escalation point under review to ensure that children continue to meet threshold and drift is avoided	Child in Need cases to be reviewed regularly with aim that no child should be open as CIN for more than 12 months
		Maintain regular programme of timely case closure and stepping down, supported by DSMs and business support	Caseloads held by teams to be reviewed regularly by team managers and District Safeguarding Managers
		Recruitment and retention of staff as above to ensure a fuller complement of practitioners in each team	
		Performance meeting and children's services leadership team to continually monitor caseload numbers and activity	
Objective: Ensure consistent high standards of monitoring quality of practice and compliance with statutory requirements			
Sarah-Jane Smedmor / Alison Bennett	May 2019	The Quality Assurance Service has launched a revised Quality Assurance Framework which includes an annual audit programme, managers audit and periodic thematic reviews	All managers have a view of the quality of practice across the service as evidenced by minimum 80% compliance with management audits
	Ongoing	Monthly 'Improving Performance Meetings' put in place for all service areas to monitor compliance and quality of practice	Managers have increased accountability for quality of practice within their area of responsibility; Quality of practice improves across the service

Priority 1: Improve the capacity of social work teams to complete work to a consistently good standard and to ensure that children and families receive the help they need as quickly as possible.			
Lead[s]	Deadline	Indicator	Target
Sarah-Jane Smedmor and Fiona Van Den Hout	September 2019	The fostering service will have a new audit programme in place that will ensure compliance with National Minimum Standards and Fostering Regulations	Managers better understand the complexity of work within the service and can plan accordingly
Objective: Create targeted training and mentoring programme in teams (to include children's practitioners, AYSEs, overseas workers and clinical psychologists)			
Sarah-Jane Smedmor, and Karen Roland	July 2019	Each service will have a service-specific targeted training and mentoring programme	100% of the workforce will have a targeted training plan and can evidence discussion in staff supervision/ appraisal targets

Priority 2: Improve the consistency and quality of direct work undertaken with children, and how well this is used to inform help and support for them and their families.			
Lead[s]	Deadline	Indicator	Target
Objective: Direct work recording to be accurate, up to date and reflect the child's views, wishes, feelings and lived experiences. Assessments and Care Plans evidence the impact of the child's voice and lived experience.			
Heads of Service / Alison Bennett	Quarterly	Team managers to ensure that all staff understand the importance of recording direct work with children, discussing and recording the lived experience and voice of the child in supervision.	All direct work undertaken is purposeful and meaningful and informs the help and support given to children and their families.

Priority 2: Improve the consistency and quality of direct work undertaken with children, and how well this is used to inform help and support for them and their families.			
Lead[s]	Deadline	Indicator	Target
		Team Managers to sign off assessments, plans and so on only when child's voice and lived experience are clearly evidenced.	Direct work completed and its impact is clearly evidenced as informing assessment and care planning.
		PQA to dip sample and audit to show improved and consistent recording and a good understanding of the child's lived experience	Regular case file audits by managers and dip sampling/thematic audits by QA show improved and consistent recording of child's voice and lived experience.
Objective: All social workers have the skills and tools for direct work to gain a clear understanding of children's lived experience, which is evidenced in assessment and planning.			
Alison Bennett / Sarah-Jane Smedmor	July 2019 and on-going programme to ensure embedded	QA and Workforce Development work together to ensure that there is a comprehensive offer of regular training sessions; practice workshops; audit drop ins; quick guides and tools that support this area of practice	All Social Workers access training, workshops and tools according to their individual identified needs to enhance their skills and practice in this area
			Training programme to be reviewed to ensure regular practice workshops / training sessions throughout the year to cover children's lived experience
LiquidLogic delivery team	October 2019	Implementation of LiquidLogic and associated new templates	Will support better quality recording and reduce amount of time spent inputting information
Objective: Ensure that children most at risk of poor outcomes benefit from multi-disciplinary outcome focused plans			
Sarah-Jane Smedmor/ Lou Williams	December 2019	Implementation of Family Safeguarding Model including: <ul style="list-style-type: none">Diagnostic test and review of CIN and CP Activity;	Children living in high-risk family situations benefit from support to whole family, with parents accessing support from relevant adult practitioners to address the issues they are facing
			All key practitioners trained in

Priority 2: Improve the consistency and quality of direct work undertaken with children, and how well this is used to inform help and support for them and their families.			
Lead[s]	Deadline	Indicator	Target
		<ul style="list-style-type: none"> Implementation of the model including recruitment of adult facing practitioners and models of intervention including Motivational Interviewing 	Motivational Interviewing and adult facing practitioners recruited by close of December 2019. Consistent use of workbook and intervention programmes evident.
Objective: Improve assessment of parenting capacity			
Sarah-Jane Smedmor/ Heads of Service/ QA Servic	Quarterly	Workshops to be rolled out to all staff in relation to best practice in the development of comprehensive parenting capacity assessments. This will include the use of tools such as risk assessments for adults, the Graded Care Profile, DA tools and evidencing consideration the main factors likely to impact on parenting capacity, for example adult mental health	Regular audits/dip sampling evidences improved assessment of parenting capacity. All practitioners able to undertake the appropriate assessments with adults to address their parenting capacity in timeframes appropriate for their children

Priority 3: Improve the frequency, quality and impact of management supervision of social work practice.			
Lead[s]	Deadline	Indicator	Target
Objective: Improve the quality of supervision and management oversight following allocation of cases and work to ensure plans are progressed in a timely and effective way			
Sarah Jane Smedmor	From May 2019	All Social Workers receive case supervision on each of their cases at least once every 4 weeks.	Target 85% Case supervision undertaken at least once every 4 weeks
			100% of case supervision evidences reflective practice on cases
All Heads of Service		Manager's Development Plan to develop recording skills and reflective supervision. 'Group work' sessions to be undertaken with all managers	Children's plans are clear and timely with permanence as the main aim
All Heads of Service		All managers undertake monthly monitoring of the frequency of case supervision	HOS monitor supervisions for quality and frequency within their services
Alison Bennett		PQA complete annual supervision survey and disseminate findings	QA audits evidence reflective supervision recorded within case files
			Supervision tool for tracking and dip sampling frequency and quality of supervision is in place.
Objective: Ensure consistent high standards of monitoring quality of practice and compliance with statutory requirements			
Alison Bennett	May 2019	QA Framework includes an annual audit programme, manager's audit and periodic thematic reviews.	All managers have a view of the quality of practice across the service as evidenced by minimum 80% compliance with management audits.
		Audit of the quality and effectiveness of supervision is also part of the annual audit programme.	Managers have increased accountability for quality of practice within their area of responsibility
		Annual Social Work Health Check will be carried out, with the results feeding	Quality of practice improves across the service and managers have a better

Priority 3: Improve the frequency, quality and impact of management supervision of social work practice.			
Lead[s]	Deadline	Indicator	Target
		in to action plans	understanding of the complexity of work within the service and can plan accordingly
Sarah-Jane Smedmor / Alison Bennett	May 2019	Monthly 'Improving Performance Meetings' put in place for all service areas to monitor compliance and quality of practice	Heads of service to respond to any escalations from the QA service and address themes in training and service plans
Heads of Service	May 2019	Team Managers and DSMs will use data proactively to ensure that practice expectations and statutory timescales are met	Children are seen at least in line with statutory requirements.
			Plans will progress without drift and delay

Priority 4: Improve the effectiveness of arrangements to promote health and education and to secure permanence for children in care.			
Lead[s]	Deadline	Indicator	Target
Objective: Improve timeliness of initial health assessments, dental checks and immunisations			
Heads of Service	From May and On-going	Team Managers ensure that all staff are aware of the practice expectations in this area	All children looked after receive timely health assessments, optician checks and dental checks and immunisations have been scheduled
Heads of Service		Clear administrative processes are put in place to support workers with ensuring timeliness of evidence on child's record	Health Child Programme performance reporting shows steady and maintained improvement in performance in respect of health monitoring
Alison Bennett		Reviewing Officers to check compliance with health checks at each Review	Audits show evidence of timely health information on files
Fiona van den Hout, CCG		Joint LAC Health and SW team address process and system delays through regular performance clinics	Good performance in terms of timeliness is maintained, including in relation to health assessments for children out of county
Objective: Ensure all children in care and care leavers are aware of their health history, rights and entitlements			
Fiona van den Hout, Julia Franklin, CCS Deborah Spencer, CCG	July 2019	Create new health passport and procedures relating to its use	All children looked after aged 16 and over will have a health passport and are confident of their rights and entitlements
		Develop current rights entitlements leaflets and procedures around their use	Survey results show young people understand understanding and use of their health history
			Health audits evidence that the health passport is addressed at review health assessments.

Priority 4: Improve the effectiveness of arrangements to promote health and education and to secure permanence for children in care.			
Lead[s]	Deadline	Indicator	Target
Objective: Ring-fence apprenticeships for CiC and care leavers which will support the Council's corporate parenting responsibilities and the local offer for care leavers requirements			
Heads of Service / HR Fiona Van Den Hout Kate Knight	September 2019	Develop a specialist post to work with children in care and young people leaving care to increase and encourage access to education, employment and training	Preparing young people to be ready to consider undertaking apprenticeships will be included within each pathway plan
Claire Hiorns Virtual School		Virtual school to work in collaboration with children in care and participation teams to identify apprenticeship opportunities	
Objective: Enhance work with young people to identify their career aspirations			
Heads of Service Fiona Van Den Hout / Head of Virtual School Claire Hiorns	July 2019	Complete regular aspiration audit and ensure that all children and young people have outcome focused individual plans in place	Majority of young people engaged with at least one opportunity
			Findings from aspiration audit for young people informs their tailored support packages
			PEP's include career aspirations and actions to support achievement
Objective: Work with schools and other providers to ensure children and young people in care have access to the bespoke support they need to achieve their aspirations			
Claire Hiorns Virtual School	September 2019	Reorganisation of the VS team to enable support both for individual CYP and advisory visits to inform whole school practice	The overall percentage of PEPs rated green is measured termly and increases from December 2019 to 90% by July 2020
	June 2019	Creation of data dashboard to support prioritisation of CYP in need of support and to identify support needed at a	There is a reduction in the number of PEPs rated red from December 2019 to July 2020 to less than 10%

Priority 4: Improve the effectiveness of arrangements to promote health and education and to secure permanence for children in care.			
Lead[s]	Deadline	Indicator	Target
		school/provider level	Where focused school visits take place, there is an increase in the number of PEPs rated as green and / or amber
	September 2019	PEP streamlined to make best use of data, pupil voice, attainment and progress data and attendance to inform SMART targets and pupil premium plus (PPP) spending	Training evaluations demonstrate an increase in foster carer and social worker confidence in the PEP process and in their confidence in providing challenge at PEP meetings
	July 2020	Training is offered to designated teachers to empower them in their role as champion for children in care	Training evaluations demonstrate an increased understanding of the DT in the supporting children and young people to meet their aspirations
	May 2020	Training offered to social workers and foster carers on the PEP process and on realistic expectations of schools so that they feel able to offer challenge in PEP meetings	Social workers are able to champion the aspirations of children in care in their educational settings.
	September 2019	Review of PPP policy to include all money to be applied for based on priorities identified in PEP	Specific projects funded by retained PPP show clear evidence of impact against set success criteria.
	September 2019	Review of retained PPP to enable larger scale projects, including appointment of Educational Psychologist to the VS team	Ensure that children in care are able to access specialist support with learning without delay.
Objective: Further work with Corporate Parenting Committee to ensure that representation by CICC and the Care Leavers continues to be a strong theme in their work			
Fiona Van Den Hout	Ongoing	Maintain and build on new links with the CIC; YP to be supported to attend	Improvement in young people's attendance at key committee meetings

Priority 4: Improve the effectiveness of arrangements to promote health and education and to secure permanence for children in care.			
Lead[s]	Deadline	Indicator	Target
		meetings	and forums
Objective: Ensure health care planning; education planning and permanence planning informs Care Plans and Pathway Plans for children and young people in care			
Sarah-Jane Smedmor	June 2019 and ongoing	Workshops are delivered to staff to support development of skills in creating Care Plans and Pathway Plans that reflect accurate and up-to-date assessed needs in relation to health and education, and set out the plans for permanence in the Child's timescale	100% Care Plans and Pathway Plans reflect up-to-date and accurate assessed needs for health, education and permanence.
Heads of Service	May 2019	Team Managers ensure that all plans include clear consideration of the child's voice and lived experience	
Alison Bennett	May 2019 and ongoing	IROs escalate care plan shortfalls for management oversight and remedial actions	100% case escalations by IROs are resolved
Alison Bennett	Audits completed as part of rolling audit and QA framework	The QA service audits of the quality and effectiveness of health plans; education plans; permanence planning and Care / Pathway Plans are part of the annual audit programme and management audit process	
Alison Bennett	From May 2019 and ongoing	The QA Service provide workshops; audit drop ins, and practice tools such as quick guides to support this area of practice.	
Sarah-Jane Smedmor	May 2019	Permanency tracker is developed and monitored by DSMs and Heads of Service to ensure effective care	Effective permanency tracker in place and used to track progress of children's plans

Priority 4: Improve the effectiveness of arrangements to promote health and education and to secure permanence for children in care.

Lead[s]	Deadline	Indicator	Target
		planning is embedded across the service.	

SERVICE DIRECTORS' REPORT: EDUCATION

To: Children & Young People's Committee

Meeting Date: 9th July 2019

From: Wendi Ogle-Welbourn Executive Director: People & Communities

Electoral division(s): All

Forward Plan ref: n/a **Key decision:** No

Purpose: The report provides members of the Committee with an update on the key issues within Education across the key areas of responsibilities.

Recommendation: The Committee is recommended to:

- a) Review the documentation in Appendices 1 and 2 and agree actions outlined in 2.8 to support the role of Members in school improvement (section 2.1 to 2.9)
- b) Note the final outcomes data for children in care in Cambridgeshire (section 2.10 to 2.24)
- c) Recommend the inclusion of the scheme for Spring Common Academy in the capital programme for 2019 to the General Purposes Committee for decision (section 2.31 to 2.39)
- d) Note the progress that is being made to ensure children in the catchment of Eastfield Infant and Nursery School and Westfield Junior Schools have a high quality and sustainable learning environment (section 2.40 to 2.44)
- e) Consider its response to the position of maintained schools balances and whether the Committee wishes to make representation to Schools Forum on the balance control mechanism in maintained schools (Section 2.51 to 2.65)
- f) Members are asked to note the approach to gathering information on the budget pressures in schools and support officers in making the case for further funding for Cambridgeshire to Ministers and MPs. (Section 2.66 to 2.75)

<i>Officer contact:</i>		<i>Member contacts:</i>	
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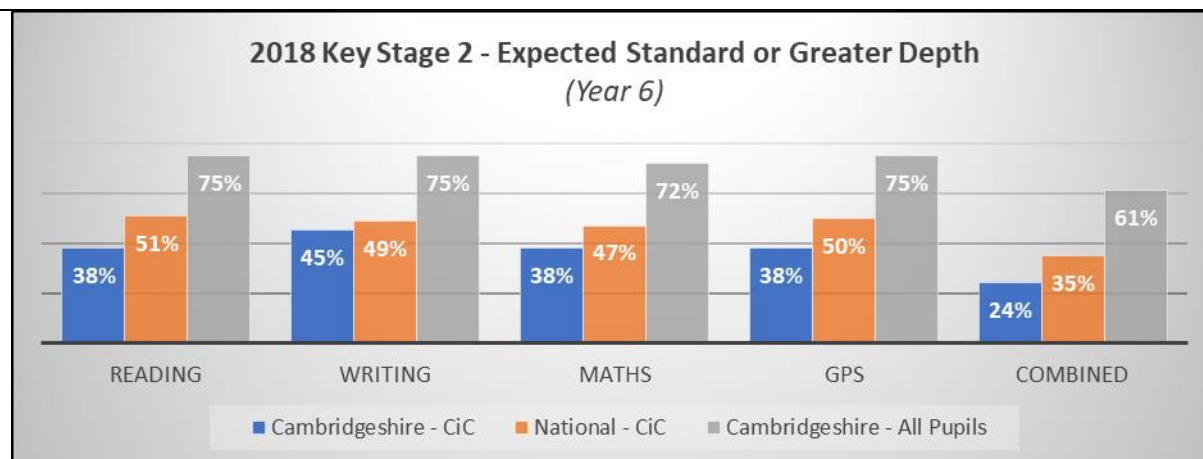
1.	BACKGROUND
1.1	Following the appointment of a new Executive Director for People and Communities for both Cambridgeshire and Peterborough in 2017, it was agreed that a joint Service Director would be appointed for each of the key service areas. The new Service Director for Education started in role in February 2018 and was given the remit to develop a strategy to drive improvement in education services and educational outcomes across both Local Authorities.
1.2	The changes in Department for Education policy since 2010 have meant that the role of the Local Authority in education has changed significantly, and Local Authorities are having to adapt to reduce funding and direct oversight whilst still fulfilling all their statutory duties which have not changed. At the same time, many schools have moved to adopt academy status, removing them from the direct control of the Local Authority.
1.3	This report outlines some of the progress that has been made in developing this strategy, and suggests next steps for key pieces of work to improve educational outcomes in Cambridgeshire. The paper also covers several key statutory functions of the Education service and other areas that it is important for members to be fully apprised of.
1.4	This report is split into the three core areas of the Education Service – <ul style="list-style-type: none"> • Schools and Setting Improvement • Special Educational Need and Disability • Education Capital and Place Planning (including school funding)
2.	MAIN ISSUES
	School and Setting Improvement
2.1	<u>Member Engagement in Education</u>
2.2	The role of elected Members in education has changed and evolved over many years. In the past, many members played a highly active role—with groups such as Admissions Forum and the School Organisation Committee featuring prominently in the annual council calendar. However, despite changes in the style of its delivery, the role of Local Authorities to support strong educational outcomes remains. Legislation has not been updated since 1996 and the authority remains responsible for the outcomes of all children in their area. Members have a vital role to play in this supporting this statutory responsibility.
2.3	Following the 'Importance of Teaching' White Paper in 2011 in the early years of the coalition government, there have been significant changes in the landscape of education. The recent changes to national education policy and the move to create more academies have brought challenges and opportunities for councils in how they maintain oversight of education standards in their area.
2.4	121 of the 252 schools in Cambridgeshire are academised, with more than half the children attending an academy school (principally due to 100% of Secondary Schools being an academy). These changes mean that councils have fewer formal powers with which to influence most schools. Consequently, it is often more challenging for the Local Authority to perform its statutory duties in the traditional way: promoting academic excellence, protecting vulnerable children and making sure there are enough school places locally, school place

	planning etc.
2.5	However, these changes also present significant opportunities for elected members to enhance and develop their community leadership role by acting as a link between the council and schools.
2.6	Many members are active in engaging with schools through visits and other contact, although this is not universal. We recognise that officers are in a position to offer further support to members and make them aware of appropriate opportunities to engage with schools. Member visits are critical to the process of school improvement, and allow the Council to connect schools with their communities and the wider democratic process.
2.7	To undertake this role, elected members and this Committee are key in championing high standards. Furthermore, we would suggest that regular school visits present an unrivalled opportunity for elected members to engage with and understand their communities. A paper was released by the Local Government Association in June 2015 (see appendix 1) which examines the role of elected members and outlines the positive impact they can have with schools through visits. It contains a helpful checklist for elected members to enable them understand schools and their role in supporting them. The paper provides effective support and information for elected members to engage with education in their area. In appendix 2 a series of links have been supplied, giving supporting information. Further work is required in this area and we intend to develop the support we offer to elected members over the remaining weeks of this this academic year. It would be instructive for officers to work with a sub-group of the CYP Committee to develop a dashboard which to meet their needs.
2.8	<p>In order to support and facilitate the role of elected members in schools further, it is proposed the following actions are taken –</p> <ol style="list-style-type: none"> 1. The Service Director - Education writes to all schools to remind them of the role of elected members and encouraging them to make contact and engage with the community through their elected member. The information contained with 'Your School, your community' will be shared. 2. All members will receive an annual set of data that outlines the performance of the schools, either in their area or have a catchment which children and young people from their wards attend. We will also ensure that relevant Ofsted reports are circulated as they are published. 3. A hard copy of the 'Your School, your community' document is sent to every elected member. An electronic copy of the checklist (appendix 2) with links is also made available. 4. A briefing session to be held for all members to share this information, run through the sources of information, advice and guidance to support them with schools and cover how our schools are currently performing.
2.9	Recommendation - The Members of the Committee are asked to review the documentation and agree actions outlined in 2.8 to support the role of Members in school improvement.
2.10	<u>Children in Care: Education Performance</u>
2.11	As the committee will be aware, as corporate parents, councillors have a direct responsibility to oversee the outcomes for Children in Care (CiC). Cambridgeshire has a Virtual School

	which works with Children in Care and children with experience of care to ensure they have their opportunity to fulfil their educational potential. The Virtual School team manages a caseload of Cambridgeshire CiC who attend schools within our Local Authority area, and Cambridgeshire CiC who are educated out of county.																											
2.12	The role of the team is to promote high aspirations and raise achievement through challenge, support and targeted intervention.																											
2.13	<p>This is fulfilled by:</p> <ul style="list-style-type: none">• Supporting care experienced Children Young People (CYP) to access and achieve in education and training• Promoting care experienced children and young people’s need to access high quality support, which meets their needs in a timely way• Working closely with all those involved in providing education to ensure they understand the issues and challenges facing our children and young people and their role in working together to respond to and overcome them;• Working to reduce the challenges resulting from changes of care placement or school• Challenging barriers to engagement and good attendance• Promoting equality and equity																											
2.14	This section of the report seeks to outline the final data for the 2018 assessment round. Data at a national level is not published until later in the spring term.																											
	Early Years Attainment Data																											
2.15	GLD refers to Good Level of Development. This is the national educational benchmark for children at the end of the Early Years Foundation Stage (aged 5). Children are deemed to have met GLD if they have achieved the Early Learning Goals in the curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.																											
2.16	There were 12 children in the Early Years qualifying cohort. This cohort is relatively small which impacts significantly on the percentage value of each pupil. It is the first year outcomes for this age group have been published, therefore year on year comparisons are not possible.																											
	<table><tr><th rowspan="2">Good Level of Development (GLD)</th><th colspan="3">RECEPTION (EYFSP)</th></tr><tr><th>2016</th><th>2017</th><th>2018</th></tr><tr><td>Cambridgeshire - CiC Cohort</td><td>x</td><td>x</td><td>12</td></tr><tr><td>Cambridgeshire - CiC</td><td>x</td><td>x</td><td>42%</td></tr><tr><td>National - CiC</td><td>x</td><td>x</td><td>47%</td></tr><tr><td>Cambridgeshire - All Pupils</td><td>70%</td><td>71%</td><td>71%</td></tr><tr><td>National - All Pupils</td><td>69%</td><td>71%</td><td>72%</td></tr></table>	Good Level of Development (GLD)	RECEPTION (EYFSP)			2016	2017	2018	Cambridgeshire - CiC Cohort	x	x	12	Cambridgeshire - CiC	x	x	42%	National - CiC	x	x	47%	Cambridgeshire - All Pupils	70%	71%	71%	National - All Pupils	69%	71%	72%
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2.17	<ul style="list-style-type: none">• An ‘x’ in previous year shows where data was not available in the current format.																											

	<ul style="list-style-type: none">Cambridgeshire are 5% below the figure for children in care nationally.2 of the children that didn't achieve GLD have an EHCP; one of which attends special education.One child missed GLD, as they didn't achieve the Early Learning Goal in one area (writing). This would have increased the percentage of children achieving GLD to 50%, and been slightly above national CiC.																				
	Attainment Data at Age 7 and Age 11																				
2.18	<p>At the end of key stage 1 (aged 7) and key stage 2 (aged 11), children are assessed as:</p> <ul style="list-style-type: none">Working towards the expected standard: not yet reaching the standard expected for their school yearWorking at expected standard: at the level expected for their year groupWorking at greater depth: working more deeply within the expectations for their year.																				
	Key Stage 1 Attainment Data																				
	<div><p>2018 Key Stage 1 - Expected Standard or Greater Depth (Year 2)</p><table><thead><tr><th>Category</th><th>Cambridgeshire - CiC</th><th>National - CiC</th><th>Cambridgeshire - All Pupils</th></tr></thead><tbody><tr><td>READING</td><td>56%</td><td>51%</td><td>74%</td></tr><tr><td>WRITING</td><td>38%</td><td>42%</td><td>68%</td></tr><tr><td>MATH</td><td>56%</td><td>49%</td><td>75%</td></tr><tr><td>COMBINED</td><td>31%</td><td>37%</td><td>64%</td></tr></tbody></table></div>	Category	Cambridgeshire - CiC	National - CiC	Cambridgeshire - All Pupils	READING	56%	51%	74%	WRITING	38%	42%	68%	MATH	56%	49%	75%	COMBINED	31%	37%	64%
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2.19	<ul style="list-style-type: none">There are 16 children in this cohort.Cambridgeshire children in care outperformed children in care nationally in reading and maths. This strength is also reflected in the greater depth standard with 6% of the cohort achieving this in reading and maths, which is in-line or just below the national CiC level.The year on year figures show a positive trend for reading and mathsWriting is below the figure nationally for children in care, at both the expected standard and at greater depth.																				

Key Stage 2 Attainment and Progress Data



Cambridgeshire Children in Care Progress From Key Stage 1 to Key Stage 2

	2016	2017	2018
Reading	0.45	-0.37	-0.17
Writing	0.64	-0.95	0.39
Maths	-1.34	-2.21	-0.97

2.20

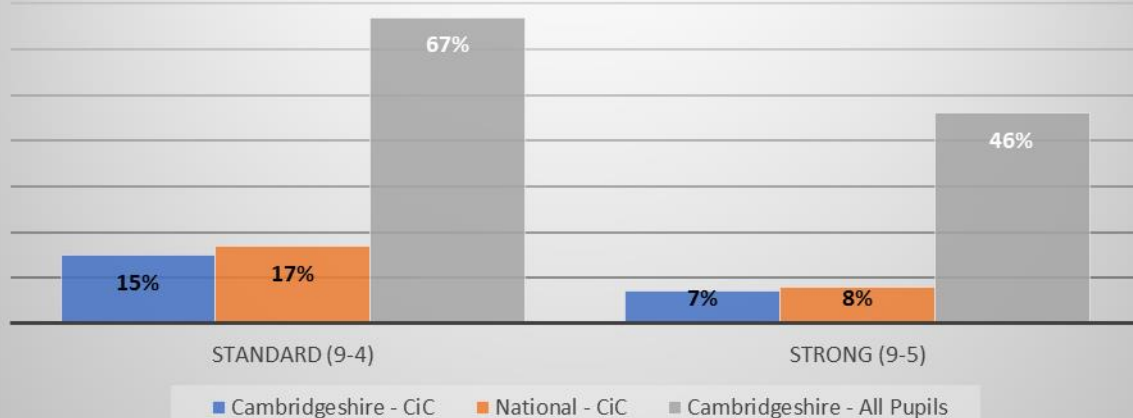
- There are 29 children in this cohort.
- The Cambridgeshire CiC figures are below national, however the general trend over the last 3 years has been up and the percentage point increase has been better than the Cambridgeshire all pupils figure.
- The Greater Depth figures are encouraging as all except reading are above National CiC percentage
- The comparison of CiC pupils between Cambridgeshire's statistical neighbours is quite wide with some having fewer than 10 pupils at KS2 compared to others with 77. This can create significant statistical anomalies when comparing percentage point figures.
- In general, Cambridgeshire CiC is in the lower middle ranking for KS2 attainment but at the upper end for progress, particularly for Writing, where it is ranked No1 against statistical neighbours.

Key Stage 4 Attainment and Progress Data

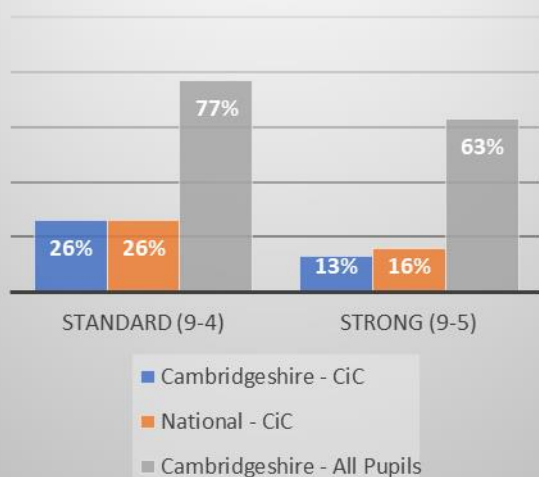
2.21

Most GCSEs are now graded 9-1, with 9 being the highest grade and 1 the lowest. The new GCSE content is recognised as more challenging. Grades 4 and 5 are equivalent to what was a 'C' in the old GCSE grades. Grade 5 is known as a strong pass and grade 4 as a standard pass. Students that do not achieve at least a 4, will be expected to re-sit the GCSE. The ongoing changes to the Key Stage 4 examinations mean it is hard to compare year on year and only 2017 can reasonably be looked at alongside this year's figures.

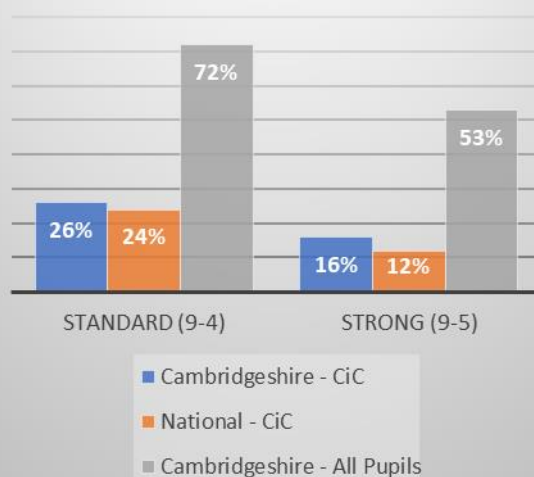
2018 Key Stage 4 - Achieved Basics
(Year 11)



2018 Key Stage 4 - EBacc English Achieved
(Year 11)



2018 Key Stage 4 - EBacc Maths Achieved
(Year 11)



Attainment 8	Key Stage 4	Progress 8 (Progress from KS 2 to KS4)	Key Stage 4
Cambridgeshire - CiC Cohort	55	Cambridgeshire - CiC	55
Cambridgeshire - CiC	21.9	Cambridgeshire - CiC	-0.71
National - CiC	18.8	National - CiC	-1.24
Cambridgeshire - All Pupils	48.2	Cambridgeshire - All Pupils	0.14
National - All Pupils	46.5	National - All Pupils	-0.02

2.22	<ul style="list-style-type: none"> Cambridgeshire CiC are very close to national CiC figures and are better in some areas such as EBacc Maths, the Attainment 8 and Progress 8, however all figures are low compared with all pupils nationally and those within Cambridgeshire. The general trend, where it can be measured, is upward. The Progress 8 measure is very positive with its upward 3 Year trend compared to the national downward trend. Many of the Statistical Neighbour figures are suppressed at KS4 due to low numbers but Attainment 8 and Progress 8 have a full range published and Cambridgeshire is ranked 3 and 2 respectively, out of 11.
2.23	Following the resignation of the Virtual Headteacher in December, we are currently interviewing for the role and we hope to bring an updated strategy for improving outcomes in the autumn term.
2.24	Recommendation – Members of the Committee are asked to note and comment on the final outcomes data for children in care in Cambridgeshire.
	Special Education Need and Disability
2.25	<u>Special Educational Needs and Disabilities (SEND) Challenges – Supporting the Statutory Assessment Process</u>
2.26	A key part of the SEND process is in the statutory assessment of a child or young person's needs. This work is undertaken in our statutory assessment team and they consider all applications for new Education Health and Care Plans or for changes arising from annual reviews or emergency review processes. The pressures are mainly due to an anticipated 25-30% rise in the number of statutory assessment requests for EHCP for this academic year. We have also lost the DfE Funding for the SEND reforms which previously funded this team. This was around £340k in 2017/18.
2.27	Currently our SAT Business Support and Casework officers' capacity to meet deadlines is stretched with a significant backlog of work. This is impacting on effective communication with parents and school. We have developed an action plan to address these concerns (including new panel proposals to streamline volume of requests) but in the short term, our performance is lower than we would like and this is likely to impact for some period until our new capacity can be recruited to. This is also impacting on other services which support the process including Education Psychologist (which we are struggling to recruit) and our specialist teaching capacity is stretched with an increase in children at risk of permanent exclusion.
2.28	We have taken a proposal for further investment to be considered in the budget process to ensure we can meet our statutory requirement for timely support for children and young people with SEND. The challenge around special school home to school transport will also be considered at this time.
	<u>SEND Strategy</u>
2.29	Our new SEND strategy has been published (soft launch) with an official launch due in September, along with Cambridgeshire Expects Pledge and SEND Strategy Action Plan. The new approach in these documents focuses on changes we need to undertake to improve outcomes and ensure we can meet our obligations under the SEND reforms. A

	copy of the strategy can be found in appendix 3. The strategy has been developed in conjunction with Peterborough City Council. The action plan and the Cambridgeshire Pledge will be brought to a future committee meeting.
	<u>New Service Delivery Model for Schools for SEND</u>
2.30	A series of focus groups are running in June to consult on a new model of service delivery for Educational Psychology and Specialist Teaching, which will offer a time credit approach to settings and schools so that they can feel more empowered and have a better understanding of the services that the SEND District Team offer. This will mean schools can be more proactive instead of all our work being targeted at statutory functions only. This might mean some delay in the short term but we hope this will save time and funding at a later stage if children and families can be supported earlier. We are currently looking at our recruitment and retention strategy for Education Psychologists and other specialist staff.
	Education Capital and Place Planning
	<u>Spring Common Academy Capital Project</u>
2.31	As requested by Members at the Children & Young Peoples Committee meeting in December 2018, further work has been undertaken in liaison with the school's Head teacher to identify the priorities for capital investment to address basic need and the suitability of accommodation at Spring Common Special School.
2.32	The school has grown in response to requests from Cambridgeshire County Council for placement of additional children over a number of years. There are now 195 pupils on the school's roll, 20 of whom are being educated in the specialist mobile classrooms provided by the Local Authority in 2017.
2.33	<p>There has been little investment in order to ensure that the existing building meets the needs of the pupils currently being educated in the school. In addition, the needs of children with special educational needs and disabilities (SEND) in Cambridgeshire have changed over recent years, becoming more complex. Examples of the change in needs include children with:</p> <ul style="list-style-type: none"> • life limiting conditions who require more specialist accommodation and who also have larger equipment requiring storage • autism
2.34	The re-assessment of the school's current accommodation has identified the need to provide the school with spaces which are suitable for 175 children and young people aged 2–19 with complex SEND.
2.35	<p>Officers have appointed a design and build contractor and architect who have met with the Headteacher to agree the scope of the scheme. The scheme will address the identified suitability deficiencies and enable the school to 'consolidate' as a 175 place 2–19 area special school through:</p> <ul style="list-style-type: none"> • remodelling and reconfiguration of some internal spaces • Provision of additional toilets • Building new classrooms to reduce the amount of remodelling e.g. New Profound and Multiple Learning Disabilities (PMLD) room and additional classrooms in KS2

	<ul style="list-style-type: none"> Provision of sufficient administration areas in line with government Building Bulletin 104 (BB104- SEND area guidelines)
2.36	Timescales for delivery is to submit a planning application early 2020 for a start date on site summer 2020. Due to the complexities of the work and the need to minimise potential impact on the education of the children and young people at the school, the scheme will take 18 months to complete.
2.37	The original milestone 1 report produced July 2017 was costed at £7.2million. By appointing a project team, including a design and build contractor, to revisit the original report, the size and value of the scheme has been reduced. The estimated total cost for the new scheme is £3m which includes construction costs of around £2.6m.
2.38	Officers are working with the Academy to determine priorities in line with budget in order to ensure best value for the council and the school. Officers are seeking the Committee's support to include the scheme in the approved and published 2019-20 Capital Programme. Regular briefing notes as the scheme progresses.
2.39	Recommendation – The Committee is invited to recommend the inclusion of the scheme for Spring Common Academy in the capital programme for 2019 to the General Purposes Committee for decision.
2.40	<u>Eastfield Infants & Nursery School / Westfield Junior School</u>
2.41	In September 2018, a proposal was brought to CYP committee outlining the proposed amalgamation of the Eastfields Infant and Nursery School and Westfield Juniors School. This process originally commenced in 2012 and the report outlined consensus had been reached on the proposal but the capital requirements had increased significantly. The Committee reached agreement in principle for the amalgamation but requested the business case for funding was discussed in more detail in November.
2.42	Following this discussion, it was agreed that the proposal for a full, new build 3 form entry (FE) (630 place) school was not financially viable for the council capital programme and it was agreed that officers would again review the options to consider options around the original capital estimate of £7m.
2.43	Since this time, our demographic forecasts have been revisited and it suggests that growth in St Ives is unlikely to require a 3 FE solution and instead a 2FE option should be considered. This has been discussed with both sets of governing bodies who have agreed in principle to consider this approach. A set of feasibility studies have been undertaken and it is hoped that a position solution for the new school can be delivered within the original allocated capital allocation. It is hoped proposal will be ready for the August committee meeting. Confirmation is to be sought from the DfE on the need for further statutory consultation due to the change in the project.
2.44	Recommendation – The Committee is asked to note the progress that is being made to ensure children in the catchment of Eastfield Infant and Nursery School and Westfield Junior Schools have a high quality and sustainable learning environment.

