

Agenda

Children's Services and Education Scrutiny Board

Monday 20 March 2023 at 6.00 pm
in the Council Chamber - Sandwell Council House, Oldbury

- | | | |
|----------|--|----------------|
| 1 | Apologies for Absence | 7 - 8 |
| | To receive any apologies for absence. | |
| 2 | Declarations of Interest | 9 - 10 |
| | Members to declare any interests in matters to be discussed at the meeting. | |
| 3 | Minutes | 11 - 26 |
| | To confirm the minutes of the meeting held on 9 January and 22 February 2023 as a correct record. | |
| 4 | Urgent Additional Items of Business | |
| | To determine whether there are any additional items of business to be considered as a matter of urgency. | |
| 5 | Sandwell Children's Trust Performance Update | 27 - 50 |
| | To consider and comment on the performance of Sandwell Children's Trust (SCT). | |



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|---|---|-----------|
| 6 | The 16+ provision at the Westminster School | 51 - 94 |
| | To consider and comment on the 16+ provision at the Westminster School. | |
| 7 | Education Investment Area and Priority Investment Area developments | 95 - 116 |
| | To consider and comment upon the Education Investment Area and Priority Education Investment Area developments. | |
| 8 | Scrutiny Action Tracker | 117 - 126 |
| | Standing item to consider and note progress on implementation of actions and recommendations. | |

Shokat Lal
Chief Executive
Sandwell Council House
Freeth Street
Oldbury
West Midlands

Distribution

Councillor Hinchliff (Chair)
Councillors Chidley, Akhtar, Chambers, Dhariwal, Dunn, W Gill, Mayo,
McVittie, Preece and Uddin and Co-opted Member K Heeley

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Children's Services and Education Scrutiny Board

Apologies for Absence

To receive any apologies for absence from the members of the Board.



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Children's Services and Education Scrutiny Board

Declarations of Interests

Members to declare any interests in matters to be discussed at the meeting.



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Minutes of Children's Services and Education Scrutiny Board

Monday 9 January 2023 at 6.00 pm
in the Council Chamber - Sandwell Council House, Oldbury

Present: Councillor Hinchliff (Vice-Chair) (in the Chair)
Councillors Chambers, Dunn, W Gill, Mayo, McVittie, Preece
and Uddin.
Kelly Heeley (Co-opted Member)

Officers: Michael Jarrett (Director of Children and Education)
Margaret Courts (Head of CAMHS Commissioning)
Sarah Hogan (Deputy Director for Children and Young
People CAMHS)
Sally Giles (Assistant Director for Children's Commissioning
and Partnerships)
Kate Griffiths (Strategic Lead Early Help SCT)
PC John Hewitt (Education Partnership Officer, Sandwell
Police)
Jon Grant (Chair of Early Help Partnership)
Yvonne Copeland (Clinical Lead, Health Visitor Services)
Stephnie Hancock (Deputy Democratic Services Manager)
Connor Robinson (Democratic Services Officer)

In attendance: Councillors Chidley and Smith.

1/23 **Councillor Shackleton Remembered**

Members observed a minute of silence to mark the passing of long serving councillor and Chair of the Board, Ann Shackleton.

Councillor Shackleton had represented the Cradley Heath and Old Hill ward since 2004. She had been Chair of the Children's



Services and Education Scrutiny Board since 2020 and had previously been the Cabinet Member for Adult Social Care from 2016- 2019. She was also the Deputy Mayor for the 2011- 2012 municipal year.

2/23 **Apologies for Absence**

Apologies for absence were received from Councillors Akhtar and Dhariwal.

3/23 **Declarations of Interest**

There were no declarations of interest.

4/23 **Minutes**

Resolved that the minutes of the meeting held on 14 November 2022 are approved as a correct record.

5/23 **Urgent Additional Item of Business**

There were no urgent additional items of business to consider.

6/23 **Child and Adolescent Mental Health Service (CAMHS) - Transformation and Changes in Demand**

The Board received a presentation outlining the changes to the Child and Adolescent Mental Health Service (CAMHS) since the Black Country Healthcare NHS Foundation Trust had taken over the lead provider role in July 2022, and how the increase in demand in recent years was being addressed.

The changes in service delivery would ensure better collaboration with Voluntary and Community Sector partners, Primary Care Networks, Local Authorities and children, young people and their families. The changes it was hoped would enable easier and equitable access that would provide a better patient experience



and improve outcomes. The consequent harmonisation of resources would ensure equity of access across the Black Country.

The Board noted the following key points in relation to the transformation:-:

- Core CAMHS services for Sandwell had improved following investment which had increased capacity by 16 wholetime equivalent staff.
- Investment had allowed for aligning the CAMHS service across the Black Country ensuring support up to the age of 18 years.
- In-patient mental health beds for children and young people had moved from specialised commissioning through to provider collaboratives where BCHFT was a partner. The service as a gatekeeper for young people requiring in-patient facilities. Contracts with the in-patient providers would allow for a greater investment into preventative measures.
- Eating disorders services had been aligned across the Black Country. Sandwell had benefited from being one of the first areas to receive the all age eating disorder provision.
- There was an outreach team being developed in Sandwell that would be working with young people and adults in the community when they were not well enough to attend their out-patient appointment. They would also be supporting lower level services, ensuring everybody was aware of the pathways into specialist eating disorder service.
- The service was taking part in the national FREED research project, which was looking into early intervention for young adults.
- Young Adult Transition 18-25 service was being developed with adult mental health colleagues. The service would focus on those young adults who did not meet the threshold for adult mental health support.
- Mental Health Support Teams in schools was a nationally led initiative.
- The Children and Young People Intensive Support Team was supported those with special educational needs and disabilities (SEND).



- The tier four delayed discharge programme supported those with eating disorders and supported keeping young people at home or working with them in an acute setting.
- The Barnardo's Keyworkers Pilot would support young people who could not be discharged due to ongoing social circumstances with Barnardo's acting as a conduit to address the social needs of those young people.
- There was now a Single Point of Access lead.
- Patients now had the choice of remote or face to face support, however patients with complex mental health needs and eating disorders were seen face to face..
- Work was underway to embed the I Thrive Model, supporting young people to thrive and move away from the medical model, offering them a helping hand in everyday language.
- A number of services were being reviewed to ensure that they were fit for purpose.
- The waiting times varied depending on need and remained challenging. There had continued to be an increase in both the number of children and young people accessing the service and an increase in the severity of the cases.

Waiting times were noted as:

- Sandwell CAMHS Single Point Access, first appointment:
 - Pre-pandemic 11 weeks
 - During pandemic 5 weeks
 - January 2022 11 weeks
 - Current position 5.8 weeks (Jan 2023)
- Sandwell CAMHS Core, second appointment:
 - Pre-pandemic 14 weeks
 - During pandemic 22 weeks
 - January 2022 18 weeks
 - Current position 31 weeks (Jan 2023)
- Sandwell CAMHS Outpatients, first appointment:
 - Pre-pandemic 6 weeks
 - During pandemic 12 weeks
 - January 2022 10 weeks
 - Current position 15 weeks (Dec 2022)
- Sandwell CAMHS Outpatients, second appointment:
 - Pre-pandemic 9 weeks
 - During pandemic 21 weeks
 - January 2022 13 weeks



- Current position 41.5 weeks (Dec 2022)

The Board noted that while referrals at the early stages of lockdown had decreased and remained below pre-pandemic levels, from March 2021 referrals to CAMHS had increased significantly and continued to do so, with children and young people presenting with more complex needs. Areas of particular focus for practitioners were highlighted as:

- Severe anxiety
- Anxiety with school refusal
- parental concerns around if their child had a disorder on the autistic spectrum continuum
- parental concern around the loss of the richness of information that they share with referring professionals.

There was a number of challenges that continued to impact the service:

- Increasing demand in young people having their challenges understood through the lens of mental ill health as the first approach, while there remained a range of factors that could be contributing to the young person's distress.
- Ensuring there was an understanding of the availability of other wellbeing/support services across Sandwell.
- Continued recruitment challenges across the whole system and conversations were taking place with central government to find a national solution.

Following comments and questions from members of the Board, the following responses were made, and issues highlighted:-

- There was a proactive move towards a whole system approach to ensure that the support offered matched what was required.
- A dashboard was being developed as a means of creating a single point of contact or directory for services.
- The Early Help service was well developed and actively worked to support children and young people.
- Reports were being sent to each locality on waiting times and a monthly basis, along with reports to the Thrive Board.



- Digital poverty was an ongoing concern and work continued to support those young people who did not have digital access to services.
- Provision for children and young people from the LGBTQ community was at a regional level.
- CAMHS continued to work with the SHAPE Board to understand young people's concerns.

7/23

Early Help in Sandwell

The Board received an overview of Early Help provision in Sandwell. Early Help delivered a range of early interventions for children, young people and families at their earliest point of need.

Early Help was a key focus in Sandwell with the Grant Thornton Review, LGA Peer Challenge Report and feedback from Ofsted 2022 all highlighting how important it was to get the provision right.

Early Help provision was made up of a range of partners including the Council, Sandwell Children's Trust, voluntary sector, Police and Health Services focused on preventing escalation of problems and reducing the number of children and young people requiring statutory services. Early Help was able to be flexible in its approach, which was not always the case with statutory services. The Sandwell Early Help Strategy, which had been launched in February 2022, brought together statutory guidance and best practice, embedding partnership working across all approaches.

The Early Help Partnership oversaw the implementation of the Early Help Strategy and reported in to the Children and Families Strategic Partnership. The Sandwell Children's Safeguarding Partnership also received regular updates and assurances on the progress against the Strategy.

The Board noted the universal services that could be accessed by all, and the progression path to statutory services.



To deliver the multi-agency Early Help provision, there were a number of tools:

- Early Help Assessment – an assessment completed with families to identify needs and develop a support plan.
- Early Help Module – an electronic system to record all multi-agency intervention.
- Team Around the Family – a multi-agency meeting attended by the child and family to develop and monitor the support plan.
- Lead Professional Role – the main point of contact for families receiving support.

Members noted a number of changes that had been made over the last few years, including the appointment of three dedicated police officers by West Midlands Police to work across schools in Sandwell including Pupil Referral Units.

(Councillor Preece left the meeting.)

The impact of these changes had been demonstrated with:-

- a 3% increase in multi-agency Early Help led by agencies across the partnership since July 2022 with a further 2% increase since November 2022.
- a 20% increase in the number of families accessing the Strengthening Families Service that would suggest more families were being supported in the Early Help arena.
- there were 400 fewer children open to social care compared to 2021;
- demand for Early Help training had increased.

The areas for further development within Early Help were noted as:

- the ongoing promotion of the Strategy and the messaging around Early Help to ensure commitment and engagement from all partners;
- the Early Help data dashboard to be used to proactively challenge partners across partnership;
- further reduction in the amount of Multi Agency Request Forms received by Sandwell Children's Trust that resulted in no statutory social work intervention;



- continued cultural change across the partnership to ensure a focus on prevention it at every level.

(Councillor Mayo left the meeting.)

Following comments and questions from members of the Board, the following responses were made, and issues highlighted:-

- every child had access to the universal offer, and home visits would only be undertaken if necessary as resources did not allow for universal home visits;
- the Health Partnership actively engaged with young families to identify any concerns;
- partnership events had allowed for networking and relationship building across services and for providers to understand what services were available within the locality;
- the Partnership's Police officers had been working out of the Strengthening Families Hubs working with partners across all services;
- support and supervision was offered to staff on a regular basis to share experiences;

8/23

Impact of the Lockdown on Children and Families - Working Group Report and Recommendations

The Board considered the draft report and recommendations following its review into the Impact of Lockdown on Children and Families, which had commenced in 2021/22.

The working group had investigated several topics including impact of the lockdown on exam results, child poverty and social care. Members each had a specific work-stream on which to focus and were able to interview relevant officers and key witnesses to help their research.

The Director of Children and Education had been consulted on, the recommendations and was supportive of them.

(Councillors Chambers, Dunn and W Gill left the meeting.)



The gap in educational achievement had widened for our most disadvantaged children and it was hoped that the recommendations would help to address this.

Resolved :-

- (1) that the Chair of the Thrive Board presents a report to the scrutiny Board outlining its work and the impact of, in relation to the impact of the pandemic on students' mental health and well-being;
- (2) that representatives of the SEND Strategic Board/SEND Operational Board report to the Board on the services and support provided to SEND children and the impact, including attainment data;
- (3) that the Director of Children and Education reports to the Board on the progress and outcomes of the national review into the covid-19 response in so much as it relates to education and children's services;
- (4) that, the Health and Adult Social Care Scrutiny Board is requested to undertake a review and monitors the recovery strategy of mental health services within the Borough;
- (5) that the Chair of the Children's Services and Education Scrutiny Board writes to the Sandwell Children's Trust to request details of its plans to address the challenges of recruitment and retention of social workers;
- (6) that the Chair of the Children's Services and Education Scrutiny Board writes to the Chair of the Corporate Parenting Board to request details of their plans to address the challenges faced by children in care and care leavers and to understand how the pandemic has impacted them and what has been done to address this;



- (7) that the Director of Children and Education reports to the Board, providing an update on the Councils' Covid-19 Recovery Plan, in as much as it relates to education and children's services
- (8) that the following recommendations are submitted to the Cabinet:-
- a) that the Director of Children and Education works co-operatively with the Department for Education to improve the education standards of children and young people, utilising Education Investment Area funding;
 - b) that the Director of Children and Education is proactive in working with schools in the area to consider the creation or adoption of multi-academy trusts;
 - c) that the Director of Children and Education is proactive in considering suitable locations in the Borough for specialist sixth-form free schools which are funded by central government;
 - d) that the Council joins the Department for Education's 1-2-1 attendance mentoring pilot to monitor issues in schools across the Borough;
 - e) that, the Cabinet Member for Children and Education pledges to improve and increase the Borough's educational assessment data in line with the national average by 2027, in line with the aims and objectives of Vision 2030;
 - f) that the Cabinet Member for Children and Education writes to the Secretary of State for Education, to request that the Government actively engages with education practitioners to understand the long-term problems caused by the national pandemic and prepare appropriate



resources to help children and young people recover academically, socially and psychologically;

- g) that the Director of Children and Education encourages and supports schools in the Borough to provide sports programmes and extracurricular activities to help children catch up in all areas of lost learning and experiences and to improve mental and physical health;
- h) that the Cabinet Member for Children and Education writes to the Secretary of State for Education, to request that specific monetary assistance is made available to children eligible for free school meals to take part in extracurricular activities;
- i) that the Director of Children and Education reviews the Council's partnership working with education providers and the Sandwell Children's Trust to ensure that actions, outcomes and best practice work are shared to ensure we are working cohesively together;
- j) That the Cabinet Member for Children and Education investigates ways to connect with young people and offer extra support, mentoring and encouragement including, but not limited to:-
 - a) establishing a peer mentoring programme;
 - b) encouraging social youth work, sports, drama, and outdoor activities;
 - c) engaging with local businesses to improve the number of available apprenticeships;
 - d) supporting a holistic youth services experience which accompanies physical and digital offer;
 - e) supporting and championing the new Eco Bus with young people's involvement;



- k) that the Cabinet Member for Children and Education writes to the Secretary of State for Education, to lobby for recurrent yearly funding which will allow for consistent support to address young people's emotional wellbeing and (low level) mental health as we recovery from COVID and the impact that it caused, whilst supporting the Council's ambition to improve academic performance, socialisation, conversation, mental health and wellbeing;
- l) That, the Director of Children and Education works with multi-agency partners to support, engage and monitor the stability within the early years settings.

9/23 **Scrutiny Action Tracker**

The Board noted progress on actions and recommendations from previous meetings.

10/23 **Work Programme and Cabinet Forward Plan**

The Board noted the Cabinet Forward Plan and its Work Programme for 2022/23.

Meeting ended at 8.20pm

Contact: democratic_services@sandwell.gov.uk



Minutes of Children's Services and Education Scrutiny Board

**Wednesday 22 February 2023 at 6.00pm
in the Council Chamber, Sandwell Council House, Oldbury**

Present: Councillor Hinchliff (Chair);
Councillors Chidley, Dunn, W Gill and Mayo, and (Co-opted
Member) K Heeley.

Officers: Sally Giles (Strategic Partnerships and Commissioning
Manager)
Tariq Karim (Area Manager Youth Service)
Neesha Patel (SHAPE Programme Manager)
Connor Robinson (Democratic Services Officer)

In Attendance: Councillor Simon Hackett (Cabinet Member for Children and
Education)

11/23 **Apologies for Absence**

Apologies for absence were received from Councillors McVittie
and Preece.

12/23 **Declarations of Interest**

There were no declarations of interest.



SHAPE Survey and Youth Summit Feedback and Future Youth Involvement in Scrutiny

The SHAPE Programme Manager presented the results of the consultation and engagement activities that had taken place over the last six months with children and young people across Sandwell.

The SHAPE Survey was an annual consultation mechanism for children and young people aged 8 – 18 years old. It allowed Council members, senior leaders, officers and partner agencies to understand the experiences, issues and views of young people in Sandwell.

The questions covered all the SHAPE themes of staying safe, being healthy, enjoying and achieving, making a positive contribution and economic wellbeing.

The survey had highlighted that although children at a primary age enjoyed their life as a child, they faced some increasing challenges as they moved into their teenage years.

