



AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in Committee Room 4, Town Hall, Upper Street, N1 2UD on **18 October 2016 at 7.30 pm.**

Stephen Gerrard
Director of Law and Governance

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Despatched : 10 October 2016

Membership

Councillors:

Councillor Theresa Debono (Chair)
Councillor Rakhia Ismail (Vice-Chair)
Councillor Alex Diner
Councillor Satnam Gill OBE
Councillor Michelline Safi Ngongo
Councillor Nick Ward
Councillor Nick Wayne

Co-opted Members:

Erol Baduna, Primary Parent Governor
Mary Clement, Roman Catholic Diocese
James Stephenson, Secondary Parent Governor
Vacancy, Church of England Diocese

Quorum: is 4 Councillors

Substitute Members

Substitutes:

Councillor Alice Perry
Councillor Dave Poyser
Councillor Alice Donovan
Councillor Angela Picknell

A. Formal Matters

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1. Apologies for Absence
2. Declarations of Interest

If you have a **Disclosable Pecuniary Interest*** in an item of business:

- if it is not yet on the council's register, you **must** declare both the existence and details of it at the start of the meeting or when it becomes apparent;
- you may **choose** to declare a Disclosable Pecuniary Interest that is already in the register in the interests of openness and transparency.

In both the above cases, you **must** leave the room without participating in discussion of the item.

If you have a **personal** interest in an item of business **and** you intend to speak or vote on the item you **must** declare both the existence and details of it at the start of the meeting or when it becomes apparent but you **may** participate in the discussion and vote on the item.

***(a) Employment, etc** - Any employment, office, trade, profession or vocation carried on for profit or gain.

(b) Sponsorship - Any payment or other financial benefit in respect of your expenses in carrying out duties as a member, or of your election; including from a trade union.

(c) Contracts - Any current contract for goods, services or works, between you or your partner (or a body in which one of you has a beneficial interest) and the council.

(d) Land - Any beneficial interest in land which is within the council's area.

(e) Licences- Any licence to occupy land in the council's area for a month or longer.

(f) Corporate tenancies - Any tenancy between the council and a body in which you or your partner have a beneficial interest.

(g) Securities - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

This applies to all members present at the meeting.

3. Declaration of Substitute Members
4. Minutes of the Previous Meeting
5. Chair's Report
6. Items for Call In (if any)
7. Public Questions

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B. Items for Decision/Discussion	Page
1. Post-16 Education, Employment and Training: Witness Evidence	9 - 24
To include:	
<ul style="list-style-type: none"> • Paul McIntyre, Assistant Head, Elizabeth Garrett Anderson School • Evidence from another school (TBC) • Alison Bennett, Careers Education, Information, Advice and Guidance Specialist (<i>supporting written evidence attached: 'Careers Education, Information, Advice and Guidance in Islington's secondary schools'</i>) • Responses to questions raised by the Committee at September 2016 meeting 	
2. SEND Reforms and Impact - Update	25 - 38
3. Quarterly Review of Children's Services Performance (Q1)	TO FOLLOW
4. Executive Member Questions	39 - 40
5. Review of Work Programme	41 - 42

C. Urgent non-exempt items (if any)

Any non-exempt items which the Chair agrees should be considered urgently by reason of special circumstances. The reasons for urgency will be agreed by the Chair and recorded in the minutes.

D. Exclusion of press and public

To consider whether, in view of the nature of the remaining items on the agenda, it is likely to involve the disclosure of exempt or confidential information within the terms of the Access to Information Procedure Rules in the Constitution and, if so, whether to exclude the press and public during discussion thereof.

E. Exempt items for Call In (if any)

F. Confidential/exempt items

G. Urgent exempt items (if any)

Any exempt items which the Chair agrees should be considered urgently by reason of special circumstances. The reasons for urgency will be agreed by the Chair and recorded in the minutes.

The next meeting of the Children's Services Scrutiny Committee will be on 21 November 2016

Please note that committee agendas, reports and minutes are available from the council's website: www.democracy.islington.gov.uk

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Agenda Item 4

London Borough of Islington

Children's Services Scrutiny Committee - Thursday, 22 September 2016

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 4, Town Hall, Upper Street, N1 2UD on Thursday, 22 September 2016 at 7.30 pm.

Present: **Councillors:** Debono (Chair), Ismail (Vice-Chair), Diner, Ward and Wayne

Co-opted member: Mary Clement, Roman Catholic Diocese

Also Present: **Councillors** Caluori

Councillor Theresa Debono in the Chair

154 **APOLOGIES FOR ABSENCE (ITEM NO. A1)**

Apologies for absence were received from Erol Baduna and Councillors Satnam Gill and Michelline Safi Ngongo.

155 **DECLARATIONS OF INTEREST (ITEM NO. A2)**

None.

156 **DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A3)**

None.

157 **MINUTES OF THE PREVIOUS MEETING (ITEM NO. A4)**

RESOLVED:

That the minutes of the meeting held on 28 June 2016 be agreed as a correct record and the Chair be authorised to sign them.

158 **CHAIR'S REPORT (ITEM NO. A5)**

None.

159 **ITEMS FOR CALL IN (IF ANY) (ITEM NO. A6)**

None.

160 **PUBLIC QUESTIONS (ITEM NO. A7)**

None.

POST-16 EDUCATION, EMPLOYMENT AND TRAINING: WITNESS EVIDENCE
(ITEM NO. B1)

Holly Toft, Head of Play, Youth and Post-16, made a presentation to the Committee providing an introduction to the council's work in supporting the Post-16 education, employment and training of young people. The presentation summarised the council's legal obligations, services, recent performance and areas for improvement.

The following main points were noted in the discussion:

- The council was required to ensure that all young people participated in learning until at least the age of 18. This included through college, sixth form, an apprenticeship, or a job or volunteering opportunity with a structured training programme. Requirements extended to age 25 for those with special educational needs or disabilities. Employment services for those wishing to access apprenticeships were also available for the mainstream cohort aged 18 – 24 through the iWork service.
- The council worked with schools to identify pupils at risk of dropping out post-16, or those who had already left. It was noted that these pupils often had vulnerabilities and barriers to engaging with education. Around 100 young people were classified as NEET; although this was a relatively small proportion of the total cohort, they required a significant amount of attention. Services were focused on the most vulnerable.
- The council worked to provide the 'September Guarantee' which required every Year 11 pupil at Islington schools, and every Year 12 resident in the borough, with a named educational offer. Officers commented that this was a significant annual task.
- Services were divided into those for young people aged 16-19 and those aged 19-24. The Progress Team worked with the most vulnerable young people aged 16-19, including those in the youth justice system or alternative provision. Intensive work was carried out with those who dropped out, including contact by email, text message, and social media.
- The Council provided a specialist vocational advisor. This post was introduced following feedback from schools that they were not as confident in offering advice on vocational pathways. Advisors provided independent support and guidance to enable young people to make their own decisions.
- Officers commented that those who engaged with services earlier, particularly those seeking employment, tended to have better outcomes.
- Although the service had detailed data for those aged 16 – 18, data was sparse for those aged over 18. It was possible to evaluate the number of people claiming Jobseekers Allowance, however this was not an accurate measure.
- Islington's NEET rate had significantly reduced in recent years, from an average of 8.3% in 2011/12, to 2.2% in 2015/16. However, young people ending participation at age 17 was still a challenge and further work was required to identify how best to support young people before they disengaged.
- Officers suggested that the council's own employment practices could be improved to better support young people. Although a number of apprenticeships were offered, it was thought that easing selection processes and offering 'traineeships' as a bridge to apprenticeships would benefit the most vulnerable young people.
- It was noted that some young people struggled with transitions to post-16 education and to the labour market. Officers advised that functional skills qualifications, which were previously available in a range of settings, were now primarily provided by colleges. Some young people classified as NEET found a college environment overwhelming and it was suggested that alternative

Children's Services Scrutiny Committee - 22 September 2016

pathways were required for young people in need of improving their literacy and numeracy.

