

**Children's Services and Education
Scrutiny Board**

**Monday 12 March, 2018 at 5.00 pm
Committee Room 2
at the Sandwell Council House, Oldbury**

Agenda

(Open to Public and Press)

1. Apologies for absence.
2. Members to declare:-
 - (a) any interest in matters to be discussed at the meeting;
 - (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.
3. To confirm the minutes of the following meetings as a correct record:
 - a) 8 January, 2018
 - b) 5 February, 2018
4. Sandwell Transition Education Partnership Services (STEPS) Update.
5. Childhood Obesity Update
6. Children's Trust Update
7. Vice-Chairs Updates:
 - a) SEND work group report
 - b) Fostering work group update

J Britton
Chief Executive
Sandwell Council House
Freeth Street
Oldbury

Distribution:

Councillor J Underhill (Chair),
Councillor S Phillips (Vice-Chair), Councillor C White (Vice-Chair),
Councillors Allen, Ashman, Y Davies, Hickey, L Horton, Preece, Rouf,
Shaeen.

Co-opted Members:-

Rev P French (Church of England Diocese representative)
Vacant (Roman Catholic Archdiocese representative)
Tahira Majid (Primary School Governor representative)
Vacant (Secondary School Governor representative)

**Agenda prepared by Deb Breedon
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Apologies

To receive any apologies from members

Declarations of Interest

Members to declare:-

- (a) any interest in matters to be discussed at the meeting;
- (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.

**Minutes of the Children's Services and Education
Scrutiny Board**

**8 January 2018 at 5.00 pm
at the Sandwell Council House, Oldbury**

Present: Councillor Underhill (Chair);
Councillor Phillips (Vice-Chair);
Councillor White (Vice-Chair);
Councillors Allen, Ashman, Preece, Rouf and
Shaeen;
Reverend Peter French (Co-opted);
Mrs Tahira Majid (Co-opted).

Apologies: Councillors Hickey and L Horton.

01/18 **Minutes**

Resolved that the minutes of the meeting held on 13th November, 2018 be confirmed as a correct record subject to Councillor L Horton's apology being recorded.

02/18 **Education Performance – Against National and Regional Comparisons**

The Director – Education, Skills and Employment provided a report to summarise attainment in Sandwell and make comparisons with national attainment, neighbouring authorities and statistical neighbours and further detail relating to the invalidated reports.

The Director – Education, Skills and Employment shared the findings of the Ofsted summary as at 1st December 2017 highlighting the following:

- The Ofsted measured effectiveness of schools fluctuates on a weekly basis due to the frequency of inspections; however, there had been a significant improvement in secondary schools over the last 12 months;
- Early years foundation stage had also shown improvement

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- which was narrowing the gap with national comparators;
- Communications and language had improved three points in Sandwell but not Nationally which was where improvement was needed;
- Sandwell was ranked joint 5th from top when compared to statistical neighbours;
- Primary schools had improved five places for those achieving the expected standard or above in reading writing and maths and were doing a good job narrowing the gap with the national achievement standard;
- KS2 pupils were also showing good improvement locally (7%) but even better nationally (8%);
- The focus remains with KS4 in Sandwell, national test changes have made it difficult to reach a bench mark. Our schools need to get prepared for the new testing regime;
- The KS4 and KS5 figures include an additional school, the Health Futures UTC, for the first time and therefore comparisons with previous years are not straight forward; however, there was a gap widening between A level results in Sandwell and Nationally;
- Sandwell students continue to achieve well in vocational qualifications.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- The changes to the exam system had pushed results down nationally but there had been a marginal narrowing of the gap for Sandwell which could be improved year on year.
- Sandwell Academy schools want to work with the Council and with each other to improve outcomes in Sandwell.
- Schools are coping with the changes to 1-9 grading. Initially there had been difficulty with the pass grade 5 or 4 and some of the grade boundaries were difficult to find where the pass level was.
- Concerns were raised that children from difficult backgrounds would struggle to deal with memory based work and would be better to work in blocks. There was recognition that teachers in a number of subjects now have to teach for the child to remember facts and that a variety of techniques should be used to assist them.
- In relation to special needs school children and their attainment the Board was advised that all special schools were rated as good or outstanding in Sandwell but that there

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were no attainment figures against these schools. The progress of children relevant to their needs was considered.

- Westminster special school was rated as outstanding and was very well resourced.
- Following school, many young people move out of the Borough for further education, however there were courses being developed by Sandwell College and Central Sixth and there was an increasing breadth of courses.
- Sandwell does not have a University, but the College offer is getting stronger.

The Chair referred to the need for scrutiny to look in more depth at schools in Sandwell and the progress following Ofsted reports, as requested by Cabinet. The Director advised that it would be useful for the Chair to consider improvement plans and progress being made at schools across the Borough.

03/18 School Place Planning

The Group Head, Education Support Services provided a report which considered the Council's actions about school place planning and provision since 2010 and how the Council intends to meet the challenges of demand for school places in the secondary sector from 2018.

The Group Head referred to the data relating to primary school admissions. She highlighted the following:

- 26% increase in Sandwell births between 3727 (2001/2) and 5058 (2012/13);
- The birth rate since 2012/13 fluctuates between 4600 and 4800;
- 37 expansions of existing schools (including 11 bulge expansions);
- 5200 new primary places have been provided (including 390 bulge places);
- Reception capacity has increased by 834 in 7 years;
- Significant increase in inward migration and retention - 33% increase in new to UK applications over 2 years; Midyear places increased by 220 over the last 4 years;
- Local Authority (LA) expansion plan policy was to prioritise schools that were rated 'good or outstanding' which were easy to expand and were in areas of projected high demand.

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The Group Head advised that there was a focus on Langley Secondary School, plans had been approved by DfE with a view to it being open by September 2019. She advised that there had been delays in relation to a new school planned in Wednesbury and that there had been a meeting with the Regional Schools Commissioner to discuss issues.

It was confirmed that the school would not open from September 2019 and that there were discussions being held with schools to consider taking a temporary bulge for one year, keeping current site and receiving additional funds.

The Board acknowledged that it would be a challenge and that the land for expansion in secondary schools was not available in Sandwell, some schools physically could not expand.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- It was confirmed that the expansion to primary schools would be brick built buildings and not portacabins;
- It was clarified that where a school was unable to expand it may receive resources to adapt existing space;
- The Regional Schools Commissioner agrees temporary bulge year;
- Several schools had already agreed to additional places in the bulge year but there were more to find;
- Academies were also working with the LA and were looking for schools to be built in the right place to meet demand for places;
- Schools would move classes around to juggle the additional number of places and the existing facilities (wash rooms and dining areas) would be reviewed to ensure there would be no impact on existing pupils at the school.
- The additional resource would enable schools to adapt facilities or take on additional employees as required.

The Board welcomed the actions taken with regards to school place planning and provision since 2010 and the future plans for how the Council intends to meet future demand for school places in the secondary sector from 2018.

04/18 **Sandwell Children's Trust Update**

The Executive Director of Children's Services advised that it was timely for the report to be considered by scrutiny. He clarified that:

- the new offices in the Wellman Building were almost ready for staff to move into, the workforce would move on 1st February 2018;
- the Trust Board had been established and all Board positions appointed to;
- The Senior Management Team was not yet in place and positions were proving difficult to appoint; Interviews for permanent employees were taking place but there would be interim managers in post when the Trust goes live;
- The Trust would go live on 1st April 2018.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- The Executive Director advised that Scrutiny Board would remain the scrutiny body for the Trust.
- The Youth Service would stay within the Council and that there would need to be a discussion about the future shape of services that would remain in the Council by the Chief Executive at full Council Meeting.
- The Council had done well to get to this point but this had come at a big cost in relation to budget;
- Scrutiny needs to consider how the Trust shapes itself, the budget and how the Council meets its responsibility for delivery to children.

The Executive Director of Children's Services advised the Board that the feedback from recent Ofsted inspection would be made public on 29th January 2018 and that this would trigger four monitoring visits starting in June 2018. The Council and the Trust would be part of the monitoring visits.

From the comments and questions by members of the Scrutiny Board about the transfer to the Trust the following responses were made and issues highlighted:-

- Other Trusts such as Sunderland and Slough had some difficulties in the period following transfer;
- The Trust would have to issue and deliver an improvement plan to ensure that young people and their carer's,

particularly looked after children, received at least similar services and conditions as they receive now.

- The staff had been TUPED, there were no changes to conditions of services and West Midlands Pension Fund agreed that there were no changes to their pension;
- Agency workers would continue to be used during the bedding in of the Trust and agency rates would be in the remit of the Trust;
- The service improvements team in the Council had moved on and the new team in the Trust would look at future changes. There would be major organisational change including moving to teams of 6 to make changes.
- The Board felt that there was too much emphasis on the structure and not enough on the people. Good solid staff and good team work was required to make the Trust successful.

Resolved:-

- (1) to invite the Chief Executive of the Trust to a future meeting to talk about plans for improvement and the future of the Trust.

05/18 **Chair and Vice-Chair Updates**

The Board was advised that the Fostering Work Group was due to circulate a survey to all foster carers. The feedback would be considered at the next meeting. Responses were being chased from Housing, Council Tax and Leisure Services and should be reported to the next work group.

The Board was advised that the SEND work group had attended a visit to Sandwell Transition Education Partnership Service (STEPS), a visit to CAMHS in West Bromwich had been postponed and a visit to Connor Road and meeting was planned for January 2018.

The Chair advised that she would be following up a request of Cabinet for Scrutiny to consider Ofsted reports, look at the recommendations and talk to Academy leadership about the action plans.

(Meeting ended at 6.35 p.m.)

<p><i>Contact Officer: Deb Breedon Democratic Services Unit 0121 569 3896</i></p>

**Minutes of the Children's Services and Education
Scrutiny Board**

**5 February 2018 at 5.00 pm
at the Sandwell Council House, Oldbury**

Present: Councillor Underhill (Chair);
Councillor White (Vice-Chair);
Councillors Allen, Preece, Rouf and Shaeen;
Reverend Peter French (Co-opted);
Mrs Tahira Majid (Co-opted).

Apologies: Councillors Ashman, Hickey, L Horton and Phillips.

06/18 **Sandwell Children's Trust Update**

The Executive Director of Children's Services outlined the current position. He clarified that:

- The Trust had appointed to the Senior Management Team posts and all staff had started work except for the Chief Executive who would commence work on 26 February 2018.
- The Trust would go live on 1 April 2018.
- The Council would have formal responsibility for Children's Social Care but the Trust would have responsibility for childcare and protection on a day to day basis.
- All education services and child services such as early help, and youth services will remain under the remit of the Local Authority.
- The Trust will take control of Community Operating Groups (COGS), referral and assessment, child protection, looked after children(LAC), adoption and fostering services and decision making.
- The Local Authority commissions the Trust, the Trust would deliver to specifications and standards set by the Council.
- The Council would monitor delivery and scrutinise the Trust.