The key findings included:-

- The primary six identified issues facing young people were:
 - gangs and youth violence;
 - knife crime;
 - school/college work and exams;
 - drugs and substance abuse;
 - Post-16 Pathways;
 - and being bullied.
- youth violence and knife crime was an issue that young people had highlighted previously and while it had not been such a prominent issue during the pandemic, it was again highlighted as an area of growing concern for young people;
- young people felt the Council should focus on resolving issues such as littering and making Sandwell safer;
- young people wished for there to be more education and job prospects within Sandwell, as better prospects locally would allow them to remain in Borough;
- academic achievement and mental health and wellbeing continued to be impacted in a negative way;



- young people felt that schools should do more to support their mental health and wellbeing;
- there was a lack of education in schools on important life skills such as money management and taxes;
- bullying had been highlighted as an issue throughout the report, and affecting all ages and young people felt that harsher sanctions should be in place for the perpetrators;
- young people wanted to be able to voice their views and were keen to have someone to talk to about the issues they faced, however, they felt that adults did not listen;
- although there are many diversionary activities in Sandwell, young people were interested in increasing and improving youth provision in parks, increasing sporting activities such as football and basketball and ensuring youth activities were located close to them.

The Create Your Future Youth Summit had taken place in early February, aimed at those young people who had struggled in mainstream education. The SHAPE Team, in partnership with Youth Services and West Midlands Police, had worked with the secondary schools in Sandwell to identify the needs of schools and young people.

West Midlands Police had led on a discussion on the issues that young people were facing. Young people had indicated that access to drugs and drug misuse was an ongoing concern. In addition, young people had also highlighted their concerns around gang violence and poverty.

The Police had also delivered a Stop and Search workshop, which allowed the young people to debate on whether the Police were right to use the powers they did across a number of case studies.

Following comments and questions from members of the Board, the following responses were made, and issues highlighted:-

- 795 children and young people had completed the survey;
- the survey had been open from April to July as a means of allowing schools to distribute the survey and return a higher rate of responses;
- the results would be collated and analysed and finally translated into a report which would be produced by September;



- SHAPE worked to encourage more young people to engage across schools and wider community organisations;
- youth services worked closely with schools and the police on targeted intervention and ensured that those children and young people were heard and provided with the necessary support;
- more could be done to educate and support children and young people on life skills in terms of food prep, budgeting and money management. The Citizens Advice Bureau had been working with the Youth Forum on delivering advice to young people on life skills;
- a lot of work was being undertaken within Sandwell and nationally to address bullying, including verbal, physical and online bullying;
- support was given to support those young people who engaged to ensure they were comfortable when talking with SHAPE and partners;
- the Cabinet was committed to providing the youth service, and there was an ongoing strategic review of provision and how it worked with the wider Council and partners.

A Review of Youth Facilities in Sandwell that had been carried out by the Board in January 2020 and had made a recommendation that through the SHAPE Youth Forum, the Board should engage with young people on a continuous basis and this would now be implemented (following delays caused by the covid-19 pandemic).

The scope of what young people were engaged in and felt passionately about was broad and included, education, crime, health and employment. Whilst the Board would continue to lead on engagement with children and young people, the Chair undertook to discuss wider engagement with children and young people with all scrutiny chairs and vice-chairs.

Meeting ended at 7.17pm

Contact: democratic_services@sandwell.gov.uk



Report to Children's Services and Education Scrutiny Board

20 March 2023

Subject:	Update on the Performance of Sandwell Children's Trust
Director:	Director of Children and Education, Michael Jarrett
Contact Officer:	Michael Jarrett, Director of Children and Education Michael_Jarrett@sandwell.gov.uk Mandip S. Chahal, Senior Commissioning Manager for Statutory Services Mandip1_chahal@sandwell.gov.uk

1 Recommendations


- 1.1 Scrutiny Board considers and comments on Sandwell Children's Trust performance update.

2 Reasons for Recommendations

- 2.1 Sandwell Children's Trust is required to report to the Scrutiny Board twice each year as part of the obligations set out in the contract between the Council and the Trust.
- 2.2 The purpose of the item is to provide an update for consideration and discussion regarding Sandwell Children's Trust



3 How does this deliver objectives of the Corporate Plan?

	<p>Best start in life for children and young people</p> <p>Ensuring that children have the Best Start in Life is a key driver for Sandwell Children's Trust; ensuring that children are safeguarded, protected and, when unable to live with their parents, are effectively cared for.</p> <p>SCT works with families, foster carers, schools, statutory and voluntary providers to support the achievements of vulnerable children and those in the care of the council</p> <p>SCT works to ensure that children in the care of the Council receive the support and opportunities that any parent would give their child</p>
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4 Context and Key Issues

- 4.1 The contract with SCT is underpinned by comprehensive governance arrangements. The contract requires that the Director of Children and Education, together with council senior officers from finance and legal services, and the Chief Executive of the Trust meet on at least a monthly basis to consider performance and operational matters, this occurs at the Operational Board meeting. In addition, each quarter, the Lead Member for Children's Services and the Chief Executive meet with the Chair of the SCT Board and the Chief Executive of SCT and DCS, at a Strategic Partnership Board.
- 4.2 The contract with the Trust specifies that representatives of the Trust should attend Council meetings when reasonably requested, specifically referencing attendance twice a year at the Children's Services and Education Scrutiny Board and at the Budget and Corporate Scrutiny Management Board if requested.



- 4.3 The contract requires SCT to provide regular performance updates for consideration by the Operational Partnership Board, the Strategic Partnership Board and then by the Cabinet.
- 4.4 Since April 2018 the Trust has been the subject of seven monitoring visits from Ofsted as well as a focussed visit, three inspection visits of the fostering service, a full inspection under the Ofsted's framework and guidance for inspecting local authority services for children (ILACS) in May 2022, this inspection included children's services across the Council and partners and most recently an inspection of adoption services in December 2022.
- 4.5 The judgement following the inspection undertaken in May 2022 was one of 'requires improvement to be good'. When coupled with the judgements of 'good' received for both the fostering service (Aug 2021) and adoption service (Dec 2022) shows a trajectory of service improvement.

5 Alternative Options

- 5.1 At its meeting on 19 October 2016, Cabinet was advised of the Government's Statutory Direction (under Section 479A of the Education Act 1996) to set up a new arrangement in the form of a children's trust to deliver children's social care services. As a result, Sandwell Children's Trust started operating on 1st April 2018. The Service Delivery Agreement includes a contractual requirement to attend Children and Education scrutiny twice per year. Any alternative to the current arrangement must be agreed by both the Council and the Trust and go through a formal contact variation process.

6 Implications

Resources:	Sandwell Children's Trust will receive £74.475m in 2023/24 to deliver the Council's statutory responsibilities for children's social care, and also to provide targeted early help services.
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	The Contract Sum amount that SCT receives is agreed annually in line with mechanisms set out in the Service Delivery Contract.
Legal and Governance:	The Service Delivery Contract between the Council and SCT is performance managed via a monthly Operational Partnership Board, a quarterly Strategic Partnership Board, and SCT is required to attend up to two Children's Scrutiny Board meetings and a Budget Scrutiny meeting each year. There is a partnership Improvement Board independently chaired by a DfE appointed consultant. Additionally, the Trust is required to submit its Annual Review to the Council.
Risk:	The Council's strategic risk register identifies no red risks relevant to this report. Following the inspection in May 2022 and the improved Ofsted judgement the previous red risk was moved to amber. This risk is regularly monitored and reported to the Council's Audit and Risk Assurance Committee.
Equality:	An Equality Impact Assessment screening is not required for this report. However, the improvement in children's services will have a positive effect on the lives of vulnerable children, young people and families in Sandwell, including those with protected characteristics
Health and Wellbeing:	SCT continues to support children and families in Sandwell and as the quality of service that they deliver improves so does the impact they have on improving the health and wellbeing of children and families.
Social Value	SCT supports children to achieve, feel safe, be supported and access opportunities. SCT supports care leavers to access education, employment and training. Having strong governance and oversight supports SCT to achieve service



	improvement and better support children and families in Sandwell.
Climate change	There is no direct climate change impact associated with this report.

7. Appendices

None

8. Background Papers

[Sandwell Children's Trust Adoption Inspection December 2022](#)

[Sandwell Children's Services ILACS Inspection May 2022](#)



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Adoption Inspection (5-9 December 2022)

<https://reports.ofsted.gov.uk/provider/7/1264707>

Scrutiny 20 March 2023



Voluntary Adoption Agency Inspection Outcome

Judgement	Grade
<i>Overall experiences and progress of service users taken into account</i>	Good
<i>How well children, young people and adults are helped and protected</i>	Good
<i>The effectiveness of leaders and managers</i>	Requires Improvement to be Good
<i>Overall Judgement</i>	Good



Inspection Highlights

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The Trust progresses early permanence for children when adoption is identified as a part of a child's care plan. The Trust works closely with the Regional Adoption Agency... to progress early...As a result, the number of children placed in fostering to adopt placements has increased.

- Children build positive relationships with adopters.
- Children are introduced to adopters in a planned and sensitive way
- Children's SWs work collaboratively with the Regional Adoption Agency to ensure that children and adopters, once matched and placed, are supported well. As a result, there have been no disruptions for children who have been placed by the Trust.
- The Trust has developed a governance structure that enables leaders to maintain some good oversight of the delivery of the adoption service provided by the Regional Adoption Agency
- The culture of the Trust is characterised by high expectations and aspirations for all children. This is demonstrated in their desire to achieve permanence for children and stability in placements





Inspection Outcome- Recommendations

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Ensuring we encourage and gather feedback and consider the wishes, feelings, and views of children to help them improve the service

- Ensuring that life story books are personalised to each and every child consistently
- Ensuring that the later-life letter is individual and personalised to each child and that the prospective adopters receive the letter within 10 working days of the adoption ceremony
- Ensuring children are introduced to prospective adopters in a timely way that is child focused and without delay
- Ensuring that training and assessment of prospective adopters are non-judgemental
- Ensuring that we seek feedback from adopters about the experience of the adoption process from beginning to end and that we implement any learning from this



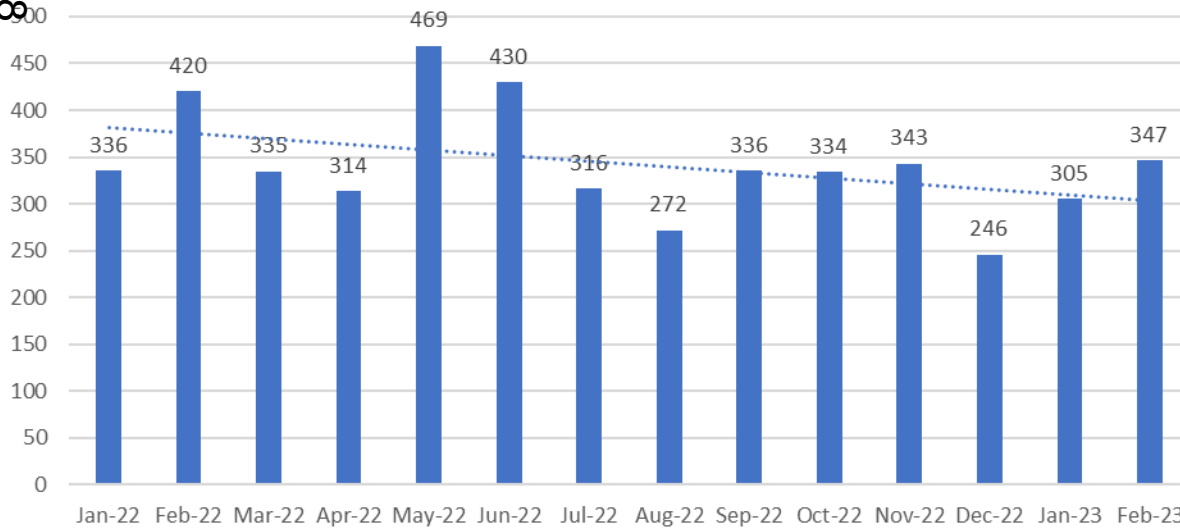


Key Performance – February 2023 (indicators comparative to Statistical Neighbours, England and West Midlands)



Referrals

Number of Referrals



Referral Rates per 10,000

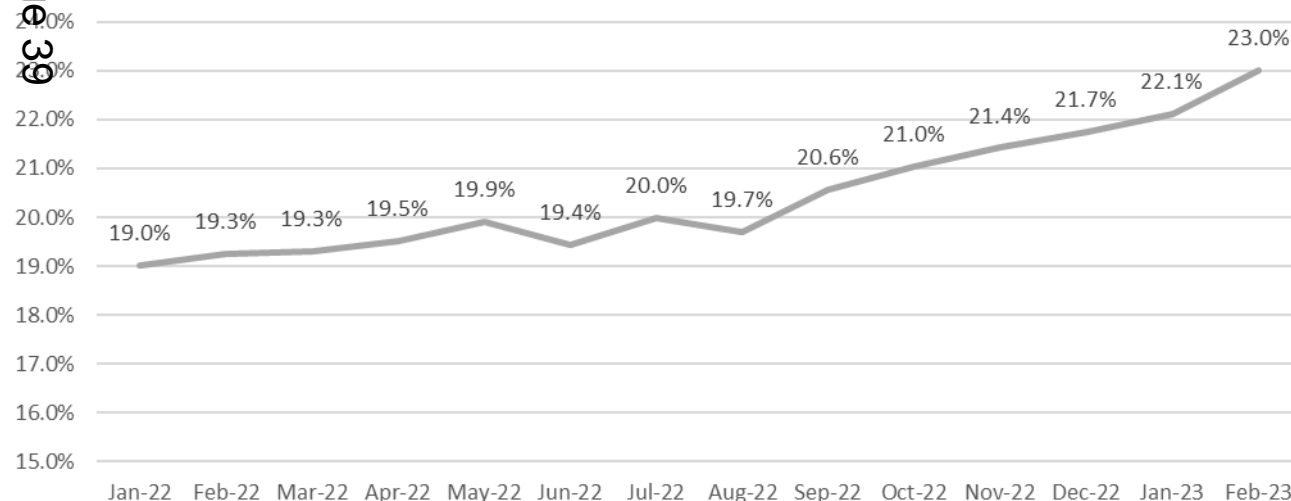


- Last 12 months- referrals decreased to 474 per 10,000
- Rate for the prior 12 month was at 580 per 10,000
- SCT now lower than Statistical Neighbour (SN) average, England and West Midlands (WM) average

Re-Referrals

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Re-referral % in last 12 months



Re-Referral Rates



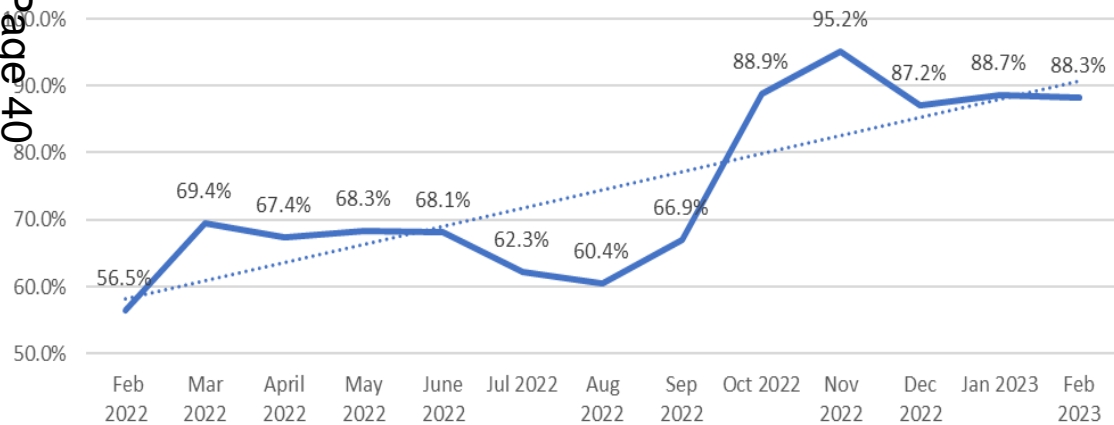
- Rates have increased from 20% to 23% over last 6 months- 2.6% higher than SN comparators and 1.5% above England Average
- Reduction in referral rate (over 400 in last 12 months) is a contributory factor
- Focus is on ensuring assessment quality and making best use of support services available, eg step down to targeted services.