2.45	<u>Dedicated Schools Grant (DSG) Outturn Position</u>			
2.46	As part of the final notes to the accounts there is a requirement to report the overall DSG position as at the end of 2018/19 and the total amount to be carried forward to 2019/20. For DSG purposes, grant allocated to the Individual Schools Budget (ISB) is taken to have been spent as soon as it is deployed – i.e. passed to schools’ budget shares. There is no requirement to track DSG through the ISB to its use by individual schools, and changes in balances held by schools are not to be recorded in this note.			
		Central expenditure	Individual schools budget	Total
		£000	£000	£000
	DSG for 18-19 before Academy recoupment			450,582
	Academy figure recouped for 2018-19			225,993
	Total DSG after Recoupment for 2018-19			226,589
	Brought forward from 2017-18			-720
	Less: Carry forward to 2019-20 agreed			0
	Agreed initial budgeted distribution in 2018-19	43,919	181,950	225,869
	In year adjustments	78	784	862
	Final budget distribution for 2018-19	43,997	182,733,936	226,731
	Less: Actual central expenditure	50,644		
	Less: Actual ISB deployed to schools		183,258	
	Plus: Local authority contribution for 2018-19			0
	Carryforward to 2019-20	-6,647	-524	-7,171
	Please note: Early Years Expenditure for 2, 3 and 4 year olds is included under the ISB heading. The in-year adjustments relates to prior year adjustments of Early Years funding and estimates of Early Years funding adjustments for the period September 18 to March 19.			
2.47	The final DSG balance to carry forward to 2019-20 is a deficit of £7,171k and includes assumptions around the additional level of Early Years funding to be received for the period September 2018 to March 2019 which will be confirmed by the ESFA in July. This overall net deficit position includes the additional £1.4m of High Needs funding received by the LA in December.			
2.48	In-year overspends on High Needs Block budgets totalled approximately £8.9m, but were offset by one-off funding such as upsides from recoupment, estimates of additional early years funding, S106 revenue contributions and vacancy savings.			
2.49	A summary table of the key overspends and offsetting underspends/contributions can be seen below:			

				£'000	
				Original Reported Deficit b/fwd from 17/18	£720
				Prior-Year Adjustment (Due to confirmation of EY Clawback)	(£78)
				Revised Deficit b/fwd from 17/18	£642
				High Needs Top-Up Funding	£4,877
				SEN Placements	£181
				SEND Specialist Services	(£86)
				Out of School Tuition	£1,026
				Special School and High Needs Units	£2,677
				PRUs & EOTAS	£154
				Early Years Specialist Support	£43
				Early Years (including estimate of additional funding)	(£1,206)
				DSG Financing (recoupment, vacancy savings and net of other miscellaneous pressures and one-off contributions)	(£1,136)
				Total in-year DSG Overspend	£6,530
				Total Estimated Net DSG Carry-Forward (+deficit / - surplus)	£7,171*
2.50	Recently published guidance from the Educations Skills and Funding Agency (ESFA) will require all local authorities with a cumulative overspend greater than 1% of their DSG to complete a recovery plan and submit it to the department by 30th June 2019. The plan should detail the planned steps to bring the DSG deficit back into balance within a three-year timeframe. The position in Cambridgeshire has triggered this response and a response is currently being formulated. The final version will require sign off by the Chief Finance Officer prior to submission.				
	<u>Maintained Schools Balances</u>				
2.51	Schools are allowed to carryforward any underspend into the following financial year. The table below shows rounded revenue balances for each sector. The prior year is adjusted for academy conversions during 2018/19 to enable a like-for-like comparison to the year-end position.				
		31st March 2018 £m (original published balances)	31st March 2018 £m (amended for in-year academy conversions)	31st March 2019 £m	Change £m
	Nursery Schools	0.6	0.6	0.9	+0.3
	Primary Schools	9.9	9.7	11.1	+1.4
	Secondary Schools	0.0	0.0	0.0	0.0
	Special Schools	0.6	0.6	0.5	-0.1

	Pupil Referral Units (PRUs)	0.1	0.1	0.1	0.0																																																																		
	Sub Total	11.2	11.0	12.6	+1.6																																																																		
	Other Revenue Balances (e.g. Community Focused)	1.1	1.1	1.1	0.0																																																																		
	TOTAL	12.3	12.1	13.7	1.6																																																																		
2.52	Appendix 4 provides separately for each maintained school the revenue balances, community focussed balances (for example those held in respect of children’s centres) and capital funding (predominantly devolved formula capital) balances as at 31st March 2019. It must be noted that further to the DSG, schools budgets include funding from the Education and Skills Funding Agency (ESFA) for Post 16 funding, in year funding for items such as pupils with Statements and additional grants such as the Pupil Premium Grant. Schools that converted to Academy status prior to 31 March are no longer reported by the Local Authority and therefore are not included within the figures.																																																																						
2.53	<p>The change in individual schools balances will be specific to each school’s circumstances with some of the main reasons being:</p> <ul style="list-style-type: none">• Some schools will have delayed or cancelled spending decisions due to the uncertainty around future years’ funding amounts.• Some schools have chosen to apply balances in 2017/18 to maintain current staffing levels and class structures.• Pressures on capital funding have led some schools to reconsider and reprioritise revenue resources to allow for the possibility of capitalisation in future years.• A number of ESFA (Education Skills Funding Agency) additional funding allocations were made to schools in the final quarter of 2018/19 (including Devolved Formula Capital & Free School Meals)																																																																						
2.54	<p>The table below provides a summary of the value of surplus balances held by maintained schools as at 31st March 2019 (excluding academy convertors).</p> <p>Revenue balances</p> <table><tr><td>Surplus</td><td>Nursery</td><td>Primary</td><td>Pupil Referral Units</td><td>Special</td><td>Total</td></tr><tr><td>£0k - £10k</td><td>0</td><td>7</td><td>0</td><td>0</td><td>7</td></tr><tr><td>£10k - £20k</td><td>0</td><td>6</td><td>0</td><td>0</td><td>6</td></tr><tr><td>£20k - £60k</td><td>0</td><td>35</td><td>0</td><td>0</td><td>35</td></tr><tr><td>£60k - £100k</td><td>2</td><td>36</td><td>1</td><td>1</td><td>40</td></tr><tr><td>£100k - £150k</td><td>2</td><td>20</td><td>0</td><td>0</td><td>22</td></tr><tr><td>£150k - £200k</td><td>2</td><td>12</td><td>0</td><td>1</td><td>15</td></tr><tr><td>£200k - £300k</td><td>1</td><td>8</td><td>0</td><td>0</td><td>9</td></tr><tr><td>£300k - £400k</td><td>0</td><td>1</td><td>0</td><td>1</td><td>1</td></tr><tr><td>£400k+</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Total</td><td>7</td><td>125</td><td>1</td><td>3</td><td>136</td></tr></table>					Surplus	Nursery	Primary	Pupil Referral Units	Special	Total	£0k - £10k	0	7	0	0	7	£10k - £20k	0	6	0	0	6	£20k - £60k	0	35	0	0	35	£60k - £100k	2	36	1	1	40	£100k - £150k	2	20	0	0	22	£150k - £200k	2	12	0	1	15	£200k - £300k	1	8	0	0	9	£300k - £400k	0	1	0	1	1	£400k+	0	0	0	0	0	Total	7	125	1	3	136
Surplus	Nursery	Primary	Pupil Referral Units	Special	Total																																																																		
£0k - £10k	0	7	0	0	7																																																																		
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Total	7	125	1	3	136																																																																		
	Community focussed balances																																																																						

Surplus	Nursery	Primary	Pupil Referral Units	Special	Total
£0k - £10k	0	6	0	0	6
£10k - £20k	0	3	0	0	3
£20k - £60k	1	7	0	0	8
£60k - £100k	2	2	0	0	4
£100k - £150k	1	0	0	0	1
£150k - £200k	0	0	0	0	0
£200k - £300k	0	0	0	0	0
£300k - £400k	1	0	0	0	1
£400k+	0	0	0	0	0
Total	5	18	0	0	23

Devolved formula and other capital balances

Surplus	Nursery	Primary	Pupil Referral Units	Special	Total
£0k - £10k	6	30	0	1	37
£10k - £20k	0	55	0	3	58
£20k - £60k	1	22	0	0	23
£60k - £100k	0	3	0	0	3
£100k - £150k	0	0	0	0	0
£150k - £200k	0	0	0	0	0
£200k - £300k	0	0	0	0	0
£300k - £400k	0	0	0	0	0
£400k+	0	0	0	0	0
Total	7	110	0	4	121

2.56 The following table shows the number of maintained schools that have an 'excessive' balance, using the revised criteria agreed by Schools Forum in April 2011 (as set out in Section 3).

Sector	Schools with an excess > 8% ISB or £40k 2017/18	Schools with an excess > 8% ISB or £40k 2018/19	Schools with an excess > 16% ISB or £80k 2017/18	Schools with an excess > 16% ISB or £80k 2018/19
Nursery	0	3	5	4
Special	0	1	0	0
Primary	49	35	52	10
Total	49	39	57	14

2.57 The table below shows the number of maintained schools that ended 2018/19 with a deficit revenue balance (of which there were 4) and the value of the deficit balances:

	<table><tr><th>Deficit</th><th>Nursery</th><th>Primary</th><th>Secondary</th><th>Special</th><th>Total</th></tr><tr><td>£100k+</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>£60k - £100k</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>£20k - £60k</td><td>-</td><td>1</td><td>-</td><td>1-</td><td>2</td></tr><tr><td>£10k - £20k</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>£1k - £10k</td><td>-</td><td>2</td><td>-</td><td>-</td><td>2</td></tr><tr><td>Total</td><td>-</td><td>3</td><td>-</td><td>1</td><td>4</td></tr></table>	Deficit	Nursery	Primary	Secondary	Special	Total	£100k+	-	-	-	-	-	£60k - £100k	-	-	-	-	-	£20k - £60k	-	1	-	1-	2	£10k - £20k	-	-	-	-	-	£1k - £10k	-	2	-	-	2	Total	-	3	-	1	4
Deficit	Nursery	Primary	Secondary	Special	Total																																						
£100k+	-	-	-	-	-																																						
£60k - £100k	-	-	-	-	-																																						
£20k - £60k	-	1	-	1-	2																																						
£10k - £20k	-	-	-	-	-																																						
£1k - £10k	-	2	-	-	2																																						
Total	-	3	-	1	4																																						
2.58	<p>Schools Forum previously agreed to a relaxation of the balance control mechanism. An excessive balance is classed as:</p> <ul style="list-style-type: none">• over 16% of ISB or £80,000 for nursery, primary and special schools• over 10% of ISB for secondary schools <p>Or, where a school is <u>below</u> the national educational floor targets:</p> <ul style="list-style-type: none">• over 8% of ISB or £40,000 for nursery, primary and special schools• over 5% of ISB for secondary schools																																										
2.59	<p>Whilst there are less schools at the end of 2018/19 with what are considered to be excessive balances there are still 53 schools that are considered to have excess balances based on the criteria at 3.1. This information will be shared with the School Intervention Service (SIS) who will continue to discuss the use of balances to raise attainment levels as they visit and support schools.</p>																																										
2.60	<p>Many other authorities enforce a strict removal of surplus balance mechanism and Schools Forum were asked to consider whether this current approach was appropriate. The Forum felt that the uncertainty around school funding was behind the increase and it was also not a consistent issue across all schools. However, it must be remembered that the money generated in a school is by the children who are in that school at this time, not in many years into the future.</p>																																										
2.61	<p>The number of schools with a deficit had substantially reduced over the last 3 years and no schools were required to apply for a deficit licence for 2018/19. Where a school does apply for a deficit licence, the application must include a multi-year recovery plan, detailing actions the school will be taking to repay the accumulated deficit.</p>																																										
2.63	<p>Whilst the overall position presents an increase in the value of school balances there are a number of schools where the balance has decreased from the prior year indicating that they are potentially having to use brought forward balances to meet the costs of running their schools. The budgets that these schools set will need to be assessed and ongoing monitoring of the schools in such circumstances to support them to avoid getting in to deficit.</p>																																										
2.64	<p>Following a discussion at the General Purposes Committee, the Leader of the Council and the Chief Executive wrote to the Chair of the Schools Forum to reiterate the need for schools and the LA to work closely together to resolve these overspends on the high needs block. To ensure there is a full view of balances in schools in Cambridgeshire, it was agreed that a request would be made to Academy Trusts in the County so this can help support our case</p>																																										

	for further funding for Cambridgeshire.
2.65	Recommendation – The Committee is asked to consider its response to the position of maintained schools balances and whether it wishes to make representation to Schools Forum on the balance control mechanism in maintained schools.
2.66	<u>Financial Pressures in Schools</u>
2.67	<p>Despite the increase in surplus balances in some schools, there remains significant pressure on Cambridgeshire schools in relation to their funding and long term viability. Key pressures include –</p> <ul style="list-style-type: none"> • Both pension and pay awards have not been fully funded and schools have had uncertainty over what funding they receive. • Impact of austerity - the reduction in support services across local authority services, health and the voluntary sector have meant schools are providing more support than ever especially around pastoral areas. • No allowance has been made for inflation in schools funding since the introduction of the DSG. • Incremental drift as we face a teacher shortage • Accountability framework demands more support and a constantly rising bar. • Single year settlements have led to short term decision making.
2.68	In order to develop a Cambridgeshire narrative, officers have undertaken a survey of schools to understand the financial position under three key questions. These have been asked to gain an understanding of how schools are being more efficient and how the current budget position is putting strain on schools, pupils and children with SEND. We have received over 140 responses and a sample are included in the sections below. We intend sharing the overall responses with MPs in the coming weeks.
2.69	‘Can you give an example of how you have delivered an efficiency in your school that has led to a financial saving?’
2.70	<ul style="list-style-type: none"> • <i>Almost eradicating lunchtime duties through shortening lunchtimes and introducing split lunch arrangements.</i> • <i>Reduction in the numbers of SLT members whilst decreasing their teaching load - SLT has been reduced from 11 to 7</i> • <i>As lights fail, we replace with LED - short term investment hoping for long term savings.</i> • <i>Gained grants to replace boiler and roof</i> • <i>We have used the Education Endowment Fund to review the support in place and identify low cost high impact strategies. The majority of the support we now have in place for children is based on this methodology reducing the number of 1-1 interventions and replacing them with group focussed support.</i> • <i>We are training members of staff to take some services in-house rather than outsourcing to third parties (eg. property management).</i> • <i>There isn't anything left to cut!</i>
2.71	‘Can you give an example where as a result of the financial position of your school, you have had to make a cut or a saving which has significantly impacted upon children or staff?’

2.72	<ul style="list-style-type: none"> • We no longer fund our school swimming pool and this cost is being funded by our parents. • I have had to cut specialist PE coaching. These coaches also provided after school clubs. This has had a negative impact on the quality sports provision we are able to give and the clubs we can offer. • Reduction in teaching staff which has led to a narrowing of the curriculum offer at KS 4 and 5. • Teachers are expected to manage children with complex mental health problems (and associated behaviour) or medical conditions eg diabetes without any additional TA support, so they are stressed... • More experienced teachers are unable to be recruited. • After School clubs - which are subsidised have had to be cancelled. Broad curriculum impacted. • I had to cut a specialist French and music teacher who did my PPA for my school. This is now covered by TAs (Teaching Assistants). The quality of this is obviously not as good. Next financial year I will need to reduce either my Sendco (Special Education Needs Co-ordinator) from two days to one day a week and lose some TA hours. • Cuts to curriculum resource and professional development.
2.73	‘What impact does funding the first £6k of each EHCP have on your overall budget and the decisions you make about support for all children (including SEND) in your school?’
2.74	<ul style="list-style-type: none"> • We do not currently have any children with EHCP. If we did have, our budget would be in deficit. • In mixed age classes, funding the first £6K for SEND can mean that other children in the class are left without essential adult support at times. • The idea of a notional SEND budget in today's funding climate is laughable. This money ends up being spent just keeping teachers in classrooms to teach everyone. • There is not enough money to support all the children who need SEN support. The children who have an EHCP are a tiny percentage of the children who need support. • There is little money left for important boosting interventions for other pupils with & without SEND • Each application we make has to be carefully considered as we know that there may be an impact on the budget. New children arriving with an EHCP also creates extra pressure as we are expected to support using exiting funds. • It also means that in times of crisis there are no spare bodies which has resulted in the Headteacher, DHT or teaching SENDCo being called upon on an almost daily basis to deal with a crisis, taking them away from their role
2.75	Recommendation – Members are asked to note the approach to gathering information on the budget pressures in schools and support officers in making the case for further funding for Cambridgeshire to Ministers and MPs.
3.	ALIGNMENT WITH CORPORATE PRIORITIES

3.1	A good quality of life for everyone
3.1.1	Providing high quality education should enhance the skills of the local workforce and provide essential childcare services for working parents or those seeking to return to work. Schools and early years and childcare services are providers of local employment.
3.2	Thriving places for people to live
3.2.1	There are no significant implications
3.3	The best start for Cambridgeshire's Children
3.3.1	There are no significant implications
4.	SIGNIFICANT IMPLICATIONS
4.1	Resource Implications
	<p>The delivery of the capital schemes at Spring Common and Eastfield Infants and Westfield Juniors require capital funding. Both will be funded by prudential borrowing as no alternative source of funding is available. There is currently £7m allocated in the capital programme for the amalgamation but any investment at Spring Common will increase the Councils capital programme.</p> <p>The deficit on the DSG will need to be considered closely by Schools Forum.</p> <p>Based on the Dedicated Schools Grant (DSG) conditions of grant there are three options when there is a deficit carried forward:</p> <ul style="list-style-type: none"> • The local authority (LA) may decide to fund all the overspend from its general resources in the year in question. • The LA may decide to fund part of the overspend from its general resources in the year in question and carry forward part to the schools budget in the next year or the year after that. • The LA may decide not to fund any of the overspend from its general resources in the year in question and to carry forward all the overspend to the schools budget in the next year or the year after that. <p>The Local Authority will need to obtain the consent of the Schools Forum, or failing that the Secretary of State, to fund this deficit from the schools budget. The proposed return on the DSG overspend will be shared with Committee when drafted.</p>
4.2	Procurement/Contractual/Council Contract Procedure Rules Implications
	CCC frameworks will be used for the delivery of the capital programme.
4.3	Statutory, Legal and Risk Implications
	Any changes to services will fully consider statutory and legal issues. Risks will be fully considered as part of the shared services approach.

4.4	Equality and Diversity Implications
	Not applicable.
4.5	Engagement and Communications Implications
	The development of the strategy will be developed with key stakeholders in education.
4.6	Localism and Local Member Involvement
	Where there are place based decisions on the education strategy, these will be fully shared with local members.
4.7	Public Health Implications
	Not applicable.

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes Name of Financial Officer: Martin Wade
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by Finance?	Yes Name of Financial Officer: Paul White
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	No Name of Legal Officer:
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Jonathan Lewis
Have any engagement and communication implications been cleared by Communications?	Yes Name of Officer: Matthew Hall
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Jonathan Lewis
Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Tess Campbell

Source Documents	Location
None	None

Your school, your community

Elected councillors' role in school improvement



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The Centre for Public Scrutiny

The Centre for Public Scrutiny (CfPS), an independent charity, is the leading national organisation for ideas, thinking and the application and development of policy and practice to promote transparent, inclusive and accountable public services. We support individuals, organisations and communities to put our principles into practice in the design, delivery and monitoring of public services in ways that build knowledge, skills and trust so that effective solutions are identified together by decision-makers, practitioners and service users.

www.cfps.org.uk

Local Government Association

The Local Government Association (LGA) is the national voice of local government. We work with councils to support, promote and improve local government.

We are a politically-led, cross party organisation which works on behalf of councils to ensure local government has a strong, credible voice with national government. We aim to influence and set the political agenda on the issues that matter to councils so they are able to deliver local solutions to national problems.

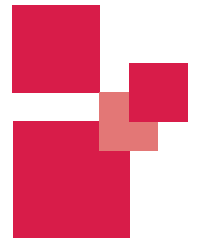
www.local.gov.uk

Acknowledgements

This publication has been written by Su Turner, the Centre for Public Scrutiny, and Ann Reeder of Frontline Consulting and Expert Adviser for the Centre for Public Scrutiny.

We are very grateful to the following for their contribution in sharing their experiences, challenges and learning to date, which we have used to inform this publication:

- Ian Keating, Local Government Association
- Cllr Ralph Berry, Bradford Metropolitan Borough Council
- Cllr Mike Appleyard, Buckinghamshire County Council
- Cllr Nick Bennett, East Sussex County Council
- Sophie Allen, Head teacher of Stonebridge Primary School
- Ann John, Governor of Stonebridge Primary School



The recent changes to national education policy and the move to create more academies bring challenges and opportunities for local councils in how they maintain oversight of education standards in their area. Although two-thirds of pupils still attend council-maintained schools, more than 60% of secondary schools are now academies ¹.

These changes mean that councils have fewer 'formal' levers with some schools to help them to fulfil their statutory duties which include: promoting academic excellence, protecting vulnerable children and making sure there are enough school places locally, school place planning etc.

However, these changes also present significant opportunities for local councillors to enhance their community leadership role and develop the role in new ways - by being a link between the council and schools.

In our first publication '**Back to School**', we explored the role that Overview and Scrutiny could play in supporting schools and holding the education sector to account. The case for a continued but changing role for councils and their scrutiny function was compelling in relation to all schools, whatever their governance. One area that emerged from this work was the need to explore further the role of individual councillors in school improvement.

This second publication explores how a councillor might use their community leadership role to develop new relationships with the schools in their ward.

It uses the insight and experience from councillors, governors and a head teacher from across the country. Participants shared their experience of councillors and schools working together: what worked well and the benefits to them. This insight is used to inform the rest of this publication – and the case for strengthening links between local councillors and schools.

1. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/433680/SFR16_2015_Main_Text.pdf



The case for strengthening links between Benefits for councillors schools councils

The most compelling case for strengthening the links between councillors and schools in their patch is to ensure that the children attending the school have the best possible educational outcomes. Better understanding and working between the council, councillors, and their local schools can make a significant contribution to creating the right environment to improve outcomes.

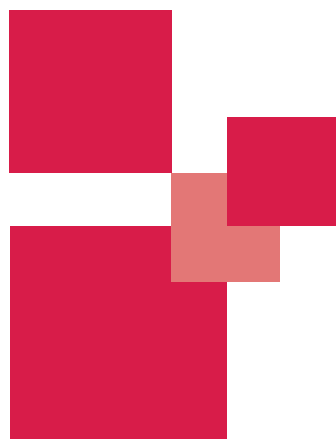
There are many reasons why it is advantageous for schools and councillors to work more effectively together, these include:

- Local councillors have a unique role. They are elected to serve the community and have a community leadership role that enables them to improve outcomes for their area and also council wide.
- To do their job effectively, councillors need to develop relationships with public service organisations and key contacts in their ward, including those affecting children given their role as 'corporate parents' and their responsibility for safeguarding. Therefore developing better and more productive relationships with schools is a fundamental *'must do'* for any ward councillor – whether they are a governor or not.
- Whilst individual councillors may not have a direct role in decision-making in relation to local schools, they have the broad duty to provide community leadership in their area. This means being aware of all the different organisations, resources and facilities that impact on residents of all ages, and working with other providers to promote the wellbeing of their place. This can involve identifying opportunities to influence local education, support school leaders and help improve school results.
- As a representative of their constituents, councillors are often called upon to resolve problems or complaints. By establishing positive ongoing working relations with the school(s) in their area this can help to resolve issues quickly and as they arise.
- As the picture of education providers changes, councils need to find other ways of providing oversight of education within their area – to ensure that they continue to fulfil their statutory duties.

The value of strengthening links and more effective working not only realises benefits for the council and councillors, it also would add value to schools and school leaders. The next two sections look at these potential benefits:

- The councillor and the council
- The school and its leaders and governors

The final section explores some values and tips to help you to begin to strengthen links with your schools.



The case for strengthening links between Benefits for councillors schools councils

The role of the local council may well have changed, but the range of council services that work to support schools and pupils are now far wider than the old Local Education Authority roles. A councillor has the benefit of being central to this and has the opportunity to be a conduit for a more cohesive community – building on the overriding need to support all learners to fulfil their potential.

Councillors need to be aware of all the public services provided in their locality although the council may only have a responsibility for delivery of some of these. Councillors have a role in identifying local needs and recognising local issues without necessarily being overly concerned about any specific service. Their interest is in the wider social, economic, and environmental wellbeing of their area and the residents within it, including the quality of school buildings, the culture and ethos of their school communities and the excellence of school attainment.

Schools and other educational services need to closely reflect the needs of localities, but it is very often the case that links with communities and deep understanding of the issues affecting the school community have not always been understood or explored.

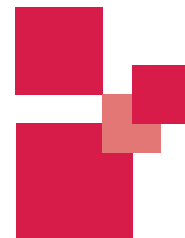
Building better relationships with school governors and leaders could benefit councillors by:

- Making sure councillors are one of the key contacts that the school leadership and staff have in the local community.
- Generating better understanding of the current education landscape and safeguarding systems, the different types of school and their respective governance models, and helping to understand how the council supports them.
- Helping to better understand the ‘whole’ school – this isn’t just about understanding the data and how well it is performing (although this is important); it will provide better understanding of the ethos and values of the school, its staff and how they work, the relationship that it has with pupils, parents and the community. But it will be equally important for the school to understand the role of a councillor too.
- Accessing and using insight from local schools to develop a deeper understanding of local issues, inform regeneration plans, school travel plans, and council improvement strategies; making local problem solving easier.
- Providing insight into the variations in outcomes between schools and the potential reasons for this, especially those working with many of our most deprived children.
- Using the relationship with schools to engage with parents (the electorate).
- Raising the profile of local democracy and civic engagement.
- Engaging school leaders and pupils in your work as a councillor, for example they could become co-optees, attend council area fora, become partners or witnesses in council activity.
- Engaging in school life could be a catalyst for change in other areas.

Benefits for schools

- Creating opportunities for direct conversations with parents, pupils, head teachers, governors and leaders of federations or Academy chains - and facilitate regular meetings with representatives from their local schools.
- Getting to understand school governors and the similarities that these roles have with that of a councillor - Consider joint training for and sharing of skills between councillors and governors.
- Sharing local authority good practice on governance, transparency, and support might be helped by comparing schools' approaches as well.
- Understanding where councillors can help school governors and where school governors can help councillors in their local community will help build support for partnership working.
- Encouraging local schools to consider delivering a wider service, to make a greater impact in the community such as hosting after school activities, advice surgeries, sports facilities and community facilities. These may contribute to boosting aspirations and attainment, and in promoting community cohesion.





Benefits for schools

Schools have a central place in their community, and what happens in school has a massive impact on its community for generations to come – yet schools can sometimes be insular and isolated from the outside community.

There are significant pressures upon school leaders to succeed. Head teachers and governors, whether new to post or established, will have a 'to do' list when it comes to understanding their community. Local councillors have access to information and contacts across the community with parents and families, the police, NHS, community groups, the voluntary sector, the business community and other partners, and could facilitate new partnerships for school leaders.

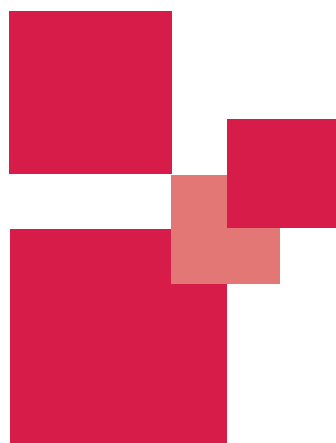
Councillors can be very influential and everyday will use their powers of influence to work with others in an attempt to create better communities. They will also have the ability to influence services outside the direct remit of the local authorities.

One of the benefits of locally elected councillors is their community leadership role. They represent a specific area and can work to support the facilities and communities within it, being their voice, someone who will listen to their needs with a mandate to be their advocate and the champion of their needs.

Building better relationships with councillors could benefit schools and school leaders by:

- Enabling a more outward focus - your local councillor can provide a link into the wider community and key stakeholders – generating productive partnerships and new connections.
- Sharing information between your school and your councillor could lead to better mutual understanding of the community. For example the school using a councillors' insight and knowledge from constituency work.
- Creating better relationships could help schools to access different resources to get things done.
- Enhancing relationships can help to raise the profile of the school and provide better connections.
- Using their role as an advocate for the school in relation to budgets, buildings, development etc; and could support schools in their liaison with the council's school support services as appropriate
- Establishing links with local businesses. This might include sourcing a motivational speaker for the sixth form, the provision of work experience and support for skills and vocational activity or in primary schools – showcasing local trades and skills.
- Building better partnerships between agencies that affect children's wellbeing including schools, health services, police, voluntary organisations eg in relation to FGM, domestic violence or radicalisation; it could influence children's educational attainment.
- Helping to put in to practice the Government's ambition to *"create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"* - councillors have knowledge and community understanding that can help.

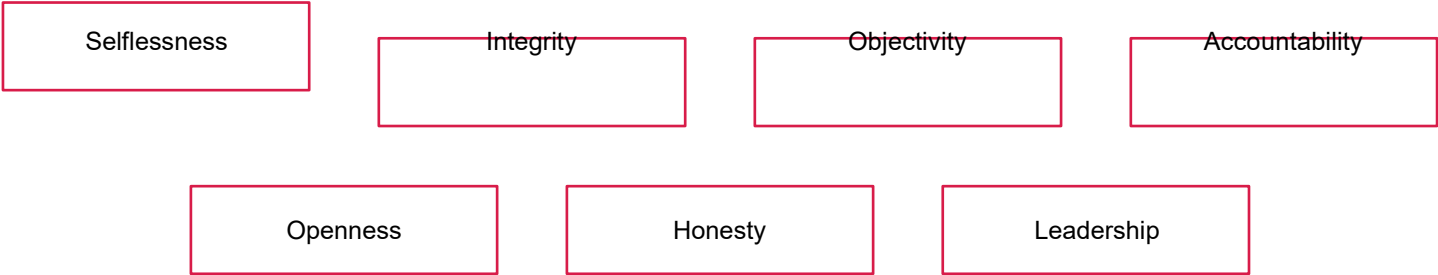
-
- Mediating local support - councillors have links to local community groups and partnerships that can positively affect the wellbeing of a community. Changes in schools such as class sizes, school re-organisation, expanding schools to meet increasing demand or changes in leadership can create strong reactions, and councillors' roles as mediators and leaders can be essential.
 - Helping to improve links between the home and school, engage disengaged communities with their schools, and build bridges between home, school and community using their community leadership role.



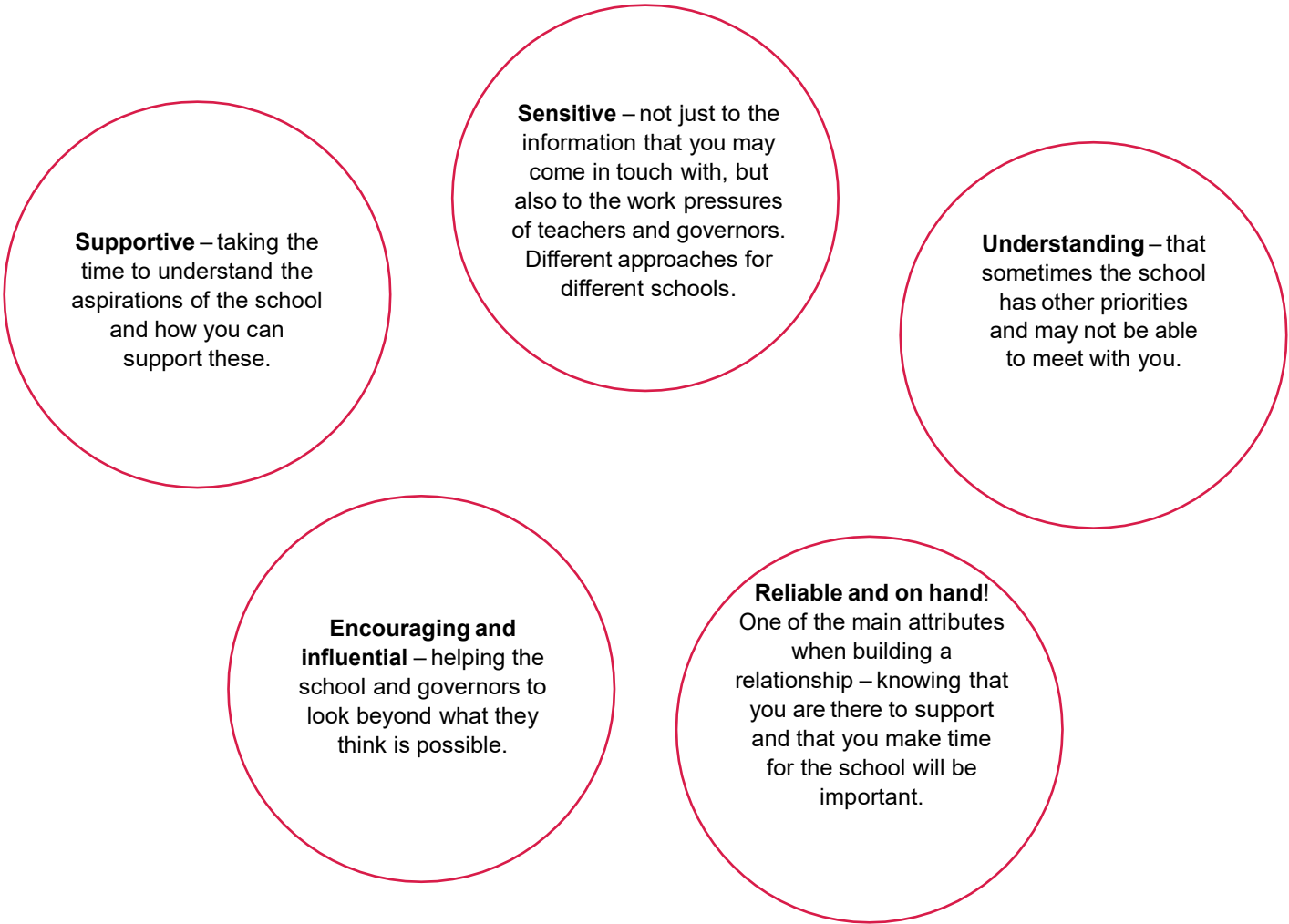
Values and tips for the steps to take to build better relationships between councillors and school

Values

As with all public offices held, councillors are expected to follow the 7 Nolan Principles of Public Life:



However when establishing effective working relationships with schools; additional values or ways of working will come in to play. These include being:



Checklist

Local councillors already build relationships with people in their community on a daily basis and this publication hasn't been produced to show how to build effective relationships. Instead the focus of this publication is to attempt to show councillors, councils and school leaders the value of striking up effective working.