The Executive Director advised that there was a Government requirement for Regional Adoption Agencies to be set up. The

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Black Country Regional Adoption Agency would include Wolverhampton, Dudley, Walsall and Sandwell and would go live in Mid-July 2018. Staff from Sandwell would be transferred twice leading up to this date undertaking protected employee regulations (TUPE), the first transfer would be from Sandwell Council to the Sandwell Children's Trust, the second would be from the Trust to the Regional Adoption Agency.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- There were many issues still to be resolved, such as the final resource to be transferred to the Trust, which was impacted by increasing numbers of children in social care and the need to recruit more staff to deal with the increase.
- The Council was talking to the Trust and DfES and it was hoped that a final figure would be reached as part of the budget setting process in March 2018.
- Once the resource had transferred and the Trust gone live it would be for the Council to hold the Sandwell's Children's Trust to account.
- There was a report to Council 16 January 2018 to outline the specific role of the Director of Children's Services (DCS).
- There would be a report by Cambridge Education to consider the future shape of Children's Services and Education Services in the Council.
- Education Service's work well, the Councils relationship with schools was positive and there had been a good Ofsted outcome for Special Educational Needs service (SEND) last year.
- The Council should continue to look at the future of Youth Services and Children's Services.
- Under the new Ofsted inspection methodology once Children's Services had been judged inadequate the Council had 70 days (until 10th May 2018) to produce an improvement plan.
- The Council was working with the Sandwell Children's Trust to produce the plan, which the Trust would deliver.
- There would be a series of monitoring visits and a re-inspection of Children's Services in Autumn 2020.

The Chair thanked the Executive Director for the update.

Resolved:-

- (1) that the Board request the Executive Director of Children's Services to provide a report to a future meeting relating to the consultation on the future shape of Children's Services in the Council.
- (2) that the Board request the Executive Director of Children's Services to present the Children's Service Improvement Plan to a future meeting.

07/18 **Independent Reviewing Officer Annual Report 2016 - 2017**

The Principal Social Worker and Group Head Safeguarding and Quality Assurance outlined the Independent Reviewing Officer (IRO) Annual Report 2016-2017. She outlined the areas of positive performance referred to within the report, particularly evidence that the IRO Unit had directly contributed to improving outcomes for children and young people in care and the IRO Unit's commitment to better deliver its statutory responsibilities to children and young people in care and their parents or carers.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- The IRO independently reviewed child plans and assessed child development independently in relation to looked after children (LAC), child protection and foster carer reviews.
- A third of IRO's were agency staff due to an increase in numbers of child protection cases.
- The fine balance mentioned in the report related to the IRO using skill and the right process when working with parents and the child. Starting with positives and building trust to slowly start to address the issues.
- The IRO caseloads were operating at over 100 cases, this number had reduced to under 90 which was above the recommended caseload of 50-70.
- It had been identified that the IRO's should concentrate on the quality of recording notes and increasing feedback.
- In order to increase the participation of children and young people the MoMo (Mind of My Own) App was introduced in October 2016.
- Every child would have a red, amber and green rating (RAG) to

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- monitor their progress.
- The key areas for IRO's to prioritise and work on had been outlined and the Trust would be responsible for performance management arrangements.
- The child could choose the venue for their review.
- The IRO considered the child's strength, physical health and emotional well-being, including if the child was self-harming. The IRO would build any emotional needs into the child's plan.
- It was important for the IRO to plan for the review, to ensure visits in the placement, listen to what the carer and the parents had to say.
- Where emotional well-being needs had been identified the IRO would consult with CAMHS before the review.
- The Trust would receive a budget to provide the service, employ IRO's (agency or permanent) and would manage the process and performance.
- The Executive Director of Children's Services agreed to circulate 2015-16 report and to compare trends and caseload and staffing data to the 2016-17 report.

The Chair thanked the Principal Social Worker and Group Head Safeguarding and Quality Assurance, and the Executive Director of Children's Services.

Resolved:-

- (1) that the Board request the Executive Director of Children's Services to circulate the Independent Reviewing Officer report 2015-16 to Board Members.

08/18 Update on Children's Mental Health

Diane Osborne, Commissioning Manager for CCG provided a report and gave a presentation to provide an overview and update on Child and Adolescence Mental Health Services (CAMHS) provision locally. Rob Willoughby, Children's Society and Sarah Hogan, Black Country Partnership Foundation Trust were in attendance to respond to questions.

The Commissioning Manager highlighted publications that helped to shape the Sandwell Local Transformation Plan (LTP):

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- Five year forward view: NHSE/PHE/CQC 2014
- Future in Mind – NHSE 2015
- Improving mental health support for our children and young people: Social Care Institute for Excellence 2017

Sandwell and West Birmingham Clinical Commissioning Group worked with the Local Authority and third sector partners to develop the Plan. NHS England planning guidance for the five year Forward View for Mental Health required all LTP's to be refreshed annually.

Sandwell's 2017-18 refresh was submitted in October 2017, was fully assured by NHS England in November and was approved by the CAMHS Board and the Health and Wellbeing Board. The document was published on the CCG website and on the Local Authorities 'Local Offer' website.

Sandwell's LTP detailed current provision, the future vision and progress so far. The LTP had been in place for over two years, the refresh would reflect local progress, showcase the impact and outcomes to date, and inform on future ambitions.

The Commissioning Manager outlined the tiers of service 1-4. She advised that there was a misconception that all tiers of CAMHS were all provided by CCG which was not the case. She described the tiers of service, as follows:

- Tier 1 – Universal provision, supporting all young people's emotional health and wellbeing and improving resilience. e.g. school nurses, teachers, youth workers, play leaders, support workers etc commissioned by all partners.
- Tier 2 – Low level intervention needed, emotional and behavioural issues (anger, anxiety, stress, some self-harm) none specialist. Multiple Voluntary Organisations commissioned by Local Authority E.g. Children's Society, Black Country Women's Aid, Kaleidoscope etc.
- Tier 3 – Specialist provision, diagnosed conditions. CCG commission from the Black Country Partnership Foundation Trust (BCPFT).
- Tier 4 – Very specialist and complex cases, requiring in-patient treatment. NHSE commissioned.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

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- Public Health had 66 schools engaged in tier 1 provision (Charter Mark) and were actively working with schools to promote tier 1 provision. The demand was greater than the capacity to deliver.
- Increased provision at tier 1 could avoid issues elevating to tier 2.
- Current tier 2 provision was commissioned by the Council – contracts were issued in February 2017 for three years.
- The tier 2 provision was making a positive impact locally. The Numbers of referrals to tier 3 specialist services were reducing as children's needs were being met before issues escalated.
- Transforming children and young people's mental health provision: a green paper was currently out for consultation until 2 March 2018. Although massively useful to look at Children and young people's mental health many of the actions coming from the green paper would not come into effect until 2022 at the earliest.
- Best practice at Lewisham Council was shared in relation to the green paper – a 'Virtual Mental Health Lead' who would attach to schools.
- Public Health indicated that with respect to looked after children there were often difficult factors to take into consideration, such as if a child's mental health was the reason they were looked after or if being a looked after child had contributed to their mental health.
- It was hard to see where a virtual mental health lead would sit in the current mental health offer, as a more wholistic approach was taken in this area.
- The Group welcomed the Single Point of Access established in Sandwell, for all children and young people's referrals to tier 2 and 3 services. The telephone number was 0121 569 2611.
- It was confirmed that the eligibility criteria for CAMHS services varied across the Country. In Sandwell eligibility age was 18 years in other areas this would be 16 years and a few areas were trying out provision up to 25 years.
- There was a disparity between the age of Local Authority responsibility for looked after children (25 years) and the age for LAC access to CAMHS services (18 years). At the age of 18 years. Young people were no longer treated under paediatric services and there would be a cost implication for equivalent adult mental health care.
- The Children's and Wellbeing Emotional Health Group had been re-formed to consider and move forward the whole Emotional Health and Wellbeing (EHWB) agenda, including

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- transformation of specialist CAMHS services.
- The Tier 2 Local Authority commissioned CAMHS service required sustainability, and a commitment from the Local Authority to continue to fund after the current contract expired.
- A risk identified was that tier 2 provision was not mandatory and many Local Authorities did not provide the service. The transfer of children's services and the tier 2 funding to the Sandwell Children's Trust could mean that in the future the funding for tier 2 provision could be reviewed.
- In the current CAMHS provision all tiers were in demand, in Sandwell one in five young people had an emotional issue and it was suggested that many more in the community were not getting the support they needed.
- Children and young people struggle with socialisation and conflicts in and out of school, alongside other factors that impact on them and their family such as:
 - Poverty
 - Education
 - Lack of community based facilities for youth
 - Divorce rate
 - Parents at work
- Ofsted inspections of schools now included questions relating to emotional health and wellbeing of children and young people.
- The Board recognised the value of supporting mental health and wellbeing in children and young people at an early stage to prevent progression to tier 3 provision for mental health services.
- Tier 2 services included open access drop in sessions where children and young people could turn up and talk to someone and a digital online facility 'Kooth.com'. Many young people accessed mediated chat rooms and self-help sections via Kooth.com. The approach had modernised the old appointment system and had taken the stigma and worry away from appointments and one to one sessions.
- The new approaches in tier 2 were being shared by providers in primary and secondary schools through integrational participation.

Resolved:-

- (1) that the Cabinet Member for Children's Services be requested to promote the importance of tier 1 and tier 2 services in Sandwell moving forward to the Sandwell Children's Services Trust, and to recognise the value of

supporting mental wellbeing in children and young people at an early stage to prevent progression to specialist tier 3 provision for mental health services.

- (2) that the SEND work group be requested to provide evidence gathered to demonstrate if and how tier 2 provision made a difference to young people, and the impact on tier 3 services.

09/18 **Children's Oral Health**

Valerie DaSouzza, Public Health Consultant provided an update on children's oral health in Sandwell, including access to services. She advised that the level of dental health in five year olds was a useful indicator of the success of a range of programmes and services that aimed to improve the general health and wellbeing of young children.

In the 2015 National Dental Epidemiology Programme survey, 4,196 children were sampled, of whom 2,568 (64%) parental consent was provided to take place in the survey. It was noted that the parents who consented were likely to be more interested in their children's oral health than the general population, which may impact the results of the survey.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- Overall levels of decay in Sandwell were lower than the average in England.
- Higher levels of decay were identified in Sandwell Friar Park, Tipton Green, St Pauls and Wednesbury South.
- Children should see a dentist as soon as first teeth appear and fluoride varnish should be applied for all children over three years old, or sooner if risk of decay is identified.
- Access to 44 dental practices in Sandwell was good but uptake was low from families with children under 5 years old.
- There were several initiatives to encourage young people to look after their teeth. Including an event last month, oral health initiatives, health visitors, work with children's centres, including tooth brushing lessons and 20% reduction of sugar in drinks by 2020.
- Water in Sandwell was fluoridated and that would have

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contributed to the survey findings for Sandwell, however there were inequalities across Sandwell.

- There were gaps in dental surgery locations across Sandwell however some areas, such as Smethwick, had several dental surgeries.
- Personal inequalities relating to cultural barriers were unknown as there was no ethnicity data available.
- There were no plans to consider creating dental nurse positions in schools. NHS England worked closely with Sandwell schools to provide school nurses.
- Young people should be encouraged to drink tap water which was fluoridised.

The Chair thanked officers for the report and welcomed the update.

10/18 Chair and Vice-Chair Updates

The Board was advised that the Fostering Work Group was due to meet to consider the feedback from the foster carers, Housing Services, Council Tax and Leisure Services. The Chair suggested that the Work Group contact the Chair of the Foster Carers Forum to arrange to speak to the forum about the Foster Carers Offer.


The Board was advised that the SEND work group had attended a meeting with CCG and Educational psychologists at Connor Road Education Centre and that there would be a work group report to the next Board meeting.

(Meeting ended at 6.35 p.m.)

