



Telford & Wrekin  
C O U N C I L

Addenbrooke House Ironmasters Way Telford TF3 4NT

## CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

Date **Tuesday, 1 November 2016** Time **6.00pm**  
Venue **Meeting Room G3-G4, Addenbrooke House, Ironmasters Way, Telford, TF3 4NT**

### Enquiries Regarding this Agenda:

Democratic & Scrutiny Services Jessica Tangye 01952 382061  
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**Committee Membership:** Councillors S Barnes, J A Francis, **K R Guy (Chair)**, J Jones, N C Lowery, K S Sahota, J A Pinter and K L Tomlinson  
Co-Optees: Mrs C Healy, Mrs S Fikeis, Mrs L Fowler, Mrs S Hudson, Mrs C Morgan, Mrs S Osman, Mr S Rayner and Mrs M Ward

## AGENDA

1. **Apologies for Absence**
2. **Declarations of Interest**
3. **Minutes** Appendix A  
To confirm the minutes of the meeting of the Children & Young People Scrutiny Committee held on 16 May 2016.
4. **Primary School Performance** Appendix B  
Telford and Wrekin Assessment Summary
5. **Update of Telford and Wrekin Schools' Performance Key Stages 2 and 4 Compared with Regional and National** Appendix C
6. **SEND and Education, Health & Care Plans** Appendix D
7. **Work Programme 2016-17** Appendix E

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**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**  
**Minutes of the meeting of the Children and Young People's Scrutiny Committee**  
**16<sup>th</sup> May 2016, Theatre, Madeley Academy, Castlefields Way,**  
**Madeley, Telford, TF7 5FB**

**Present:** Councillors: K. Guy, S. Barnes, J. Greenaway, J. Pinter, K. Tomlinson and Co-optees C. Healey, S. Hudson, S. Osman, S. Rayner

**Also Present:** A. Atkinson

**In Attendance:** J. Bolye: Deputy Head Teacher Madeley Academy,  
F. Bottrill: Scrutiny Specialist,

The Chair opened the meeting and explained that following the Committee meeting there would be a performance by Loudmouth Theatre. This performance was open to the public to attend but was not part of the committee meeting and members of the public were asked not to record this performance.

He invited the Deputy Head Teacher at Madeley Academy to welcome everyone to the school. The Deputy Head Teacher welcomed the members of the Committee and members of the public to the school and theatre facilities.

The Chair thanked everyone for attending and asked that the Committee record its thanks for the invaluable contribution Mr. A. Atkinson had provided to the Committee as a co-optee over many years.

### **CYP SC-08 Apologies for Absence**

Apologies were received from Councillors J. Jones.

### **CYP SC- 09 Declarations of Interest**

None

### **CYP SC-10 Minutes**

**Resolved:** That the minutes of the meeting of the Children and Young People's Scrutiny Committee held on the 21<sup>st</sup> July 2015 be confirmed and signed by the

**Chairman.**

**CYP SC-11 Co-option of Members to the Scrutiny Committee**

The Chair reported that following the decision by Scrutiny Management Board to review the membership of co-optees across all the Scrutiny Committees 5 co-optees had been recommended as co-optees for the Children and Young People's Scrutiny Committee. In addition to the 4 co-optees identified on the agenda a fifth co-optee been nominated by Wellington Parish Council.

The Chair highlighted the contribution made by the co-optees on the Committee and the knowledge and experience they bring.

**Resolved: The following co-optees be appointed to the Children and Young People's Scrutiny Committee:**

**Lyn Fowler (Newport Town Council representative)  
Carolyn Healy (The Gorge Parish Council representative)  
Sue Hudson (Roman Catholic Diocesan Representative)  
Sandra Osman, (Primary Heads Forum representative)  
Sherrel Fikeis, (Wellington Town Council)**

**CYP SC-12 Approval of the Committee's Report: 'Everyone's Business: A Scrutiny Review of Multi-Agency Working Against Child Sexual Exploitation**

The Chair presented the report and explained that the review had been an extensive and thorough piece of work. Before he asked to Committee to approve the report he asked if members of the Committee had any comments.

A member said that scrutiny in other authorities had been criticised for not looking at this issue in depth. The review carried out by the Committee in Telford & Wrekin had been comprehensive and members of the Committee had met with front line staff and senior managers. She had been pleased that all the organisations involved in the review had been open to scrutiny. She particularly highlighted the role of the CATE team (Children Abused Through Exploitation) and the difference this team has made and continued to make.

A member said that the Committee had also met with over 50 children and young people. She had been particularly impressed by the involved in Team Safeguarding Voice at Homer Lake school. She stressed the importance of ensuring that children who develop the skills and confidence at primary school are allowed to develop this at secondary school. She also commented on the meeting with the Young People's Disability Forum which demonstrated how successful the use of theatre can be in raising awareness of sexual exploitation. Cllr. K. Tomlinson asked how the recommendations from the review will be taken forward.

The Chair replied that the Local Safeguarding Children's Board and the Council's Cabinet will consider the report and respond to the recommendation in the report.

A member said that the review had highlighted the need to understand the full scale of child sexual exploitation and ensure that all cases are identified. During the review the Committee found that child sexual exploitation (CSE) was still an issue in Telford and Wrekin and that there are high levels of child abuse. Operation Chalice had raised awareness of CSE and brought organisations together but it was recognised that this is a national issue –not specific to Telford and Wrekin.

A member said that perpetrators exploit children because of their innocence but also exploit lack of knowledge or information sharing between organisations. The review had found that organisations in Telford and Wrekin were working well together but that it is important that they are all working with the same understanding of the extent of the problem.

The Scrutiny Specialist clarified that the figures on page 40 of the report showed the number of all child sex offenses and these figures were not specific to CSE.

The Chair concluded that this had been a very intense review and thanked everyone who had contributed. He thanked the members of the Committee for their commitment to this work, the Officers who had supported the review, the organisations that had taken part and particularly the victims and survivors who had given their views.

The Chair summarised the conclusions from the report that organisations in Telford and Wrekin were working well together to respond to known cases of CSE. However there were a number of areas where the Committee had made recommendations and these included the need for better on-going support for victims of CSE and their families and the need to continue to raise awareness that everyone had a role in helping to protect children and young people from being exploited.

The Chair said that if anyone attending the meeting had any concerns about the welfare of a child they should contact the Family Connect Service and details were in the report.

**Resolved: The Scrutiny Committee’s Report “Everyone’s Business: A Scrutiny Review of Multi-Agency Working Against Child Sexual Exploitation” be approved.**

The Meeting ended at 6.27 pm

**Chairman:** .....

**Date:** .....

**TELFORD & WREKIN COUNCIL**

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE - 1 NOVEMBER 2016**

**PRIMARY SCHOOL PERFORMANCE - TELFORD AND WREKIN ASSESSMENT SUMMARY**

**REPORT OF THE ICT FOR LEARNING MANAGER, EDUCATION & CORPORATE PARENTING**

In September 2014 the new primary curriculum was introduced to all schools in England. Alongside this curriculum we saw the introduction of an Interim Framework for assessment at both KS1 and KS2. This assessment framework included the:

- Removal of national curriculum levels
- Introduction of scaled scores tests at the end of key stage 1 and key stage 2
- Introduction of a new Teacher Assessment framework (Working towards, At or At greater depth)

Some of challenges of the new curriculum have been that the removal of levels has required schools to create and use new models of tracking student progress. The new curriculum has deliberately been designed to be more technically challenging (greater emphasis on the technical aspects of language) and those pupils assessed in May 2016 had to adapt to a changing curriculum part way through their primary education.

The Primary Accountability document for 2016 detailed that the headline measures for the 2016 primary performance tables would be:

- At least 65% of pupils meet the expected standard in English reading, English writing and mathematics **OR**
- The school achieves sufficient progress scores in all English reading and English Writing and Mathematics\*

***\*Progress measures released September 2016***

***-5 Mathematics, -5 Reading, -7 Writing***

**Summary of Assessment at Key stage 1 and Key stage 2**

**Attainment**

**KS1 – Teacher Assessment (cohort size LA 2262, England 617854)**

<b>Subject</b>	<b>National %</b>	<b>Telford and Wrekin %</b>
Reading	74 (24 higher)	77 (25 higher)
Mathematics	73 (18 higher)	76 (22 higher)
Writing	65 (13 higher)	68 (14 higher)
Science	83	82
Phonics	81	84

**\*higher figures in brackets show those children who are working at 'Greater Depth'**

At key stage 2, 53% of children in England met the expected standard across all three subject areas this year (last year 80% of children met the expected standard when accessed using the old curriculum). In Telford and Wrekin 54.9% of children met the expected standard at the end of key stage 2 (National cohort 586,181, LA cohort 2095)

<b>England</b>	<b>53%</b>	<b>Telford and Wrekin</b>	<b>55%</b>
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### Subject Breakdown

Subject	National %	Telford and Wrekin %
Reading	66 (80 TA)	70 (82 TA)
Mathematics	70 (78 TA)	70 (79 TA)
Writing	74	73 (TA only)
Science	81	81
GPS	72	77

National gender breakdown show that 57% of girls compared with 50% boys met the expected standard in mathematics, reading and writing (the gap is largest in writing) with 5% of boys and 6% of girls achieving the higher standard. In Telford and Wrekin 58% of girls and 52% of boys met the expected standard in all three subjects with 5% of boys and 7% of girls achieving the higher standard. Comparing this the rest of the West Midlands, 45% of boys and 53% of girls met the expected standard in all three subjects with 4% of boys and 5% of girls achieving the higher standard.

### Subject Breakdown - Gender

Subject	Girls % EXS National	Girls % EXS T and W	Boys % EXS National	Boys % EXS T and W
Reading	70 (22 higher)	73 (21 higher)	62 (16 higher)	67 (16 higher)
Mathematics	70 (15 higher)	70 (14 higher)	70 (18 higher)	71 (17 higher)
Writing	81 (19 higher)	80 (22 higher)	68 (11 higher)	67 (12 higher)
Science	83	84	79	79
GPS	78 (27 higher)	81 (28 higher)	67 (18 higher)	72 (20 higher)

### National and Local – FSM (reading, writing and mathematics)

Group	National %	Telford and Wrekin %
FSM*	34 (1.5 higher)	43 (2.1 higher)

\*Emerging Data – NOVA (70,016 national, 331 Telford and Wrekin)

### Progress Targets – Measured for each subject (using the KS1 data as a starting point)

Subject	Progress Score
Reading	-5
Mathematics	-5
Writing	-7

This year saw the introduction of the scaled score for SATs tests which runs from 80 to 120. A score equal to 100, marks the expected standard with 110 being the boundary for the

higher score. These scaled scores are based on raw score conversions (meaning test raw scores will hold different conversion scores across subjects).