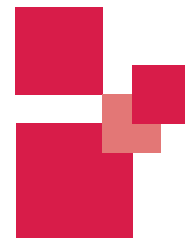
However, there are steps that are needed to ensure that you are fully aware of the education system, the support that your council gives to schools and the school in the wider context of a community before councillors begin to develop an effective working relationship. The following few tips serve as a checklist in knowing what 'homework' you need to do!

Get to know schools in your ward



- ☐ Plot the schools in your ward or division on a map; find out about their governance and the key stages they cover.
- ☐ Build a database of head teachers and chairs of governors in your ward or division and establish regular contact.
- ☐ Understand the demographic make-up of each school.
- ☐ Read the most recent Ofsted reports for the schools in your ward or division. What have you learnt? What action is to be taken if any? How is it progressing? Is there further information you need to find out from meeting with the head teacher and chair of governors or the lead member for children and schools?
- ☐ Visit the 'Watchsted' website, a good way of getting to know about the Ofsted results across an area
- ☐ Look up any planning applications for schools in your ward or division and consider if you need to take any action on this in support of the school.
- ☐ Consider the location of each school in the community and the impact of other facilities such as road safety, sweeping, and planning policies on take-aways etc.
- ☐ Plot the provision for Early Years, special needs and pupil referral units within the council area.
- ☐ ... and for further and higher education.
- ☐ Build a database of all stakeholders and those who influence early years through to lifelong learning.

<http://www.watchsted.com/>



2 Familiarise yourself with education policy, inspections and other issues affecting children such as safeguarding

- ☐ Research information to improve your understanding of the complexity of the education system, and the changes affecting it.
- ☐ Look up Government policies, plans, requirements, priorities and local funding allocations.
- ☐ Understand the Ofsted framework and its cycle of inspections and reports.
- ☐ Understand what it means to be a corporate parent and be responsible for looked after children.
- ☐ Understand safeguarding issues and child protection.
- ☐ Find out what governors do and the different forms of governance of schools that now exists.

3 Find out about the role of your council

- ☐ Find out about your council's support for schools - the statutory requirements and how it is resourced eg is there a school improvement team?
- ☐ Find out about procedures for place planning by the local authority.
- ☐ Find out about school admissions and appeals, and look at recent data and parent/school feedback.
- ☐ Find out about school exclusions procedures that have to be followed and the incidence in your ward or division.
- ☐ Ask for information about home to school transport and the take-up in your ward or division.
- ☐ Look at safeguarding policies and issues such as school security.
- ☐ Find out about the work of your local Schools Forum which makes decisions about school funding allocations.
- ☐ Find good practice examples from within the local authority and beyond it.
- ☐ Look at the council's scrutiny work programme and recent reports to find out if they have covered or plan to cover anything to do with schools.

Members Checklist – Knowing Your Schools

The purpose of this checklist is to provide a guide for elected members to work effectively with schools in support of the County Council's strategic priorities in Education. Elected members already build relationships with people in their community on a daily basis, and consequently this document is not intended to show how to build effective relationships. Instead the focus of this checklist is to attempt to enable councillors, officers and school leaders to discover the value of striking up effective partnerships.

Below is a list of preliminary steps that are needed to ensure that members are fully aware of the structure of the education system, the support that your council gives to schools and the school in the wider context of a community. This is an essential foundation to developing an effective working relationship with schools. The following few tips serve as a checklist in knowing what 'homework' you need to do!

1. Get to know schools in your ward

- ☐ a. Plot the schools in your ward or division on a map; find out about their governance and the key stages they cover.
- ☐ b. Build a database of head teachers and chairs of governors in your ward or division and establish regular contact. You can always ask the Education Service for the name of your school's Headteacher.
- ☐ c. Understand the demographic make-up of each school. We can provide members with a 'school on a page' to get information on that schools make up. For example which of your schools has
 - a really high level of families living in poverty.
 - issues with the local community e.g. burglaries, security, drugs.
 - high levels of particular groups of pupils e.g. SEN/Free School Meals /Looked After Children/Refugees and Asylum Seekers
- ☐ d. Read the most recent Ofsted reports for the schools in your ward or division. What have you learnt? What action is to be taken if any? How is it progressing? Is there further information you need to find out from meeting with the headteacher and chair of governors or the Chairman Children and Young People Committee? These may be found online at <https://reports.ofsted.gov.uk/>.
- ☐ e. Visit the '[Watchsted](#)' website, a good way of getting to know about the Ofsted results across an area.
- ☐ f. Look up any planning applications for schools in your ward or division and consider if you need to take any action on this in support of the school.
- ☐ g. Consider the location of each school in the community and the impact of other facilities such as road safety, sweeping, and planning policies on take-aways etc.
- ☐ h. Plot the provision for Early Years, special needs and pupil referral units within the council area.
- ☐ i. ... and for Further Education and Higher Education providers.

2. Familiarise yourself with education policy, inspections and other issues affecting children such as safeguarding

- ☐ a. Research information to improve your understanding of the complexity of the education system, and the changes affecting it. E.g. watch the education pages of the BBC/Guardian for brief headlines and summaries of key issues/changes
- ☐ b. Look up Government policies, plans, requirements, priorities and local funding allocations. Set up an Ofsted/DfE notification link or regularly scan their news pages.
- ☐ c. Understand the Ofsted framework and its cycle of inspections and reports. [Ofsted School Inspection Handbook \(2015\)](#)
- ☐ d. Understand what it means to be a corporate parent and be responsible for looked after children. [Promoting the education of looked-after children](#)
- ☐ e. Understand safeguarding issues and child protection. [Keeping children safe in education](#)
- ☐ f. Find out what governors do and the different forms of governance of schools that now exists. [Governance handbook](#)

3. Find out about the role of your council

- ☐ a. Find out about your council's support for schools - the statutory requirements and how it is resourced e.g. is there a school improvement team? [CCC School Improvement Offer](#)
- ☐ b. Find out about procedures for place planning by the local authority. [CCC Education Organisation Plan](#)
- ☐ c. Find out about school admissions and appeals, and look at recent data and parent/school feedback. [CCC School Admissions](#)
- ☐ d. Find out about school exclusions procedures that have to be followed and the incidence in your ward or division.
- ☐ e. Ask for information about home to school transport and the take-up in your ward or division. [CCC School Transport](#)
- ☐ f. Look at safeguarding policies and issues such as school security. [Keeping children safe in education](#)
- ☐ g. Find out about the work of your local Schools Forum which makes decisions about school funding allocations. [Schools Forum](#)
- ☐ h. Find good practice examples from within the local authority and beyond it.
- ☐ i. Look at the council's Children and Young People Committee work programme and recent reports to find out if they have covered or plan to cover anything to do with schools. [CYP Committee](#)

Special Educational Needs and Disabilities (SEND) Strategy

SEND is
Everybody's
Business

Cambridgeshire and Peterborough
Local Areas 2019-2024

FOREWORD

We have listened to what children and young people with Special Educational Needs and Disabilities (SEND) and their families and carers have told us about their experiences and views. We have worked together with them to develop this strategy. It is part of our commitment to improve the life outcomes for children and young people from across the local area.

The strategy has a clear vision that:

Special Educational Needs and Disabilities (SEND) is Everybody's Business


A wide range of people are playing an important part in delivering this vision. Elected Members, schools and child care settings, leaders and managers from education, health and social care services together with parents/carers, children and young people are driving our ambition forward.

The work is led by the Cambridgeshire and Peterborough SEND Executive Board. This is the local partnership that brings together organisations and parent carer forums responsible for services and support for children, young people and families in a shared commitment to achieving our vision.

The purpose of this strategy is to set out our vision, principles and priorities to ensure that we are working together effectively to identify and meet the needs of Cambridgeshire and Peterborough's children and young people with Special Educational Needs and / or Disabilities (SEND) from birth to the age of 25.

The strategy aims to meet the requirements of the Children and Families Act in a way that is ambitious, inclusive and realistic making best use of the resources available to us.

We have high aspirations for all our children and young people and want to ensure they have the right support, that is provided in the right place and at the right time so that they can thrive and be the best they can be.



Wendi Ogle-Welbourn



INTRODUCTION

This document sets out a vision and strategy for children and young people (0 - 25 years) with special educational needs and disabilities (SEND) in Cambridgeshire and Peterborough. The strategy is built upon a shared belief that considering and providing for the needs of children and young people with SEND should be 'everyone's business'. The collective desire is to ensure a holistic and inclusive approach evidenced by high quality, multi-agency services and provision focused upon enabling children and young people with SEND to thrive.

The strategy was co-produced with key partners and draws upon data from:

- Feedback from children, young people and their parent/carers
- National and local data on trends in special educational needs and disability
- Information from an externally commissioned sufficiency analysis
- Peterborough and Cambridgeshire local area self evaluations and SEND action plans
- Feedback from schools and settings
- Data from health, social care and other key agencies
- Early Years Peer review (2018)

This strategy is intended to cover the 'local area' which is defined as the geographical area of both Cambridgeshire and Peterborough and includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early years settings, schools and further education providers.

This strategy covers the issues that are common to both Cambridgeshire and Peterborough local areas at a strategic level. The intention is to help us work better together, in the interests of children and young people, but it also recognises that some actions will be responsive to issues specific to Cambridgeshire or Peterborough.

The strategy recognises the need to acknowledge, and link with, other pending work across both local authorities.



A SHARED VISION

The shared vision and purpose was co-produced through a series of workshops held with representatives from Cambridgeshire and Peterborough in 2017-18. The shared vision was for children and young people to:

- lead happy, healthy and fulfilled lives, having choice and control over decisions about their health, education, employment, friendships and relationships
- achieve in line with, or better than, expectation in their early years, school, further education and training
- successfully participate in the community and access meaningful occupation, employment and life-long learning opportunities

In summary this means children and young people will be able to:

Dream big, achieve well, have choice, control, and lead happy, fulfilled lives

The diagram below was developed at a parent lead workshop with subsequent involvement from children and young people, and illustrates what families sought as the 'lived experience' of parents/carers, children and young people that would be the outcome of a successful SEND strategy:



PRINCIPLES

In order to achieve this vision, families, support services and educational settings across Cambridgeshire and Peterborough have agreed the attitudes we expect each other to adopt when working with or caring for children and young people with special educational needs and/or disabilities (SEND).

We believe that the culture promoted by adopting the agreed attitudes is crucial to ensuring that SEND is everybody's business. The commitments that we expect everyone to adopt and sign up to are summarised below.

Our commitment is that everybody can be:-

**ASPIRATIONAL
CONFIDENT
HEALTHY
INCLUDED
RESPECTED
SAFE
SUCCESSFUL**

Have high expectations
Make everyone welcome
Have a 'CAN-DO' approach
Listen

Celebrate success
Work in ways that build trust
Be transparent and honest
Be positive and constructive

Value individuality and celebrate diversity
Build resilience and self confidence
Offer opportunities to experience excellent support

Have the skills to achieve Be
a positive part of the local community

Stay as healthy and well as we can be

WHAT DO WE NEED TO DO?

In order to understand what we need to do and what our priorities for the strategy should be, we have drawn on a number of sources of information. These include:

- Review of the national and local context and data that outlines trends in the pupil population
- Analysis of the local data and the joint sufficiency exercise
- What families have said through surveys and their own evaluative reports
- What children and young people said through 'Big Youth Shout Out'
- Self evaluation processes and tracking progress through SEND Implementation action plans
- Regular analysis of statutory performance e.g. meeting timescales
- Response to statutory duties and requirements including compliance review of implementation of the Code of Practice
- What other practitioners including health, social care and schools and educational settings have said
- Ofsted and CQC SEND inspection of Cambridgeshire
- Peer review
- SEMH review
- Transforming Care review
- Local offer reports/data

The key concerns that arose:

- the growth in overall numbers and trends for the future
- the need to ensure SEND is “everybody’s business” and not just the concern of the few
- ensuring that the participation of children and young people in services development and commissioning should become routine, part of ‘the way that we work’
- the need for the development of a graduated response and access to services that prevent escalation including school to school support
- the growth in post 16 young people with an EHCP – there is a need for improved preparation for moving into adulthood and associated service development
- the lack of a cohesive, co-ordinated offer at transition points from services working together, particularly the issues that arise from the misalignment between health services (0-18) and LA services for 0-25 year olds
- the patchiness and fragility of current integrated and collaborative working which needs to further develop including joint decision making, funding arrangements etc.
- the need to further develop joint robust commissioning processes/commissioning cycle (e.g block and school contracts, mental health services)
- gaps in provision across all services (health, education and social care)
 - joint commissioning ensures that children are being educated as close to home as possible – there is a need to rebalance spend and use all resources to deliver in the appropriate setting
- need to better understand severity and extent of needs and develop a good local offer re: early help, children in need and those with more complex needs including the care offer from all social care services
- use and allocation of financial resources needs to be more transparent

The three priority areas for action were identified as:

SEND is everybody's business - embedding the vision of the SEND Strategy into the practice of everyone who works with children and families in ways that strengthen families

1

Identify and respond to needs early - a holistic and joined up early identification of and graduated response to needs

2

Deliver in the right place at the right time
- improving outcomes for children and young people through making best use of resources, ensuring a graduated response and high quality local support and provision

3

HOW ARE WE GOING TO DELIVER THE STRATEGY?



SEND is EVERYBODY'S BUSINESS

Examples of the issues that we will aim to address under the three priority areas of the strategy include:

- Promoting a shared vision and expectation of responsibility across all service providers who come into contact with children and young people with SEND that “SEND is everybody’s business” and not just the concern of the few
- Ensuring that every service is signed up to the principles of the SEND strategy - a multi service integrated approach that ensures child and family are engaged and families and carers feel they only need to tell their story once
- Sharing and aligning our practice to present have a stronger joined up services working with families and carers in response in key areas like such as early identification, assessment, personal budget arrangements; transitions and person centred and/ outcomes oriented approaches
- Ensuring our workforce have the skills and knowledge required and access to appropriate

IDENTIFY and respond to needs early

- Promoting an inclusive, timely and graduated response to improve confidence, capacity and trust in local support
- Ensuring that everyone is able to identify and respond to needs early, from pre-birth to 25 years, from the earliest point of contact e.g including health visitors, midwifery, hospital staff, GP and early years
- Ensuring that we can improve outcomes for children and young people

DELIVER in the right place at the right

- Embedding a strategic approach to seeking the views of children, young people and their families in order to improve their personal experience of service delivery and also to inform the wider development and/or commissioning of services
- Promoting alignment, collaboration and creative solutions across all services in both Local Areas to make best use of available resources and so that children and young people can be supported locally
- Ensuring families feel confident that there is a good and appropriate local choice option for children and young people in all but the most exceptional cases
- Addressing the issues arising from the growth in demand and population, particularly the 16 years plus age group
- Ensuring a broad range of opportunities is available for young people over the age of 16 years
- Focus all local resources (health, education and social care) to enhance the total provision so that children and young people can be supported locally
- Reviewing and re-modelling our resources so that they are sufficient to meet current and future need

A strategic action plan will be developed from the issues identified. The actions will be driven by key lead champions who will coordinate work programmes and/or task and finish group working as required.

Work will to a large extent involve Cambridgeshire and Peterborough colleagues working together with other partners but there will be some discrete areas that require a more local response. These will be noted in the plan and cross refer to the individual SEND action plans for each Council.

HOW WILL WE RECOGNISE SUCCESS?

We have agreed a number of success criteria to enable us to measure our progress.

The measures are intended to keep a balance between being aspirational but also realistic.

HOW WILL WE RECOGNISE SUCCESS?

SEND is everybody's business

- parents/carers report increased confidence at transition points between services and when there are changes in provision (e.g primary to secondary school)
- annual monitoring of joint commissioning contracts shows that arrangements take a person centred approach
- data from all agencies (e.g referrals data, SEN audit) shows timely identification of need
- the majority of children and young people with an education, health and care plan (EHCP) are educated in their local mainstream school - nationally published data shows that the balance of those with an EHCP in mainstream is in line with national, regional and statistical neighbours
- all professionals know the local offer and what the contribution of their service and other services should be
- there is a reduction year on year in the number of fixed term and permanent exclusions of children and young people with SEND
- key data shows proportionate representation of children and young people with SEND ((e.g. elective home education, attendance data, youth offending, emergency health admissions, social care services)
- annual survey carried out by parent/carer forums shows evidence that year on year parents/carers have increasing confidence in the system and, where issues persist, there is clear evidence of follow-up action to address
- service development/provision and commissioning of services clearly reflects user feedback

IDENTIFY and respond to needs early

- feedback from parents/carers shows satisfaction with early identification of need, by all agencies
- data shows less conflict in the system e.g. number of Tribunals registered, number of appeals
- numbers of children and young people identified will be in line with population expectations
- healthy child programme quarterly report shows all checks carried out note SEND issues
- quality of all assessments will reflect a child centred approach and demonstrate joined up working
- annual local authority and parent/carer survey data shows that there is a continuing increase in the number of parents/carers, children and young people who report a positive experience of, and confidence in, the SEND support system
- practitioners report they are confident and have the tools, resources and access to CPD they need to be effective
- the progress and attainment of children and young people receiving SEN support is as good as or better than their peers in comparable authorities at all key stages
- the progress and attainment for children and young people with an EHCP is as good as, or better than, their peers in comparable authorities at all key stages

DELIVER at the right place at the right time

- a termly audit of EHC plans and other plans related to SEN shows that they reflect a holistic package that enables families to flourish locally
- children and young people have their needs met locally, reducing reliance on out of county places with a reduction in travel time and number of reported incidents during travel
- Data systems are in place that enable appropriate measurement of the timeliness and quality of input to EHCP processes and other plans from all statutory agencies
- quarterly reports/audits show an increase in the number of creative, collaborative and flexible packages of support with a clear link between the identified needs/outcomes in plans and decision making processes
- there is a year on year increase in the take up of personal budgets particularly by young people post 16
- there is evidence that the increases in take up of personal budgets is stimulating the market range within the local offer
- improved outcomes for vulnerable groups with SEND (looked after children, children in need, children in the youth justice system) are demonstrated as a result of an increase in collaborative commissioning
- there is good planning for adult life with young people and their families reporting increased choice and control with regard to living independently, having good health and opportunities to take part in a range of activities including employment

DELIVER at the right place at the right time

- all children and young people leave school with an option of further education, employment or training - there is a drop in numbers of those with EHCP who are NEET
- the commissioning of SEND services and provision is based upon data and considers the needs of both Local Authorities
- the number of children and young children with a diagnosable mental health condition receiving treatment increases in line with NHS targets



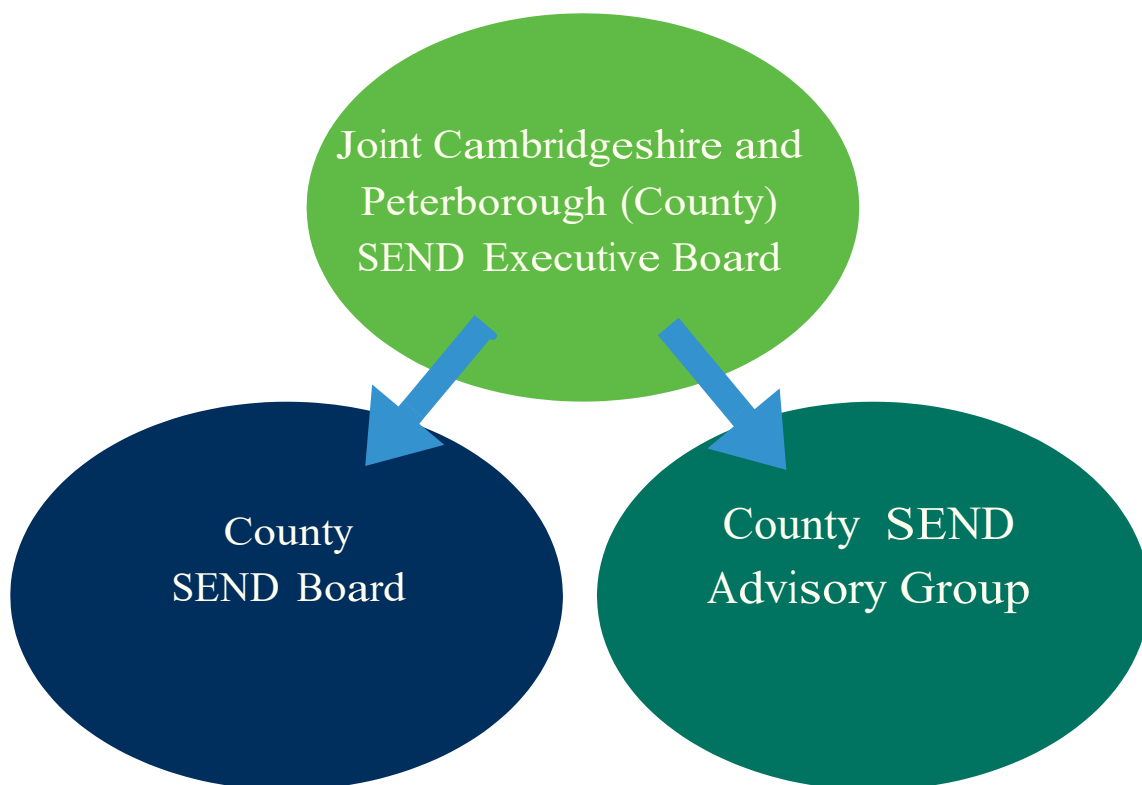
A strategic action plan will be developed from the issues identified. The actions will be driven by key lead champions who will coordinate work programmes and/or task and finish group working as required.

Work will to a large extent involve Cambridgeshire and Peterborough colleagues working together with other partners but there will be some discrete areas that require a more local response. These will be noted in the plan and cross refer to the individual SEND action plans for each Council.

WHO WILL OVERSEE THE STRATEGY?

The joint SEND County Executive Board is responsible for the governance and commissioning of services to support children and young people with SEND and will be key to the delivery of this strategy. Membership of the Board include the parent forums, Cambridgeshire County Council, Peterborough City Council and the joint Clinical Commissioning Group (CCG).

A Cambridgeshire and Peterborough joint SEND Partnership Board provides the mechanism for tracking and monitoring the joint SEND strategic action plan. The Partnership Board is accountable to the County Board enabling a clear link between strategic and operational action.



Appendix X - School Revenue, Community Focussed and Capital Balances as at 31st March 2017, 31st March 2018 and 31st March 2019
(in order of c/f as % of ISB):

<u>School Name</u>	<u>C/f</u> <u>16/17</u>	<u>c/f 17/18</u>	<u>c/f 18/19</u>		<u>19/20</u> <u>converter</u>	<u>% of</u> <u>ISB</u> <u>16/17</u>	<u>% of ISB</u> <u>17/18</u>	<u>% of</u> <u>ISB</u> <u>18/19</u>
								-
Wyton Primary School	-13,818	-28,546	-33,814	deficit		-2.13%	-4.21%	-4.64%
Harbour Special School	-78,774	110,093	-52,872	deficit		-4.29%	5.09%	-2.60%
Spinney Primary School	12,482	27,112	-1,783	deficit		1.57%	3.37%	-0.21%
Bushmead Primary School	59,347	32,564	-2,188	deficit		5.33%	2.81%	-0.16%
Melbourn Primary School	11,297	23,845	914			1.07%	2.23%	0.07%
Brampton Village Primary School	49,408	22,530	1,637			3.57%	1.56%	0.09%
Somersham Primary School	19,818	-24,200	9,709		**	1.89%	-2.48%	0.85%
Eynesbury Primary School	22,547	31,868	8,775			2.58%	4.21%	0.87%
Great Paxton Primary School	7,661	22,913	5,350			1.48%	4.14%	0.90%
Queen Edith Primary School	241,250	211,913	47,873	£40-£80k		14.65%	14.32%	1.33%
Ely St John's Primary School	57,037	34,852	30,581			3.57%	2.22%	1.80%
Castle Special School	59,055	132,752	73,079	£40-£80k		1.96%	6.14%	1.94%
Thorndown Primary	28,022	21,416	39,773			1.72%	1.26%	1.97%
Milton Road Primary School	-64,628	2,893	31,468			-4.50%	0.20%	1.98%
St Alban's Primary School	37,987	4,425	17,717			4.75%	0.56%	2.01%
Linton Infant School	70,549	31,049	14,570			11.03%	4.95%	2.08%
Folksworth Primary School	94,986	52,283	8,545			20.43%	12.50%	2.09%
Fen Drayton Primary School	45,451	22,793	9,598			10.34%	5.27%	2.17%
Stukeley Meadows Primary School	40,120	17,663	34,571			2.83%	1.25%	2.19%
Burwell Primary School	63,535	87,303	39,756			4.14%	5.73%	2.22%
Holywell Primary School	85,786	32,438	19,397			11.40%	4.47%	2.41%
Offord Primary School	57,248	41,105	12,592			10.67%	8.41%	2.48%
Gt & Lt Shelford Primary School	491	4	19,992			0.07%	0.00%	2.51%
Little Thetford Primary School	13,012	43,777	12,076			2.70%	9.89%	2.57%

Rackham Primary School	64,986	59,354	30,365		6.02%	5.57%	2.58%	
St Matthew's Primary School	94,692	9,064	66,005	£40-£80k	4.40%	0.44%	2.60%	
Colville Primary School	43,993	39,662	40,233	£40-£80k	3.80%	3.83%	2.71%	
Steeple Morden Primary School	106,093	73,369	20,684		14.65%	10.12%	2.78%	
Little Paxton Primary School	112,159	83,725	36,484		11.20%	8.05%	2.92%	
Alconbury Primary School	40,214	33,707	25,032		5.73%	4.76%	3.02%	
Barnabas Oley Primary School	9,587	30,896	20,065		1.64%	5.46%	3.68%	
Abbey Meadows Primary School	140,143	22,416	86,870	£80k+	6.94%	1.14%	3.88%	
St Philip's Primary School	74,716	145,386	53,640	£40-£80k	5.83%	12.69%	3.88%	
Cherry Hinton Primary School	61,417	59,061	41,326	£40-£80k	6.32%	7.33%	3.98%	
St Helen's Primary School	14,176	6,726	28,244		1.98%	1.00%	4.03%	
Trumpington Meadows P	29,937	2,574	50,520	£40-£80k	3.61%	0.31%	4.18%	
Newnham Croft Primary School	48,732	52,997	42,245	£40-£80k	5.63%	6.03%	4.57%	
Teversham Primary School	-172	55,095	33,993		-0.03%	8.95%	4.69%	
Westfield Junior School	56,320	40,521	64,686	£40-£80k	4.68%	3.45%	4.94%	
Great Abington Primary School	37,213	44,297	29,671		6.54%	7.83%	5.04%	
Granta Special School	118,664	91,747	151,821	£80k+	5.08%	3.78%	5.16%	
Abbots Ripton Primary School	48,232	34,715	24,255		11.55%	8.56%	5.28%	
Cheveley Primary School	13,967	24,702	33,889		2.42%	4.22%	5.36%	
Over Primary School	72,664	84,326	53,981	£40-£80k	6.77%	8.34%	5.37%	
Caldecote Primary School	35,341	53,390	47,928	£40-£80k	4.83%	7.29%	6.10%	
Fowlmere Primary School	88,340	48,014	27,651		19.80%	10.99%	6.17%	
Eastfield Infant School	79,634	76,794	63,907	£40-£80k	7.67%	8.62%	6.26%	
Newton Primary School	40,836	49,198	28,282		8.86%	10.99%	6.39%	
Holme Primary School	47,482	30,187	31,121		**	10.13%	6.49%	6.50%
Waterbeach Primary School	13,727	34,259	97,091	£80k+	1.16%	2.83%	6.60%	
Willingham Primary School	12,156	35,806	81,238	£80k+	0.99%	3.08%	6.63%	
Cottenham Primary School	66,703	71,132	152,165	£80k+	3.27%	3.67%	6.93%	
Bewick Bridge Comm. Primary School	-6,145	43,936	88,358	£80k+	-0.58%	3.44%	7.02%	
Castle Camps Primary School	39,654	17,748	40,449	£40-£80k	8.38%	3.49%	7.19%	
Fawcett Primary School	66,009	82,678	112,669	£80k+	6.49%	7.67%	7.23%	
Friday Bridge Primary School	44,476	39,065	43,423	£40-£80k	8.34%	7.59%	7.46%	
Swavesey Primary School	112,185	73,385	87,144	£80k+	10.13%	6.87%	7.48%	

Warboys Primary School	29,770	58,190	83,956	£80k+	**	3.04%	6.28%	7.51%
Mayfield Primary School	92,731	149,228	125,015	£80k+		6.03%	10.13%	7.59%
Pendragon Primary School	72,310	111,021	105,920	£80k+		5.51%	8.71%	7.59%
Sutton Primary School	129,185	96,217	97,380	£80k+		10.61%	7.94%	7.60%
Fenstanton and Hilton Primary School	914	35,719	78,558	£40-£80k		0.10%	3.87%	7.76%
Shirley Primary School	54,762	95,436	157,401	£80k+		2.99%	5.60%	7.91%
Park Street Primary School	45,029	41,553	43,691	£40-£80k		8.83%	8.32%	8.10%
Harston & Newton Primary School	43,559	45,146	57,687	£40-£80k		6.81%	6.77%	8.14%
Hemingford Grey Primary School	96,481	85,238	86,658	£80k+		10.68%	8.92%	8.18%
Spring Meadow Infant School	109,456	127,541	131,984	£80k+		7.28%	10.04%	8.21%
Huntingdon Primary	180,269	150,511	178,186	£80k+		9.68%	8.20%	8.33%
Elton Primary School	37,421	51,123	45,852	£40-£80k		7.43%	10.08%	8.34%
Bassingbourn Primary School	61,332	74,645	106,271	£80k+		6.44%	7.37%	8.35%
Beaupre Primary School	30,817	57,007	74,972	£40-£80k		4.02%	7.03%	8.41%
Fulbourn Primary School	67,823	104,825	100,455	£80k+		6.56%	10.15%	8.61%
Robert Arkenstall Primary School	83,523	96,508	96,378	£80k+		8.32%	9.86%	8.76%
Orchard Park Comm. Primary School	75,931	46,450	101,655	£80k+		8.34%	5.42%	8.98%
Coton Primary School	44,714	34,055	53,146	£40-£80k		7.74%	5.96%	9.16%
Benwick Primary School	58,210	29,830	64,247	£40-£80k		11.30%	5.42%	9.36%
Lionel Walden Primary School	110,281	110,583	87,366	£80k+		13.37%	13.53%	9.56%
St Paul's Primary School	67,342	64,677	82,146	£80k+		8.76%	8.49%	9.77%
Ashbeach Primary School	84,754	59,177	70,345	£40-£80k		13.65%	10.37%	9.91%
Grove Primary School	141,807	137,001	141,865	£80k+		11.09%	10.67%	10.08%
Barrington Primary School	20,477	33,344	54,356	£40-£80k		4.41%	7.02%	10.36%
Icknield Primary School	41,987	54,276	74,602	£40-£80k		5.79%	7.83%	10.46%
Bellbird Primary School	89,147	119,865	137,544	£80k+		9.01%	10.71%	10.73%
Littleport Primary School	92,088	77,626	200,939	£80k+		5.91%	5.03%	10.80%
Townley Primary School	57,119	33,498	55,461	£40-£80k		12.85%	7.82%	10.80%
Hardwick and Cambourne Primary School	-32,964	41,675	288,484	£80k+		-2.11%	2.25%	10.81%
Ridgefield Primary School	50,126	71,219	106,611	£80k+		4.96%	8.84%	10.84%
St Anne's Primary School	47,803	45,580	90,911	£80k+		5.95%	5.97%	10.89%
Great Wilbraham Primary School	47,207	48,105	50,952	£40-£80k		10.89%	11.52%	11.15%

Isleham Primary School	51,239	46,819	89,746	£80k+		6.61%	6.44%	11.17%
Huntingdon Nursery School	63,534	67,224	62,165	£40-£80k		13.59%	12.82%	11.29%
Foxton Primary School	45,822	60,405	61,894	£40-£80k		8.97%	12.31%	11.34%
Sawtry Infant School	101,381	95,068	92,584	£80k+		15.29%	14.20%	11.35%
Duxford Primary School	54,842	43,524	103,318	£80k+		6.90%	5.47%	11.37%
Kings Hedges Primary School	228,480	231,926	277,702	£80k+		13.33%	14.43%	11.37%
Manea Primary School	78,549	98,838	105,743	£80k+		11.12%	13.30%	11.39%
The Fields Early Years Centre	34,682	4,921	60,919	£40-£80k		8.77%	1.17%	11.92%
Wheatfields Primary School	287,980	245,392	177,562	£80k+		20.63%	18.31%	12.01%
The Vine Inter-Church Primary School	118,208	128,948	188,537	£80k+		8.17%	8.98%	12.11%
Petersfield Primary School	-16,795	21,962	74,509	£40-£80k		-2.94%	3.98%	12.71%
Hauxton Primary School	13,621	33,220	63,167	£40-£80k		3.39%	8.13%	12.81%
Arbury Primary School	137,689	171,865	237,306	£80k+		8.68%	10.66%	12.94%
Oakington Primary School	146,937	154,512	73,876	£40-£80k	**	28.19%	27.77%	13.14%
Queen Emma Primary School	382,891	442,706	229,842	£80k+		27.66%	29.60%	13.22%
Girton Glebe Primary School	124,414	129,449	106,866	£80k+		14.91%	16.27%	13.25%
Kettlefields Primary School	99,991	97,245	70,758	£40-£80k		19.79%	19.27%	13.25%
Fourfields Primary School	279,996	203,788	226,540	£80k+		19.02%	14.10%	13.53%
Burrough Green Primary School	9,834	28,108	67,227	£40-£80k		2.11%	5.78%	13.66%
Priory Junior School, St Neots	75,751	123,657	177,162	£80k+		7.69%	11.28%	13.94%
Kinderley Primary School	67,759	62,420	65,601	£40-£80k		18.40%	16.81%	14.06%
Coates Primary School	97,144	79,738	111,536	£80k+		15.01%	12.18%	14.34%
Barton Primary School	77,155	56,736	73,552	£40-£80k		14.74%	12.41%	14.57%
Meridian Primary School	54,608	83,026	115,227	£80k+		6.74%	10.65%	14.78%
Priory Park Infant School	86,361	123,631	151,745	£80k+		9.60%	13.60%	14.79%
Samuel Pepys Special School	263,604	253,682	374,231	£80k+		12.93%	11.32%	15.11%
Houghton Primary School	72,361	90,311	139,623	£80k+		9.00%	12.00%	15.45%
St Laurence Primary School	111,275	160,556	189,933	£80k+		10.57%	14.60%	15.46%
Alderman Payne Primary School	76,380	68,504	87,436	£80k+		14.67%	13.10%	15.60%
Fordham Primary School	118,411	119,684	185,754	£80k+		13.19%	13.17%	16.58%
Spaldwick Primary School	42,562	45,108	120,932	£80k+		6.53%	7.30%	17.29%
William Westley Primary School	101,716	148,828	144,309	£80k+		13.73%	19.35%	17.67%
Dry Drayton Primary School	8,654	36,733	61,197	£40-£80k		2.66%	11.23%	17.92%

