

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE
Minutes of the meeting of the Children & Young People Scrutiny Committee
held on Tuesday, 13th December 2011 at 6.00 p.m. in the Scrutiny Meeting
Room, Civic Offices, Telford

PRESENT: Councillors G. Green (Chairman), J. Greenaway, A. Mackenzie, C. Turley.
Co-optees, M. Ward.

Also Present: Cllr P. Watling, Cabinet Member for Children & Young People; Karen Perry, Head of Safeguarding; Clive Jones, Head of Family & Community Services; Jas Bedesha, Service Delivery Manager – Cohesion; Stephanie Jones, Interim Scrutiny Group Specialist; Tracy Clarke, Scrutiny Officer.

CYPSC-26 APOLOGIES FOR ABSENCE

Councillors K. Guy, M. Ion, J. Loveridge, Co-optees, S. Ali, S. Harris, A. Atkinson.

CYPSC-27 DECLARATIONS OF INTEREST

None.

CYPSC-28 FORWARD PLAN

- The Chairman reminded the Committee that the next meeting on 19th January would be the meeting with the Children in Care to discuss 16+ the transition into adulthood.
- The meeting in February would be to receive the feedback from the meeting with Children in Care and the information requested on the education of Children in Care.
- The Chairman informed the Committee that the Head of Safeguarding had advised that it would be better to have the full set of performance indicators verified and then brought to the meeting in April or May. This would enable Members to decide if there are any other indicators that need to be added to the monthly report.
- The Chairman asked the Members if they were in agreement that the Street Pastors Report and the Lighthouse Group should be added to the Forward Plan. Members agreed.
- Cllr Alan Mackenzie agreed to send the report from Carlisle on the Street Pastors to the Service Delivery Manager for Cohesion.

CYPSC- 29

RESOLVED – that the public and press be excluded from the meeting for the following item of business, on the grounds that it may involve the likely disclosure of exempt information as defined in paragraph 1 and 2 of part 1 of schedule 12A of the Local Government Act 1972.

CYPSC-30 CO-OPERATIVE YOUTH OFFER

The Service Delivery Manager for Cohesion presented the key points of the Co-operative Youth Offer to the Members.

- The Co-operative Youth Offer is a three tiered approach to providing provision for young people to ensure that the right provision, is delivered to the right young people, at the right time.
- The Service Delivery Manager highlighted that this would be developed alongside the early intervention model and the Co-operative Learning Communities.
- The first tier of the Co-operative Youth Offer would work co-operatively with the voluntary sector to develop open access or neighbourhood provision for young people, ensuring that staff are known figures in the community who are seen to be supporting young people through positive activities that enrich their personal and social experiences.
Qualified staff will provide mentoring and training to support young people to become volunteers and offer support for volunteers setting up groups offering youth provision, such as support for obtaining CRB checks, safeguarding policies and procedures and accessing funding opportunities.
- The second tier would be delivered by the detached youth and community workers who would aim for early intervention and prevention to divert potential vulnerable youngsters away from anti social behaviour, bullying or domestic violence thereby reducing the need for more intensive support from the safeguarding team. Where appropriate support would be given to group activities within school.
- The third tier would be delivered by targeted youth workers providing mentoring for young people who are identified as needing additional support of a specialised nature. This would involve identifying problems through targeted intervention, working with youngsters who are NEETS or those youngsters who are at risk of engaging in substance misuse, offending behaviour, homelessness or at risk of teenage pregnancy.
- The Co-operative Youth Offer would continue to work with established partnerships to support young people across all three tiers.

Members asked a number of questions and made further comments.

How are the council monitoring teenage pregnancies before and after the child is born?

Telford & Wrekin Council support teenage pregnancies but the strategy is held by the Primary Care Trust. The Council would continue to support the teenage mums through the delivery of the Bump 2 Baby Project. With regards to the monitoring of the numbers of teenage pregnancies in Telford & Wrekin these figures have

dropped. However, Members should remember that the data is not live but is 18 months old.

How do the groups interact with the young Moms?

The intervention team works closely to support the young mums regarding getting back into education and training.

How does the Council deal with teenage pregnancy in cases of sexual exploitation?

Normally in the majority of teenage pregnancy cases the father is a similar aged young person, rather than a pregnancy caused by exploitation. In cases of exploitation this would involve partnership working including working with the Police. The Cabinet Member added that the Teenage Pregnancy Service is still active and offers a more integrated approach through a partnership of the family nurse and specialist health visitor who considers the risks and actions with the appropriate support. The resources that are offered are good but will not necessarily be there in the future.

The Cabinet Member reminded Members that not all teenage parents are ineffective and need support.

How can Members be assured that the Academy Schools will be co-operative?

The Co-operative areas refers to areas rather than specific schools. With regards to the Academy Schools these do not have to cooperate with the Council but this is a provision that would be of value to them.

How will the Co-operative Youth Offer be approached? Have any working parties been set?

During the engagement sessions 4,000 people were contacted.

The Cabinet Member said there were four candidates for the Youth elections and thirteen Members of the Youth forum involved.

How do you engage with the Community?

The Cabinet Member discussed the benefits of the detached youth workers who are engaging with the young people and diverting them away from anti social behaviour in Madeley. The Cabinet Member explained that this benefits individuals, families and the whole community by reducing crime.

In the future the Council would be working with the Department of Works and Pensions as well as NEETS partners looking at pathways for training and work for young people.

The Cabinet Member said some ground work had begun with SMILE in Sutton Hill, this has helped in developing some good links with the young people.

The Service Delivery Manager for Cohesion said that to date 150 volunteers have been trained and supported.

How will the Community know how to become a volunteer?

The Cabinet Member explained that the Council has a vibrant voluntary youth service and that one aim would be to make it easier to set up more voluntary groups. The Council would seek to encourage young people to participate and engage in the community. Volunteers would be mentored with support for accessing CRB's and mentors would provide signposting to appropriate other services.

The Council are currently developing possible models with the Ironbridge Gorge Museum Trust (Volunteer Centre) with a view to encouraging young volunteers to work with the Museum. The Service Delivery Manager for Cohesion said the only problem is that at the moment the young people need to be 17 years old but the intention is to work with the museum to provide support to see if this barrier can be overcome.

Members said it is important to ensure that the link is made between what the old people can do for the young people.

The Duke of Edinburgh scheme is only available through schools and colleges, will this be delivered by the co-operative youth offer?

This would be delivered as part of the Co-operative Youth Offer.

The other problem is that lots of youngsters think this is not for them.

Consideration would be given to how this is marketed and changing the youngsters perception of who the scheme is for.

How will the public know what Family Connect is?

Family Connect, the Councils single point of referral process. Currently work is taking place with partners to develop proposals which would be brought back to Scrutiny in the future.

Is the infrastructure there at the schools?

The Head of Safeguarding said there is good support from the voluntary sector and the developed policies are ready.

Has a full audit of the voluntary and youth provision been carried out?

There would be a dedicated worker and this would be carried out.

The Chairman asked if any thought had been given to ensuring that the town and parish councils worked in partnership to ensure that their funding was combined.

The Service Delivery Manager for Cohesion said the parish forums want to link in with the youth services.

Members raised that the parish forum is good but not all of the parishes are proactive.

Members raised their concerns that there are volunteers who do not know who to contact. There needs to be a first point of contact, for advice and information.

The Service Delivery Manager for Cohesion said his team would be engaging with the Parish and Town Councils.

The Members raised that when a problem occurs residents contact Councillors which is why the information needs to infiltrate down.

The Service Delivery Manager for Cohesion reminded Members that although this is part of the consultation any ideas that are taken after the consultation finishes would be considered.

The Head of Family & Community Services and the Head of Safeguarding presented an update on the Phase 2 Service Review to the Members. Members responded with some questions.

- Family Connect would be the main number to call for residents or partners to access support. The Triage support would filter the calls from 1st April 2012.
- Family & Community Services would be broken down into Early Intervention, Cohesion and Children's Specialist Services, Integrated planning & Placements & family Connect
- There will be three early intervention (EI) hubs responsible for delivering services to children aged 0 – 19 years old. 13 children centres will continue to work within these hubs, offering outreach support and suitable EI programme activities. The aim of the service would be provide an appropriate intervention to a presenting need. The recruitment of staff to the new structure and implementation of proposals will be completed by the end of March.
- The Cabinet Member said that the children's centre may not be useful for a Youth Club but there may be other options that are more suitable.
- The Cabinet Member said it was important to retain preventative measures and services.
- The cohesion team will be working with the most vulnerable children, young people and families across the Borough. Aims include strengthening families, raising aspirations and reducing child and family poverty.
- The revised Youth Offer will involve youth workers getting more involved in the community safety programme and also having some responsibility for finding solutions for homeless young people.
- Proposals for revising the work and role of our Youth Offending Service are being developed as part of a West Mercia wide offer. This offer will be launched later this year.
- Improvements are also being made to how children's services are commissioned, by widening the remit of the commissioning team. This will enable the team to use the expertise of commissioners.
- The incremental changes to the safeguarding team are following the Munro report which identified the needs of vulnerable children, Children in Care, and protection plans. The changes to the service would strengthen the link with the Head of Family Community Services.

- Following recommendations made in the Munro Report, funding would be provided for the post of senior social worker and the Social workers who were previously in two teams would now be in three teams.
- Fostering would consist of two teams, including a private fostering kinship team and a shared care respite team.

- **Members raised that in the past there had been difficulty securing and retaining experienced social workers.**

The Head of Safeguarding said that the Micro site would be launched to market what it is like to work as a social worker in Telford & Wrekin. A LEAN review process has also addressed the recruitment of staff to reduce the lead time of each stage in the recruitment process.

The Step into Social Work enables the team to attract new staff, train them. As an authority we have a good track record in retaining newly qualified staff, some of which have been promoted to Senior Social Workers.

- **Members asked if the restructure unsettles the social workers.**

The Cabinet Member said the restructure will stabilise the staffing structure by reducing the number of agency staff and the budget required for this.