With regards to the number of schools reaching the floor target this year, of 52 recorded primary schools in Telford and Wrekin, only our special schools and one other were below the required standard. Telford was ranked 3<sup>rd</sup> in the table for the West Midlands (only just behind Solihull and Warwickshire) and is a reflection on the hard work put in by both our children and teachers in the borough.

**Report prepared by Rebecca Carey, ICT Learning Manager, Education and Corporate Parenting**

**TELFORD & WREKIN COUNCIL****CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE - 1 NOVEMBER 2016****UPDATE OF TELFORD AND WREKIN SCHOOLS' PERFORMANCE KEY STAGES 2 AND 4 COMPARED WITH REGIONAL AND NATIONAL.****REPORT OF THE QUALITY ASSURANCE SPECIALIST FOR SCHOOLS****1.0 PURPOSE**

- 1.1 To enable the Children and Young People Scrutiny Committee to consider the performance of schools and measures to support their improvement.

**2.0 RECOMMENDATIONS**

- 2.1 That the Committee consider the report and agree any further action for Scrutiny.

**3.0 INTRODUCTION**

**There are new headline measures of schools' performance in 2016.**

The Government's headline accountability measures for primary schools from 2016 are: the percentage of their Year 6 pupils achieving the 'expected standard' (a scaled score result of 100) in reading, writing and mathematics; pupils' average scaled score in reading and mathematics; the percentage of pupils achieving the higher standard in reading, writing and mathematics and pupils' average progress in reading, writing and mathematics.

**Progress measures for primary schools:**

Key Stage 2 (KS2) achievement for each pupil compared with other pupils who were at a similar level at the end of Key Stage 1 (KS1).

Schools will be given a progress score for their Year 6 cohort to show whether they have made more or less progress between KS1 and KS2 than other pupils nationally with similar starting points.

The Government's headline accountability measures for secondary schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A\*-C), and English Baccalaureate (EBacc) entry and achievement.

Nationally there were 327 schools that opted in for Progress 8 performance measurement last year. Those schools will have a two year comparison data. The remaining schools will only have this year's Progress 8 data.

## **There are new Government Floor Standards for schools' performance in 2016.**

### **In primary schools.**

At least 65% of the school's Year 6 pupils achieve the 'expected standard' (a scaled score result of 100) in reading, writing and mathematics.

The school's Year 6 pupils make on average at least 'sufficient progress' in reading, writing, and mathematics compared with their end of Key Stage 1 assessment scores.

### **In secondary schools**

Key Stage 4 students, those in Years 10 and 11, typically study GCSE subjects which include (i) English and mathematics and at least six others which (ii) may form part of the English Baccalaureate (EBacc), such as sciences, modern foreign languages, history and geography, (iii) are recognised vocational qualifications, or (iv) are other 'open' qualifications.

A school will be below the floor standard if the average of its Year 11 students' attainment in the best eight of their subjects, compared with their end of Key Stage assessment scores is below - 0.5 (half a GCSE grade) of the national average on this measure, unless the confidence interval indicates that the score may not be below average. This measure is called the Progress 8 score.

### **Coasting schools**

From 2016 a primary school will be judged as coasting if:

- In 2014 and 2015, fewer than 85% of the Year 6 pupils achieved at least level 4 in reading, writing and mathematics and
- In 2016 fewer than 85% of Year 6 pupils achieved the new expected standard (100 in the scaled score) and average progress made by those pupils across Key Stage 2 in reading or writing or mathematics is below a level set against the new primary progress measures.

From 2016 a secondary school will be judged as coasting if:

- In 2014 and 2015 fewer than 60% of its Year 11 students achieved five A\*-C GCSE grades in English and mathematics and their average progress since they were in Year 7 was below the median percentage of pupils making expected progress in English and mathematics nationally, and
- In 2016 the progress of Year 11 pupils fell below a level set against the new Progress 8 measure. This level is to be announced in the autumn of 2016.

By 2018, coasting will be measured entirely by Progress 8 data averaged over three

years. There will be no attainment element.

#### **4.0 KEY INFORMATION**

The headline accountability measures for secondary schools from 2016 are the proportion of Year 11 pupils' average measures on Progress 8 and Attainment 8. Attainment 8 is the average attainment of students in both English and Maths (A\*-C), and A\*-C grades in six other subjects which may make up the EBacc and/or open subjects, and/or the recognised vocational qualifications.

In 2016 the Telford and Wrekin (T&W) schools' average Attainment 8 score per student was 49.3. This was an increase from 48.1 in 2015. The average attainment 8 score for T&W schools was higher than the regional value (49.1) but lower than the national (49.9) and only four other West Midlands LAs scored higher.

In T&W the average attainment scores for the specific subject and EBacc elements are lower than both regional and national comparators, but above regional and national for the open element. English was 10.1, lower than national, (10.5) and regional (10.4). Mathematics was 9.5, lower than national (9.8) and regional (9.6).

The average attainment score for the EBacc element was 13.6, below national (13.8) and above regional (13.5).

The average attainment for the open element, the three highest graded subjects not included in the other elements was 16.1 higher than both regional (15.6) and national (15.8) comparators.

In T&W the average Progress 8 score was - 0.15, regional was - 0.7 and national - 0.03. The average progress score for English was -0.28, below regional (-0.10) and national (-0.04). The average progress score for mathematics, -0.22 was also below both the regional (-0.08) and the national (-0.02)

The proportion of students achieving the EBacc, 22.7% was above the regional, (21.9%), but below the national (24.6%). The proportion of students entered for the EBacc increased from 42.15 in 2015 to 46.1%. The proportion of students achieving the English element of the EBacc was 69.4%, improved from the 2015 value of 64.4%, but it was lower than regional (73%) and national (74.7%) values. However, the mathematics element of 64.5% was lower than the previous year's 66.1%, and lower than regional (65.9%) and national (68.5%) scores.

Attainment in English and mathematics, 58.2% of Year 11 pupils attaining at least A\*-C grades in both subjects, is lower than regional (59.9%) and national (62.8%) comparators.

Telford Langley Academy was the most improved school in T&W.

#### **5.0 ACTIONS TO ADDRESS**

There is a new support protocol, agreed with primary, secondary and special schools, which places each school within one of three levels.

**Level 1** schools are judged to be securely good or better.

**Level 2** schools' results may have dipped slightly, and require some monitoring depending on their level of need. This may include an initial learning walk/work scrutiny, and a meeting reviewing the school's performance information later in the year.

**Level 3** schools require closer monitoring because of one or more of factors including: the school improvement team judges their capacity for improvement to be fragile. They may have an inexperienced leadership team. Their results are of concern to us. They may also be in an imminent inspection window, or they may be subject to special measures. These schools will have at least termly monitoring. A warning notice may also be issued.

**Report prepared by Michelle Parker Quality Assurance Specialist**

**TELFORD & WREKIN COUNCIL****CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE – 1 NOVEMBER 2016****SEND****REPORT OF THE INCLUSION AND CORPORATE PARENTING SERVICE DELIVERY  
MANAGER****1.0 PURPOSE**

- 1.1 To enable the Children and Young People Scrutiny Committee to consider Telford and Wrekin's implementation of the Children and Family Act (2014) with particular reference to Special Educational Needs and Disability.

**2.0 RECOMMENDATIONS**

- 2.1 **That the Committee consider the report and agree any further actions for Scrutiny.**

**3.0 INTRODUCTION**

The Children and Families Act, implemented from September 2014, is a wide-ranging piece of legislation that defines the responsibilities of the Local Authority in relation to Special Educational Needs (SEN).

The implementation of the SEN reforms started in September 2014 and involves a three and a half year programme, in line with national expectations.

Telford and Wrekin Council have a designated SEND team that is responsible for the administration of the procedures related to the statutory assessment of children and young people's special educational needs. In line with the Act, from 1<sup>st</sup> September 2014, the authority no longer issued a 'statement' for a child with special educational needs but instead an 'Education, Health and Care Plan'. The plan aims to meet a child or young person's educational, health and care needs. The Act requires agencies to work holistically and deliver a coordinated approach to families.

Approximately 1200 children and young people have a Statement of Special Educational Needs and or Education, Health and Care Plan in Telford and Wrekin. Nationally 2.8% of the population have a statement of SEN/EHCP compared to **3.3%** in Telford and Wrekin. Further work would be required to understand why Telford has a higher amount of children/young people with a statement of SEN/EHCP but explanation is likely to include a range of factors. It is possible that local funding arrangements contribute to this statistic as children in Telford and Wrekin require a statement/EHC plan to access high need funding whereas this is not always the case in other LAs. A further hypothesis is that Telford and Wrekin has been less stringent during its decision making regarding requests for statutory

assessments and or issuing a statement/EHCP once a statutory assessment has been completed.

In line with requirements of the SEN reform all statements of SEN need to be transferred to an EHC plan by March 2018. In addition approximately 22 young people with a learning difficulty assessment (LDA) required transfer to an EHC Plan by the 31<sup>st</sup> August 2016 which was completed on time.

## **4.0 KEY INFORMATION**

### **4.1 Developing the strategic approach to SEND in Telford and Wrekin**

The national SEND reforms continue to provide the statutory framework for children and young people with SEND. Locally, consultation is ongoing regarding a strategic approach that sets out the following vision:

*We want children and young people, aged 0 to 25, with SEND across Telford and Wrekin to make excellent progress; to achieve the best possible outcomes; to open door for their own future and thus enable them to become active citizens within their communities.*

Identified priorities include:

- To ensure that every child with SEND makes excellent progress, through access to high quality provision.
- To engage with children and their families early to identify and support their needs.
- To provide smooth progression into adulthood for all young people with SEND.
- To develop robust governance structures that monitor the effectiveness of services that are designed to support SEND.

