



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 **13 September 2018 at 7.00 pm.**

Lesley Seary
Chief Executive

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Despatched : 5 September 2018

Membership

Councillors:

Councillor Theresa Debono (Chair)
Councillor Vivien Cutler (Vice-Chair)
Councillor Santiago Bell-Bradford
Councillor Rakhia Ismail
Councillor Michelline Safi Ngongo
Councillor Marian Spall
Councillor John Woolf
Councillor Kadeema Woodbyrne

Co-opted Member:

Mary Clement, Roman Catholic Diocese

Quorum is 3 Councillors

Substitute Members

Substitutes:

Councillor Satnam Gill OBE
Councillor Mouna Hamitouche MBE
Councillor Angela Picknell
Councillor Nick Wayne

A. Formal Matters

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1. Apologies for Absence
2. Declaration of Substitute Members
3. 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.

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

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For members of the public to ask questions relating to any subject on the meeting agenda under Procedure Rule 70.5. Alternatively, the Chair may opt to accept questions from the public during the discussion on each agenda item.

| B. Items for Decision/Discussion | Page |
|--|-------------|
| 1. Permanent and fixed period exclusion from school - witness evidence | |
| (a) Gill Sassienie – Principal Educational Psychologist <i>[presentation to follow]</i> | |
| (b) Abi Onaboye – Head of Strategy, Policy and Commissioning <i>[presentation attached – Early Help services]</i> | 13 – 24 |
| (c) Representative of CAMHS (TBC) | |
| (d) Briefing Note: Government review of pupil exclusion, and a statement on alternative provision | 25 – 26 |
| <i>The Scrutiny Initiation Document is provided for reference.</i> | |
| 2. Support for children with special educational needs and disabilities | 27 - 48 |
| 3. Work Programme | 49 - 50 |

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 18 October 2018

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

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Children's Services Scrutiny Committee - 16 July 2018

At the previous meeting the Committee had expressed its intention for the review to cover both exclusion and persistent absence, however following discussion with senior officers, the Chair had suggested that the review focus on exclusion matters only.

The Committee was advised that both exclusion and persistent absence were sizable topics, and it would not be feasible to review the two distinct issues in sufficient detail within the time available. It was thought that a review of exclusion could have a greater impact than a review of persistent absence, as the Committee could scrutinise the processes and actions of schools and support services; whereas persistent absence was often the result of complex factors which it was more difficult for the Committee to directly influence. It was suggested that the Committee could review attendance data on a regular basis through the quarterly performance update.

The Committee agreed the scrutiny initiation document, subject to two additions to the scope of the review.

RESOLVED:

That the Scrutiny Initiation Document be approved, subject to the following additions to the scope of the review:

- If pupils eligible for free school meals or with special educational needs are more likely to be excluded than the remainder of the cohort
- If there are any common factors among pupils who are excluded and those who are persistently absent.

(b) Introductory Presentation

Candy Holder, Head of Pupil Services, presented to the Committee on the legal framework for exclusions, exclusion processes, and data on the number of exclusions locally and nationally, characteristics of excluded pupils, and the reasons for exclusion.

The following main points were noted in the discussion:

- The most frequent reason for either fixed term or permanent exclusion was 'persistent disruptive behaviour'. All schools had a disruptive behaviour policy, however if some schools had an unusually high number of exclusions, it was suggested that the policy was either ineffective or not being implemented successfully.
- Boys were more likely to be excluded than girls, however, Islington had a much higher proportion of excluded girls (44%) than the England average (23%).
- A disproportionately high number of black minority ethnic pupils had been excluded in Islington, compared to the overall cohort. The Committee expressed concern at this, and was keen to explore why this may be, and how this could be addressed.
- It was advised that Statutory Guidance would be circulated to members of the Committee. Officers summarised key aspects of the guidance, including that schools should avoid excluding pupils with an Education Health and Care Plan (EHCP). It was noted that Islington excluded fewer pupils with an EHCP compared to the England average.
- Schools were able to exclude pupils for incidents that happened outside of school.

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- Islington Council maintained records of the reasons why pupils had been excluded. The 'other' category was reserved for pupils who had been excluded for a weapon-related incident.
- Officers were concerned by national reports that some schools made use of unofficial or illegal exclusions; however, the council was not aware of Islington schools engaging in this practice. It was advised that any report of an illegal exclusion would be taken very seriously.
- Although there was no formal mechanism for local authorities to challenge individual decisions to exclude, the Council did engage with head teachers on exclusion issues and challenge their practices where appropriate.
- There was a presumption that a local authority representative would be invited to exclusion meetings of the Board of Governors at maintained schools. The council had good working relationships with local academies and was invited to relevant exclusion meetings at academies also.
- If excluding for 'persistent disruptive behaviour', decision-makers would typically be presented with a behaviour log and details of interventions attempted.
- If a child was permanently excluded, then the council had a duty to find them a place, either in another mainstream school or the pupil referral unit. Excluded pupils were usually referred to the New River College pupil referral unit. The council aimed to find a place for excluded pupils within six days.
- The Committee queried if the council had a mechanism to ensure that school behaviour policies were robust and being implemented successfully. In response, it was advised that the council did not audit school behaviour policies in this manner. Policies were reviewed by the council annually, however this was to check that they complied with legislative requirements, rather than assessing their effectiveness.
- Pupils referred to the pupil referral unit received full time education, 25 hours a week.
- The Committee reviewed exclusions data up for 2015/16, which was the most recent available. It was advised that data for 2016/17 would be available shortly.
- Officers advised Islington had a particularly high rate of primary exclusion, and a higher than average rate of secondary exclusion. It was commented that secondary exclusions had increased nationwide in recent years, however local data suggested that Islington's secondary fixed period exclusion rate had continued to increase between 2015/16 and 2017/18.
- A member highlighted that the increase in exclusions in Islington had coincided with the changes to education introduced by the coalition government in the early 2010s. Although officers noted that this was accurate, it was emphasised that Islington had a higher exclusion rate than other boroughs.
- In response to a question, it was advised that 75% of pupils in Islington primary schools progressed to secondary schools in the borough.
- Officers advised that the significant increase in excluded girls in 2015/16 was partially attributable to a specific cohort of young women on the cusp of gang involvement who considered exclusion to be a 'badge of honour'.
- It was commented that sometimes exclusions would temporarily increase following the appointment of a new head teacher, as the head teacher would want to enforce discipline.
- Officers highlighted that there was no particular trend in academies, faith schools, or community schools being more prone to exclusion than other types of school.
- The Committee reviewed anonymised exclusions data and queried if the Committee could "name and shame" those schools which exclude most frequently. In response, officers advised that school-specific exclusions data