- A discussion took place on the academy schools accountability for pupil attendance. The Head of Family & Community Services highlighted that the schools are more accountable and Ofsted will hold them to account if they fall below the required attendance level.
- The Cabinet Member said that the Council needs to work differently with families with complex needs. At the moment there is only intervention when there is a problem rather than from the start. A conference will be held in the Spring regarding how the development of Co-operative education within the Borough.
- **A Member asked what happens if a parent thinks that the child has a problem but cannot get a referral from the school to see the Educational Psychologist.**

The Head of Family & Community Services said this is why Family Connect will be so important. A parent would then be able to call Family Connect who will direct the call to the right area where appropriate advice and/or support could be given. The intention is to also have a self support website available so that members of the public, agencies, partners and practitioners can find solutions for simple problems allowing time for scarce resources to be used to provide more targeted support.

The Cabinet Member said a Family Connect model had been established in York and this is something that could work in Telford & Wrekin.

- **Members asked how schools would be able to access feedback from the children they have raised issues for.**

The Head of Family and Community Services explained that this is something that we will look at during the implementation phase for Family Connect.

The Officers were thanked for their presentation and left the meeting to allow the Committee time discuss their responses and recommendations.

Following the presentation Members felt strongly that Family Connect, and the single point of contact, is fundamental to the successful implementation of the restructure. The Committee therefore recommend that:

The service and the telephone number are promoted as widely as possible through partners, including schools, Town & Parish Councils, community centres, doctors' surgeries and publicised in Council publications, to reach the public as far as possible.

That a Members' Information Seminar is held to inform Members about the service and the telephone number.

Members were concerned that Family Connect has the capacity to deal with calls, and that the referral pathways are in place, when the service is launched. It is essential that the right resources are in place on day-one.

That youth volunteering schemes, such as the Ironbridge Gorge Volunteer Centre, are identified and promoted to young people to encourage them to get involved.

That the support package that is available to help people interested in setting up youth volunteer schemes is promoted as widely as possible in order to reach people who do not use services and may not be aware that they exist. The package should include advice and support on applications for and administration of grant funding.

Members were concerned that notes for children with special educational needs or children on the edge of care are not always transferred when the child moves school. The Committee recommend that these children are tracked through the IT system so that they do not fall through the net. This applies to children moving within the borough and children moving into Telford and Wrekin from other local authority areas.

Members were concerned that there is a robust communication process with all Town & Parish Councils and that this is incorporated within the role of designated officers in the neighbourhood teams. It was noted that not all Town & Parish Councils attend the Parish Forum and therefore communication via other routes needed to be embedded. Members felt that with better communication that the Town and Parish Councils could work in partnership to maximise the small funds they have available to make a difference to the young people.

RESOLVED- That the Scrutiny officer would draft and circulate the comments for approval by the Committee for submission to the Head of Safeguarding, School Improvement and Family & Community Services as the Children & Young Peoples Scrutiny Committee's response to the consultation.

The meeting ended at 8pm.

Chairman:

Date:

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

Minutes of the meeting of the Children & Young People Scrutiny Committee held on Wednesday, 7th December 2011 at 6.00 p.m. in the Scrutiny Meeting Room, Civic Offices, Telford

PRESENT: Councillors G. Green (Chairman), M. Ion, J. Greenaway, C. Turley.
Co-optees A. Atkinson, S. Harris

Also Present: Cllr P. Watling, Cabinet Member for Children & Young People; Jim Collins, Head of School Improvement; Stephanie Jones, Interim Scrutiny Group Specialist; Tracy Clarke, Scrutiny Officer.

CYPSC- 19 REMARKS FROM THE CHAIRMAN

An updated report had been circulated to the Members on the Short Breaks for Disabled Children detailing the number of service users and the cost of the activities. The Chairman requested that any questions were circulated to the Scrutiny team for follow up with the relevant officer.

RESOLVED - that a further update report be received by the Committee in six months time.

CYPSC-20 MINUTES OF THE LAST MEETING

RESOLVED – That the minutes of the meeting of the Children & Young People Scrutiny Committee held on the 20th October 2011 be confirmed and signed by the Chairman.

CYPSC-21 APOLOGIES FOR ABSENCE

Councillors; A. Mackenzie, J. Loveridge, K. Guy, Co-optees; M. Ward, S. Ali, E. Ofori, Officers; Guy Kershaw, Project Director BSF.
Members referred to the repeated non attendance of some councillors. The Chairman advised that this would be raised with the relevant Group leader(s).
Members agreed this was a suitable response.

CYPSC-22 DECLARATIONS OF INTEREST

None.

CYPSC-23 STATISTICS ON PLACEMENT STABILITY AND THE NUMBER OF CHILDREN IN CARE

The Chairman drew Members' attention to the statistics presented on the Children in Care (CiC). Members agreed that the increase in the number of CiC had been gradual with no sudden rises as previously implied. The Chairman advised that there was a need to protect the CiC from being subjected to media headlines.

The Cabinet Member for Children & Young People highlighted that the rise in the number of CiC was a national problem and not just an issue that had affected the Borough of Telford & Wrekin.

Members of the Committee agreed that all Members across the Council regardless of their political interest were Corporate Parents whose duty it was to ensure that the Local Authority offered the best possible care for the CiC.

- Members discussed the statistics and agreed that it would be helpful to have the statistics at every meeting.
- A concern was raised that some schools may have a disproportionate amount of CiC.
- Members asked the Head of School Improvement about the admissions procedure for CiC. The Head of School Improvement explained that the Foster Carer applied on behalf of the child just as a parent would and this normally involved placing the child at a school closest to the foster home. If the child's placement had not been confirmed then the Social Worker would apply for the school place on their behalf. As most schools signed up to a code of practice, CiC were the top priority for schools and the child's progress was tracked. If a child in care needed to be placed outside the Borough then the school and the placement would try and be arranged at the same time by the Social Worker.
- Members agreed that access to good schools was important for all children but especially CiC.
- Members agreed that as Corporate Parents, they needed to know that the CiC were progressing and not wait until the results were published at the end of the year and the school year had ended.
- The Scrutiny Specialist suggested that the Members have all the Performance Indicators to a future meeting so that they can confirm if there is any more information that would assist them in their monitoring.
- The Chairman concluded that this was an area that needed more consideration and more officer time, as previously two hour meetings were held on this topic alone.
- Members requested information on what happened at the moment with regards to the CiC 16+ transition into adulthood.

RESOLVED -

- (a) That the statistics on CiC would be presented monthly;
- (b) That the Members would receive information on the number of CiC by school and age group for children in and out of the authority.

(c) That Members receive interim reports on how the CiC are progressing.

CYPSC-24 UPDATE ON BSF PROGRAMME- PLANNING OF SCHOOL PLACES: SECONDARY SCHOOL PROVISION

The Head of School Improvement updated the Members on the canopy collapse at the Abraham Darby Academy. Members were reassured that the costs for the remedial report commissioned by Telford & Wrekin Council from the independent consultant Mott McDonald would be met by Kier the site developer. The Chairman asked for the Member who had raised this question to be updated.

The Head of School Improvement presented an update on the Building Schools for the Future programme (BSF). The BSF Programme was a £45 billion government funded programme launched during the previous government, with the aim of rebuilding or refurbishing every secondary school in England. As part of this programme Telford & Wrekin Council were given access to £200m of funding.

As a Council, Telford & Wrekin had a vision of becoming a co-operative learning borough, developing learning for the wider community to benefit.

The Head of School Improvement gave an overview on the programme for each school.

- Newport currently had school accommodation at two selected schools and one secondary school. The refurbishment of the Newport schools would be as the original programme which included £10m investment.
- Wellington currently had three secondary schools, as part of the revised proposals this would reduce to two secondary schools.
- Ercall Wood was currently going through the planning process to be re-built on land adjacent to the current school.
- Hadley Learning Community had been developed on the old Hadley Manor School site.
- Phoenix School would be re-sited at the bottom of the Dawley High Street as part of the original BSF programme.
- The Abraham Darby School was currently being replaced with a new academy which was originally scheduled to open in January, but due to the unfortunate incident with the canopy collapse the school would not open until September 2012. The handing over of the leisure facilities would take place in January 2012.
- Madeley Academy was a new build which had been completed.
- Southall School and Mount Gilbert Special Schools would both undergo refurbishments.

The Head of School Improvement advised Members of the revised BSF proposals which were part of the consultation that was due to end on 23rd December. A follow up meeting would be held in Priorslee and the results would be shared with Cabinet in January 2012. The 2nd phase of the consultation would then run until 19th March.

The revised proposals included a new ecumenical 1050 place Christian Academy for pupils aged 11-18 on the proposed site in Priorslee. This would build on the existing successful sixth form currently at the Blessed Robert Johnson College (BRJ) and enable residents of Priorslee to access 16+ provision. This was a change from the previous proposal which was to locate the Wrockwardine Wood Arts College on the Priorslee site.

Members were advised that the Wrockwardine Wood Arts College would now be located on the Oakengates site with the Sutherland Business and Enterprise College. Despite both schools having had improved GCSE results in the last two academic years, falling school numbers no longer necessitated the need for two colleges.

The Charlton School in Wellington was a popular school with a current school roll of 1175 pupils on a site built to accommodate 800 pupils. It was hoped that Charlton school could be moved to the current site of the BRJ incorporating a refurbishment of parts of the school such as the extensive sports facilities.

A revised BSF proposal had been put forward to build a new Lakeside co-operative educational campus on the Stirchley site encompassing primary, secondary and post 16 education working alongside Telford College of Arts and Technology as a trustee. The original plans to knock down the primary school and build a new secondary school had been changed to accommodate funding changes from the new proposals.

The Head of School Improvement drew Members' attention to the proposed opening dates and the consultation timetables for the new schools. The next stage of the new sample contract was the building of the Ercall Wood School, which was due to open in 2014, with the Oakengates and Priorslee sites opening later in the same year, followed by the Lakeside Learning Campus the year after and Charlton a year later than Lakeside. However, in order to facilitate parental choice and be able to offer three new schools in the same year, consideration was being given to opening Priorslee, Oakengates and the Lakeside Campus in 2014 but this would depend on the contract that was awarded to the developers.

Following the presentation Members asked a number of questions.