Assessments

Page 40

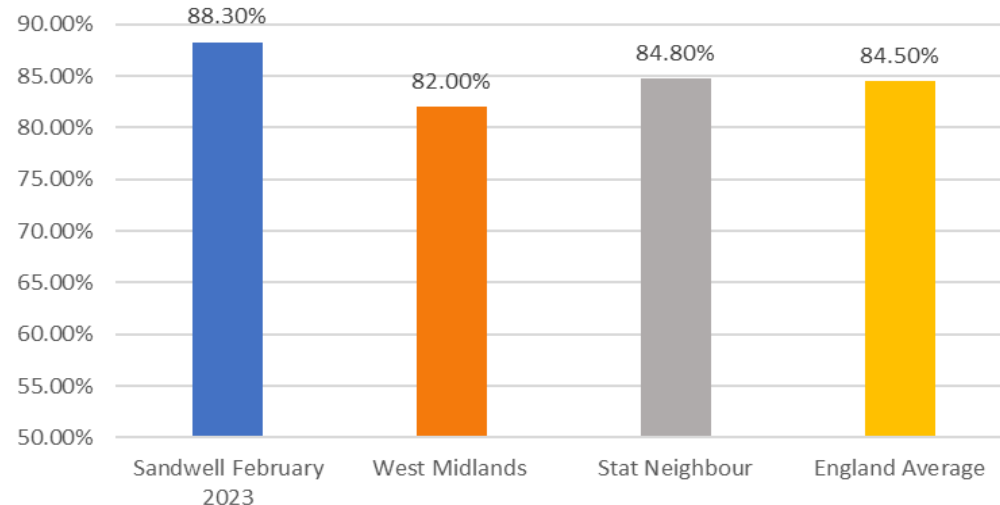
The Percentage of Single Assessments completed within 45 working days



Single Assessments Rate per 10,000



Single Assessments within 45 working days



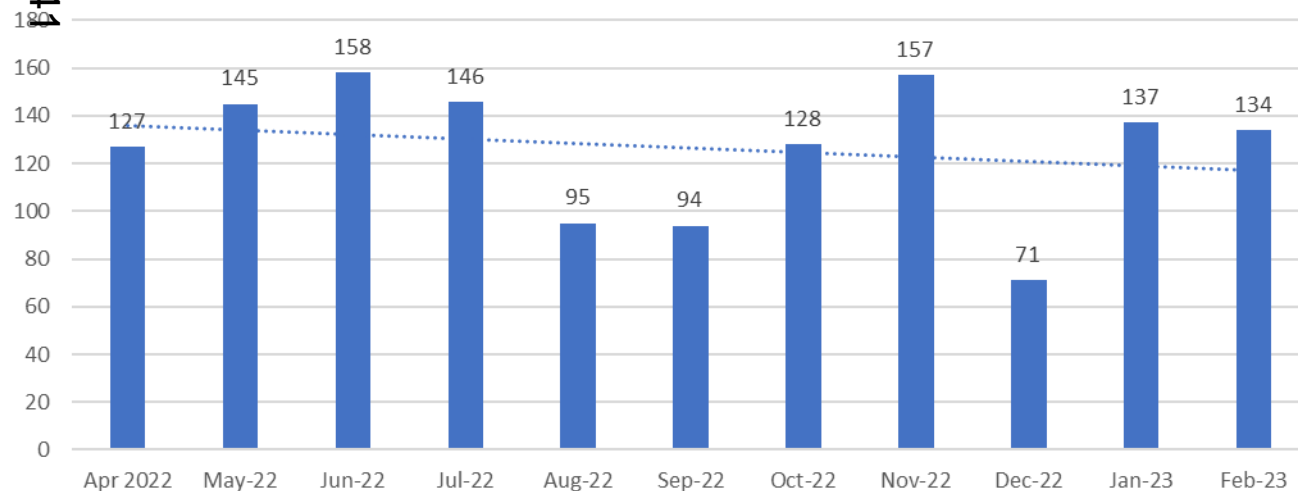
- Last 12 months ranged from 56.5 to 95.2%
- February 2023 – 88.3% and above 85% since October 2022
- Current performance above SN, WM and England Average
- Rate of assessments per 10,000 over last 12 months has reduced from 718 per 10,000 (March 2021) to 530 per 10,000



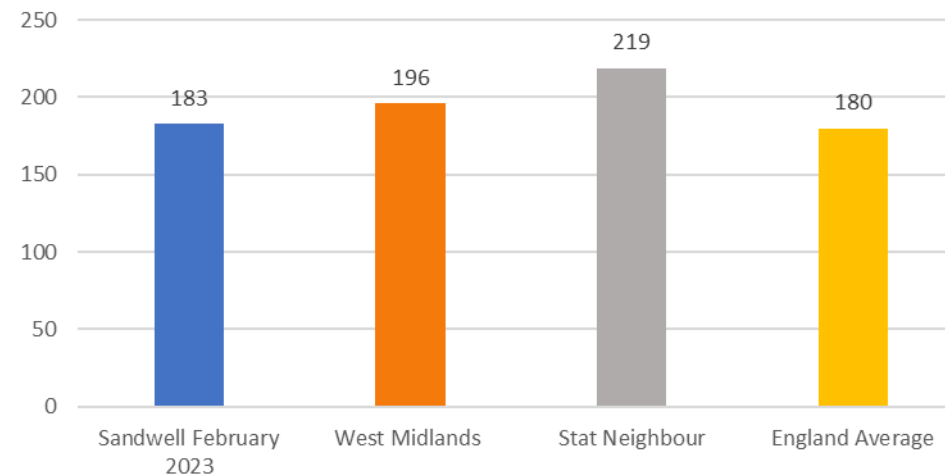
S47 Enquiries

Page 44

Number of S47s

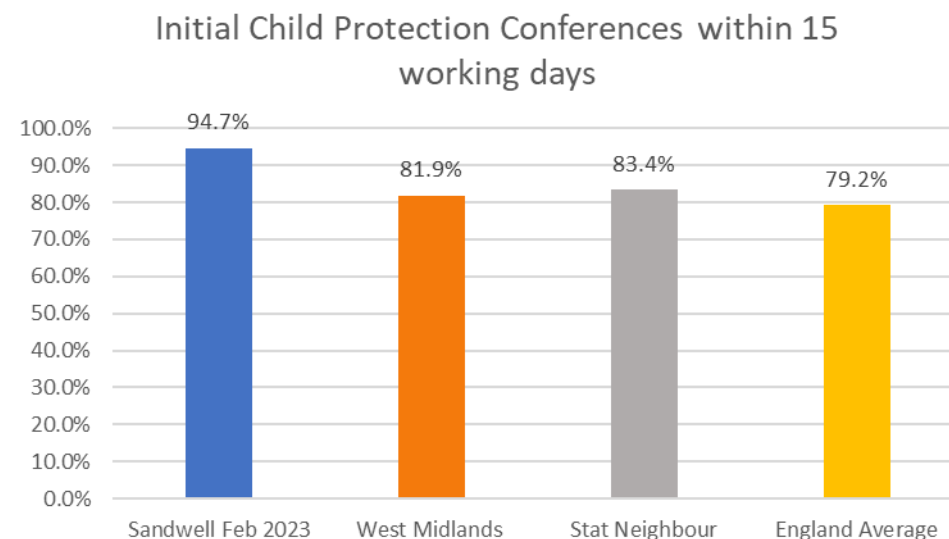
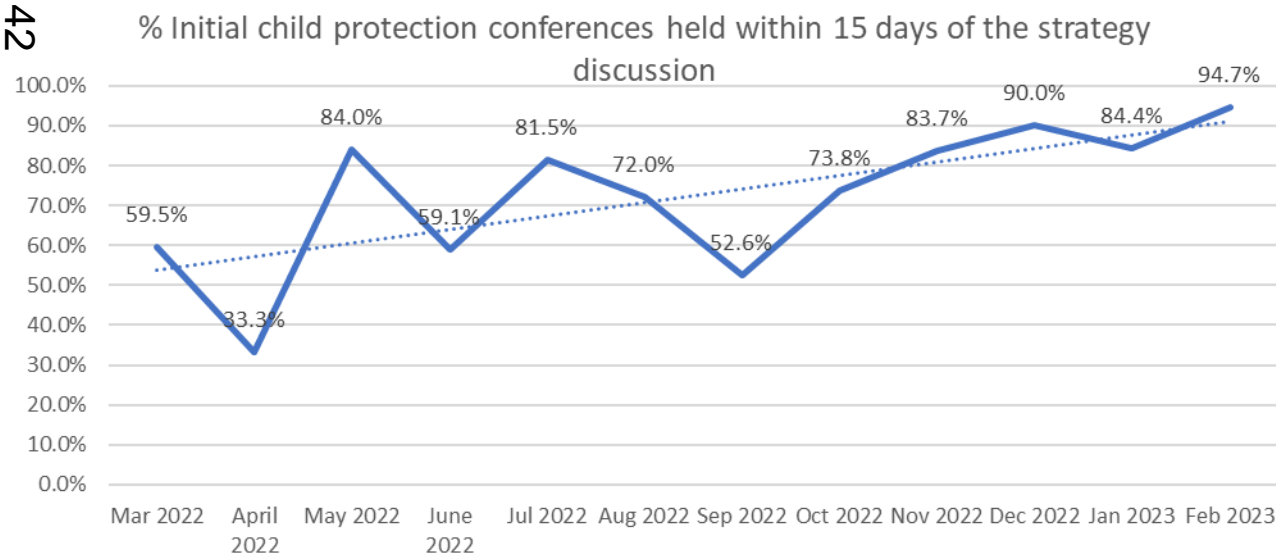


S47 Rate per 10,000



- Continuing improvement – indicative of better understanding and management of risk
- Trajectory is a rate of 183 per 10,000 (based on last 12 months)
- Significantly lower than 2018-19 rate of 312 per 10,000
- Current rate is below SN average and in line with regional comparators

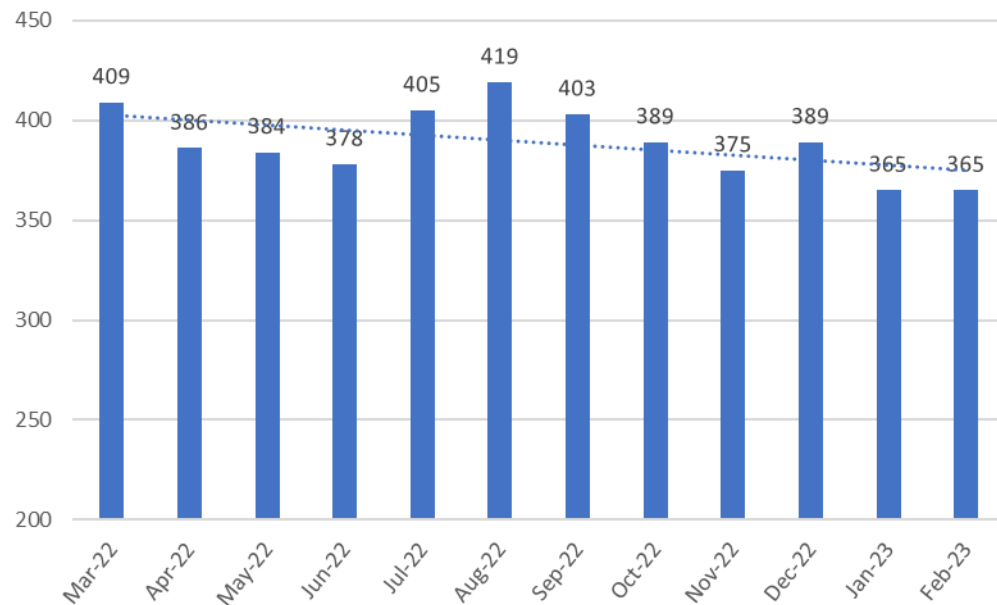
Initial Child Protection Conferences (ICPCs)



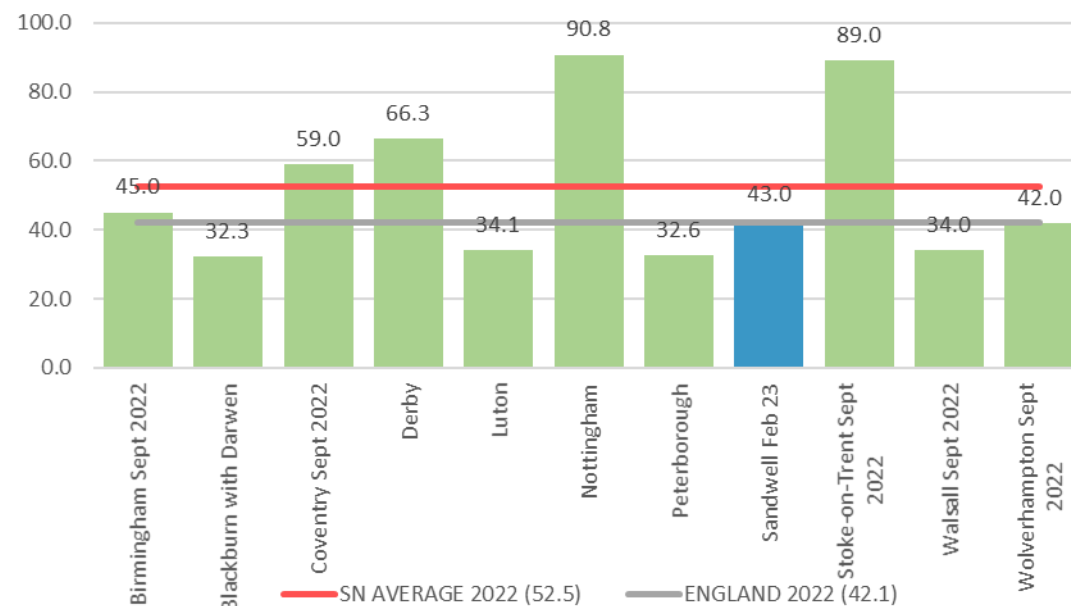
- February 2023, 94.7% of ICPCs completed within 15 working days- above all comparators this has been above all since November 2022
- ICPC rate- now below SN comparators –96.9 per 10,000 (March 2021) to 50 per 10,000 (SN average 73.8)
- 82% ICPCs resulted in a CP Plan, thresholds more consistent

Child Protection Plans (CPPs)

Number of Children with a Child Protection Plan



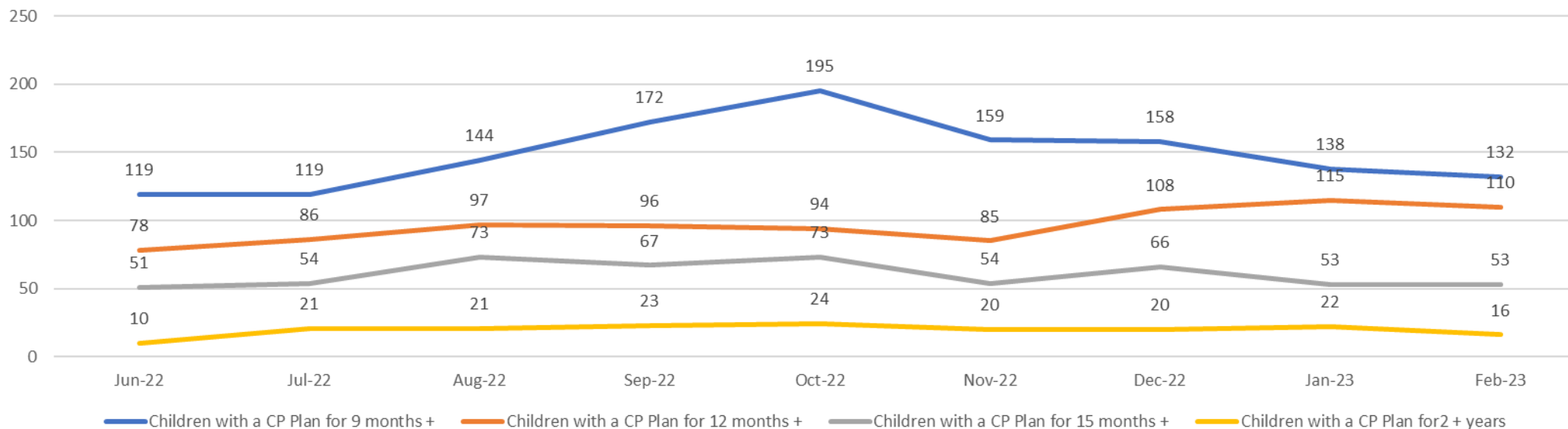
Rate of Child Protection Plans per 10,000 comparison to Statistical Neighbours (Latest SN data March 2022)



- Last 12 months- reduction in children on CPPs - 409 to 365 (rates 49.3 to 42.7 per 10,000).
- Below SN average- more in line with West Midlands and England Averages.