was not published in the public domain, and agreement from schools would be needed to publish the data. Whilst there was a need to hold schools to account on their exclusion practices, it was suggested that a collaborative approach would be more likely to achieve positive outcomes.

- Although exclusion often had a detrimental impact on young people and their families, it was commented that parents of other children sometimes welcomed exclusion, as it minimised disruption and other issues impacting on their children.
- The law requires that pupils serving a fixed term exclusion must stay at home. The Committee noted that this was particularly problematic for working parents. It was suggested that the law was intended to make exclusion inconvenient for parents, so that they would seek to address their child's behaviour. The Committee discussed if this was a fair approach and expressed concern at the effect this could have on families.
- If a young person had received fixed period exclusions for more than 45 days in a single school year then they would be automatically permanently excluded. This was a legal requirement. Although it was not common for a young person to be permanently excluded for this reason, officers advised that there had been two recent cases in Islington.

The Committee thanked officers for their attendance.

21 POST-16 EDUCATION EMPLOYMENT AND TRAINING REVIEW 2016/17 - 12 MONTH REPORT BACK (ITEM NO. B2)

Andrea Stark, Director of Employment, Skills and Culture, introduced the report which summarised progress on implementing the agreed recommendations of the Post-16 Education, Employment and Training review.

The following main points were noted in the discussion:

- Officers thanked the committee for their recommendations, which had helped the service to develop a more strategic approach. It was commented that the integration of the Progress team into the iWork service had resulted in better business engagement with the team, and this was having a positive people on young people engaging with the service.
- The Committee's recommendations were being considered alongside the recommendations of the Fair Futures Commission, which also sought to improve careers advice and progression support for young people.
- It was reported that an increased number of schools were welcoming the support of the Progress team.
- Work was underway to provide greater employability support to young people in alternative provision. This involved partnership work between the council, New River College, and the BIG Alliance. This work was in its early stages, however officers reported that there was a huge amount of goodwill on all sides and the partners were enthusiastic about this work. It was commented that industry-led careers education was limited in mainstream education settings, so providing this support to vulnerable pupils in alternative provision was considered to be an innovative approach.
- It was commented that Islington now had one of the highest rates of young people in apprenticeships in London, however further work was needed to ensure that young people could access apprenticeships in all employment sectors. It was highlighted that Islington had many innovative tech businesses that young people would be keen to work for, but did not know how to access these industries.

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- Officers reported that the most challenging recommendation to implement had been engaging with school governors on careers education matters. It was advised that the council would re-engage with governors on this issue in autumn 2018.
- It was reported that the Progress and iWork team now had more accurate information on how taking up work could affect a young person's family's benefits entitlement, and bespoke advice was provided to parents as required.
- A member asked how a significant increase in cultural entitlement and work experience would impact on the school curriculum. In response, it was advised that the council wanted schools to include careers education as a core part of their curriculum from primary school onwards.
- A member expressed concern that some young people became NEET after choosing an inappropriate college course, and asked what was being done to support young people in choosing appropriate pathways. In response, it was advised that the council was developing an emphasis on the breadth of pathways available to young people in the local area. A local labour market analysis was currently underway, and the results would be shared with schools, parents and young people to help them better understand the employment opportunities locally and how to access them.
- Officers had identified young people with high rates of absence or who had not sat their GCSEs, and would be engaging with them over the summer to ensure that they had identified an appropriate pathway as soon as possible.
- In response to a question, it was advised that many local businesses did want to engage with the council and offer work experience or apprenticeships, however these opportunities were generally offered by corporate services firms with significant CSR (corporate social responsibility) budgets. There was a need to engage with all sectors in the local economy.

The Committee thanked officers for their attendance.

RESOLVED:

That the 12-month update to the scrutiny review be noted.

22 QUARTERLY REVIEW OF CHILDREN'S SERVICES PERFORMANCE (Q4 2017/18) (ITEM NO. B3)

Carmel Littleton, Corporate Director of Children, Employment and Skills, introduced the report which summarised Children's Services performance at the 2017/18 year end.

The following main points were noted in the discussion:

- The Committee was pleased that re-referrals to children's social care were gradually decreasing.
- The number of children subject to a child protection plan for a second or subsequent time had slightly increased, however officers advised that this was due to a small number of cases. The most common reason for issuing a child protection plan was due to domestic abuse or violence.
- A virtual college had been established to supplement the work of the virtual school, and would support care leavers aged 18 to 25.
- Officers emphasised the challenges of recruiting suitable foster carers for vulnerable young people aged 15 and over. It was noted that these young people exhibited challenging behaviours and may be gang affiliated. Work was underway with foster carers and those interested in becoming foster carers to

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inform them of trauma informed practices. It was hoped that this would result in more stable placements for teenagers in foster care.

- There had been a reduction in first time entrants to the youth offending service, and a reduction in young people in custody. Re-offending had not decreased as hoped; this was due to a small cohort of young people entrenched in offending.
- The Committee welcomed the significant reduction in the number of young people in Alternative Provision.

RESOLVED:

That Children's Services performance at Quarter 4 2017/18 be noted.