- Members were concerned that there may be problems merging Wrockwardine Wood Arts College and Sutherland Business Enterprise College as the governors and school trustees from both schools join together to be the body of one school. **The Cabinet Member highlighted that this had already been raised as a concern as the two schools had a very different ethos. However, lessons had been learnt from past mergers.**
- Members asked if it would have been easier to close one school and increase the pupil numbers of the other school. **The Cabinet Member added that it was felt that the identity of both schools should be preserved and that although some parents had chosen Wrockwardine Wood Arts College because they thought it was moving to Priorslee, most parents were happy to remain with their original choice.**

Members felt that the positive side of the school merger needed to be addressed. This would be a new school with new facilities and good local publicity could assist in creating a positive image of the school. Members felt that by engaging the community, in particularly the primary aged children who may attend the school, the new school would be seen as a positive option.

- A Member explained that originally when a school becomes an academy that they receive £25,000 and the assistance of a DfE Advisor with the set up of the steering group to advise the existing school governors. Members asked if the new academies would be receiving the same package.
The Head of School Improvement thought that all converter academies would continue to receive the £25,000 funding.
- A Member asked if the new schools would be sponsored or converter academies.
The Head of School Improvement advised the Members that the academies would be sponsored. An example being the academy at Priorslee which would have sponsorship from the three dioceses, with the Shrewsbury diocese being the principal trustee.
- The Chairman asked if there was a way of involving Governors who had local knowledge of the area such as the Councillors?
Those schools that joined the Schools Co-operative Society signed up to the ethos of working with the community. This would allow the Council access into the academies in terms of information sharing.
- If an academy does not get the support from the DfE then it would be advisable for a contingency to be established to support the school governing body with legal, HR and financial advice. Members discussed the possibility of an induction programme to help attract new Governors.
- The Chairman raised her concerns that the recent Press Release was misleading as a number of schools said no changes. This included the schools in Newport who were receiving £9m of refurbishment .
The Head of School Improvement advised that the sums of money allocated to each school were not detailed in the programme because it was felt that the public would perceive this as a negative, having already received this information in the past. However, this would be addressed in the next press release.
- Members asked if any consideration had been given to putting the Southall school onto the Lakeside site?
The Head of School Improvement said consideration had been given to relocating Southall School onto the Lakeside site but there was not enough space to locate it there. The Oakengates site was also considered but this was also dismissed. However, when a contractor was appointed in May this could be considered again.
Members agreed that as part of the consultation this should be looked at again, because of the options for the children to benefit from accessing mainstream education for areas of specialism.

- The Chairman highlighted that the change of school sites would mean the need to sell off large areas of land. This would be looked at by another area of Scrutiny, following on from this discussion Members asked at what point in the development of houses there is a trigger to return to Central Government for accessing more funding.

- A Member raised concerns that despite 3,000 houses being developed in Lawley, there was no secondary school provision.

The Cabinet Member stated that the current forecasts factored-in the Lawley development but it may be advisable that an expert explains to the Members how the school admission figures were forecast.

- What feedback will be given to the School Councils?

The Cabinet Member explained that all feedback would be through the frequently asked questions on the website and individually to School Councils.

The Cabinet Member and the Head of School Improvement left the meeting.

Members considered the information provided and discussed the recommendations that they wanted to make.

- Members considered the co-location of Southall and Mount Gilbert Schools with mainstream secondary and post-16 schools (for example on the Lakeside site) is re-considered to provide access to mainstream provision and exams.
- Members who had attended the consultation meetings raised concerns that they needed to have an improved structure. Members therefore suggested that:
 - Meetings should be chaired by an independent Chair
 - Meeting agendas should be well structured to ensure issues discussed were relevant and at the right time
 - Head teachers may not be deemed independent and should not have a role in consultation meetings
 - Consultation events should be held with feeder primary schools to ensure the engagement of parents of children who the changes will affect in future. This was particularly important with the case of the merger of Sutherland and Wrockwardine Wood.
 - Feedback must be given to people attending meetings, and in particular to children and young people.
- Members discussed the contingency arrangements that should be in place to support the new governing bodies of new academies in the event that they did not receive the DfE converter grants and project support. Advice and support should be available for governance, legal, finance and HR matters, possibly through the School Organisation Working Group.
- Members raised their concern that should the housing market recover that the school provision in the area may not be enough. Members requested that they

are provided with information to explain at what point new housing growth triggers a review of the projections for school places

- The Chairman stated that the Presentation material should be changed to make clear that the investment is taking place in all schools. “No change” on the presentation plans could be interpreted as no change to the existing school rather than no change to the original BSF plans which would see investment in the schools. All PR and communications must clearly keep the public informed about what is happening.

RESOLVED - that the Scrutiny officer draft and circulate the comments for approval by the Committee for submission to the Head of School Improvement, as the Children & Young Peoples Scrutiny Committee’s response to the consultation.

CYPSC-25 FORWARD PLAN

- The Chairman reminded Members that the meeting next week was to receive the presentation of the Co-operative Youth Offer and for Members to make recommendations on the Phase 2 Service proposals.
- The meeting in January would be the meeting with the Children in Care regarding 16+ the transition into adulthood.
- Future items to consider possibly in March were school governance and the directory of services for schools.
- The Chairman reminded Members that the sub group meeting with the Sutton Hill Family group would take place on 18th January at 9.30am
- Members agreed that the Street Pastors were an amazing team. The Chairman advised Members that she would ask if the project can be sustained and report back to the Committee
- The Chairman stated that a report on the Lighthouse Group would be sent to the Members.
- Members agreed that the Educational Psychology Team should be congratulated on the Bereavement Policy. The Members agreed that they were happy to endorse the policy and for this to be sent to schools. Members asked for a covering letter to be sent to the schools advising them about possible training.

The meeting ended at 8.09pm.

Chairman:

Date:

Scrutiny Meeting with the Young People at Highfield House on 9th February 2012

Present: Councillors G. Green (Chairman), J. Greenaway, Co-optees Dr A. Shaukat, M. Ward.

In Attendance: Karen Perry, Interim Assistant Director of Children's Safeguarding; Karen Kalinowski, Assistant Director of Care & Support; Chloe De Poix, Participation Worker for Children in Care, Mike Bould Rights & Representation Officer; Andrew Doggett, Team Manager for Safeguarding & Looked After Children; Paul Grainger, Team Manager for Transition & Leaving Care Team; Josephine Phillips, Youth Offer Developments.

Context

Members had previously received a presentation on the Corporate Parenting Strategy which had identified the Pledges made to the Young People in Care. Members chose to consider the pledges relating to becoming independent.

Becoming Independent Pledges

- Help you to gain the skills and have the confidence to look after yourself and support you with independence when the time is right for you.
- Talk to you before your 16th birthday, about your options. We will support you to leave care at your pace before your 18th birthday, with a support package that meets your individual needs.
- Support you to make informal choices about your education, particularly with your options for GCSEs and your future career path.
- Make sure that you have the personal documents such as birth certificates and passports before you are 16.

Preparation for the meeting

Members received a briefing and opportunity to ask questions about services provided before the young people arrived. Following an introduction of Members to young people and young people to Members expectations for the meeting were agreed followed by a short "ice-breaker" which involved a light hearted quiz for young people with a serious message about assessing readiness for independence

The group split into groups of adults and young people and each group looked at key questions:

What living skills do you think you will need to be independent?

Comments from the young people included the practical skills needed; for example buy food and cook, clean flat, wash clothes and bedding, manage money, know how to register at the Doctors and Dentist. They also included insights into the emotional

support necessary and not always readily available to deal with loneliness especially in the evenings and weekends, and the value of hearing from older care leavers who had already moved into independence to “tell me how it was going to be” and tips on how to cope

What do you need to help you move on?

Comments from the young people mentioned people (eg foster carer, support worker, and practical things like somewhere to live, money to cover the cost of bills, food, and clothes, and a Leaving Care Grant for furniture etc

Where are you planning to move to?

Comments from young people ranged from staying with their foster carer until they finish school/college and going into supported living

What support do you need to complete your education?

Comments from young people included

- views about how school staff behave toward them treat you like your different ‘special’ and always check if your ok. Its good to know that someone is there if you need them, but they shouldn’t treat you any differently to other children. Teachers sometimes try to get too involved.
- Views about the difficulties accessing school trips that some young people in care may miss out, on trips, and its embarrassing to have your social worker sign, your carer should be able to sign your consent forms
- Additional support with particular subjects eg young person currently getting extra support with extra Maths and English
- Young people described varying levels of support to plan for their futures being given eg visits to Colleges and Universities, help in getting an apprenticeship, one young persons carer’s took her to look round a university this was really appreciated. It was thought good to have plan and know where you want to aim for, and for adults around you to have good expectations, however support appeared patchy and career and option support advice of the type to read a book was felt to be no help. Carers also varied in their ability to help young people think about and plan for the future
- One young person knew exactly what she wanted to do, and didn’t need any help however others felt it was hard to know what you want to do, when you have no experience of the work place. Suggestions to address this included more access to the “positive pathways” (college programme) so that we know how to write a CV and how to act in the work place and a recognition that things like National Takeover Day help.

What would you like to do in the future?

Comments from the young people included childcare, go into the RAF, unsure but recently did work experience in IT and enjoyed it.

Have you got the correct documents that you will need to become independent?

Comments from young people: not all of them had birth certificates and passports.

Other issues raised

Why have I still got the same Social Worker from the Mount rather than one from Highfield House?

Young people used to change social worker when they became 16 years now you keep the same Social Worker until you leave care, The Mount SW will work closely with the 16+/transition team to make sure you have the right support to help you move towards independence

Why do some young people get more money than others?

Young people will only get more money if they are receiving a grant to help with their study at college.

The Young People were thanked for coming to meet the Members and share their experiences.

Answers to issues raised by the Scrutiny Committee

How many of Telford's Children in Care are in Telford Schools

PRIMARY	YEAR	T&W	Other Local Authority	Total in T&W Schools
	R	2	0	2
	1	6	2	8
	2	12	1	13
	3	2	3	5
	4	17	1	18
	5	11	6	17
	6	10	1	11
Total in Primary		60	14	74
(Total no. of children in Primary Schools in T&W)				(15,877)
SECONDARY	7	2	2	4
	8	12	2	14
	9	18	8	26
	10	11	4	15
	11	19	8	27
Total in Secondary		62	24	86
(Total no. of children in Secondary Schools in T&W)				(8,360)
Overall Total		122	38	160

In 90% of schools there are 3 or less pupils who are CiC

Only 2 schools have 10 or more pupils who are CiC

How is attainment measured by DfE?