The new strategy for SEND is being co-produced with our key partners and importantly our families and young people too. Ultimately we need to know from them what our goals should look like and their continued participation is essential as we implement our approach. The strategy also recognises that challenges around finance and sustainability appreciating that activity will be influenced by the current financial constraints on local councils. The Strategy is due to be launched at the next meeting of the SEND governance board, Aiming High, on 17<sup>th</sup> November 2016.

### **4.2 Local Offer**

In October 2014 Telford & Wrekin published the Special Educational Needs and Disabilities (SEND) Local Offer in accordance with the SEND Code of practice (2014).

The Local Offer sets out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Throughout the year the SEND advisor for the Department for Education has reviewed Telford & Wrekin’s Local Offer to check compliance with statutory requirements. They have commented that significant progress has been made, that an excellent “You said, we did” report is available, showing how officers have responded to comments from parents about the content and presentation of the website and that much progress has been made with schools rebadging “school offers” as “SEN Information Reports” to match the Code of Practice requirement. Areas still to consider include identification of a dedicated resource for Local Offer development and accessibility options remain limited. The website has received approximately 5000 hits since between January and October 2016. Telford and Wrekin’s Local Offer website can be found at [www.telfordsend.org.uk](http://www.telfordsend.org.uk)

### 4.3 Education Health and Care (EHC) Plans

Following the SEN reforms the timescale for completing a statutory assessment reduced from 26 to 20 weeks. Table 1 shows the performance data of statutory assessments completed within 20 weeks from January to October 2016.

**Table 1 - % of EHC plans completed within statutory timeframes**

Activity	% (Cumulative total Jan – Oct 2016)
EHC Plans (new assessments) completed within 20 week timescale including exception cases	21.94% (34 of 155 Plans)
EHC Plans (new assessments) completed within 20 week timescale including exception cases	18.24% (27 of 148 Plans)
Transfers from Statements to EHC Plans completed within 20 week timescale	50.56% (182 of 360 completed Transfers)

As can be seen performance regarding timeliness has been poor. Contributing factors include embedding a new statutory process that involves greater co-production with families and schools, late submission of advice from across education, health and care providers and limited data tracking. Nationally many LAs are facing similar challenges to Telford and Wrekin with regard to meeting the 20 week target. Data indicates that on average 60% of EHC plans were finalised within time across England during 2015 – although in comparison Telford’s data stood at 18% highlighting a local weakness.

Significant action has now been put into place in order to increase performance. The SEN team has undergone a restructure and moved from social care into education services. A new SEND group manager has been in post since October 2016 and a recovery plan to

support timeliness put in place. Liaison with advice providers has begun alongside the development of performance monitored tools. Work activities have been reprioritised and targets set. Processes have been streamlined and significant work has been completed on data quality. It is forecast that timeliness will improve over the coming months. The guiding principle for the Local Authority continues to be balancing capacity while maintaining the integrity of a child centred approach.

### Requests

The table below details the number of new Education Health Care Needs Assessment requests received year to date, with comparative data for 2014 and 2015 calendar years.

**Table 2 – No of EHC requests received.**

	2014	2015	2016 (year to date)
Total New Requests	90	190	210

As can be seen there has been a significant increase in requests following the implementation of the Children and Family Act 2014. Whilst this appears to be in line with national trend the rate of increase is of concern. On average the authority has agreed 78% of requests received during 2016. Where requests are declined the SEND team will signpost or provide feedback as to appropriate next steps that should be taken to meet a child or young person’s needs. All decisions are made in line with the authority’s published criteria as detailed on the Local Offer.

### **4.4 EHC Transfer Assessments**

In total Telford and Wrekin have transferred 543 statements of SEN to an EHC plan which is 51% of those required. The team are confident that they will meet the 31<sup>st</sup> March 2018 deadline to ensure all statements are transferred. Whilst there is recognition that timeliness can be an issue limited national data is provided for comparison. Informally many authorities report significant concern about both the ultimate deadline for completion in 2018 and ability to undertake transfer assessments in 20 weeks.

Further data is provided about EHC transfers in the Appendix document.

### **4.5 Joint Commissioning**

The SEN Reforms for 0-25 year olds require that:

“Joint commissioning arrangements must cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans. Services will include specialist support and therapies, such as clinical treatments and delivery of medications, speech and language therapy, assistive technology, personal care (or access to it), Child and Adolescent Mental Health Services (CAMHS) support, occupational therapy, habilitation training, physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies and also emergency provision. They could include highly specialist services needed by only a small number of children, for instance children with severe learning disabilities or who require services which are commissioned

centrally by NHS England (for example some augmentative and alternative communication systems, or health provision for children and young people in the secure estate or secure colleges).”

There are examples of joint funding allocations i.e. Speech and Language Therapy, audiology and a joint commissioning model for Early Years through Stepping Stones. However, there is a need to further develop joint commissioning approaches in Telford and Wrekin, particularly for children beyond those in Early Years. Key partnerships have been established between the local authority and health providers but a commissioning approach to SEND between services needs to be developed further.

#### **4.6 Co-production, Communication and Engagement**

Parental engagement and co-production activities are continuing, including regular engagement meetings with PODS (Parent Carer Forum), IASS (Independent Advice Support Service) and IS (Independent Support).

Some examples of feedback from parents and carers about what works for them:

- targeted Information so they are not bombarded and know where to start
- need to know criteria/thresholds for assessments or services – and if not met then helpful to understand the reasons behind decisions
- professionals consistent over time and with knowledge and empathy, and well informed handover where this is necessary
- networks and parent support groups

#### **4.7 CQC and Ofsted Local Area SEND inspection**

Ofsted and CQC have begun inspections of all local areas over a five-year period. Judgements are to be made about the performance of the local area since the implementation of the reforms in September 2014 and there will be a narrative evaluation report following the inspection. There will not be an overall effectiveness grade.

When selecting local areas for inspection in a given year, Ofsted will ensure that there is a spread across the country and will, wherever possible, take account of the timing of any other Ofsted or CQC inspection activity. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area’s ability to fulfil its responsibilities, for example weaknesses found in the area’s education inspections.

The inspection teams will usually consist of one of Her Majesty’s Inspectors (HMI) from Ofsted, a Children’s Services Inspector from CQC, and a trained inspector from a local authority (not from the local area being inspected). The local authority inspector will have specialist knowledge of disability and special educational needs and have a health, social care or education background.

The proposed focus of the inspection will be

- How effectively does the local area identify children and young people who are disabled and/or have special educational needs?

- How effectively does the local area meet the needs and improve the outcomes of children and young people who are disabled and/or have special educational needs?

The inspection team will

- meet key managers and leaders from the area's education, health and social care services
- visit a number of early years settings, schools and further education providers.
- visit health settings, where inspectors will discuss with managers and practitioners how the local area fulfils its responsibilities and how they contribute to this. They will review health files and information about how health practitioners contribute to assessments and education, health and care plans.
- meet children and young people, and parents and carers to get their views of how effectively the area fulfils its responsibilities.

The Local Authority with partners is preparing for the inspection, including completing a self-assessment, communications, managing the inspection and gathering the evidence from children, young people and carers.

#### **4.8 Additional current and future challenges**

There is a large and growing demand for special school and alternative provision. This appears related to growing pressure on schools/heads and governors from OFSTED requirements the changing relationship between the Local Authority and schools.

The current high needs budget is not sufficient to meet the continued demand and annual increase for specialist educational provision beyond. Work continues to resolve the potential budget gap involving robust commissioning and joint problem solving with the school and further education community.

#### **5.0 ACTIONS TO ADDRESS**

The following priority actions include:

Activity	Actions already taken	Lead Officers	Completion date
Finalising and publishing the Strategy for Children and Young People with Special Educational Needs.	Draft strategy shared with key stakeholders.	Andy Cooke Simon Wellman	17 <sup>th</sup> November 2016
To improve timeliness of EHC assessments	Recovery plan in place.	Simon Wellman	6 month improvement journey.
To prepare for CQC and OFSTED local area inspection.	Self-evaluation under way.	Andy Cooke	Inspection will occur within 5 year cycle.

To develop sufficiency of placements by strengthening capacity and resilience in mainstream schools.	(Linked to Strategy publication above) and realignment of SEND services within education,	Andy Cooke Simon Wellman	As above
To develop further means of collecting parental and young people feedback about the services we provide.	Consultation events in place with parent carer forum.	Simon Wellman Natalie Bevan	April 2017

**Report prepared by**

**Andy Cooke, SDM Inclusion and Corporate Parenting 01952 380885**

**Simon Wellman, SEND Group Manager 01952 382310**



# SEND

## Draft & Final Education Health & Care Plans

### September 2016 Monthly Statistics

*(Data within this report is accurate at the point of extraction of the data, however, outturn figures are subject to change where late recording or data cleansing occurs).*



**Table One: Summary of Education Health Care Plan (EHCP) Requests and Outcomes – 2016 calendar year**

	Education Health Care Plans - Requests					Draft Education Health Care Plans		Final Education Health Care Plans	
	New Requests Received	Cumulative Number of Requests Received	Decision to Commence	Decision Not to Assess	EHCP Issued as an Outcome	Number of Draft EHCP's Issued	Cumulative Number of Draft EHCP's Issued	Number of Final EHCP's Issued	Cumulative Number of Final EHCP's Issued
Jan	20	20	19	1	11	17	17	18	18
Feb	29	49	25	4	14	10	27	19	37
March	26	75	24	2	9	13	40	10	47
April	26	101	23	3	5	22	62	14	61
May	26	127	24	2	7	15	77	29	90
June	33	160	16	17		10	87	9	99
July	24	184	18	5		11	98	16	115
August	9	193	8	1		19	117	18	133
Sept	17	210	2	1		12	129	22	155
Oct									
Nov									
Dec									
Totals	210		159 to date	36 to date	46 to date	129		155	

Please note that the decision to commence or decline assessment relates directly to the month that the EHCNA request is received.