Monkfield Park Primary School	187,830	201,288	281,519	£80k+	12.81%	14.35%	18.19%
Yaxley Infant School	86,247	111,883	132,655	£80k+	14.21%	17.54%	18.93%
Elsworth Primary School	84,404	95,554	98,670	£80k+	16.59%	19.10%	19.16%
Meldreth Primary School	128,175	145,422	152,164	£80k+	19.63%	22.99%	19.92%
Stretham Primary School	101,977	118,004	169,338	£80k+	16.14%	17.64%	20.81%
Clarkson Infant School	195,503	171,688	221,759	£80k+	18.03%	17.82%	20.92%
Great Gidding Primary School	25,632	34,808	74,063	£40-£80k	7.06%	0.106674	21.37%
Wilburton Primary School	122,051	101,132	120,710	£80k+	21.76%	20.39%	21.58%
Morley Memorial Primary School	267,276	265,787	359,382	£80k+	18.83%	0.195398	22.90%
Brington Primary School	93,335	101,875	72,765	£40-£80k	20.86%	0.269029	23.03%
Haslingfield Primary School	100,654	142,743	159,223	£80k+	16.39%	0.21694	24.51%
Homerton Children's Centre	54,087	67,609	124,921	£80k+	13.07%	0.148886	25.27%
Brunswick Nursery School	62,139	65,200	142,211	£80k+	16.65%	15.90%	32.10%
Colleges Nursery School	90,942	104,484	155,822	£80k+	24.23%	27.59%	37.71%
Histon Early Years Centre	144,022	172,341	180,327	£80k+	40.08%	40.43%	40.60%
Kings Hedges Nursery School	127,633	159,011	223,785	£80k+	33.82%	39.19%	53.22%
Pathfinder (Northstowe - not on FMS)			86,650	£80k+			

Total Revenue Balance

Nursery		950,150
Primary		11,041,799
Secondary		N/A
Special		546,259

Community Focussed

<u>School Name</u>	<u>c/f 17/18</u>	<u>c/f 18/19</u>
Ashbeach P	6,044	5,623
Brampton P	44,185	49,464
Brunswick Nursery School	127,310	90,132
Coates P	36,219	29,321
Colleges Nursery School	-6,339	-37,657
Dry Drayton P	0	-3,207
Fawcett P	73,616	14,573

Fourfields P	5,378	4,092
Great Paxton P	2,697	33,538
Harston & Newton P	-4,099	2,121
Histon Early Years Centre	319,354	334,714
Homerton Nursery School	92,557	110,874
Huntingdon Nursery School	11,408	22,209
Lionel Walden P	833	162
Little Thetford P	0	-37
Manea P	24,021	34,482
Monkfield Park P	113,263	78,451
Pendragon P	23,096	33,522
Priory Park I	29,578	32,315
Swavesey P	21,030	36,596
The Fields Early Years Centre	125,262	72,526
Thorndown Primary	7,867	2,131
Townley P	-5,061	13,955
Trumpington Meadows P	70,849	77,732
Vine P	6,669	6,690
Willingham P	4	10,490
<u>Total Community Focussed Balances</u>	1,125,741	1,054,812
Nursery		592,798
Primary		462,014

Capital Balances

<u>School Name</u>	<u>c/f 17/18</u>	<u>c/f 18/19</u>
Arbury P	0	13,831
Abbey Meadows P	8,491	13,999
Alconbury P	3,042	17,247
Ashbeach P	0	11,112
Barnabas Oley P	0	12,982
Barrington P	0	11,769
Bassingbourn P	0	12,373
Beaupre P	0	9,516
Bellbird Primary School	4,974	21,035
Benwick P	0	6,352
Bewick Bridge Primary	10,229	24,321
Brampton P	1	20,827
Brington P	7,738	10,583
Brunswick Nursery School	2,553	8,383
Burrough Green P	15,303	34,295
Burwell P	23	24,518
Bushmead P	0	31,962
Caldecote P	4,131	5,858
Castle	14,586	17,179
Castle Camps P	6,386	16,691
Cherry Hinton Primary	1,836	15,958
Cheveley P	3,607	11,333
Clarkson I	0	11,951
Coates P	13,298	25,162
Colleges Nursery School	50,231	56,736
Colville P	5,626	13,485
Coton P	1	10,857
Cottenham P	16,894	32,352
Dry Drayton P	11,347	20,629
Duxford P	3,794	9,881

Eastfield I	464	11,948
Ely St John's P	786	18,482
Eynesbury P	46	10,776
Fawcett P	9,810	17,628
Fen Drayton P	949	4,763
Fenstanton and Hilton P	7,716	28,641
Folksworth P	0	4,654
Fordham P	2,934	22,912
Fourfields P	0	13,008
Fowlmere P	0	11,248
Foxton P	7,671	14,040
Friday Bridge P	5,283	6,467
Fulbourn P	9,284	19,913
Girton Glebe P	4,368	15,602
Granta	7	19,882
Great Abington P	0	9,270
Great Gidding P	845	10,272
Great Paxton P	612	7,397
Great Wilbraham P	2,788	8,744
Grove P	146	14,395
Harbour	0	15,583
Hardwick P	22,357	48,999
Harston & Newton P	1,544	8,457
Haslingfield P	3,057	5,761
Hauxton P	6,339	9,858
Hemingford Grey P	0	17,858
Histon Early Years Centre	89	5,152
Holme P	13,580	16,447
Holywell P	2,509	18,049
Homerton Nursery School	2,041	9,432
Houghton P	7,215	22,755
Huntingdon Nursery School	993	7,434
Huntingdon Primary School	0	18,215

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Icknield P	8,806	25,313
Isleham P	2,017	7,995
Kettlefields P	1,244	3,829
Kinderley P	8,693	18,212
Kings Hedges Nursery	102	9,677
Kings Hedges P	0	0
Lionel Walden P	5,485	22,109
Little Paxton P	7,038	20,980
Little Thetford P	6,803	13,573
Littleport P	5,157	23,695
Manea P	1	6,243
Mayfield P	1,739	5,370
Melbourn P	0	13,047
Meldreth P	0	2,876
Meridian P	15,914	29,337
Milton Road Primary	2,690	16,528
Monkfield Park P	0	6,419
Morley Memorial P	1,035	14,075
Newnham Croft P	0	470
Newton P	1,534	9,214
Offord P	2,843	12,520
Orchard Park Primary School	995	59
Over P	0	12,534
Payne P	0	9,839
Pendragon P	4,996	14,270
Priory J, St Neots	0	10,432
Priory Park I	13,310	32,887
Queen Edith P	0	-5,832
Queen Emma Primary School	3	4,055
Rackham P	1,006	14,813
Ridgefield P	6,797	9,607
Robert Arkenstall P	6,805	19,742
Samuel Pepys	339	339

Sawtry I	3,062	13,322		
Shirley I	8,752	17,011		
Somersham P	1,892	12,224	**	
Spaldwick P	5,889	91,727		
Spinney P	5,553	12,943		
Spring Meadow I	3,670	12,017		
St Helen's P	2,780	34,284		
St Matthew's P	8,977	34,852		
Steeple Morden P	0	83,402		
Stretham P	96	1,404		
Stukeley Meadows P	8,500	23,105		
Sutton P	593	16,269		
Swavesey P	0	12,854		
The Fields Early Years Centre	9,994	5,979		
Thorndown Primary	44,718	64,153		
Townley P	3,438	11,255		
Trumpington Meadows P	6,018	8,934		
Warboys P	3,855	11,404	**	
Waterbeach P	0	6,938		
Westfield J	0	13,978		
Wheatfields P	0	18,759		
Wilburton P	1,328	11,487		
William Westley P	1,476	9,677		
Willingham P	1,717	15,620		
Wyton P	8,883	14,215		
Yaxley I	10,120	15,675		
Total Capital Balances		1,964,934		
Nursery		102,793		
Primary		1,809,158		
Secondary		N/A		
Special		52,983		

FREE SCHOOL PROPOSALS

To: Children & Young People's Committee

Meeting Date: 9 July 2019

From: Wendi Ogle-Welbourn, Executive Director: People & Communities

Electoral division(s): All

Forward Plan ref: n/a

Purpose: To advise Members on:

- a) the outcome of Wave 13 of the Department for Education's (DfE) central free school programme
- b) the outcome of its capital funding round for new voluntary aided schools

Recommendation: For Members to note:

- a) the outcome of Wave 13 of the DfE's central free school programme and Voluntary Aided Capital Funding scheme
- b) the consequent need for the Council to run a free school competition to establish new schools where there is basic need

<i>Officer contact:</i>		<i>Member contacts:</i>	
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1. BACKGROUND

- 1.1** “Free school” is the Department for Education’s (DfE) policy term for all new provision academies whereas “academy” is a legal term for state-funded schools that operate independently of local authorities (LAs) and receive their funding directly from the government. They are established by one of two routes, via:
- potential sponsors applying directly to the Department for Education (DfE) or
 - the Council’s established sponsor selection process (known as the free school presumption).

New schools established under the presumption route are not required to use the term “free school” in their name.

- 1.2** Currently the application window is open until 30 September 2019 for potential sponsors to submit free school proposals directly to the DfE under Wave 14 of its central free school programme.

2. Central Free School Programme

2.1 Wave 13

- 2.1.1** The outcome of Wave 13 of the central free school was announced by the DfE on 14 June. None of the applications made under Wave 13 to open new free schools in Cambridgeshire have been approved. Appendix 1 sets out the full list of applications

- 2.1.2** Where there is an identified basic need for a new school the Council will now follow the free school presumption route to secure a sponsor for those schools through the established competition process.

2.2 Wave 14

- 2.2.1** We are not supporting any multi academy trusts with Wave 14 bids (closing date for applications September 2019) as the demography does not indicate the need to do so at this stage.

3 New Voluntary Aided Schools

- 3.1** Also announced by the DfE on 14 June 2019 were the decisions regarding applications which had been made to its Capital Fund for the establishment of new voluntary aided schools.
- 3.2** Only one application was made in Cambridgeshire. This was by the Roman Catholic Diocese of East Anglia to establish a primary school at Northstowe which would be located on the education campus in phase 2 of the development. This application was unsuccessful. There will be a need for a primary school on this site and the Wave 13 application was also unsuccessful.

4. ALIGNMENT WITH CORPORATE PRIORITIES

Report authors should evaluate the proposal(s) in light of their alignment with the following three Corporate Priorities.

4.1 A good quality of life for everyone

Providing access to local and high quality education and associated children's services should enhance the skills of the local workforce.

4.2 Thriving places for people to live

Schools and the early years and childcare services associated with them are providers of local employment and also provide essential childcare services for working parents or those seeking to return to work. Children are readily able to access out of school activities such as sport and homework clubs and develop friendship groups within their own community.

4.3 The best start for Cambridgeshire's Children

- 4.3.1 New primary schools will provide early years provision allowing children to access their entitlement to early years education.

5. SIGNIFICANT IMPLICATIONS

5.1 Resource Implications

- 5.1.1 Where new schools are commissioned to meet basic need local authorities are responsible for the pre-opening start-up and post-opening diseconomy of scale costs. These are currently met from centrally retained Dedicated Schools Grant (DSG) funding which is subject to annual Schools Forum approval. Recently announced national policy changes have impacted on how growth funding is allocated to individual local authorities, but the mechanism for the funding of new schools has not been addressed. Given this current burden of revenue expenditure, the Council will only consider commissioning new schools where there is no possible alternative.
- 5.1.2 The Education Skills Funding Agency (ESFA) will continue to fund start-up and diseconomy costs for new free schools where they are not being opened to meet the need for a new school as referred to in section 6A of the Education and Inspections Act 2006. Construction costs are also met centrally by the ESFA, although future basic need allocations will be adjusted to take account of the additional capacity created.
- 5.1.3 Where schools are to be established where there is no identified basic need for places, this will have a significant impact on the rolls of existing schools and the funding they will receive.

5.2 Procurement/Contractual/Council Contract Procedure Rules Implications

All new free schools which are designed and built by the Council are done so under its framework arrangements. The DfE require to Council to complete a business case for each of these.

5.3 Statutory, Legal and Risk Implications

5.3.1 Where the Council has negotiated the land for a new school through s106 agreements and/or the land is in the Council's ownership, the Council will grant a standard 125 year Academy lease of the whole site (permanent school site) to the successful sponsor based on the model lease prepared by the DfE as this protects the Council's interest by ensuring that:

- the land and buildings would be returned to the Council when the lease ends;
- use is restricted to educational purposes only;
- the Trust is only able to transfer the lease to another educational establishment provided it has the Council's consent.

The Trust (depending on the lease wording) is only able to sublet part of the site with approval from the Council. If the ESFA or the Trust acquires the land the above approach would not apply.

5.4 Equality and Diversity Implications

5.4.1 The Council is committed to ensuring that children with special educational needs and/or disability (SEND) are able to attend their local mainstream school where possible, with only those with the most complex and challenging needs requiring places at specialist provision.

5.4.2 The accommodation provided by the Council will fully comply with the requirements of the Public Sector Equality Duty and current Council standards.

5.4.3 As part of the planning process for new schools, local authorities must also undertake an assessment of the impact, both on existing educational institutions locally and in terms of impact on particular groups of pupils, from an equalities perspective.

5.5 Engagement and Communications Implications

5.5.1 All new school projects, whether initiated by the Council or via the central DfE process, are subject to a statutory process which includes public consultation requirements.

5.6. Localism and Local Member Involvement

5.6.1 The Trust or VA sponsor who will run any new school are required to carry out a consultation with the community in which the school will be sited. In addition, officers encourage school sponsors appointed through the central free school programme to engage with the local Member(s).

5.7 Public Health Implications

5.7.1 It is Council policy that schools:

- should be sited as centrally as possible to the communities they serve, unless location is dictated by physical constraints and/or the opportunity to reduce land take by providing playing fields within the green belt or green corridors;
- should be sited so that the maximum journey distance for a young person is less than the statutory walking distances (three miles for secondary school children, two miles for primary school children)
- should be located close to public transport links and be served by a good

- network of walking and cycling routes
- should be provided with Multi-use Games Areas (MUGAs) and all weather pitches (AWPs) to encourage wider community use of school

5.7.2 There is also an expectation that schools will provide access to and use of the school's accommodation for activities e.g. sporting, cultural, outside of school hours.

5.7.3 New schools will have an impact on the Public Health commissioned services such as School Nursing, National Childhood Measurement Programme, Healthy Schools Support Service.

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes Name of Financial Officer: Martin Wade
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by the LGSS Head of Procurement?	Yes Name of Officer: Gus de Silva
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	Yes or No Name of Legal Officer:
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Jon Lewis
Have any engagement and communication implications been cleared by Communications?	Yes Name of Officer: Jo Dickson
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Jon Lewis
Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Tess Campbell

Source Documents	Location

Information and guidance relating to Wave 13 of the government's free school programme	https://www.gov.uk/government/publications/free-school-application-guide
Information and guidance relating to Wave 14 of the government's free school programme	https://www.gov.uk/government/publications/free-school-application-guide
National List of Wave 13 free school applications	https://www.gov.uk/government/publications/free-schools-application-information-for-wave-13/wave-13-free-school-applications
The Free School Presumption: Departmental advice for local authorities and new school proposers. May 2018	https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption
Guidance and criteria for proposers bidding for capital funding to support the establishment of a new voluntary aided school. December 2018	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761880/VA_capital_scheme_guidance.pdf
<i>Growth Fund & New Schools Funding Criteria</i> 2019/20 - Schools Forum 14/12/2018	https://cambridgeshire.cmis.uk.com/ccclive/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/979/Committee/22/Default.aspx

Appendix 1

Wave 13 Free School Applications to open new schools in Cambridgeshire published by the Department for Education (DfE) on 7 November 2018

Name of school	Trust	Phase	Faith	Basic Need
Cornerstone Free School (St Ives)	Fulham Boys School Trust	Secondary	Designated (Christianity)	Not yet Clear
East Cambs Secondary School	Active Learning Trust (ALT)	Secondary	No	No
March Primary	ALT	Primary	No	Yes
Northstowe Primary Academy	Cambridge Meridian Academies Trust (CMAT)	Primary	No	Yes
St Neots Primary Academy	Crosshall Junior Trust	Primary	No	Yes
The Lantern Sixth Form College (Ely)	CMAT	16-19	No	Yes
Waterbeach Primary Academy	CMAT	Primary	No	Yes
Waterbeach Primary School	ALT	Primary	No	Yes
Wisbech Free School	ALT	Primary	No	In the east of the Wisbech linked to the major housing site which is the most likely to come forward first, but not yet
The Octavia Hill (Wisbech) Free School	Cambridgeshire Educational Trust	Secondary	No	Yes
Wisbech Free School	Brooke Weston	Secondary	No	Yes
Wisbech Secondary School	ALT	Secondary	No	Yes

CHILDRENS SERVICES FEEDBACK ANNUAL REPORT 2018/19

To: Children and Young People Committee

Meeting Date: 9 July 2019

From: Executive Director

Electoral division(s): All

Forward Plan ref: n/a **Key decision:** No

Purpose: This report provides a summary of all feedback received in relation to Children's Services, including compliments, enquiries, Member of Parliament and Councillor enquiries and complaints.

Recommendation: To consider the Childrens' Services Feedback Annual Report 2018/19 and request a further report in 12 months

<i>Officer contact:</i>		<i>Member contacts:</i>	
Name:	Jo Shickell	Names:	Councillor Simon Bywater/ Councillor Samantha Hoy
Post:	Customer Care Manager	Post:	Chair and Vice Chair, Children and Young People Committee
Email:	Jo.shickell@cambridgeshire.gov.uk	Email:	Simon.bywater@cambridgeshire.gov.uk samphoy@googlemail.com
Tel:	01223 699664	Tel:	01223 706398

1. **BACKGROUND**

- 1.1 In accordance with The Children Act 1989 Representations Procedure (England) Regulations 2006 every Local Authority must;
- Appoint one of their officers as a complaints manager to assist the authority in the co-ordination of all aspects of their consideration of representations;
 - Take all reasonable steps to see that everyone involved in the handling and consideration of representations is familiar with the procedure set out in these Regulations (elected members play a primary role in ensuring local accountability); and
 - Deal expeditiously in the handling and consideration of representations under these Regulations.
- 1.2 Every Local Authority must monitor the arrangements that they have made with a view to ensuring that they comply with these Regulations insofar as they regulate the procedure for the consideration of representations under section 26 of the Act, and must as soon as possible after the end of each financial year compile a report on the operation in that year of the procedure set out in these Regulations.
- 1.3 The Cambridgeshire's Children's Services Annual Report for 2018/19 is attached at Appendix 1. Details of all compliments received during the period are attached at Appendix 2.

2. **MAIN ISSUES**

- 2.1 The Annual Report details statistical data on the number of compliments, general public enquiries, Member of Parliament (MP) and Councillor (Cllr) enquiries and complaints received and responded to within 2018/19, as well as themes, learning and actions. Details of the Corporate and Statutory Complaints Procedures are set out in Appendix 1 (pages 18-20). A glossary of commonly used abbreviations is included at Appendix 1 (page 21).

2.2 **Context**

- 2.3 There were a total of 8171 children open to Children's Social Care in this year. The number of complaint cases about which Stage 1 Statutory complaints were received represents 3% of the total cases.

- 2.4 In summary, the Customer Care Team have seen a 16% increase in compliments (204), with District Social Care Teams receiving the highest at 35% (71).

- 2.5 For a second year in a row, we have seen an overall decrease in the number of all enquiries (17%), however, within this figure we have seen marginal increases in both Councillor enquiries and MP enquiries, made on behalf of their constituents.

- 2.6 There has been a 25% increase in Statutory Stage 1 complaints (238), however, despite this there has been a 13% reduction in Statutory Stage 2s worked on throughout the year, with zero Statutory Stage 3s.

2.7 The highest geographical area for Statutory complaints for a second year was South Cambridgeshire which continues to highlight ongoing difficulties with staff recruitment and retention at this end of the County. The highest function area for Statutory complaints was Looked After Children (LAC) services, making up 34% (82) of all Statutory Stage 1 complaints received. 40% (33) of these were from parents (including four adoptive parents) with 21% (17) of complaints received from young people.

2.8 Corporate Children's complaints have seen a 90% increase in Stage 1 complaints received this year from 63 to 120. Despite this significant rise, the number of Corporate Stage 2s and Stage 3s have stayed the same.

2.9 The highest volume of Corporate complaints received for the second year in a row was regarding the Statutory Assessment process (45) which constitutes 38% overall. This is only the second year that the Customer Care Team have collated information regarding Corporate Children's complaints, however we will continue to monitor for emerging trends.

2.10 We have also noticed a significant increase in the number of complainants approaching the Local Government Ombudsman, up from 5 to 13 (160%). Of those investigated and concluded, only 2 were upheld, 4 were not upheld and 5 were deemed to be outside of remit.

Two slightly worrying trends this year that will require further monitoring have been;

- i. The number of complainants who return dissatisfied with their initial complaint response, constituting 28% of all Statutory complaints and 20% of all Corporate complaints. Following receipt of this feedback, their complaint is re-opened at Stage 1, placing an additional burden on the Customer Care Team and Responding Managers.
- ii. Due to staff capacity pressures we have seen a significant increase in the number of complaint responses being sent outside of timescale, with 40% of all Statutory Stage 1s and 45% of all Corporate Stage 1s. These delays often compound complaints raised around Service delays, notwithstanding it can lead to dissatisfaction feedback or escalation requests.

2.11

Themes, Learning and Actions

2.12 The issues and themes raised in complaints are inevitably similar at all three stages of both the Corporate and Statutory Complaints Process. The largest areas of concern relates to Communication (difficulties in reaching worker or messages not being returned) constituting 45% and Worker Behaviour (attitude/manner) 34%. There have been difficulties experienced during and following the recent Children's Change programme with Worker's moving posts or leaving the Service, new Workers not having immediate access to mobile phones or laptops, Teams not having a Team telephone number and insufficient business support. More recently there have been issues with Worker's not logging into their phones or not signposting to others when out of the office.

Some of the notable improvements to service as a result of lessons learned have been;

- All children in special educational provision currently in Year 11 are to be included on the Post 16 spreadsheet for phase transfer in September 2019, to ensure that families are notified of the different transport arrangements for this age group including application and charging policy.
- Changes to reports run as part of the Phase Transfer Process for children with Education, Health and Care Plans (EHCPs) due to transfer to secondary school the following academic year have been made to ensure the non-resident parent can be consulted.
- Introduction of an automated acknowledgement system, so schools and settings can see if their documentation following an Annual Reviews has been received.
- A new case management system to track Annual Reviews and contact schools where paperwork has not been received has been introduced.
- During the summer (2018) the 14-25yrs Moving-On booklets for young people with complex additional needs have been updated and are now available on the Local Offer.
- A full review of the EHC Plan funding and Childcare Access funding available to settings/parents is now available on The Local Offer.
- All EHC Plan referral outcomes are now shared with the referring school and parents alike.
- Care leavers will now end their involvement with the 14-25 Service with a record of their life.
- When a person enters or leaves a Child Protection Conference, a note of the timing will now be made within the minutes, with a specific note added to the Conference minutes when a recommendation has been made by a professional who has not attended the whole meeting.
- Independent Review Service Manager is now tracking all children placed for adoption and visits each District on a monthly basis to discuss the progress of all cases with the relevant District Safeguarding Managers.
- The Local Offer for Leaving Care has been published and a review into arrangements for Staying Put has been completed.

The Corporate Parenting Sub-Committee reviewed data on complaints relating to Children in Care at its meeting on 22 May 2019 and asked that more information on upheld complaints and the measures taken to address these should be brought back to its next meeting. This will be reviewed by the Sub-Committee on 17 July 2019.

3. ALIGNMENT WITH CORPORATE PRIORITIES

3.1 A good quality of life for everyone

There are no significant implications for this priority.

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

There are no significant implications for this priority.

4. SIGNIFICANT IMPLICATIONS

4.1 Resource Implications

The report above sets out details of significant implications within 2.0 Main Issues under; paragraphs 2.5, 2.7 and 2.10

4.2 Procurement/Contractual/Council Contract Procedure Rules Implications

There are no significant implications within this category.

4.3 Statutory, Legal and Risk Implications

As outlined in section 1.1, under The Children Act 1989 Representations Procedure (England) Regulations 2006, the Local Authority has a statutory duty to manage and report on complaints.

The Local Government Ombudsman produces data about complaints performance on Local Authorities through the publication of all their decisions on complaints.

The following bullet points set out details of the significant implications identified by the Council's designated Complaints Manager:

- There are ongoing risks associated with instability and capacity of the workforce, causing disruption in the delivery of our Statutory duties.
- As part of the Statutory complaint process, the Complaints Manager should inform the complainant that he has the right to move on to Stage 2 if the time scale has elapsed for Stage 1 and the complainant has not received an outcome. This may mean financing an external, independent investigation into the issues raised.

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.

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	n/a
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by the LGSS Head of Procurement?	n/a
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	n/a
Have the equality and diversity implications been cleared by your Service Contact?	n/a
Have any engagement and communication implications been cleared by Communications?	n/a
Have any localism and Local Member involvement issues been cleared by your Service Contact?	n/a
Have any Public Health implications been cleared by Public Health	n/a

Source Documents	Location
Corporate Parenting Sub Committee 22 May 2019	https://cambridgeshire.cmis.uk.com/ccclive/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/1078/Committee/46/SelectedTab/Documents/Default.aspx

Annual Report April 2018 – March 2019

Children's Services Feedback Cambridgeshire County Council

Compiled by Jo Shickell
Customer Care Manager
April 2019

Executive Summary

- ↑ In the period between April 2018 and March 2019, the Customer Care Team has received 204 (176)* compliments. **This constitutes a 16% increase.**
- ↓ The Customer Care Team have received 20 (46) Enquiries, 15 (13) Councillor Enquiries, and 69 (66) MP Enquiries in this year. **This constitutes a 17% drop when all combined.**
- ↑ The Customer Care Team have received 238 (190) Stage 1 Statutory complaints throughout this year, of which 16 (16) are still ongoing and will be responded to in the following year. **This constitutes a 25% increase.**
- ↑ The Customer Care Team have received 120 (63) Stage 1 Corporate complaints throughout this year, of which 6 (1) are still ongoing and will be responded to in the following year. **This constitutes a 90% increase.**
- ↓ Throughout the year, a total of 7 (8) Stage 2 Statutory complaints were worked with. Of these, 2 (5) were initiated in previous year. 3 (6) concluded in this year, therefore 4 (2) remain ongoing and will be responded to in the following year. **This constitutes 13% reduction.**
- ↔ Throughout the year, a total of 9 (9) Stage 2 Corporate complaints were worked on. Of these, 2 (0) were initiated in previous year. 8 (9) concluded in this year, therefore 1 (0) remains ongoing and will be responded to in the following year. **This % has stayed the same.**
- ↓ In this year, 0 (3) Stage 3 Statutory complaints were worked on. **This constitutes 100% reduction.**
- ↔ In this year, 4 (4) Stage 3 Corporate complaints were worked on. Of these, 0 (0) were initiated in previous year. 4 (4) concluded in this year, therefore 0 (0) remain ongoing. **This % has stayed the same.**
- ↓ In this year, 13 (5) Local Government Ombudsman enquiries were worked on. Of these, 3 (0) were initiated in previous year. 11 (5) concluded in this year, therefore 2 (0) remain ongoing and will be responded to in the following year. **This constitutes a 160% increase.**

To conclude we have seen a 42% increase in combined (statutory/corporate) new stage 1 complaints in 2018/19 (does not include re-opened stage 1s).

* Figures in brackets are for the preceding year: April 2017 – March 2018

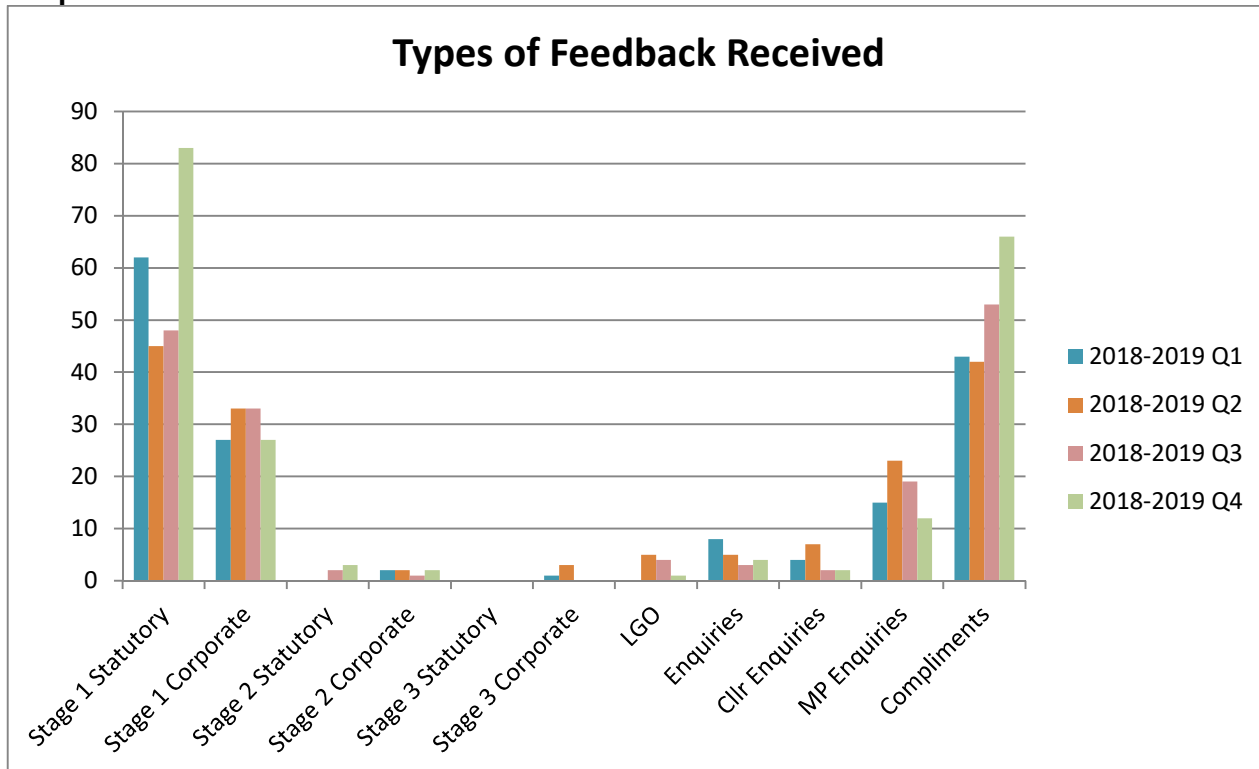
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1.0 Summary of Feedback

The Customer Care Team (CCT) are responsible for receiving and recording all forms of feedback regarding Children's Services across Cambridgeshire County Council. Graph 1 gives an indication of the volume of different types of feedback received throughout the past year, broken down into the last four quarters.

Graph 1

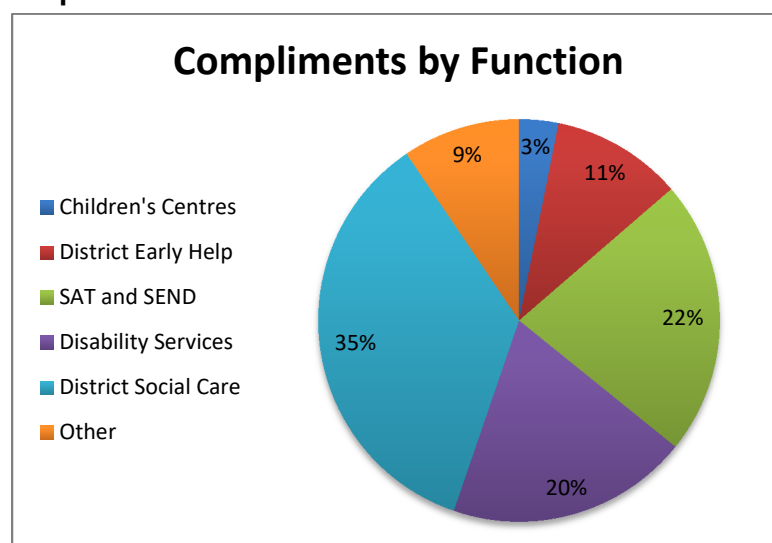


1.1 Compliments

In the period between April 2018 and March 2019, the CCT has received 204 (176) compliments. They are divided into compliments from young people, parents, other family members and foster carers; compliments from external professionals; and compliments from members of staff with no line management for the individual cases.

Graph 2 identifies compliments received by Function.

Graph 2



The Customer Care Team receives a range of compliments about Children's Social Care.

We are aware that some parts of the service collect and report back separately and those compliments are not all reproduced here. This includes the Child and Family Centres and the Participation Services.

We have received 204 compliments in total this year which are available to view online at:

<https://www.cambridgeshire.gov.uk/council/contact-us/council-complaints-procedures/#annual-report>

They have been anonymised both in terms of the children and families concerned and also in terms of those individual members of staff being praised. A variety of examples are included below:

Headteacher said of a (SEND) Specialist Practitioner:

'I was in [infant school] this morning and the Head was raving about the impact that X was having on a lad I was working with, and generally the support SEND services and Speech and Language were providing'.

Parents said of Teachers of the Deaf (Sensory Support Service, Hearing Support Team)

'You have both been with us through a bit of a journey! Thank you both for being stars who have helped X so much over the years. We are so grateful and know that she will miss you!'

A Young Person said of a Consultant Social Worker (Social Care Unit, Wisbech)

'X wanted to share how brilliant she feels A is, She feels A has done everything she said she would. X absolutely raves about A which is extra special as before X met her in January she had a deep seated mistrust of social workers. She said A says it straight, she cares, she has made me feel safe (what amazing words from a girl who has been through what she has, I feel safe!). I have seen her smile in the last few days and that's something I haven't seen since I met her in December. X has said that she knows she will be ok as long as A is looking out for her.'