Attainment can be measured in two ways:

- National Curriculum levels/GCSE grades reached compared to age-related expectations
- Progress made – 2 National Curriculum levels per Key Stage in primary, followed by the equivalent of 3 across secondary

How does the LA know that CiC pupils are being adequately challenged and supported academically?

For each CiC the LA has the attainment data for that child from the age of 7 and pre-5 for those children who have been in LA-controlled nursery provision. (Private

providers do not always complete the Early Years Foundation Stage Profile, also not all children attend nursery).

This allows Corporate Parenting Team education staff to evaluate the attainment targets set by the school termly and to have a conversation with the school's Designated Teacher (DT) for CiC if there are any concerns.

CiC who are underachieving may need an intervention (e.g. 1:1 tuition) to address gaps in learning as identified by the school.

In primary schools, standards of attainment for CiC are rigorously externally monitored and evaluated by the LA School Improvement Advisors on their regular termly visits to the schools.

Arrangements for pro-active monitoring and evaluation of progress and attainment are under discussion at present.

How well are T&W CiC doing at present?

Using the most recent data on CiC from national databases (Nov 2011) and looking at whether pupils in Years 3 – 12 have made the **expected progress** at the end of Key Stages 1, 2, 3 and 4, results are as follows:

Year 3 – 12 Pupils in Education Settings in Borough of Telford and Wrekin

Subject areas in which DfE-recommended expected progress was made – 247

Subject areas in which DfE-recommended expected progress was not made – 105

Wrekin

Subject areas in which DfE-recommended expected progress was made – 102

Subject areas in which DfE-recommended expected progress was not made – 54

Most pupils are therefore making the expected progress but there is a significant number who are underachieving and who need a range of interventions to help them close the gap.

These will range across all 5 ECM areas in an effort to build the confidence and resilience that all learners need to succeed.

How are CiC engaged in the education planning and reporting process?

Every CiC has an entitlement to a Personal Education Plan (PEP) which has to be set up by the child's Social Worker working with the Designated Teacher as soon as a child comes into care, with a review every six months. In some circumstances CiC, a member of the CPT education staff will also attend the PEP review to offer challenge and support.

As an integral part of the PEP each child is asked about their likes, dislikes, strengths, weaknesses, targets for the next six months and support needed to achieve them.

The PEP will clearly identify ways for the targets to be reached and where necessary require the identification of an additional resource to support the process.

How effective are Personal Education Plans (PEPs)?

The effectiveness of PEPs varies considerably. Corporate Parenting Team staff are training both Social Workers and Designated Teachers (DT) in the production of more effective PEPs with a particular focus on smarter targets which are to be reviewed half termly separately by the SW and DT. The DT should be having a conversation with the relevant teacher to set new targets at that point and to have a brief conversation with the CiC so that there isn't an undue delay in moving progress forward.

This should help schools to reinforce the importance of the PEP in the mind of the learner.

How does the LA monitor the attainment of T&W CiC placed out of borough?

CiC placed outside the borough have the same entitlement to a PEP as those placed within the borough. Progress is followed closely and visits are undertaken to the education placements as and when needs arise.

Due to the greater complexity of gathering information for T&W CiC placed in education settings out of the borough there will be an increased focus on acquiring attainment data for these children and arranging for a member of CPT education staff to visit the first available PEP meeting (max 6 months away).

What additional contribution have partners offered to support Children in Care

Members of the Local Strategic Partnership have offered a number of opportunities to improve the life chances of Children in Care. These include provision of laptops for a number of older young people in return for work by CiC on a communication strategy, reserving 2 places on Cadet Scheme for 15-17 years-old, opportunities to volunteer, links with local businesses – attendance at exhibition and breakfast meeting, article in local newsletter, individual support for those with entrepreneurial interests. Further ideas are being developed by other partners.

TELFORD & WREKIN COUNCIL

CABINET

23 FEBRUARY 2012

SCHOOL ORGANISATION - JIGSAW SCHOOL

**REPORT OF ASSISTANT DIRECTOR FAMILY & COHESION SERVICES
AND ASSISTANT DIRECTOR EDUCATION CULTURE AND SKILLS**

PART A) – SUMMARY REPORT

1. SUMMARY OF MAIN PROPOSALS

The purpose of this report is to consider need and set out proposals for the potential reconfiguration of education provision at the Jigsaw School site in Hadley, Telford. This has been undertaken as a result of the recent review of the current service delivery arrangements at the Jigsaw site.

2. RECOMMENDATIONS

- 2.1 It is recommended that subject to being able to appropriately re-commission accommodation provision currently provided at JIGSAW Cabinet agree a period of consultation for establishing a specialist ASD school. Initially the school would be managed and governed by Hadley Learning Community which would allow more detailed proposals for an ASD school to be developed and presented to Cabinet at a later date.
- 2.2 That the results of consultation be brought back to a future Cabinet for further consideration of a final option for JIGSAW school. This report will also include option for the the four purpose built 4 bedded children's homes which form a crescent adjacent to the school.

3. SUMMARY IMPACT ASSESSMENT

COMMUNITY IMPACT	Do these proposals contribute to priorities emerging from budget consultation?	
	Yes	Our own JIGSAW school will establish a strong relationship with employers and support growth through developing an appropriate skilled and motivated workforce (A growing local economy to create jobs), Children and their families will be supported to success through good quality education (Improved life chances for all), the needs of children and young people are best met in their families and communities (vulnerable children are protected), and by working with employees, service users (children, young people and their families) we will improve outcome for this group (a cooperative Council working with the community).
	Will the proposals impact on specific groups of people?	
	Yes	This policy will impact on children who are assessed as having a special educational need which is currently not being appropriately met in our maintained schools, leading to a number of high cost external placements. In particular a number of children and young people with Autistic Spectrum Disorder (ASD) and behaviour, emotional and social development (BESD) needs
TARGET COMPLETION/DELIVERY DATE	The proposed project will be delivered in two phases with the first phase commencing in September 2012 (the school in its current form taken over by an existing maintained school) and then September 2013 the school would become an ASD and BESD school.	
FINANCIAL/VALUE FOR MONEY IMPACT	Yes	The financial implications and risks associated with these recommendations are detailed in Section 8 of this report. Further discussions on the interim solution would need to take place before a robust assessment of the cost of the recommendation in paragraph 2.1 could be given. More detailed financial modelling of the long term proposals will take place when the results of the consultation are known and more defined options are explored. Based on the very limited information currently available it is anticipated that a revised model for the provision of education on the Jigsaw site should produce some savings. There are financial risks which could arise from the transitional arrangements which will need to be put in place to progress these proposals. TAS 13.2.12

LEGAL ISSUES	Yes	A full Legal Comment is provided at Part B) Additional Information at Paragraph 9
OTHER IMPACTS, RISKS & OPPORTUNITIES	Yes	<ul style="list-style-type: none"> • It should be noted that the recommendation below can only proceed if we are able to commission alternative appropriate accommodation for young people residing in the JIGSAW care homes. The move on plans for young people must take into account the needs and wishes and the care plan for each young person currently resident in the JIGSAW houses. • There is a risk that the DfE and/or school governing body at HLC will not approve this proposal. The Council is currently in discussions with both the DfE and Principal and Governors of HLC over these proposals.
IMPACT ON SPECIFIC WARDS	No	Children and young people attending JIGSAW school come from across the Borough. JIGSAW school is located in the Hadley & Leegomery Ward. A change in status will not have any significant impact on the ward.

PART B) – ADDITIONAL INFORMATION

4. INFORMATION

- 4.1 Jigsaw is part of the Hadley Learning Community Private Finance Initiative. The premises at Jigsaw comprise the school unit (for 30 pupils) with sports hall and grounds and car parking. Four purpose built 4 bedded children's homes form a crescent adjacent to the school.
- 4.2 We hold a contract with Castle Care to the value of £942,039 for the school provision. This funds 30 places at the school for children in key stages 3 & 4 (11 – 16 yrs) with significant and complex behavioural, emotional and social difficulties (BESD) who are on school action plus and may have a statement of educational need (SEN).
- 4.3 Current special provision, including JIGSAW does not meet present needs, with secondary phase special school provision at capacity, leading to a number of high cost external placements. There is space within the current JIGSAW school for at least 12 additional students. Furthermore recent benchmarking work suggests that our contract with Castlecure to operate JIGSAW Education no longer represents value for money.
- 4.4 We are also considering options for using the 4 houses on the JIGSAW site (see background in Annex A). A separate report will be brought to Cabinet setting out options for the JIGSAW care shortly. It should be noted that the recommendation below can only proceed if we are able commission alternative appropriate accommodation for young people residing in the Jigsaw care homes. The move on plans for young people must take into account the needs and wishes and the care plan for each young person currently resident in the JIGSAW houses.

5. IMPACT ASSESSMENT – NEEDS & DEMAND

- 5.1 A task and finish group comprising managers from disabled children's services, education, SEN, commissioning and school improvement undertook an analysis of need focussing on Telford and Wrekin students with a Statement of Education Need (Statement) 20 hrs+ attending a range of education establishments including independent schools (out of Borough placements), Jigsaw school, mainstream and Mount Gilbert.
- 5.2 The analysis involved a review of children's education files to establish the primary needs identified in their Statement. The group also collated financial commitments for our out of Borough placements with independent special schools.
- 5.3 The group analysed the numbers and ages of children and young people placed in out of Borough provision during the years 2008/09, 2009/10 and 2011/12 to consider the trajectory of placements and need. The group also collected data on the needs of children and young people placed in Jigsaw school, mainstream schools and Mount Gilbert Special School for 2011/12.
- 5.4 This analysis concluded that the biggest individual cohort of children and young people placed were those who fell into the Autistic Spectrum Disorders (ASD) and Behaviour, Emotional and Social Development (BESD) category of need.
- 5.5 The task & finish group identified that in 2011/12 the total cohort of children and young people in the ASD/BESD category of need numbered 41 (9 of these are educated in independent schools (excludes JIGSAW)).
- 5.6 29 children are currently on roll at JIGSAW school. Of those 10 are on the autistic spectrum or have ASD with BESD.
- 5.7 The conclusion is that this cohort could therefore form an ASD/BESD specialist school provision operating from JIGSAW school. If this proposal is approved a period of transition will be required with changes taking places over a number of years.