- It was queried how many pupils who disengaged at age 17 re-engaged at a later date. Officers did not have figures available at the meeting however advised that this would be investigated.
- Colleges were obliged to let the council know when pupils disengaged from education. Following a referral, the pupil would be contacted by an advisor, either by phone or in person.
- A member queried if schools were doing enough to support pupils in preparing for further education and employment. Officers advised that schools had a responsibility to provide information, advice and guidance, however schools had different approaches and as a result the impact of their support varied. It was commented that there was no longer a statutory requirement to provide work experience, however some schools provided other services, such as mentoring.
- It was noted that young people classified as NEET often had multiple vulnerabilities, including health problems, behavioural problems, involvement of the criminal justice system, and being from a workless household.
- Officers advised that they would seek to provide a demographic breakdown of young people classified as NEET to a future meeting.
- It was queried how many young people NEET had mental health issues and how many had an Education, Health and Care Plan. Officers did not have figures available at the meeting however advised that this would be investigated. It was commented that mental health issues were recorded as a health issues, and few would have EHCPs.
- Following a query, officers advised they would report back on how many young people aged 19 – 24 had presented themselves for support.
- The Committee welcomed recent performance improvements, including that Islington performed better than the Central London, London and England averages. In response to a question, officers suggested that service improvements had been secured by improving the accuracy of data, which allowed officers to provide an effective and focused service.
- The Committee queried the approach of the council's services. It was commented that working with young people NEET was delicate and time-consuming work which required skill, trust, and tact. The council's support services were solution-based and focused on what young people could do, rather than focusing on barriers and what they could not do.
- It was confirmed that all apprenticeships were paid. The council's apprenticeships lasted for a minimum of a year.
- A member of the public queried how many young people NEET would have been eligible for the Education Maintenance Allowance. Officers advised that this would be investigated.
- The Committee noted the Witness Evidence Plan. Members with any comments or suggestions for witnesses were invited to contact Democratic Services.

The Committee thanked Holly Toft for her attendance.

162 **EARLY HELP SCRUTINY REVIEW: 12 MONTH REPORT BACK (ITEM NO. B2)**

Ruth Beecher, Head of Service – Early Help for Families, presented a report which provided an update on implementing the recommendations of the review of the Early Help service.

The following main points were noted in the discussion:

- Whilst the council continued to prioritise early help approaches, it was highlighted that the Troubled Families funding received from central government was decreasing and the national funding formula for early years services was also due to change. Although the budget had been managed from year to year to mitigate the impact of reduced funding, financial pressure was building and these changes were expected to have an impact on service delivery. The Committee expressed concern at the financial challenges facing the service.
- Since the review, early help services had been realigned to improve engagement with schools. Families First now focused on primary aged children, and IFIT was for secondary aged pupils. It was thought that this focus had also assisted support workers.
- Positive working relationships with other departments had developed. Support workers were co-located with the anti-social behaviour team and the Youth Offending Service.
- Following consultation with service users, funding had been identified to establish an 'Early Help Ambassadors' programme, in which parents would be trained to help with engagement, building resilience, and providing feedback on services through mystery shopping exercises.
- The number of re-referrals to Families First was stable at around 18-19%. It was noted that families would often re-refer with different issues.
- The service had developed a very positive method of closing cases, which involved a letter being written to parents to help them reflect on their experience; explaining why early help was required, the support arrangements that had been put in place, the positive impact that had, and how they could continue to access support. An example letter was read out and noted.
- The Committee queried why a discretionary fund could not be offered to service users in financial crisis. Officers explained that those in extreme crisis could access funds from Children's Social Care under Section 17 of the Children Act. Officers suggested that a separate discretionary fund would have significant demand and sizeable administration costs.
- Officers commented that they had found the scrutiny review useful. It was suggested that the Committee reviewed services from a different perspective to Ofsted or a service audit and its input was valuable.
- A member of the public queried if any of the cultural opportunities offered to families had a focus on environmental sustainability. Officers indicated that this would be followed up outside of the meeting.

The Committee thanked Ruth Beecher for her attendance.

RESOLVED:

- (i) That progress in implementing the recommendations of the Early Help review be noted;
- (ii) That the risks to the future funding of early help services be noted.

UPDATE ON THE YOUTH OFFENDING SERVICE IMPROVEMENT PLAN (ITEM NO. B3)

Liz Westund, Interim Head of Targeted Youth Support, presented the report to the Committee, which set out progress in implementing the Youth Offending Service Improvement Plan.

The following main points were noted in the discussion:

- The Interim Head of Targeted Youth Support had been in post for five months and reported that the service improvements needed had the support of senior management. It was reported that few posts were now held by agency workers and staff morale had improved. A process of standardising officer pay had been introduced.
- It was highlighted that the service still encountered problems with information management, as the introduction of a new assessment framework had identified gaps in the service's data. Work was underway to resolve this issue. It was not thought that this had an impact on the quality of the service received by young people; however the ability of the service to evaluate progress was affected.
- Following a query, it was explained that a new database had been introduced a few weeks before the previous inspection and the transfer of data had not been successful. It was suggested that staff needed a detailed understanding of the database to be able to use it effectively. This issue was being raised with other local authorities and the Youth Justice Board.
- The service had reviewed its ethos and was focused towards engaging young people in a motivational way. Evidence suggested that this led to positive outcomes. The service was also prioritising restorative justice practices, reducing gang affiliation, and improving the integration of services.
- Partnership work with the Police was a high priority and a service level agreement had been agreed.
- A new protocol for applying for Criminal Behaviour Orders had been introduced to ensure that they were used appropriately and led to realistic outcomes. This had increased the credibility of the service with the Magistrates Court.
- An internal audit of case work had recently found that 15 of 25 cases reviewed were rated as 'Good' or 'Excellent'. This was a considerable improvement on previous performance.
- The Committee identified that several of the actions on the improvement plan requiring Police support were RAG rated Red. It was queried if there were any barriers to working with the Police. In response, it was advised that relationships with the Police had improved substantially, however progress on co-location was not being made at the pace intended. It was acknowledged that this was partly due to technical issues; however the matter had been raised with the Deputy Commissioner and the Deputy Mayor for Policing and Crime. The Committee suggested that the Borough Commander could be invited to a future meeting of the Committee.
- Following a query, it was advised that the proposal to review the Intensive Support and Surveillance service had been agreed and it was hoped that this would have a positive impact.
- It was advised that the effectiveness of exit plans was evaluated by tracking re-offending.

The Committee thanked Liz Westlund for her attendance.

RESOLVED:

- (i) That the updates to the Youth Offending Service Improvement Plan be noted;
- (ii) That the Youth Justice Services Management Board be asked to continue to oversee progress on the plan.

164 EXECUTIVE MEMBER QUESTIONS (ITEM NO. B4)

Councillor Joe Caluori, Executive Member for Children, Young People and Families, answered questions related to his portfolio.

- Councillor Ward queried if Councillor Caluori could explain the recent decline in GCSE performance of local schools. Councillor Caluori expressed his concern that the performance of Highbury Grove and Holloway schools had declined, and in particular that only 35% of Holloway School pupils achieved five A* to C grades, which was below Ofsted floor targets. It was reported that the Headteachers of both schools were working with their governing bodies and the council's school improvement team to make improvements and robust conversations were taking place. In particular, Highbury Grove school was undertaking further work with the council's early help services. Councillor Caluori appreciated that both schools had challenging cohorts, however did not think that this was significant enough to result in disparity in performance to other local schools.
- It was suggested that the Committee could review the effectiveness of schools' use of interventions in the next municipal year, however the difficulty in evaluating the long term effectiveness of interventions was noted.
- Mary Clement commented that variation in GCSE performance would be expected in a cohort with a significant number of SEN pupils.
- Councillor Rakhia Ismail advised that some BME pupils attended supplementary schools to support their education, and similar opportunities may not be available to White working class pupils. It was thought that such opportunities supported GCSE attainment.
- Councillor Ward noted that some high performing academies provided intensive summer schools and it was queried if local schools could collaborate to provide a similar service. Councillor Caluori advised that summer schools were available, particularly for pupils at the D/C borderline, however places were limited. It was suggested that the council could learn from successful providers of supplementary education, such as IntoUniversity, to help to develop services locally. Mary Clement commented on the importance of empowering parents to support their child's education.
- Ernestas Jegorovas asked if it was sensible to expand Highbury Grove School in light of its recent GCSE results. In response, Councillor Caluori advised that the school was popular in the community and its expansion was consistent with Ofsted rules.
- Councillor Caluori advised of his concern at the DfE proposal to open a secondary free school at the Ladbroke Grove site. It was noted that the free school provider was not required to share its plans with the council and, given its proximity to both Highbury Grove and Highbury Fields schools, the proposal could result in up to 3,000 pupils dispersing from the area every day from only five bus stops.

The Committee thanked Councillor Caluori for his attendance.

165 **REVIEW OF WORK PROGRAMME (ITEM NO. B5)**

The Committee noted that it had a sizeable work programme and requested that officers and scrutiny witnesses provide information in advance where possible to maximise the time available for questions at the meeting.

MEETING CLOSED AT 9.35 pm

Chair

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Scrutiny topic: Post-16 Education, Employment and Training

Witness Evidence Plan

Our role and focus as a scrutiny committee:

1. To explore how to sustain improvements and continue to increase the number of young people progressing to, and in, post 16 education, employment and training; and
2. To suggest ways to prevent young people becoming not in education, employment or training (NEET) in the first place.