23

REVIEW OF WORK PROGRAMME (ITEM NO. B4)

A member suggested that the Committee could have a greater focus on universal services, and a particular focus on educational attainment. The Committee requested that preliminary exam results for GCSEs and KS2 SATs be reported to the Committee as part of the quarterly performance report when they become available. The Committee wished to review trends in attainment and any significant or unexpected results.

MEETING CLOSED AT 9.00 pm

Chair

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| SCRUTINY REVIEW INITIATION DOCUMENT (SID) |
| Review: Permanent and fixed period exclusion from school |
| Scrutiny Committee: Children’s Services Scrutiny Committee |
| Director leading the review: Mark Taylor, Director of Schools and Learning |
| Lead Officer: Candy Holder, Head of Pupil Services |
| <p>Overall aim:</p> <ul style="list-style-type: none"> • To examine the use and impact of fixed period and permanent exclusion from both primary and secondary school, and make recommendations that will enable more children and young people to remain in mainstream education. |
| <p>Objectives of the review:</p> <ul style="list-style-type: none"> • To understand how the school exclusion process operates and the work undertaken at school and local authority level to prevent exclusions. • To review the support available to excluded pupils, and to scrutinise if this is effective. • To explore the reasons for exclusions, and the reasons why Islington schools have higher rates of exclusion than the Inner London average. • To evaluate the impact of permanent and fixed period exclusion from school for all stakeholders – the young person, their parents and family, the school, the Pupil Referral Unit and the Local Authority. • To assess the effectiveness of school based provision and work being done by schools to improve behaviour and reduce exclusion, including access to effective support services. • To examine the variability in readiness to exclude across Islington schools, and the perception by some parents whose children have been excluded that some schools are giving up on their children too soon and at too young an age. • To review alternative interventions and approaches to fixed period and permanent exclusion and evaluate their effectiveness, informed by national and local good practice in successfully reducing exclusion. • To evaluate provision for children and young people for whom mainstream education may not be appropriate. • To review how all Councils services and functions can be utilised to reduce exclusions. • To understand if and how the council can work with academies and Trust Boards on their exclusion practices. |
| <p>Scope of the review:</p> <p>The review will focus on:</p> <ul style="list-style-type: none"> • Exclusion trends/characteristic in Islington, including the different rates of exclusion between boys and girls, and the disproportionate representation of some minority ethnic groups; the interaction between these characteristics; why do certain groups appear more likely to be excluded? • If pupils eligible for free school meals or with special educational needs are more likely to be excluded than the remainder of the cohort • The effectiveness of exclusion in addressing disruptive behaviour, both for the excluded young person and across the school. |

- The factors which influence schools' decisions to exclude, and their interaction with other services whose interventions, in partnership with the school and the family, might otherwise have helped to avoid exclusion.
- The impact of support, monitoring, challenge and intervention mechanisms from the Local Authority / Academy sponsors on schools' exclusions practices.
- The role of governors and Trust boards/Chief Executives in endorsing school policies, providing scrutiny and challenge of exclusion decisions by schools.
- The extent to which permanently excluded children and young people are able to return to mainstream education, and the challenges this presents for all stakeholders.
- Examples of good practice in managing children identified as being at risk of exclusion (e.g. Islington Schools with zero exclusion), and in reducing exclusion rates (including between different groups of pupils).
- If there are any common factors among pupils who are excluded and those who are persistently absent.

Type of evidence:

The Committee will:

- Hear the views of individuals affected by the exclusion of a child from school and their real-life experiences and observations of the exclusion process
- Be fully briefed on the current exclusion process including arrangements for appeal
- Visit New River College (Pupil Referral Unit) - the main destination for permanently excluded children and young people - to meet staff and young people
- Observe a Head Teachers briefing (all Islington Head Teachers) and discuss their views
- Receive witness evidence from national advisers

It is proposed that witness evidence is taken from:

- Children and young people excluded from school and their families
- Representative Headteachers
- Peter Gray, Independent Expert (Government Adviser)
- Gabriella Di-Sciullo, Head of Admissions and Children Missing Education
- Nigel Smith, Executive Head of New River College
- Gill Sassienie, Principal Educational Psychologist
- Head of Early Help Service
- Representative from Child and Adolescent Mental Health Services

Written evidence will include:

- Annual report on Schools and Learning (June 2017)
- Department for Education (DfE) statistical release: permanent and fixed period exclusions from schools and exclusion appeals in England 2016/17 (July 2018)
- Exclusion from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion (DfE) (Sept 2017)
- Behaviour and discipline in schools; Advice for headteachers and school staff (DfE) (January 2016)
- 'They never give up on you' – Office of the Children's Commissioner School Exclusions Inquiry (2012)
- A Review of School Exclusion: terms of reference (May 2018) Edward Timpson for DfE (due to report to the Prime Minister by the end of 2018)

Additional information:

In carrying out the review the committee will consider equalities implications and resident impacts identified by witnesses. The Executive is required to have due regard to these, and any other relevant implications, when responding to the review recommendations.

Witness Evidence Plan

| Committee Meeting – Monday 16 July 2018 | |
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| Who / What | Area of focus – Introductory Information |
| <ul style="list-style-type: none"> Scrutiny Initiation Document | For the Committee to agree the aim, objectives and scope of the review. |
| <ul style="list-style-type: none"> Candy Holder, Head of Pupil Services | Introductory presentation to include exclusions data; processes; the legislative framework; the roles and responsibilities of schools, the local authority, young people and their parents; and an overview of the impact that exclusions can have on young people, their families, schools, the Pupil Referral Unit, and the Local Authority. |

| August Recess | |
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| Who / What | Area of focus – Background Information |
| <ul style="list-style-type: none"> Written Evidence | Written evidence will be circulated to members over the August recess. This will include background information that may be of interest to members; i.e. previous reviews carried out at national level, statutory guidance produced by the Department for Education, national statistics, and so on. |