Professional LSCB Lawyer said of a Social Worker (March)

'I wanted to write to tell you how impressed I was with your statement on X, I was particularly impressed that you provided so much analysis which is what we really want to see in statements – really good work!'

Barrister said of a Consultant Social Worker (Social Care Unit - Cambs City)

'Credit is due to the Consultant Social Worker, T. I am not the only legal representative involved in the case who noted that she is a conscientious, diligent and considerate social worker. T had carefully prepared 10 documents including statements, viability assessments, parenting assessments, sibling assessments and care plans. This is an exceptional amount of work. Despite the negative assessments of one parent and some members of the extended family, it was apparent during the final hearing that T has maintained a good professional relationship with them all. I was grateful for her instructions at the final hearing which were proportionate to the issues yet sensitive to vulnerable witnesses'.

Parent said of an Information Officer (MASH)

'S is well supported by her work and is grateful for mine and N's calls with her. She stated that N was very nice, supportive and made her feel listened to. S says she is not afraid anymore and she has spoken with M and made her aware that she is to tell her anything that upsets her with her dad and then she will stop contact because she wants do the right thing by M. S says that she feels empowered

now that she has taken these steps to cut ties with her ex-partner and this is based on the initial advice given by N and also that the case will now be passed to EHH'.

Parent said of a Family Worker (Cambs City)

'I feel we must write on behalf of all of us, for all the valuable contributions/support from D family support worker has made to the family. We found D very knowledgeable, friendly and highly qualified in her profession. We feel we wouldn't have been where we are today without D's advice, which contributed in L continuing to move forward. We are also sure that you are all ready aware of that you have an exceptional employee, D. Thank you to everyone who helped in the support'.

Parent said of a Social Worker (Hunts)

'I am writing to you as a previous service user to give feedback in regards to the care my son H and I received from his social worker L. From the start L has always been very welcoming of my concerns, my opinions and has fully participated in helping me come to conclusions when needing to deal with difficult situations revolving around an ex partner and keeping my son safe from him and any mental health deterioration. L has always been at hand to seek advice and has been respectful towards me regardless of past issues that have in time been rectified. I have found that L is not judgemental and very down to earth which added to the positive environment in which we worked together. I found that L's positive attitude and complimenting my actions at present made me feel confident and comfortable in my own capabilities as a parent. L's relationship with H has always been positive, she has come into our home made attempts to interact with him and this felt warming and natural and didn't make the situation feel like a professional appointment, more like a nice catch up with added support as and when needed. My experience with L over the past 5 months has been positive, I have felt that I could come to her with any issues when I have needed advice and that she was very ready and willing to allow me to make choices on my own and commended the positive changes implemented in my life that inevitably closed the case with social care. I want to personally thank L for her care of H during this period and wish her well in her career within the social work team.'

Parent said of an ASYE (St Neots)

'I have been very impressed with the work and efforts made from your team throughout the time they have spent working with my children. It's been a difficult and distressing time for all of us however the support from yourselves far surpassed what I had expected and made the whole situation more manageable. Having not seen my eldest son (J) for over half a year and being told that he was refusing to come to contact and did not want to see me, G was the first person to spend any time with J addressing this which resulted in J attending contact for a number of weekends. I feel that G handled what was a complex and difficult situation without bias and always kept the interests of my children as the main focus for which I cannot thank him enough. He kept me informed at all times and even when I did not agree or was told information that I had not wanted to hear I felt he handled it sensitively and in a professional manner. The team as a whole reacted to the concerns about my children's safety swiftly and efficiently and did not shy away from the difficult decisions and discussions that were required with my children's mother again keeping me informed with any relevant information. You all made significant efforts to support their mother to remove any risks for the children which I commend but ultimately due to her actions the children were moved into my care and away from the risk of significant harm. I will be forever grateful for the efforts you've all made over the last 5 months and wish you all the best for the future once the matter is transferred to [location].'

Parent said of a Social Worker (Disabled Children's Social Work Team South)

'Thank you so much for coming with us on Tuesday. We achieved the outcome we have been fighting for for the last 4 months, so this is a fab result for L (child.) I do thank you for your all patience, understanding and continued support over the years and feel very appreciative of your presence with us on this crusade, we know we wouldn't be this far ahead if it wasn't for you and your compassion'.

Parent said of a Senior Practitioner (Adolescent Team North)

'Just a little thank you note for everything you have done for the past year and helping me get the support I needed for years and supporting my 2 beautiful kids though all the hard times I will defo keep up the hard work. I can't thank you enough never let anyone put you down in you career because you have been a brill social worker'.

Parent said of Disabled Children's Early Help Team

'I wanted to pass on my thanks for the short breaks funding for my son. As a direct outcome of the support received this year, C (young person) has decided he will be able to manage University and has applied to do a computer science degree... he has also made a small group of friends and his short break really helped him achieve this. We are very grateful for your support'.

1.2 General Enquiries

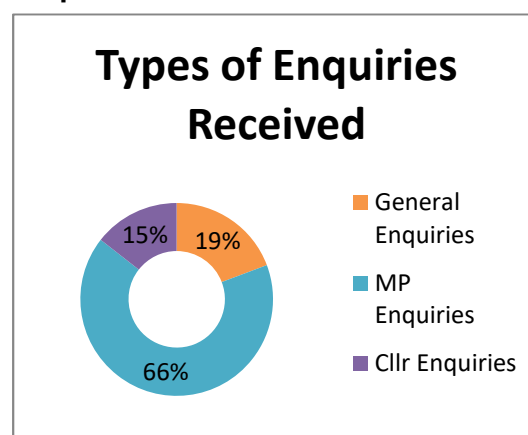
From April 2018 – March 2019, 20 (48) service user enquiries were worked on. 0 (2) of these were received in the previous year and carried forward into this year. 0 (0) enquiries were still open and therefore ongoing as of the end of this year.

1.3 MP and Councillor Enquiries

The Customer Care Team facilitates responses to MP and Councillor enquiries. These are not counted as complaints. In some cases, a complaint may already have been received and in some, but not all cases, a complaint may be made subsequently. Every care is taken with these responses, which are written in the expectation that they will be shared with the MP or Councillor's constituent.

From April 2018 – March 2019, 16 (14) Councillor enquiries were worked with. 1 (1) of these was received in the previous year and carried forward into this year. 0 (1) enquiries were still open and therefore ongoing as of the end of this year.

Graph 3



From April 2018 – March 2019, 71 (71) MP enquiries were worked on. 2 (5) of these were received in the previous year and carried forward into this year. 2 (2) enquiries were still open and therefore ongoing as of the end of this year.

1.4 Formal Complaints Procedure

Children's Social Care has a formal complaint procedure in three Stages, which is in line with Regulations and National Guidance*. A detailed description of Cambridgeshire's procedure is available on:

<https://www.cambridgeshire.gov.uk/council/contact-us/council-complaints-procedures/>.

1.5 Stage 1 Statutory Complaints

From April 2018 – March 2019, the CCT worked with 258 (201) Stage 1 Statutory complaints. 20 (11) of these were received in the previous year and carried forward into this year. Out of the 258 complaints worked with, 242 (189) received a response. Therefore, 16 (16) cases were still open and therefore ongoing as of the end of this year.

Out of the 258 (201) complaints worked with this year:

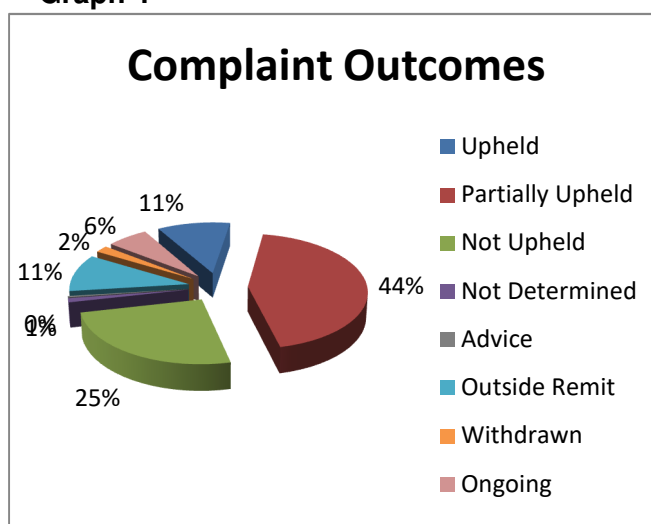
- ↑ 28 (27) were upheld
- ↑ 113 (90) were partially upheld
- ↑ 65 (41) were not upheld
- ↔ 3 (3) were not determined
- ↓ 5 (7) were withdrawn
- ↓ 1 (4) did not qualify as advice was sought
- ↑ 27 (17) were outside of the complaints remit, where issues were historic or had already been investigated
- ↔ 16 (16) were ongoing as of the end of the year

Out of the 242 (189) Statutory complaints for which responses were provided during this year, 68 (60) complainants returned with further concerns relating to their initial complaint, at which point their Stage 1 complaint was re-opened for investigation which constitutes 28%. 13 (15) of these complainants re-opened their complaint multiple times.

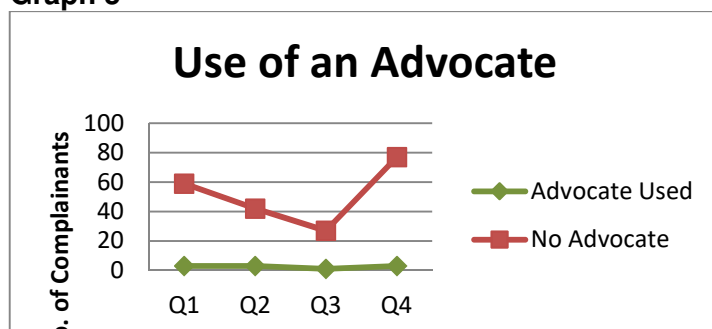
77 (68) complainants who submitted a complaint in this year had made at least 1 unrelated complaint previously which **constitutes a 13% increase in returning complainants.**

Out of the 238 (190) Statutory complaints received in this year, 160 (127) were made by parents or step-parents which equates to 49%, 21 (18) were made by a young person which equates to 9%, 46 (35) were made by other family members which equates to 19%, and 11 (10) were received from non-family members which equates to 5%. Advocates have been involved in 15 (19) complaints received in this year. 11 (12) of these were 'Looked After' young people, 2 (1) were CP young people, 1 (0) was a young person open to the Disability Service and 1 (0) was open to the Statutory Assessment Team. 13 (11) of them were assisted by NYAS.

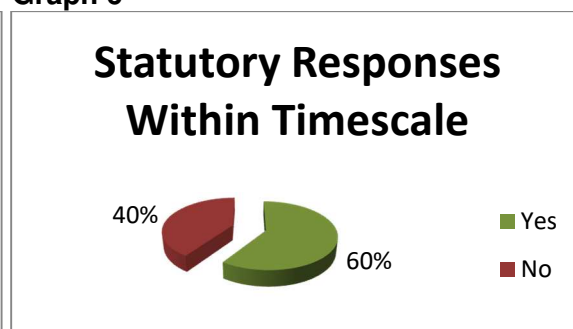
Graph 4



Graph 5



Graph 6

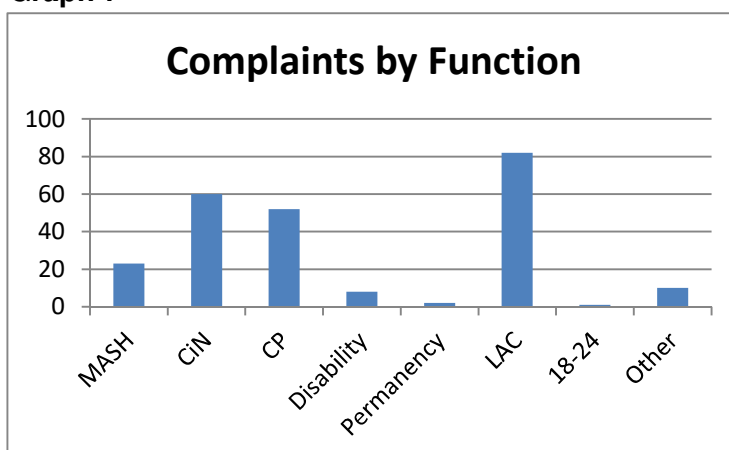


Out of the complaints responded to in this year, 68 (46) responses were extended from the initial 10-working-day timescale to a 20-working-day maximum which constitutes 28%.

Graph 7

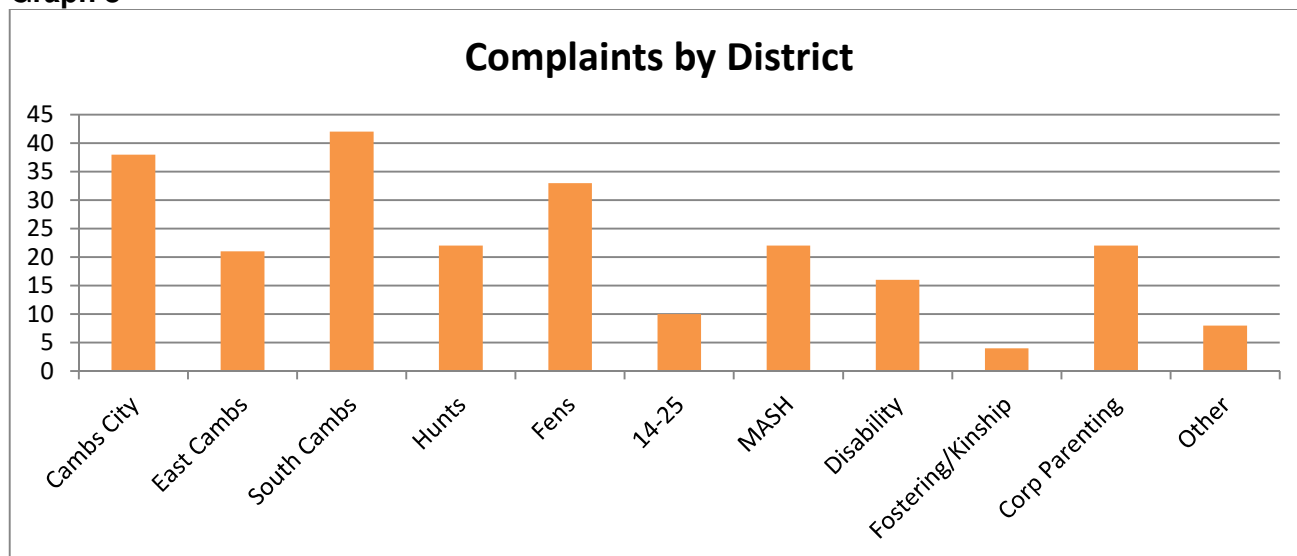
98 (16) were responded to outside of the prescribed timescale (whether it was 10 or 20 working days) which equates to 40%.

There were a wide range of issues raised within the complaints. The highest volume of complaints were received in relation to Looked After Children where 82 (55) complaints were received, Child in Need where 60 (59) complaints were received, shortly followed by Child Protection 52.

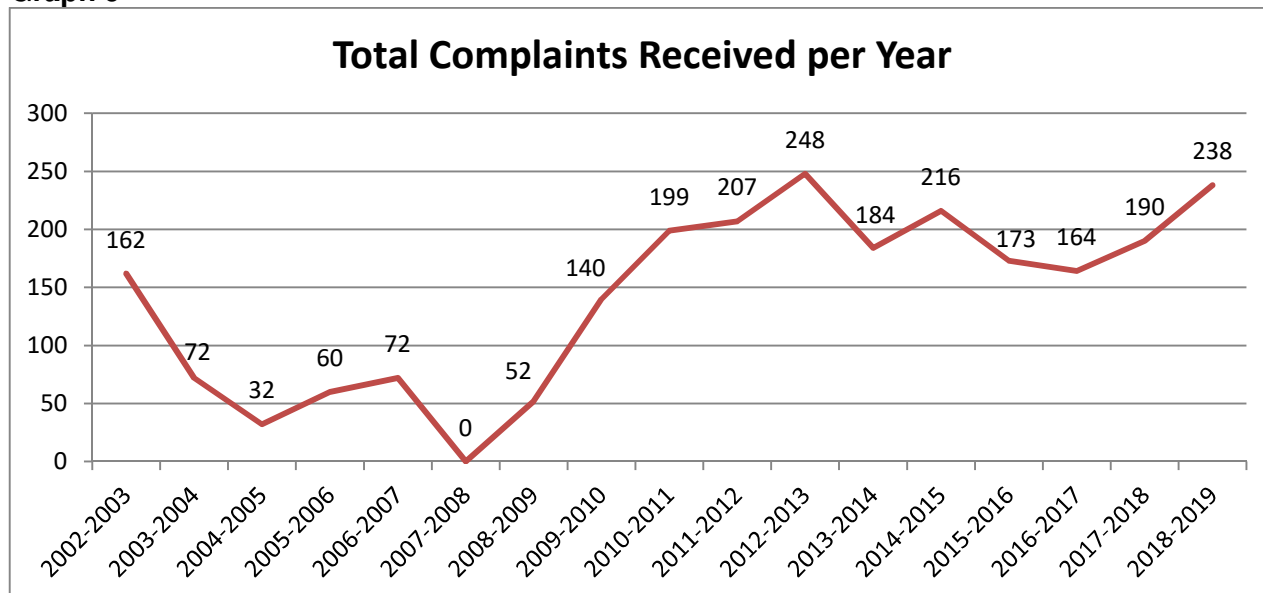


The majority of Statutory stage 1 complaints, 42 received in this year, were received from South Cambridge District.

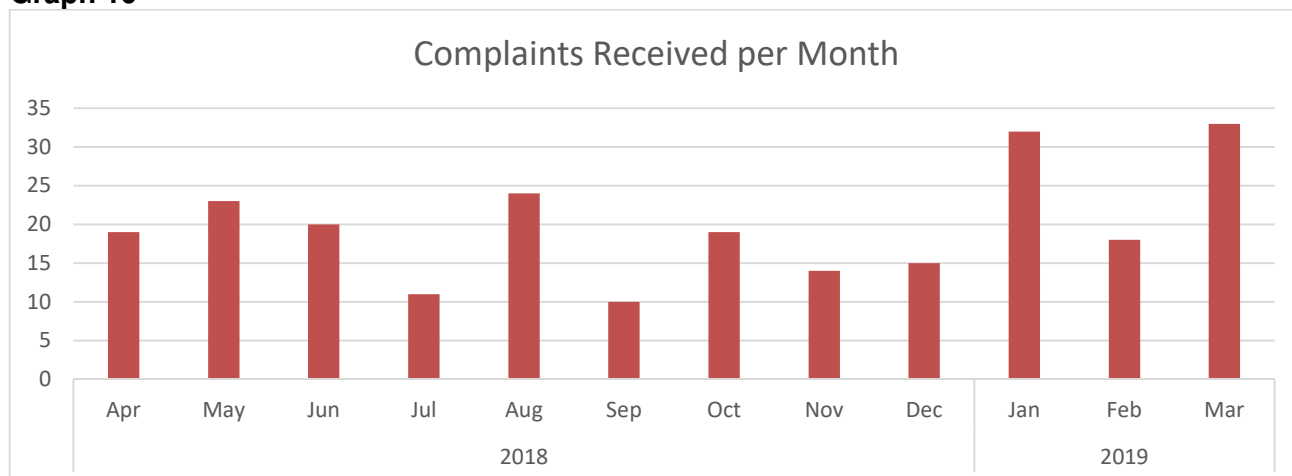
Graph 8



Graph 9



Graph 10



1.6 Stage 1 Corporate Complaints

From April 2018 to March 2019, the CCT worked with 122 (64) Stage 1 Corporate complaints. 2 (1) of these were received in the previous year and carried forward into this year. 6 (1) cases were still open and therefore ongoing as of the end of this year.

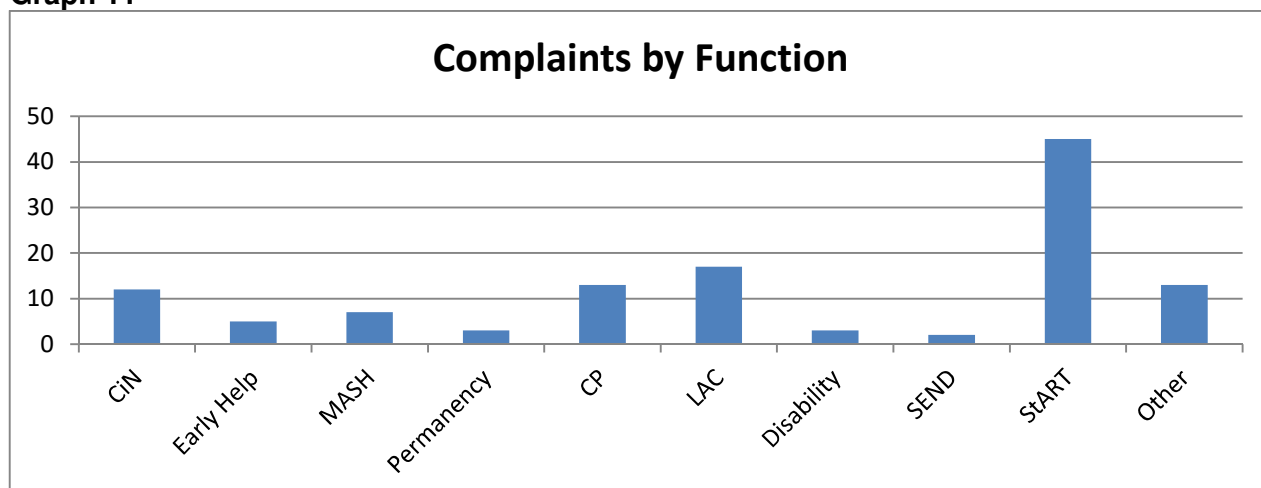
Out of the 116 (63) complaints which concluded in this quarter:

- ↑ 40 (19) were upheld
- ↑ 41 (27) were partially upheld
- ↑ 27 (16) were not upheld
- ↑ 1 (0) were not determined
- ↑ 1 (0) were withdrawn
- ↑ 1 (0) did not qualify as advice was sought
- ↑ 4 (1) were outside of the complaints remit, where issues were historic
- ↑ 1 (0) was an enquiry

Out of the 116 (63) Corporate complaints for which responses were provided this year, 23 (35) came back with further concerns to their initial complaint, at which point they were re-opened for investigation at Stage 1. Out of the 120 (63) complaints received in this year, 30 (12) of the complainants had made at least 1 unrelated complaint previously.

Out of the 120 (63) complaints received in this year, 65 (43) were made by parents or step-parents, 3 (4) were made by the young person themselves, 21 (3) were made by another family member, and 31 (13) were made by others unrelated to the young person.

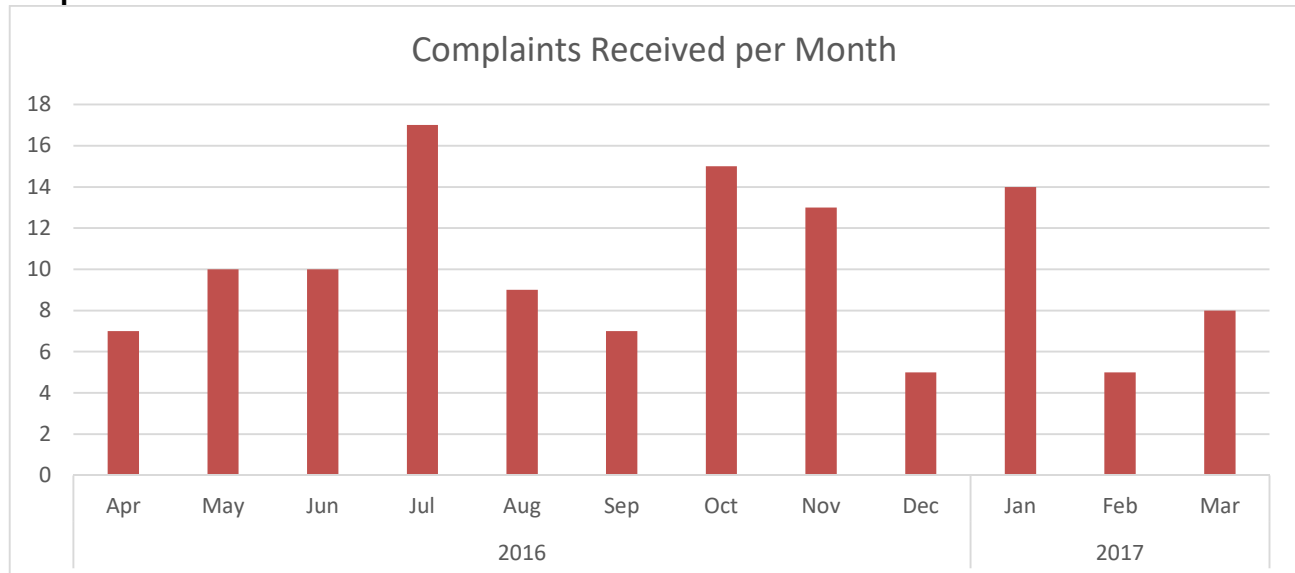
Graph 11



Out of the 116 (63) Corporate complaints responded to this year, 23 (9) responses were extended from the initial 10-working-day timescale to a 20-working-day maximum. 52 (10) were responded to outside of the prescribed timescale (whether it was 10 or 20 working days) which constitutes 45%.

The highest volume of Corporate complaints was seen in the Statutory Assessment Team (SAT), with 45 (30) complaints received in the year which constitutes 38% overall.

Graph 12



1.7 Stage 2 Statutory Complaints

From April 2018 to March 2019, the Customer Care Team worked with 6 (8) Stage 2 Statutory complaints. 1 (5) of these was received in the previous year and carried forward into this year. 4 (2) cases were still open and therefore ongoing as of the end of this year. These will be reported on in the next annual report.

Out of the 2 (6) Stage 2 investigations which were concluded this year, 5 (67) issues were investigated. Both were extended from the initial 25-working-day timescale to a 65-working-day timescale, with 1 (0) being responded to outside of the prescribed timescale.

- ↓ 2 (10) was partially upheld
- ↓ 1 (5) were not determined
- ↔ 2 (0) were not upheld

Of the 5 (3) Stage 2 complaints received in this year, 1 was closed prior to investigation as matters related to Court Proceedings. 3 (1) were made by parent, and 2 (0) were made by another relative. 3 (1) were made in relation to Looked After Children, 1 (1) was made in relation to Child Protection, and 1 (0) was made in relation to the Multi Agency Safeguarding Hub (MASH).

1.8 Stage 2 Corporate Complaints

From April 2018 to March 2018, the CCT worked with 9 (11) Stage 2 Corporate complaints, 7 (11) of which were initiated this year. 1 (2) case was still open and therefore ongoing as of the end of this year.

Within the 8 (9) complaints which concluded in this year:

- ↑ 2 (1) were upheld

- ↓ 3 (4) were partially upheld
- ↓ 2 (4) were not upheld
- ↑ 1 (0) was withdrawn

Out of the 8 (9) complaints which concluded in this year, 4 (5) responses were extended from the initial 10-working-day timescale to a 20-working-day timescale. 3 (4) were responded to outside of the prescribed timescale (whether it was 10 or 20 working days) which equates to 38%.

Of the 7 (11) Stage 2 complaints received in this year, 6 (8) were made by a parents, and 1 (1) was made by a person unrelated to the young person. 5 (6) of the complaints were made in relation to SEND or SAT services, 1 (0) was made in relation to a Looked After Child, and 1 (0) was made in relation to Child Protection.

1.9 Stage 3 Statutory Complaints

From April 2018 to March 2019, the CCT did not work with any Stage 3 Statutory Complaints.

1.10 Stage 3 Corporate Complaints

From April 2018 to March 2019, the CCT worked with 4 (4) Stage 3 Corporate complaints. All 4 (4) complaints were initiated and concluded this year.

Within the 4 complaints which concluded in this year:

- ↑ 2 (0) were upheld
- ↓ 2 (4) were partially upheld

Of these 4 (4) complaints received this year, 2 (4) were made by parents, and 2 (0) were made by a person unrelated to the young person. 2 (2) complaints were made in relation to SEND or SAT services, 1 (0) was in relation to LADO, and 1 (0) was in relation to MASH.

3 (4) complaints which concluded in this year were extended from the initial 10-working-day timescale to a 20-working-day timescale. 3 (3) were responded to outside of the prescribed timescale (whether it was 10 or 20 working days) which equates to 100%.

1.11 Local Government Ombudsman

From April 2018 to March 2019, the CCT worked with 13 (7) Local Government Ombudsman (LGO) enquiries. 10 (7) enquiries were initiated this year. 11 (5) cases were closed in this year, therefore 2 (2) cases were ongoing as of the end of this year.

Of the 11 (5) enquiries which concluded this year:

- ↑ 2 (1) were upheld
- ↑ 4 (0) were not upheld
- ↑ 5 (4) were outside of remit

Of the 10 (7) enquiries received this year, 8 (6) were made by parents, and 1 (1) was made by another family member, and 1 (0) was made by a person unrelated to the young person. 2 (3) complaints were made in relation to Child in Need services, 2 (1) was made in relation to Looked After Children, 2 (0) were made in relation to MASH, 1 (0) was made in relation to LADO, and 3 (1) were in relation to SEND or SAT services.

2.0 Themes, Learning, and Actions

The issues raised in complaints are inevitably similar at all three Stages of both the Corporate and Statutory Complaints Process. While each point contains valuable learning, it should be remembered that the total number of complaints is low.

Please note that learning has been taken from all complaints rather than just those that were upheld or partially upheld.

2.1 Communication

- All written communication to pre-adoptive children should be sent via their pre-adoptive parents to avoid their location being identifiable.
- When Workers are away from the office, on leave or on visits, it is essential they divert their phones onto other colleague's numbers and/or leave a voice mail message signposting the caller as to whom they might contact in their absence.
- Child Protection convening service to consider who they are sending invitations out to (Children Centres etc), and whether the invitees have any knowledge or involvement with the family due to data protection/GDPR concerns raised.
- Parents/carers should be contacted when meetings/supervised contact need to be cancelled due to staff illness/absence.
- Should delay become unavoidable, then it is essential to keep the service user informed, agreeing an extended (realistic) timeframe that the task will be completed within.
- A lack of awareness of how alternative education provision in Cambridgeshire (such as home tuition) is commissioned and funded, lead to staff raising parental expectations which resulted in reimbursement of expenses incurred for tutoring and exam entry.
- Legal advice being sought after staff supported legal name change of LAC under 18 without having prior consulted with parents with PR, parents to be informed of outcome.
- All children in special educational provision currently in Year 11 are to be included on the Post 16 spreadsheet for phase transfer in September 2019, to ensure that families are notified of the different transport arrangements for this age group including application and charging policy.
- Changes to reports run as part of the Phase Transfer Process for children with EHCPs due to transfer to secondary school the following academic year are required in order for the non-resident parent to be consulted, as presently report only identifies the home address at which the child lives.
- When corresponding with service users, it is important any written work is checked for factual accuracy not only for spelling and dates but for gender, title etc.
- When it is necessary to change worker due to staff turnover, it is essential that this is fully explained to the service user and where possible, a brokered introduction of the new worker with an appropriate handover.
- When deadlines are due during approved staff absence, it is important to communicate if delay is likely to the child or family and whether cover for the outstanding task will be provided and if so by whom, providing contact details.
- Both parents with Parental Responsibility (resident and non-resident) should be provided with the opportunity to participate in their child/ren's assessment and plan, receiving the information pack at the outset of our involvement, attending meetings where possible and receiving minutes.
- In accordance with the Customer Service Charter, staff should answer 85% of all calls, and aim to avoid the use of voicemail. Where voicemail is used, staff will respond to messages

within 2 working days. Staff will respond to e-mail enquiries in full within five working days, and written correspondence in full within 10 working days, whilst ensuring you know who to contact if you require more information. Where we are unable to respond in full within the timescales stated above, staff will advise families of this and provide detail of when a full response will be provided.

- Where transport is an issue for parents when attending meetings, they should be enabled to participate via skype.
- Link Worker to be provided to a School in order to improve communication difficulties.
- Workers to make case record of unanswered attempts to contact service user following messages received.

2.2 Statutory Assessment Process and SEND Services

- Statutory Assessment Team to ensure parents are kept fully informed whilst seeking legal advice, following a Final Education Health and Care Plan being issued late, breaching timescales set out by The Special Educational Needs and Disability Regulations 2014. This led to further delay in support provision being named within the Plan and the setting up of a Personal Budget for the child.
- Late notice to Early Years settings of the cessation of Additional Needs Funding for children in their care, caused confusion, frustration and a delay in provision. Agreed that the setting in question could make an application to Panel based on their observations without completing all elements of the plan, do, review cycle first.
- Further consideration to be undertaken into Contact Centre taking over Statutory Assessment Team's duty telephone line to ensure calls can be answered and acknowledged promptly and messages taken.
- Statutory Assessment Team leader agreed to take forward complainant's suggestion to introduce an automated acknowledgement system, so schools and settings can see if their documentation following an Annual Reviews has been received. Also an effective case management system is to be introduced to track Annual Reviews and contact schools where paperwork has not been received. Statutory Assessment Team leader to progress with Business Support and IT colleagues.
- Statutory Assessment Team leader agreed that since complaint received, practice has been revised by sending out electronic versions of proposed EHC Plans, so parents can feedback via email, and track changes can be noted.
- To review the training and specialism on Foetal Alcohol Spectrum Disorder (FASD) for professionals within the Local Authority and CAMHS.
- During the summer (2018) the 14-25yrs Moving-On booklets for young people with complex additional needs have been updated and is now available on the Local Offer.
- Statutory timescales exceeded by LGSS Law at Tribunal, deployed on behalf of the Council have led to a contract review.
- A full review of the EHC Plan funding and Childcare Access funding available to settings/parents, to be made available on The Local Offer.
- All EHC Plan referral outcomes are now shared with the referring school and parents alike.
- Management review into direct payments to parents as a result of overpayments being made.

2.3 Assessments

- Children's Social Care to contact past Authorities when new issues arise.

- Young Person caused distress after reading family history within Single Assessment, given his PTSD diagnosis due to early life experiences. Agreed that future reports would either be hand delivered directly to mother or recorded delivery to be signed for by mother.
- Where amendments are necessary to CIN meeting minutes, these should be agreed and completed, then signed off at the next CIN meeting as standard practice.
- An internal deadline of 35 days should be set to complete single assessments, to allow time for parents' views to be added prior to sign off.
- Workers to avoid the use of acronyms, spelling out in full instead.
- The direction to undertake checks and visit to a LAC teenager's boyfriend's house could have been managed differently in conjunction with the Foster Mum who has delegated responsibility.
- Workers to ensure a balanced approach when assessing a child's learning difficulties to ensure abilities and strengths are reflected to.
- Communication difficulties with parents with learning difficulties need to be better managed with Learning Disability Partnership to avoid expectations being raised, using appropriate symbols where necessary.
- Children's Continuing Care framework and the Social Care short break framework need to be better aligned to produce the best outcomes for children with disabilities, including the timeframe of decisions. This will be done by bringing together representatives from Children with Disabilities Social Work Teams and Nurses (from the CCG and also the local Community Children's Nursing Teams who are commissioned by the CCG) to look at what we are doing and how we can work together in a better way.
- Further discussion to take place with the County Resourcing Panel as to how best to deliver decisions made, are correct and in a timely way to prevent incorrect information being passed to families.
- Business Support to investigate feedback form enclosed with assessments, as it stated there was a freepost envelope included, however there was no freepost envelope, and none of the telephone numbers listed worked.
- Where possible those with Parental Responsibility should be invited to participate in assessments which relate to their child, providing them with the opportunity to identify and raise issues they feel are important and share in decision making, beyond consultation. If it is not possible or appropriate for them to be present, then opportunities should be explored to ensure they remain involved and informed.