<p><i>Contact Officer: Deb Breedon Democratic Services Unit 0121 569 3896</i></p>

REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

12 March 2018

Subject:	Sandwell Transition Education Partnership Services (STEPS) update
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director – Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	
Contact Officer(s):	<p>Patrick Finegan, Patrick Finegan – Executive Head Teacher of STEPS and LACE Virtual School</p> <p>Michele Alpanis – Centre Manager for STEPS michele_alpanis@sandwell.gov.uk</p>

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers the update on Sandwell Transition Education Partnership Service (STEPS).
2. Consider feedback following on from a visit to the facility earlier this year.
3. Makes any comments and recommendations as necessary.

1 PURPOSE OF THE REPORT

- 1.1 To provide an update to the Scrutiny Board regarding Sandwell Transition Education Partnership Service, STEPS and feedback from the visit to the facility in November 2017.

2 IMPLICATIONS FOR SANDWELL'S VISION

- 2.1 STEPS continues to promote and facilitate excellent practice in EAL teaching and learning through the Sandwell Schools EAL Network and Professional development days. Over 30 schools, including those from neighbouring LAs of Dudley and Wolverhampton attended our November Professional Development day which included sessions and workshops led by Hounslow Language Service, the Bell Foundation, The Learning Village and included displays of new EAL resources by the Sandwell School Library service.

Our termly EAL Network meetings are very well attended by primary and secondary colleagues and we continue to build capacity and working relationships across Sandwell by encouraging schools who have a specific focus on supporting students with EAL to host the meetings as well as ourselves to share their practice through learning visits. OFA has held both this term's network and PD day.

STEPS were invited back for the second year in November by a Sandwell Teaching School to provide teaching sessions on 'An Introduction to EAL and its application to primary schools' for its student teachers.

STEPS has been invited to become involved in Wolverhampton LA's Strategic School Improvement bid which is focused around improving the language proficiency outcomes of students with EAL and have an initial meeting next month.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 Number of children who have attended STEPS since opening: 01:02:2017

Number of children who have attended STEPS since 01:02:2017 – 24:07:17	659
Number of children who have attended STEPS since 04:09:17 – 19:12:2017	379
Number of children who have attended STEPS since 03:01:2018 - present	98

STEPS continues to broaden and deepen children's initial British educational experience by further developing the six main teaching themes by including visits to the public library, Gurdwara and WBA Football Club. Literacy resources have been enhanced through an SLA with Sandwell SIPs School Library Service.

- 3.2 In December 2017 we worked in conjunction with Midlands Art Centre and Sandwell SIPs Music Service on a six week music project that included weekly music lessons led by music specialists for all students as well as PD sessions for staff. This culminated in a musical performance for the Parents' Open Morning and an e-STEPS Song Book.
- 3.3 In January 2018 we worked with Mothership, a local community provider who ran a four week, music and befriending project for STEPS parents and under 5's, using local community parents to promote community cohesion.
- 3.4 On Thursday, 1 February 2018, STEPS celebrated its first anniversary by inviting parents into the classrooms to participate in planned Literacy and numeracy activities with their children and to work with a visual artist to create banners that reflect the STEPS motto of Dream, Grow, Thrive.
- 3.5 To further support community integration and cohesion we continue to run parent classes including: weekly ESOL, Money Matters – managing personal and family finances, and have just had two members of staff trained to become trainers for Changes, a parenting course.

4 THE CURRENT POSITION

- 4.1 Early last year, Balwant Bains, on behalf of the Sandwell New Arrivals Partnership (SNAP) headed up a bid for the Controlling Migration Fund to address the identified local priorities including:

- Access to school places
- Understanding education and school systems
- Access to English Language

A bid can be for a maximum of 24 months' funding across 3 financial years. The following amounts were requested:

Financial year	2017-18	2018-19	2019-20	TOTAL
Amount requested	£97,825	£390,100	£282,650	£770,575 [Appendix 2-Excel Spreadsheet-Proposed Sandwell STEPS Budget 17-18 to 19-20]

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 Consultation and engagement with customers and other stakeholders is outlined in the body of this report.

6 ALTERNATIVE OPTIONS

6.1 There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

7.1 Any strategic resources implications on the available Council budget can be considered with the knowledge that the Controlling Migration funding bid has been successful.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

8.1 Children's Rights: United Kingdom (England and Wales)

The right to an education is included in a number of international conventions to which the UK is a party, the European Convention on Human Rights and the Universal Declaration of Human Rights. (1 and 2). Further to this, the Education Act 1996 imposes a duty on the Secretary of State to "promote the education of the people of England." (3).

Compulsory education in England begins at the age of five years old and continues until the end of the "school leaving year" in which the child is sixteen years old.(3) When a child turns five years old the parents must ensure that their child receives "efficient full-time education suitable to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise."

- The Universal Declaration of Human Rights, Art. 26(1) provides that "everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory."

Education Act 1996, c. 56, § 10.

9 EQUALITY IMPACT ASSESSMENT

9.1 The development of the centre has been monitored by HMI and their advice has been followed to ensure that all international new arrivals are dealt with in a fair and equitable manner. Families are managed appropriately so that they can access school provision in a timely manner and/or suitable agency support can be identified to assist the family. The centre is available to new INA Sandwell residents only.

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 The centre data is managed in line with all protocols currently in place for schools' data. Information will be held on secure council IT systems and passed internally through secure systems when required to schools or other council agencies.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications. The Corporate Risk Management Strategy (CRMS) has been complied with – to identify and assess the significant risks associated with this decision/project. This includes (but is not limited to) political, legislation, financial, environmental and reputation risks.

12 SUSTAINABILITY OF PROPOSALS

12.1 The future funding of the centre will be dependent on either further successful applications for grant funding or through conversion of the centre in to a full-time school/academy. Should the latter occur then funding will be gained through schools DSG or High Needs Block funding.

Just before half-term, STEPS were informed that the bid application had been successful and were being allocated the following:

2017-18	2018-19	2019-20	TOTAL
£97,825	£390,100	£282,650	£770,575

This therefore secures STEPS until December 2020.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 The development of the centre has been a collaboration between different agencies (health, housing, education, special needs education and school organisation) which helps identify children and families with additional needs, directing them to appropriate support. It serves to identify families or children who may benefit from additional support and helps them to integrate more quickly in to schools.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 The Hollies build is an SMBC building under lease for approximately 100 years. If STEPS ceases to exist the building may have to be refurbished for other uses.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

With the recent successful Migration Fund application the allocated funding secures the services of STEPS until December 2020.

Therefore, STEPS will continue to develop both strategic and day to day support for INA families new into Sandwell by:

Continuing to develop adult classes and family support to promote community cohesion

Continuing to work with voluntary and statutory services to support INA families

Continuing to work with Sandwell schools and associated services to ensure the safeguarding, initial teaching and learning of INA children who attend STEPS

16 BACKGROUND PAPERS

16.1 A number of background papers were provided with the report that went to Cabinet in August 2017.

17 APPENDICES:

Copy of Scrutiny Board PP for Learning Visit to STEPS

Chris Ward

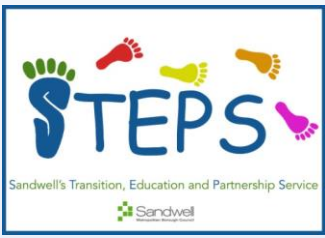
Director – Education, Skills and Employment



Sandwell Transition Education Partnership Services

Overview of the morning:

Time				
10.15 – 10.45	Arrival and introduction by Mr Balwant Bains - meeting room 1 st floor			
10.45 – 11.35	In room observation – 10 minutes in each area			
	KS1 Miss Bucko	KS2 Mrs Lillico-Davis	KS 3 & 4 Mrs Bhatthal P.E.	Parents Programme – Family Fortunes Mrs Caan
11.35 – 11.55	Debrief & Evaluation			
11.55 – 12.15	Lunch			

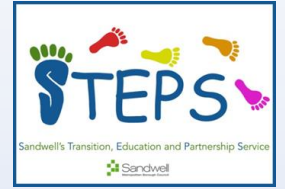


The STEPS Centre

STEPS Self-Evaluation 2017

Background Information:

- Equalities and Equal Opportunities compliant: Mark Simms, Ofsted Lead for EAL. This includes not '*holding*' EAL students for a designated period of time, seen as discrimination by not providing equality of opportunity because of their inability to speak English. Therefore the time a child spends with us varies according to when they have arrived and when they are allocated a school place through HtP.
- Part of the Admissions process and as such ensure Safeguarding of INA children and young adults. Daily referrals
- All staff completed Safeguarding PD including L3 for management. Regular SG updates from Lisa Harvey and her team.
- Policies and Procedures in place (as in all school)
- Referrals into Early Help, MASH, Prosecution and Attendance, Inclusion Support, Sandwell Urban Renewal H&S team.



Curriculum and Formative Assessment

- Baseline assessment
- There are 6 curriculum themes: All About Me, School, Sport, Houses and Homes, Food, Plants and Animals to develop children's numeracy, literacy, social development and school practice/protocol (readiness for school).
- Formative assessment document informing DfES Proficiency Scale judgements
- Outside agencies including Albion Foundation, SIPS school/library service, MAC and SIPS Music Service, Connexions, Workn'Learn, Fit-for-Sport (Activity Challenge).
- Visits to
- Year 10 and 11 children receive 1;1 Connexions interviews to identify aspirations and educational pathways.

Family Support

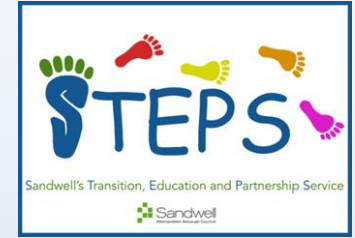
- Open Mornings
- ESOL classes, Brushstrokes, SAFL, Halesowen College
- Sandwell housing department
- Transition meetings





Sandwell Schools' EAL Network

- Network twice a term, 2 PD days. Audited what schools said they needed and provided a range of experts to share their materials including: Mantra Lingua, The Bell Foundation, Nassea, Hounslow Language Services, Mark Simms, Ofsted Lead



1. **Average length of time spent at STEPS** (1st February to 7th April 2017) – KS1–13 days, KS2- 15 days & KS3/4-13days
2. **Senor Leaders (Head Teacher, Centre Manager and steering group) have a clear and ambitious vision for the centre.** This is communicated effectively to all staff and parents. ‘leaders keep me informed about the long term vision for the centre’ – 87.5% strongly agree/agree feedback from staff questionnaire June 2017.

Dream

Grow

Thrive

3. **The Centre promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs to help children and families embrace their new culture. ‘I learn a lot about British culture’ 100% strongly agree/agree (82% strongly agree) feedback from children’s questionnaire June 2017.