Child Protection

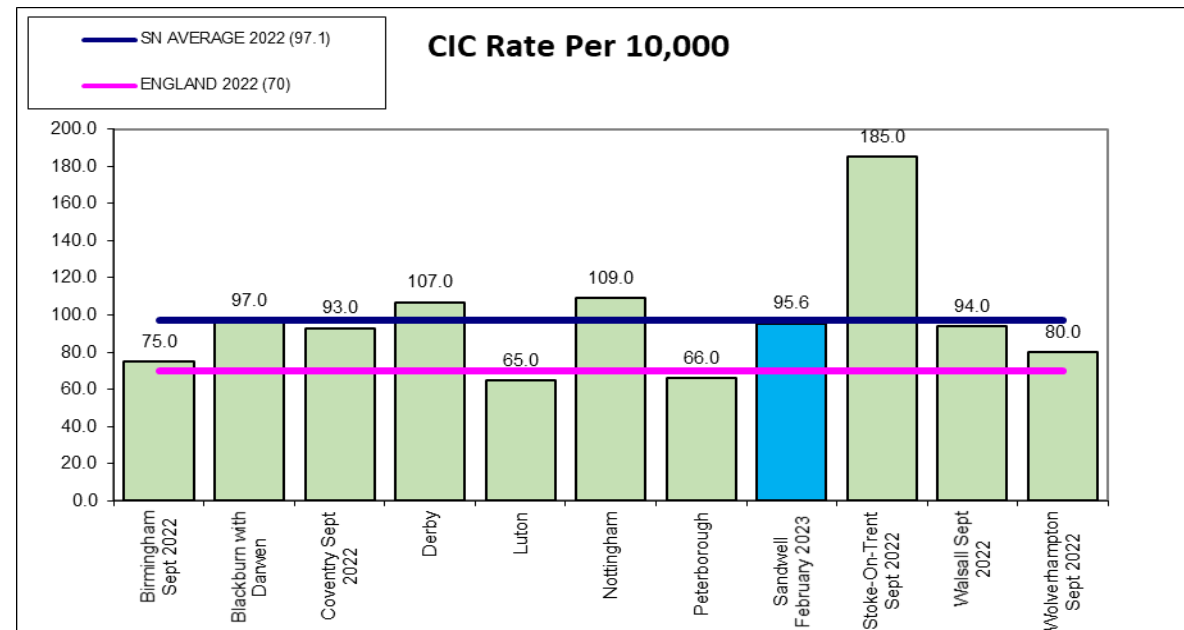
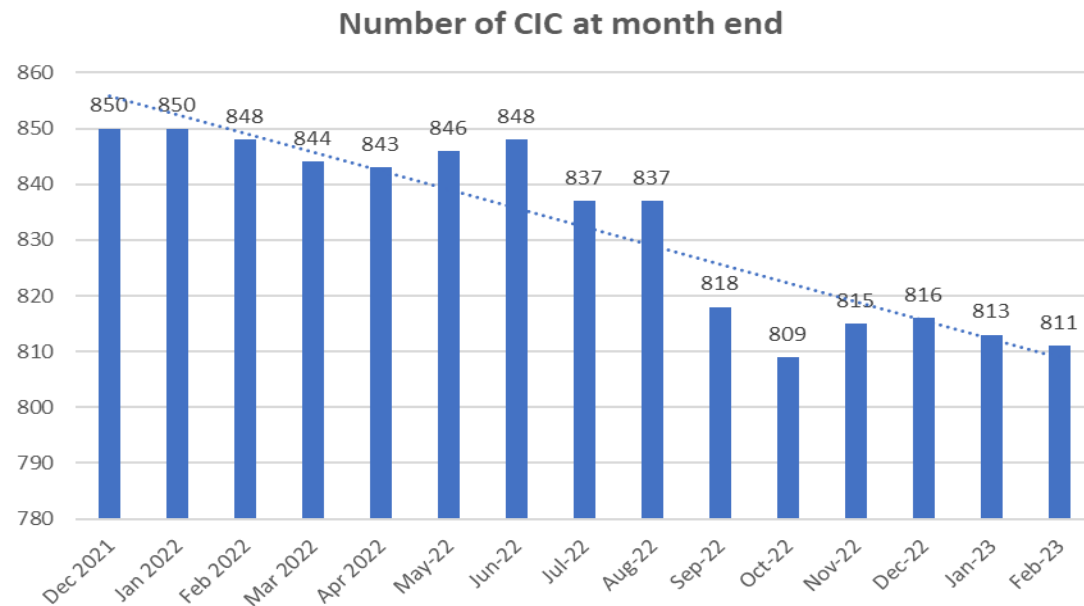
Children subject of a CP Plan for 9 months +, 12 Months +, 15 months + and 2 + years



- 16 children on a CPP longer than two years (equates to 4.4% of cohort)
- 1.4% above our SN average
- 9.9% of children have had a 2nd plan within two years of closing- 36 Children (11% regional average)

Children in Care

Page 45



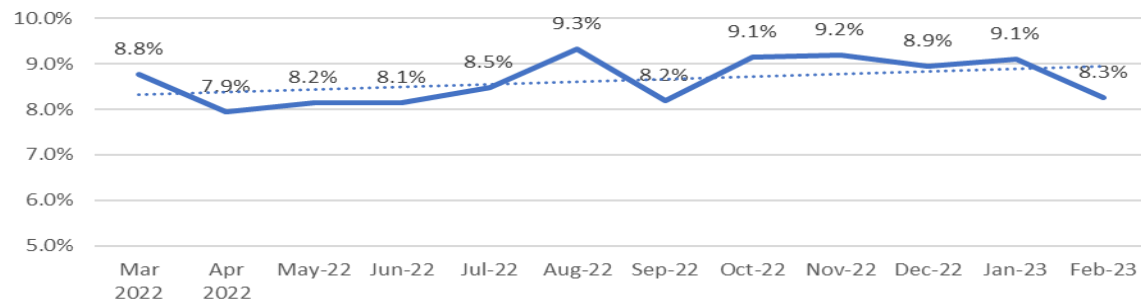
- 28 February 2023- 811 (95.6 per 10,000)- reduction from 848 previous year (102.2)
- Currently- SN average 97.1 per 10,000 lower than our comparators
- Over the last 12 months 167 children have entered care with 211 children ceasing care
- As a rate of entrants per 10,000 this equates to 19.7, compared with 31.6 (SN) and 27 (regional average)
- Exits from care is 24.9 per 10,000, slightly lower than SN (31) and in line with WM average (25)



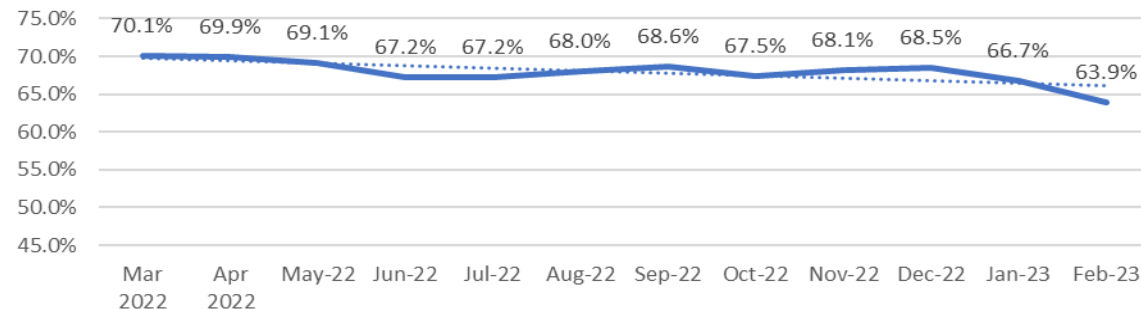
Placement Stability

Page 46

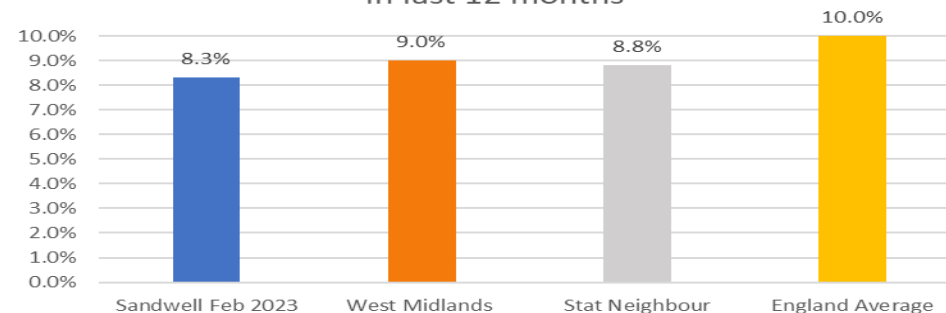
% Children in Care with 3+ Moves



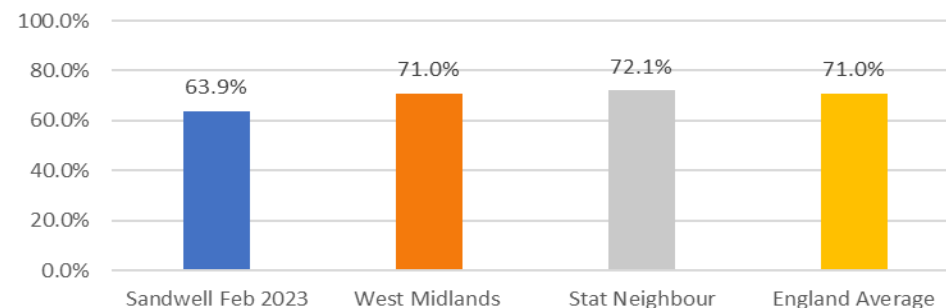
% Children in Care in Same Placement for 2 + Years



Children in Care with 3 or more placement moves in last 12 months



Children in Care in same placement for 2+ years



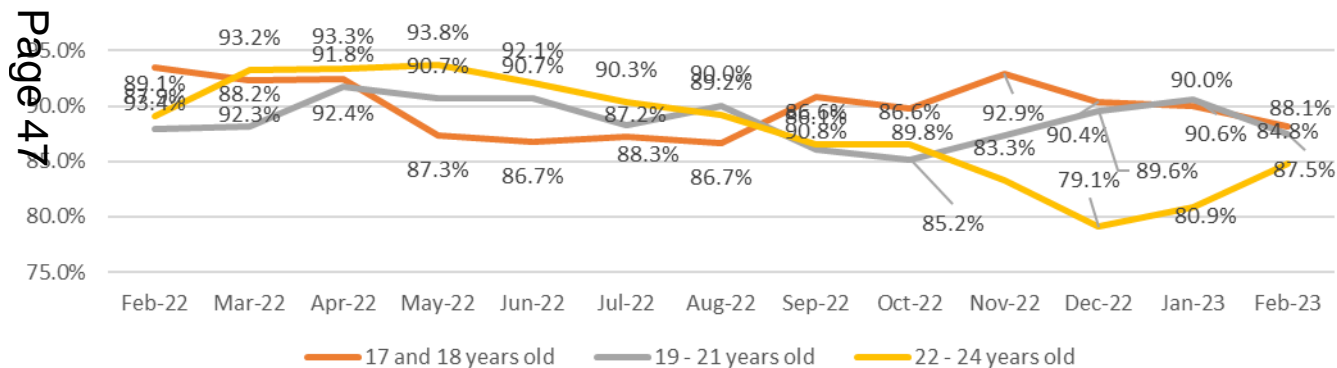
- 67 children had 3+ moves in last 12 months (8.3%) - in line with SN (8.8%), WM (9%), better than England average (10%)
- 64% children in care for 2.5 years remaining in the same placement for 2 years- below SN Average of 72.1%



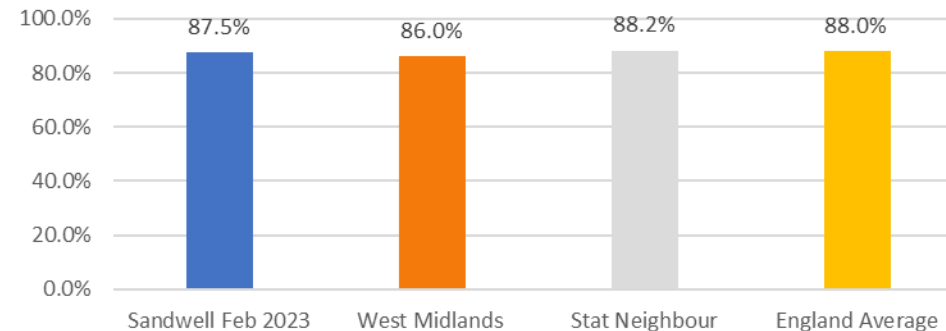


Care Leavers

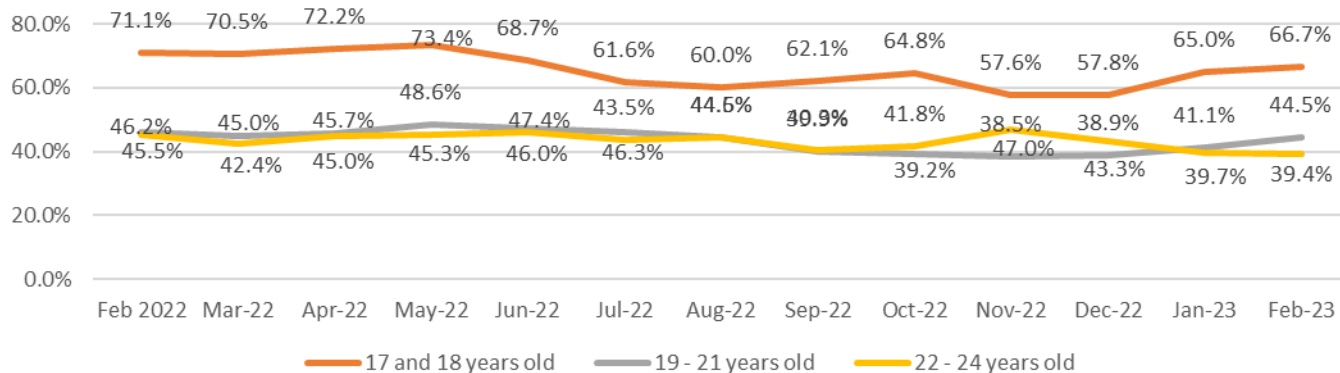
% Care leavers in Suitable Accommodation - by age



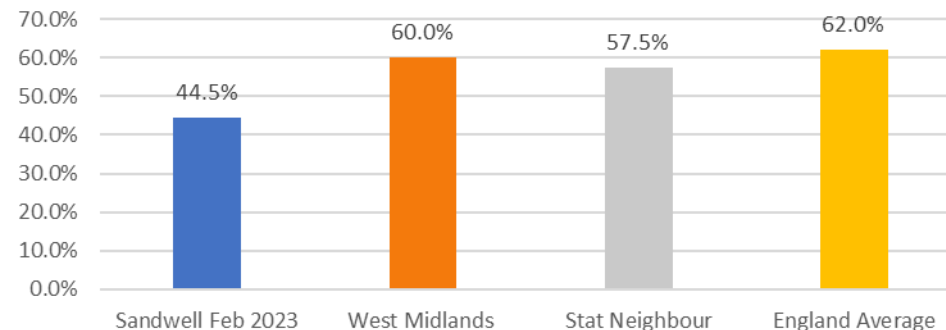
Care Leavers aged 19-21 in Suitable Accommodation



% Care leavers Engaged in Employment, Education or Training - by age



Care Leavers aged 19-21 Engaged in Employment, Education or Training



- **19-21yrs- 44.5% EET (55.5% NEET) - 13% below SN comparators and 15.5% below WM**
- **17-18yrs- 67% EET**
- **Accommodation- in line with our comparators**





Our Social Care Workforce





Social Workers – Key Challenges

- National and regional shortage of social workers- recognised in the Independent Review of Children's Social Care and the implementation strategy
- Investment recommended in the social care workforce to address high vacancy and turnover rates
- Recruitment and availability of experienced social workers, especially child protection and court work
- Use of high cost agency project teams
- Short term agency
- West Midlands Memorandum of Understanding- difficult to adhere to given acute pressures





Social Worker- Our Approach

Page 50

People- first priority through our **Workforce Strategy** and **Task Group**

- Grow our own- invest in newly qualified workers, apprenticeship and student
 - Strong marketing campaign
 - 'Sandwell Deal'
 - Leadership hub
 - Flexible working
 - International SWs
-
- Make best use of other skilled staff (non-SW)
 - Locality model
 - Capitalising on Trust culture and values
 - Emphasis on early help and prevention and joint approach to solutions alongside Council



Report to Children's Services and Education Scrutiny Board

20 March 2023

Subject:	The 16+ provision at the Westminster School
Director:	Director of Children and Education Michael Jarrett
Contact Officer:	Democratic Services Officer, Connor Robinson Connor1_robinson@sandwell.gov.uk

1 Recommendations

- 1.1 That the Board considers and comments upon the work being undertaken at Westminster School in terms of their 16+ provision and outcomes for children and young people.

2 Reasons for Recommendations


The Children's Services and Education Scrutiny Board conducted a visit to the Westminster School on 3 February 2023 to gain an understanding and learn about the work being undertaken to support, educate and prepare children and young people for life post education and in employment.

The Board was able to gain a valuable insight into the work that is undertaken at Westminster School and understand their challenges but also their successes.

The Board requested that Westminster School come and present the Board with an overview of Westminster School and detail what provision is in place and what outcomes young people were achieving.



3 How does this deliver objectives of the Corporate Plan?

	<p>Best start in life for children and young people</p> <p>Sandwell Council was committed to preparing young people for adult life and providing them with the necessary skills, with a particular focus on vulnerable children.</p> <p>Sandwell Council works with partners to make sure that vulnerable children in the community receive the right support to enable them to thrive and have successful adult lives.</p> <p>Sandwell Council ensures that children and young people with SEND can access high quality local services when they need them, by working with partners to ensure there is a comprehensive local offer available to children and families.</p>
---	--

4 Context and Key Issues

- 4.1 Members of the Children's Services and Education Scrutiny Board conducted a visit to the Westminster School on 3 February 2023, as part of the visit members were able to engage with young people and talk extensively with leadership staff on the work undertaken at Westminster School and what outcomes young people attending the school have achieved.
- 4.2 Members were able to tour the school site and get an understanding of the environment young people were taught and gain life skills.
- 4.3 Members were presented with a wide range of information in terms of both pressures, challenges and successes at both a regional and national level.
- 4.4 Through engaging with the senior leadership staff, members were able to identify a number of priority areas they wished Westminster School to feedback to the Scrutiny Board:
- Detail the outcomes of the young people in terms of their education and progression into an apprenticeship and work;
 - Detail how the service and offer is promoted locally and across education settings;
 - Detail what provision is being challenged due to place pressures?