| Committee Meeting – Thursday 13 September 2018 | |
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| Who / What | Area of focus – The Council’s Role in Prevention and Support |
| <ul style="list-style-type: none"> Gill Sassienie, Principal Educational Psychologist | The role of the educational psychology service in preventing exclusions and supporting pupils. |
| <ul style="list-style-type: none"> Abi Onaboye, Head of Strategy, Policy and Commissioning (Early Help) | The role of early help services in supporting pupils staying in school and preventing exclusion. |
| <ul style="list-style-type: none"> Representative of Child and Adolescent Mental Health Services | The mental health support available to young people at risk of exclusion, and to those who have been excluded. |

| Scrutiny Visit – Late September / Early October | |
|---|--|
| Who / What | Area of focus – The views of parents |
| <ul style="list-style-type: none"> Focus Group with parents of excluded pupils | To discuss exclusion issues with parents, their experiences and views on how schools and support services operate, the impact of exclusion on the family, how they think services and processes could be improved to better support young people and prevent exclusions. |

| Committee Meeting – Thursday 18 October 2018 | |
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| Who / What | Area of focus – The National Context |
| <ul style="list-style-type: none"> Gabriella Di-Sciullio, Head of Admissions and Children Missing from Education | The exclusion appeals process, |
| <ul style="list-style-type: none"> Peter Gray, Independent Expert and Government Adviser | The national context and work underway across the country to prevent exclusion and support excluded pupils. To include best practice from other areas, and details of the government's Review of School Exclusion, due to conclude in late 2018. |

| Scrutiny Visit – Late October / Early November | |
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| Who / What | Area of focus – The experiences of young people |
| <ul style="list-style-type: none"> Visit to the New River College Pupil Referral Unit to meet excluded pupils and Nigel Smith, the Executive Head of New River College | To talk to excluded young people about their experiences, to assess provision for excluded pupils, and to discuss the review with the Executive Head. |

| Committee Meeting – Thursday 22 November 2018 | |
|---|---|
| Who / What | Area of focus – The views of Head Teachers |
| <ul style="list-style-type: none"> Three Head Teachers to attend (ideally two secondary and one primary) | To discuss their approach to exclusions and their views on processes and support. |

| Committee Meeting – Thursday 10 January 2019 | |
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| Who / What | Area of focus – Any outstanding matters |
| <ul style="list-style-type: none"> Findings of the National Review of School Exclusion | The national review should have concluded by January and the Committee will be able to assess its findings. |
| <ul style="list-style-type: none"> Other information as requested by the Committee | To consider any outstanding information requested by the Committee during the course of the review. |
| <ul style="list-style-type: none"> Concluding Discussion | For the committee to discuss their thoughts and conclusions on the evidence received, prior to developing recommendations. |

| Committee Meeting – Monday 4 March 2019 | |
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| Who / What | Area of focus – Recommendations |
| <ul style="list-style-type: none"> Draft Recommendations | To agree a set of draft recommendations that will form the basis of the committee's report. |

| Committee Meeting – Thursday 30 April 2019 | |
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| Who / What | Area of focus – Recommendations |
| <ul style="list-style-type: none"> Final Report | To agree the final report, summarising all of the evidence received, and explaining the reasons for the recommendations. The report will then be submitted to the Executive. |

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ISLINGTON

Early Help

Reviewing permanent and fixed period exclusion from school



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Abi Onaboye

Head of Service Early Help

Early Help Service - Education

Early Help staff work collaboratively with schools, council services and partner agencies to support the early identification of children and families requiring additional support.

Practitioners work with families to ensure that children and young people are supported to access appropriate education that meets individual child and family needs – including supporting children and young people with Special Educational Needs and Disability, and children placed in our local Pupil Referral Unit and Alternative Provision.

Early Help works with schools to support families to positively engage with services to overcome:

- Persistent absence and barriers to school attendance
- Challenging behaviours
- Risk of exclusion and youth offending

SPARK – Exploring parent views on Early Help and education ISLINGTON

An Early Help service **available** everywhere and linked with universal services: schools; GP; stay and play; parents' groups.

Education is a huge focus and concern for parents, particularly regarding child behaviour and/or Special Educational Needs and Disability support in schools.

Parents sometimes felt schools treated issues in an isolated way and Early help staff help school to understand wider family context.

Accessible for all families.

Facilitate meetings for families in schools, parents and education professionals from LA or other services.

Mediate/advocate for parents in schools.

Positive promotion of Early Help services amongst schools – having a visual presence to share information and avoid lack of knowledge of services being a barrier to accessing help.

How do Early Help services engage with education? ISLINGTON

- **Team Around Family process** – engagement with schools as part of whole family assessment and intervention. Collaboration with education professionals throughout case work, including regular progress reviews with the family.
- **Education Information Requests** – specific information gathered from schools at beginning of intervention to inform planning (attendance; attainment; support in services/place).
- **School Link role** – All practitioners allocated to schools in borough to engage and promote the Early Help offer via Team Around School process. Youth Violence Survey (2018) – 92% Designated Safeguarding Leads in Islington schools stated they were aware of Early Help services.
- **Parenting Programmes and Support** – to support positive implementation of routines, boundaries and appropriate responses to child behaviour – this has a positive impact on school engagement and attendance.
- **Advocacy** – on behalf of family to wider professional network to ensure family and child's views are shared.



How do Early Help services engage with education?

- **Relationship established between Early Help and NRC PRU** - facilitates appropriate information sharing when children transition between non-mainstream schools to mainstream and vice versa to.
- **Trauma-informed** Early Help staff
- **Special Educational Needs and Disability training** - All staff in Early Help have attended training to enable staff to support families with children with SEND.

Whole School Approach to Providing Early Help to Pupils

All Staff awareness

All staff, including non-teaching, are aware of how to identify vulnerable pupils and follow the systems in place to provide early help and support.

Information about risk and protective factors

All staff are aware of the **protective factors** and how schools and school staff can contribute to these.

All staff are aware of risk factors, what to look out for and follow the systems in place to flag concerns

Consider...