Outcomes and progression	SID Objective 1: To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET
Support to young people and accountability	SID Objective 3: To understand the obstacles to progression into EET SID Objective 2: To assess the strategic role of Islington Council in helping to increase the number of young people in EET SID Objective 5: To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training
Prevention and early intervention	SID Objective 4: To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET SID Objective 6: To examine 'promising practice' approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally.

Work programme for post-16 EET scrutiny

1. Background information and additional documentation

(circulated by email 3 August 2016)

- Department for Education, 'Participation of young people in education, employment or training – Statutory guidance for local authorities', September 2014
- Department for Education, 'Careers guidance and inspiration in schools – Statutory guidance for governing bodies, school leaders and school staff', March 2015
- London Councils, 'London Ambitions: shaping a successful careers offer for all young Londoners', June 2015
- The Islington Employment Commission, 'Working Better, The final report of the Islington Employment Commission – Summary', November 2014
- Islington Employment Services Board, 'One Year On: Making it Work Better', November 2015
- Envoy Partnership, 'A Social Return on Investment, Evaluation of the ESF NEET Fast Forward Programme', February 2015

Outcomes and progression	SID Objective 1: To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET	
	SID Objective 3: To understand the obstacles to progression into EET	
Who	Organisation/remit	Area of focus
Holly Toft, Head of Post-16	Islington Council – Children’s Services	The current picture of 16-18 in education employment and training and 18-24 year olds in employment/progressing to employment; the local offer to support young people including roles, responsibilities, opportunities and resources; key issues such as distance to learning, engagement/re-engagement and cross borough issues.

Support to young people and accountability	SID Objective 2: To assess the strategic role of Islington Council in helping to increase the number of young people in EET	
	SID Objective 5: To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training	
Who	Organisation/remit	Area of focus
Holly Toft, Head of Post-16	Islington Council – Children’s Services	See above
Visit to Progress Team (formerly Youth Careers Team)	Islington Council – Children’s Services	Support to vulnerable young people
Cherylin Jeffier, Progress Advisor (Vocational Pathways)	works with young people pre-16 who are interested in a vocational pathway	<ul style="list-style-type: none"> Support to young people interested in a vocational pathway
Lorraine Blyth, Post-16 Participation Manager	Islington Council – Children’s Services	<ul style="list-style-type: none"> Employability skills: 16 – 18 year olds
Jodi Pilling, Learning and Skills Manager	Islington Council – Chief Executive’s Department	<ul style="list-style-type: none"> Employability skills: 18 – 24 year olds Apprenticeships Youth employment Connecting with businesses
To be identified	City and Islington College	Careers Clusters
To be identified	Local businesses	What local businesses are doing to progress this agenda
To be confirmed	Up to 3 local schools	Information, Advice and Guidance (IAG): <ul style="list-style-type: none"> Schools and careers network – how it works Quality Good practice
Alison Bennett, Careers Education, Information, Advice and Guidance (CEIAG) Specialist	Islington Council – Children’s Services CEIAG specialist re: quality of IAG and work of employment commission re: careers entitlement;	

<p>Prevention and early intervention</p>	<p>SID Objective 4: To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET</p> <p>SID Objective 6: To examine ‘promising practice’ approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally.</p>	
<p>Who</p>	<p>Organisation/remit</p>	<p>Area of focus</p>
<p>To be identified</p>	<p>LB Wandsworth Council (TBC)</p>	<p>LA approach to reducing number of NEETs and preventing young people becoming NEET</p>
<p>Holly Toft and Lorraine Blyth</p>	<p>Islington Council – Children’s Services</p>	<p>Participation – context and good practice particularly in schools ESF projects and B2B</p>

2. Work plan

Date: Thursday 22 September 2016		
Evidence theme: Outcomes and progression		
Who	Organisation/remit	Area of focus
Holly Toft, Head of Post-16	Islington Council: Children's Services	The current picture of 16-18 in education employment and training and 18-24 year olds in employment/progressing to employment; the local offer to support young people including roles, responsibilities, opportunities and resources; key issues such as progression to university; distance to learning, engagement/re-engagement and cross borough issues.

Briefing notes prior to meeting:

- Contextual report

Other reports:

1. Early Help Scrutiny: 12 Month Report Back
2. Update on the Youth Offending Service Improvement Plan
3. Executive Member Questions
4. Review of Work Programme

Date: Tuesday 18 October 2016		
Evidence theme: Support to young people and accountability – Information, Advice and Guidance		
Who	Organisation/remit	Area of focus
To be confirmed	Up to 3 local schools	IAG:
Alison Bennett, Careers Education, Information, Advice and Guidance (CEIAG) Specialist	Islington Council – Children's Services CEIAG specialist re quality of IAG and work of employment commission re: careers entitlement;	<ul style="list-style-type: none"> • Schools and careers network – how it works • Quality • Good practice

Briefing notes prior to meeting:

- Schools with high/low number of NEETs
- Brief history re: responsibility for IAG
- Description of Careers Network

Other reports:

1. Progress on Changes to SEND
2. Quarterly Review of Children's Services Performance (Q1)
3. Executive Member Questions
4. Review of Work Programme

Date: Monday 21 November 2016		
Evidence theme: Support to young people and accountability – Employability skills		
Who	Organisation/remit	Area of focus
Cheryl Jeffier, Progress Advisor (Vocational Pathways)	works with young people pre-16 who are interested in a vocational pathway	<ul style="list-style-type: none"> Support to young people interested in a vocational pathway
Lorraine Blyth, Post-16 Participation Manager	Islington Council – Children’s Services	<ul style="list-style-type: none"> Employability skills: 16 – 18 year olds Employability skills: 18 – 24 year olds Apprenticeships
Jodi Pilling, Learning and Skills Manager	Islington Council – Chief Executive’s Department	<ul style="list-style-type: none"> Youth employment Connecting with businesses

Briefing notes prior to meeting:

- To be identified

Other reports:

- The Children’s Services response to Prevent
- Quarterly Review of Children’s Services Performance (Q2)
- Executive Member Questions
- Review of Work Programme

Date: Tuesday 3 January 2017 Evidence theme: Prevention and early intervention		
Who	Organisation/remit	Area of focus
To be confirmed	Mer-IT – community organisation	<ul style="list-style-type: none"> Community groups working with young people

Briefing notes prior to meeting:

- Notes of scrutiny visit to Progress Team and Young People

Other reports:

- Islington Safeguarding Children Board: Annual Report
- Child Protection Annual Report
- Executive Member Questions
- Review of Work Programme

Date: Tuesday 28 February 2017		
Evidence theme: Support to young people; Prevention and early intervention + Concluding discussion		
Who	Organisation/remit	Area of focus
Holly Toft and Lorraine Blyth	Islington Council	<ul style="list-style-type: none"> Participation – context and good practice particularly in schools ESF projects and B2B
To be identified	LB Wandsworth Council (TBC)	
To be identified	City and Islington College	Careers Clusters
To be identified	Local businesses	What local businesses are doing to progress this agenda

Briefing notes prior to meeting:

- To be identified

Other reports:

1. Quarterly Review of Children's Services Performance (Q3)
2. Executive Member Questions
3. Review of Work Programme

3. Visits

Visits (to take place between September 2016 and February 2017)			
Who	Organisation/remit	Area of focus	When
Young People and the Progress Team	Islington Council – Children's Services	Support to vulnerable young people – visit to the Progress Team and meeting with some young people (possibly those who are supposed to be in Yr 11) – to occur in the evening – should cover the barriers and obstacles to EET	December 2016 TBC

4. Report

20 March 2016: Draft recommendations

8 May 2016: Final Report

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	18 October 2016	All

Delete as appropriate		Non-exempt
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**SUBJECT: Post-16 Education, Employment and Training:
 Careers Education, Information, Advice and Guidance in
 Islington's secondary schools**

1. Background

- 1.1 Numerous national reports published since 2012 have indicated that the provision of careers education and guidance across England's schools varies in its extent and quality. These include those from [Ofsted](#)¹, The [Gatsby Foundation](#)² and the [National Careers Council](#)³
- 1.2 In order to address the challenges set out in these and other analyses of the current position and to respond to the future economic and skills needs of London, the London Enterprise Panel (LEP) published 'London Ambitions' in 2015. London Ambitions is a London-wide, best practice careers offer which aims to meet the needs of all young Londoners and comprises of seven elements. London Ambitions is set out at Appendix 1.
- 1.3 The [Islington Employment Commission](#) recommended that the council, schools and local employers should work better together to ensure that young people "get the support they need to get the careers they deserve"⁴.
- 1.4 In response to the recommendations and reports set out in 1.1 to 1.3 above, Islington Council has been undertaking a range of work. This report will focus on work which is supporting schools.
- 1.5 In late 2014, two secondary headteachers agreed to act as 'Employment Champions' in order to support schools to develop their work with students related to careers, employability and work-related learning.