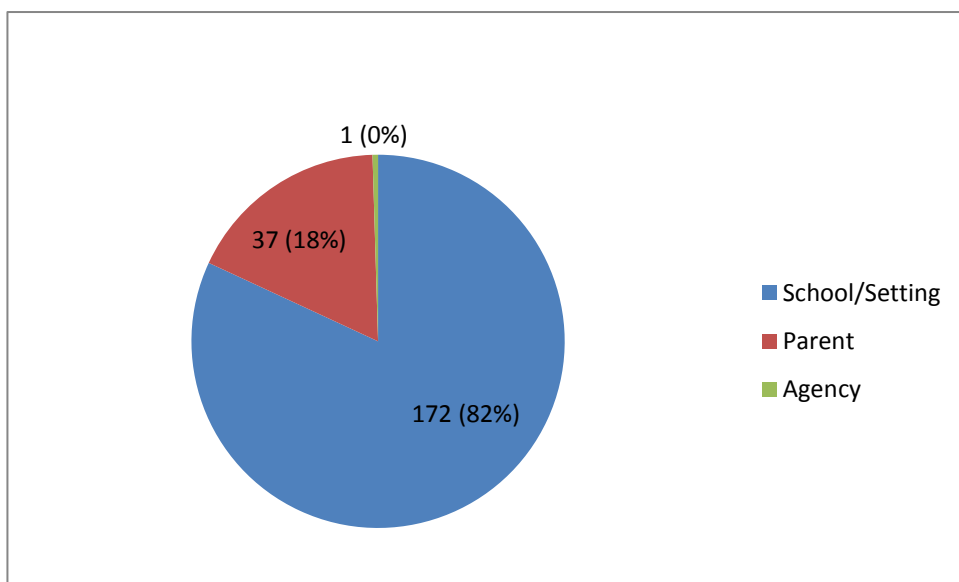
**Education Health Care Needs Assessment Requests**  
**(2016 calendar year)**

The table below details the number of new Education Health Care Needs Assessment requests received year to date, with comparative data for 2014 and 2015 calendar years. *Prior to September 2014 any request received related to the Statutory Assessment Process.*

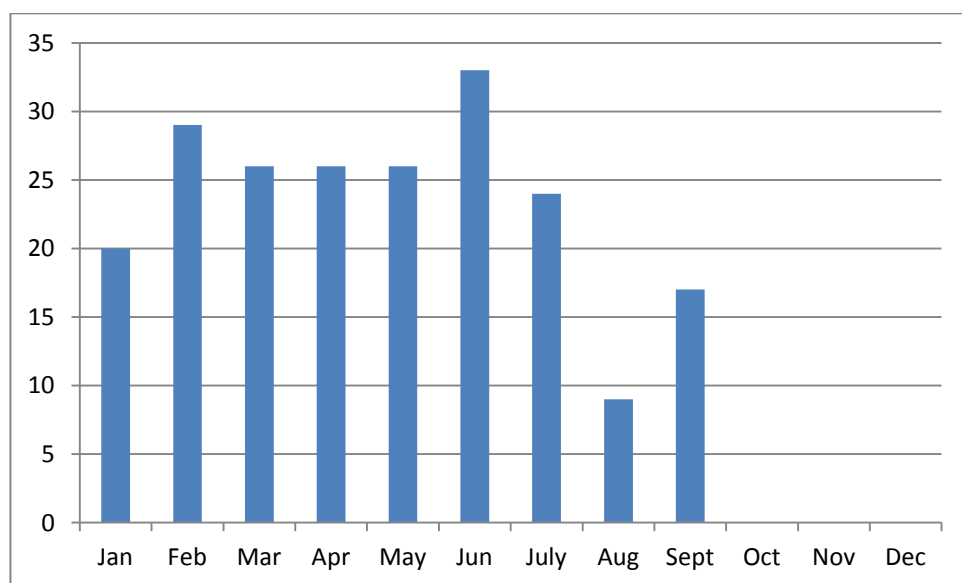
**Table 2 Total No. of EHC requests per year**

	2014	2015	2016 (year to date)
Total New Requests	90	190	210

**Chart 1-** the source of the Education Health Care Needs Assessment requests received year to date:



**Chart 2 - Monthly breakdown for Education Health Care Needs Assessment Requests received year to date:**



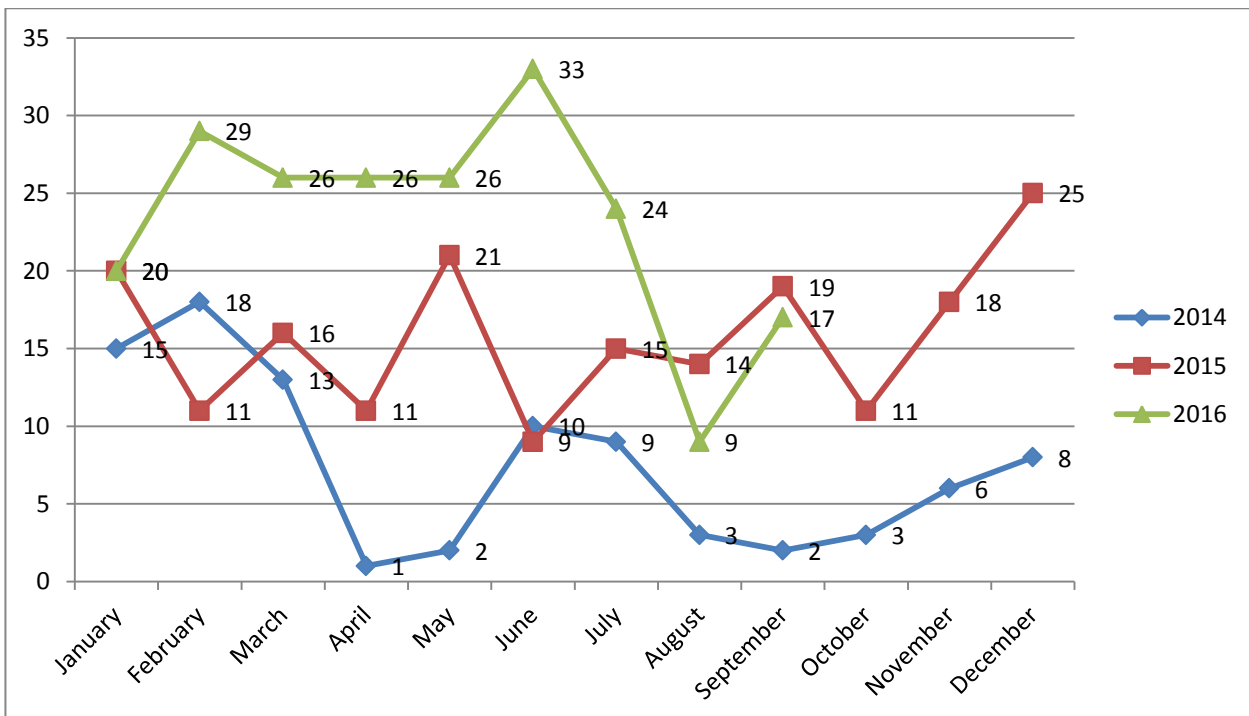
**Education Health Care Needs Assessment Requests**  
**(2016 calendar year)**

The table and chart below show the trend in the number of new requests received for an Education Health Care Plan compared with the previous two years. *Prior to September 2014 any request received related to the Statutory Assessment Process.*

**Table Two**

	2014	2015	2016 (year to date)	Trend (month by month comparison with previous year)
January	15	20	20	↔
February	18	11	29	↑
March	13	16	26	↑
April	1	11	26	↑
May	2	21	26	↑
June	10	9	33	↑
July	9	15	24	↑
August	3	14	9	↓
September	2	19	17	↓
October	3	11		
November	6	18		
December	8	25		
<b>Totals</b>	<b>90</b>	<b>190</b>	<b>210</b>	