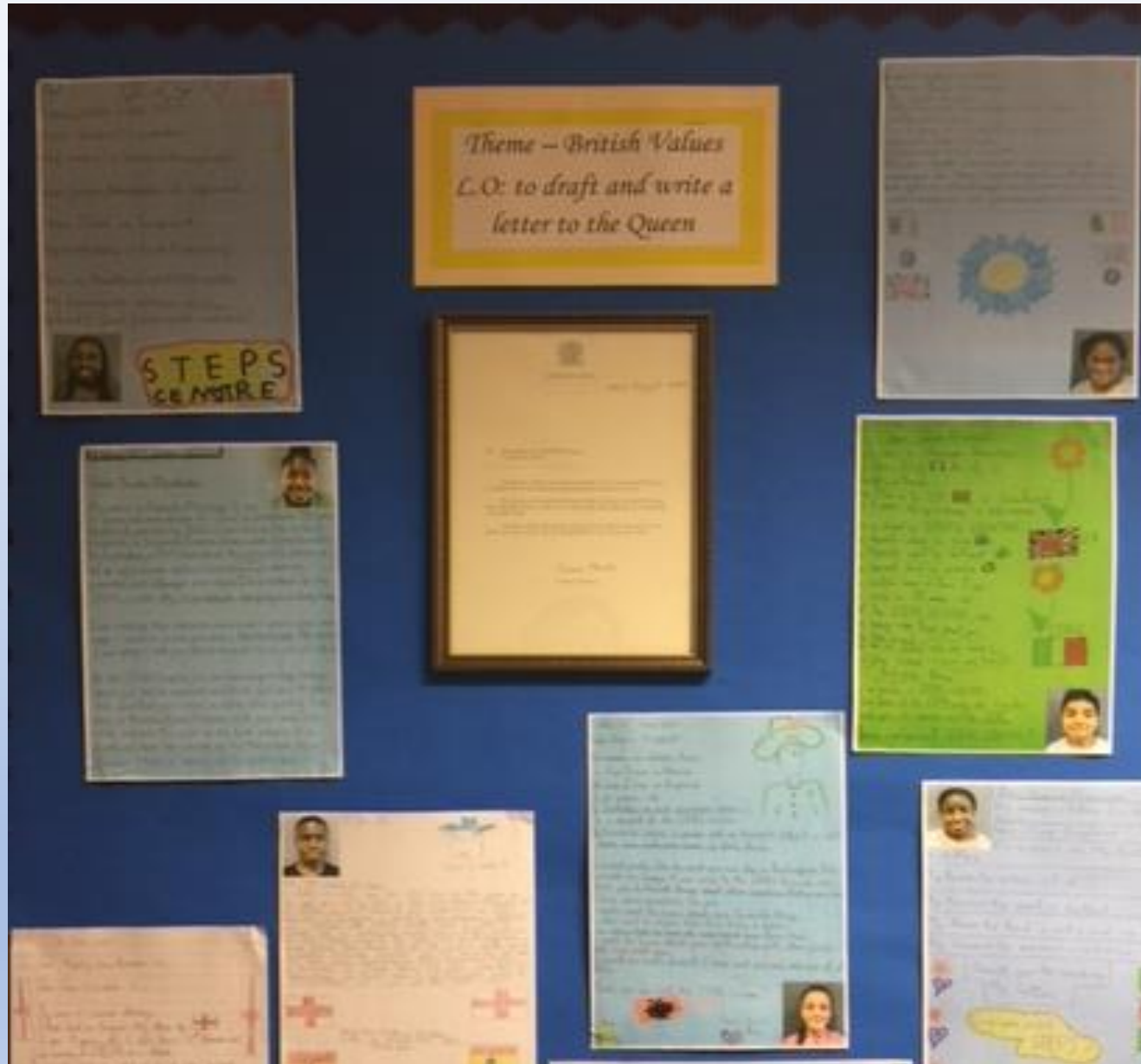


4. **'The teaching is good at the centre'** - 100% strongly agree/agree feedback from parents' questionnaire June, 2017. They are delighted that their children have made gains in language acquisition from a low baseline.
5. **The centre has provided work experience for 3 students and voluntary opportunities for 2 others.** 'I know it takes time out of your already busy schedules to organise and support people on work experience, we really appreciate it' – N Latham Hub Manger- Aspire to HE, University of Wolverhampton.
6. We provide opportunities for carers to access the centre, **32 have taken part in the ESOL class since March – July 2017 in basic English provision.** – 'yes I enjoyed the course' – A Kaur
7. Parent's engagement is very good, **parents attend the open morning; parents were presented with certificates to acknowledge their interest in their children's leaning.** 'the centre gives me the chance to see my Childs work'- 100% strongly agree/agree feedback from parent's questionnaire June 2017



8. **STEPS facilitate and lead the Local Authority's EAL networks**; we identify and plan the network content according to the need and interest of schools. Feedback shows:
- Overall quality 96% Good/Excellent
 - Content 100% Good/Excellent
 - *'Thank you this is amazing' - Brandhall Primary School*
 - *'An excellent resource Sandwell are lucky to have!'- Grove Vale Primary*
 - *'What needs to improve? - Carry on what you're doing*
 - *What is the most successful part of the training? – gaining knowledge about the future EAL students who will be arriving at BHA. Looking forward to future networks and working with STEPS.'* - *Bristnall Hall Academy*
9. **Transition arrangements facilitate the sharing of robust information that allows children from the centre to settle into their new schools seamlessly.** – 'How useful was the information that was provided' (DfE proficiency assessment, learning journal and interview notes)? – 100% good/excellent, transition questionnaire.

10. Strategic Development Plan.




We started the academic year with a response from Her Majesty the Queen's lady-in-Waiting to the Key Stage 2 class; In July children had written to her to tell her about themselves and the STEPS centre. The letter stated:

'Her Majesty was touched by your kind words'

BRIEFING REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

12 March 2018

Subject:	Childhood Obesity – Update
Cabinet Portfolio:	Councillor Elaine Costigan - Cabinet Member for Public Health and Protection
Director:	Executive Director of Adult Social Care, Health and Wellbeing – David Stevens
Contribution towards Vision 2030:	
Contact Officer(s):	Ansaf Azhar – Acting Director of Public Health Gordon Andrews – Programme Manager Obesity, Physical Activity & Tobacco Control gordon_andrews@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Consider the information provided in this Briefing Update.
2. Make any comments and recommendations as necessary.

1 PURPOSE OF THE REPORT

- 1.1 In March 2017 scrutiny of Childhood Obesity was carried out by the Board and Council officers: Angela Blair, Joshna Mavji, Nathan Moore and Jyoti Atri (DPH) from the public health team.
- 1.2 The purpose of this report is to provide a brief update as requested under the scrutiny board recommendations (March 20th, 2017). Progress

updates are provided under each of the four areas identified (see Section 4). This briefing includes the latest data about childhood obesity in Sandwell (see Section 3) and an update on the school meals work and physical activity in schools which was presented last year.

2 IMPLICATIONS FOR SANDWELL'S VISION

- 2.1 Our work to address the issue of childhood obesity is fully aligned with Ambition 2 of the Council's Vision – "Sandwell is a place where we live healthy lives and live them for longer and where those of us who are vulnerable feel respected and cared for". Childhood obesity has been described as one of the most serious public health challenges for the 21st century (World Health Organisation, 2017).
- 2.2 The strong association between levels of obesity and deprivation is well recognised and continues to exhibit nationally - 26.3% of Year 6 children who are obese live in the most deprived areas of the country, compared to 11.4% living in the least deprived, making Sandwell's children more vulnerable to obesity.
- 2.3 Childhood excess weight tracks into overweight and obesity in adulthood. Nationally, two-thirds of the adult population are either overweight or obese; many of these individuals will need support with weight management (weight loss and healthy weight maintenance). High Body Mass Index (BMI) is associated with an increased risk of morbidity and mortality from a range of conditions including hypertension, coronary heart disease, stroke, type 2 diabetes and several cancers. It also contributes to a range of other costs including social care costs.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 There are early signs that the rise in obesity observed over recent years may be plateauing, however the fact is that too many children are obese and overweight. The latest National Child Measurement Programme (NCMP) dataset (academic year 2016/17) shows that the number of obese children in Sandwell continues to rise.
- 3.2 12.1% of Reception children (aged 4-5 years) were recorded as obese (2016/17) which is an increase of 0.2% from 11.9% in 2015/16.
- 3.3 27.8% of Year 6 children (10-11 year olds) were recorded as obese (2016/17) which is an increase of 1.7% from 26.1% in 2015/16.
- 3.4 These levels are both above the national average which is 9.6% for Reception Year and 20.0% for Year 6 children. Nationally, the levels and trends in childhood obesity observed in Sandwell are broadly similar to

those of other boroughs which may be considered as ‘statistical neighbours’ with regard to obesity and index of mass deprivation (IMD).

3.5 Strategic Context - Addressing Childhood Obesity in Sandwell

At Sandwell Council, our strategic actions to address obesity are closely aligned to national guidelines (NICE / PHE), the Government’s Childhood Obesity Strategy (2016) and the ‘whole system approach’ currently being led nationally by Leeds Beckett University to inform good practice.

3.6 Public Health and key partners are working together in **6 key areas** to tackle obesity; particularly focusing on children & families in order to influence the trajectory of weight gain.

- (i) We are supporting local schools; who have received a doubling in their pupil premium from the national government’s sugar tax, through our learning community hubs attended by a wide range of school representatives and through school food projects.
- (ii) We are helping children achieve their 60 minutes physical activity every day through active play opportunities, increasing school delivery capacity and the local commissioning of physical activity programmes in schools.
- (iii) We are working with early years and children’s services to support the ‘Early Years Menu’ and awareness campaigns (enabling health professionals to support families) and Sandwell Council promotes the Government’s Healthy Start Scheme where families on benefits can get free milk, fruit and vegetables with Healthy Start vouchers.
- (iv) We are working with local businesses to make healthier options available when eating out through promoting our ‘Eat Out Eat Well’ healthy catering award (aligned to national accreditation & standards).
- (v) We have locally adopted the government’s yearly target of 5% sugar reduction and we are working with school food providers to reduce sugar content in school foods and achieve 20% sugar reduction in school foods by 2020.
- (vi) We are supporting national government Initiatives, for example, the restrictions on food and drink advertising, to produce clearer food labels and make healthy options more available in the public sector including hospitals.

The above require a mid to long-term, systematic approach. National guidance reinforces that childhood obesity is multi-faceted and needs to

be addressed in a number of key intervention areas – not all of which fall within the sphere of direct influence by the local authority Public Health team.

4 **CURRENT POSITION - Progress updates in respect of areas identified at Scrutiny Board (March 2017)**

- (i) **That the Director – Public Health identify the primary schools not participating or engaging with the Sandwell Active Schools project and advise the Board of the reasons why they were not participating.**

Engagement - 2016/17:

There was an initial phase of relationship building and engagement of schools into physical activity for health improvement. The Healthy Active Schools System (HASS) was provided to all primary schools at no cost (a usable data base for schools). An audit / needs assessment was completed and all schools received training on how to deliver physical literacy testing for all school years. Playground zoning was supported to ensure playgrounds are inclusive (not exclusive) in use. Further, targeted support was offered for one term per Learning Community over a two-year period.

Outcomes - 2017/18:

90 primary schools have been engaged and over 80 schools have become registered users of the Healthy Active Schools System (HASS). 72 audits / needs assessments have been completed and six CPD workshops delivered; tailored to the school's requirements. All of the planned, targeted term time support has been delivered across 7 Learning Communities.

Over 60 schools have been routinely completing physical literacy testing and recording their results on HASS. Of the children tested we now know that only 25% are achieving the national recommended level of physical literacy for their age group.

Next Steps - 2018/19:

Public Health engagement with the 'schools' setting will continue under the remit and delivery plans of the new 'PH – Development Officer' team which will permanently replace the Community Activity Network Development Officer (CANDOs) from 1 April 2018. This team will continue to liaise with key stakeholders in the schools' provider network (i.e. Fit for Sport).

The funds available to support Sandwell Active Schools (SAS) will ensure the current offer continues to the end of the academic year (Year 3 of the programme). Via the learning communities, schools will continue to be able to access any elements of SAS, coupled with the support they require (via the Fit for Sport “shopping list”).