5 Implications

Resources:	There are no direct financial, staffing, land/building implications from this report.
Legal and Governance:	There are no legal implications including regulations/law under which proposals are required/permitted and constitutional provisions from this report
Risk:	There are no risk implications, including any mitigating measures planned/taken, health and safety, insurance implications from this report
Equality:	There are no implications for equality (all aspects and characteristics) including how meeting Equality Duty, equality impact assessments from this report
Health and Wellbeing:	There are no implications of the proposals on health and wellbeing of our communities from this report
Social Value:	There are no implications for social value and how the proposals are meeting this (for e.g. employment of local traders, young people) from this report
Climate Change:	There are no implications for climate change outcomes and any potential impact on the environment (e.g. impact on emissions, resource use, or the natural environment) from this report
Corporate Parenting:	There are no implications for Corporate Parenting responsibilities from this report

6 Appendices

Westminster School Presentation



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**The Westminster
School**

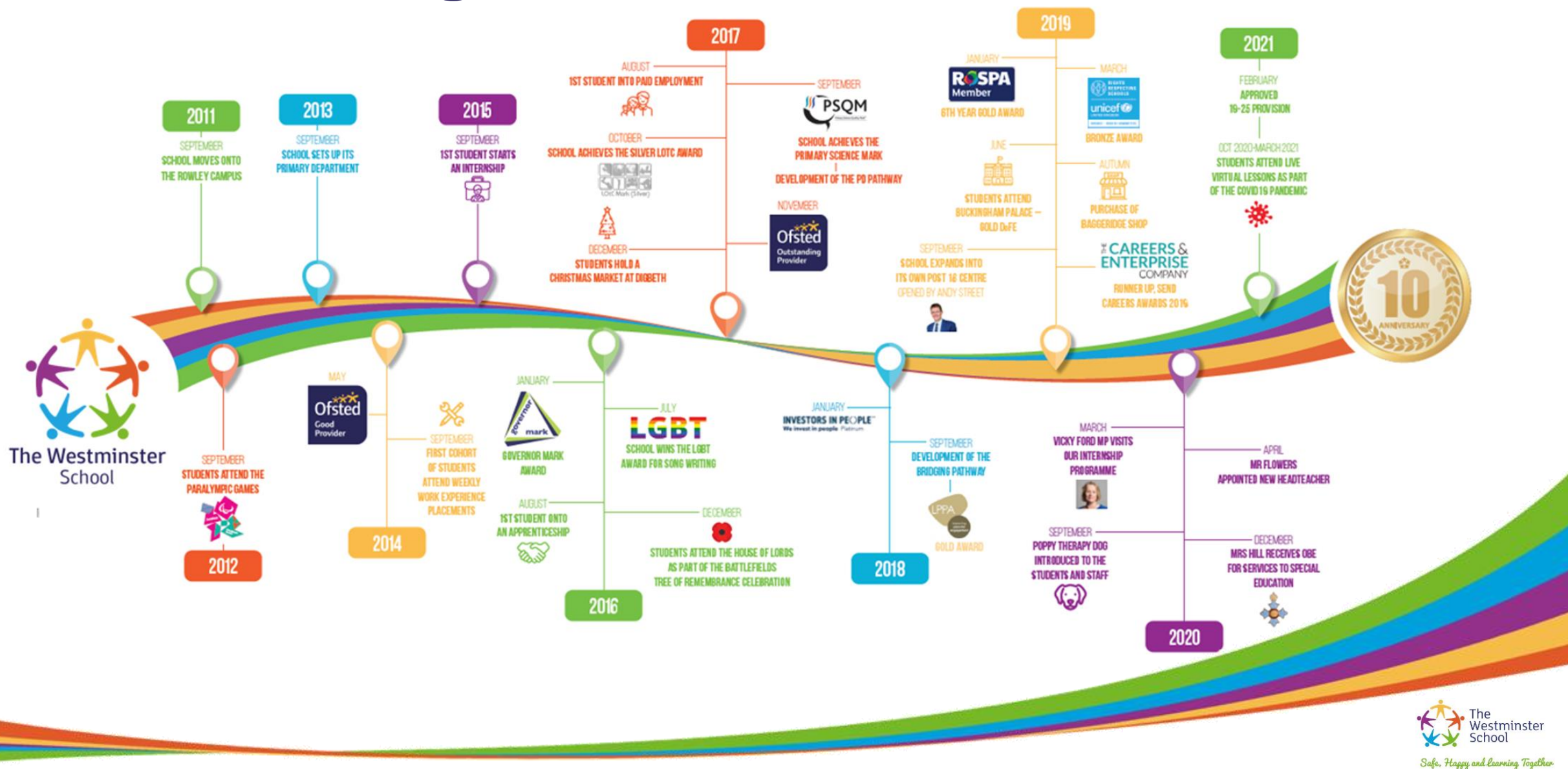
Safe, Happy and Learning Together

Sandwell Scrutiny Board

February 2023

School Background

Page 56



Holistic Curriculum with the Child at the Centre

Page 57

- The student is at the centre of the curriculum not the other way around.

The 6 Curriculum Areas



My Creativity

Music, Dance, Drama, Art

My Community

Community Around Me, The Natural World, SHaLT (Forest School, John Muir, Duke of Edinburgh, Play and Leisure)

My Care and Independence

Making a Positive Contribution, Care, Skills for Life (Food Tech, RSE, Town and Travel Training, Childcare, Careers, Internships, Work Exp)

My Thinking Skills
Functional Maths and ICT

Maths, Problem Solving, Technology (Design and Technology, Science, STEM, ICT)

My Communication
Functional Communication

Receiving and Responding, Writing, Reading (Play, Intensive Interaction)

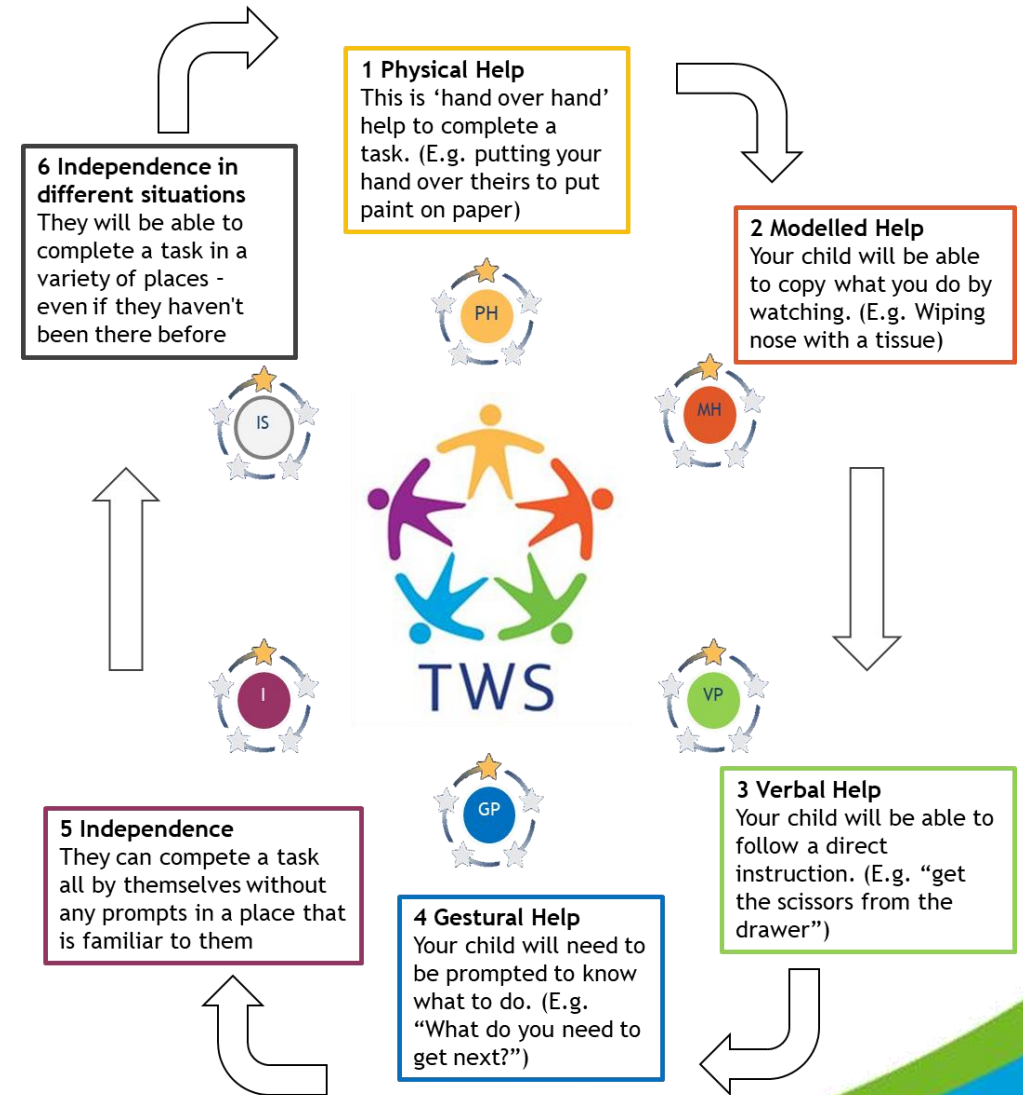
My Wellbeing

Move, Emotional Wellbeing, RSE (PE, Sensory provision, Therapeutic provision, Mental Health First Aid, Health and First Aid)

Independence not Dependence!

Page 59

- We measure progress of students against an independence hierarchy.
- Our aim is to get them as independent as we can be in all Areas of Learning.
- Students do not have allocated Learning Support glued to them.



Safe, Happy and Learning Together

Thank you

Page 60



- Thank you for your support in allowing the school to continue to expand and meet the growing need of the wider community.
- Albright are happy with their new premises and we are too.

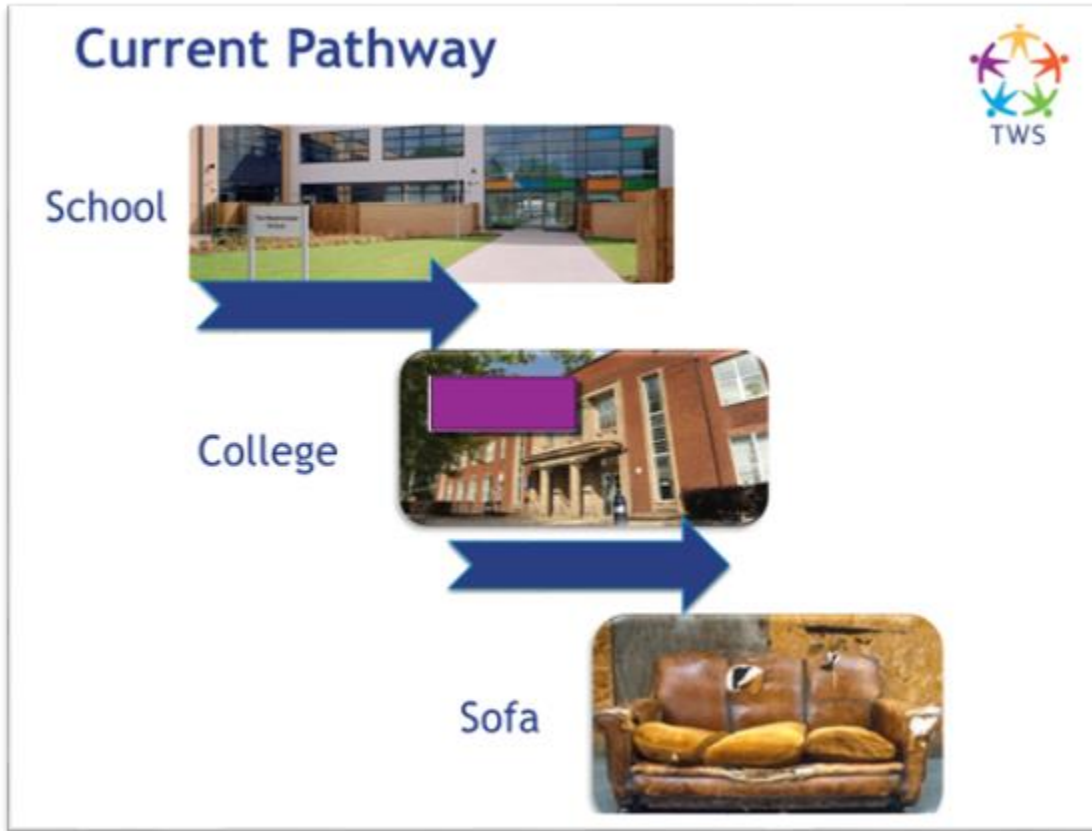
Ethos and vision

“Safe Happy and Working Together”

- **Safe** – ensuring pupils have the tools to keep themselves safe in a range of different contexts.
- **Happy** – providing opportunities to promote positive physical and mental health.
- **Working** – harnessing business partnerships and unlocking individual potential to make paid employment a realistic and achievable option.
- **Together** – engineering opportunities to promote community inclusion and provide the tools to develop and maintain effective relationships.

P16 Growth

Page 62



- The decision approved by Cabinet in 2017/18 was for TWS to move into the Whiteheath area of the school to support a growth strategy.
- The growth is for P16 MLD cohorts of young people with a genuine desire and realistic trajectory into employment.

Ash

Page 63
Ashley was at The Westminster School since year 7.

- He has a passion for cooking.
- He completed an array of industry qualifications.
- He was completing a Supported Internship on the catering contract at Russell's Hall.
- His progress was thwarted due to the COVID-19 pandemic.
- By harnessing business partnerships we have been able to revisit Ash's Internship and hoping to springboard onto an Apprenticeship with Chartwells.



How many?

Page 64



How many?

Page 65

Employment – adults with a learning disability

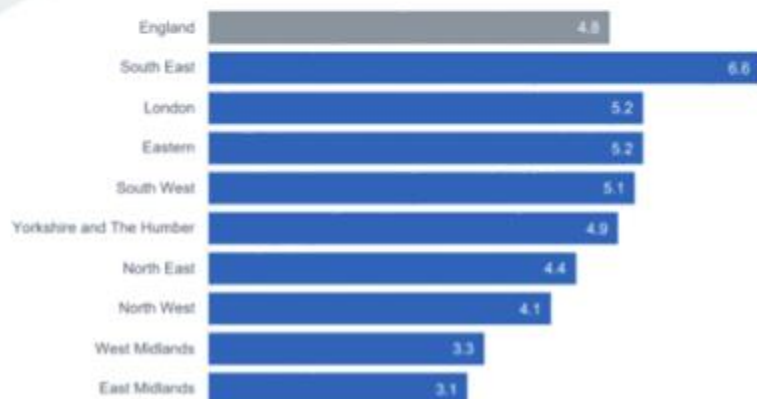
Measure 1E



The proportion of adults with a learning disability in paid employment:

4.8%

Proportion of adults with learning disabilities in paid employment score is highest in the South East region, and the lowest in the East Midlands region.



The proportion of males with a learning disability in paid employment is higher than the proportion of females.



Males:
5.3%

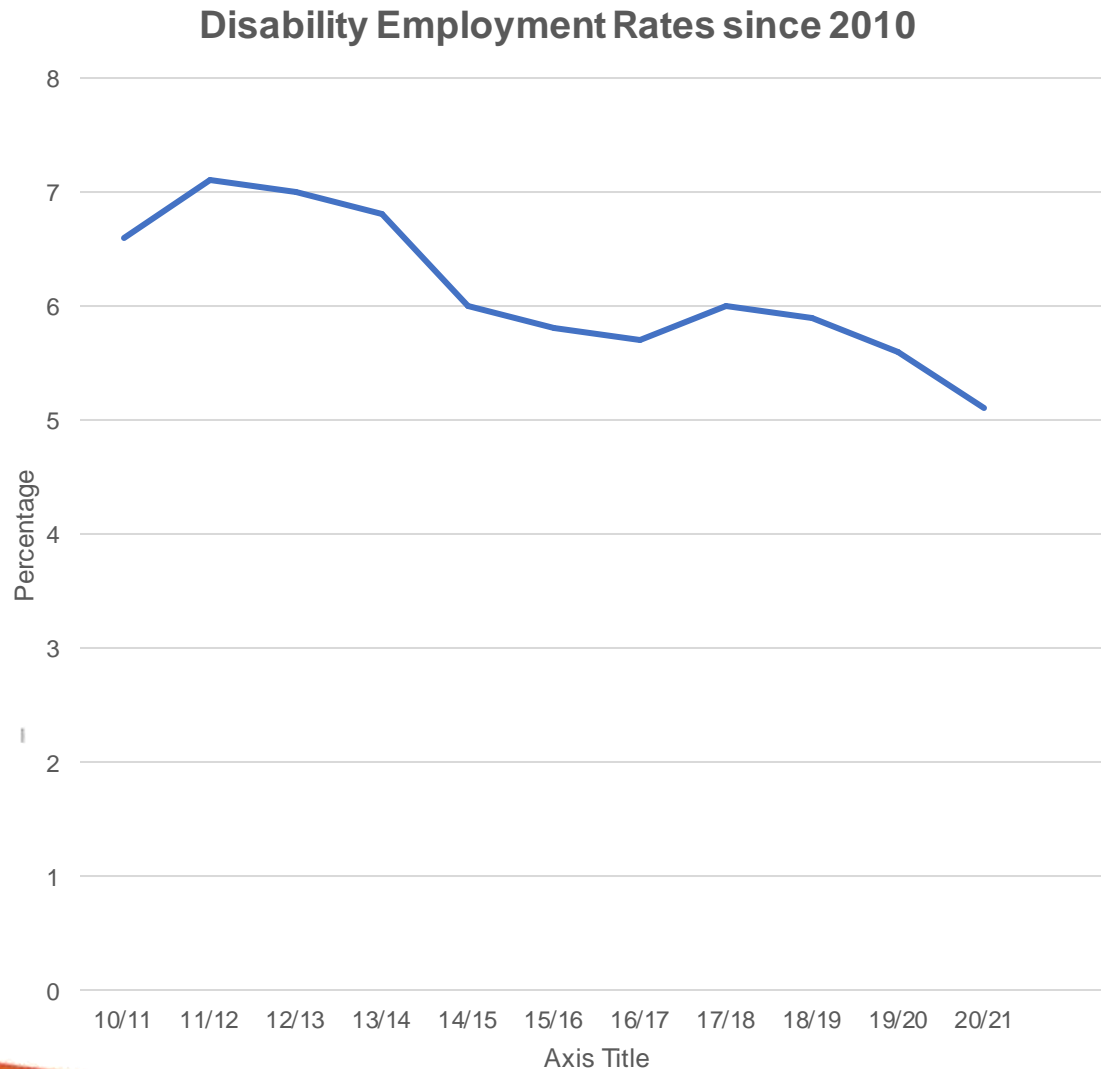


Females:
4.1%

3.3%!!