- 1. <https://www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction>
- 2. <http://www.gatsby.org.uk/education/programmes/good-career-guidance>
- 3. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354644/bis-13-919-national-careers-council-report-an-aspirational-nation-creating-a-culture-change-in-careers-provision.pdf
- 4. https://www.islington.gov.uk/~/_media/sharepoint-lists/public-records/communityandliving/qualityandperformance/reporting/20142015/20141124finalreportoftheemploymentcommission

- 1.6 The employment champions felt that schools would welcome the addition of some short term expertise to help them to build their capacity to deliver the Employment Commission's recommendations. As a result, the council has appointed a Careers Education, Information Advice and Guidance (CEIAG) Specialist. This is a short term intervention for 2 years to 'kick start' the development of careers programmes in Islington's secondary schools. The CEIAG Specialist came into post in February 2016.
- 1.7 Through this post, the council offers Continuing Professional Development Opportunities (CPD) to school staff, bespoke one to one consultancy support in schools, a termly careers network meeting and a newsletter for information sharing.

2. CEIAG in Islington's Schools

- 2.1 All schools are subject to statutory guidance which requires them to:
- secure impartial and independent careers guidance for students between school Years 8 and 13;
 - provide information on a range of education or training options including apprenticeships and other vocational pathways, and
 - provide information on the range of options at post 14, 16 and 18, including options outside of school at 14+, options other than the school sixth form at 16 +, and options other than university at 18+.
- 2.2 Schools deliver CEIAG using different delivery models. Some schools will deliver careers lessons as part of Personal Social and Health Education, or as standalone lessons, some will deliver using 'drop down' days where a range of career related activities are offered including Present Yourself Days which are arranged by the Youth Employment Team. Some schools will use tutorial time to deliver some careers work. Schools will also organise trips to universities, further education colleges or to employers' premises.
- 2.3 Islington is particularly keen to ensure that the most vulnerable young people receive the very highest quality support to plan their next steps in learning and that they are exposed to a range of experiences.
- 2.4 As a response to the recommendations of previous scrutiny reviews and the Employment Commission recommendations, the council has been working through the CEIAG Specialist, to develop a 'Gold Standard' for careers provision for young people learning in New River College and in Alternative Provision. This is based on London Ambitions and is set out at Appendix 2.
- 2.5 The CEIAG Specialist is currently working with schools to review careers education across the borough. The intention is to identify development needs in schools, to offer support to fill delivery gaps and to identify staff professional development needs in order to ensure a high quality and consistent offer across the different schools. The provision and needs vary across the borough and are dependent on how a school has chosen to resource this area of work.

3. Opportunities for development

- 3.1 An ESF 'Careers Clusters' bid has recently been won by City and Islington College and the council is partnering on its delivery. This will provide additional funding to support schools to develop their CEIAG provision, especially in relation to involving employers in their programmes.
- 3.2 It is the council's intention to provide CPD for teachers and providers of alternative provision on the 'gold standard' to ensure its delivery. It is also intended to continue to review and update it in line with user feedback and other developments.

Appendices:

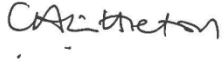
Appendix 1: London Ambitions careers offer

Appendix 2: 'Gold Standard' offer of CEIAG for learners in New River College and alternative provision

Background papers: None

Final report clearance:

Signed by:



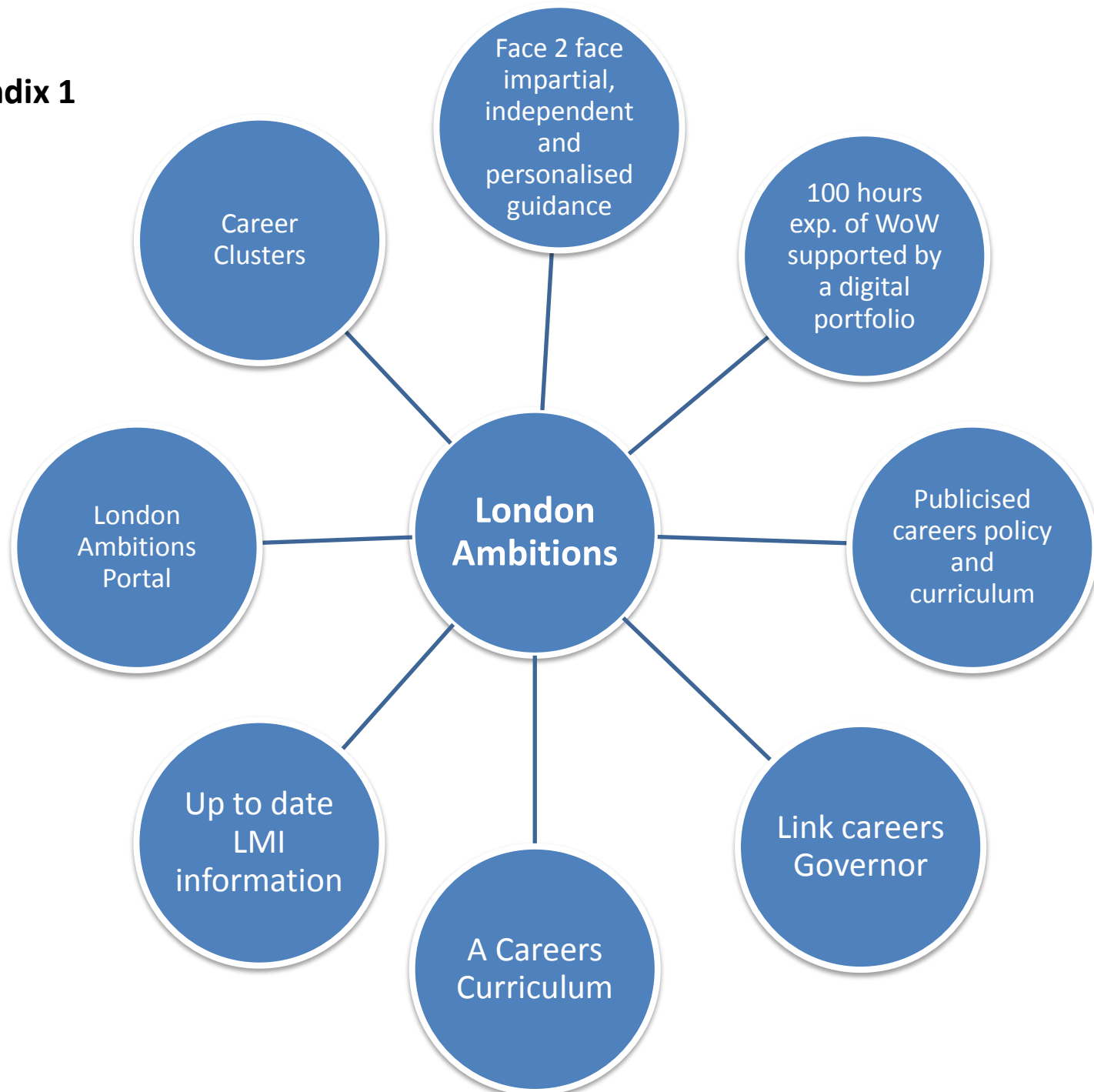
Carmel Littleton
Corporate Director Children's Services

Date 07/10/2016

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Appendix 1



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Islington 'Gold Standard' for Careers Information, Advice and Guidance in New River College and Alternative Provision

The Islington Gold Standard is a pack of activity plans to support organisations with their duty to support their students with planning for their futures.

The contents provide activities for Key Stage 3 and 4, each with an introductory session plan and the resources for delivery. The aim is to provide 20 minute activities that organisations can mix and match between Key Stages and topics to complement their existing programmes.

The activities are collated from a variety of sources, including those created especially for the purpose of this resource. The origin of 'off the shelf' resources are given where applicable.

Used in conjunction with the recommended CEIAG Factsheet, the pack covers the requirements of the **CDI Framework**, the **London Ambitions Careers Curriculum**, and the **Gatsby Benchmarks**.