(2) That the Director – Public Health present the results of the SHAPE consultation / survey with parents and provide details of how these results shape the next steps to a future Scrutiny Board

842 school meal surveys were completed by parents during last school term and are currently being analysed. The quantitative and qualitative findings will be made available and shared in stages with parents, schools, Learning Communities and members of this Board from April 2018.

A meeting is now being organised with the seven school meal providers (SIPs, Dolce, Eden, CMC, Compass, Cityserve and AIP) to communicate the findings and collaborate on a range of food and nutrition improvements.

These results will provide insight into children and families experiences of school meals and food in schools. This work makes clear the role of the many food businesses that provide food in Sandwell’s schools and also their collective potential to initiate improvements. It also highlights the wealth of ideas and solutions presented by parents to stimulate schools, families and businesses to improve children’s food and nutrition.

(iii) That the Director – Public Health present a progress report after 12 months to detail if the measures put in place have improved levels of activity in children, improved nutrition, improved education progress and halted the rise in obesity levels.

Update concerning measures to improve nutrition:

Across the 7 Learning Communities, schools have developed 64 cooking, growing and healthier snack food projects commencing in 2016/17. All four of Sandwell’s Residential Education Centres have developed a Food Project to align with the schools’ work.

With regard to training and awareness, 36 Level 2 - Food Safety Certificates (Qualifications) have been awarded to school staff and some parents. 53 Food Safety, Allergens and Nutrition Awareness

Session attendance certificates have also been awarded. School Health Nurses were distributed with the Nutrition Awareness training packs, as were staff supporting 'Summer Meals' work (focused on food poverty) in seven local community centres/clubs.

842 responses from parents to the School Meal Survey are currently being analysed to inform future development.

In 2018, Learning Communities are now supporting a number of schools with 'Make, Move and Munch clubs' to continue and extend healthy food activities towards family learning and schools have been invited to the final Level 2 Food Safety and Food Safety, Allergens and Nutrition Awareness Sessions.

(iv) That the Director Resources be requested to include Artemis Childhood Obesity training in the Member training programme 2017-18.

The Public Health team continue to support the development of the Artemis training module. Project managers (physical activity, food & nutrition and weight management) are currently working on the final content and making the necessary modifications. The initial deadline for the completion of a draft module has been moved to Spring 2018, this is to ensure that the team has sufficient time to produce the best quality of work prior to the trialling phase.

4. CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

4.1 Engagement with schools is detailed in the body of this report.

5 SUSTAINABILITY OF PROPOSALS

- 5.1 A key element in sustaining these initiatives is being able to continue to align resources and provide support (i.e. through ongoing school liaison with the PH – Development Officer team and Project Leads in physical activity and nutrition) and to positively influence schools (i.e. in respect of the types of interventions and the quality standards of programmes introduced) in order that the pupil premium is effectively spent.
- 5.2 In respect of physical activity, learning and feedback from the SAS project and 'whole school data' from the HASS should inform continued adoption by individual schools. Also, as children transition from yr6 (Primary) to yr7 (Secondary) there is the potential for "data" to follow (concerning physical literacy levels / level of daily physical activity) and inform programmes.
- 5.3 In the area of food and nutrition, this schools work is part of a whole systems approach involving many partners and working across all sectors

in Sandwell. Progress on 'school food' is being made through Sandwell Council's integrated approach and in the relationships developed with schools (and food providers) through the 'Learning Communities - School Health Improvement Project'.

6. ALTERNATIVE OPTIONS

6.1 There are no alternative options.

7. STRATEGIC RESOURCE IMPLICATIONS

7.1 There are no strategic resource implications arising from this report.

8. LEGAL AND GOVERNANCE CONSIDERATIONS

8.1 There are no legal and governance considerations to report.

9 EQUALITY IMPACT ASSESSMENT

9.1 All NHS provision is subject to Equality Impact Assessment (EIA)

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 There are no data protection implications.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder or risk implications.

12 SUSTAINABILITY OF PROPOSALS

12.1 There are no sustainability implications.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 There are no health and wellbeing implications further to those detailed in the body of this report.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There are no implications for any Council managed property or land.

15. CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 Although locally the rise in childhood obesity has not yet been halted, the work with schools (and school food providers) is gathering momentum and must be viewed as part of a 'whole systems' approach which needs to be sustained. Further briefing updates to be provided to the Scrutiny Board as required and when outcomes are reported.

16 **BACKGROUND PAPERS**

None.


17 **APPENDICES**

None.

Report Author: **Gordon Andrews**
Programme Manager -
Obesity, Physical Activity & Tobacco Control

REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

12 March 2018

Subject:	Update on the Children's Social Care Trust
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Executive Director of Children's Services – Jim Leivers
Contribution towards Vision 2030:	
Exempt Information Ref:	
Contact Officer(s):	Jim Leivers Jim_leivers@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers and comments on the update on the Children's Social Care Trust.

1 PURPOSE OF THE REPORT

To consider an update on the Sandwell Children's Social Care Trust.

2 IMPLICATION FOR THE COUNCIL'S AMBITION

- 2.1 The Sandwell Children's Social Care Trust aims to improve outcomes for vulnerable children and families and improve social care practice. Therefore, the Trust will help achieve the ambitions around caring for vulnerable children and families and helping the community feel safer.
- 2.2 The Children's Social Care Trust will support the Council's ambitions:
- 2.3 5. Our communities are built on mutual respect and taking care of each other, supported by all the agencies that ensure we feel safe and protected in our homes and local neighbourhoods.

- 2.4 4. Our children benefit from the best start in life and a high quality education throughout their school careers with outstanding support from their teachers and families.
- 2.5 2. Sandwell is a place where we live healthy lives and live them for longer and where those of us who are vulnerable feel respected and cared for.
- 2.6 1. Sandwell is a community where our families have high aspirations and where we pride ourselves on equality of opportunity and on our adaptability and resilience.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 To be outlined in the update.

4 THE CURRENT POSITION

- 4.1 To be outlined in the update.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 There is no requirement to consult on this issue.

6 ALTERNATIVE OPTIONS

- 6.1 The Local Authority is under a statutory direction to set up a new arrangement in the form of a Children's Trust to deliver children's social care services. There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 There are no strategic resource implications directly from this report.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 To be outlined in the presentation.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 The Local Authority aims to ensure equality for vulnerable children and families and improve social care practice. In this way the Trust will contribute towards equality in the wider community.

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 There are no data protection issues arising from this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications arising from this report.

12 SUSTAINABILITY OF PROPOSALS

12.1 The proposals contained in this report have been future proofed for future requirements.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 The Sandwell Children's Social Care Trust aims to improve outcomes for vulnerable children and families and improve social care practice. In this way, the Trust will contribute towards the health and wellbeing of the wider community.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There is no effect to assets or land owned or managed by the Council.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 To be outlined in the presentation.

16 BACKGROUND PAPERS

16.1 None.

17 APPENDICES:


17.1 None.

Jim Leivers

Executive Director of Children's Services (Interim)

**REPORT TO
CHILDREN'S SERVICES AND EDUCATION SCRUTINY
BOARD**

12 March 2018

Subject:	SEND Scrutiny Work Group Report
	Councillor Simon Hackett - Cabinet Member for Children's Services
	Executive Director of Children's Services – Jim Leivers
Contribution towards Vision 2030:	
Contact Officer(s):	Councillor Caroline White Caroline_white@cllr.sandwell.gov.uk Deborah Breedon, Scrutiny Officer Deborah_breedon@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Consider and note the report of the SEND Work Group;

To recommend to Cabinet that:

2. the Cabinet Member for Children's Services be requested to promote the importance of tier 1 and tier 2 services in Sandwell, and to recognise the value of supporting mental wellbeing in children and young people at an early stage to prevent progression to specialist tier 3 provision for mental health services.
3. the Cabinet Member for Children's Services be requested to encourage schools which receive the Special Educational Needs (SEN) Notional Budget funding to prioritise that funding for the benefit and wellbeing of children and young people with special educational needs.

1 PURPOSE OF THE REPORT

- 1.1 To provide Board with a progress report and initial findings of the SEND Work Group.

2 IMPLICATIONS FOR SANDWELL'S VISION

- 2.1 Sandwell Council and its partners are working together to focus on mental health and wellbeing provision for children and young people including the provision of education to enable our children to benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.
- 2.2 Sandwell Vision 2030 includes an aim to have a national reputation for getting things done, where local partners are focussed on what really matters in people's lives and communities.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 Delivery of Special Educational Needs and Disability (SEND) reforms was identified as an issue by the Children's Services and Education Scrutiny Board. On 25th July 2017 the Board resolved to include special educational needs as a topic in the Work Programme 2017-18.
- 3.2 A Work Group was established to find out more about relationship between SEND and CAMHS services, and of the progress made since an Ofsted and CCG Joint Local Area SEND Inspection 16th – 20th January 2017.
- 3.3 The SEND Work Group comprised of Councillors White (Vice-Chair), Allen, Horton, Rouf and Co-opted Members Reverend French and Mrs Majid.
- 3.4 The SEND Work Group visited Connor Road Education Centre on 24th January 2018 and met with CCG Commissioning Manager, the Health EHCP officer for Children and Adolescents Mental Health Services (CAMHS), the Principal Educational Psychologist and the SEN operations manager in Sandwell.
- 3.5 The Work Group met to gather evidence and background information relating to SEND provision in Sandwell as follows:
 - Sandwell Cabinet report - Local Area Special Educational Needs and Disabilities (SEND) Review – Statement of actions (Key Decision Ref. No. SMBC16145) (28th June 2017);

- Sandwell's Written Statement of Action (June 2017) and the review of the written statement of action (October 2017);
 - Educational Health Care Plan process.
- 3.6 Desk top research was completed to inform the work group about SEND and CAMHS and how the services work in partnership for the best outcomes of the children and young people.
- 3.7 Initial findings were reported to Board on 5 February 2018 highlighting the need to focus on Tier 1 and Tier 2 provision where the Council had involvement in delivery and commissioning of support services for children and young people.
- 3.8 Scrutiny Board requested that the SEND work group provide a report to highlight its findings and to provide evidence to demonstrate if and how tier 2 provision makes a difference to young people and has impact on tier 3 services.

4 THE CURRENT POSITION

4.1 Special Educational Needs (SEN)

- 4.1.1 If a child has a learning difficulty or a disability that makes it harder for them to learn than most children of their age, they may have special educational needs (SEN).
- 4.1.2 As many as one in five children may experience some kind of difficulty in learning at some point of their school life.
- 4.1.3 There is a period called 'graduated' assessment when the identification process starts and where a school or early years' setting has to put in place some provision. Depending on the 'need' and the remedy, there might not be a statutory special educational needs and disability SEND assessment. This can last for a long time and is called 'School SEN' stage.
- 4.1.4 DFE has developed a flowchart of the SEN stage which is shared at appendix 1.
- 4.1.5 If there is a Statutory SEND Assessment the Statutory Assessment has to be completed in 20 weeks. In Sandwell we have been achieving 100% completion in 20 weeks and the national average is only about 60%. Sandwell is amongst the best performing Local Authorities in England.