LDD Employability Rates

Page 66



- Since 2010 they have been steadily falling.
- The amount of HNB funding into the system in 2022-23 £8,981m!
- As a return on investment that isn't very good.

Employability Pathway

Page 67

1. Taster sessions in work

I try it to see if I like it and to see what's on offer.

2. Work Exp

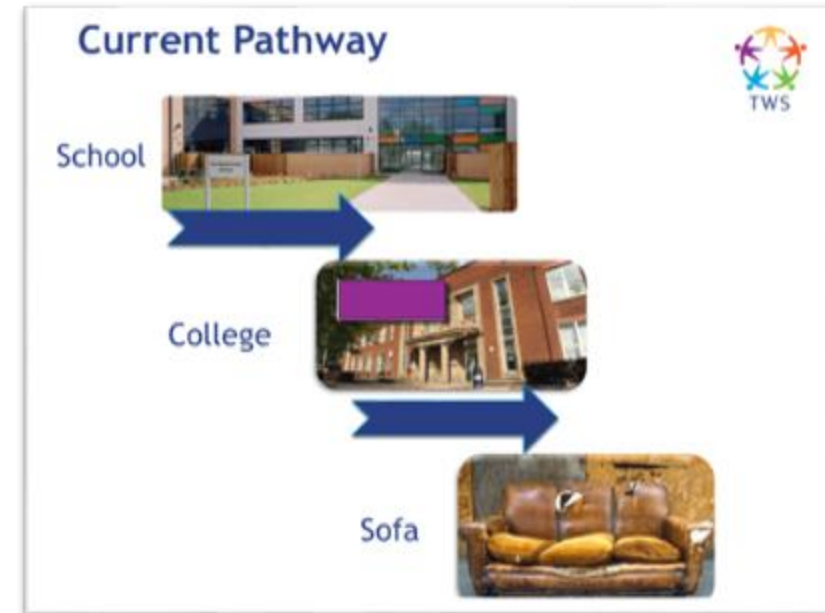
I find out whether I really like it over a period of time – 1 day per week!

3. Internships

I will be supported to develop the skills over a period of time to do the job.

Next steps:

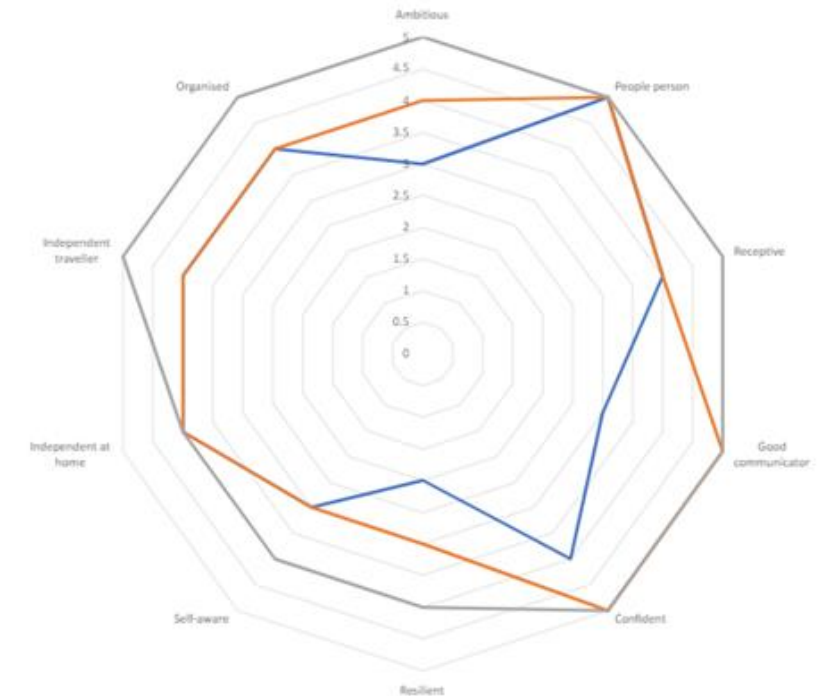
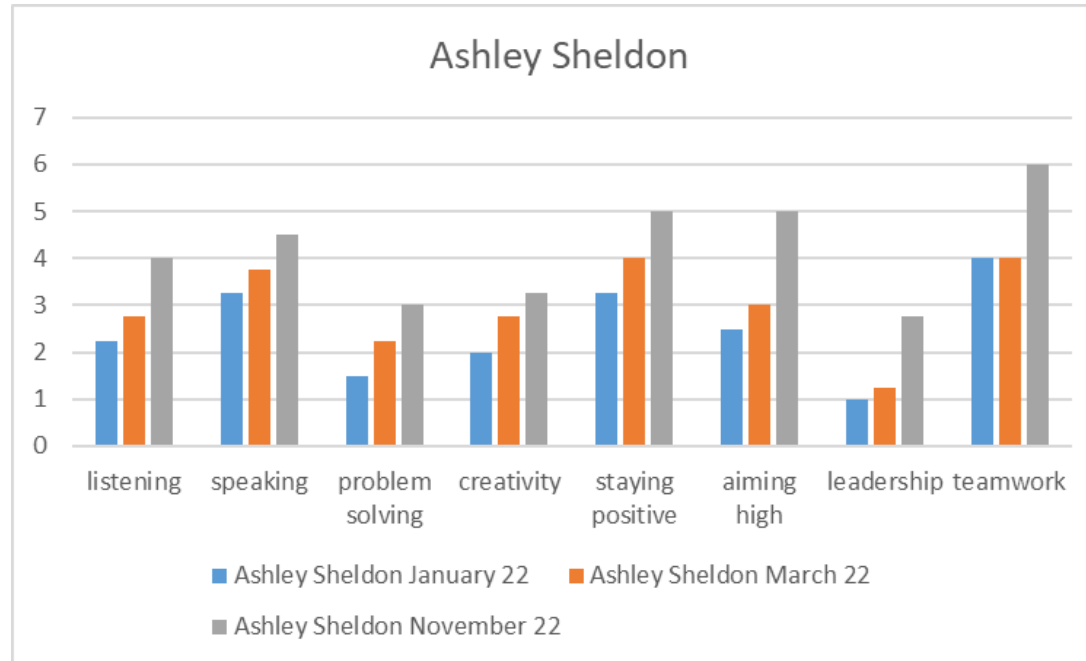
- Direct Employment
- Apprenticeships
- Traineeships



Work Readiness Rubric

Work Readiness Capability:	1	2	3	4	5
Ambitious	<ul style="list-style-type: none"> I am unsure that I want to have a full-time paid job in the future. I am unsure that I want to take part in activities that get me ready for work. 	<ul style="list-style-type: none"> I want to take part in activities that get me ready for work. I am unsure that full-time paid work is a real option. 	<ul style="list-style-type: none"> I see full-time paid work as a real option. I want to work. I am starting to think about my future career goals. 	<ul style="list-style-type: none"> I know what I need to do to find a full-time paid job. I have a plan for how to get there. 	<ul style="list-style-type: none"> I have taken part in work experience placements. I feel confident and able to get a full-time paid job in the near future.
Notes:					
People person	<ul style="list-style-type: none"> I find it very difficult to meet new people. I find it very difficult to make conversation. 	<ul style="list-style-type: none"> I am getting better at meeting new people. I am learning how to make conversation. 	<ul style="list-style-type: none"> I enjoy meeting new people. I can make conversation when I am encouraged and given help. 	<ul style="list-style-type: none"> I can make conversation with new people without encouragement or help. I still find it difficult to keep the conversation going. 	<ul style="list-style-type: none"> I can keep the conversation going without help.
Notes:					
Receptive	<ul style="list-style-type: none"> I find it very difficult to try new things. 	<ul style="list-style-type: none"> There are a few times recently when I have tried something new. 	<ul style="list-style-type: none"> With encouragement and rewards, I always try something new. 	<ul style="list-style-type: none"> I am always open to taking part in new activities and opportunities. 	<ul style="list-style-type: none"> I ask questions and look for new activities and opportunities.
Notes:					

Work Readiness and SkillsBuilder



Year on Year Successes

Page 70
Each year we have between 15%-35% of our leavers go onto:

- Apprenticeships
- Internships
- Paid Employment
- Employment Pathways

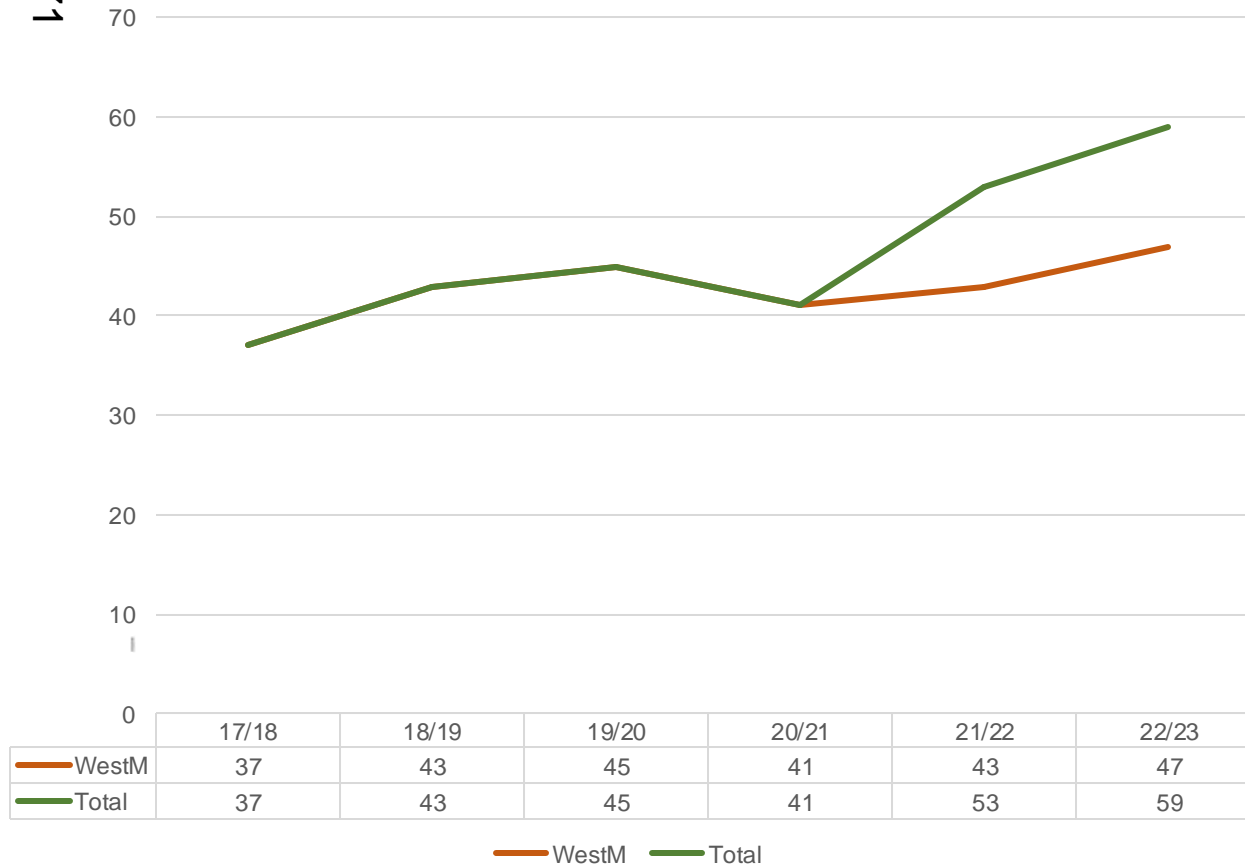


Example: Craig!

P16+ Growth

Page 71

Overall Growth



- The decision approved by Cabinet in 2017/18 was for TWS to moved into the Whiteheath area of the school to support a growth strategy for P16 MLD.
- Since 2017/18 the P16 provision haven't seen the level of growth rate anticipated.
- However if you combine this with the growth of the Specialist College 19-25 SPI the upward trend is much improved since 21/22.



twspecialistcollege.co.uk





Company

- The Westminster Specialist College 19-25 (SPI) was incorporated in December 2020 at Companies House.
- It is a Limited Company by Guarantee with a board of directors.
- It is completely separate from the School and it has no link other than people and premises. However these are paid for from the income stream of the college through a Secondment and Service Level Agreement Arrangement.

Introducing a 19-25 SPI

- Throughout 2021 the Leadership Team worked tirelessly to open a 19-25 Special College.
- This was only possible due to the expansion on the BSF site a few years prior.
- As P16 numbers were not growing at the anticipated rate and employability progress was thwarted by COVID-19 the time was right to open a Specialist Employability College.

Info





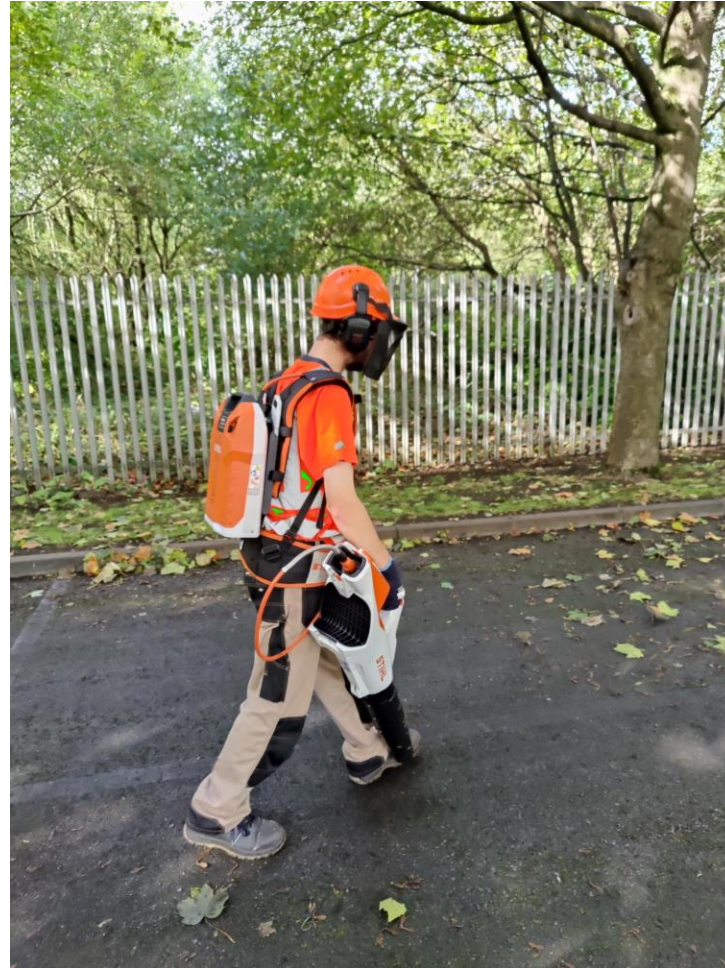
This is Kenny.





Ground Control

Page 77
The Westminster
Specialist College



Ground Control





Ground Control Internship Update



Progress Update

- Student KH is completing a 5 day per week Apprenticeship with his job coach.
- They are working as a Subcontracted Field Team working across the West Midlands conurbation.
- They are were working in Solihull, Birmingham, Cannock and Leamington Spa.
- Customers such as Business Parks, Shopping and Retail Parks, Industrial Estates



Spreading the word!

Page 81
The Westminster
Specialist College

The Westminster Specialist College

Achievements at TWSC

Shyro
Shyro only joined the Westminster Specialist College in October 2022. He joined the Sandwell Local Authority supported employment team in 2021. During the summer holidays of 2022 he applied for Project Search with the college and DPD. He is a very hard worker and works in the warehouse. He has recently received a £50 reward for his hard work and he is well liked by all his colleagues and peers at DPD. Excellent work Shyro!

dpd

Ashley
Ashley joined The Westminster Specialist College from The Westminster School in September 2021. After completing a range of work placements at a builders and a hospital whilst at school Ashley was equipped with the basic employability skills. Since joining the college Ashley has gone from strength to strength by completing a 3 day a week internship programme with Chartwells catering. His jobs including food preparation, serving and cleaning after service. Ashley has also been able to achieve his Level 2 Food Hygiene qualification which he was very proud of. Ashley also volunteers at The Gap Centre in West Bromwich where he runs the community café and is seen as a very valuable member of their team. Ashley is hoping to start an apprenticeship with Chartwells next academic year. Well done Ashley!