- The importance of **mental health** and its relationship to the risk factors
- Housing issues
- Both pupils' **behaviours** and their **circumstances**
- How **traumatic experiences** can affect pupils
- **Family members with mental health difficulties**
- Impact of **parental conflict**

Information on trauma informed approaches

Team of key staff who support the DSL in implementing DSL responsibilities

Pupils

Parents

Information from parents or pupils may trigger concerns

Designated Safeguarding Lead (DSL)

The **DSL** has the **knowledge, understanding, skills** and **time** to lead this work across the school. They are **responsible for**:

- **All staff awareness**
- Ensuring **whole school systems** are in place and **appropriate agencies** are involved.
- The **process to identify and report concerns** ensuring all staff **Identify the right support**
- **Receiving reported concerns** from staff / pupils / parents / external agencies
- Leading and **implementing the agreed approach**

Checking it's working

Taking advice when there are **incidents of concern** and **reporting** where appropriate

Appropriately **sharing information** about individual pupils or groups with **relevant members of staff**

Keeping up to date with most recent **guidance** and local **community** issues

Liaising with **external agencies**

- **Complete Early Help Assessment**
- **Share concerns about individuals or groups**
- **Current issues**

Families First and local **external agencies**

Team of key staff who support the DSL in implementing DSL responsibilities

Whole School Systems

The school has rigorous systems for identifying vulnerable pupils and planning support.

There is a **safe** and **compassionate environment** and a focus on developing pupils' **life skills** through a **whole-school** approach. An essential part of supporting vulnerable pupils in school should include:

- **Established procedures** to:
 - **Improve attendance**
 - **Manage behaviour**
 - **Record and monitor low-level concerns**
- **High quality**, age appropriate, regular **PSHE** lessons for all pupils, including circle time, that reflect the needs of the class
- **Regular, close communication** between school and **agencies** for **advice, consultation and planning**
- Regular **multi-agency** pastoral meetings, with **key messages** consistently communicated to staff
- Developing effective **relationships** and **partnerships** with parents.
- Storing all information in one place, which can be accessed by the relevant, appropriate people.
- **Monitoring** and **reflecting** on the effectiveness of whole school systems

Process for Identifying and Responding to Needs

1. Identifying and Reporting Concerns

All staff are confident to identify pupils who may require early help

Consider...

- Children with low attendance and/or poor punctuality
- Children with behaviour difficulties
- Families where parents are not in work
- Families where there is parental conflict
- Families where there is poor mental or physical health
- Families where there is a concern around substance misuse
- Families who have debt

All staff report concerns that they have identified

Consider...

- Whether staff know **who** to report to and **how**
- Whether staff **believe** their concerns will be **acted on appropriately**
- How staff are given **feedback** about **actions taken**

Pupils Parents

Information from parents or pupils may trigger concerns

2. Record concerns

Designated Safeguarding Lead

Share concerns about individuals and groups

Families First and local external agencies

3. Multi-Agency Needs Assessment

- to identify the right support

Assess **needs, vulnerabilities** and **strengths** (incl. involving parents, pupils and **appropriate agencies**).

- Request more information as needed.
- **Information about risk and protective factors**

Is the pupil at risk of harm?

| | | |
|---|---|---|
| Yes: consult / refer to children's social care | Lower level concerns: convene team around the child / family or multi-agency meeting | Insufficient info: monitor situation in discussion with parents. Continue to record concerns |
|---|---|---|

Agree a **coordinated approach** with the appropriate agency(ies) and involve pupils and parents. This should:

- Increase **protective factors** and decrease **risk factors**
- Complete Early Help assessment and include **internal** school support
- Involve **appropriate agencies**

Consider involving these agencies

| | | |
|-------------------------------|-----------------------|--------------|
| <u>Safer Schools Officers</u> | <u>Families First</u> | <u>CAMHS</u> |
| <u>IGT</u> | <u>IFIT</u> | |
| <u>TYS</u> | <u>CSC</u> | <u>SIPP</u> |

4. Implementing the Agreed Approach

Implement the agreed **multi-agency coordinated approach** to support the pupil

All agencies work in **partnership** to **deliver** on the agreed **action plan**

5. Checking it's Working

Work with **pupils, parents** and **partners** to:

- **Monitor** the agreed actions
- **Evaluate** the impact of **multi-agency planning**
- Consider need for **further** or **different action** and whether further multi-agency planning is needed

Ensure **effective feedback mechanisms** from services working with pupils and families



IMHARS – Islington Mental Health and Resilience in Schools

Continuing school outreach support at Pooles Park Primary School

‘FSW Larissa has worked as our Families First link worker for 3 years. In addition to her allocated hours, she has come into school before and after hours to meet the school community on the school gates and playgrounds in order to foster meaningful relationships with vulnerable families.

...she always responds to staff communications to meet to support families in school. She meets with families before they sign up to any services to ensure they understand what is on offer and available to them and to talk through any reservations/concerns. This means that families are in a better place to access the support and services, therefore take up is higher and leads to more positive outcomes for children.’

‘whole school’
approach and
embedding Early
Help in schools.

Pastoral Care Manager Maggie Ryan, Pooles Park Primary



Family:

Mum – VA
Child – AA (15)

**Themes: Poor attendance
and ASB**

Case was referred
from school.

**AA's presenting
behaviours:**

- truanting internally
- high number of exclusions.
- AA's involvement in , anti-social behaviour out of school.
- AA found gang culture fascinating and was at risk of gang involvement.
- AA CAMHS assessment identified: learning difficulties; easily distracted with a short attention span.

**AA at risk of permanent
exclusion if behaviours
continued.**

Referral to IFIT

**FIW assessment highlighted
contributing factors :**

- AA's learning needs not being met in education.
- Bereavement -loss of grandparent.
- VA's leniency regarding school attendance and lack of parental control.