The **CEIAG Factsheets** are available to all schools in Islington. These are a toolkit that is useful to anyone involved in careers education in their institution. They are available in a paper format on or the CEIAG pages of CS Islington

Modules in the gold standard resource

Key Stage 3

- Module 1: All About Me** – a series of activities to help students understand more about themselves, their likes and dislikes, and their strengths and weaknesses.
- Module 2: Make Me Employable** – activities to encourage students to understand the value of work and why people work.
- Module 3: World of Work** - activities to increase student awareness of the kind of jobs that are available

Key Stage 4

- Module 1: World of Work** – activities to increase student awareness of the labour market, the changes in the labour market and how to find out more about careers.
- Module 2: Selection** – activities around how employers recruit people including interview skills and C.V.s
- Module 3: Employability and the Employability Passport** – activities to support students to develop their employability skills and recognise the skills employers are looking for. This is supported by an Employability Passport.

The Employability Passport

An Employability Passport is used to help students recognise the skills they will need in the work place, and a means of recording their progress towards them.

The portfolio links to the work the students will be doing the Employability Module and organisations can use it as a means of recording and storing the students achievements as they move through the school.

The organisation can choose to add target pages for numerical skills, verbal and non-verbal communication, attendance and punctuality, or any other targets the students are working towards.

Meeting of:	Date	Ward(s)
Children's Services Scrutiny Committee	18 October 2016	All

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**SUBJECT: Post 16 Education, Employment and Training:
Responses to questions raised by the Committee at September
2016 meeting**

1. Synopsis

- 1.1 This paper provides responses to questions that were raised by members of the Scrutiny Committee at its meeting on 22 September 2016. Where data can not be provided, this is referenced.
- 1.2 Data provided refers to young people aged 16 to 18 who live in Islington unless otherwise stated.

2. Responses to questions raised

- 2.1 It is not possible to accurately report the proportions of young people NEET who move back into learning as this will vary between individuals and some will access employment or education later in life, beyond the age when detailed tracking takes place.
- 2.2 A snapshot analysis of the learning activities in August 2016 of the 99 young people aged 16 to 18 reported to scrutiny as NEET in December 2015, indicates that 18 of them were EET. Despite the rudimentary nature of this data, it does provide a snapshot of the level of challenge that spending any time NEET presents for young people.
- 2.3 This data does not account for any of the 99 who moved into EET and then back out again between November and August.
- 2.4 It is not possible to report data relating to the ethnic make up of the NEET group due to small numbers of young people in some groups. However, of the 99 young people previously reported as NEET in November 2015, 59 were from white backgrounds, including British, Irish, European and other white backgrounds.
- 2.5 Of the 99 young people reported as NEET in November 2015, 6 had been in receipt of a statement of special educational needs whilst they were at school.
- 2.6 Of the 99 young people reported as NEET in November 2015, 8 were recorded in the 'NEET illness' category, however it is not possible to provide data on which were experiencing mental ill health.

- 2.7 It is not possible to provide accurate data on the numbers of Islington's young people aged 19 to 24 who are unemployed. The council provides support for those who are seeking to access apprenticeships or opportunities in the construction industry and who present themselves for this support. The number of young people who are being supported by the council in this cohort is currently 35. A further 38 are being offered in-work support to help sustain apprenticeships.
- 2.8 It is not possible to provide data relating to the numbers of young people NEET who would have been eligible for the Education Maintenance Allowance (EMA). This is because the EMA was withdrawn by central government in 2011, hence none of the current NEET group would ever have been in receipt of it.

Appendices: None

Background papers: None

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Report of: **Corporate Director of Children's Services**

Meeting of:	Date	Ward(s)
Children's Services Scrutiny Committee	18 October 2016	All

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SUBJECT: SEND Reforms and Impact – Update

1. Synopsis

- 1.1 The Children and Families Act 2014 came into force in September 2014, and a revised SEND Code of Practice (statutory guidance to support implementation) followed in January 2015. The Act, supported by the Code, introduced a range of reforms to the ways children and young people with special educational needs and disabilities (SEND) and their families are supported.
- 1.2 The Scrutiny Committee received a report on local progress in implementing these reforms in May 2016, and requested a further update in 6 months' time. The Committee made a number of helpful suggestions, including the identification of a smaller number of key priorities to help focus next phase of our work.
- 1.3 This report provides an update on progress since May 2016, and also provides detail of self-evaluation of our performance against the three Local Area SEND Inspection Framework domains (identification, meeting needs and improving outcomes), which have informed the self-evaluation that sits beneath the identification of those priorities.
- 1.4 Those priorities are also informed by continuous feedback from parents and young people as part of our developing co-production culture.

2. Recommendations

- 2.1 That the Committee note progress made and receive a further update in 12 months time.

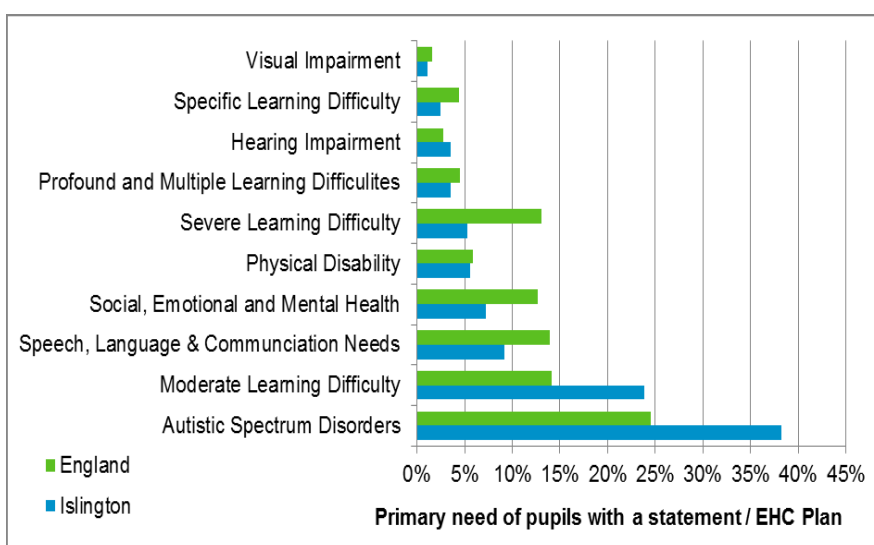
3. Background

- 3.1 Islington's current SEND profile is as follows:

- There are around 8,000 children and young people aged between 0 and 25 in Islington with additional educational, health and well-being or access need, including those with an Education Health and Care Plan (EHCP) / statement of SEN.
- There has been a rise in the number of children and young people with an EHCP / statement in Islington over the last five years, equating to an average of 32 additional statements each year; this is more than would be accounted for by a rise in the general child population.
- We have a higher percentage of children in Islington schools with an EHC Plan / statement – 3.5% (898 children and young people) compared to 3.1% for inner London. 15.3% of children in Islington schools are receiving SEND Support compared with 13.1% across inner London.
- 21.7% of Looked After Children (LAC) have an EHC Plan / statement (compared with 29.3% for inner London). 29.7% have SEND but no EHCP / statement (compared with 31.0% for inner London).
- A recent snapshot shows 3.5% of children with a Child Protection plan had SEND.
- We have a slightly higher participation rate for 16-17 year olds with SEND (91%) than inner London comparators (90%).
- The estimated prevalence of mental disorder among 5-17 year olds is 13% (compared to 10% nationally).
- Those with Autistic Spectrum Disorder identified as their main area of need has increased from 85 children and young people with an EHCP/statement in 2004 to 355 in 2016.
- 9.0% of children with an EHCP / statement are defined as persistent absentees compared with 10.3% in inner London.
- The rate of fixed-term exclusion from school for children with an EHCP / statement is 7.98% compared with 12.84% in inner London.

3.2 The primary presenting need of children and young people with an EHCP / statement in Islington is as follows:

Figure 1: Primary need of pupils with an EHCP / Statement



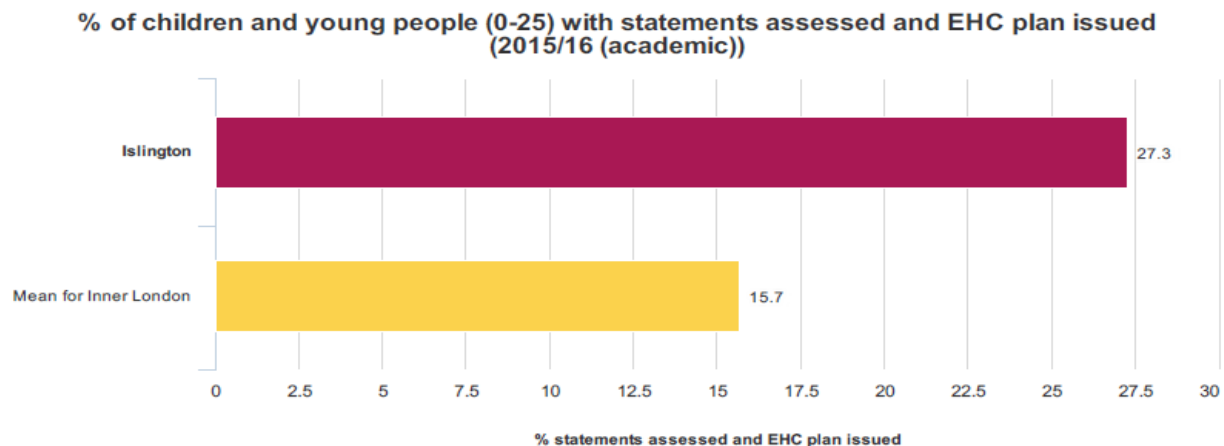
4. Implementation of reforms

Local Offer

- 4.1 Our Local Offer was re-launched in August as part of the Council’s roll-out of a new-look website. We have received positive feedback from the Department for Education, commenting that our Local Offer ‘is good and very easy to navigate. I also used the “key word” search and it took me directly to what I was looking for.’ (SEN and Disability Professional Adviser DfE). You can access the Local Offer at www.islington.gov.uk/localoffer.