Chartwells

Kenny
Kenny joined the college in September 2021 after spending his secondary education at The Westminster School. Kenny found school a challenge and didn't enjoy being in the classroom and this led to conflict with his peers. Kenny always enjoyed being outside and loved fixing things. In his final year at school Kenny completed a work placement with Ground Control and completed a range of tasks such as mowing, cutting hedges, pressure washing and grounds maintenance tasks. Kenny completed his first year at the college as part of a 40 hour internship as part of a Ground Control apprenticeship. Kenny consistently worked a range of tasks off as he completed a range of tasks including handling and first aid. Kenny is a very hard worker and is well liked by all his colleagues and peers at Ground Control. Superb student!

Ground Control

What can TWSC offer you?

Work Experience
Students receive two day placements a week to help them develop key employability skills

Skills Builder
All students are assessed against the 8 key skills required for employment

Project Search – DPD
As part of Project Search students complete Supported Internships with the end goal being paid employment

Think Forward
Students are assigned a progression coach which supports them through their journey to paid employment

Making Action Plans (MAPs)
Each student has a carefully planned out action plan to help them achieve their dreams

Links with Business
The college is proud of its business partnerships that result in further opportunities for our students

dpd
Chartwells
Ground Control
blakemore

Address: The Westminster Specialist College, Hawes Lane, Rowley Regis, West Midlands, B65 9AL
Web: www.twspecialistcollege.co.uk



The Westminster
Specialist College

Achievements at TWSC



Shyro

Shyro only joined the Westminster Specialist College in October 2022. He joined the Sandwell Local Authority supported employment team in 2021. During the summer holidays of 2022 the supported employment team invited Shyro to apply for Project Search with the college and DPD. He was successful and now is part of the college and DPD. He is a very hard worker and works in the warehouse. He has recently received a £50 reward for his hard work and he is well liked by all his colleagues and peers at DPD. Excellent work Shyro!



Ashley

Ashley joined The Westminster Specialist College from The Westminster School in September 2021. After completing a range of work placements at a builders and a hospital whilst at the school Ashley was equipped with the basic employability skills. Since joining the college Ashley has gone from strength to strength by completing a 3 day a week internship programme with Chartwells catering. His jobs including food preparation, serving and cleaning after service. Ashley has also been able to achieve his Level 2 Food Hygiene qualification which he was very proud of. Ashley also volunteers at The Gap Centre in West Bromwich where he runs the community café and is seen as a very valuable member of their team. Ashley is hoping to start an apprenticeship with Chartwells next academic year. Well done Ashley!



Kenny

Kenny joined the college in September 2021 after spending his secondary education at The Westminster School. Kenny found school a challenge and didn't enjoy being in the classroom and this led to conflict with his peers. Kenny always enjoyed being outside and loved fixing things. In his final year at school Kenny completed a work placement with Ground Control and carried out grounds maintenance tasks such as mowing lawns, cutting hedges, pressure washing and much more. During his first year at the college Kenny completed his internship as part of a Ground Control Field team and consistently worked 40 hour weeks. His hard work paid off as he completed a range of machine licences, manual handling and first aid qualifications as well as securing an

What next for Kenny???

Quick Quiz

Page 83

- Who is the biggest employer in Sandwell?
- Who subcontracts out a significant amount of work every year?
- Who has the power to tie in social elements of subcontracted work?
- Who has the power to influence change in the local area?
- Who wants to have a diverse workforce reflective of the community it serves?
- Who has offered 1 x inclusive apprenticeship since 2016?



Page 84



Serco Limited

Page 85 £22.5m contract annually!



Employer

We are a team of more than 50,000 people working in more than 20 countries. Our workforce is multi-skilled and diverse – drawn from the communities in which we operate and reflective of the communities we serve and providing opportunities for full and part-time work and for people to develop their skills and careers.

We strive to create positive, safe and supportive environments where our colleagues can be proud of who they are, what they do and who they work with. We work hard to promote and enable the diversity, development, wellbeing and safety of our people, and to be the employer of choice for public services – recruiting, developing and retaining exceptional leaders and high-performing workforces to deliver our commitments to our customers and service users.

serco

£ 4.4 bn
Group Revenue

£ 228.9 m
Group Trading Profit

500 +
Contracts

20 +
Countries

70 pts
Employee Engagement

50,000 +
Number of people

[Social](#) | [ESG](#) | [Serco](#)

Did I mention the shop?

Page 86



P16 Challenges

Page 87



- The biggest risks and threats the P16 initiative faces:
 - Public perception of a “Special School”.
 - Growth without the space.
 - Aspirations.
 - Business Saturation.
 - Recruitment.
 - Funding.

More Space

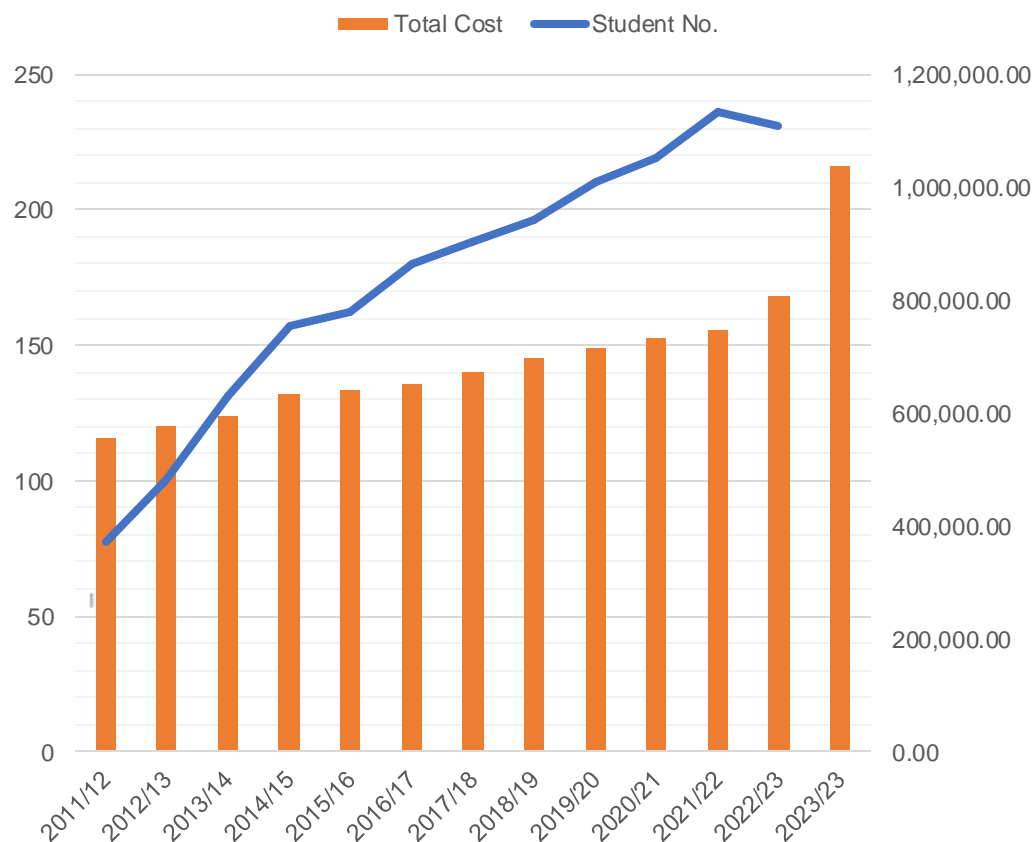
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- We have identified an office premises 200m from the school site to develop an Employability Hub for P16 cohorts trajectories into employment.
- Shifting the provision off-site will allow for additional growth of between 30 – 40 additional spaces on the Rowley Learning Campus.
- The council's stance is clear about procurement of additional buildings onto their portfolio.
- It is however going to be a challenge to meet demand without more space.

Challenges

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Total BSF Cost v Student Numbers



- The biggest challenge the school faces is the significant rises in the BSF/PFI costs.

Year	% increase	Total Cost
2011/12		556,408.32
2012/13	3.82	577,650.84
2013/14	3.18	595,996.56
2014/15	2.71	634,564.29
2015/16	1.03	641,251.80
2016/17	1.37	650,012.16
2017/18	3.50	672,788.76
2018/19	3.65	697,308.60
2019/20	2.44	715,176.12
2020/21	2.52	733,196.88
2021/22	1.63	746,472.46
2022/23	8.28	808,317.91
2023/23	12.00	1,037,721.70

How can you help?

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- Leveraging contracts and supporting business partnerships.
- Supporting Growth – investing to save.
- Shouting from the roof tops about the impact Internships and Apprenticeships for LDD.
- Supporting footprint expansion of settings.
- Breaking down the barriers of locally controlled benefits.
- Ensuring educational KPIs linked to employment outcomes – similar to apprenticeship model.
- Saying No to the Sofa!!

Real Influencers!

Page 91
Maynard Recommendations in 2016.

The Maynard review will provide a catalyst of change and a platform to develop, implement and share adult employment pathways.

Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities

18. Every effort should be made to enable apprentices to achieve the regular minimum English and maths requirements of the specific apprenticeship, including appropriate use of access arrangements, reasonable adjustments and stepping stone qualifications.
19. However, some apprentices with learning difficulties and disabilities may be able to meet the occupational standard but may struggle to achieve the English or maths qualification at the level normally required as a result of the nature of their difficulty or disability. Apprentices in this category who meet all of the conditions specified below are exempt from the regular English and maths minimum requirements and are instead required to achieve an adjusted minimum requirement of Entry Level 3 Functional Skills in these subjects.
20. Depending on the apprentice's individual circumstances and assessment, the adjustment may apply to one subject in isolation, or to both English and maths. If the adjustment is only applied to one subject, the regular requirements for the non-adjusted subject will apply.
21. Adjusting the minimum requirements to Entry Level 3 Functional Skills in English and maths can be considered by the provider on an individual case-by-case basis where all of the following conditions have been satisfied:
 - The apprentice has either an existing or previously issued Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA);
 - The provider holds or has conducted an evidenced assessment demonstrating that even with support, reasonable adjustments and stepping stone qualifications the apprentice is not able to achieve English or maths to the minimum level as a result of their learning difficulty or disability;
 - The employer and provider must reasonably expect that the apprentice will be able to successfully achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve Entry Level 3 Functional Skills in the adjusted subject(s) before the end of their apprenticeship; and
 - There are no industry specific minimum entry requirements.



Specification of apprenticeship standards for England

August 2018

Real Influencers!

Page 92
The Westminster School makes it into a government publication demonstrating the work of the Supported Internships and Apprenticeships

Case Study - Apprenticeships

Scott is a talented young man who has a learning disability. While Scott attended the Westminster School in Sandwell, he was given an opportunity to undertake a supported internship with Interserve, a support services and construction company. Supported internships are for young people with an Education, Health and Care (EHC) plan, and seek to demonstrate to young people and employers that they are capable of achieving in the workplace. After completing his placement, Scott had a portfolio of work-based competencies which proved there were jobs he could excel at.

Scott found his supported internship to be a positive experience and said, "I like working with Interserve and I would like this to carry on when I finish at Westminster. I like doing practical jobs where I can fix things but I don't mind what this is. I also like construction based things like bricklaying".



Real Influencers!

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Scott is now 19 years old and has left the Westminster School. He has started an apprenticeship offered by Interserve with altered English and maths requirements. Scott is now working in Interserve's Facilities Services, delivering services across schools in the Sandwell area.

- **Access to apprenticeships** is being significantly improved for people with learning disabilities, building on opportunities from the Apprenticeships Levy. The recommendations of the Maynard Taskforce¹⁶ are being implemented, including changes made to English and Maths requirements.
- The Government's forthcoming **careers strategy** will include proposals to improve the quality and coverage of careers advice in schools and colleges and will have a focus on social mobility.
- We want to ensure that **all young people with Education, Health and Care plans have the opportunity to undertake a supported internship** where this is the right route for them and that all young people with Special Educational Needs and Disabilities are prepared for adulthood, including employment. We will work with people with learning disabilities and their families on these issues.
- As well as patient and peer support networks we will use our **community partners to engage with parent networks** which do so much to support preparation for, and securing of work.



Real Influencers!

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Report to Children's Services and Education Scrutiny Board

20 March 2023

Subject:	Education Investment Area and Priority Education Investment Area developments
Director:	Director of Children & Education (DCS) Michael Jarrett, MBE
Contact Officer:	Interim Assistant Director - Education Services Julie Andrews Julie_Andrews@sandwell.gov.uk


1 Recommendations

- 1.1 That the Board considers and comments upon the Education Investment Area and Priority Education Investment Area developments.

2 Reasons for Recommendations

- 2.1 Members requested an update on Education Investment Area and Priority Education Investment Area developments

3 How does this deliver objectives of the Corporate Plan?

	<p>Best start in life for children and young people</p> <p>The Priority Areas Programme links with the Directorate Business plan commitment to:</p> <ul style="list-style-type: none"> ▪ Challenge and support schools to raise standards in all key stages to close the gaps with national. ▪ Increase the proportion of schools and academies rated good or better by Ofsted
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	The programme aims to bring about rapid improvement in outcomes for pupils across the borough at the end of KS2 and KS4. This will help to enable them to be better prepared for the next stage in their education or employment and enhance their life chances and choices.
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4 Context and Key Issues

4.1 Education Investment Areas (EIAs) and Priority Education Investment areas (PEIAs)

In February 2022, HM Government announced that it would be delivering a package of measures in 55 EIAs to further drive school Improvement in England as part of the levelling up agenda. These were comprised of local authorities where educational outcomes at the end of both key stage 2 (KS2) and key stage 4 (KS4) were the weakest and others containing an Opportunity Area or areas previously identified for additional school improvement support.

24 of the EIAs have been identified as PEIAs and are receiving more intensive investment. Sandwell is one of these PEIAs and has been allocated £2.9m in Local Needs Funding to support this initiative and deliver the agreed priorities and improvements within the life of the programme.

4.2 Local Partnership Board

A Local Partnership Board has been established to work with Sandwell. Core membership of the Board is in line with Ministerial requirements and includes expertise in the form of strong trust leaders, Education Endowment Foundation (EEF), DfE, curriculum hubs, the Local Authority (LA) and local dioceses.

The role of the Local Partnership Board includes helping to identify the main challenges to improving outcomes for children and young people, identifying a range of interventions to address these challenges and helping to drive support and activity within the PEIA. The Board has also contributed to the development of Sandwell's Local Needs Delivery Plan and will support the monitoring of progress towards the agreed criteria within it.



4.3 Local Needs Delivery Plan

Sandwell's Local Needs Delivery Plan focuses on 3 themes:

- **Maths:** Improving the quality of maths provision across targeted schools (£1.20m estimated costing)
- **English:** Improving the teaching of literacy to ensure it is of good quality in all schools to enable learners to access the rest of the English curriculum and other subjects across both primary and secondary phases. (£1.10m estimated costing)
- **Speech and language:** Development has suffered due to the pandemic, resulting in challenges in learning phonics at early years and KS1, which will have a long-term impact on KS2 attainment. (£0.60m estimated costing)

Sandwell's Local Needs Delivery Plan has now been signed off by the Minister. Funding is agreed in principle for the whole programme, with full sign-off for this this year and allocated amounts for future years, in accordance with normal Departmental processes.

4.4 Next steps

Following sign-off the Local Needs Delivery Plan, the Board is now looking to:

- Agree schools in scope for the first phase of interventions
- Agree a communication and engagement strategy for stakeholders
- Identify and agree potential delivery partners
- Issue Grant Offer letters
- Begin the diagnostic phase of interventions

It is anticipated that delivery of the plan will commence from the summer term 2023 onwards.



5 Implications

Resources:	Local Partnership Board PEIA Local Needs Funding (£2.9m) Delivery partners (to be confirmed following procurement)
Legal and Governance:	Compliance with Ministerial plans to drive intensive school improvement under the Priority Areas Programme.
Risk:	Close monitoring of progress on key metrics will need to take place to ensure that the expected improvement is achieved and can be evidenced, and that any necessary adjustments are made to the plan to support this.
Equality:	The Priority Areas Programme will address entrenched underperformance, including in literacy and numeracy, in areas with some of the highest rates of disadvantage in the country. It is closely aligned with HM Government's Levelling Up strategy.
Health and Wellbeing:	The speed at which intervention takes place for children and young people who need it will occur faster and be more targeted across the LA, ensuring that they receive the right support sooner.
Social Value:	The programme will support children and young people to progress fairly to further education, training and employment. It will also help to address the impact of the disruption to their studies caused by COVID 19.
Climate Change:	N/A

6 Appendices

Sandwell High Level Delivery Plan

7. Background Papers

Education Investment Areas - selection methodology

<https://www.gov.uk/government/publications/education-investment-areas-selection-methodology>



Sandwell Priority Area Draft Delivery Plan – *for discussion*

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This paper proposes potential approaches to address the themes identified in the local needs analysis. It is intended to prompt discussion to help ensure we systematically identify programmes and practices that will make a difference and contribute towards improving KS2 and KS4 outcomes.

Questions to consider:

- What is the best way to address the themes? Do we have evidence that we can make a difference?
- How should we deliver it?
- How will we know we are making progress?
- How much of our 'local needs' funding should we allocate to each theme?
- How will we engage schools?
- Which schools will be involved in which priorities?