6. PROPOSALS

- 6.1 The Council develops a specialist ASD school for children and young people who also experience behavioural, emotional, and social difficulties (BESD). The provision would work towards achieving the standards of the NAS Autism Accreditation Scheme. This provision will compliment provision already in place or being developed in mainstream primary and secondary schools for children and young people at the lower end of ASD or BESD need.

6.2 To allow time to develop a specialist ASD school it is proposed that the existing school be annexed to Hadley Learning Community with leadership being provided by a Vice Principal JIGSAW working to the Principal at HLC with effect from September 2012. This will allow JIGSAW to benefit from the Principal at HLC's Local Leader in Education (LLE) status. HLC is an improving school with the capacity to support JIGSAW school as well as being able to absorb the Key Stage 4 results for the additional students with statements and not be at risk of falling below the Floor Standard. We are in preliminary discussions with the school about interim arrangements. It is anticipated that these arrangements would be confirmed during the consultation phase.

6.3 **Benefits:**

- We would address the needs of this specific group locally
- We could realise financial savings
- We would reduce journey times for children and young people and their families
- We would align relationships with Interserve our Pfl contractor

6.4 **Risks:**

- Robust access criteria would be required to manage and prioritise demand.
- We need to ensure that multi agency colleagues support these proposals
- The DfE reject proposals for reconfiguration (The Council must seek the approval of the DfE to this proposal)

6.5 ASD schools often provide residential accommodation for some of their pupils. Further work during the implementation phase working with our proposed partner would examine an option for using a JIGSAW house/s for this purpose. Initial work indicates that the houses would be capable of being used for this purpose.

6.6 Other options including extending the present contract with Castlecare, opening a new local authority school and re-procuring school provision have all been considered and rejected. It is not clear from consultation with the DfE whether we would be allowed to open a new local authority school or whether this would need to be an academy. These options have been rejected at this stage but will be re-evaluated during the second phase of implementation where we develop our offer to develop an ASD and BESD school.

7. **CONSULTATION TIMELINE**

7.1 In line with statutory requirements and the Council's "Cooperative Council" priority we will work with employees and our community through a series of engagement and consultation sessions with partners, stakeholders and service users including:

- parents from across Telford & Wrekin will be asked for their views on the need for a local specialist school for young people with autism. We will also consult with existing groups and organisations including Parent Partnership Services, Parents Opening Doors (PODs) etc.
- Local schools and statutory agencies including health
- Employees of JIGSAW school and care homes

- Parents and carers (including corporate parents) of children and young people at the JIGSAW school

7.2 As the contract with the current providers of education at the Jigsaw school is due to end in July 2012, consideration is being given to the processes needed in order to continue the school with a new education provider from September 2012.

7.3 The proposal set above would involve the TUPE transfer of staff to HLC with effect from 1st September 2012. As the staff are Castlecare employees they would have to arrange communication to staff and a consultation period prior to the transfer, The Council would represent the school as the receiving employer. Indicative dates for Castlecare are shown in light grey below.

7.4 The following indicative timetable would enable transition to phase 1 with effect from 1st September 2012:

No.	Activity ¹	Date By
1	Cabinet approval to consult	23rd February 2012
2	Consultation Begins	27th February 2012
3	Staffing structure (with nominations) published for consultation	27 th February 2012
4	Statutory consultation ends (full 6 weeks)	16th April 2012
5	Staffing structure (with nominations) consultation closes	16 th April 2012
6	Cabinet to consider outcome of consultation	26th April 2012
7	Response to comments, final staffing structure and recruitment timetable published	27 th April 2012
8	Recruitment process commences	w/c 30 th April 2012
9	Recruitment process completed	w/e 11 th May 2012
10.	Publish statutory notice (PN) – assumes cabinet approval	30th April 2012
11.	If necessary – staff informed of potential redundancy and invited to Individual consultation meeting.	w/c 14 th May 2012
12.	If necessary – notice of redundancy issued and right of appeal given	By 31 st May 2012
13.	PN Representation period complete	11th June 2012
14.	Cabinet make final decision	June 2012

7.5 Following the Cabinet decision some bodies are entitled to lodge an appeal with the Office of the School's adjudicator which could take a further 4 to 6 weeks

¹ School Organisation Required dates shown in bold

8. FINANCIAL COMMENT

- 8.1 Delivery of the school provision on the Jigsaw site costs the Local Authority £942,039 p.a. which is paid to the contracted service provider. There are also other costs associated with the premises which are incorporated in the PFI contract with Interserve,
- 8.2 The costs of the 9 children and young people with ASD (and BESD) in out of Borough independent provision was £767,232 at the time of data analysis.
- 8.3 By increasing the capacity at JIGSAW to accommodate an additional 10 to 12 children and young people and by re-designating the school ASD/BESD we would expect to reduce the unit cost per pupil and reduce the cost of external placements.
- 8.4 Further detailed work on any long term option would need to be carried out before any robust assessment of financial implications could be made. In general the option should produce savings by reducing the need for expensive out of area placements and other associated costs but only if the final model could be put in place at reduced unit costs.
- 8.5 Based on the current Local Authority schools funding formula any provision through a Local Authority maintained school could be at a lower cost although the specific characteristics of the school and pupils would need to be assessed before this could be known. It is likely that these type of pupils could attract a need for increased funding. The Government's planned future changes to school funding could also have an impact on this position.
- 8.6 As a guide to the likely future cost of this provision the funding via the local schools funding formula for a special school provision of 40 places (excluding PFI costs) has been calculated. This would provide a delegated schools budget of approximately £714k a reduction of over £200k on the current contract cost. It is unclear without further work what, if any, additional funding may be required for ASD pupils but factoring in an uplift of 20%, as an estimate, on the place related formula would increase the budget to £800k – reducing the saving against contract to £142k.
- 8.7 The interim solution recommended at paragraph 2.1 above would require existing staff to be typed over to HLC. An assessment of the likely cost of this arrangement for 12 months has been made using the limited information available. This indicates a cost of approximately £706k although further work on staffing levels and other costs would need to be carried out following discussions with HLC before this figure could be confirmed. This results in a saving of over 200k against the current contract which may be reduced once more detailed planning of the interim model has progressed. As the current costs of the contract include profit margins, contributions to the company's own central costs and some management costs, we would still expect to see a significant saving arising from this change even if the initial estimate is understated.
- 8.8 Significant short and long term costs could arise if the transitional arrangements are not carefully managed and result in existing Jigsaw pupils needing to be placed in alternative independent provision.

- 8.9 There is also the potential for additional costs to arise if the interim proposal cannot be implemented within the required timescale . These costs could arise either through a need to alternatively place children and perhaps not then be able to bring them back to a new provision or a need to extend the contract with insufficient time to successfully negotiate the new terms and conditions.
- 8.10 The financial risks and costs associated with the future provision of the care element of the existing Jigsaw contract cannot be assessed until more detailed proposals are developed. The transitional arrangements for all children placed in Jigsaw residential places will need to be carefully managed and planned as the existing contract draws to an end. Officers will be seeking to place children appropriately ensuring they meet their needs and this may result in some placements at Jigsaw becoming void before contract end. Any void placements would still be charged to the Council at a cost of approximately £3,000 per week and could have an impact on the services financial position in 2012/13. Officers are aware of this issue and would seek to mitigate additional costs as far as possible within the parameters of the needs of the children concerned.

9. LEGAL COMMENT

- 9.1 The Project Agreement dated 15th March 2005 between the Council and Pyramid Schools (Hadley) Limited (“Pyramid”), required that Pyramid would invest and participate in the design, build, servicing and maintenance of school facilities pursuant to the Private Finance Initiative at the site known as the Hadley Learning Community and Jigsaw Project.
- 9.2 All current contractual documents for the Jigsaw Project between the Local Authority and CastleCare Group Limited ,acting by its subsidiaries Castle Homes Care Limited and CastleCare Education Limited, were completed on 26.6.09.
- 9.3 These documents comprise the main Agreement ,which has a term of 3 years from 1.8.09 to 31.7.12 .This included an option to extend for 2 years under Clause 3.2., provided the parties meet to discuss the option no later than 12 months prior to the expiry date.
- 9.4 There were also 2 leases entered into for the same 3 year term, one for the school and one for houses 2 and 4.
- 9.5 Clause 20 of the Agreement deals with termination ,which enables written notice to be given by either party to the other in the event of corruption ; change of control affecting the ability to provide the services; administration; or material default that cannot be remedied.
- 9.6 Otherwise, the Agreement will terminate forthwith if the Property Agreement [i.e. the related leases] ceases in its entirety , or if the Provider ceases to be registered with Ofsted .
- 9.7 Therefore , the Agreement is coterminous with the leases and will end when the leases end.

- 9.8 There is no provision for notice to be given under the Agreement to this end , therefore when the leases end on 31st July 2012 ,the Agreement will cease, as clearly set out in Clause 20.
- 9.9 The leases are excluded from the security of tenure provisions of the Landlord and Tenant Act 1954, which means they will automatically come to an end at the end of the term, again, without notice being required.
- 9.10 Although the main contractual documents do not require notice to be given , it would be important for the Council to advise the Providers of its intentions as soon as possible ,especially due to the impact of the Transfer of Undertakings (Protection of Employment) Regulations 2006 (as amended) (TUPE) which will be applicable to the current staff group at the school and the required statutory consultation process.
- 9.11 Schedule 2 of the Agreement covered the separate service level agreements to be entered into with Interserve Education, Pyramid, the Council or the Primary Care Trust. These will individually need to be considered as to any notice requirements that they contain if they are to be co terminous with the main Agreement.
- 9.12 The changes to school organisation are governed by the requirements of the Education and Inspections Act [2006] (the EIA) and Guidance from the Department for Children Schools and Families ,now Department for Education. The Local Authority are required to follow a statutory consultation process to establish a specialist ASD School ,pursuant to the requirements of Part 2 and Schedule 2 of the EIA [2006].