Conversion from statement to EHC Plan

- 4.2 We are making good progress in converting statements to Education, Health and Care Plans. As of 30 August 2016, 52% of statement have been converted to EHC Plans.



Parent Consultatnts

- 4.3 We have recently established a team of six parents who have children with disabilities that have been trained and supported to engage with other parents across Islington, on topics related to Health and SEND provision.
- 4.4 The group have so far conducted a study with parents of children who have been assessed for Autism in the last five years, and with young people who have been assessed, to share their views and experiences.

Has your child been assessed for ASD in the last five years?

If so, the Islington Parent Champions would like to hear from you

We are conducting a study on behalf of Islington Clinical Commissioning Group and Islington Council to review services in our borough

Sharing some of your views and experiences could really help improve current and future services for children in Islington with ASD

Please come along to one of our focus groups on
Tuesday 13 September, 10 am - 12 noon,
Northern Health Centre, 580 Holloway Road, N7 6LB
Wednesday 14 September, 6 pm - 8 pm,
Islington Council, 222 Upper Street, N1 1XR

Light refreshments will be provided and a free raffle will be held at each session to win a start prize of a family ticket to tour the Emirates Stadium!

If you want to book a place at either session or simply want more information please contact kati.wood@islington.gov.uk or teresa.parr@islington.gov.uk

We look forward to seeing you!

ISLINGTON
NHS
Islington
Clinical Commissioning Group

- 4.5 Parent Consultants have also carried out parent to parent telephone surveys to obtain feedback on parent's experience of the Education, Health and Care Assessment process, with encouraging results as well as more work to do. (see Figure 1 overleaf)

Figure 1: Parent’s experience of the Education, Health and Care Assessment process

Report on aggregate RAG ratings of first 30 EHCP User Feedback Forms

Question	Points	Common Themes
What do you think of the final EHC Plan?	24	"Good happy with the plan"; "They took into account my circumstances"; "It is really helpful in expressing my child"; (24 of 30)
How well did people involve you in the assessment and writing of the EHC Plan?	23	"School helped with plan"; "I was involved all the time"; "I was happy with the overall result"; "Yes the school helped me to understand" (26 of 30)
Were your views and concerns listened to and taken in to account?	23	"Yes they listened to me school is very good"; "Yes at all times"; "Our key worker understood and helped us a lot"; "100%"; (25 of 30)
How would you rate the service you received from your SEN Keyworker?	23	"Very Helpful"; "Excellent"; "Really good"; (22 of 30)
Was the information about the EHC assessment and process clear?	22	"Yes it was very clear"; "Yes easy to follow"; "Yes orange leaflet very helpful"; "Very clear"; (25 of 30)
How well did the professionals join up with what they were doing so that you did not have to repeat yourself?	19	"That part was handled well"; "Straightforward"; "Very smooth service, I didn't have to repeat my self"; (24 of 30)
How well did people involve your child in the assessment and writing of the EHC plan?	15	"He is small cannot talk but I tried my best" "he wasn't really involved,observed him at school"; "Well she is young so was not involved much" (9 of 30);
Are you involved in the planning and writing of an annual or termly support plan for your child?	12	"Meeting with school support staff every year"; "Yes termly";(20 of 30) "No"; (9 of 30)
How could the EHC assessment and the writing of the EHC Plan be improved?	10	"Its fine as it is"; (16 of 30) "More parent involvement and better communication with parents"; (6 of 30) "Timescales took too long"; (3 of 30)
How helpful was the Islington Local offer website?	-16	"Not sure what that is"; "Did not use it"; "Not heard of the website" (16 of 30); "Not really for me"; "Not very useful" (5 of 30)

4.6 Children and young people’s outcomes

High level outcomes are as follows:

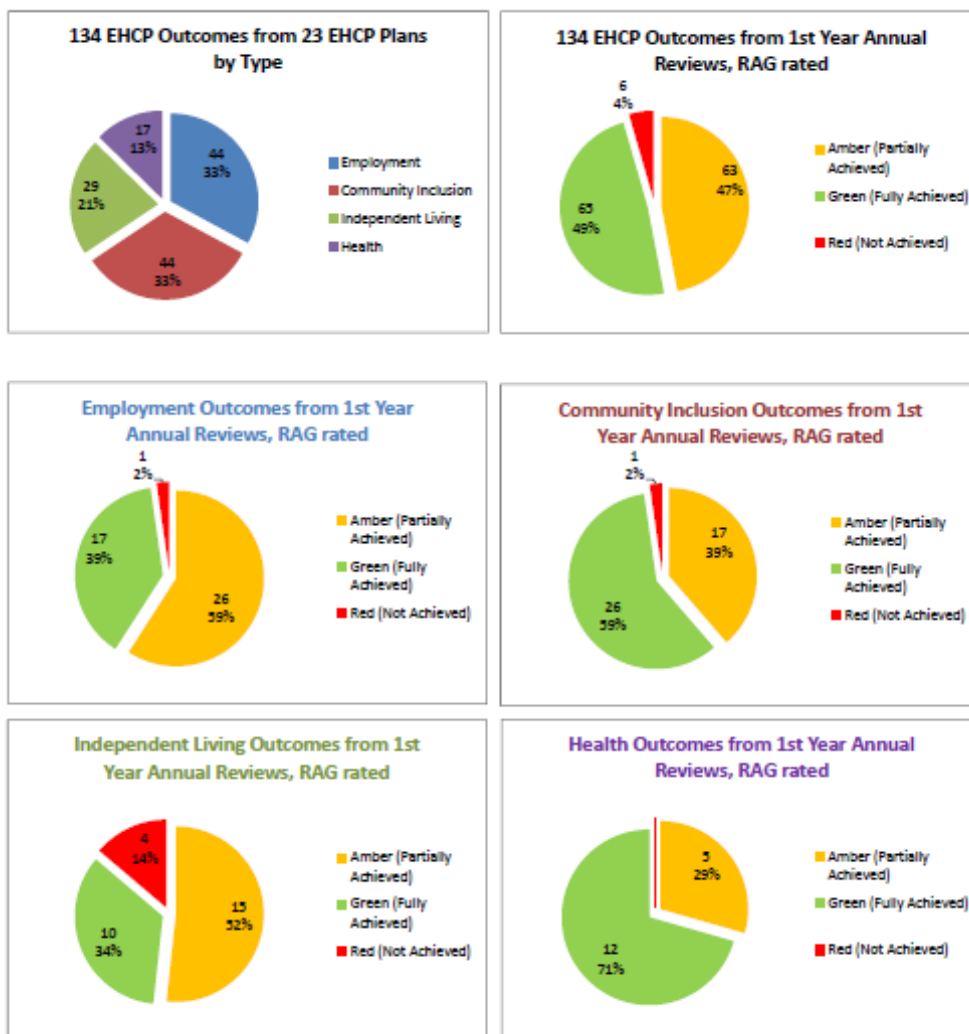
- In 2014/15, 10% of children with an EHCP / statement achieved a good level of development at Foundation Stage compared with 5% in inner London. 23% of children at SEND Support achieved a good level of development compared with 28% in inner London.
- In 2014/15 Islington pupils with no SEND had broadly the same attainment at Key Stage 2 (i.e. attaining Level 4 or above in reading, writing and maths) compared with inner London. Islington pupils at School Action and School Action Plus were broadly in line with the inner London (93% for those without SEND in Islington and inner London; 59% for children at SEND support compared with 60% for inner London). For Islington pupils with an ECH Plan / statement, attainment was slightly above the inner London average (21% compared with 19% for inner London).
- At Key Stage 4 in 2014/15, Islington pupils with no SEN had slightly lower levels of attainment (five or more A* to C GCSEs including English and maths) than inner London (67.7% compared with 68.6%). Children with an EHCP/statement did better (13.7% compared with 9.7%) as did those at SEN Support (35.2% compared with 32.0%).