- 4.1.6 The SEND Code of Practice provides guidance from the Department of Education to all schools and local authorities on how to carry out their responsibilities under the new arrangements. There is a guide specifically for parents around the new arrangements for children and young people with SEND.
- 4.1.7 In addition, the Council for Disabled Children has produced a series of leaflets for young people which explain the new SEND arrangements.
- 4.1.8 The SEND Code of Practice suggests that the more flexible and responsive a teacher's strategies are, the more likely it is that pupils with a range of learning needs will make adequate progress.
- 4.1.9 As soon as any difficulties are identified most children and young people with SEND will have their needs met by resources which are normally available in settings, schools and colleges. These could be in the form of additional staff support (e.g. classroom assistants), specialist equipment or different ways of teaching. The school may also seek advice from specialist educational advisory services such as Inclusion Support.
- 4.1.10 Every school in Sandwell has a teacher, the Special Educational Needs Co-ordinator (SENCO), who is responsible for co-ordinating support for pupils with SEN in their school.
- 4.1.11 Very occasionally, a child or young person will have a level or complexity of need that will require more resources than a setting, school or college can provide. In these cases, the school will ask for a Community Assessment Meeting (CAM) to be convened. At the CAM all parties (the child or young person, parents, school, other support agencies) will meet to look at the evidence and plan a way forward. This may result in the Local Authority deciding to start an assessment which could result in the issuing of an Education, Health and Care Plan (EHC Plan) which sets out in detail the resources needed and who should provide them. If an EHC Plan is issued it will be reviewed every year to ensure that the resources detailed in it are still appropriate to achieve the desired outcomes.

4.2 **Transition to Secondary School**

- 4.2.1 For children with SEND the transfer from primary school to secondary school can be difficult. Proper planning along with discussions and the sharing of information between schools is vital if the children are to be identified and supported effectively during and after the transfer. Inclusion Support has worked with schools in Sandwell to produce a suite of materials to support year 6 to year 7 transition. The SEND

Transition Plus materials are already in use in a number of schools in Sandwell and they will shortly be made available on the Local Authority Extranet to allow more schools to take advantage of the resources.

4.3 Education Health and Care Plans (EHCP)

- 4.3.1 A legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that would be given to meet those needs and how that help would support the child or young person to achieve what they want in their life. A child or young person must have health and or social care needs that affect their education to be assessed, the Local Authority could refuse to assess if they did not think the individual required one. The Local Authority must decide whether to issue an EHCP once the assessment has taken place.
- 4.3.2 The community assessment panel consists of school teacher, educational psychologist, parents and health and social care representative. The panel looks at what support the school put in place and if the child requires additional support from EHCP. Should the panel determine the child needs additional support the EHCP is prepared. There is an appeal process if the parents were not satisfied that their child(ren) get enough support and no EHCP is put in place, parents cannot self-referral to the panel, it must be a referral from a Community Assessment Meeting (CAM).
- 4.3.3 The Community Assessment Meeting (CAM) consists of: school staff; staff from agencies that are involved with the family; an Educational and Child Psychologist; Inclusion Support staff and they must decide whether to request a SEND Statutory Assessment. If 'yes', this request is sent to the Local Authorities Assessment and Moderation Panel (AMP) who ascertain whether to carry out a Statutory Assessment or not. Once the Statutory Assessment is complete, the Local Authority's Provision Panel (APP) then considers the evidence and decides whether to issue a Note in Lieu of an Education Health and Care Plan or allocate additional resources (e.g. additional funding / a special school place / Focussed Provision place etc). If it is agreed to maintain an Education, Health and Care Plan (EHCP), a period of consultation is undertaken in order to ensure that the appropriate provision can be made. Parents can disagree and appeal the content of the Education, Health and Care Plan.
- 4.3.4 The 2017 Ofsted and CQC inspection had identified that 'Leaders recognised the need for multi-agency training regarding EHCPs. The quality of the reports from Health and particularly children's social care was often not good enough. Some reports referred to what they would

do for the child e.g. 'We will provide speech and language training', whereas the EHCP should refer to the child's special educational needs, the required provision, the required outcomes within an 'aspirational' outlook e.g. focussing on employment, independence, good health and social relationships.

- 4.3.5 The Clinical Commissioning Group (CCG) identified funding to be able to work with SEND officers to improve the quality of writing plans. A training programme for staff and managers in writing statutory SEND advice had commenced over a three-year programme for existing and new staff. Care Quality Commission (CQC) and Ofsted had indicated that they were interested in sharing the training as good practice.
- 4.3.6 A Lean approach had been adopted to review processes. The Statements SEN to EHCPs were on track there were about 80 statements remaining to be transferred by 31st March 2018. The SEND services are confident that this will be achieved.

4.4 Child and Adolescent Mental Health Services (CAMHS)

- 4.4.1 CAMHS are the NHS services that assesses and treats young people with complex emotional, behavioural or mental health problems.
- 4.4.2 CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few.
- 4.4.3 There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.
- 4.4.4 Sandwell Local Transformation Plan (LTP) has recently been refreshed as reported to Children's Services and Education Scrutiny Board on 5th February 2018. Sandwell and West Birmingham Clinical Commissioning Group worked with the Local Authority and third sector partners to develop the LTP Plan.
- 4.4.5 Sandwell's LTP 2017-18 refresh was submitted in October 2017, it was fully assured by NHS England in November and was approved by the CAMHS Board and the Health and Wellbeing Board. The document was published on the CCG website and on the Local Authorities 'Local Offer' website.
- 4.4.6 There was a misconception that all tiers of CAMHS were provided by the Clinical Commissioning Group (CCG), which was not the case. The four tiers of service are as follows:

- Tier 1 – Universal provision, supporting all young people’s emotional health and wellbeing and improving resilience. e.g. school nurses, teachers, youth workers, play leaders, support workers etc commissioned by all partners.
- Tier 2 – Low level intervention needed, emotional and behavioural issues (anger, anxiety, stress, some self-harm) none specialist. Multiple Voluntary Organisations commissioned by Local Authority e.g. Children’s Society, Black Country Women’s Aid, Kalidescope etc.
- Tier 3 – Specialist provision, diagnosed conditions. CCG commission from the Black Country Partnership Foundation Trust (BCPFT).
- Tier 4 – Very specialist and complex cases, requiring in-patient treatment. NHSE commissioned.

4.5 Local Area Special Educational Needs and Disabilities (SEND) Review 2017 - Statement of actions

- 4.5.1 Sandwell SEND provision is subject to Ofsted and CQC inspections. The recent SEND Ofsted and CCG inspection took place between 16th -20th January 2017. The inspection raised a number of significant concerns specifically highlighting failures of partner organisations to deliver adequate support and services to children with SEND. In particular services external to the council delivered through the Clinical Commissioning Group (CCG) and the Children’s Mental Health Service (CAMHS) were detailed for improvement.
- 4.5.2 The Local Area, including the Local Authority, had until April 2018 to fully implement the Special Educational Needs and Disabilities (SEND) reforms (2014 Children and Families Act). The purpose of the Cabinet report was to ensure that all Local Area agencies were fully sighted and engaged in the improvement process and that sufficient resource was identified to deliver the changes required in the upcoming 12 months.
- 4.5.3 The report to Cabinet on 22 March 2017 detailed the initial actions required in response to inspection outcomes. A further report to Cabinet on 14 June 2017 outlined the actions that had been taken and actions ongoing in order to address the key improvement issues.
- 4.5.4 The five areas of concern in the local area were:
- (1) The over-arching local area strategic leadership for SEND to hold agencies and people to account;
 - (2) Inadequacies in Children’s Social Care;
 - (3) Completion of Education, Health Care Plans (EHCPs) including the conversion of statements of special educational needs to

- Education Health and Care Plans;
- (4) Services to support Children and Adolescent Mental Health (CAMHS);
 - (5) Outcomes for children with SEND: academic, attendance, exclusions and paid employment.
- 4.5.5 The local area SEND partnership published Sandwell's Written Statement of Action in June 2017 detailing accountability structure, systems and structures and leadership.
- 4.5.6 The written statement of action was reviewed in October 2017. At the time the work group found that several actions had been completed and embedded. Robust monitoring was ongoing and progress was being made to deliver the actions in most of areas of concern.
- 4.5.7 The last Written Statement of Action review was carried out in December 2017 at which time all required reviews had been completed. The monitoring table of required outcomes, actions and monitoring process are attached at appendix 2. A further review from DfES was being finalised in 2018.
- 4.6 Working together**
- 4.6.1 CAMHS and the Local Authority work together to integrate provision and to promote the wellbeing of Children and young people who have special educational needs and/or disabilities.
- 4.6.2 It is importance for the Local Area SEND Partnership Board to have full consideration of a child's needs and to get everyone around the table. The multi-professional assessment process involved health input, health visitors and children's and adult's social care professionals, in addition to educational professional time which was a statutory service and resourced through High Needs Block (HNB) funding from Government, approximately £10,000 per child per assessment.
- 4.6.3 A Government funding formula would be used to allocate SEND funding to the school for SEN, the funding was not ringfenced. It was not known how much of the funding was used for SEN. It was clarified that the Government did not specify or ringfence how the money was used.
- 4.6.4 This school-based SEN funding (called 'The SEN Notional Budget) is allocated directly to schools who have the capacity to spend up to £6000 per child with SEN before a Statutory Assessment should be considered.

- 4.7.4 Most Sandwell Schools were using the SEN Notional Budget effectively, if they did not use it to help the child then that child's problems would probably grow. When a child was reviewed progress would be assessed and if the money was in place but no progress was found than a statutory assessment would be requested. Sometimes it would be found that a school had not implemented all the recommendations, but applied for additional funding; as EHCP funding was discretionary a Statutory Assessment could be refused. The Local Authority cannot insist that a school uses the SEN Notional Budget for SEN purposes and there are a few examples whereby schools do not spend the SEN Notional Budget on children with SEN.
- 4.7.5 Early intervention was considered the way forward to ensure a child has the support they need in place in school. Sandwell has reduced the number of exclusions considerably, with only 3 exclusions in 2017-18 (at the time of the scrutiny meeting). The cultural shift in Sandwell Primary schools and the PRUs in reducing the number of exclusions using 'BLISS' process has drawn interest from the regional group which has shown an interest in hearing more about the practices in Sandwell. Sandwell has sold the whole school approach for supporting positive mental health system under licence to over 50 Local Authorities – it will come back to us after 3 years to up-date the licence (The Whole School Wellbeing Charter Mark).
- 4.7.6 Exclusions can create mental health problems for young people, a range of illnesses fall under the banner mental health and it was important for people in contact with children and young people in their work to be aware of them. Courses were being developed through Therapeutic Mentoring scheme to understand the range and complexity of mental health conditions such as OCD. There were a range of initiatives from Public Health, a multi-agency approach to awareness training and a range of methods including online counselling and signposting to support on the website.