10. IMPACT ASSESSMENT – ADDITIONAL INFORMATION

- 10.1 Our own JIGSAW school will establish a strong relationship with employers and support growth through developing an appropriate skilled and motivated workforce in line with our emerging priority “A growing local economy to create jobs”
- 10.2 Children and their families will be supported to success through good quality education in line with our emerging priority “Improved life chances for all”
- 10.3 The needs of children and young people are best met in their families and communities in line with our emerging priority “Vulnerable children are protected”. This will be achieved by reducing the need for children and young people to be placed out of Borough to meet their educational needs.

11. PREVIOUS MINUTES

N/A

12. BACKGROUND PAPERS

N/A

Report prepared by Clive Jones, Assistant Director Family & Cohesion Services, Jim Collins, Assistant Director Education, Culture & Skills and Viv McKay, Group Manager Procurement, Placements & Commissioning. Telephone: 01952 380900

Jigsaw Site Care Homes

1.0 Current Model

1.1 We currently hold a block contract for 6 residential care beds, two houses with 3 beds in each on the Jigsaw site.

2.0 Context

- Our Placements Commissioning Strategy identifies the need to increase foster care provision and decrease residential care provision.
- The review of the Jigsaw care provision identified low demand and high costs for the service provision and some inflexibility of the provision to meet need.
- We have identified a need for respite and consider that a short term assessment provision could benefit the outcomes of our young people.
- We are undertaking a major tender for a framework contract for residential provision with the other 13 West Midlands Authorities which we consider will meet our residential needs. If this proves not to be the case we can review the position and re-open a property.
- Our block contract with Castle Care for the residential care beds has an end date of 31st July 2012.

3.0 Proposal

3.1 In forming this proposal we met to review the needs and plans of the children and young people currently accommodated on the Jigsaw site and consider the implications for new referrals.

3.2 If appropriate the objective would be to reduce the number of residential care beds block purchased in 2012. We also propose to consider the delivery of a residential short term assessment for children and young people (multi agency) utilising one of the properties either as a 3 or 4 bedded unit. This provision could also offer outreach dependant upon funding. The detailed costing and model for this type of provision would be worked up in detail at a later date and we would have to tender for this provision unless delivered in house.

4.0 Residential provision

4.1 Other residential provisions will be picked up through spot purchasing arrangements using the regional residential framework. The possible risks in solely using spot purchasing arrangements are:

- Will not have direct access to a home/residential long term;
- Providers would have to match with existing children/young people and we would not know until we refer what the needs of the existing children/young people are.

5.0 Current Cohort of children and young people accommodated at Jigsaw

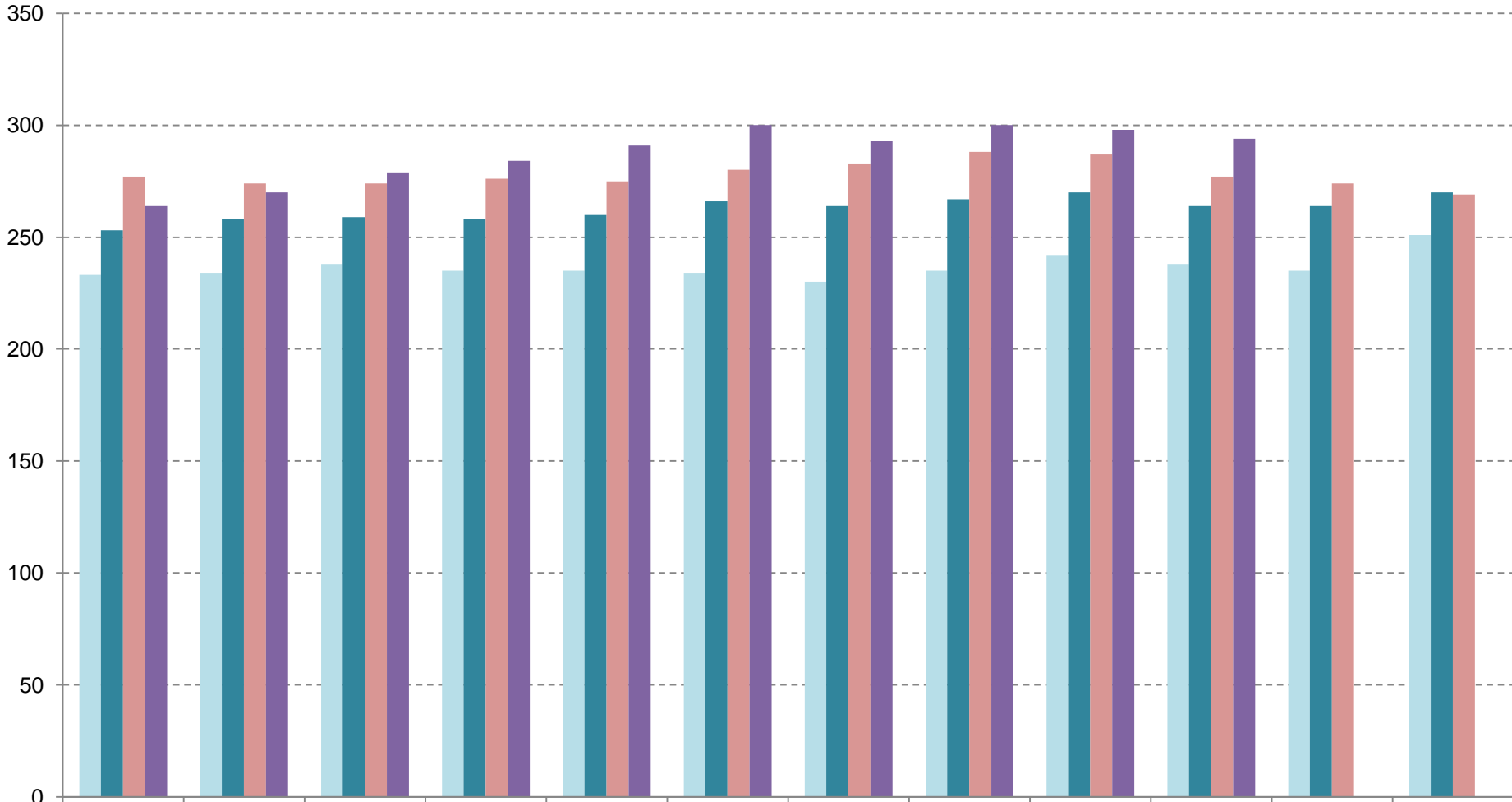
5.1 There are five young people accommodated within the JIGSAW children's homes.

CYP Scrutiny Meeting

All figures as at 31 January 2012

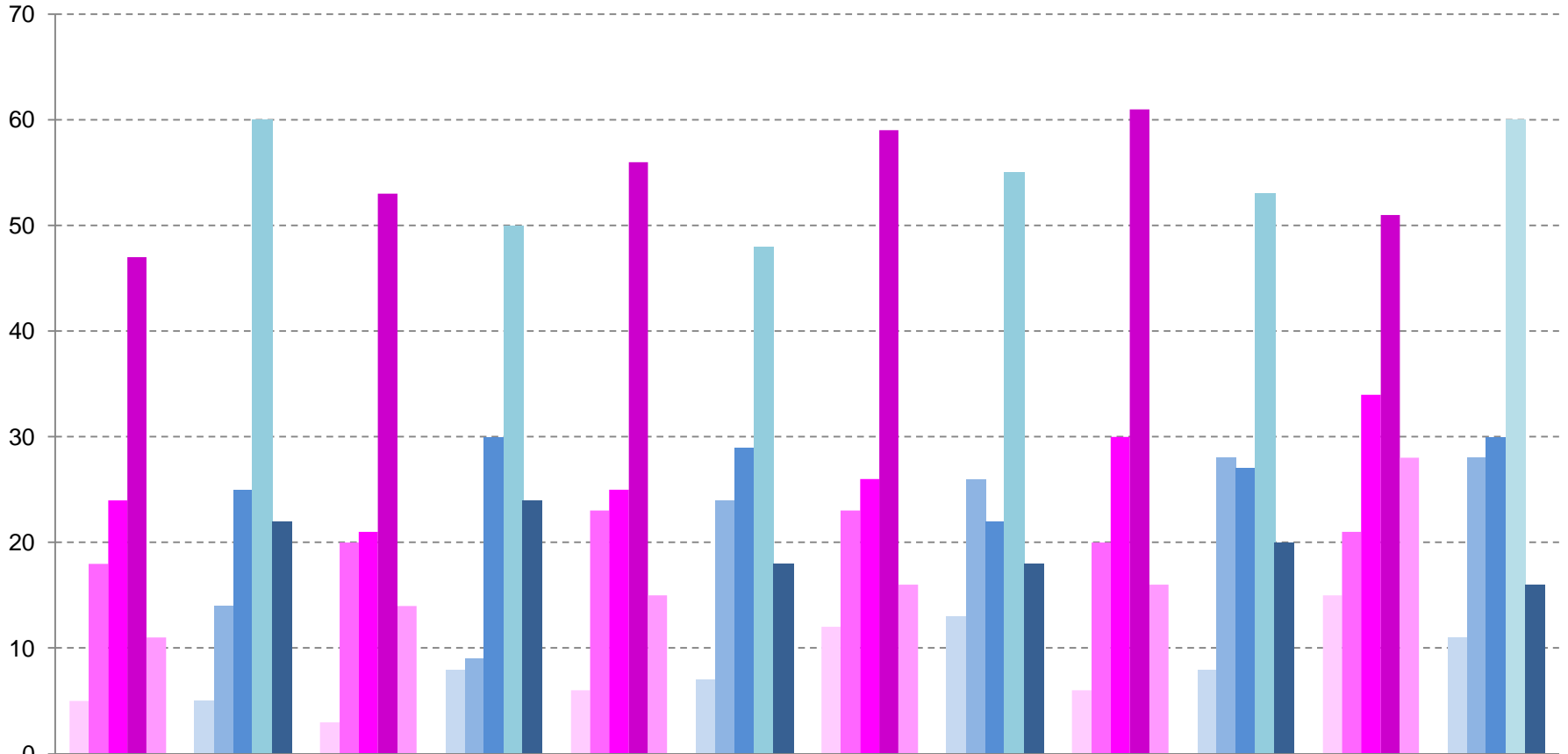
Information supplied by Data Support Team