- 100% of Islington's maintained special school were judged to be 'Outstanding' in their most recent Ofsted inspection, compared to 38% nationally.
- For child health, compared to the rest of England we are 'significantly worse' in the areas of obesity over the age of 10, under 18 conception and MMR immunisation, and significantly better for breastfeeding and LAC immunisation.

Qualitative outcomes

- 4.7 Although we are all familiar with collecting quantitative data, such as levels or qualifications gained, the number of participants etc. our bigger challenge is to capture and measure progress against the four 'Preparing for Adulthood' SEND outcomes [Employment; Community inclusion; Independent living; Health] from the earliest possible stage.
- 4.8 In the case of 'soft outcomes' it is generally more difficult to find an indicator of progress and none will provide a comprehensive proof of progress. For children with SEND, examples of 'soft outcomes' might include:
- Confidence and motivation changes
 - Feelings – of well-being, of safety, of satisfaction
 - Personal skills – problem solving, time management and social skills
 - Social cohesion and collective sense of place and purpose.
- 4.9 For many children and young people with SEND and their families, changes in these indicators are often important as, or even more important than the 'hard' indicators.
- 4.10 We have developed a local framework that enables us to capture progress of children with EHCPs against the outcomes identified in their plans through annual review, and 'map' them against the four outcomes. This will make it possible to track progress for individuals, and analyse e.g. across age and disability groups, by type (e.g. for cognition and learning) and for institutions/providers to build a picture of progress overtime.
- 4.11 As the first annual reviews of EHCPs are being received we are beginning to build a helpful picture, with early evidence of good progress - see Figure 2 overleaf:

Figure 2: Initial ECHP Annual Review outcomes breakdown



4.12 We hope to further develop this model so that it can be used by schools to track progress for children at SEN Support.

5. Strategic priorities

5.1 Since may we have been completing a self-evaluation with partners and service users to identify what we do well, with evidence, and our challenges. This is an ongoing assessment that will be kept under review and regularly updated. The current challenges identified are summarised as Appendix 1 to this report.

5.2 Informed by self-evaluation and continuous consultation and feedback, we have identified three principles and seven strategic priorities to inform our work over the next two year period (2016-18).

5.3 The principles are:

- **Personalisation:** finding solutions through a person and family-centred planning approach
- **Working together:** with children and young people with SEND and their families from the earliest possible stage through joined-up services and arrangements
- **Keeping it local:** Services developed with children and young people with SEND and their families and delivered local to their homes

- 5.4 Seven key strategic priorities intended to support better outcomes for children and young people with SEND and their families, shaped by the things they have told us, are:
- Ensuring successful progression to adulthood
 - Ensuring an integrated approach to assessment, planning, intervention and review
 - Measuring and capturing progress towards outcomes
 - Making all children and young people's voices central to all we do
 - Improving pathways for children and young people with Autism
 - Providing high quality advice and information
 - Timely delivery of high quality Therapy services
- 5.6 **Appendix 1** also shows how each of the challenges identified relates to the above priorities.
- 5.7 We have a detailed work programme, managed through workstreams, that addresses the above priorities and will report regularly to the Children's Services Disability Board.

6. Implications

6.1 Financial implications:

There are no financial implications arising directly from this report.

6.2 Legal Implications:

Part 3 of the Children and Families Act 2014 requires the Council to keep local provision for children and young people with special educational needs and disabilities under review, to co-operate with partners to plan and commission provision for those children and young people and to publish information on available services. The Act sets out the statutory framework for identifying, and assessing the needs of, children and young people with special educational needs and disabilities who require support beyond that which is normally available, including 0-25 Education, Health and Care plans.

The Special Educational Needs and Disability Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. The Council, governing bodies and other specified organisations must have regard to the Code of Practice in their arrangements for children and young people with special educational needs or disabilities.

6.3 Environmental Implications:

There are no environmental implications directly arising from this report.

6.4 Equality Impact Assessment:

The council must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). The council has a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, in particular steps to take account of disabled persons' disabilities, and encourage people to participate in public life. The council must have due regard to the need to tackle prejudice and promote understanding.

A full Resident Impact Assessment was carried out in September 2015 and is being kept under review.

7. Conclusion and reasons for recommendations

- 7.1 The Government estimate that it will be several years before the SEN Reforms are fully embedded and sustained evidence of improved progress towards outcomes can be demonstrated. We have made a good start in Islington.
- 7.2 The Committee are asked to note the progress outlined in this report and receive a further update in one year's time.

Appendices: Appendix 1: Strategic priorities for 2016-18

Background papers: None.

Final report clearance:

Signed by:



Carmel Littleton
Corporate Director of Children's Services

Date: 10/10/2016

Report Author: Candy Holder
Tel: 020 7527 5639
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SEND Priorities for 2016-18

How effectively do we identify need - what are the challenges?

- Embedding a consistent understanding across the local area of needs, their impact, and outcomes (parents and providers) remains an ongoing challenge. Actions include:
 - Continued data scrutiny and challenge to schools to ensure a robust distinction between underachievement and SEN.
 - Support to schools to address coding of SEN to avoid overuse of 'other' categories (particularly at secondary) through SENCO network and targeted work with identified schools.
 - Targeted work with schools to address inconsistencies in identification rates for SEND (ranging from 6% to 30%) – addressed through our 'Work in Support of Schools' framework as part of an integrated school improvement response (schools with both high and low rates).
 - Targeted work with schools to address high levels of fixed term exclusion
 - Removal of national curriculum assessment level descriptors has implications for tracking progress – School Improvement Service providing guidance, including tracking those with SEND

SEND Strategy: Priority 3

Measuring and capturing progress towards outcomes

- Maintain the ongoing development of integrated multi agency working that builds on the Early Help model, recognising that Services need to be more adaptable and able to evolve with the changing and dynamic needs of those who use them, as assessment and planning become more closely related to need. This involves:
 - Ensuring shared definition of integrated working
 - Further development of integrated assessment and intervention, requiring changes in culture and ways of working plus recognition of a potential skills gap among frontline workers - person-centred planning is about creative solutions and requires a shift from being experts on the person to being experts in problem solving with others
 - Further work to ensure Children's Social Care service offer is proportionate to need, including review of use of SAQ as a fit for purpose assessment tool
 - Where appropriate, service redesign.

SEND Strategy: Priority 2

Ensuring an integrated approach

- Further development of a multi-agency strategy to improve the referral pathway for children with ASD to manage the significant local increase in referrals for assessment / diagnosis that we have seen locally. This includes:
 - Moving EHC assessment to the point of identification rather than diagnosis where appropriate, to enable better planning for transition. Schools Forum have agreed additional resource to enable 'pump priming'. Work is currently underway to clarify referral pathways through Health and Early Years routes, with oversight by a multi-agency management group to ensure timely and consistent practice.

SEND Priorities for 2016-18

- Taking account, via the Joint Commissioning Board, of any recommendations from a recently commissioned ASD Review to ensure assessment and identification practice is robust (external consultant due to report in October 2016). Our response will include a focus on the further development of attachment awareness in schools and settings , including work with families, through our outreach services.

SEND Strategy: Priority 5
Pathways for children and young people with Autism

- Further work in aligning EHC process alongside statutory processes for CIN and LAC

SEND Strategy: Priority 2
Ensuring an integrated approach

- The Virtual School is under review to ensure an improved offer to children and young people who are LAS, including those with SEND.

SEND Strategy: Priority 2
Ensuring an integrated approach

- Timescales for completing assessment – performance needs to improve. Providing statutory advice within revised timeframes is a significant challenge for Health and Social Care. A robust action plan is in place including updating of the Health provider pathway with clearer expectations around timeliness.

SEND Strategy: Priority 2
Ensuring an integrated approach

- More targeted support to Early Years and Primary schools to enable them to more effectively support children who are vulnerable to speech, language and communication needs.

SEND Strategy: Priority 7
Timely delivery of high quality and effective Therapy service

How effectively do we assess and meet need: what are the challenges?

- We are keenly aware of the need to continually extend service users awareness of their options and rights. Education, Health and Care jointly commission an 'arm's length' Information, Advice and Support Service (provided by Family Action from April 2016) to provide a single point of contact for parents, support the development of the Local Offer and support the involvement and participation of parents at a strategic level. Work is underway with Centre 404 (previous IAS provider) and Family Action (new IAS provider) to re-align roles, with a clearer separation between Parents Forum and Information, Advice and Guidance roles. To do this, we need to be confident that parents know the correct pathway to access the information advice and support they need to manage their individual problems and concerns at the right time, starting with the Local Offer. One of the immediate challenges is how to ensure that parents and the LA judge the effectiveness of services in the same way.