4.8 Summary of findings

- 4.8.1 The report contains evidence gathered by the work group and officers to give a snap shot of SEND and CAMHS provision and how the services work in partnership for the best outcomes of the children and young people.
- 4.8.2 Initial findings were reported to Board on 5 February 2018. The Vice-Chair (Chair of the work group) highlighted that the work group had a better understanding of the issues and would provide a summary of findings which have been captured in a table below:

Summary of Findings	Issue	Finding / Comments
Ofsted and the CQC Inspection	To ensure that progress was being made and resources were in place to address the concerns raised during 16-20 January 2017 inspection. Many actions were progressing well but there were some concerns in the October review about the increase in numbers of SEN children and conversion of the EHCP statements.	Actions had been completed, training was taking place and many actions were embedded.
Statutory SEND Assessment	If there is a Statutory SEND Assessment the Statutory Assessment has to be completed in 20 weeks. In Sandwell we have been achieving 100% completion in 20 weeks and the national average is only about 60%.	Sandwell is amongst the best performing Local Authorities in England.
Information about SEN	Advice and guidance leaflets are available for schools, parents and young people. There is support there if people affected by SEN know where to go.	Promote information about SEN and ensure officers and staff at schools know how to signpost people.
Tiers of CAMHS provision	<p>There are four tiers of Children and adolescent mental health provision. In the current CAMHS provision all tiers were in demand, in Sandwell one in five young people had an emotional issue and it was suggested that many more in the community were not getting the support they needed.</p> <p>Children and young people struggle with socialisation and conflicts in and out of school, alongside other factors that impact on them and their family such as:</p> <ul style="list-style-type: none"> o Poverty o Education o Lack of community based facilities for youth o Divorce rate o Parents at work <p>Ofsted inspections of schools now include questions relating to emotional health and wellbeing of children and young people.</p>	<p>Local Authority currently commission provision. The contract expires in 2020.</p> <p>Evidence is being gathered to demonstrate the value of tier 2 provision.</p> <p>The Board recognised the value of supporting mental health and wellbeing in children and young people at an early stage to prevent progression to tier 3 provision for mental health services.</p>

<p>Tier 1</p>	<p>Tier 1 – Universal provision, supporting all young people’s emotional health and wellbeing and improving resilience. e.g. school nurses, teachers, youth workers, play leaders, support workers etc commissioned by all partners. Young people call the service BEAM which was commissioned by the Local Authority. The BEAM service works with children and young people 5-18 years.</p> <p>At the time of this review Public Health had 66 schools engaged in tier 1 provision (The Local Authority’s Charter Mark) and Inclusion Support Services were actively working with schools to promote tier 1 provision. The demand was greater than the capacity to deliver. Increased provision at tier 1 could avoid issues elevating to tier 2.</p>	<p>Need to encourage schools to priorities SEN funding for the benefit and wellbeing of children with special educational needs and that Tier 1 provision should be increased to work with young people earlier.</p>
<p>Tier 2</p>	<p>Tier 2 – Low level Intervention needed, emotional & behavioural issues (anger, anxiety, stress, some self-harm) none specialist. Multiple Voluntary Organisations commissioned by Local Authority e.g. Children’s Society, Black Country Women’s Aid, Kalidescope etc.</p> <p>Current tier 2 service is commissioned by the Council – contracts were issued in February 2017 for three years.</p> <p>The point of access for tier 2 services has telephone number ‘0121 569 2611’ and from that first point of contact children and young people are signposted to the relevant support. There was also a referral process to follow and any parent with concerns could speak to schools or other professionals for details. Once a referral had been made there was a promise to make contact within 5 days.</p> <p>Tier 2 services include open access drop in sessions where children and young people can turn up and talk to someone and a digital online facility ‘Kooth.com’. Many young people access mediated chat rooms and self-help sections via Kooth.com. The approach has modernised the old</p>	<p>The council need to be more sighted on the area of CAMHS that they have commissioned (Tier 2). The Council was trying to put measures in place, but there was no requirement to provide tier 2 services.</p> <p>The Tier 2 provision was making a positive impact locally. The numbers of referrals to tier 3 specialist services are reducing as children’s needs are being met before issues escalate.</p>

	<p>appointment system and takes the stigma and worry away from appointments and one on one sessions.</p> <p>The new approaches in tier 2 were being shared by providers in primary and secondary schools through integrational participation. The tier 2 provision is making a positive impact locally. The Numbers of referrals to tier 3 specialist services are reducing as children's needs are being met before issues escalate.</p> <p>The Tier 2 Local Authority commissioned CAMHS service requires sustainability, and a commitment from the Local Authority to continue to fund after the current contract expires.</p> <p>Welcome the Single Point of Access established in Sandwell, for all children and young people's referrals to tier 2 and 3 services. The telephone number is 0121 569 2611.</p>	<p>The BEAM service will transfer to the Sandwell Children's Trust on 1st April 2018 along with the funding for the service. The contract for tier 2 services ends in 2020, the service could continue if adequate resources were identified by the Sandwell Children's Trust.</p> <p>Need to promote the single point of access number in Sandwell</p>
<p>Pre-school provision 0-5 year olds</p>	<p>Sandwell had funded early years work. The SEND and paediatrician team worked with 0-5 year olds. It was considered wrong to diagnose 0-2 year olds as having mental health issues as some tantrums were considered to be part of toddler stages. Some young children were being assessed and some diagnosed early however it was recognised that it was hard to determine if children were having developmental issues or frustration because they were unable to communicate. Speech and therapy session screening would determine the position.</p> <p>It would be better to assess a child when moving towards school age. There was an example given at Portsmouth where several children had been thought to be showing developmental difficulties but had made progress and moved back into normal range within a few months.</p>	<p>Early diagnosis and intervention ensure the children and parents get the support they need.</p>

<p>Green Paper Transforming children and young people's mental health provision</p>	<p>Transforming children and young people's mental health provision: a green paper is currently out for consultation until 2 March 2018. Although massively useful to look at children and young people's mental health many of the actions coming from the green paper would not come into effect until 2022 at the earliest.</p>	<p>Monitor development of the Green Paper post consultation.</p>
<p>Virtual mental health lead</p>	<p>Best practice at Lewisham Council was shared in relation to the green paper – a 'Virtual Mental Health Lead' who would attach to schools.</p>	<p>It was hard to see where a virtual mental health lead would sit in the current mental health offer, as a more wholistic approach was taken.</p>
<p>Looked after children</p>	<p>There were often difficult factors to take into consideration when considering looked after children, such as if a child's mental health was the reason they were looked after or if being a looked after child had contributed to their mental health.</p> <p>There was a disparity between the age of Local Authority responsibility for looked after children (25 years) and the age for LAC access to CAMHS services (18 years). At the age of 18 years young people were no longer treated under paediatric services and there would be a cost implication for equivalent adult mental health care.</p> <p>It was confirmed that the eligibility criteria for CAMHS services varies across the Country. In Sandwell eligibility age is 18 years in other areas this would be 16 years and a few areas were trying out provision up to 25 years.</p>	<p>Birmingham City Council had commissioned later years work 18 -25 years</p>

Partnership Working	The Children's and Wellbeing Emotional Health Group had been re-formed to consider and move forward the whole Emotional Health and Wellbeing (EHWB) agenda, including transformation of specialist CAMHS services.	Continue building partnership working.
Transformation of the BCPFT to 'Transforming Care Together'	<p>The management of change and transformation of the Black Country Partnership Foundation Trust to merge into a larger Trust had an adverse impact on the Trusts commitment to the SEND agenda, management of change, attendance of the Children and Adolescent Mental Health (CAMHS) Board and the staff changes had a further impact.</p> <p>Three organisations: Birmingham Community Healthcare NHS Foundation Trust (BCHC); Black Country Partnership NHS Foundation Trust (BCP); Dudley and Walsall Mental Health Partnership NHS Trust (DWMH) will integrate into one organisation, subject to approval by our regulator, NHS Improvement. The partnership is called Transforming Care Together (TCT). Transforming Care Together should have huge benefits for Mental Health Services across the area. The CAMHS service will have greater resource available 24/7 across the region, with the expertise pooled specialists and practitioners will be able to learn from each other</p> <p>The West Midlands Combined Authority carried out a commission on Mental Health Services. The WMCA Overview and Scrutiny Board was pleased to be able to participate in the work of the Mental Health Commission. The recommendations set out in 'Thrive' give great potential for delivering significant improvement to lives of people across the region.</p>	<p>Following the Ofsted/CQC report CAMHS and partners have engaged with training and meetings to work through the actions on the written statement of action.</p> <p>Monitor the progress of Transforming Care Together.</p>
Transforming children and young people's mental health provision: a green paper	<p>Open consultation on 'Transforming children and young people's mental health provision: a green paper'. Published 4 December 2017</p> <p>From: Department of Health and Social Care and Department for Education</p> <p>Summary - This green paper sets out the ambition that children and young people who need help for their mental health are able to get it when they need it. This consultation closes at midday on 2 March 2018.</p>	Need to monitor outcomes of the Green Paper consultation

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 The Authority fully engages with partners, schools and other stakeholders to implement improvements in the written statement of actions and to deliver the Special Educational Needs and Disabilities (SEND) reforms (2014 Children and Families Act) by April 2018.

6 ALTERNATIVE Options

- 6.1 The report highlights and supports a number of alternative options to deliver and strengthen the SEND agenda in Sandwell.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 The DfE provided financial resource to assist Local Area in delivering the SEND reforms. The Cabinet on 22 March 2017 approved additional funding of up to £249,000 to complete the transfer of all statemented pupils to EHCPs to meet timelines a temporary dedicated transfer team was required.
- 7.2 The Local Authority Commissioned Tier 1 and 2 CAMHS Services in Sandwell. Statutory functions transfer to the Sandwell Children's Trust in April 2018, universal services will remain with the Authority.
- 7.3 The current commissioned services contract will end in 2020.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 Primary legislation:
- Education Act 1996
 - Learning and Skills Act 2000
 - Children and Families Act 2014
- 8.2 The Council has a general duty under the Children and families Act 2014. By 1 April 2018, local authorities must have transferred all children and young people with statements of SEN to the new SEN and disability system who meet the criteria for an EHC plan.
- 8.3 Local authorities must have conducted a Transfer Review - that is an EHC needs assessment in accordance with The Special Educational Needs and Disability Regulations 2014. During the transition period (1 September 2014 to 1 April 2018), local authorities had to comply with the 1996 SEN framework. This includes:
- Part IV of the Education Act 1996 (including Schedules 26 and 27) – referred to in this document as the '1996 Act';
 - The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001;

- the Special Educational Needs Code of Practice, 2001 (referred to in this document as the ‘2001 Code’); and
- Inclusive Schooling: children with special educational needs, 2001. as applicable, in relation to children and young people with statements of SEN.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 An equality impact assessment relating to the Improvement Actions for Local Area SEND was completed 19 April 2017. Improving arrangements for Children and Young People with SEND will receive the appropriate provision in a timely manner resulting in improved quality of life.

10 DATA PROTECTION IMPACT ASSESSMENT

- 10.1 There will be a migration of data and information from the SEND team to the Children’s Trust in relation to Tier 3 and 4 CAMHS.

11 CRIME AND DISORDER AND RISK ASSESSMENT

- 11.1 There are no direct crime and disorder implications arising from this report.

12 SUSTAINABILITY OF PROPOSALS

- 12.1 There are no direct sustainability implications arising from this report.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

- 13.1 The SEND provision in Sandwell aims to improve outcomes for vulnerable children and families and to ensure children with educational needs are supported and benefit from the best possible start in life.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

- 14.1 There is no direct impact on land or council managed property arising from this report.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 15.1 The Work Group has considered the initial findings from the evidence gathered and made some conclusions, as follows:
- There is good progress being made in relation to the ‘written statement of action’ from the Ofsted/CCG Inspection in 2017. All

actions are complete and becoming embedded into the service.

- Partners are starting to work together and engage in processes relating to SEND.
- There is a need to promote the importance of tier 1 and tier 2 services in Sandwell and to recognise the value of supporting mental wellbeing in children and young people at an early stage to prevent progression to specialist tier 3 provision for mental health services.
- The Education Health Care Plan EHCP process has been clarified and reviewed by the work group, there is some progress and partners are working together, engaging in training and the quality and number of EHCP statements conversion are improving.
- The single point of access telephone number in Sandwell is a good development and should be promoted.
- Need to monitor outcomes of the Green Paper consultation.
- Continue to monitor the development of Transforming Care Together.