The change: what needs to change in the classroom to improve KS2/KS4 curriculum?	The activity: what will we deliver, and who will deliver it?	Success criteria: how will we know we've been successful? How will we maximise impact?	Metrics and costs: how will we know we are on track, and how much will it cost?
<p>1. English and maths curriculum: Not enough pupils achieve strong outcomes at KS4 with 54.4% achieving level 4 and above, (10% below national expectations) and 30.5% achieving level 5 and above, (12% below national expectations). Attainment 8 scores have been consistently below national averages, with an increasing gap to 4.5 points. In part, this is because not enough pupils in KS3 have the level of reading skills required to access a broad and balanced curriculum. Transition from KS2 to KS3 is not as effective as it could be, and some groups of children do not continue to make the good progress they make in primary schools when they move to secondary schools. Not enough pupils achieve well at the end of Key Stage 2, with 62% of pupils achieving the standard across reading, writing and maths and reading progress being consistently weaker than maths and writing, over time.</p>			
<p>A. Improving the curriculum offer- primary and secondary</p>	<p>i. School identification from quality assurance, school- based audit to identify best practice and data analysis carried out by NLEs/ external advisors and system leaders- clear action plans created</p> <p>ii. Utilise existing networks and develop further high- quality professional forums for collaboration, led by skilled facilitators to develop curriculum frameworks and resources with a clear focus and purpose beginning with English and Maths – including digital resources (eduu school/ ask OLA)</p> <p>iii. Develop networks across mainstream and specialist provision to adapt and ensure curriculum meets the needs of SEND learners-with external high-</p>	<p>English and maths' leads actively attend networks and good practice is shared</p> <p>Curriculum offer is strengthened, and additional high quality digital resources used in combination with Oak National Academy resources</p> <p>Collaborative practise results in improved provision for SEND learners</p>	<p>Increased attendance rates</p> <p>Improved curricula offer</p> <p>Improved outcomes KS2/4</p> <p>Improved outcomes for SEND learners</p>

	quality facilitators		
B. Ensure continuity of learning and progress for learners KS2 to KS3	<p>i. KS2 practitioners to share standards and end of the KS2 reading, writing and maths expectations the with KS3 colleagues at collaborative network events- training for KS3 colleagues – Team teaching opportunities Y6/Y7- both ways- classroom and sharing examples of work- HAP provision</p> <p>ii. Support Local Authority Transition work KS2/3 on reading, writing and maths</p> <p>iii. Identify pupils who are not at the expected KS2 levels (including SEND) and match with specific targeted interventions</p>	<p>Improved continuity of provision</p> <p>Active collaboration between colleagues including LA</p>	<p>Improved outcomes KS2</p> <p>Long term improvements in KS4 outcomes</p>
C. Develop maths provision	<p>i. Diagnostic assessment of maths outcomes and provision at primary and secondary phases</p> <p>ii. Collaboration with Maths Hub to provide bespoke CPD for identified schools and staff</p> <p>iii. Development of maths leads to share best practise including Maths Mastery, Century Learning, White Rose Maths to strengthen provision –invest in trained facilitators- launch training around</p>	<p>Maths leads actively share good practise</p> <p>Engagement with Maths Hub increased</p> <p>Programmes implemented within schools e.g Maths Mastery/ Century/ White Rose Maths</p>	<p>Participation in CPD from Maths Hub monitored</p> <p>Improved outcomes KS2</p> <p>Improved outcomes KS4</p>

	Century		
D. Develop the teaching of reading at KS2 and KS3 ensuring all schools have a consistent approach and staff have the correct knowledge and skills	i. Diagnostic assessment of reading outcomes and audit of provision across primary and secondary phases by expert group commissioned by the Local Partnership Board. ii. Identified schools to implement strategies to support improvements in provision iv. Use identified tools to highlight difficulties in reading effectively and more quickly v. Use of high- quality targeted interventions including EEF recommended low cost/high evidence impact vi. High quality CPD events to ensure staff have the skills to actively teach the skills of reading delivered by reading expert	Literacy practitioners participate in network events and practise is shared Pupils with difficulties mastering reading identified Increased use of EEF interventions Staff more confident in teaching of reading Improved outcomes in reading Alignment with National Tutoring Programme and NPQ for Literacy	Improved outcomes in reading assessments reflected in internal data sets Long term improvements in KS4 outcomes Decrease in the attainment gap KS2 to KS4 Increase in Progress 8
The change: what needs to change in the classroom to improve KS2/KS4 outcomes?	The activity: what will we deliver, and who will deliver it?	Success criteria: how will we know we've been successful? How will we maximise impact?	Metrics and costs: how will we know we are on track, and how much will it cost?
2. Speech, language, and communication development: Not enough pupils enter school with a readiness to learn or the basic speech, language and communication skills, resulting in lower outcomes at the end of Reception year. This has been exacerbated by pupils not being able to access provision during covid times. In 2019 The percentage of pupils reaching a good level of development (GLD) on the Early Years Foundation Stage Profile (EYFSP) was 65.2% (6.5 points below national) and reaching at least the expected			

standard across all the early learning goals (ELG) 66.8%, five points below national levels. Good early communication and language skills are essential to ensure strong outcomes throughout the primary and secondary phases and into adulthood. We know at KS1 the percentage of pupils in Sandwell reaching the expected standard across all subjects is below national expectations, as it is in KS2 at 62% joint target and there is significant widening of the gap with KS4 outcomes.

<p>A. Enhanced teacher and teaching assistant (TA) capability to support speech and language requirements in Early Years to meet increased pupil needs.</p>	<p>i. Diagnostic assessment and quality assurance undertaken by NLEs/outstanding system leaders/experts with excellent skill set leading to identification of schools and secure understanding of provision across settings</p> <p>ii. Training for early years staff in the identified primary schools with lowest GLD outcomes to be able to deliver speech and language interventions confidently and consistently using EEF recommended (<i>low cost / high evidence impact: +6 months</i>) evidence-based strategies.</p> <p>iii. Training for early years staff in the identified primary schools with highest GLD outcomes to be able to support other schools with speech and language interventions confidently and consistently using EEF recommended</p>	<p>Schools identified</p> <p>Teaching assistants from identified schools trained in selected programmes.</p> <p><i>We will maximise the impact through alignment with:</i> Sandwell's Speech, Language and Communication Needs Pathway through the Local Authority; NELI; English Hub support for phonics; <i>Uptake up of the Early Years NPQ.</i></p>	<p>Increased pupils meeting the expected standard in the phonics screening check at KS1 and through internal assessment data</p> <p>Improved outcomes KS2/4</p> <p>Improved outcomes in EYFS</p>
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	interventions		
B. Early Identification of need	<p>i. Establish a Brokerage structure that allows us to create capacity in our system to support others.</p> <p>ii. Specialist staff in Special Provision /Research School provide training for mainstream colleagues in identified primary schools to identify pupils' needs early and to support need</p>	<p>Learners' needs are identified early</p> <p>Mainstream staff are confident in identifying need and adapting provision accordingly</p>	Improved outcomes for learners at KS2 and KS4
C. Accelerating 'readiness to learn' through additional out of school support through the Borough wide strategy	i. Linking with the LA and DfE Family Hubs Programme through their 'Hub and Spoke' approach to engaging hard to reach families across the borough	<p>Working with the LA to:</p> <p>Raise the levels of quality first teaching</p> <p>Developing the Early Literacy Programme</p> <p>Linking with the team of Family Hub workers</p> <p>Linking with Youth Services</p> <p>Identify SEND needs at the earliest opportunity</p>	Increased engagement in Family Hubs programmes
D. Supporting 'readiness to learn' through the Local Authority renewed focus on improving attendance levels of pupils throughout the Borough	i. Linking with the LA and DfE on attendance priorities by: Promoting the LA attendance messaging;	<p>Consistent messaging around attendance</p> <p>Professionals collaborating on attendance issues</p>	<p>Increase in sign up to the Attendance Portal</p> <p>Increase in attendance levels- decrease in persistent absentee</p>

	<p>Encouraging sign up to the Attendance Portal;</p> <p>Collaborating with Attendance Advisor;</p> <p>Supporting the implementation of the agreed action plan;</p> <p>Producing an 'Attendance Playbook' for schools' attendance officers</p>		<p>(PA) levels</p> <p>increased outcomes at KS2 and KS4</p>
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The change: what needs to change in the classroom to enable great teaching and learning? (Leadership)	The activity: what will we deliver, and who will deliver it?	Success criteria: how will we know we've been successful? How will we maximise impact?	Metrics and costs: how will we know we are on track, and how much will it cost?
<p>3. Leading Learning and Teaching: Not enough pupils achieve strong outcomes at KS4 with 54.4% achieving level 4 and above, (10% below national expectations) and 30.5% achieving level 5 and above, (12% below national expectations). Attainment and Progress 8 scores have been consistently below national averages, with an increasing gap to 4.5 points. Not enough pupils achieve well at the end of Key Stage 2, with 62% of pupils achieving the standard across reading, writing and maths and reading progress being consistently weaker than maths and writing, over time.</p>			
<p>A. Accelerate teacher effectiveness in English and Maths at KS4 and in reading, writing and maths at KS2</p>	<p>i. Data analysis and identification of schools</p> <p>ii. Bespoke suite of continuing professional learning (CPL) opportunities around a variety of identified themes delivered by effective leaders of system change for staff who are effective and for those who are not yet consistently effective. Link with NPQs/ Teaching School</p> <p>iii. Develop a classroom culture in which teachers and learners understand and actively practice metacognition and develop resilience</p>	<p>Teachers implement better teaching and learning</p> <p>Teachers become more focused on engaging students</p> <p>Teachers will give learners effective feedback</p> <p>Teachers re-organised their lessons for deeper learning</p> <p>Professional knowledge of metacognition strategies and fit</p> <p>Ability to apply the metacognition research and implement effectively</p>	<p>Improved outcomes at KS2 and KS4</p> <p>Improved attendance levels</p>
<p>B. Collective and instructional leadership-creating the right effective culture and climate for</p>	<p>i. A range of bespoke CPL opportunities for middle and senior leaders led by skilled</p>	<p>Improved learning culture</p>	<p>Improved outcomes at KS2 and KS4</p>

thriving learners and practitioners	local and national experts focussed on how to 'create the right effective culture and climate for thriving learners and practitioners' Link with Billesley Research School offer	clarity and coherence across communications, systems, and processes Shared focus on improving learner outcomes Enactment of a classroom culture where teachers and learners practice metacognition in their learning	
C.Improved collaboration and sharing of good practise through a digital framework to highlight of areas of strength and areas of improvement and facilitate the brokering of support.	i.An online structure is established through a partnership with an EdTech provider that creates the architecture for all schools to work together.		Improved outcomes at KS2 and KS4

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Education Investment Area and Priority Education Investment Area developments

Report to the Children's Services and Education Scrutiny
Board

Monday 20 March 2023



Context

Priority Areas Programme:

- 55 Education Investment Areas (EIAs)
- 24 Priority Education Investment Areas (PEIAs)
- Aims to bring about rapid improvement in outcomes for pupils at the end of KS2 and KS4.



Local Partnership Board

Representation from:

- DfE
- Local Authority
- Strong trust leaders
- Local dioceses
- Curriculum hubs
- Education Endowment Foundation (EEF)



Local Partnership Board

- Advisory role
- Review progress and implementation of the Local Needs Delivery Plan
- Procurement of delivery partners



Local Needs Delivery Plan

- Improvement in Sandwell's primary and secondary schools linked to 3 areas of focus
 - Mathematics
 - English
 - Speech and language



Next steps

- Selection of schools
- Communication and engagement
- Procurement of delivery partners
- Delivery from summer term 2023



Questions?



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Children's Services and Education Scrutiny Scrutiny Board

20 March 2023

Subject:	Tracking and Monitoring of Scrutiny Recommendations
Director:	Law and Governance Surjit Tour Surjit_tour@sandwell.gov.uk
Contact Officer:	Connor Robinson Democratic Services Officer Connor1_Robinson@sandwell.gov.uk Democratic Services Unit

1 Recommendations







That the Board considers the items within the recommendations tracker and notes the progress on their implementation.

2 Reasons for Recommendations

- 2.1 To facilitate the effective monitoring of progress on responses to and press with implementation of recommendations made by the Board and identify where further action is required.
- 2.2 Effective monitoring of recommendations facilitates the evaluation of the impact of the scrutiny function overall.



3 How does this deliver objectives of the Corporate Plan?

	Best start in life for children and young people	<p>The scrutiny function supports all of the objectives of the Corporate Plan by seeking to improve services for the people of Sandwell. It does this by influencing the policies and decisions made by the Council and other organisations involved in delivering public services.</p> <p>Effective monitoring of recommendations made supports this and allows scrutiny to evaluate its impact.</p>
	People live well and age well	
	Strong resilient communities	
	Quality homes in thriving neighbourhoods	
	A strong and inclusive economy	
	A connected and accessible Sandwell	

4 Context and Key Issues

- 4.1 The attached Appendix details the responses to and progress on the implementation of recommendations made by the scrutiny function.

5 Implications

Resources:	The resource implications will be detailed in the responses to recommendations as detailed in the appendix.
Legal and Governance:	<p>The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.</p> <p>The Local Government and Public Involvement in Health Act 2007 places a duty on the Executive to respond to Scrutiny recommendations within two months of receiving them.</p>



Risk:	<p>Any risk implications have been considered with the relevant Officer/Director/Cabinet Member/Risk Owner at the time the recommendations were referred to them by the Board.</p> <p>Any specific risks for the Board's attention are detailed in the Appendix.</p>
Equality:	<p>Any equality implications have been considered with the relevant Officer/Director/Cabinet Member/Equality, Diversity and Inclusion Team at the time the recommendations were referred to them by the Board.</p> <p>Any specific equality implications for the Board's attention are detailed in the Appendix.</p>
Health and Wellbeing:	<p>Any health and wellbeing implications have been considered with the relevant Officer/Director/Cabinet Member/Equality, Diversity and Inclusion Team at the time the recommendations were referred to them by the Board.</p> <p>Any specific health and wellbeing implications for the Board's attention are detailed in the Appendix.</p>

6 Appendices

Appendix – Monitoring Table



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Children's Services and Education Scrutiny Board 2022/23				
Scrutiny Board Date	Agenda Item Title	Action/Recommendation	Responsible Director /Body	Activity Log as at 10 March 23
20 March 2023	Impact of Lockdown on Children and Families	That the Chair of the Thrive Board presents a report to the scrutiny Board outlining its work and the impact of, in relation to the impact of the pandemic on students' mental health and well-being.	Democratic Services	Added to the work programme
		That representatives of the SEND Strategic Board/SEND Operational Board report to the Board on the services and support provided to SEND children and the impact, including attainment data.	Democratic Services	Added to the work programme
		That the Director of Children and Education reports to the Board on the progress and outcomes of the national review into the covid-19 response in so much as it relates to education and children's services.	Democratic Services	
		That, the Health and Adult Social Care Scrutiny Board is requested to undertake a review and monitors the recovery strategy of mental health services within the Borough.	Democratic Services	

		The Chair of the Children's Services and Education Board writes to the Sandwell Children's Trust to request details of their plans to address the challenges of recruitment and retention of social workers.	Democratic Services	
		That the Chair of the Children's Services and Education Board writes to the Chair of the Corporate Parenting Board to request details of their plans to address the challenges faced by children in care and care leavers and to understand how the pandemic has impacted them and what has been done to address this.	Democratic Services	Added to the work programme – CPB to come to Children's Scrutiny to address issues raised.
		That the Director of Children and Education reports to the Board, providing an update on the Councils' Covid-19 Recovery Plan, in as much as it relates to education and children's services.	Democratic Services	

Recommendations Approved by Cabinet on 15 February 2023				
		that the Director of Children and Education is proactive in working with schools in the area to consider the creation or adoption of multi-academy trusts;	Director of Children and Education	
		that the Director of Children and Education is proactive in considering suitable locations in the Borough for specialist sixth-form free schools which are funded by central government;	Director of Children and Education	
		that the Council joins the Department for Education's 1-2-1 attendance mentoring pilot to monitor issues in schools across the Borough.	Children and Education	
		that, the Cabinet Member for Children and Education pledges to improve and increase the Borough's educational assessment data in line with the national average by 2027, in line with the aims and objectives of Vision 2030;		
		that the Cabinet Member for Children and Education writes to the Secretary of State for Education, to request that the Government actively engages with		

		education practitioners to understand the long-term problems caused by the national pandemic and prepare appropriate resources to help children and young people recover academically, socially and psychologically.		
		That the Director of Children and Education encourages and supports schools in the Borough to provide sports programmes and extracurricular activities to help children catch up in all areas of lost learning and experiences and to improve mental and physical health;	the Director of Children and Education	
		that the Director of Children and Education reviews the Council's partnership working with education providers and the Sandwell Children's Trust to ensure that actions, outcomes and best practice work are shared to ensure we are working cohesively together.	the Director of Children and Education	
		That the Cabinet Member for Children and Education investigates ways to connect with young people and offer extra support, mentoring and encouragement including, but not limited to:-		

		<ul style="list-style-type: none"> a) establishing a peer mentoring programme; b) encouraging social youth work, sports, drama, and outdoor activities; c) engaging with local businesses to improve the number of available apprenticeships; d) supporting a holistic youth services experience which accompanies physical and digital offer; e) supporting and championing the new Eco Bus with young people's involvement. 		
		<p>that the Cabinet Member for Children and Education writes to the Secretary of State for Education, to lobby for recurrent yearly funding which will allow for consistent support to address young people's emotional wellbeing and (low level) mental health as we recovery from COVID and the impact that it caused, whilst supporting the Council's ambition to improve academic performance, socialisation, conversation, mental health and wellbeing;</p>		

		That, the Director of Children and Education works with multi-agency partners to support, engage and monitor the stability within the early years settings;	the Director of Children and Education	
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