SEND Strategy: Priority 6
High quality Advice and Information

SEND Priorities for 2016-18

- Lessons learned interviews with families when things have not gone well suggest that integrated working approaches e.g. Team Around the Child, Lead Professional need to be more consistently applied. Fortnightly EHC Management Boards enable better coordination of assessment and review at individual level - this now needs to be routinely embedded in planning at an individual level by better integrating EHCP assessment and review with CIN, LAC and continuing care reviews. Integrated Working is still too dependent on personal relationships, and when things get challenging, staff can retreat to silo working.

SEND Strategy: Priority 2
Ensuring an integrated approach

- In the area of Communication and Interaction, there is a key focus on extending our continuum of provision for children with Autism in response to growing need, building on an integrated borough plan that ensures provision for lifelong needs.

SEND Strategy : Priority 5
Pathways for children and young people with Autism

Priority 7
Timely delivery of high quality and effective Therapy service

- Impending changes to legislation and local organisation, and the benefit of recent audit and scrutiny reviews make this the right time to reconsider our local arrangements for Alternative Provision and develop curriculum options for those with behaviour needs. This will also involve further support to mainstream schools to meet the needs of children and young people with SEMH.

Alternative Provision Review

- We must continue to develop regional support for FE colleges e.g. by extend our local training offer to college staff. We also need to improve student engagement at post 16 assessment. Delivering health therapies up to the age of 25 also presents a range of challenges that we are addressing.

SEND Strategy: Priority 1
Progression to Adulthood

- The Local Offer is evolving - we must continue to work with parents so that it becomes the first point of reference and 'go-to' place for information on local provision available. We want our Local Offer to be the best in the Country!

SEND Strategy: Priority 6
High quality Advice and Information

- Virtual School action plan is in place to improve service offer for LAC children with SEND.

Virtual School Review

SEND Priorities for 2016-18

How effectively do we improve outcomes - what are the challenges?

- The need for a more pro-active approach to developing progression pathways to education, training and employment for young people with SEND, and to work more closely with FE providers – transition arrangements are the focus of an improvement plan between Adults and Children’s Services so that adult support packages are in place by the age of 17. This had required restructuring of adult services, and the bringing together of disability services across children and adult services, including health services managed by social care to significantly enhance the 16-25 pathway. Work is still on going to Identify and align cross-cutting themes to Care Act planning

***SEND Strategy: Priority 1
Progression to Adulthood***

- We also need to bring together all post 16 skills and vocational work, including supported employment and apprenticeships to focus on enhancing opportunities and improving outcomes for young people with SEND as well as other vulnerable groups.

***SEND Strategy: Priority 1
Progression to Adulthood***

- The further development of our framework for measuring progress towards outcomes for children across our SEND population to enable immediate as well as long term management information and feedback to children and young people and their families as well as providers. This will include analysis of the extent to which excluded / hard to reach groups are involved in person-centred planning to help use examine how effective our strategies and interventions for including families and encouraging them to be involved in co-production have been.

***SEND Strategy: Priority 3
Measuring and capturing progress towards outcomes***

- To work more closely with regional partners in evaluating user feedback in the absences of any national benchmarking data.

***SEND Strategy: Priority 6
High quality Advice and Information***

- Shifting culture and attitude takes time e.g. instilling belief across the workforce that personalisation can lead to real change and improved outcomes; supporting families to understand that fair entitlement may not be the same as equal entitlement i.e. that

SEND Priorities for 2016-18

resources are allocated according to need and not demand; maintaining our focus on the quality of outcomes rather than quantity of input - 'outcomes not hours'

SEND Strategy: Priority 6
High quality Advice and Information

- Done well, person-centred planning is a time-consuming process - we must align this knowledge, the positive feedback from parents on the quality of process and plans and our early information on good outcomes with the need to improve compliance with statutory timescales. We have got the process right; we now need to do it more quickly without damaging the user experience. An action plan is in place.

SEND Strategy: Priority 2
Ensuring an integrated approach

- As young people become more involved with their own assessment and planning, we are beginning to see more examples of difference between parental choices versus the views of the young person; this presents trading implications that we are addressing.

SEND Strategy: Priority 4
Children and young people's voice

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Children's Services Scrutiny Committee

18 October 2016

Executive Member Questions

The Committee is invited to question the Executive Member on his work and the work of the Committee.

The procedure for Executive Member questions is set out below.

Any questions that the Committee or members of the public may have should be submitted in advance to jonathan.moore@islington.gov.uk no later than Wednesday 12th October.

Procedure for Executive Member Questions at Children's Services Scrutiny Committee

- (a) Elected members and members of the public may ask the Executive Member for Children and Families questions on any matter in relation to the executive portfolio or the work of the committee.
- (b) The intention of the session is to complement and enhance the work of the committee. The Executive Member may submit written information in advance of the meeting to advise of his recent work and other topical and timely matters of relevance. The session is not intended to replace or replicate the questions sessions held at each ordinary meeting of the Council.
- (c) Questions should be submitted in writing to the committee clerk no later than three clear working days in advance of the meeting. Such questions will be notified to the Executive Member which may facilitate a more detailed answer at the meeting. Details of how questions should be submitted will be detailed on the agenda for the meeting.
- (d) Questioners should provide their name to enable this to be recorded in the minutes of the meeting. The minutes of the meeting will include a summary of the question and the response.
- (e) The Chair may permit questions to be asked at the meeting without notice.
- (f) The time set aside for questions shall be no longer than 15 minutes.
- (g) No individual may ask more than two questions at each meeting.
- (h) Where there is more than one question on any particular subject or closely related subjects, the Executive Member may give a joint reply to the questions.
- (i) The committee clerk shall have power to edit or amend written questions to make them concise but without affecting the substance, following consultation with the questioner.
- (j) An answer may take the form of:
 - A direct oral answer;
 - Where the desired information is in a publication of the Council or other published work, a reference to that publication; or

- Where the reply cannot conveniently be given orally, a written answer circulated later to the questioner within 5 working days provided the questioner has given contact details.

(k) Priority shall normally be given to questions notified in advance.

(l) The Chair may permit supplementary questions to be asked. Supplementary questions must arise directly out of the original question or the reply.

(m) A question may be rejected by the committee clerk, or the Chair at the meeting, if it:

- does not relate to the executive portfolio or the work of the committee;
- is defamatory, frivolous or offensive;
- is substantially the same as a question asked to the Executive Member at any meeting within the last six months;
- requests the disclosure of information which is confidential or exempt; or
- names, or clearly identifies, a member of staff or any other individual.

CHILDREN'S SERVICES SCRUTINY COMMITTEE

WORK PROGRAMME 2016/17

Tuesday 17 May 2016

1. Membership, Terms of Reference, Dates of Meetings
2. Alternative Provision: Draft Recommendations
3. The Impact of SEND Changes on Children and Families
4. Scrutiny Topics 2016/17

Tuesday 28 June 2016

1. Executive Member Annual Presentation
2. Alternative Provision: Final Report
3. Outcomes Post-16: Scrutiny Initiation Document
4. Work Programme 2016/17

Thursday 22 September 2016

1. Post-16 EET: Witness Evidence
2. Early Help Scrutiny: 12 Month Report Back
3. Update on the Youth Offending Service Improvement Plan
4. Executive Member Questions
5. Review of Work Programme

Tuesday 18 October 2016

1. Post-16 EET: Witness Evidence
2. Progress on Changes to SEND
3. Quarterly Review of Children's Services Performance (Q1)
4. Executive Member Questions
5. Review of Work Programme

Monday 21 November 2016

1. Post-16 EET: Witness Evidence
2. The Children's Services response to Prevent
3. Quarterly Review of Children's Services Performance (Q2)
4. Executive Member Questions
5. Review of Work Programme

Monday 3 January 2017

1. Post-16 EET: Witness Evidence
2. Islington Safeguarding Children Board: Annual Report
3. Child Protection Annual Report
4. Executive Member Questions
5. Review of Work Programme

Tuesday 28 February 2017

1. Post-16 EET: Witness Evidence and Concluding Discussion
2. Quarterly Review of Children's Services Performance (Q3)
3. Executive Member Questions
4. Review of Work Programme

Monday 20 March 2017

1. Post-16 EET: Draft Recommendations
2. The educational attainment of BME and White British pupils
3. Executive Member Questions
4. Review of Work Programme

Monday 8 May 2017

1. Post-16 EET: Final Report
2. Education in Islington: Annual Report
3. Update on trends and demand for places at Islington schools
4. Scrutiny Topics 2017/18