**Chart Three**

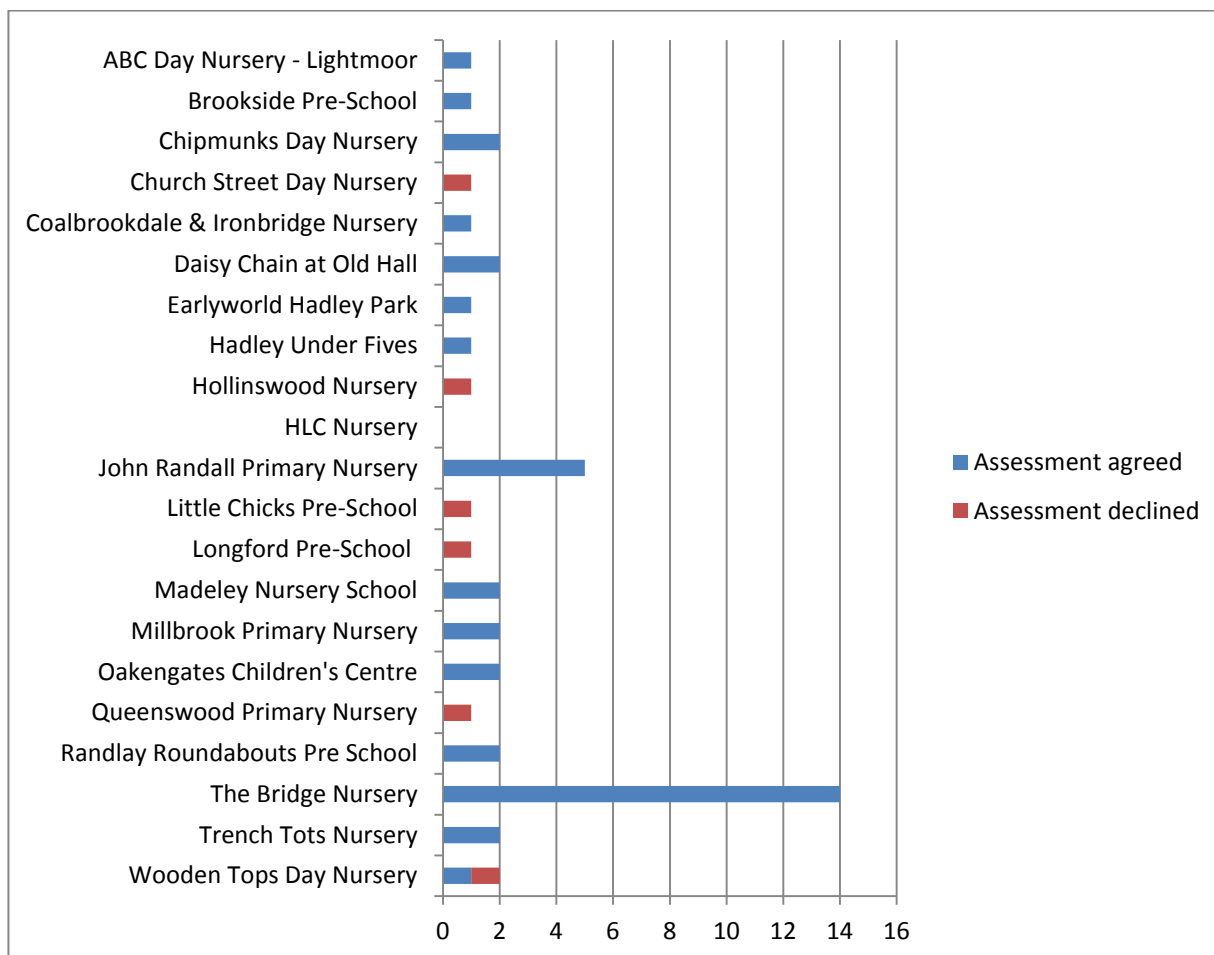


It can be seen that there has been a marked increase in requests received for an Education Health Care Plan since Education Health Care Plans replaced requests for Statutory Assessments from September 2014. This is in line with national trends (*Source: Office for National Statistics*).

**Request for an Education Health Care Needs Assessment by School Phase**  
**(2016 calendar year)**

The charts below detail the school/setting that the children/young people currently attend and whether or not the request for assessment has been accepted or declined (to date).

**Chart Four: Pre-School Phase**



**Chart 5 - Primary Phase**

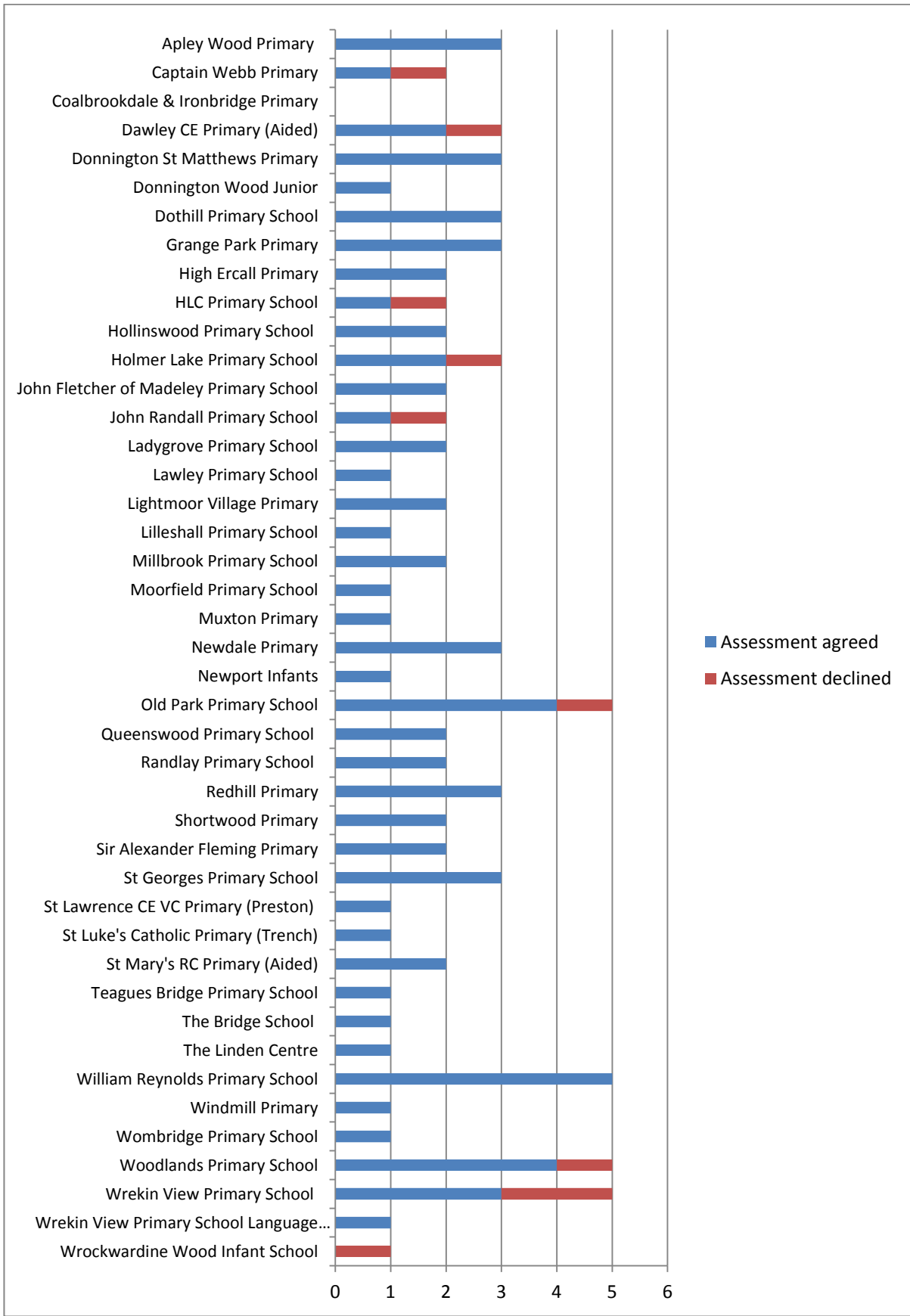


Table Three - Comparative data regarding the number of requests received versus numbers of pupils on roll is detailed below:

School	No. of requests received	NOR (as at 06/10/16)	% of school population for whom EHCNA requests have been received	No. Of pupils on SEN Support
Apley Wood Primary	3	418	0.72%	35
Captain Webb Primary	2	398	0.50%	40
Dawley CE Primary (Aided)	3	221	1.36%	
Donnington St Matthews Primary	3	304	0.99%	36
Donnington Wood Junior	1	185	0.54%	40
Dothill Primary School	3	445	0.67%	43
Grange Park Primary	3	449	0.67%	
High Ercall Primary	2	143	1.40%	
HLC Primary	2	487	0.41%	107
Hollinswood Primary	1	392	0.26%	
Holmer Lake Primary	3	271	1.11%	49
John Fletcher of Madeley Primary	2	388	0.52%	55
John Randall Primary	2	239	0.84%	42
Ladygrove Primary	2	271	0.74%	57
Lawley Primary	1	416	0.24%	31
Lightmoor Village Primary	2	204	0.98%	39
Lilleshall Primary	1	205	0.49%	19
Millbrook Primary	2	380	0.53%	44
Moorfield Primary	1	282	0.35%	16
Muxton Primary	1	416	0.24%	36
Newdale Primary	3	510	0.59%	
Newport Infants	1	214	0.47%	
Old Park Primary	5	625	0.80%	183
Queenswood Primary	2	137	1.46%	32
Randlay Primary	2	366	0.55%	
Redhill Primary	3	461	0.65%	38
Shortwood Primary	2	528	0.38%	111
Sir Alexander Fleming Primary	2	350	0.57%	67
St Georges Primary	3	540	0.56%	29
St Lawrence CE VC Primary (Preston)	1	82	1.22%	7

St Luke's Catholic Primary (Trench)	1	145	0.69%	13
St Mary's RC Primary (Aided)	2	189	1.06%	22
Teagues Bridge Primary	1	226	0.44%	22
William Reynolds Primary	5	433	1.15%	80
Windmill Primary	1	408	0.25%	84
Wombridge Primary	1	242	0.41%	51
Woodlands Primary	5	426	1.17%	79
Wrekin View Primary	5	388	1.29%	
Wrockwardine Wood Infants	1	246	0.41%	33

**Chart 6 - Secondary Phase**

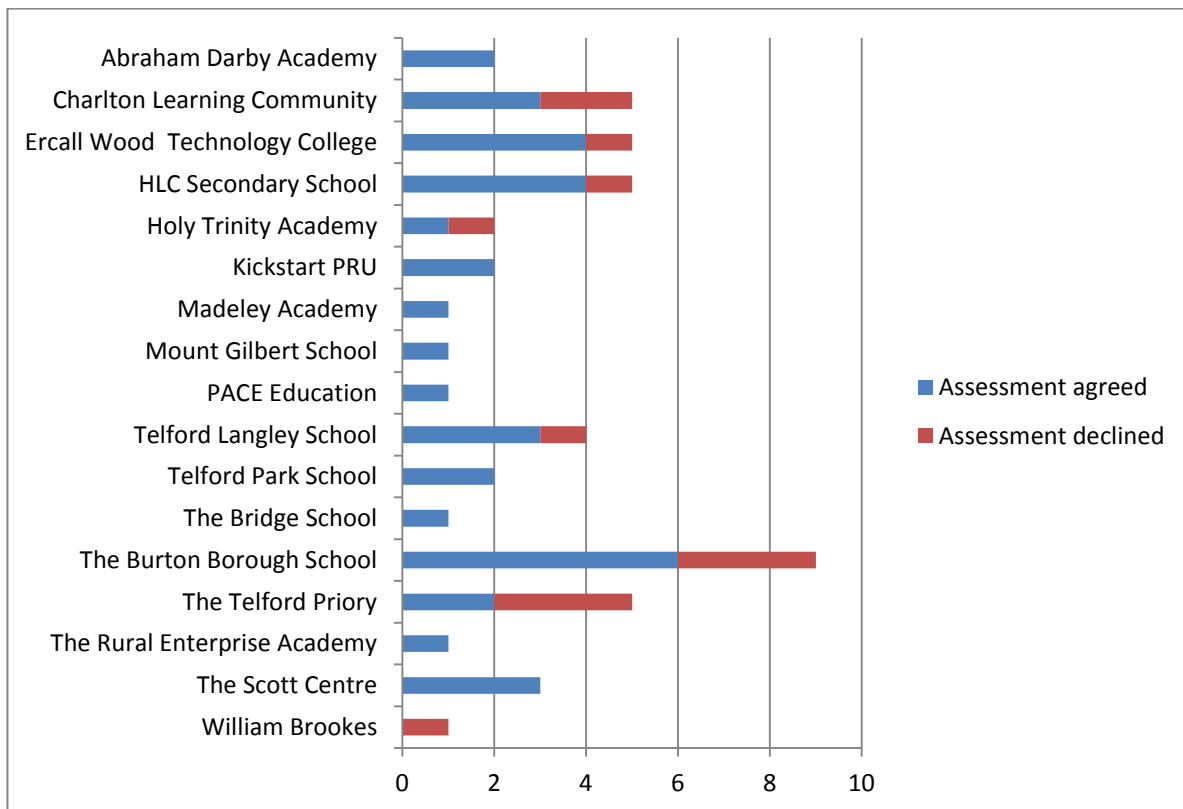


Table 4 - Comparative data regarding the number of requests received versus numbers of pupils on roll is detailed below:

School	No. of requests received	NOR (as at 06/10/16)	% of school population for whom EHCNA requests have been received	No. Of pupils on SEN Support
Abraham Darby Academy	2	986	0.20%	
Charlton Learning Community	5	1111	0.45%	164
Ercall Wood Tech College	5	621	0.81%	
HLC Secondary	5	920	0.54%	
Holy Trinity Academy	2	364	0.55%	
Madeley Academy	2	1104	0.18%	
Mount Gilbert	1	45	2.22%	8
Telford Langley	5	617	0.81%	
Telford Park	2	380	0.53%	
The Bridge School	2	202	0.99%	48
The Burton Borough	9	1067	0.84%	74
The Telford Priory School	3	1072	0.28%	

Chart Seven - Post 16/Unplaced/EHE/Independent Requests

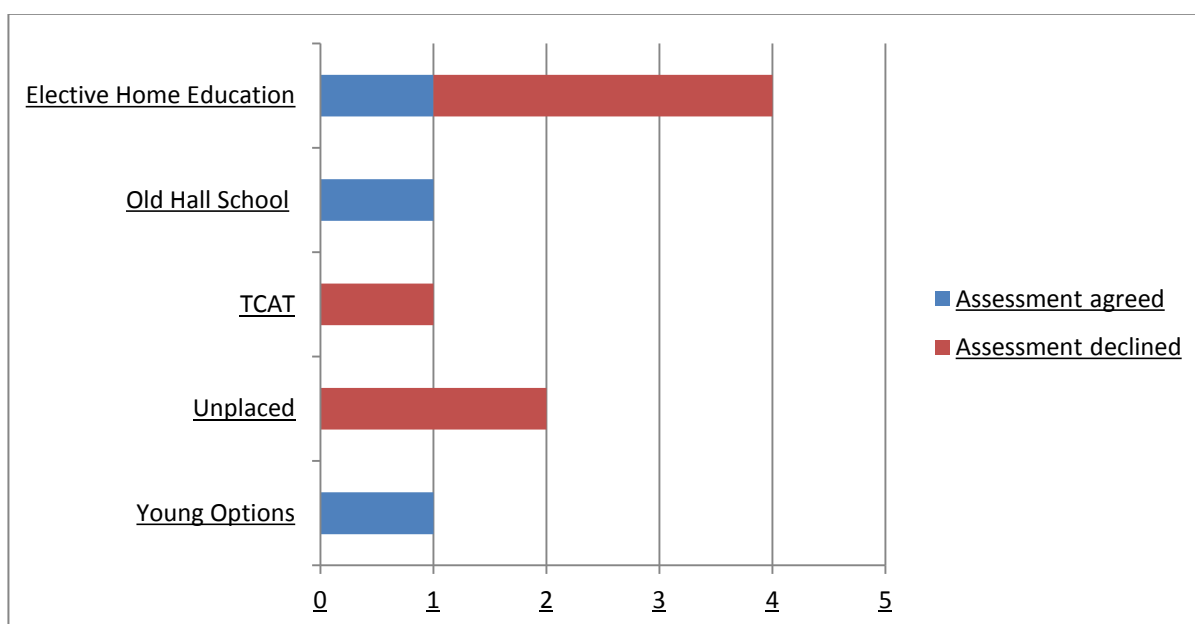
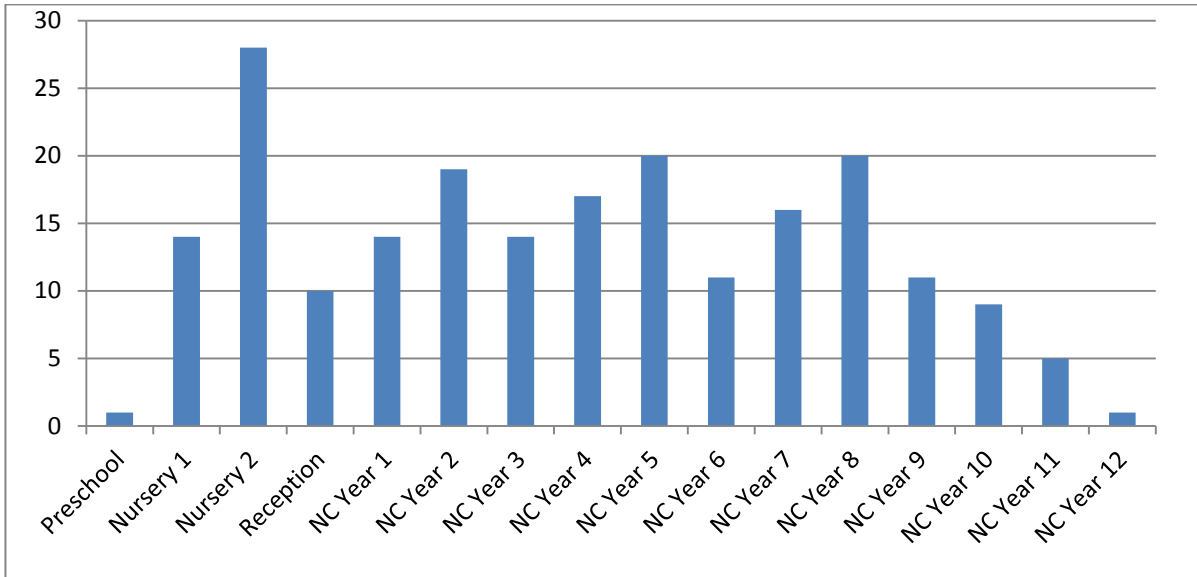


Table Five - The following schools have not submitted any requests for an Education Health Care Needs Assessment to be carried out (year to date):

School	NOR (as at 06/10/16)	No of pupils on SEN Support
Adams Grammar		
Aqueduct Primary	267	46
Church Aston Infants	52	4
Crudgington	124	10
Donnington Wood Infants		
Haughton		
Lawley Village Academy		
Meadows Primary		
Newport Junior	276	27
Newport Girls High School		
Priorslee Primary Academy		
Queensway HLC		
Southall		
St Patricks Catholic Primary		
St Peters & St Pauls Catholic Primary	193	11
St Peters Bratton		
St Peters Edgmond		
Tibberton Primary		
Wrockwardine Wood Juniors	264	45

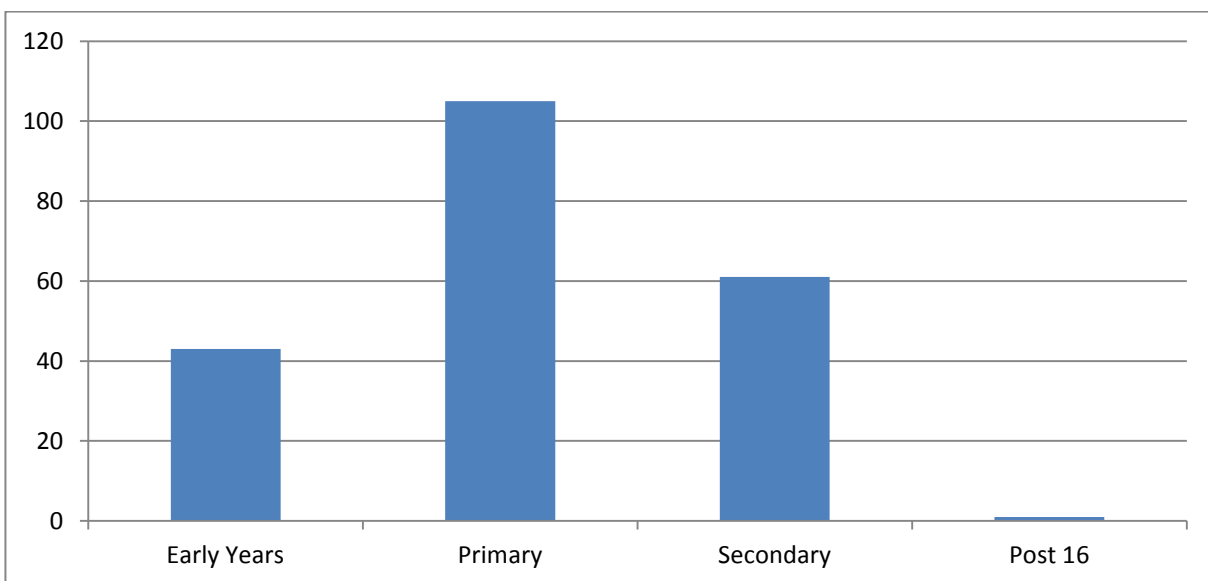
**Education Health Care Needs Assessment Requests**  
**(2016 calendar year)**

**Chart Eight - Education Health Care Needs Assessment Requests by NC Year**



The chart above tracks the breakdown by National Curriculum Year Group of those children for whom an Education Health Care Needs Assessment request has been received (year to date).