2.4 Child in Need/Child Protection/Looked After Children/Adoption support

- No current care leaver should end their involvement with the 14-25 Service without a record of their life.
- Child Protection Conference Chairs should ensure that the use of advocates is known prior to any pre-meetings, so families can be appropriately supported.
- Conference Chairs should be clear in their expectations that professionals should remain present for the duration of the Conference.
- When a person enters or leaves a Conference, a note of the timing should be made within the minutes.
- A specific note should be added in Conference minutes, when a recommendation has been made by a professional who has not attended the whole meeting.
- A meeting is to be held between Coram Cambridgeshire Adoption and the Local Authority, to consider how to respond more generally to respite requests for children who are adopted.

- The Local Authority agreed to provide funding for a Qube building to be located in a foster carer's garden, so a young person could remain living at the property under the Staying Put scheme.
- Failings to communicate effectively with grandparents over the placement of their grandson and acknowledgment they ought to have been registered as Regulation 24 carers, led to grandparents being offered £4,582.06 + £300 compensation for distress and out of pocket expenses. Grandchildren to receive therapeutic intervention, and the Post Court Memo to be investigated re compensation for the children re proceedings. The children's contact list within their safety plan to be reviewed, agreement for grandparents to liaise directly with foster carers for increased contact.
- As a result of delays in progressing adoption due to getting a birth certificate changed, Independent Reviewing Officer Service Manager is now tracking all children placed for adoption, and visits each District on a monthly basis to discuss the progress of all cases with the relevant District Safeguarding Managers.
- District Safeguarding Manager advised lawyer that issues regarding birth certificates, need to be dealt with by the Courts within the expected 26 weeks' timescale for care planning.
- Following a decision to 'retire' a foster couple after 36 years of service without their agreement and for their foster son to move out into supported lodgings, it was agreed their 'Staying Put' status would be reinstated and their Staying Put allowances to recommence, with back dated payments paid from when their allowances were ceased.
- The Local Offer for Leaving Care should be published and a review into arrangements for Staying Put will be completed.
- Where Looked After Children siblings have different workers, liaison is necessary to ensure updates can be shared between siblings.
- Following dissatisfaction over Special Guardianship Order funding agreement, a financial re-assessment arranged within 10 working days.
- Female worker to be allocated to vulnerable female client, replacing male worker due to historical abuse.
- Single Assessment/Child Protection Conference reports should be sent out two working days in advance of Conference to enable the family to feedback or challenge any perceived inaccuracies, ideally before it is signed off.

2.5 Worker Behaviour

- The way in which information was shared with a parent following a referral being received, could have been done differently by summarising the key concerns without relaying specific details about the incident, leading to the identification of the referrer.
- Workers should be careful not to offer their own personal opinion with families rather they should use their professional judgement based on information gathered.
- Worker to speak to Pathways about male staff restraining a young girl who has history of sexual abuse, and Pathways staff giving Looked After Child cigarettes.
- District Safeguarding Manager to speak to Supervised Contact Worker's Manager about comments made in front of the children.
- District Safeguarding Manager to feedback to Supervised Contact Service importance of Worker showing name badge and introducing themselves.
- Clinician to explore further difficulties the family experienced whilst working with Social Worker so that lessons can be learned.

2.6 Children's Change Programme

- Ongoing issues over staffing have caused problems with tasks not being completed, minutes not being written or sent out and meetings being cancelled at short notice
- Ongoing issues over capacity have led to delays in assessments and communication difficulties.
- A District Safeguarding Manager proposed an allocation template is completed that identifies, in addition to specific work and tasks, a realistic time-scale which should be reviewed by the Line Manager during the supervision process
- Where change of worker is necessary, a brokered introduction with the new worker should be facilitated.

3.0 Customer Care Team Update and Conclusion

Following a 30% increase in combined (Statutory and Corporate) Stage 1 complaints in 2017/18, we have again seen a further increase of 42% in combined Stage 1 complaints in 2018/19. Within this percentage, we have seen a 25% increase in Statutory complaints and a 90% increase in Corporate complaints.

In addition to the significant increase in initial complaints received, 28% of statutory and 20% of corporate complaints have been re-opened following feedback received raising further concerns to the initial complaint response.

Quarter 4 was the busiest period for Statutory complaints with 83 received. Quarters 2 and 3 were equally busy quarters for Corporate complaints, with 33 complaints received in each.

Despite the increase in initial Stage 1 complaints, we have seen a reduction from 4>3% of Statutory Stage 1 complaints and a reduction from 14>7.5% of Corporate Stage 1 complaints being worked on at Stage 2.

We have seen a 160% increase in complainants taking their complaint to the Local Government Ombudsman, however, of the 11 cases concluded this year, 4 were not upheld and 5 were deemed outside of remit, with only 2 being upheld.

For the second year in a row, Looked After Children remain the highest function area being complained about making up 34% of all Statutory Stage 1 complaints. In addition, South Cambridgeshire has generated the highest number of complaints for a second year, equating to 18% of all Statutory Stage 1s.

Complaints relating to the Statutory Assessment Team remain the highest for a second year in a row within Corporate complaints, with 45 received equating to 38%.

The largest issue being complained about across Statutory and Corporate complaints remains Communication with 106 complaints received, equating to 45%, second highest being Worker Behaviour with 80, equating to 34%.

Specific issues which compound the number of Communication complaints received is new Social Work staff who have started without access to work mobile phones or laptops, the lack of business support and team telephone numbers around the Children's Change implementation period, staff not logging into their VOIP phones and messages via email or telephone going unanswered.

Finally, a worrying trend is the number of complaint responses being sent outside of timescale. 40% (10%) of Statutory complaints and 45% (16%) of Corporate complaints were responded to outside of the prescribed timescale (whether it was 10 or 20 working days).

The Annual Report for April 2018 – March 2019 is available to the public on the main County Council website through the following link:

<https://www.cambridgeshire.gov.uk/council/contact-us/council-complaints-procedures>

4.0 Customer Care Team Contact Details

Address:

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Shire Hall, Castle Hill
Cambridge
CB3 0AP

Telephone:

01223 699664
01223 714765

E-mail:

Childrens.ServicesFeedback@cambridgeshire.gov.uk

Appendix A – Counting Complaints

This Appendix aims to explain how complaints are counted and how outcomes are decided.

It is rare that complaints contain only one issue and it is often the case that the issues are not very clear, making it difficult to count them separately or to compare them easily with other complaints. Nevertheless themes and learning are taken very seriously.

At Stage 1, a complaint is counted as one, even if it contains more than one issue. For example, a parent may ring to say that she is dissatisfied with how a Social Worker spoke to her on a first visit; factual inaccuracies in a report, and the late arrival of minutes of a meeting. Each of these will be investigated and a single response will be sent. If the same parent rings again while the complaint investigation is ongoing, to say that the Social Worker also failed to show his ID card, this will be added to the same complaint. Once the complaint has been investigated and a response sent, any new complaint will be counted separately.

In the above example, there may be no witness to the visit and it may not be possible to ‘determine’ whether or not the Social Worker showed his ID card or not, or if he was rude. Where it is one person’s word against another’s, the outcome of those aspects is that they ‘cannot be determined’ either way. If, having checked available information, there is evidence to support the content of the report; the complaint that the report contains factual inaccuracies will not be ‘upheld’. Finally, if the minutes were late, i.e. more than 10 working days after the event, that aspect will be ‘upheld’.

Overall, this complaint would be deemed to be ‘partially upheld’ as one aspect was upheld. Even where more aspects are ‘not upheld’ than are ‘upheld’, the complaint will still be deemed to be ‘partially upheld’.

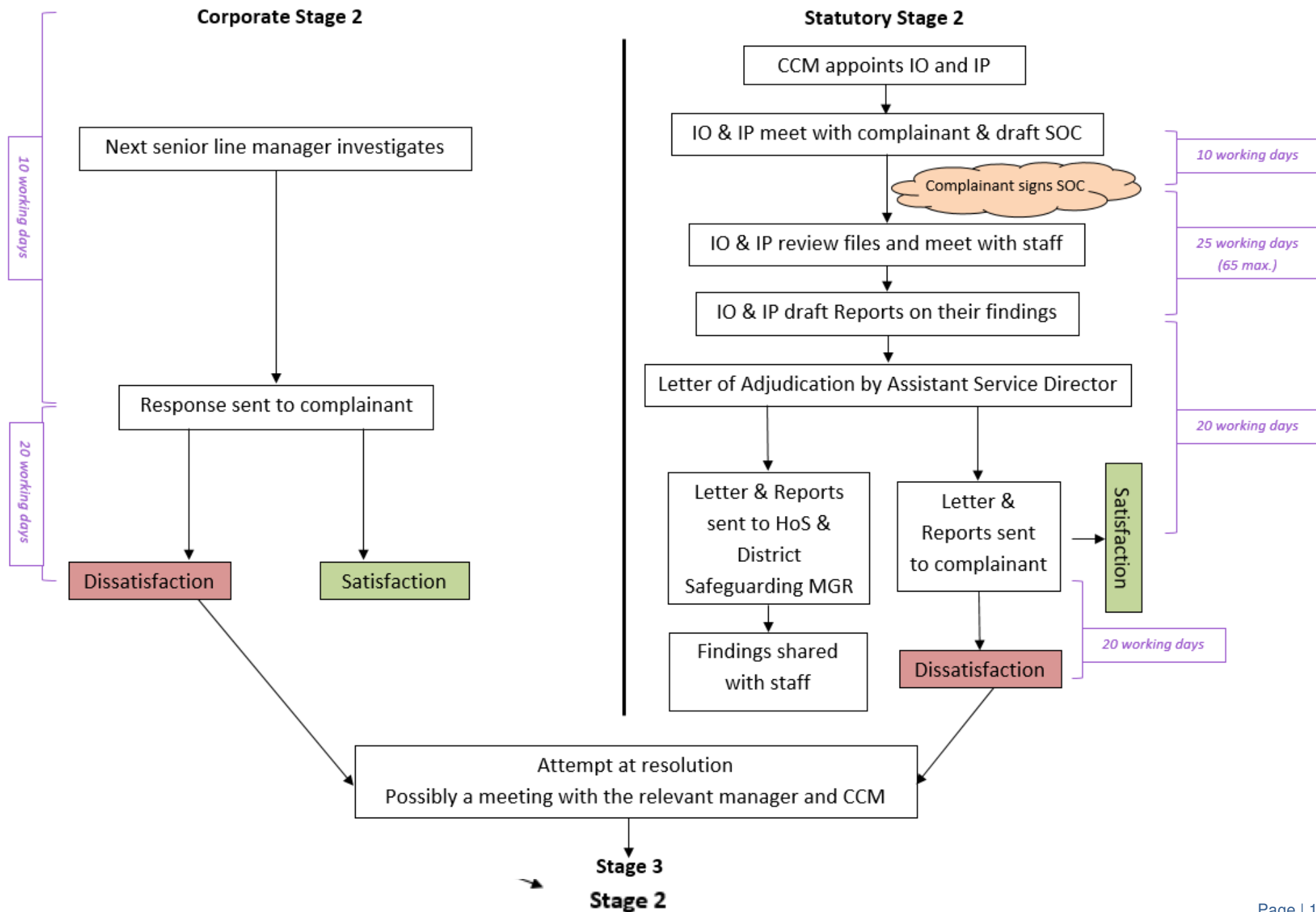
The Customer Care Manager, who has no line management involvement with the cases that are complained about, makes the final decision as to whether or not a complaint is upheld.

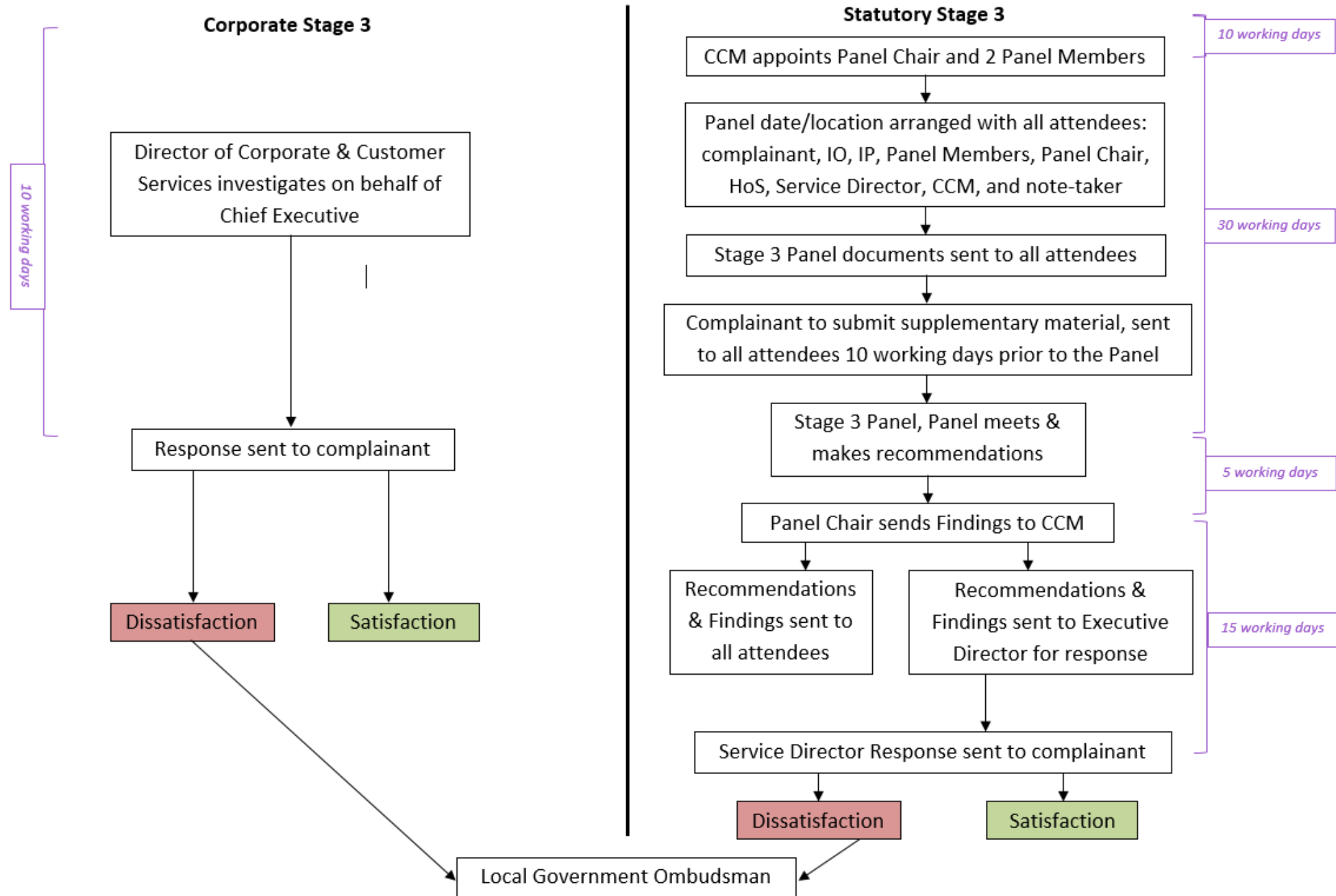
In a Statutory Stage 2, the two Independent Investigators meet with the complainant to go through which aspects of the original complaint continue to cause concern. These are usually the aspects which were ‘not determined’ or ‘not upheld’ at Stage 1. The Investigators draw up a ‘Schedule of Complaint’ with the complainant, which the complainant signs only when she is happy that this is an accurate reflection of her views. This can contain a list of issues. Each of these is investigated and a finding (of ‘upheld’, ‘partially upheld’, ‘not upheld’ or ‘cannot be determined’) is reached against each one.

The complainant receives copies of both Investigation Reports in full, together with a letter from the Assistant Service Director. There is no County Council involvement in the making or altering of the Statutory Stage 2 outcomes.

Each Statutory Stage 2 investigation is counted as one investigation and is not counted as a number of separate complaints. Similarly, each Statutory Stage 3 Panel is counted as one. The number of Stage 2 investigations and Stage 3 Panels is reported upon within in-house and public reports.

At Statutory Stage 3, the complainant notifies the Independent Panel in advance of the Panel Meeting as to which complaints continue to be unresolved and these are discussed. While a Statutory Stage 3 Panel is not a new investigation, the Panel will, nevertheless comment on whether it agrees with previous findings or not. The Panel findings are sent to the complainant at the same time as they are sent to the Service Director. The Service Director also writes directly to the complainant.





Appendix C – Glossary of Abbreviations and Acronyms

ASYE – Assessed and Supported Year in Employment (Student Social Worker)

CAMHS – Child and Adolescent Mental Health Services

CCG – Clinical Commissioning Group

CCM – Customer Care Manager

CCT – Customer Care Team

CIC – Child/ren in Care

CIN – Child in Need

Cllr – Councillor

CP – Child Protection

EHCP – Education Health and Care Plan

EHH – Early Help Hub

GDPR – General Data Protection Regulation

HoS – Head of Service

IO – Investigating Officer

IP – Independent Person

LAC – Looked After Child/ren

LADO – Local Authority Designated Officer

LGO – Local Government Ombudsman

LGSS – Local Government Shared Services

MASH – Multi-Agency Safeguarding Hub

MGR – Manager

MP – Member of Parliament

NYAS – National Youth Advocacy Service

PR – Parental Responsibility

PTSD – Post-Traumatic Stress Disorder

SAT – Statutory Assessment Team

SC – Social Care

SEND – Special Educational Needs and Disability

SOC – Schedule of Complaint

VOIP – Voice Over Internet Protocol (telephony system)

Children's Services Feedback Cambridgeshire County Council

Compliments April 2018 – March 2019

All compliments passed to the Customer Care Team are presented here. They are divided into compliments from young people, parents, other family members and foster carers; compliments from professionals independent of children's services; and compliments from members of staff with no line management oversight of the individual cases. They have been anonymised both in terms of the children and families concerned, and also in terms of those individual members of staff being praised. Otherwise, compliments are presented below exactly as they were received.

We are aware that some parts of the service collect and report back separately and those compliments are not reproduced here. This is by no means an exhaustive list of compliments that are received by Children's Services.

Young People, Parents, Adoptive Parents, Other Family Members and Foster Carers

Parent said of Additional Needs Advisor:

Thank you for the email. I found the information you gave us really useful. I was happy you were able to attend the meeting.

Parent said of Senior Practitioner:

Just a little thank you note for everything you have done for the past year and helping me get the support I needed for years and supporting my 2 beautiful kids through all the hard times I will defo keep up the hard work. I can't thank you enough never let anyone put you down in your career because you have been a brilliant social worker.

Young Person said of Senior Practitioner:

I do not want you to leave me

Young Person said of the Cambridge Disabled Children's Early Help Team:

The most benefit has been gained from the annual repetition of this payment, as it allowed me to return to my summer camp, which has really helped me in life.

Feedback Question: Tell us about the things you like doing with your carer or any clubs that you go to.

Response: I like to see my friends who also have diabetes, and to be able to do things that'd normally be difficult due to my diabetes, such as swimming parties and hiking. My camp makes me feel very normal even with diabetes as everybody has it.

Feedback Question: Tell us about the things you do not like doing with your carer or in the clubs you go to.

Response: That I only get to go once a year!

Parents said of the Cambs City SEND District Team:

It takes a special person to light that fire, to raise our children's expectations for themselves and never give up on them, no matter how challenging it may be. All of us are here because you did that for us. Thank you both so much, we are truly grateful! Both of you have been very intuitive and we have managed to make some positive changes in our lives. Thank you. Thank you for all of your support! Thank you both for giving us more knowledge to understand our children, we both take a lot from this course. Thank you so much for all the information and support you've given to us! We learned so much, and really enjoyed our course! Thank you so much for all the info we have taken so much from this course. Thank you both for all your hard work & effort. It is well appreciated. Thank you for everything, from inviting me to join the group down to all the information I'm leaving with.

Parent said of Unit Coordinator:

X said that you've 'been absolutely brilliant' and said 'thank you thank you thank you'. A now has a school place.

Young Person and their Carer said of a Specialist Clinician:

They are both delighted with the sessions you've had so far. Couldn't sing your praises enough! "I feel so happy after I've spoken to D" says K. "Wonderful, amazing" says the carer.

Parent said of Family Worker:

I really appreciated hearing from you, thank you. Delighted to say we have a TAF meeting booked in for next week. The new SENCO at J's school is great which I am hugely grateful for. The council seem far less able to provide any support compared to CAMBS but hopefully we're in a position we can support J more and he says he's happier back at his old school. Thanks to your advice and information, I am aware of the support available and now receive DLA for J which we put to activities like drum tuition- something which seems to calm him down. You were there for us when we needed you most. Thank you. Hope all going well for you. Many thanks again for everything. I appreciated all you did for us; it made a world of difference.

Parents said of a Children's Centre:

Parent A: We LOVE this group!!! Wish it was on every week <3

Parent B: X just sang me Chick, chick, chick, chick chicken at bedtime when we were talking about his day! Thank you

Parent C: L has been dancing/singing the okey cokey all evening! She loves "doddler poop"

Parent said of Community Support Service Club Leaders:

What a 'wonderful experience' she has had with both K and A on your session with P (child). She said that both of you were fully engaged with P from start to finish. She said you were both 'brilliant' and the fact that both of you were 'singing your hearts out to P was wonderful'. The parent said that the way both of you communicated with P was respectful and telling her everything that you were going to do was something P doesn't always get – she said you were both 'just wonderful'.

Parent said of Community Support Service Business Support Assistant:

You are wonderful J. Thank you!

Young Person said of Community Support Service Worker:

The child wrote "Give A a pay rise NOW!" then circled the happy face and signed his name.

Parent said of Support Worker:

I think the service has a big positive role in my son's life, and he always looks forward to his sessions.

Young Person said of Community Support Worker:

A takes me out and we have lots of fun in the park and Tesco café!

Parent said of Community Support Service Business Support Assistant:

That's great. Thank you R. The new form is definitely better - less paperwork is always good, and at least I can't lose it or forget to post it!... Fab idea..... This looks great.

Parent said of Disabled Children's Early Help Team:

I think that this service is a fantastic initiative that truly helps families who face a difficult situation. Thanks to this both my husband, H's sibling and I benefit from some 'time off' that regenerates us! Thank you very much!

Parent said of Consultant Social Worker and Social Worker:

Really good to talk to both of you earlier. Thank you both so much for all your support, and hard work, of which I'm sure I don't even know the half! It's great to have such a fantastic team supporting our lovely B.

Parent said of Disabled Children's Social Work Team - South:

Thank you for all the support

Parent said of Disabled Children's Early Help Coordinator:

Just a note to say S (child) loved this experience - he went off without me and I was able to sit and read the paper in the cafe which was bliss. He definitely wants to do the other two sessions so this is great, finally an activity he can do without me! If he carries on with 1:1 sailing too we might have cracked it!

Parent said of Senior Social Worker:

Hi A, Once again, thank you so much for today. J has had many social workers over the years, but I have to say, to date you are by far the best!!! It is lovely to finally have someone who understands the parents wishes and makes sure these are followed through. It can be very frustrating at times trying to fight J's corner alone, but having your support to date, through J's adult years, has eased the burden and got J exactly what he needs, support, assistance and care side. Thank you and fingers crossed that the agency I take note of today's meeting. Much appreciation

Parent said of Social Worker:

Thank you so much, I feel very lucky to have you.

Parent said of Social Worker:

Thank you for all your help on the Adoption Activity Day, it was much appreciated.

Parent said of Social Worker:

Thank you so much for coming with us on Tuesday. We achieved the outcome we have been fighting for for the last 4 months, so this is a fab result for L (child.) I do thank you for your all patience, understanding and continued support over the years and feel very appreciative of your presence with us on this crusade, we know we wouldn't be this far ahead if it wasn't for you and your compassion.

Parent said of Social Worker:

Thank you and best wishes R.

Parent said of Social Worker:

My views are listened to and implemented wherever possible. The team keep me going. I couldn't have coped without the team's help.

Parent said of Social Worker:

Thank you for all your amazing support over the years. It has made a difference to all of us.

Parent said of Senior Social Worker:

N is a great social worker. She always gives you time and I never feel rushed through conversations.

Parent said of Social Worker:

L has been really great!

Parent said of Social Worker:

A handled the meeting really well, kept calm and gave good explanations.

Parent said of Social Worker:

Approachable, supportive and being helpful of the needs of not only the child but the family.

Parent said of the Disabled Children's Early Help Team:

Thank you for the professional service which enables E to access Aspire. We would like to thank you for the picture effect that your work has on our family.

Q: Since the allocation of a personal budget, how has your child been able to participate in more community activities/facilities?

A: Aspire occasionally arrange group activities.

Q: Are there any other comments you would like to make?

A: Thank you for your shining efforts.

Parents said of the Disabled Children's Early Help Team:

I would just like to say that the plan is working perfectly, as it has done for some time. The boys still go out with their carers every couple of weeks giving them some great experiences and giving myself and A a much needed break! This is usually for 6 hours. Recently they have been to Arbury Carnival, the Big Day out, the cinema and Linton Zoo. As mentioned before, this also gives us the confidence to take them to these sorts of places ourselves too! The boys always have a great time, especially if ice cream or popcorn is involved, and are returned suitably worn out :)

Parent said of Early Help Coordinator:

The early help coordinator J was a pleasure to assist with L's early help plan. Very good communication and really positive which is incredibly helpful.

Parent said of the Disabled Children's Early Help Team:

Q: Please provide comments about how well you think you are being listened to.

A: Always take aboard what we say.

Q: Since allocation of a personal budget have you been able to have a short break?

A: Me & (husband) have had quality days & evenings out. Been able to attend family weddings & events knowing our son is well cared for.

Q: Since the allocation of a personal budget has your child been able to participate in more community activities/facilities?

A: Our provider has joined us on days out to allow our son to safely join in.

Q: Since the allocation of a personal budget do you feel your child has learnt to do new things and increased in independence?

A: Doing better at talking, handwashing & use of PECS.

Q: Are there any other comments you would like to make?

A: This funding has been a lifeline to us & has helped us feel stronger as a couple.

Parent said of the Disabled Children's Early Help Team:

Q: Do you think you are being listened to?

A: J has been really supportive of our need to assist A in socialization and independence by joining the string orchestra. It provides him with an opportunity to have a shared experience with other people who share his interests.

Q: Do you feel you were involved in the development of your child's care plan?

A: Again, many thanks to J, H and the team for [...] in developing the plan and taking parents' views on board. It has been exceptional in terms of A's confidence and self esteem.

Q: Do you feel the plan is meeting your child and family's needs?

A: The plan provides the flexibility of J's [...] for riding - helping him to improve [...], coordination, contact with horses and helps with his O.T needs. A is also afforded an opportunity to play instruments with his peers who are likeminded in the string orchestra. This involves [...], co-operating, communicating, self management, etc.

Parent said of the Disabled Children's Early Help Team:

E is very accommodating, and easy to discuss things with her.

Parent said of the Disabled Children's Early Help Team:

I wanted to pass on my thanks for the short breaks funding for my son. As a direct outcome of the support received this year, C (young person) has decided he will be able to manage University and has applied to do a computer science degree... he has also made a small group of friends and his short break really helped him achieve this. We are very grateful for your support.

Young Person said of Early Help Coordinator:

I am able to gain my own independence going to Total Arts at the Junction group. My social skills have enabled me to make friends at the group and I am gaining some life skills and I would like to have a career in media and video games. I have also been offered a job there, in the evening at the discos, and I am going to fill out an application form.

Parent said of the Disabled Children's Early Help Team:

This funding has been a lifeline to us and has helped us feel stronger as a couple.

Parent said of Early Help Coordinator:

J has been really supportive of our ideas to assist K (child) in his socialisation and independence... Many thanks to J, H and the team for involving us in developing the plans and taking our views on board. It has been exceptional in terms of K's confidence and self-esteem.

Parent said of Early Help Coordinator:

We are always grateful for the support from the service. The staff we have seen have been lovely. You have a really good team! Thank you

Parent said of Social Worker:

The team keep me going. I can no support from my parents or siblings and little from S's Dad. I couldn't have coped without the teams help. My views are listened to and implemented wherever possible.

Family said of Early Help Family Worker:

As for H, she's lovely and doing a great job on your behalf. Thanks for sending her to work with me and she's been so helpful.

Parent said of Early Help Family Worker:

Hi D, really sorry for the late reply. I was out and about with the kids and completely forgot about getting around to replying later on in the day. A hasn't had any of the episodes since 27th July and seems to be back to himself during the holiday. I feel good with how we left things in all honesty. I think I could always gain something from your help in any meeting but I do feel far more able and happy dealing with problems and life in general. If anything I just want to really say a massive thank you for everything you have done to help. It was nice to have support at a time where I felt everything was going against me and you really showed me that I can problem solve and gave me the confidence to do so.

Parent said of Early Help Family Worker:

We apologize for taking out time to get back to you but we don't use internet for contacts. This letter refers to the support we received for S. J was our young support worker and we received a great deal of contacts through J to help us support S. J was especially helpful with support through the school and helping us to make sure that everything is in place for S on his transition to secondary school. J acted very professionally providing all the resources we need at this time. We are still awaiting to receive confirmation of a family holiday which J has very kindly arranged with the mother's Union so that we can have some quality family time together. All of us can not put into words how grateful we are for all the hard work and fantastic support that J has given us. It's given us a much better place to continue meeting our S's needs. Thank you! from all of us!

Parent said of CFC Family Worker:

Mum says she wishes she had S's support 2 years ago, feels others professionals did not provide the support that S has done. S is amazing, and she can't fault her – her son is funny about who he speaks to, but S has built a great relationship with him, and he begs her not to leave the house. She feels that S has helped her no end, and that things have definitely improved even in the short time S has been working with them – she went on to explain some of the techniques and suggestions S has given her, and how they are working. Very happy with the support received so far.

Young Person said of Young People's Worker:

Thank you for everything you have done for me this year I really appreciate it. Thanks.

Parent said of Early Help Family Worker:

Thank you for the update. Can I just sincerely thank you for your time, patience and commitment to supporting S and the wider family throughout your time with us. I appreciate you were not directly tasked with supporting me and my family, but you were able to see the benefits of doing so, and as a result we have reached a very good outcome for the next chapter of S's life. I am sure it will benefit all concerned and, in time, rebuild relationships that have been impacted. You do a great job, I hope your work is recognised from your hierarchy.

Family said of ASYE Social Worker:

After 1.5 yrs of Social Care Involvement S has been the first Social worker to be understanding and respectful of my family. I would just like to say Thank you for restoring a small amount of my faith in Social Care.

Young Person said of Social Worker:

To A, Thank you for being a great social worker. You've answered all my questions I asked you. I'll miss you lots.

Parent said of Social Worker:

Q: What advice or support has worked best for you and your family?

A: Take the time to listen to each other.

Parent said of Social Worker:

Q: What advice or support has worked best for you and your family?

A: L advice was best used with reaction to emotions.

Parent said of Social Worker:

Q: What advice or support has worked best for you and your family?

A: Safety in the knowledge that V was there - giving extra confidence to enforce boundaries.

Q: Is there anything else you would like to tell us about?

A: I felt the approach of the initial Social Worker did not work for me, however working alongside V changed my views and felt progress has been made.

Parent said of Fenland District Team:

Thank you for all support.

Parent said of Social Worker:

I would like to add a positive comment in regards to J (social worker). He was most helpful when I had nobody else to contact.

Parent said of Social Worker:

Hi. I have just been informed by miss A that she likes you and she was happy when you went to see her chart. We was talking about being happy lol. B admitted he likes routine. So any hesitation I had has gone and tough love mum is back. Please when you get 5 mins can you message me your email address? Thank you for today has helped me to move forward especially where kids are concerned.

Guardian said of Senior Social Worker and IRO:

I have to say it was just lovely to see how the girls reacted to this news, they literally jumped for joy, they were so excited, they cheered and hugged their foster carer. A said she would help with the paperwork to make sure they could stay with their carers. I wanted to take this opportunity to thank you both for all your hard work and excellent liaison with me on this case. I feel we all developed a very good working relationship and were able to achieve absolutely the right outcome for A and B.

Foster Carer said of Senior Social Worker:

The foster carer fed back to L that she had been very proactive and helpful throughout the time she held the case in order to support the YP, and went out of her way to thank L for this. Obviously I think the foster carer is spot on about L's amazingness, and wanted to make sure L, in her modesty, doesn't forget to pass this compliment along :)

Family said of Consultant Social Worker:

Q: How do you feel that things have improved for you and your family?

A: All the support, felt listened to, helped me see light at the end of the tunnel. Support has been amazing.

Q: What did you like most about working with us?

A: Having a plan & being part of it & we were all working towards the same thing.

Q: What else would you like to say?

A: I just love J, she has been amazing. Tells me how it is & is straight.

Parent said of Senior Social Worker:

R would like to pass on her thanks to J for all her hard work and commitment to A. Mrs R is very grateful for J's input over the last years.

Foster Carer said of Unit Coordinator:

E has worked as a Unit Coordinator for Unit X. In my capacity as a foster carer I have had to deal with E on many occasions. Over the phone I have found that E is very polite, obliging and extremely organised. E has helped with contact several times for a young person in my care. She has managed to deal with unexpected transport amendments at very little notice. E has also helped with getting passport information to be sent off to the passport office. When I raise a query with her if she is unable to resolve it herself she investigates and returns my call. Thank you for all the help you have given to me and L.

Parent said of ASYE Social Worker:

I'm just writing to give some feedback as discussed yesterday. I have been very impressed with the work and efforts made from your team throughout the time they have spent working with my children. Its been a difficult and distressing time for all of us however the support from yourselves far surpassed what I had expected and made the whole situation more manageable. Having not seen my eldest son (J) for over half a year and being told that he was refusing to come to contact and did not want to see me, G was the first person to spend any time with J addressing this which resulted in J attending contact for a number of weekends. I feel that G handled what was a complex and difficult situation without bias and always kept the interests of my children as the main focus for which i cannot thank him enough. He kept me informed at all times and even when I did not agree or was told information that i had not wanted to hear I felt he handled it sensitively and in a professional manner. The team as a whole reacted to the concerns about my childrens safety swiftly and efficiently and did not shy away from the difficult decisions and discussions that were required with my children's mother again keeping me informed with any relevant information. You all made significant efforts to support their mother to remove any risks for the children which I commend but ultimately due to her actions the children were moved into my care and away from the risk of significant harm. I will be forever grateful for the efforts you've all made over the last 5 months and wish you all the best for the future once the matter is transferred to [location].

Family said of ASYE Social Worker:

Q: How do you feel J has supported you and your family?

A: Even though she joined at the end she supported us more than M did.

A: J only came to take over towards the end of a really difficult case load. The support and sympathetic ear was brilliant and useful, eased the pain of the overal period. If longer, 10+ would be score, lovely person inside and out.

Q: How do you feel Jess has listened to you and your family?

A: She listend because she stepped us down from social care

A: Very good at making you feel at ease and look calm herself whe it was difficult.