Intervention:

- FIW completed parenting work, including exploring 'parenting messages' to understand VA's experience of education.
- FIW completed sessions with VA around boundaries, consequences, positive praise and incentives.
- VA was able to receive emotional and practical support.
- FIW met with AA at school to do direct work with him, covering topics such as: dreams; worries and good things; self-esteem; dealing with difficulties; coping tools.
- FIW collaborated with professionals (school/SEN) to support family through EHCP process.
- Support and advocacy on behalf of AA and VA to ensure that school were meeting AA's needs during EHC assessment and reduce further risk of exclusion.

Intervention

- AA has an EHCP plan which VA and AA contributed to and agreed with.
- VA stated she is 'happy that AA will be receiving the help he needs'. AA has also acknowledged that he feels supported by the school.
- AA had temporary reduced timetable implemented
- AA received extra support in school to meet his learning needs.
- AA attended his local Youth Club which helped him increase in confidence and self-esteem.
- AA can reflect and be honest about how he is feeling.
- AA secured a place at college and is motivated to attend and expressed career aspirations.
- VA became more assertive and consistent with her parenting strategies
- Improved school attendance. resulted in improved school attendance
- Comfortable sleeping arrangement and routine for AA.

Outcomes

AA has an EHCP in place to support transition to college.

AA has been able to acknowledge his difficulties and is more confident asking for support if needed.

AA is more likely to attempt a piece of work that he finds difficult rather than shunning away from it.

VA now praises her children when they demonstrate wanted behaviours and gives incentives for them to work towards.

Futures



Family:

Mum – ZP

Child – MP aged 11

(Other children: aged:

1month; 7 years; 10 years)

Theme: school transition

and SEND

MP (aged 11) has a diagnosis of ASD and has an EHCP to support his needs. He recently transitioned to secondary school in borough and has had difficulties adapting to the new environment resulting in f/t exclusion.

Actions

- Concerns regarding MP's interaction with other pupils at school, so school SENCO provided whole class 'autism awareness' session to indirectly inform pupils to be sensitive to MP's needs to prevent further physical altercations
- FSW scheduled regular school Team Around Family meetings to discuss MP's Education Health Care Plan (EHCP) provision and school support to help MP's transition.
- FSW explored different schooling options for MP and suitability with school and parent.

Outcomes

- MP continues to attend mainstream provision with the support of his EHCP.
- Peers are more aware of MP's needs and understand that he does not mean to cause offence and/or initiate altercations.
- MP started playing chess and helping at a family member's café on a Saturday to increase social activities outside of the home.
- ZP provided contact details for SENDIASS colleagues and is able to now advocate on MP's behalf.
- ZP's relationship with school has developed and she has a good relationship with the new SENCO to monitor MP's progress. ZP feels more confident engaging with school and discussing MP's needs.
- All 4 children are engaged in extra-curricular activities, including MP.



Challenges

- **Schools using fixed-term exclusions to manage behaviour**
- **Failure to identify SEND and provide appropriate support** – e.g. starting of Education Health Care Plan (EHCP) process AFTER multiple fixed-term exclusions and/or permanent exclusion.
- **Transition from primary to secondary schools**
- **Implementing universal early help in mainstream provision**
- **Frequency and length of exclusions vary** from school to school
- **Use of alternative provision to avoid permanent exclusion**
- **Overcoming consent barrier to Early Help/other service involvement**
- **Early Help provision varies in each borough**

Early Help - Futures

New Outcomes Plan – measuring education outcomes including: attendance; exclusion; attendance to AP/PRU.

Flexibility – providing a flexible service offer to support families with children who are at risk of multiple fixed-term/permanent exclusion.

Whole school approach and TAS - Engagement from schools in TAS process –utilising the FSW link worker role consistently across ALL schools by schools organising a ‘multi-agency’ meeting to address the needs of children/families who could benefit from early intervention.

Awareness – engaging school Senior Leadership Teams in schools to promote early help as a whole school ethos e.g. **Heads Forum** .

Transition – a focus on identifying and improving outcomes for children who may find transition from primary to secondary school challenging.

Education Outreach Team – to support YP to positive reintegrate into mainstream school environment where appropriate.

Government review of pupil exclusion, and a statement on alternative provision – briefing note for Children’s Services Scrutiny Committee

- 1.1 In September 2017 the House of Commons Education Committee began an enquiry into the national increase in use of Alternative Provision (AP) and exclusion from school.
- 1.2 In a written statement to the House of Commons on 16 March 2018 the Secretary of State for Education announced a programme of work to improve understanding of the educational experiences and outcomes for children and young people with additional needs as follows:

The publication of ‘Creating Opportunities for All: Our vision for Alternative Provision (AP)’ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/713665/Creating_opportunity_for_all_-_AP_roadmap.pdf setting out the case for change and vision for reform so that:

- The right children are placed in alternative provision;
- Every child in alternative provision receives a good education;
- Every child can make a successful transition out of alternative provision;
- Alternative provision becomes, and is recognised as, an integral part of the education system; and
- The system is designed to achieve high quality outcomes for children and value for money for the taxpayer.

One of the foundations for further reform was seen as an external review of school exclusion practice.

At the same time, the Secretary of State therefore also confirmed that Edward Timpson would be asked to lead a review of school exclusion, which would report by the end of 2018 – The Timpson Review.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/691005/A_Review_of_School_Exclusion-terms_of_reference.pdf

This review will include a focus on:

- Practice in schools in relation to behaviour management, including effective approaches which improve outcomes,
- Practice in schools in relation to directing pupils to AP without exclusion
- The drivers behind the variation in exclusion rates e.g. disproportionately represented groups, geographic variation
- Best practice in managing exclusions and interventions
- Parent and pupil experience of exclusion varies and best practice in engaging parents and pupils effectively in the exclusions process.