**Chart Nine- Education Health Care Needs Assessment Requests by School Phase Overview**



**Table 6 - DRAFT EDUCATION, HEALTH CARE PLANS ISSUED (2016 calendar year)**

Number of weeks taken to issue Draft Education Health Care Plan	2016 Calendar Year												Total
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	
64			1										1
57			1										1
54				1									1
48				1									1
43		1											1
42			1										1
41				2									2
37		1			1			1					3
36			1					1					2
35			2	1				1					4
34				3			1						3
33			1										1
31		1					1		1				3
30	1					1	1		1				4
29			2				1						3
28	1				1		1	1					4
27			1	1	1				1				4
26	2					1		1					4
25	2	1			1		1	2					7
24					2	1	1	2	2				8
23		2			3		1	3	1				10
22	5		1	2	1			2					11
21				4	1		2	1					8
20				2	1	1	1		1				6
19				2	1	1							4
18	4	1	2		1	1		2	4				15
17	1	1	1			2			1				6
16		1		1		2		1					5
15					1								1
14		1		2				1					4
13													0
12	1												1
Total Number of Draft Education Health Care Plans Issued	17	10	13	22	15	10	11	19	12	0	0	0	129

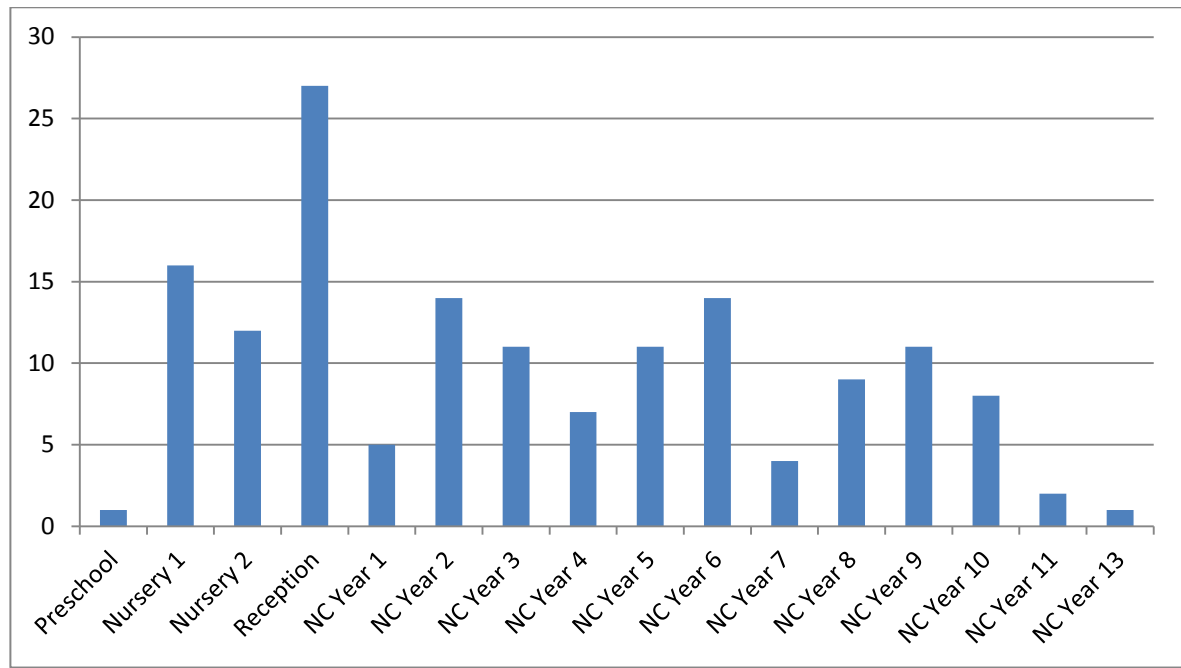
Draft Education Health Care Plans are required to be issued within **16** weeks of the date of receipt of the request.

**Table 7 - FINAL EDUCATION HEALTH CARE PLANS ISSUED (2016 calendar year)**

Number of weeks taken to issue Final Education Health Care Plan	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
106							1						1
98					1								1
94				1									1
93				1									1
90			1										1
71					1								1
65				1									1
60			1										1
59					1								1
53	1				1								2
50			1										1
49		1											1
48					1								1
46		1											1
44					2								2
42						1							1
40	2	2		1									5
39	1				2		1	1					5
38					1			1					2
37			1		3			1					5
36								2					2
35				1									1
34		2						1					3
33		1		2				1					4
32							4		3				7
31		1	1		2	1			2				7
30	1	1											2
29		1				1	1	1	2				6
28	2	1				1	2	2					8
27		1	1				2		3				7
26		1			4			1	2				8
25	2			1		1	1	2	1				8
24	3	2		1	3		1	2					12
23	1	1		1	3			1					7
22	3	1		2			1		1				8
21		1		1	1	1			1				5
20		1	2	1		1		1	6				12
19			1		1	2							4
18	1		1		1		2						5
17	1				1				1				3
13								1					1
Total Number of Final Education Health Care Plans Issued	18	19	10	14	29	9	16	18	22	0	0	0	155

Final Education Health Care Plans are required to be issued within **20** weeks of the date of receipt of the request.

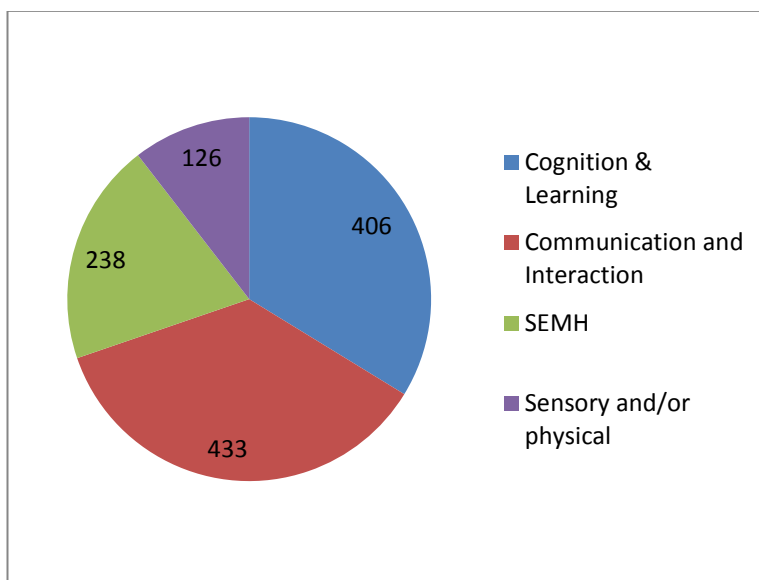
**Chart 10 - Final Education Health Care Plans Issued by NC Year  
(2016 Calendar Year)**



The chart above tracks the breakdown by National Curriculum Year Group of those children for whom a Final Education Health Care Plan has been issued during the 2016 calendar year. Since September 2014, the age range has been extended to children aged 0-25 years of age.

**Graph One - Breakdown of current cohort by broad area of need (data is correct at point of extraction – 30/06/16 and will be updated on a 6 monthly basis)**

Total number of pupils with Statement of SEN or EHC Plan = 1203 (30/06/16)



- Cognition & Learning
  - MLD, SLD, PMLD, SpLD
- Communication & Interaction
  - SLCN, ASD
- Social, emotional and mental health difficulties
  - BESD
- Sensory and/or Physical
  - VI, HI, MSI, PD

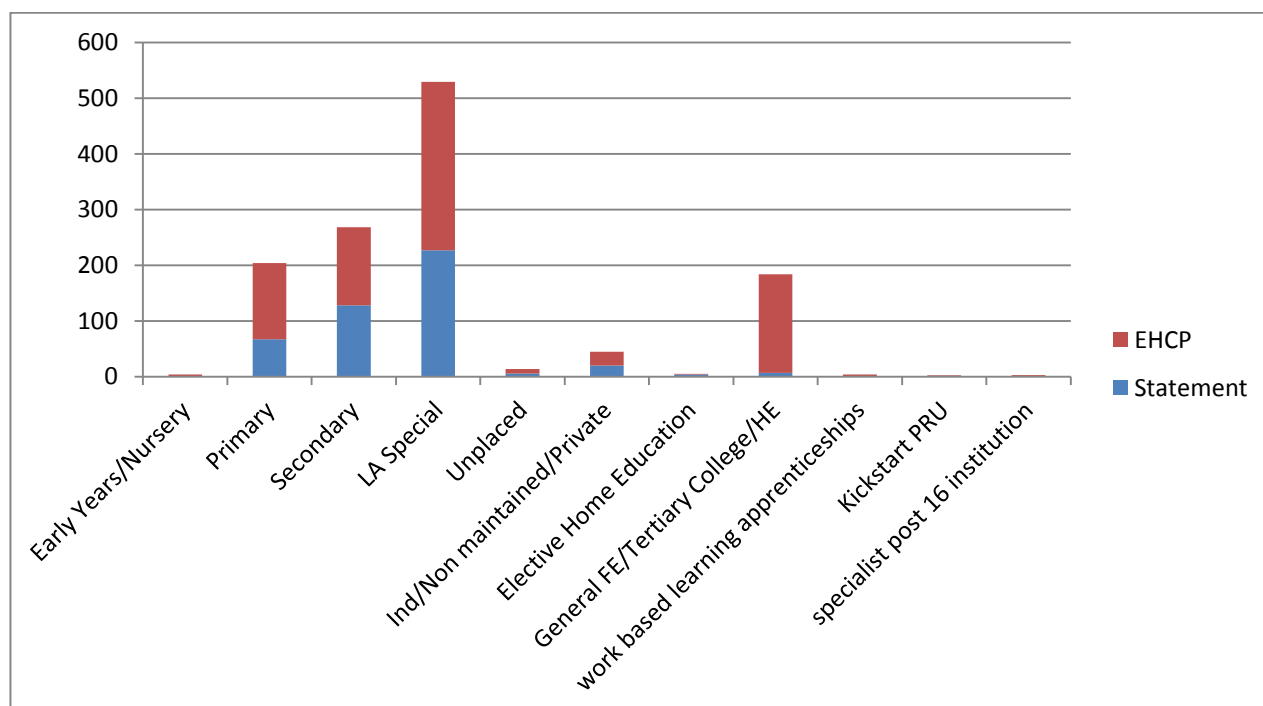
### Current Placements (as at 31/08/16)

The table and chart below shows the placements of those children currently in receipt of a Statement of Special Educational Need or an Education Health Care Plan.