Number of Children in Care at month end



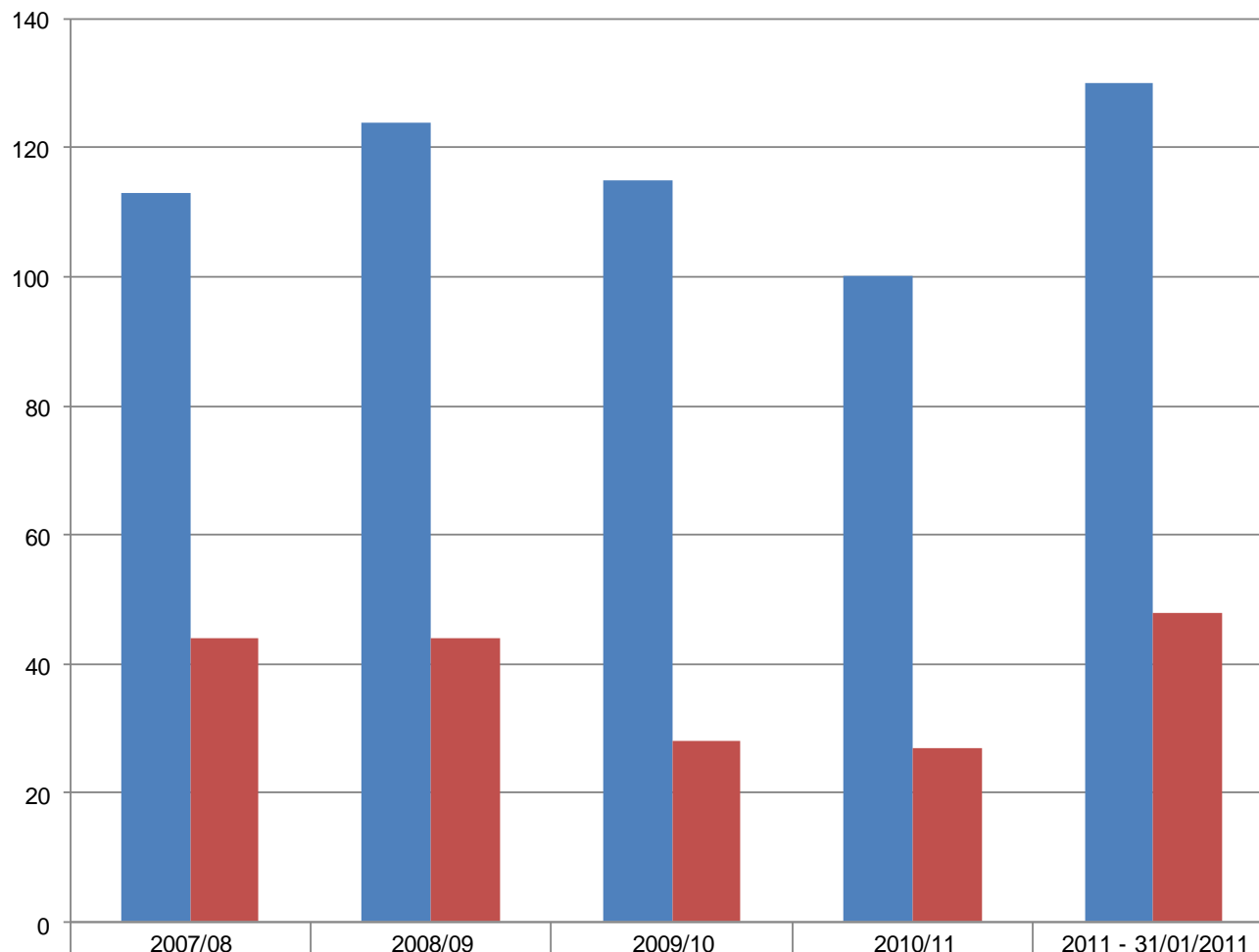
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
08/09	233	234	238	235	235	234	230	235	242	238	235	251
09/10	253	258	259	258	260	266	264	267	270	264	264	270
10/11	277	274	274	276	275	280	283	288	287	277	274	269
11/12	264	270	279	284	291	300	293	300	298	294		

Children In Care at Year End by Gender and Age Group Trend Data (Numbers)



	2006/2007 Female	2006/2007 Male	2007/2008 Female	2007/2008 Male	2008/2009 Female	2008/2009 Male	2009/2010 Female	2009/2010 Male	2010/2011 Female	2010/2011 Male	31/01/2012 Female	31/01/2012 Male
2. Under 1	5	5	3	8	6	7	12	13	6	8	15	11
3. 1-4	18	14	20	9	23	24	23	26	20	28	21	28
4. 5-9	24	25	21	30	25	29	26	22	30	27	34	30
5. 10-15	47	60	53	50	56	48	59	55	61	53	51	60
6. 16+	11	22	14	24	15	18	16	18	16	20	28	16

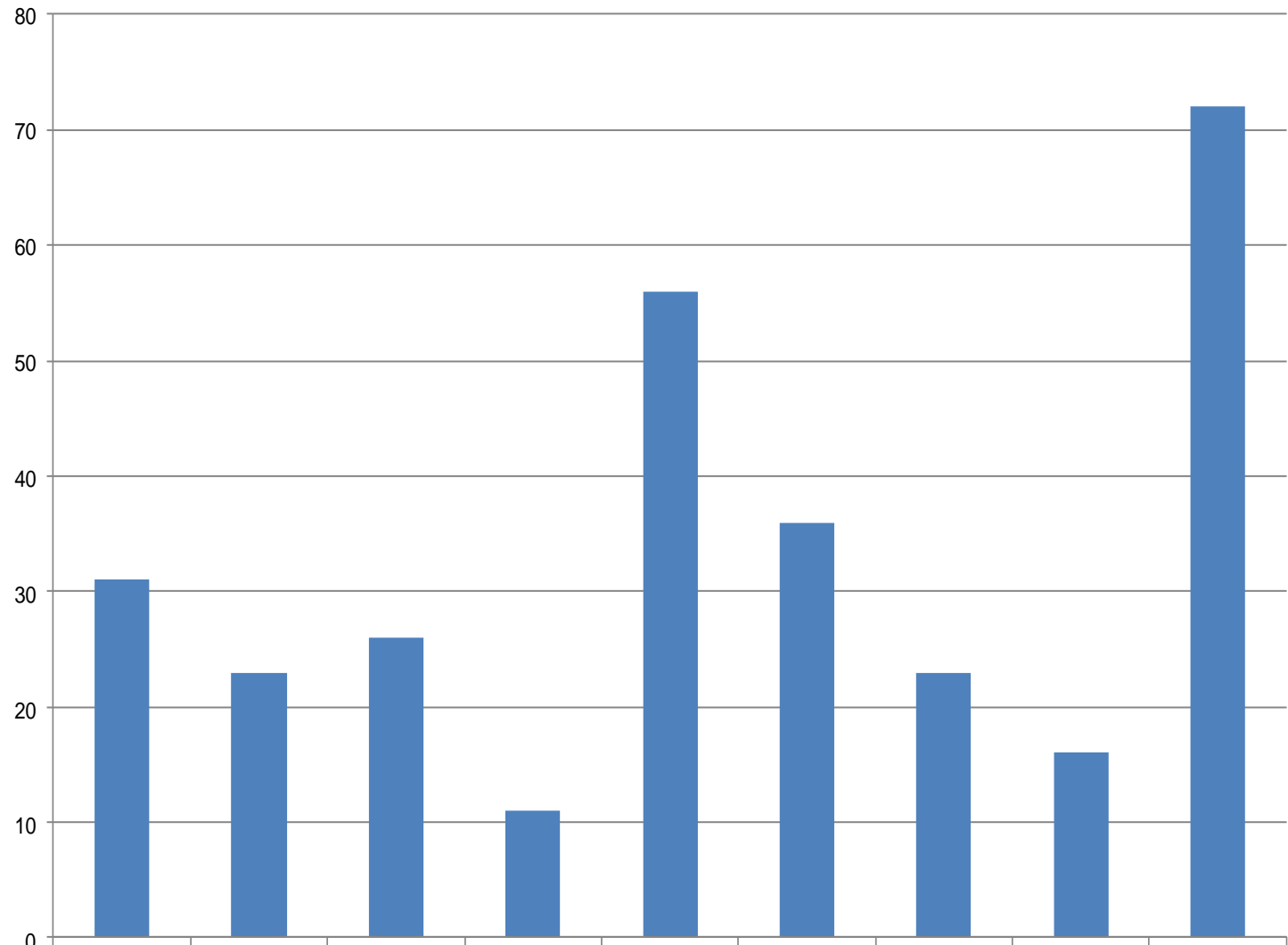
The Number of Children who became Looked after and of those the number who ceased to be looked after during the year



■ New LAC In Year	113	124	115	100	130
■ New LAC who went home during the year	44	44	28	27	48

Percentage of new LAC who ceased to be LAC within the year	39%	35.5%	24.3%	27%	37%
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Children In Care as at 31/01/2012 by the length of time they have been in Care