Q: Do you feel you've been included in making plans and deciding what should happen next for you/your family?

A: I was shut out at first but then L made and helped me make a change.

A: Deffinitly since J took over I've felt much more relaxed and included.

Q: What would you have liked J to have done differently/better?

A: Nothing she was nice, kind and made us laugh so nothing.

A: Nothing!

Q: Any other comments?

A: Amazing support to a much agonising time. Caring and curtious. Thank you J I really do appreciate it.

Parent said of Early Help Team:

We are really grateful to be able to access early help/short break funding & for having a sympathetic listening ear visit us to make it easier for us. Thank you!

Parent said of Child and Family Centre Worker:

Thank you for the time you took speaking to me on the phone yesterday and for the ideas you have suggested in your email. I have printed these suggestions and will share them with Z's key worker at preschool tomorrow. Thank you for your support and advice.

Parent said of Family Worker:

Dear X, I feel we must write on behalf of all of us, for all the valuable contributions/support from D family support worker has made to the family. We found D very knowledgeable friendly and highly Qualified in her profession. We feel we wouldn't of been where we are today without D's advice, which contributed in L continuing to move forward. We are also sure that you are all ready aware of that you have an exceptional employee, D. Thank you to everyone who helped in the support.

Young Person said of Young People's Worker:

Hi J thanks a lot i appreciate it and couldn't of done it without the help of you and T so thank you so much for helping me.

Parents said of Early Intervention Officer:

I would just like to say a big thank you for all the support you are providing to J and our family in all that you are doing in our circumstances, not only to provide the best possible education at the disposal of the Local Authority, but by genuinely caring about the outcomes for J, and we suspect for every young person in your busy case load. We have been impressed by your professionalism and motivation to get things done in what has been an incredibly upsetting and stressful time for our family. We have no doubt you enjoy the support of a wider team, including your manager who as our first contact was most helpful (who I have copied in). It is our experience that good people make good organisations and it is they that really make a difference to the 'customer' experience. When I first spoke to you, we were in a state of shock, not knowing what to do next at what can only be described as one of the most upsetting experiences a parent can face. To date you have kept us updated on all developments, and with some knowledge of public sector organisations I can only congratulate you on moving this along so expeditiously. J knows he made a mistake and has paid a heavy price (to heavier a price in our opinion). He has lost a home and the day to day contact with his friends and those that acted as 'parents' in the boarding setting, realising his chance of passing GCSEs diminished and hence life opportunities and dreams. Following our meeting today J had a smile on his face and was really positive about the opportunity you have afforded him, looking forward to the tutor sessions and the second chance you have secured. We were further impressed by S, who as you suggested seems highly professional and dedicated to providing high quality education within the AP setting. We are fully supportive of the arrangements you have made and the professional advice you offer. J is fully aware he needs to grasp this opportunity and do his very best - supported by you (and of course his family) we have every hope for a good outcome.

Parent said of Young People's Worker:

Q: What advice or support has worked best for you and your family?

A: Having D showing K how to use his creative interests to help with his emotions has been a great help

Parents said of First Response Team Social Worker:

Just a quick note to say thank you for your help recently and also to tell you what an amazing person K is, but I'm sure you're already aware of this. We've seen and spoken to quite a few social workers since last July when we first became aware and more involved with the boys. Some have been good and understanding while some have been unsympathetic and unhelpful. K is, by far, the best social worker we have met. She's understanding, sympathetic, knowledgeable, helpful and absolutely brilliant with our boys. She gained their trust within minutes of meeting them and got more from them than even we have been able to. I

understand that you are losing her from your team very soon. This is a real shame but I am sure she will be a true asset to whichever authority are lucky enough to employ her in the future. Once again, many thanks to you and your team.

Parent said of Hunts Social Care:

I just wanted to thank you again for getting things sorted. I REALLY appreciate it.

Young Person said of ASYE Social Worker:

Q: Why has the SW helped or supported you and your family?

A: because you helped me be good for a month and a half and you talked to me and helped me with hard things and bad times.

Q: Why has the SW explained their role well?

A: because when you came you told me that you try and help us with trouble that we have and you are very helpful thank you for all that you have done :)

Q: Why do you think the SW has listened to you and understood what you are telling them?

A: because when I told you about that I was moving house you were listen very well and talk about what I might do there

Q: Why have you felt included in the plans and decisions that have been made about you?

A: Because I think that what I could do to improve my behavior and help mummy and daddy.

Parent said of Social Worker:

Hiya just so you know I can't thank you enough me and X now have a two bedroom flat with a balcony I'm a really nice area were doing really well and I start a job in care in January

Parent said of Information Officer:

S is well supported by her work and is grateful for mine and N's calls with her. She stated that N was very nice, supportive and made her feel listened to. S says she is not afraid anymore and she has spoken with M and made her aware that she is to tell her anything that upsets her with her dad and then she will stop contact because she wants do the right thing by M. S says that she feels empowered now that she has taken these steps to cut ties with her ex-partner and this is based on the initial advice given by N and also that the case will now be passed to EHH.

Parent said of SEN Casework Officer:

I've just had a telephone call from T. I've previously worked with family and School to try to ensure S was able to access as much of her education as possible. Mum updated me that the EHCP is now in place and you are the case worker. She was also full of praise for how helpful you'd been and how quick you've been to respond to her contact.

Parent said of Head of Service:

I am writing to thank you for the excellent support your team has given me over the past months. My youngest son, X, has special needs and is in the Reception Class at J School. Unfortunately, the SEND provision at school was perhaps not as good as it might have been and your team has been instrumental in helping to change this. Yesterday, we had a very positive meeting at school facilitated by S and A. I don't know how they have managed to bring this about but school are now producing wonderfully clear timetables and plans for Lucas which reflect the provision made for him in his EHCP. It sounds as if the local authority is providing truly excellent support to school and this will be of huge benefit to the children with SEND and a relief to their parents. I undersand that M (who assessed X after his first exclusion in January) and L have even been visiting school on a regular basis to give advice and recommendations. As you will know, it can be very difficult to be the parent of a shild with special needs, and we need schools to know and to follow due process. It has been an incredibly stressful and anxious time since X started school and I am so very grateful to have had the help, support and expertise of your team. Thank you!

Parent said of Educational Psychologist:

I have been doing VIG filming with C for quite some time now and I have found it immensely helpful and positive to strengthen my bond with X and help communication.

Parent said of Specialist Teacher:

I wanted to write to thank you for your involvement with F. We really appreciate the time you spent with F in class, and the effort you made to make him feel as relaxed and calm as possible. Thank you for sending F's report in such a timely manner as you knew how keen I was to read it. Moreover, I am very grateful to you for explaining the report to me and for listening to me when I spoke of F - I am very proud of him and really do just want the best for him. It is so lovely to have a professional who will listen to parents and is so proactive and supportive. Thanks again for your help

Parent said of Family Worker and the SEND Team:

Thank you for everything you all have done & are doing for R. He really appreciate all the time you have and are giving him. Thanks for not giving up on him.

Parent said of Social Worker:

K was fantastic, responsive, professional and showed good empathy towards [my] son.

Family said of Specialist Practitioner:

Just wanted to say a huge thank you for all that you have done for V & how much support you have given him, us as a family will always be grateful we wish you all the best

Parent said of Specialist Teacher of the Deaf:

I think the services that you provide to R and the school are excellent and you couldn't be more helpful. So thank you for that :)

Parents said of Deaf Support Worker:

Thanks very much for your visit to meet M at the [school] and your detailed report on the same. M was also delighted to meet you and was very glad to learn new things from you. As parents of M we are very grateful to you and appreciate all your support. Thanks again especially for your warm and wonderfully written report. We look forward to your next meeting with M.

Parent said of Habitat Specialist:

J has been involved and helped with mobility when walking outside, recommending a laptop at school to help S (which has helped enormously) and help with cooking skills/aids. We are sad the support from yourselves is being withdrawn- it is a real concern for the future- but would like to thank you, H and J very much for everything you have done to help S, over the years.

Parent said of Sensory Support Service:

I just wanted to say a big thank you for everything you have done for me. Your amazing!

Parent said of Sensory Support Team 0-25:

Thank you also K for the excellent support you have given both R and us.

Parent said of Sensory Support Team 0-25:

Thanks for information and all your hard work this term. We have noticed a real difference in E and her reading has definitely improved. We have a little gift for you, which is now in school, if you visit E at some point she will be able to pass it over. Thanks again

Parent said of Specialist Practitioner:

Hope your well. I just wanted to email you to say thank you for coming to L's draft plan meeting, as always your advice spoke volumes that morning and his ehcp has now gone through. I just

wanted to say thank you because I'm not sure this would have happened without you being there! Have a good week and hopefully we might see you again soon.

Parent said of SEN Casework Officer:

Can I just take a moment to thank you for all your help with A over many years – he has turned from a very troubled child who faced some horrendous bullying and attempts to make him normal – to a young man ready to face the world. He is determined to use his experiences to make the world a better place. Having an SEN child isn't easy, your help at LVC made it much easier. I wish you all the best and thank you for everything

Parent said of Educational Psychologist:

I appreciate your time here and what you got from his letter it's so good to of met you without you E would still be struggling so much more, I get emotional , when I think about your help with my children you are caring and sincere so please allow me to thank you it will make a difference to the entire lives what support they get now with your helpful advice. Thank you for your help here.

Parent said of Educational Psychologist:

I just wanted to email, have been meaning to since Monday but just haven't found time. Thank you for a lovely visit on Monday, as I had said to you I often feel despondent after such appointments but on this occasion I felt that you listened to what I was explaining about A and you asked questions that were very relevant to what I observe in A. So thank you!

Young Person said of Social Worker:

I hope you have an amazing Christmas and a happy new year! P.S. Thank you for taking me ice-skating. I had so much fun with my class and skated for nearly an hour.

Parent said of Specialist Teacher of the Visually Impaired:

Thanks for your help over the years. It was great to great to know you better during the course which we all loved. Finally, just to say you work for a brilliant service which has made such a difference to L (and me) and enabled him to get the help he needed right before school (with the play specialist) and then support with getting the Statement and later for the EHCP stages during primary school. A life saver!! He is a confident boy because of this help.

Parent said of Specialist Teacher of the Deaf:

Thank you for your time and as always you are a great support.

Parent said of Specialist Teacher of the Deaf:

Thank you for all your support as always. We really do appreciate it.

Parent said of Specialist Practitioner:

Hope you are well, L actually said to me last week "I haven't seen A for a while, I hope shes ok". thank you for all that you have done with L, he absolutely adores you and the work that you've done with him has really helped him. hopefully we will see you again soon, and once again thank you.

Parent said of SEND Team – March, Chatteris, and Whittlesey:

Hi C, I just tried to call. M has spoken to N and she confirmed the provision that will be put in place for T and L. Huge thanks to yourself and the team for your support with this. It is genuinely appreciated and I know that it will have a positive impact upon the children. Warm regards and thanks again.

Parents said of Specialist Teachers of the Deaf:

You have both been with us through a bit of a journey! Thank you both for being stars who have helped X so much over the years. We are so grateful and know that she will miss you!

Parent said of Social Worker:

I am writing to you as a previous service user to give feedback in regards to the care my son H and I received from his social worker L. From the start L has always been very welcoming of my concerns, my opinions and has fully participated in helping me come to conclusions when needing to deal with difficult situations revolving around an ex partner and keeping my son safe from him and any mental health deterioration. L has always been at hand to seek advice and has been respectful towards me regardless of past issues that have in time been rectified. I have found that L is not judgemental and very down to earth which added to the positive environment in which we worked together. I found that Ls positive attitude and complimenting my actions at present made me feel confident and comfortable in my own capabilities as a parent. Ls relationship with H has always been positive, she has come into our home made attempts to interact with him and this felt warming and natural and didn't make the situation feel like a professional appointment, more like a nice catch up with added support as and when needed. My experience with L over the past 5months has been positive, I have felt that I could come to her with any issues when I have needed advice and that she was very ready and willing to allow me to make choices on my own and commended the positive changes implemented in my life that inevitably closed the case with social care. I want to personally thank L for her care of H during this period and wish her well in her career within the social work team.

Parent said of Social Worker:

I would like to thank J for the maner in which he has supported our children in a difficult period. J has been an advocate for the family when identifying the needs of our family. He has taken the time to listen to us and sensitively gather information, understanding that we both work in public facing services & preventing any impact on our career. J ensured his assessment was thorough but not rushed which enabled us all to feel relaxed and comfortable with the work he was doing. J kept all meetings relevent and focussed but supported us to ask challenging questions relating to our children & the referral. J effectively signposted & referred to support groups for the children and has worked with them to develop their understanding and reduce anxiety. It has been reassuring to have J's support to make sure support is in place for the children in relation to their father's mental illness but has also reduced pressure on myself. Thank you!

Adoptive Parents said of Social Worker:

Couldn't find the words to reply to you last week, too emotional! If there were more social workers like you the world would be a better place and more little lost would become happy, healthy adults! Thank you isn't enough for what you have done to help create and shape our family. You will always have a massive place in our hearts for the care, love and passion you have shown. You're going to make the most wonderful mummy and I wish you and your family the lifetime of happiness and love that you have helped to create xx

Young Person said of Social Worker:

Had a conversation with B yesterday. She said "Thank f--- at last a productive meeting. That R is s--- hot isnt she!"

Parent said of Consultant Social Worker:

Social Worker reported:

Just got the loveliest compliment from a mum and child I've just finished visiting. I'm closing the case and she said that she felt that their case was "in safe hands" with me and she felt she could trust me!

Guardian said of Social Worker:

Today in court, the guardian complimented and thanked J for her good communication in keeping him informed.

Parent said of Social Worker:

Social Worker reported:

S, father of A thanked me for all the time and work which has been put in to A and that he is "forever grateful" to us for being there to support A. He added that he is thankful for all that social care have done for him and the amount of work which has been involved from a lot of different people in last few months. He asked me to pass his thanks on to all within the Team around him. He further stated that he is not going anywhere now for A and that he will "do whatever it takes" to make sure he is there to support A, and work with all professionals to make sure that he can be part of the future planning for him.

Parent said of Disabled Children's Social Work Team:

Q: Since the allocation of a personal budget have you been able to have a short break (spend some time away from your child)?

A: Yes. I have some more sleep while she is away with the PA as I worked every Friday night so when she is with PA I don't have to be worry

Q: Since the allocation of a personal budget has your child been able to participate in more community activities/facilities?

A: Yes. access more to cinema now she have card to use. able to use bus pass. Go to library with PA

Q: Are there any other comments you would like to make?

A: Very satisfied with help and support of my social worker now my daughter have budget to support her.

Parent said of Disabled Children's Social Work Team:

Thank you C. You don't know how alone we have felt and your support means the world to us.

Parent said of SEN Casework Officer:

I must say SAT team stepped up to the mark, photo coping , waiting for mum and emailing me all in a matter of hours , I was amazed at the smooth situation which occurred

Parent said of SEN Casework Officer:

Just a quick email to thank you for your presence and input at the review meeting on Friday. It was very helpful to finally get some information and direction about S's options and EHCP. I feel a lot clearer about it and now able to make some way forward. I also wanted to express my gratitude for you reflecting back to the school , that S should not be on a behaviour monitoring/performance report. Especially when the school have not managed yet to put in alternative provisions for her needs. Although some members of staff (particularly J) have been extremely supportive, I have felt some lack of insight and professionalism from a lot of staff. I have tried to explain that it would be like expecting a child in a wheelchair to perform in general PE and putting them on reports and punishment when they cant perform. Unfortunately there is still a lack of awareness around mental health as a very real disability. I am extremely grateful to professionals like you, that act as compassionate and fair advocates for children and families like S and I. Without going into details, we have both been through heartbreaking circumstances due to her being undiagnosed and nobody listening to me for years when I first spotted these traits in her. We have both had our self esteem hugely impacted by being treated and judged as a 'bad child' and a 'bad mother '. The fact that we are finally receiving support and understanding is life changing. All I want is for S to know she's a very capable student and for her to finish her education. I wanted to write this email to you because I believe that people who choose to work with these types of children/families deserve to know what a huge difference it makes. I look forward to meeting with you again.

Parent said of SEN Casework Officer:

Hi M, we just wanted to thank you for supporting us through this process getting C in the right school and his transport.. this morning was soooo stressfree.. not one meltdown.. C was so excited to go a bus to school.. and i didnt end up sat in my car in tears after a hard school run.. thank you ..

Parent said of Children's Social Services:

Support and explanation fo servies are exceptional. Very pleasant experience looking forward to our future support networking.

Parent said of Children's Social Services:

Really good communication, very impressed with responsiveness. Excellent.

Parent said of Children's Social Services:

We do appreciate the support given having the chance to talk it through and getting help for beneficial activities for A to include him in our community

Family said of Children's Social Services:

Thank you for today. It was a lovely, calm and relaxed atmosphere we really enjoyed meeting the other families and it was lovely to chat to you all. K was so social, happy and clearly enjoyed being with the other children. He has had two showers since being home and hasn't stop smiling, at present he is tucking into a beef casserole.

Young Person said of Social Care Unit - Wisbech:

X wanted to share how brilliant she feels A is, She feels A has done everything she said she would. X absolutely raves about A which is extra special as before X met her in January she had a deep seated mistrust of social workers. She said A says it straight, she cares, she has made me feel safe (what amazing words from a girl who has been through what she has, I feel safe!). I have seen her smile in the last few days and that's something I haven't seen since I met her in December. X has said that she knows she will be ok as long as A is looking out for her.

Parent said of Early Help Family Worker:

Just to say thank you for coming to meet us it was nice to meet a really nice genuine person who listens and understands and lifted a weight of my shoulders.

Parent said of Social Worker:

Whoop whoop A! That is really great news. Thank you for all the work you have put in on behalf of E (young adult) and getting the green light on TAG. It's officially Happy Tuesday. Thank you for all you do for the family!

Parent said of Social Worker:

Just wanted to say a huge thank you to all of you for what you have all done for A (young adult) so far in her transition.

Parent said of Senior Transitions Officer:

I just wanted to thank you for the session you did with E yesterday. She came out a changed person!! I think she is beginning to worry about the interview (and about life beyond school - even though she can't wait to leave) but you have given her some confidence and she described herself as being 'really excited' about going next week. She bought a cork board on the way home yesterday so she could pin up her notes (I wrote out for her) and see them when she is in her room.

Professionals independent of Children's Services

Headteacher said of Senior Social Worker:

Thank you for your message, comments and feedback, which are much appreciated. It has been a pleasure working with you and your team, from the beginning it has been a real partnership working in the best interests of J, A and the family. I have no doubt that the success of the transfer and how J has settled into our school is down to your interventions and the relationships of trust that you built up with the child and his family. I was very pleased that you gave time to experience and observe our school (mealtimes is a great litmus test!) and it was my intention that you would be reassured that appropriate support for the children would continue.

School Teacher said of Early Help Education Welfare Officer:

I just wanted to pass on some feedback I received from X at A School today. She was incredibly complementary about the support you have offered with some tricky attendance cases and were always accessible and helpful. Well done!

School Nurse said of Senior Social Worker:

Thank you for the telephone conversation this afternoon. I am really impressed with how much work you have done for the young persons to ensure her safety within the family. I am aware that you are still gathering information but the work so far needs to be acknowledged

School Deputy Manager said of Team Manager and Senior Practitioner:

I would like to say a massive thank you to both of you for the support you have given to W team and in particular to me. I cannot fault your professionalism in ensuring the best possible outcome for L. It is with great regret I am having to leave due to my mother's poor health and needing to spend more time with her at home. I am still staying in this line of work, in fact I will be working with C my previous manager but doing a lot less hours, unfortunately P were unable to reduce my hours. I would like to say that the communications between you both and ourselves has been second to none, J has been a pleasure to work with, and as you know L was a handful at the beginning of her placement and now is maturing into a nice young lady and J should be proud of what he has achieved, L has the utmost respect for J as do I and W staff. It was difficult for me to say my goodbyes to L and I will treasure the memories that I have had. So on that note I will wish both of you the very best and I hope you have a pleasant Christmas and a prosperous New Year. Great Working With You Both

Child & Family Centre Volunteer said of the Cambourne Children's Centre:

Almost everyone at the centre has helped me and my son in some way, and finding myself with some free time I thought it would be great to give back and help with a creche which will in turn support other parents. Every week, parents come in and hand over children of different ages; a few months old up to school age. Toddlers chatter away to each other in different languages, completely unphased by the Polish and Chinese replies that come their way! The children are gaining social confidence and learn good communication skills, often leaving us being able to communicate confidentially in English. It's an amazing journey to take with them. We clean up, make snacks and hand children back to their parents knowing that their families are benefiting from this experience, just as my own did not long ago. And now, they've given me the opportunity to work with them, and help them continue their amazing work. They have given me skills in the group, from communication and planning to problem solving and handling emotionally charged situations amongst children. I've come to understand the importance of supporting the community. I encourage anyone in their time at [university] to try volunteering. It doesn't have to be in your chosen career path. Skills are transferable and it is a great way to make friends and gain experience in the workplace.

Headteacher said of Social Worker:

Dear S, Apologies that I didn't get chance to speak after the Core group meeting this week, mum was very upset and spoke to me for a quite a while and you had left before she did! I just wanted to say well done, for how you managed the meeting and in particular mum's perception of danger. I was really impressed with how you challenged her and I am looking forward to working with you to support T

Assistant Headteacher said of Social Worker:

Hi N, I just wanted to pass on my thanks to you for being so interested and involved in C's CIN. Things have moved on hugely since you became involved with the family and we are very grateful for this. You are a great mix of encouraging/nurturing but prepared to ask those tricky questions that we need some answers to. Do let us know if there is anything else we could be doing to continue this movement in a forward direction.

Charitable Organisation said of the Disability Social Care 0-25 Service:

Thank you very much for all your expert advice and input.

Ofsted said of the Disability Social Care 0-25 Service:

Work with disabled children is of a good standard, with well-considered plans that address not only the needs of children that arise from their disability, but also their safeguarding and wider welfare needs. Social workers know these children well.

Special Educational Needs Coordinator said of Team Manager and Social Worker:

Very belatedly thank you and well done - I was reminded at the P core group on Friday that I had intended to email you after the ICPC and I forgot to do it. I was so impressed by your presentations and discussions at the conference. I thought you were both exceptionally professional and objective and didn't back away from difficult discussions. I thought you did a really outstanding job. Thank you for your commitment to collating everything that was needed. You have such a challenging job in those sort of circumstances.

School Worker said of Social Worker:

Thank you for your input yesterday - I thought it was a really helpful meeting.

Clinical Professional said of Early Help District Manager:

I just wanted to drop you a line following the conference on the new protocol for incidents of suicide held last week at [location]. I was invited to speak. My advice was that schools should stick to the local authority support provided through the district as this was the most comprehensive, agile and sensitive provision. I can't speak highly enough of the support we received and particularly the stewardship of J who acted as a single point of contact during those difficult days. J kept in contact throughout but in a way that was sympathetic to our needs and personally supportive to me. As you can imagine, the whole event was a bit of a whirlwind and it wasn't clear when it was at an end. As a result of this, I never got to share my thanks for the support provided.

Headteacher said of Young People's Worker:

The school values support from [YPW]. Young People and Staff find him approachable and helpful.

Judge said of Consultant Social Worker:

I cannot see any gaps that need filling, it is a thorough assessment.

Coram Professional said of Social Worker:

Thank you all for your presentation at Panel. Panel feedback detailed as follows:-
'Excellent reports and presentation, obvious that good work had been done with the children

to prepare them. Panel commended the children's Social Worker on the sterling work she had done and were sorry she was not able to come to Panel.'

Independent Child Protection Conference Chairperson (not CCC) said of Social and Family Worker:

Just wanted to say that this assessment was excellent, it was well written, had depth and was very child focused. In conference today G was very succinct and was able to be balanced in her views which really helped in giving a good understanding of the family and the issues that needed to be addressed. Her knowledge and the relationship that she had with the parents was really refreshing to see, good to see such good social work practice. J was also very knowledgeable and had a good grasp of the issues.

Deputy Headteacher said of Young People's and Family Worker:

A: Went out of her way to help me to get the S Team to take on the case. This was above and beyond her role and I am very appreciative of her help. She helped with the paperwork and liaised with S [team] to get a worker assigned. I do not think this would have happened without her input. Up until that point it was extremely frustrated getting anyone to even contact the school.

T: Did a fantastic job with the children he saw. He gave them a voice and he also gave them closure on something which was very traumatic for them. The feedback from the children was very positive and they felt that he really helped them. One parent even asked if T could see their child outside of school, which obviously wasn't possible.

Headteacher said of Young People's Worker:

Just wanted to let you know I saw A today and he told me how grateful he was to you for your support and strategies. He says he has found them really useful and is feeling so much better and is successfully using your advice to help himself.

Customer Service Officer from Neighbouring Authority said of Emergency Duty Team:

I was very impressed with Peterborough's out of hours team who dealt with the situation yesterday, in particular C, A and P – unfortunately I didn't get their full names. I thought they were highly professional, and very good ambassadors for your authority. Please pass on my thanks to that team.

Special Educational Needs Coordinator said of Specialist Teacher and Specialist Clinician:

You are fab! Thank you so much for continuing to do this for us. I am eagerly awaiting the decision on 30 May! Can I also say your team have been wonderful. F and A came in early today to help us with J and had such good ideas and helped us keep calm. I have thanked them but a special mention from you also would be lovely.

Headteacher said of Specialist Practitioner:

I thought I should pass on that I was in [infant school] this morning and the head was raving about the impact that X was having on a lad I was working with, and generally the support SEND services and Speech and Language were providing.

School Teacher said of LAD and Child Protection Conference Chairperson:

Thank you very much for taking the time to write such a comprehensive reply to me A. It is much appreciated.

LSCB Lawyer said of Social Worker:

I wanted to write to tell you how impressed I was with your statement on X, I was particularly impressed that you provided so much analysis which is what we really want to see in statements – really good work!

Headteacher said of SEN Casework Officer:

I'm always aware of the pressures the SEND team are under, and I'm always very supportive of all your efforts in your support of schools offering an inclusive education within Cambridgeshire. Despite that I've never before taken the opportunity to extoll the virtues of any specific staff from the SEND service, until today. Today we were informed that one of our pupils has been placed at [school] from January, a decision that we were all very hopeful for, but one which I knew would be difficult. I'm acutely aware of the financial burden on the high needs block, and therefore appreciate how tough this decision was for county to take. I'd like to take time to highlight the truly outstanding work and support the school and the family have recieved from S. She has gone above and beyond what we could have expected from someone in her role, and has been pivotal in aiding us in keeping a child in education who was deeply at risk of being excluded. This is not something that we would want to have done, and have never done before; but S's work with us has helped secure the correct provision that both ourselves, [placement] and other professionals agree he needs. Please take the time to congratulate her on this marvellous work, we have obviously already done so, but it would be great for her to hear it from her managers.

Headteacher said of Educational Psychologist, Team Leader, and Educational Adviser:

I just wanted to thank you all for the speed and support you showed recently. Even though the support was not accessed on the day, there was clearly an appreciation amongst staff and students that the school and County had been pro-active and thoughtful at this difficult time. The funeral and service of thanksgiving was last Friday, attended by family and also many current and former staff and students. The school is now adjusting, and of course being in touch with K to sensitively plan next steps.

Headteacher said of Specialist Teacher:

Last night T came and ran Precision Teaching training for our whole staff, and it was brilliant. Her delivery was perfectly pitched and today everyone is still buzzing about it. We sometimes find SEND Services training is a little dull, especially after school, but this was great. Everyone seems to feel confident they could implement their learning. I just wanted to say thank you!

School Worker said of Educational Psychologist:

Just wanted to say thank you for all your help over the last two days. Also, I went to a meeting with L VP and Senior Tutors last night and they were all so full of praise for your training the night before. It went down really well and we all agreed something similar for all staff would be really useful. It opened up a lot of things that had not been made clear to them before and I think that was particularly helpful. Thanks again for your advice.

School Worker said of Specialist Practitioners:

Many thanks G! I have learned so very much from you and M and I have enjoyed all your visits.

Special Educational Needs Coordinator said of Specialist Teacher and Specialist Clinician:

The support we've had for the SEN Support level children from SEND Service and you particularly as our link teacher, has been excellent. Thank you for all your advice and involvement with those children and us as a school.

Headteacher said of Specialist Teacher:

E has been amazing and has assisted our TA so professionally.

Headteacher said of Educational Psychologist:

I just wanted to share with you that K delivered a brilliant CPD session to our team yesterday afternoon on Attachment. The session was extremely well planned and captivated the whole team from start to finish- so much so, that staff spoke to me this morning to share how much

they had enjoyed the session. We are already looking forward to the follow up session in a couple of weeks. I am delighted that we have K assigned to our school (she really gets what we are about and what are vision is moving forward) and I am very much looking forward to developing a bespoke package of support with her for our staff team and learners!

Headteacher said of SEND Team Leader:

Dear

C

I wanted to share with you how grateful I am as a head for your involvement in the SENDCo network meetings with the cluster schools. E has come back buzzing that the meeting was really informative and that the joined meeting with yourself and T has ensured that SENDCo's are kept in the loop as to what is going on and are finding the process supportive of what can be a challenging role in schools. Thank you

High Level Teaching Assistant said of Specialist Teacher:

Thank you so much for this afternoon. I feel I learnt so much in the short time I was with. You are a very highly skilled individual and your service are lucky to have you. It was a pleasure to meet you and hopefully our paths will cross again some day. Thanks again

School Worker said of Sensory Support Team 0-25:

Thank you soooooo much. Students came out of the room very positive which is brilliant.

School Worker said of Sensory Support Team 0-25:

I do really appreciate all the support and effort you put in for H

School Governor said of Specialist Teacher:

Hi L, I am impressed at your speed! Thanks for today it was a very useful meeting, it's quite revealing how positive and efficient such a meeting can be. Hopefully I'll organise the referral with a more successful outcome this time.

Headteacher said of Specialist Practitioners:

I just wanted to email to say thank you to yourself and all of your team for the support you have provided to us and FMP this term in school. It is really greatly appreciated, your team have been excellent role models for all the TA's they have worked with and extremely professional at all times. Thank you once again for the time you have given us.

School Worker said of Specialist Teacher of the Deaf:

I spoke to H at lunchtime and she was extremely pleased with the session that she had with you today. I think that you really helped with her confidence and I get the feeling that she will really look forward to the next time that she sees you. Thank you both, L and A for all the work that you do with the students.

Deputy Principal Educational Psychologist said of Educational Psychologist:

Just wanted to say a huge thank you for coming and giving us that talk. Absolutely without exception the EPs thought you were amazing. They loved your talk and how you presented. Someone said you had them in the palm of your hand throughout....thought that was lovely :) you know EPs en-masse, they can be a bit challenging to present to but I got absolutely no questions afterwards....they loved it! From my point of view it was lovely to meet you and I thought you were fab :) Let me know if there is anything you want from us in return for Cambs EPS and we'll get it sorted :)

Special Educational Needs Coordinator said of Educational Psychologist:

A enormous thank you for the most amazing session today. You will be proud as I used the materials you left with us to work with the anxious child I mentioned, but with good results. He was not keen to do the assessment but got distracted by the pictures and I remembered the phraseology you used and managed to get such a lot of information out of him. Previously

he just cried and refused to talk. I have rung home to discuss a plan and the child has agreed the plan too. We may get him back into lessons yet! This would not have happened without this course and your support. I have taken the liberty of copying H in as we all felt you had such expertise and the most fabulous delivery style that it should be mentioned. We are also all really looking forward to the next training sessions on the [date] and the [date] and thank you for also allowing us to go off at tangents trying to fit the training ideas to our students who concern us.

Teacher said of Business Support Officer:

Thanks for your prompt report. X loves touch typing and looks forward to your visits.

Barrister said of Consultant Social Worker:

Credit is due to the Consultant Social Worker, T. I am not the only legal representative involved in the case who noted that she is a conscientious, diligent and considerate social worker. T had carefully prepared 10 documents including statements, viability assessments, parenting assessments, sibling assessments and care plans. This is an exceptional amount of work. Despite the negative assessments of one parent and some members of the extended family, it was apparent during the final hearing that T has maintained a good professional relationship with them all. I was grateful for her instructions at the final hearing which were proportionate to the issues yet sensitive to vulnerable witnesses.

Advocate said of Social Worker:

The Children's Guardian in her 1st report commended the LA for finding sensitive foster carers attuned to the children's needs. May I add that myself and the advocate for the children thought the Social Work to be exemplary in this upsetting case. The Social Workers are so professional that in spite of the terrible suffering of the children, this case was dealt with properly and expeditiously.

Headteacher said of Education Welfare Officer:

This is my first year of Headship and I inherited a school with poor and declining attendance levels. B Primary had an Ofsted inspection three weeks after I started this position. I was grateful that P visited B Primary within the first two weeks of the year as he played a pivotal role in helping me ensure that raising levels of attendance was a key priority of the school, and secondly how to address this priority/school issue with a robust plan. When Ofsted visited, they were impressed with both the work that had already been completed and the plan for the future. P's input and advice was fundamental for this to be the case. B Primary School now has an attendance of 97%. I have contacted P on many occasions in relation to attendance issues and he has always responded swiftly and provided thorough advice – in every case helping to resolve problems.

Judge said of Social Worker:

SW had given her evidence in a very thoughtful and professional way. This has not been an easy case for the LA to manage, partly because neither of the children can communicate in English or even in Lithuanian. The LA have arranged for the Interpreter to spend time with the children and for work to be completed with them, however this was not successful. It has not been easy due to the extremely serious nature of the injuries sustained by P. The children's trauma that has been demonstrated by the way the children have behaved which is something the SW I commend her for the sensitive way in which she has worked with X, trying to build his confidence, trying to introduce toys from the family home, trying to gauge his reaction, to memories of his family home and the decisions taken by not introducing too many items at too faster pace that may have re-traumatised him particularly as he has had night terrors following her visits to him. I found that the work she has done with the Aunt and Uncle was done in a very speedy fashion to see whether the children could be placed with Mr and Mrs K at an early stage. I reject the suggestion that Aunt an uncle that she did not explain why she was asking questions or that she had fundamentally misunderstood what was being asked.

Co-Director of School Alliance said of Educational Psychologist:

Please find below an outline of T's support with the conference on 12th June. It was a hugely successful event, bringing together over 140 delegates from primary, secondary and special schools as well as key mental health professionals. His role within the project team was crucial and clearly demanded a significant amount of his time. Attendance at project team meetings from 20th February to 11th June; each of these required preparation and lasted approximately two hours. T was in communication with other project team members, primarily the children's commissioner for Cambs., S and the keynote speaker, C, in preparation for each of the meetings and ultimately for the conference itself. T's was a leading role in the shape, content and delivery of the day. On the conference day itself, T led the morning session for all delegates: 'Creating a whole school framework for emotional health and wellbeing', which included a q/a session with a selected panel. This was followed by a series of workshops. T led his own workshop, 'Using whole school wellbeing assessments to inform interventions', with a focus on opportunities to administer whole school wellbeing assessments, for both staff and students. Specifically, T covered how to choose the right assessments, how to administer the assessments and how to use the assessment results to inform intervention and effect change. T pulled things together with a robust plenary which also looked ahead at next steps. We are now communicating with T how best to use and follow up the evaluations. Before the end of term, all schools involved will share their progress with the three key action points they took away with them on the day of the conference. T's input, energy and expertise was fundamental to the success of the conference; the conference itself provided him with an audience of school representatives otherwise hard to reach.