- 1.3 On 25 July 2018, the House of Commons Education Committee (see 1.1 above) published its report: ‘Forgotten children: alternative provision and the scandal of ever increasing exclusions’. <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

A Bill of Rights for pupils facing exclusion

1.4 The report suggests that its conclusions and recommendations should be read as a Bill of Rights for pupils and their parents, as follows:

- **Schools should not rush to exclude pupils:** (i.e. schools should be inclusive).
- **Parents and pupils have a right to know how often schools resort to exclusion:** (i.e. schools should publish their exclusion rates termly)
- **Parents deserve more information when their children are excluded:** (i.e. the process currently parents and pupils fighting a system that should be supporting them).
- **Pupils and their parents should have someone in their corner:** (i.e. access to independent advocacy).
- **Parents and pupils should be given accurate information about the range and type alternative provision that is available locally:** (i.e. all AP providers should be required to inform the local authority in which they are based - the local authority should then make the list available to schools and parents).
- **Independent Review Panels should be able to direct a school to reinstate pupils:** legislation should be amended at the next opportunity so that this can happen.

1.5 The report also includes a number of recommendations for The Timpson Review and the Government to consider, including:

- *The Timpson Exclusions Review should ensure that it looks at the trends in exclusion by school type, location and pupil demographics.*
- *The Timpson Exclusions Review should examine whether financial pressures and accountability measures in schools are preventing schools from providing early intervention support and contributing to the exclusion crisis.*
- *The evidence we have seen suggests that the rise in so called ‘zero-tolerance’ behaviour policies is creating school environments where pupils are punished and ultimately excluded for incidents that could and should be managed within the mainstream school environment. The Government should issue guidance to all schools reminding them of their responsibilities to children under treaty obligations and ensure that their behaviour policies are in line with these responsibilities.*
- *The Government and Ofsted should introduce an inclusion measure or criteria that sits within schools to incentivise schools to be more inclusive.*
- *The Timpson Exclusions Review needs to clarify whose responsibility it is to ensure that excluded or off-rolled pupils are being properly educated. This could be the local authority or it could be local school partnerships, but at the moment too many pupils are falling through the net.*

1.5 Peter Gray (Consultant to national and local government), who will be presenting to Children’s Services Scrutiny Committee in October 2018, provided written evidence to the House of Commons Education Committee, which can be found at the following link.
<http://data.parliament.uk/WrittenEvidence/CommitteeEvidence.svc/EvidenceDocument/Education/Alternative%20provision/written/70622.html>

Candy Holder
Head of Pupil Services
August 2018



ISLINGTON

Support for children with special educational needs and disabilities

Candy Holder
Head of Pupil Services

What is SEND?

- Some children and young people may need more help to learn and develop than children and young people of the same age. Some children and young people with SEN may also have a disability which may not affect their ability to learn but might stop them from being able to do certain day-to-day things.
- Care must be taken to distinguish between ‘underachievement’ (which may be caused by a poor early experience of learning, or ‘gaps’ in learning) and special educational needs.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



Broad areas of need

Communication and Interaction

- Speech, language and communication needs (SLCN)
- Autistic Spectrum Condition, including Asperger's Syndrome and Autism (ASC)

Cognition and Learning

- Including moderate learning difficulties (MLD), severe learning difficulties (SLD) - through to profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)