Table 8

Placement	Statement	EHCP	Combined Total
Early Years/Nursery	0	4	4
Primary	67	137	204
Secondary	128	140	268
LA Special	227	302	529
Unplaced	6	8	14
Independent/Non maintained/Private	20	25	45
Elective Home Education	4	1	5
General FE/Tertiary College/HE	7	177	184
work based learning apprenticeships	0	4	4
Kickstart PRU	2	1	3
specialist post 16 institution	1	2	3
<b>TOTAL</b>	<b>462</b>	<b>801</b>	<b>1263</b>

**Chart 11**



**Table 9 - COMPLETED TRANSFERS FROM STATEMENTS TO EDUCATION HEALTH CARE PLANS** (calendar year 2016)

Number of weeks taken to issue Final Education Health Care Plan	2016 Calendar Year - Transfer Reviews												Total
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	
82					1								1
75							1						1
73						1							1
61			1										1
58			1										1
50	1		1										2
49					1								1
46	2						1						3
45		1											1
44									1				1
43		1					1		1				3
42							1	1	1				3
40		1											1
39							1						1
38						1	2						3
37						3	1						4
36						2	1		1				4
35					1	1	2						4
34						2							2
33							2						2
32				1		2							3
31					1	2			1				4
30				1	1	1	2						5
29			1				5		4				10
28			1	1	2	2			5				11
27			1		3		3		4				7
26			3		1		1						5
25			1		3	3	1						8
24			3	2	2	2	3	1					13
23			6			1	4		1				12
22		1	7			5			1				14
21		18	22		1		2		1				44
20		8	12		3	8	8						39
19		7	7	1	1	4	4						24
18		3	27		3	2	2		2				36
17		12	2		2	19			1				36
16		8			2	4							14
15			1		7	1	2		1				12
14		1					2		1				4
13		1			2	2	1		1				7
12			3		1		1						5
11									1				1
10									1				1
9		1	1				1						3
4			1										1
Total Number of Final Education Health Care Plans Issued	3	63	102	6	35	67	54	2	29	0	0	0	360

Final Education Health Care Plans are required to be issued within **20** weeks of the date of receipt of the request.

### Timescales for finalising EHC Plans / Transfers (as at 30/09/16)

% of EHC Plans completed within 20 week timescale including exception cases	21.94% (34 of 155 Plans)
% of EHC Plans completed within 20 week timescale including exception cases	18.24% (27 of 148 Plans)
% of Transfers from Statements to EHC Plans completed within 20 week timescale	50.56% (182 of 360 completed Transfers)

### Table 10 - Overview of SEND children not receiving education (as at September 2016)

*(Information provided by Cathy Hobbs - Service Delivery Specialist - Education Family Connect / Lead officer for Vulnerable Learners)*

#### **SEND Pupils on Modified Timetable**

<b>School Type</b>	<b>No. of SEND pupils</b>
Primary	2
Secondary	4
Special Schools	6
PRUs	1

<b>Children out of School (COOS)</b>	2
<b>Children not in Receipt of Education (CNRE)</b>	6
<b>Children Missing Education (CME)</b>	0

**TELFORD & WREKIN COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE -1 NOVEMBER 2016****WORK PROGRAMME REPORT 2016-17****REPORT OF THE ASSISTANT DIRECTOR: GOVERNANCE, PROCUREMENT AND COMMISSIONING****1.0 PURPOSE**

- 1.1 To enable the Children & Young People Scrutiny Committee to consider and agree the Committee's work programme for 2016/17

**2.0 RECOMMENDATIONS**

- 2.1 That the Committee agree items for the 2016/17 work programme; and  
2.2 That the Committee agree meeting dates for the remainder of the 2016/17 municipal year.

**3. INFORMATION**

- 3.1. The suggestions shown in Appendix 1 were considered by the Scrutiny Management Board on 20 July 2016 and have been referred to the Children & Young People Scrutiny Committee (CYP) to decide which issues should be included in the Committee's work programme.
- 3.2. Scrutiny Management Board allocated a baseline of six formal meetings during the municipal year for scrutiny; this allocation does not include informal or sub-group meetings which may be held to gather evidence as part of a review, briefing meetings or regional/external scrutiny meetings. The CYP committee review of multi-agency working against CSE was resource intensive in 2015/16, meeting 27 times. Therefore a tacit agreement was reached by the Scrutiny Management Board that the Committee could choose to limit the number of meetings in 2016/17. However, it is important to take into account the essential safeguarding and corporate parenting role that the Committee performs. Furthermore there is an expectation that the Committee should cover a broader work programme this year, due to focussing on a single issue in 2015/16. Issues that have been put forward for consideration in the work programme include SEND, Care leaver's accommodation and wider oversight of child protection policy and practice.
- 3.3. The work programme will be flexible to allow for important issues which emerge during the year to be scrutinised. However, if a new topic is added to the work programme, consideration must be given to removing an existing item to avoid the workload becoming unmanageable and losing focus.

3.4. Scrutiny Management Board also agreed that any items remaining at the end of the work programme period should automatically be removed so that future work programmes are fresh and focused on current issues and concerns. If an issue remains of concern it may be submitted for re-consideration in the next work programme.

## **OTHER CONSIDERATIONS**

### **4. EQUAL OPPORTUNITIES**

4.1. There are no specific equal opportunity impacts arising from this report. Equal Opportunity issues will be considered as part of any scrutiny work.

### **5. ENVIRONMENTAL IMPACT**

5.1. There are no specific environmental impacts arising from this report. Environmental impacts will be considered as appropriate to the topics in the work programme.

### **6. LEGAL COMMENT**

6.1 The Constitution requires each Scrutiny Committee to agree its work programme and undertake this through formal committee meetings, member working groups and sub-groups. These requirements relate directly to the recommendations in this report.

6.2 The specific requirements and responsibilities of the Council's scrutiny functions are set out further in the Council's constitution at Part 3 (section - "Scrutiny Rules", page 59 et seq.) and supplemented by the guidance in the council's Scrutiny Handbook.

### **7. LINKS WITH CORPORATE PRIORITIES**

7.1. Scrutiny members are asked to agree the work programme in the context of the Council's priorities.

### **8. OPPORTUNITIES AND RISKS**

8.1. There is an opportunity to focus the work programme on fewer topics and in more depth in areas of policy development where scrutiny can have a greater impact. There is a risk that too many topics are kept in the work programme so that it loses focus and impact.

### **9. FINANCIAL IMPLICATIONS**

9.1. Scrutiny has a role in ensuring that local government is effective and accountable. This includes undertaking reviews and challenging and monitoring performance. Support for the committee and the work programme are managed within existing resources. The financial implications of any recommendations made by Scrutiny should be considered as part of reports as relevant.

## **10. WARD IMPLICATIONS**

**10.1.** There are no specific ward implications arising from this report.

## **11. BACKGROUND PAPERS**

**11.1.** NONE

*Report prepared by Jessica Tangye Senior Democratic & Scrutiny Services  
Officer – 01952 382061*

## Appendix 1

### Children & Young People Scrutiny Committee Work Programme Report 2016/17

#### I. Meeting schedule

Date of Meeting	Items	Type of Meeting	Attendees
Tuesday 1 <sup>st</sup> November 2016	<b>Education Attainment</b> Primary School Performance Update on the latest changes to the education assessment system at Key stage 2 and 4 SEND Education Health and Care Plans <b>Work programme</b> To agree future items for the work programme	Committee	Cllr Gilly Reynolds Cllr Paul Watling Clive Jones Jim Collins Michelle Parker Andy Cooke Simon Wellman Sue Dyson
Thursday 8 <sup>th</sup> December 2016	<b>Ofsted</b> TWC response to Ofsted – Ofsted Action Plan <b>Children in Care</b> Performance Monitoring (Dashboard) <b>Multi –agency working against CSE</b> Update on implementation of recommendations	Committee	TBC Cllr Paul Watling Clive Jones Jo Britton Tilly Heigh
Meeting date TBC	<b>Issues identified in Ofsted Action Plan</b>	Committee	TBC Cabinet Member Clive Jones Jo Britton Tilly Heigh
Wednesday 8 <sup>th</sup> February, 2017	<b>Education Attainment</b> GCSE results <b>Academisation and Educational Support Grant</b> <b>Children missing from education, safeguarding in education, school admissions and attendance</b>	Committee	TBC Cllr Gilly Reynolds Cllr Paul Watling Jim Collins Michelle Parker, Tim Davis

	<b>Issues identified in Ofsted Action Plan</b>		Tracey Smart, Liz Smith Cathy Hobbs, Sue Dyson
Tuesday 4 <sup>th</sup> April, 2017	<b>TBC</b> <b>Multi –agency working against CSE</b> Interim report	Committee	TBC Cllr Paul Watling, Chair of LSCB Clive Jones
	<b>LSCB Annual Report</b> Finalised in the autumn term.	Health and Wellbeing Board Circulate to committee for noting	

## II. Forward Plan

Item	Issues	Method of scrutiny	When	Cabinet / SMT
Linking care and educational data	Published research suggests children with long term foster families make better progress at school compared to those 'in need' i.e. those from troubled families who remain with their birth family. The impact of Pupil Premium funding on progress of looked after children, attendance and exclusion data, the difference between these pupils and peers and what is being done to support them.	Scoping required Committee	Possibly February committee meeting – (link with education attainment)	Cllr Paul Watling Clive Jones Jim Collins
Youth unemployment and NEETS	A review of youth unemployment took place in 2014.	Possible update following the 2014 review as a one-off agenda item.	April – May 2017	Cllr Gilly Reynolds Clive Jones
Children in Care:	Recommended by Ofsted. Care Leaver's Accommodation Update on Care Leavers Grant (last considered in 2013 and 2006/7 ) Engage with children in care; is there anything they would like scrutiny to explore.	Scoping required Committee Care leavers accommodation (possible in-depth review similar to the care placement strategy review).	April – May 2017	Cllr Paul Watling Clive Jones
Child Protection Policy and Practice	Recommended by Ofsted	Committee Possible spotlight review	April – May 2017	Cllr Paul Watling Clive Jones