Compliments from Service Staff**Independent Reviewing Officer said of Senior Social Worker:**

I just wanted to highlight a piece of very positive practice which became evident within a LAC review I chaired today for E. Firstly it is very evident that S has developed a positive, engaging and open relationship with E in the time that he has worked with her and she responds very well to his gentle support which encourages full participation and reflection. E clearly views S as inspirational and advised the meeting that she intends to study health and social care at college from September with a view to becoming a social worker in the future and based this on her experience of working with S. S has clearly put a huge amount of thought and time into thinking about E's contact needs with her immediate and extended family and has developed a clear plan in conjunction with E which they are currently working to. He is an excellent advocate for this young woman and it is evident that E's views are foremost in his mind when thinking about future planning. I have no doubt that S's supportive and thoughtful manner has enabled E to settle into her placement and focus on her education, thus providing her with a period of stability which she has clearly lacked in the past. This is an excellent piece of social work and deserves to be recognised as such.

Child Protection Conference Chair said of Wisbech Social Workers:

I know I have already mentioned this worker but again I would like to state that I have been very impressed with the work of M, she has done a fabulous piece of work with G and his parents to enable them to progress, recognise the concerns and change these, ensuring that G is safe and protected in all aspects of his life. Both parents in conference yesterday stated that they now recognise the concerns and understand the implications of their actions, behaviour etc, and feel that the work completed has enabled them to become closer as a family unit, and be happy. Well done M and a great piece of work. I would also like to mention S, who has completed some sterling work with a very difficult and challenging family, T, and he has been able to show a detailed and clear understanding of the concerns within the family. Well done S.

Child Protection Conference Chair said of Consultant Social Worker:

X has done a fabulous piece of work with this family to help them recognise the concerns and work to change things around for the positive benefit of K. Well done, and it was clear in the RCPC how positive a role you had played with the family unit, and they were able to identify that things were much better, despite the cultural issues.

Child Protection Conference Chair said of ASYE Social Worker:

Absolute brilliant parenting assessment, and it is clear within this and at the RCPC what a positive relationship was built, and the work which has been put in to help the family overcome difficult and unrealistic views of professionals to make the necessary changes. Well done, clear focus and resounding results as a result of the work put into the case and family.

Child Protection Conference Chair said of Senior Social Worker:

I am emailing you about positive practice that I have observed via Child Protection conferences, from H who is a senior Social worker in [unit]. Despite the difficulties in staffing with the [...] units together with the high caseloads that she have been facing over the last few months. H has consistently over the last 3-6 months ensured that the families that she is working with receive her reports before every conference in a timely manner. She is a constant for the families and children that she is working with in the ever changing world of teachers, social workers, family workers etc. H's strength is in her consistency, her communication with parents, children and other agencies. Her Child Protection reports are factual, focussed and the views of the children and parents come through strongly and she usually has a clear outline plan for the family going forward.

Child Protection Conference Chair said of Social Worker:

I wish to commend you for the assessment, report, and your presentation within the conference this afternoon in respect of T. As you presented the case very well, it was clear that you knew the family, the issues, and the child which was great. Your presentation was clear, concise, open and honest, and I found the family members really engaged with you in a positive way. The assessment which you produced for the conference shows just how much work you did with the family, so well done. It was clear that you have been able to discuss things openly with the family, and they were well prepared for conference. You were focused, and knew the purpose of the meeting, and also the outcome required for the best interests of the child.

Child Protection Conference Chair said of Social Worker:

Wanted to put in writing my appreciation of the work you put in building a relationship with parents. They had experienced many changes of social worker which had delayed progress and they had also found this situation difficult to align with the concerns -it had given them a confusing message. However within PLO and getting Mr Q on side with the drug testing and being very clear about what the results meant, you were able to assess and evidence for conference, how both parents would be able to maintain what we called 'their new normal'. This meant that the children are no longer subject of child protection plans after 2 years.

Child Protection Conference Chair said of East Cambs Social Care Unit:

I would like to identify that having just audited a CP plan on E and his siblings, there is clear evidence of some great work having been completed with this family, and the CP plan is progressing well. There is evidence that the children have been spoken to and work completed with them to ensure that their voice is being heard within this process, which is great to see in detail. Well done V.

Family Worker said of ASYE Social Worker:

I wanted to thank you for chairing the meeting so effectively. You were a very calm presence in the room, which was not at all well suited to the difficult conversation that we had to have. Working with the family for some time, it has been my experience that both parents are quite

articulate and tend to talk a lot creating a lot of noise around incidental issues, and I appreciated how several times you brought parents back to focusing on O. In particular I thought that it was helpful to the conversation that you were able to reflect to them in a very non-judgemental way, your observation that they were both placing obstacles and finding excuses for their lack of engagement with services and support offered to date.

Placement Officer said of Social Worker:

Many thanks for the referral. I just wanted to feedback to you about this referral. The referral was really detailed and clear, it explained everything about the children that was required and there was context throughout the referral rather than lists of chronology. Due to the referral being so clear and detailed, we have been able to begin a search straight away and no amendments have been necessary. Please may I use the referral as a good example referral to add to our file which we may share with others for example or training in the future.

Clinician said of Independent Reviewing Officer:

I am writing to pass on my appreciation of how well K has been chairing the last two CLA Reviews of C who we have living with one of our foster carers. She is great at ensuring everyone's point of view is shared and manages to get beyond the administrative task. I welcome her ideas about ensuring progress within the placement, such as helping achieve stability and adjust to the changes given his carer's death. She gives me confidence that the corporate parenting responsibilities of the council will be taken care of - even in a complex and sensitive case such as C's.

Independent Support Adviser said of SEND Team Leader:

I would like to acknowledge, how D, has twice, gone above and beyond to support a young man, whom I am also supporting. Without D going out of his way, we would not be in a position to move forward.

Consultant Social Worker said of Assistant Coordinator:

Thank you so much for being you. You have been one of the best managers I have ever worked with. You are a joy.

Team Leader said of Social Worker:

C visited a Looked After Child in their new placement, outside of work hours on a Friday night to make sure they settled in ok, which meant C missed her team's Christmas party. Thank you C for putting this child's needs first and changing your plans to make sure they were well supported by a familiar face within their new placement. This would have been so important to them and is a lovely example of best practice work.

Executive Director said of Family Worker:

I just wanted to say thank you for all the support you have given Mr G. This is a tragic situation and not easy to support – but I understand you have done a fantastic job and Mr G really has valued your support.

Safeguarding Manager said of Social Worker:

When prepping for the ICPC I was delighted to find a standalone Chronology in Wisdom. I was also delighted when parents told me they received the Single Assessment more than 2 working days before the ICPC. The Single Assessment had been signed off by both the SW and the TM. R was the SW for this case and the SW who presented at the ICPC L with her SW colleague L. I also want to feedback how well R presented at the ICPC. In the pre-meeting Y's mother spoke very positively about R. It was clear to me during the ICPC that R has developed a positive working relationship with both parents.

SAT Caseworker said of Additional Needs Advisor:

I believe it's important to recognise great work in our colleagues as so often we only hear when things go wrong. N's support to C's and her mum has been in my view exceptional, I have been really impressed by his approach and have learnt much from his communication. Big thanks N, it's been great working with you on this case (not that I have done much).

Child Protection Conference Chair said of Social Worker:

I am so impressed by the quality of L's social work. Report arrived within timescale and shared with parent. Comprehensive and detailed how the CP Plan has progressed. In the meeting very much 'on it'. Able to access reports immediately when requested for added information, up to date knowledge of case and clearly knows case inside out. Aware of all professional involved and their role. Good relationship with Mother, able to challenge appropriately balanced with positive feedback. The children's needs very much to the fore throughout and understands the complexity of their needs. Open to suggestions from other professional and Mother as to changes in boys weekly routine to try and make things better at home.

FENLAND AND EAST CAMBRIDGESHIRE OPPORTUNITY AREA UPDATE

To: **Children and Young People Committee**

Meeting Date: **9th July 2019**

From: **Executive Director: People and Communities**

Electoral division(s): **All Divisions in Fenland and East Cambridgeshire**

Forward Plan ref: **n/a** *Key decision:* **No**

Purpose: **To update the Committee on the Opportunity Area programme.**

Recommendation: **The Committee are asked to note the report.**

<i>Officer contact:</i>		<i>Member contacts:</i>	
Name:	Cheryl Oakman	Names:	Councillor Simon Bywater Councillor Samantha Hoy
Post:	Department for Education Area Lead	Post:	Chair and Vice Chair, Children and Young People Committee
Email:	Cheryl.oakman@education.gov.uk	Email:	Simon.bywater@cambridgeshire.gov.uk samphoy@googlemail.com
Tel:	07825 297504	Tel:	01223 706398 (office)
Name:	Jamie Weatherhead		
Post:	Department for Education Head of Delivery		
Email:	jamie.weatherhead@education.gov.uk		

1. BACKGROUND

- 1.1 In 2017 the Department for Education (DfE) designated Fenland and East Cambridgeshire as an Opportunity Area (OA), one of twelve across the country. The OA programme aims to address barriers to social mobility in each area and support children and young people to access high quality education and achieve their full potential. In Fenland and East Cambridgeshire a Partnership Board of local stakeholders has oversight of the programme and has shaped the key projects for the Opportunity Area. The Partnership Board are:
- Tricia Pritchard (Independent Chair)
 - Jonathan Lewis (CCC Service Director – Education)
 - Mark Woods (Cambridge Meridian Academy Trust)
 - Andrew Read (Diocese of Ely Multi Academy Trust)
 - Gill Thomas (Westwood Primary School)
 - Jackie McPherson (Meadowgate Academy)
 - Sherry Coutu (Founders4schools)
 - Penny Walkinshaw (Deputy Lieutenant Cambridgeshire)
 - David Pomfret (College of West Anglia)
 - Will Morlidge (Careers & Enterprise Company)
 - Sue Baldwin (DfE Regional Schools Commissioner)
 - Geoff Hayward (Cambridge University)
- 1.2 In addition to the Partnership Board a wide range of local and national stakeholders have been engaged and consulted as the programme has developed to design a delivery plan to meet the individual needs of the area. The delivery plan was published in January 2018 and set out the four priority areas identified by the stakeholders and partnership board:
- 1.3 **Priority 1:** Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading.
- 1.4 **Priority 2:** Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.
- 1.5 **Priority 3:** Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes.
- 1.6 **Priority 4:** Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire.
- 1.7 Delivery of the OA programme in Fenland and East Cambridgeshire is led by the Department for Education (DfE) Head of Delivery and DfE Area Lead alongside a local delivery team comprising a Programme Manager, Programme Coordinator, Early Years lead and Inclusion Lead. The projects for Fenland and East Cambridgeshire are funded through a share of £72m of programme funding from the DfE. Cambs County Council are a key strategic partner in the programme and are the route for funding and host the local delivery team. We continue to work closely with all County Council teams to identify ways to join-up and ensure all of our activity is complementary and supportive.

2. MAIN ISSUES

2.1 This report provides an update on the progress of the Fenland and East Cambs OA including a summary of the programme and an update on each priority area. In addition to the projects set out under each priority below providers in the OA have benefited from prioritisation within the following programmes:

2.2 Essential Life Skills – Funding of over £520,000 to Cambridgeshire County Council to deliver extra-curricular activities to develop essential life skills for children and young people.

- Careers & Enterprise Company – have engaged with schools and employers to build stronger relationships and to provide schools with a share of a £2m investment fund.
- Teach First – Since 2016 Teach First have brought 25 new teacher placements to Fenland and East Cambs.
- National Professional Qualifications – Teachers and senior leaders across all schools have been offered fully funded NPQs.

In addition support has been provided through the Strategic School Improvement Fund and Teaching Leadership and Innovation Fund which has resulted in funded projects such as intensive maths hub support and subject specific programmes.

2.3

Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading.

Our targets for Priority 1 are as follows:

- By 2021, both the percentage of free school meals eligible children achieving at least the expected standard in the Early Years Foundation Stage (EYFS) Reading Goal and the percentage of children eligible for free school meals achieving at least the expected standard in the EYFS Speaking Goal will exceed the national average.
- By 2021, the attainment of all pupils in reading at key stage 2 will be in the top half of all local authority districts in England.
- By 2021, the gap between the attainment of disadvantaged pupils and all pupils at key stage 2 will be half of what it was in September 2017.

Projects

We are investing over £1.9m in projects to support attainment in early years and schools, with a particular focus on communication, language and reading. These include:

- over £650,000 to more than 60 schools for research led projects in our evidence based fund.
- up to £1m to support 21 schools with targeted support for schools improvement.
- Up to £125,000 to clusters of early years settings to implement research led projects to improve communication, language and literacy.

To date we have also coordinated several other projects to support priority 1 and achieve our targets. We have worked with schools and early years settings to support them with an audit to identify key areas to support. As a response to those audits we have offered training for Teaching Assistants and early years practitioners in phonics, communication, ICT and supporting children with English as an Additional Language (EAL). We have provided funding to engage more children in existing reading schemes

across Fenland and East Cambridgeshire. The opportunity area is also working closely with the Cambridgeshire Maths Hub to provide additional support to schools in Fenland and East Cambridgeshire.

2.4

Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.

Our targets for Priority 2 are as follows:

- By 2021, we will reduce the waiting time for child and adolescent mental health services support to twelve weeks, with clear referral routes for schools and colleges.
- By 2021, we will establish at least four support centres in Fenland and East Cambridgeshire for parents with children who have an Education, Health and Care Plan, which will provide access to educational resources and tailored support for their child.

We are investing over £1m to delivery projects under priority 2 including:

- £340,000 in delivering our inclusion offer, designed to provide additional capacity and support in Fenland and East Cambridgeshire led by a local team including an experienced Inclusion Lead and 2 Outreach Support workers. Those schools signing up to the Inclusion Offer are also eligible for fully funded STEPs behaviour training and accreditation for their Special Educational Needs Coordinator.
- Over £190,000 in funding for schools on mental health support and guidance.

Working in partnership with the NHS and the local Clinical Commissioning Group (CCG) we have funded two additional posts to create a local Emotional Health and Wellbeing team. We have worked closely with the YMCA as our provider for additional Mental Health training and continue to work with them and colleagues in County Council and the NHS to provide further support for schools on Mental Health. To provide additional support for parents we are also working with SENDIASS to put in place local SEND support centres and we are continuing to work on extending this further.

2.5

Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes.

Our targets for Priority 3 are as follows:

- By 2021, all secondary schools in Fenland and East Cambridgeshire will have achieved at least six of the eight Gatsby Benchmarks.
- By 2021, 60% of young people in Fenland and East Cambridgeshire will go on to an apprenticeship or UK higher education institution.
- By 2021, 90% of disadvantaged young people will be in a sustained positive destination for at least the first two terms after finishing key stage 5.

We are investing over £1.1m to implement projects that raise aspiration and provide support for young people in their career choices. This includes:

- Over £300,000 to provide support for Post-16 providers in Fenland to improve the quality of their A Level offer and outcomes for young people.
- Over £300,000 to provide dedicated mentoring, coaching and work experience to disadvantaged pupils and those at risk of not going into Education, Employment or Training after key stage 4.

2.6 To support Further Education (FE) in Fenland and East Cambridgeshire we have provided training for FE middle leadership and classroom teachers. We have provided Funding to Ely College, to support them to broaden their offer as they build pupil numbers, as the only Post-16 provider located in East Cambs. To raise aspiration and improve guidance on career options all of the secondary and special schools in the OA have been offered funded Careers Education Information, Advice and Guidance training as well as the Quality and Careers Award.

Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire.

Our targets for Priority 4 are as follows:

- By 2021, the full time teacher vacancy rates in primary and secondary schools will have reduced and will be below national average.
- We will increase the percentage of all pupils attending a primary school rated outstanding or good for leadership and management to at least 86% from 76% in August 2017.
- We will increase the percentage of all pupils attending a secondary school rated outstanding or good for leadership and management to at least 95% from 85% in August 2017.

We are spending over £930,000 to implement projects that will ensure we recruit and retain the best teachers for Fenland and East Cambridgeshire. This includes:

- Over £150,000 for Foundation Teacher Training in partnership with Teach in Cambridgeshire
- Over £130,000 for a dedicated marketing campaign to promote the OA as a great place to live and work.
- Up to £250,000 in recruitment grants of up to £10,000 per teacher for schools to attract new candidates.

In addition we have funded recruitment events a feasibility study on Initial Teacher Training in Fenland and East Cambridgeshire. To support newly and recently qualified teachers we have invested in an early career development programme to provide continuous professional development and networking opportunities to build a community of teachers who wish to remain teaching in the area. This highly successful project has just been extended into its second year. We continue to promote the offers and support from within the DfE including the recently announced incentive payment of £2,000 for maths and physics teachers in the OA.

Legacy

The Opportunity Area programme is due to conclude in August 2020 and we are focused on ensuring that the projects listed above have a lasting legacy and that positive impact is sustained. The Secretary of State for Education and the DfE are now considering if there is a case for extension of the programme. We have begun to develop our ideas about an extension in Fenland and East Cambridgeshire and the DfE team are keen to engage local stakeholders including the Children and Young People committee in that process.

3. ALIGNMENT WITH CORPORATE PRIORITIES

N/A

3.1 A good quality of life for everyone

There are no significant implications for this priority.

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

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.

Source Documents	Location

Fenland and East Cambridgeshire Opportunity Area Delivery Plan	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696826/Social_Mobility_Delivery_Plan_Fenland_East_Cambridgeshire_v11_FINAL_WEB.PDF.pdf
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CHILDREN AND YOUNG PEOPLE POLICY AND SERVICE COMMITTEE AGENDA PLAN

Published 1 July 2019

Agenda Item No: 11

Notes

Committee dates shown in bold are confirmed.

Committee dates shown in brackets and italics are reserve dates.

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.

Draft reports are due with the Democratic Services Officer by 10.00am seven clear working days before the meeting.

The agenda dispatch date is a minimum of five clear working days before the meeting.

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

- Minutes of previous meeting and Action Log;
- Finance and Performance Report;
- Agenda Plan, Appointments and Training Plan

Committee date	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
09/07/19 Council Chamber. The Grange, Nutholt Lane, Ely CB7 4EE	Free School Proposals	H Belchamber	Not applicable	27/06/19	01/07/19
	Service Director's Report: Education	J Lewis	Not applicable		
	Children's Service Annual Feedback Report 2018/19	L Williams/ J Shickell	Not applicable		
	Service Director's Report: Children and Safeguarding	L Williams	Not applicable		
	Opportunity Area Update	J Lewis	Not applicable		
<i>[13/08/19] Provisional Meeting</i>				01/08/19	05/08/18
10/09/19	Maintained Nursery School Review	H Belchamber	2019/006	29/08/18	02/09/18
	Abbey College: Feasibility Study	H Belchamber	2019/053		
	Local Safeguarding Children Board's Annual Report	R Wate	Not applicable		
	Best Start in Life	L Williams	Not applicable		
	Youth Justice Plan	S Ferguson	Not applicable		
	Risk Register	W Ogle-Welbourn	Not applicable		
	Business Planning (Service)	W Ogle-Welbourn/ L Williams/ J Lewis	Not applicable		
08/10/19	Free School Proposals	H Belchamber	Not applicable	26/09/19	30/09/19

Committee date	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
	Post 16 Education	J Lewis	Not applicable		
	Business Planning	W Ogle-Welbourn	Not applicable		
	Annual Corporate Parenting Report	S-J Smedmor	Not applicable		
	Cambridge University Policy and Science Exchange report 2019	J Lewis	Not applicable		
12/11/19	Free School Proposals	H Belchamber	Not applicable	31/10/19	04/11/19
	Service Directors Report: Children & Safeguarding	L Williams	Not applicable		
	Service Directors Report: Education	J Lewis	Not applicable		
04/12/19 <i>(Wednesday meeting)</i>	Free School Proposals	H Belchamber	Not applicable	22/11/19	26/11/19
	Schools Funding Formula: Update	J Lee	Not applicable		
	Budget reports	W Ogle-Welbourn/ C Malyon	Not applicable		
21/01/20	Free School Proposals	H Belchamber	Not applicable	09/01/20	13/01/20
	Schools Funding Formula Approval	J Lee	2020/004		
	Service directors Report: Education and Schools - Validated examination results	J Lewis	Not applicable		
<i>[18/02/20] Provisional Meeting</i>				06/02/20	10/02/20

Committee date	Agenda item	Lead officer	Reference if key decision	Deadline for draft reports	Agenda despatch date
10/03/20	Free School Proposals	H Belchamber	Not applicable	27/02/20	02/03/20
	Placement sufficiency for Children in Care - Update Report	L Williams	Not applicable		
	Service Directors Report: Children & Safeguarding	L Williams	Not applicable		
[21/04/20] Provisional Meeting				07/04/19	09/04/19
26/05/20	Notification of the Appointment of the Chairman/ Chairwoman and Vice Chairman/ Chairwoman	Democratic Services	Not applicable	13/05/20	15/05/20
	Free School Proposals	H Belchamber	Not applicable		

**CAMBRIDGESHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE COMMITTEE
APPOINTMENTS TO INTERNAL ADVISORY GROUPS AND PANELS**

Vacancies are shown in red.

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	CONTACT DETAILS
Accelerating the Achievement of Vulnerable Groups Steering Group The Group steers the development and implementation of the Accelerating Achievement Action Plan, which aims to rapidly improve the educational achievement of vulnerable groups.	6	2	1. Councillor A Costello (Con) 2. Councillor L Joseph (Con)	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk
Cambridgeshire Culture Steering Group The role of the group is to give direction to the implementation of Cambridgeshire Culture, agree the use of the Cambridgeshire Culture Fund, ensure the maintenance and development of the County Art Collection and oversee the loan scheme to schools and the work of the three Cambridgeshire Culture Area Groups. Appointments are cross party.	4	3	1. Councillor N Kavanagh (Lab) 2. Cllr L Joseph (Con) 3. Vacancy	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	CONTACT DETAILS
Cambridgeshire School Improvement Board To improve educational outcomes in all schools by ensuring that all part of the school improvement system work together.	6	2	1. Councillor S Bywater (Con) 2. Councillor C Richards (Lab)	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk
Communities and Partnership Committee Poverty Working Group Cross party working group to lead the development of a poverty/ social mobility strategy and action plan. The full scope of the work to be determined by the working group, which is expected to start work as soon as practically possible.	Monthly for four months (Oct 2018)	1	1. Councillor S Hoy	Sarah Ferguson Assistant Director: Housing, Communities and Youth 01223 729099 Sarah.Ferguson@cambridgeshire.gov.uk
Corporate Parenting Sub-Committee The Sub-Committee has delegated authority to exercise all the Council's functions relating to the delivery, by or on behalf of, the County Council, of Corporate Parenting functions with the exception of policy decisions which will remain with the Children and Young People's Committee. The Chairman/ Chairwoman and Vice-Chairman/Chairwoman of the Sub-Committee shall be selected and appointed by the Children and Young People Committee.	6	-	1. Councillor L Every: Chairman 2. Councillor A Hay: Vice Chairman	Richenda Greenhill Democratic Services Officer 01223 699171 Richenda.greenhill@cambridgeshire.gov.uk

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	CONTACT DETAILS
Educational Achievement Board For Members and senior officers to hold People and Communities to account to ensure the best educational outcomes for all children in Cambridgeshire.	3	5	1. Councillor S Bywater (Con) (Chairman) 2. Cllr S Hoy (Con) 3. Cllr J Whitehead (Lab) 4. Cllr S Taylor (Ind) 5. Cllr P Downes (Lib Dem)	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk
Fostering Panel Recommends approval and review of foster carers and long term / permanent matches between specific children, looked after children and foster carers. It is no longer a statutory requirement to have an elected member on the Panel. Appointees are required to complete the Panel's own application process.	2 all-day panel meetings a month	1	1. Councillor S King (Con) 2. Cllr P Topping (Con)	Fiona van den Hout Interim Head of Service Looked After children 01223 518739 Fiona.VanDenHout@cambridgeshire.gov.uk
Joint Consultative Committee (Teachers) The Joint Committee provides an opportunity for trade unions to discuss matters of mutual interest in relation to educational policy for Cambridgeshire with elected members.	2	6	1. Vacancy 2. Vacancy 3. Vacancy 4. Vacancy 5. Vacancy 6. Vacancy <i>(appointments postponed pending submission of proposals on future arrangements)</i>	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	CONTACT DETAILS
Outcome Focused Reviews	As required	4	<ol style="list-style-type: none"> 1. Councillor Bywater – Outdoor Education 2. Councillor S Hoy – School Admissions and Education Transport 3. Councillor L Every – The Learning Directorate 4. Councillor J Gowing – Education ICT 	Owen Garling Transformation Manager 01223 699235 Owen.Garling@cambridgeshire.gov.uk
Outcome Focused Review of Cambridgeshire Music: Member Reference Group Council decided on 12 December 2017 to establish a Cambridgeshire Music Members' Reference Group comprising members of CYP and C&I. This is politically proportionate and will consist of four Conservative Members, one Liberal Democrat Member and one Labour Member.	As required	3	<ol style="list-style-type: none"> 1. Councillor S Bywater (Con) 2. Councillor L Every (Con) 3. Councillor J Whitehead (Lab) 	Matthew Gunn Head of Cambridgeshire Music (01480) 373870 Matthew.Gunn@cambridgeshire.gov.uk
Standing Advisory Council for Religious Education (SACRE) To advise on matters relating to collective worship in community schools and on religious education. In addition to the three formal meetings per year there is some project work which requires members to form smaller sub-committees.	3 per year (usually one per term) 1.30-3.30pm	3	<ol style="list-style-type: none"> 1. Councillor C Richards (Lab) 2. Councillor S Hoy (Con) 3. Councillor A Taylor (LD) 	Amanda Fitton SACRE Adviser Amanda.Fitton@cambridgeshire.gov.uk

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	CONTACT DETAILS
Virtual School Management Board The Virtual School Management Board will act as “governing body” to the Head of Virtual School, which will allow the Member representative to link directly to the Corporate Parenting Partnership Board.	Termly	1	Councillor A Costello (Con)	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk Edwina Erskine Business Support Officer – Administration Services Team Cambridgeshire’s Virtual School for Looked After Children (ESLAC Team) 01223 699883 edwina.erskine@cambridgeshire.gov.uk

**CAMBRIDGESHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE COMMITTEE
APPOINTMENTS TO OUTSIDE BODIES, PARTNERSHIP LIAISON AND ADVISORY GROUPS**

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	GUIDANCE CLASSIFICATION	CONTACT DETAILS
Cambridgeshire Music Hub A partnership of school music providers, led by the County Council, to deliver the government's National Plan for School Music.	3	2	1. Councillor L Every 2. Councillor S Taylor	Other Public Body Representative	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk Matthew Gunn Head of Cambridgeshire Music 01480 373500/ 01480 373830 Matthew.Gunn@cambridgeshire.gov.uk
Cambridgeshire and Peterborough Federation of Young Farmers' Clubs To provide training and social facilities for young members of the community.	6	1	1. Councillor Mandy Smith	Unincorporated Association Member	Jess Shakeshaft cambsyoungfarmers@outlook.com

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	GUIDANCE CLASSIFICATION	CONTACT DETAILS
Cambridgeshire Schools Forum The Cambridgeshire Schools Forum exists to facilitate the involvement of schools and settings in the distribution of relevant funding within the local authority area	6	3	1. Councillor S Bywater (Con) 2. Councillor P Downes (LD) 3. Councillor J Whitehead (Lab)	Other Public Body Representative	Nick Mills Democratic Services Officer Trainee 01223 699763 Nicholas.mills@cambridgeshire.gov.uk
College of West Anglia Governing Body One of up to sixteen members who appear to the Corporation to have the necessary skills to ensure that the Corporation carries out its functions under article 3 of the Articles of Government. The appointment is subject to the nominee completing the College's own selection process.	5	1	Councillor L Nethsingha	Other Public Body Representative	Rochelle Woodcock Clerk to the Corporation College of West Anglia 01553 815288. Rochelle.Woodcock@cwa.ac.uk

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	GUIDANCE CLASSIFICATION	CONTACT DETAILS
East of England Local Government Association Children's Services and Education Portfolio-Holder Network The network brings together the lead members for children's service and education from the 11 strategic authorities in the East of England. It aims to: <ul style="list-style-type: none"> • give councils in the East of England a collective voice in response to consultations and lobbying activity • provide a forum for discussion on matters of common concern and share best practice • provide the means by which the East of England contributes to the work of the national LGA and makes best use of its members' outside appointments. 	4	2	1.Councillor S Bywater (Con) 2.Councillor S Hoy (Con)	Other Public Body Representative	Cinar Altun Cinar.altun@eelga.gov.uk
F40 Group F40 (http://www.f40.org.uk) represents a group of the poorest funded education authorities in England where government-set cash allocations for primary and secondary pupils are the lowest in the country.	As required	1 +substitute	Councillor P Downes (LD). Substitute: Cllr S Hoy (Con)	Other Public Body Representative	Jonathan Lewis Service Director: Education 01223 727994 Jonathan.Lewis@cambridgeshire.gov.uk

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	GUIDANCE CLASSIFICATION	CONTACT DETAILS
Local Safeguarding Children's Board LSCBs have been established by the government to ensure that organisations work together to safeguard children and promote their welfare. In Cambridgeshire this includes Social Care Services, Education, Health, the Police, Probation, Sports and Leisure Services, the Voluntary Sector, Youth Offending Team and Early Years Services.	tbc	1	Councillor S Bywater (Con)	Other Public Body Representative	Andy Jarvis, LSCB Business Manager 01480 373582 07827 084135 andy.jarvis@cambridgeshire.gov.uk
Manea Educational Foundation Established to provide grants and financial assistance for people up to the age of 25 years living within the Parish of Manea.	2	1	Councillor D Connor (Con)	Unincorporated association member	
March Educational Foundation Provides assistance with the education of people under the age of 25 who are resident in March.	3 – 4	1 For a period of five years	Cllr John Gowing	Trustee of a Charity	

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	GUIDANCE CLASSIFICATION	CONTACT DETAILS
Needham's Foundation, Ely Needham's Foundation is a Charitable Trust, the purpose of which is to provide financial assistance for the provision of items, services and facilities for the community or voluntary aided schools in the area of Ely and to promote the education of persons under the age of 25 who are in need of financial assistance and who are resident in the area of Ely and/or are attending or have at any time attended a community or voluntary aided school in Ely.	2	2	1. Councillor A Bailey (Con) 2. Councillor L Every (Con)	Trustee of a Charity	
Shepreth School Trust Provides financial assistance towards educational projects within the village community, both to individuals and organisations.	4	1	Councillor P Topping (Con)	Trustee of a Charity	
Soham Moor Old Grammar School Fund Charity promoting the education of young people attending Soham Village College who are in need of financial assistance or to providing facilities to the Village College not normally provided by the education authority. Biggest item of expenditure tends to be to fund purchase of books by university students.	2	1	Councillor M Goldsack (Con)	Unincorporated Association Member	

NAME OF BODY	MEETINGS PER ANNUM	REPS APPOINTED	REPRESENTATIVE(S)	GUIDANCE CLASSIFICATION	CONTACT DETAILS
Trigg's Charity (Melbourn) Trigg's Charity provides financial assistance to local schools / persons for their educational benefit.	2	1	Councillor S van de Ven (LD)	Unincorporated Association Member	

Children and Young People (CYP) Committee Training Plan 2017/19

Below is an outline of dates and topics for potential training committee sessions and visits. At the Committee meeting on 12 June 2017 Members asked that training sessions start between 4.00-4.30pm where possible:

	Subject	Desired Learning Outcome/ Success Measures	Priority	Date	Responsibility	Nature of Training	Audience	CYP Attendance by:	% of the Committee Attending
1.	Committee Induction Training	<p>1. Provide an introduction to the work of the Children Families and Adults Directorate in relation to children and young people;</p> <p>2. Provide an overview of the committee system which operates in Cambridgeshire County Council;</p> <p>3. Look at the roles and responsibilities of committee members;</p> <p>4. Consider the Committee's training needs.</p>	High	12.06.17 Room 128	<i>Wendi Ogle-Welbourn/ Richenda Greenhill</i>	Presentation and discussion	CYP Members & Subs	<p>Cllr Bywater Cllr Costello Cllr Downes Cllr Every Cllr Hay Cllr Hoy Cllr Nethsingha Cllr Wisson Cllr Batchelor Cllr Connor Cllr Cuffley Cllr Joseph Cllr Richards Cllr Sanderson Cllr Gowing Cllr Bradnam A Read</p>	75%

2.	Schools Funding	<p>1.To brief Members on changes to the National Funding Formula and High Needs Funding and the impact of this in Cambridgeshire;</p> <p>2.To examine the roles of CYP Committee and Cambridgeshire Schools Forum in relation to schools funding.</p>	High	31.10.17	<i>Jon Lee/ Richenda Greenhill</i>	Presentation and discussion	CYP Members & Subs	<p>Cllr Batchelor Cllr Bywater Cllr Downes Cllr Every Cllr Hay Cllr Hoy Cllr A Taylor Cllr S Taylor Cllr Whitehead</p>	58%
3.	Place planning and multipliers	To brief Members on place planning methodology when estimating demand for school places arising from new housing developments	High	28.11.17	<i>Clare Buckingham/ Mike Soper</i>	Presentation and discussion	<p>CYP Members and Subs</p> <p>E&E Members and Subs</p>	<p>Cllr Bradnam Cllr Downes Cllr S Taylor</p>	25%
4.	Safeguarding	To provide refresher training on safeguarding and visit the Multi-Agency Safeguarding Hub.	Medium	10.04.18	<i>Lou Williams/ Jenny Goodes</i>	Presentation, discussion, tour of the site and meet staff	All CYP Members and Subs	<p>Cllr Bywater Cllr Hoy Cllr Bradnam Cllr Downes Cllr Every Cllr Hay Cllr S Taylor Cllr Whitehead Cllr Cuffley</p>	75%

5.	Education Services and Children's Services and Safeguarding	To discuss current position and future initiatives.	Medium	10.04.18	<i>Jon Lewis & Lou Williams</i>	Workshop	All CYP Members and Subs	Not recorded	-
6.	Data Training		Medium	19.07.18	<i>Jon Lewis</i>	Presentation	All Members	Not recorded	-
7.	Commissioning: Adults' and Children's Services	What and how services are commissioned across People and Communities.	Medium	06.11.18	<i>Oliver Hayward</i>	Presentation/ workshop	CYP & Adults Committees	Cllr Ambrose Smith Cllr Bradnam Cllr Bywater	25%
8.	Local Offer to Care Leavers and access to universal credit and benefits for care leavers	To brief Members on the current offer.	Medium	14.06.19	<i>Sarah-Jane Smedmor/ Kate Knight</i>	Members' Seminar	All Members	Cllrs Ambrose Smith, Ashwood, Bailey, Boden, Bradnam, Bywater, Costello, Criswell, Count, Every, French, Gowing, Hay, Hunt, Rogers, Sanderson and Wotherspoon	40%

Areas for consideration:

- Special Educational Needs - strategy, role and operational delivery/ understanding the pressures
- Place Planning 0-19; commissioning new schools, admissions and Transport (Hazel Belchamber)