16 BACKGROUND PAPERS

16.1 Special educational needs and disability: managing the September 2014 changes to the system Advice for local authorities and their partners Fourth edition: October 2016

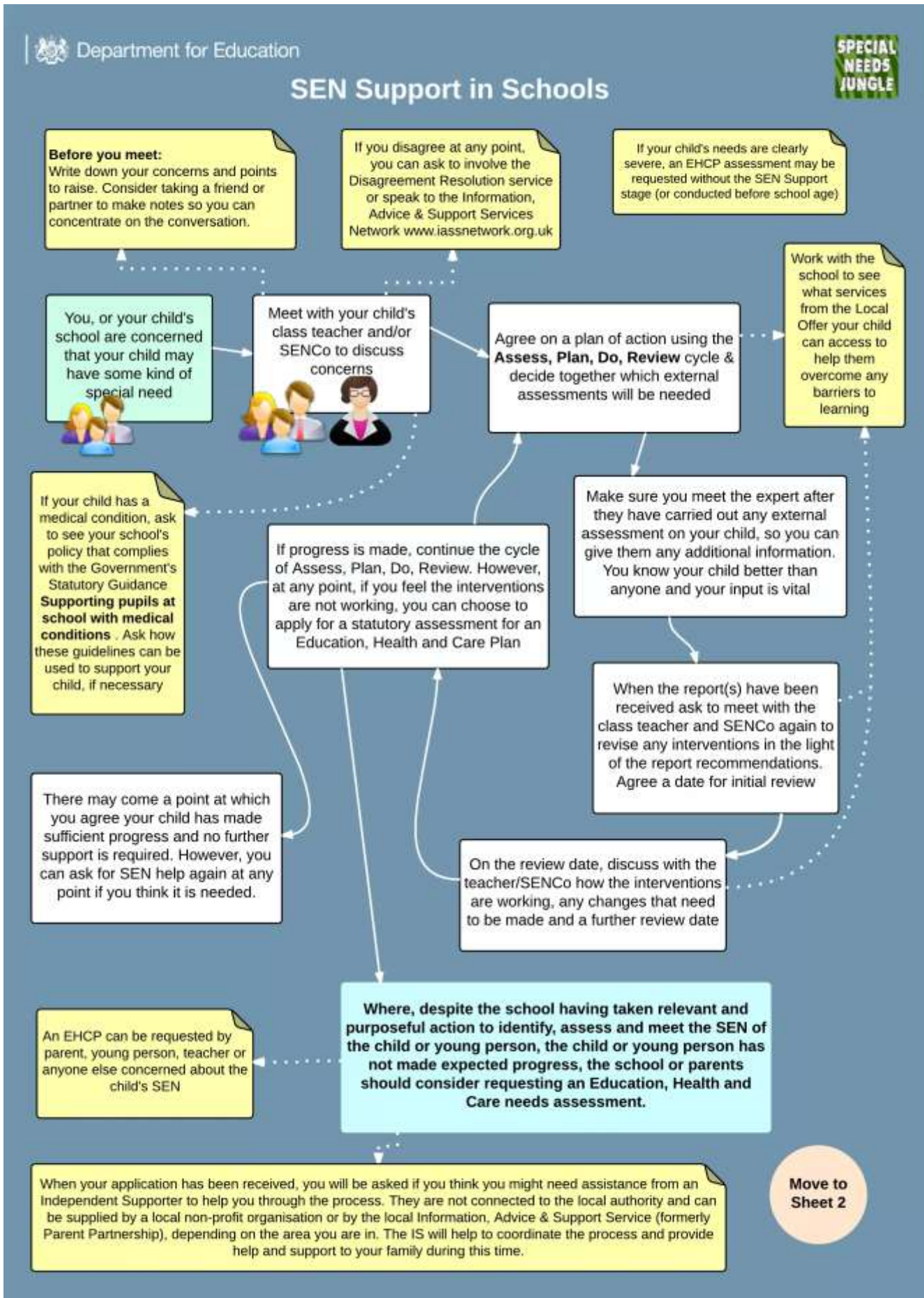
17 APPENDICES:

17.1 DFE SEN flowchart



Surjit Tour
Director – Monitoring Officer

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5. Local Area Outcomes for Children and Young People (Refer to separate document Annex 1 'Outcomes 2020')					Progress (BRAG)			
<p>Appendix 2The local area is required to produce and submit a written statement of action to Ofsted that explains how it will tackle the following areas of significant weakness: Paragraph 5 p.9 <i>outcomes for children and young people who have special educational needs and/or disabilities in terms of increasing academic progress, reducing absence and exclusions and increasing the proportion of young people who enter paid employment.</i></p>					Blue: completed and embedded Green: completed Amber: Progressing Red: little or no progress			
5.1 Ofsted/CQC Main Finding		Despite improvements, children and young people's needs are still not identified accurately enough. Some schools do not identify needs precisely and some do not record accurately. As a result, Sandwell has a much higher proportion of pupils identified as having moderate difficulties than the English average and recorded proportion of pupils with ASD is smaller than national average. PLEASE REFER TO SEPARATE SHEET FOR 2020 ASPIRATIONAL ATTAINMENT TARGETS			Monitoring Dates			
Required Outcome	Actions	Lead	Date	Evidence / Impact	May-17	Jul-17	Oct-17	Dec-17
a. Reduce over-identification of MLD in schools so proportion is more in-line with national	To undertake a strategic analysis of the identification of SEN in all schools and determine which schools are "over identifying" SEN. The results will then inform an effective intervention with identified schools as well as authority wide re-training.	SEND Adviser(s)	Apr-17	Identified sources of 'over identification' of SEN in schools and monitor schools levels of identification. % reduction in the identification of MLD by July 2018	Amber	Green	Green	Blue
b. All schools to receive a revised updated SEND handbook.	A development workshop for all Specialist Support Services to produce a revised handbook to use and distribute in schools. Specialist Support Services demonstrate use of the document to assist schools	SEND Adviser / Kevin Rowland	Sep-17	Increase accuracy of identification as evidenced in schools census data compare to national by July 18		Green	Green	Blue
c. Schools implement a clear criteria to distinguish between SEND and underachievement	To reassert Identification guidance as part of SENCO cluster groups. Schools to be sent updated information and offered training on identification. School SENCOs will be provided with training to more effectively differentiate between developmental delays and learning impairment	SEND Adviser	Dec-17	% reduction in the identification of SEN support pupils as evidenced in July 2018 SEN statistical release.		Green	Green	Green

5.2 Ofsted/CQC Main Finding		To increase the academic progress of children and young people who have special educational needs.				May-17	Jul-17	Oct-17	Dec-17
Required Outcome	Actions	Lead	Date	Evidence / Impact					
a. To close the gap in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	To disseminate key development points from Local Area Ofsted Inspection with schools via Head teacher Partnership Meeting and SENCo Cluster group meetings.	Director of Education, Learning and Employment and SEND Adviser	April 17	% increase in the progress of children with SEND as compared to the National Stats for ALL children. An incremental programme to be re-evaluated in 2020.					
b. To close the gap in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	To address accurate assessment and improving rates of progress of pupils with SEND at SENCo conference.	SEND Adviser	Jul 17	% increase in the progress of children with SEND as compared to the National Stats for ALL children. An incremental programme to be re-evaluated in 2020.					
c. To close the gap in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	To discuss rates of progress of pupils with SEND with individual Head teachers during School Improvement Adviser Autumn 2017 and Spring 2018 visits .	School Improvement Advisers	Sep-17	Targeted support for each 'priority' school to increase the rate of progress for children with SEND. An incremental programme to be re-evaluated in 2020.					

c. To close the gap in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	Inclusion Support to develop and pilot Advanced Inclusive Teaching training programme in selected schools and measure impact.	School Improvement Advisers	Dec-17	Evidence of pilot implementation and teacher assessments of improved practice and pupil progress 2020.				
d. To close the gap in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	To establish primary and secondary best practice sharing events through SENCo networks: showcasing strategies to support differentiated quality first teaching and specific evidence based intervention interventions: Autumn Term 2017	SEND Adviser and Specialist Support Services	Apr-18	% increase in the progress of children with SEND as compared to the National Stats for ALL children. An incremental programme to be re-evaluated in 2020.				
d. To reduce the difference in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	To design and introduce 'The Readiness for SEND Intervention Framework' for Secondary School to ensure that a school can provide appropriate and effective interventions for young people with SEND.	Specialist Learning Support Service	Jan-18	% of school completing the RfSIF and increasing the rate of progress of young people with SEND within each school.				
e. To close the gap in the rates of progress for pupils with SEND with all pupils nationally and all pupils in Sandwell	To pilot revised Sandwell SEND Quality mark in schools using school self evaluation and peer reviewers. Quality Mark to be revised by July 2017 Pilots to commence October 2018	SEND Adviser and Learning Support Advisory Teachers	Apr 18	% of school completing the Quality Mark and increasing the rate of progress of children with SEND within each school.				

5.3 Ofsted/CQC Main Finding		To reduce or the number of fixed term and permeant exclusions received by children and young people with SEND						
Required Outcome	Actions	Lead	Date	Evidence / Impact	May-17	Jul-17	Oct-17	Dec-17
a. To close the gap between the number of fixed term and permanent exclusions received by students with SEND compared with all pupils nationally and all pupils in Sandwell	Leadership for exclusions (Pex and Fxd Term) will provide schools with written guidance on exclusions in relation to SEN. This will include monitoring and strategies.	Manager for Reintegration and Exclusions	Jul-17	% reduction in the numbers of students with SEND receiving fixed term and permanent exclusions as evidenced by national datasets.				
5.4 Ofsted/CQC Main Finding		To reduce the levels of absence for children and young people with SEND						
Required Outcome	Actions	Lead	Date	Evidence / Impact	May-17	Jul-17	Oct-17	Dec-17
To close the gap between the levels of absence and persistent absence for pupils with SEND with all pupils nationally and all pupils within Sandwell	Leadership for attendance will provide schools with written guidance in relation to targets for SEND children and attendance monitoring and intervention	Manager for Prosecutions and Attendance	Jun-17	% reduction in absence and persistent absence for students with SEND				

5.5 Ofsted/CQC Main Finding	To increase the proportion of young people with SEND in paid employment							
Required Outcome	Actions	Lead	Date	Evidence / Impact	May-17	Jul-17	Oct-17	Dec-17
a To broaden the availability of supported internships within Sandwell	To increase the number of education providers. To increase the number of students participating in supported internships	Senior Manager - Disability Employment	Jan-18	% increase in participants % increase in education providers % increase in paid employment outcomes				
b. To participate in the pathfinder pilots following the Maynard Review for Apprenticeships.	To develop apprenticeships for people with learning disabilities/difficulties with an Education Health Care Plan. Pilot initiative.	Senior Manager - Disability Employment	Sep-17	% increase in number of young people with SEND accessing apprenticeships.				
c. To improve the availability of supported employment for young people with SEND	To develop pathways into employment for young people with SEND through the council's Supported Employment team and external partners (i.e. DWP).	Senior Manager - Disability Employment	Sep-18	% increase in referrals to the council's Supported Employment team. % increase in numbers of young people with SEND in paid employment				

Glossary of terms

AMP	Local Authority Assessment and Modernisation Panel
BCPFT	Black Country Partnership Foundation Trust
CAM	Community Assessment Meeting
CAMHS	Children and adolescents Mental Health Service
CCG	Clinical Commissioning Group
CQC	Care Quality Commission
EHCP	Education Health Care Plan
LDP	Local Authority Provision Panel
SEN	Special Education Needs
SENCO	Special Educational Needs Coordinating Officer
SEND	Special Education Needs and Disability