Number of Children

31

23

26

11

56

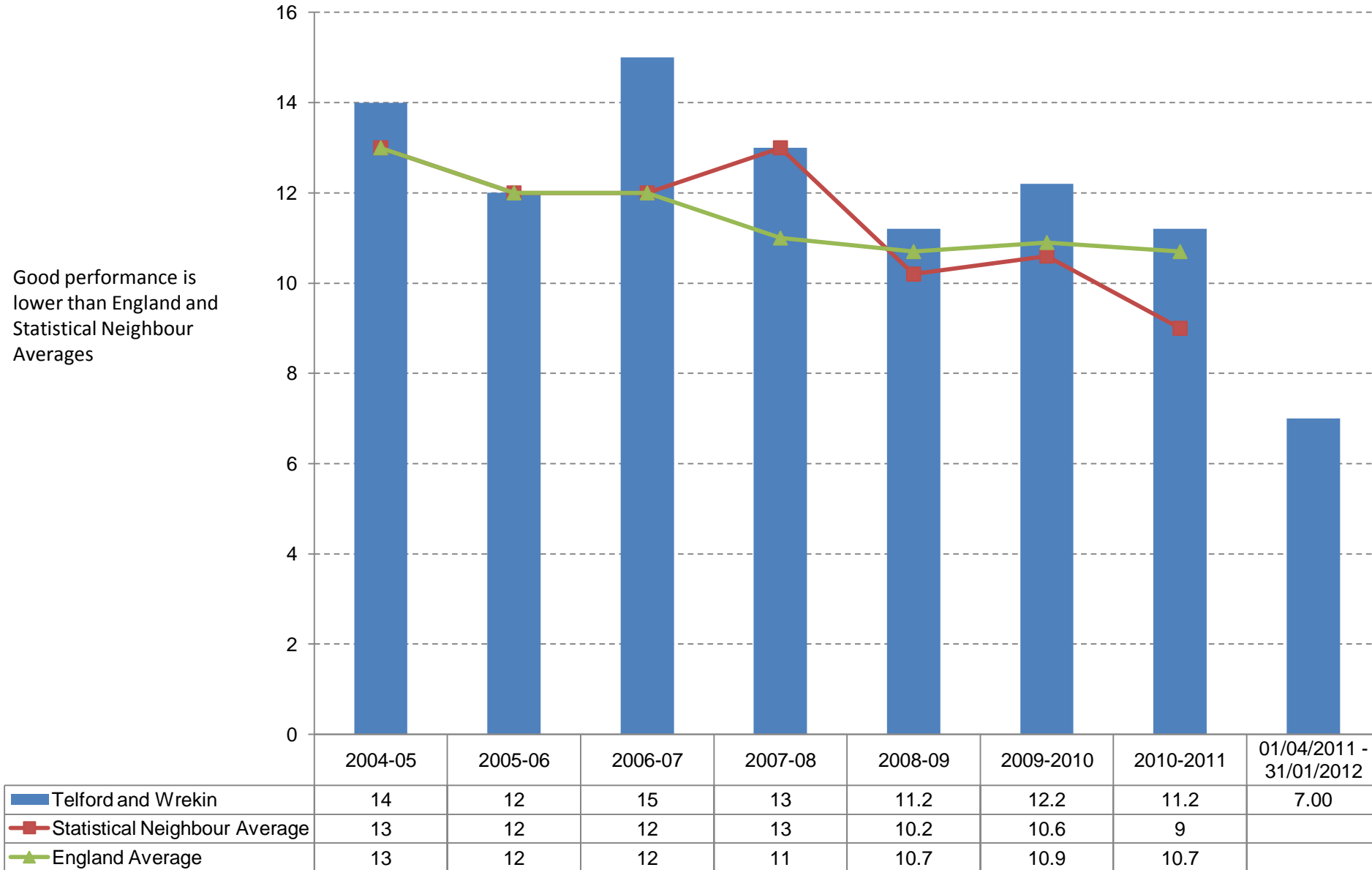
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23

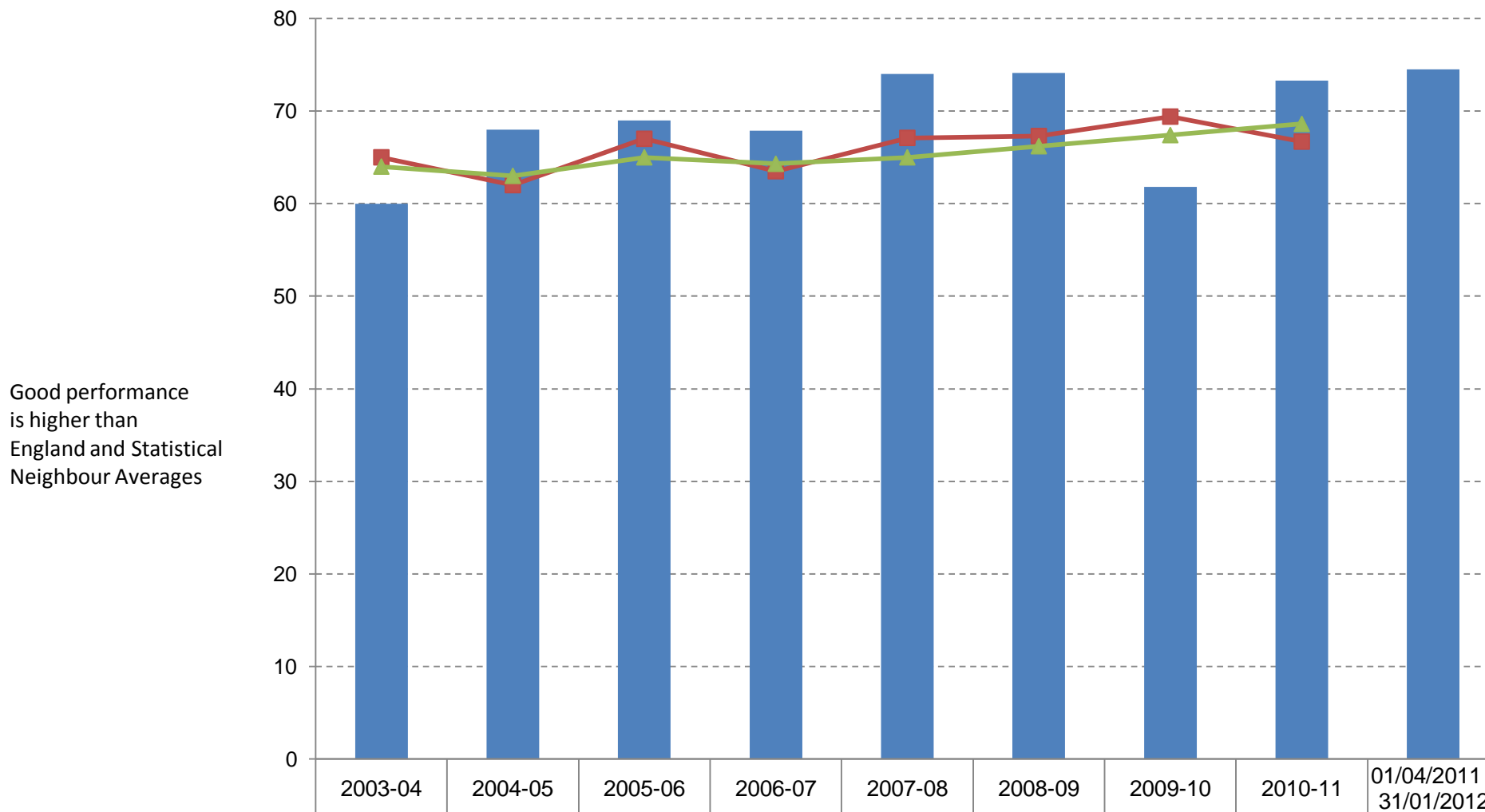
16

72

Children In Care looked after on 31 March who had 3 Placements Plus within the year - Trend Data



Children in Care aged under 16, who have been looked after for 2½ years and in placement for 2 years - Trend Data



■ Telford and Wrekin	60	68	69	67.9	74	74.1	61.8	73.3	74.5
■ Statistical Neighbour Average	65	62	67	63.5	67.1	67.3	69.4	66.7	
▲ England Average	64	63	65	64.3	65	66.2	67.4	68.6	

**Children & Young People Scrutiny Committee
Forward Plan 2011/12**

MEETING DATE	AGENDA ITEM	LEAD MEMBER/ OFFICER	ADDITIONAL ATTENDEES
Tuesday, 9 th August 2011 6.00pm VIP Suite	<ul style="list-style-type: none"> • Phase 1 Children's service review and re-structure • Work Programme 	Cllr. Paul Watling Laura Johnston Clive Jones	
Monday, 19 th September 2011 6.00pm Scrutiny Meeting Room	<ul style="list-style-type: none"> • Corporate Parenting Strategy • BSF Programme • Short Breaks for Disabled Children 	Cllr. Paul Watling Jim Collins Damien Madine Clive Jones Stacey Norwood	Jonathan Eatough Chloe de Poix Guy Kershaw
Thursday, 20 th October 2011 6.00pm Scrutiny Meeting Room	<ul style="list-style-type: none"> • Child Poverty workshop • Phase 2 Family & Community Service and Safeguarding structure proposals 	Chris Marsh Jim Collins Karen Perry	
Wednesday 7 th December 2011 6.00pm Scrutiny Meeting Room	<ul style="list-style-type: none"> • Planning of School Places – Secondary School Provision • Update on BSF programme • Updated position on the costs of the Mott MacDonald investigation into the Abraham Darby canopy collapse 	Cllr. Paul Watling Jim Collins	
Tuesday 13 th December 2011 6.00pm Scrutiny Meeting Room	<ul style="list-style-type: none"> • Phase 2 Family & Community Services and Safeguarding Structure proposals – to agree the Committee's response. • Co-operative Youth Offer 	Cllr Paul Watling Clive Jones Karen Perry	Jas Bedesha
Thursday 9 th February 2012	Member training and briefing for meetings with children in care. Meeting with children in care - topic being independent	Chloe de Poix Karen Perry	

MEETING DATE	AGENDA ITEM	LEAD MEMBER/ OFFICER	ADDITIONAL ATTENDEES
	(transition to 16+)		
29 th February 2012	Corporate Parenting, Feedback from the Meeting with the Children in Care The education of children and young people in care Jigsaw	Cllr Paul Watling Karen Perry Chloe De Poix Jim Collins Clive Jones	
26 th March 2012	Short Breaks for Disabled Children School Governance- changes in relationship between the Local Authority and the academies and free schools	Viv McKay Jim Collins	
April 2012			
Forward items			
Youth Services			
Corporate Parenting – feedback from meeting on 20 th October on suggestions for PI's, college and HE events for children in care			
Meetings with children in care or care leavers			
School Improvement Team – directory of services			
Child Poverty – visit to Sutton Hill family centre, feedback on how the results of the workshop on 20 th October are being taken forward			
Report back on Short Breaks for Disabled Children - profile of users, proposals for services, feedback in 6 months			
School governance, changes in relationship with local authority with shift to academies and free schools, Schools Trust Partnership			
BSF - Report back on Mott MacDonald report			
Tracking of children when they transfer schools			