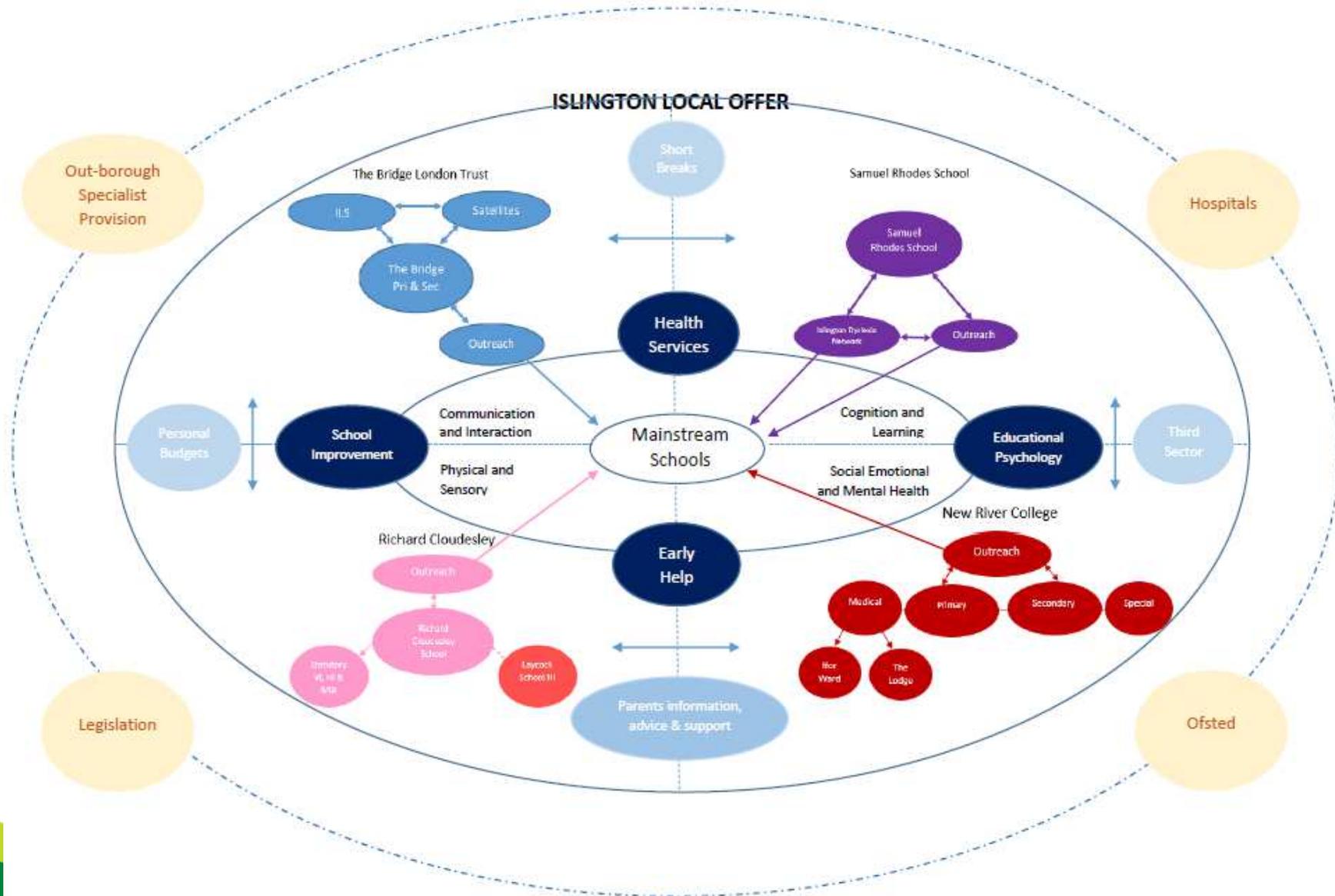
Social, Emotional and Mental Health

- Withdrawn or isolated, as well as challenging, disruptive or disturbing behaviour.
- Underlying mental health difficulties e.g. anxiety or depression, self-harming, eating disorders
- disorders such as attention deficit or attachment disorder.
- (SEMH)

Physical and Sensory Needs

- Vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)
- A physical disability (PD) requiring additional ongoing support and equipment.

Islington Local Offer



SEND Reforms - Children and Families Act 2014

- Education, Health and Care Plans (EHCPs) replaced Statements of SEND
- EHCPs to be 'outcome' focussed
- SEND Support introduced to replace School Action / School Action Plus
- Entitlement extended from age 2 – 16 to 0 – 25
- Timescales for completing assessments reduced from 26 to 20 weeks
- A new requirement to publish a Local Offer to help families be better informed
- A focus on improved multi-agency working and Joint Commissioning
- More focus on transition and preparing for adulthood
- The right to request a personal budget
- The views of children and young people and their parents must be central to the assessment and planning process (individual and strategic) a more person-centred approach



SEND Reforms - Children and Families Act 2014

- A new Code of Practice published in Jan 2015 set out parents rights to impartial information and advice, and expectations on LAs, health and providers (including schools)
- All Statements of SEND to be converted to an EHCP by April 2018
- Running in parallel to the reforms, significant national changes to the way that SEND is funded introduced from April 2015
- New Ofsted / Care Quality Commission inspection of Local Areas effectiveness in identifying and meeting the needs of children with SEND introduced in April 2016... a five year cycle... Islington yet to be inspected under this new framework...



Strategic Priorities : Golden Thread to SEND 'Making Islington a Fairer Place'

Corporate Priorities

Islington Council

Building a Fairer Islington

Making Islington the best place for all young people to grow up:

- Always keep children and young people safe and secure and reduce the number of children growing up in poverty
- Make sure children get the best start in life
- Ensure our schools are places where all young people can learn and thrive

Health and Well-being Board

Islington Health and Well-being Strategy

Reducing health inequalities and improving health and well-being by:

- Ensuring every child has the best start in life
- Preventing and managing long term conditions
- Improving mental health and well-being

Fair Futures Commission

A future for us

- Equipping children with the skills for life
- Preparing young people for work
- Making Islington places child-friendly
- Keeping young people safe

Service Priorities

Children's Services

Giving children the best start in life

Giving children the best start in life by:

- Improving outcomes through good and outstanding universal services
- Strengthening Early Support
- Supporting our most vulnerable to be safe and thrive

Health Services

Improving the health of Islington's children and young people

Improving the health and well-being of children and young people in Islington by:

- Promoting good health
- Making safe, coordinated and affordable services available close to home
- Supporting children and young people to be in control of their own health where possible

SEND Strategy

Local Area

Improving outcomes for children with SEND

Every child and young person with SEND in Islington will have the opportunity to;

- Be happy, healthy, safe and confident about their future
- Become successful, resilient adults who achieve their aspirations in all aspects of their lives
- Live fulfilling lives in their communities

Supported by

Islington Early Help Strategy

Providing high quality, easily accessible services so that families get the support they need when and where they need it through:

- Joined up provision and commissioning
- Demonstrating impact

Transformation Plan for mental health and well-being

- Promoting resilience, prevention and early intervention
- Improving access to support
- Improving care for the most vulnerable

SEND Priorities

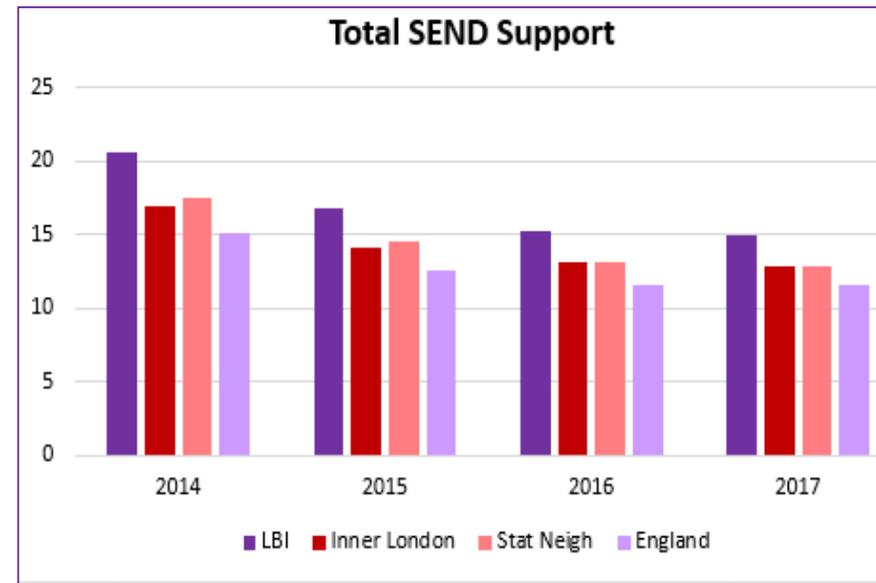
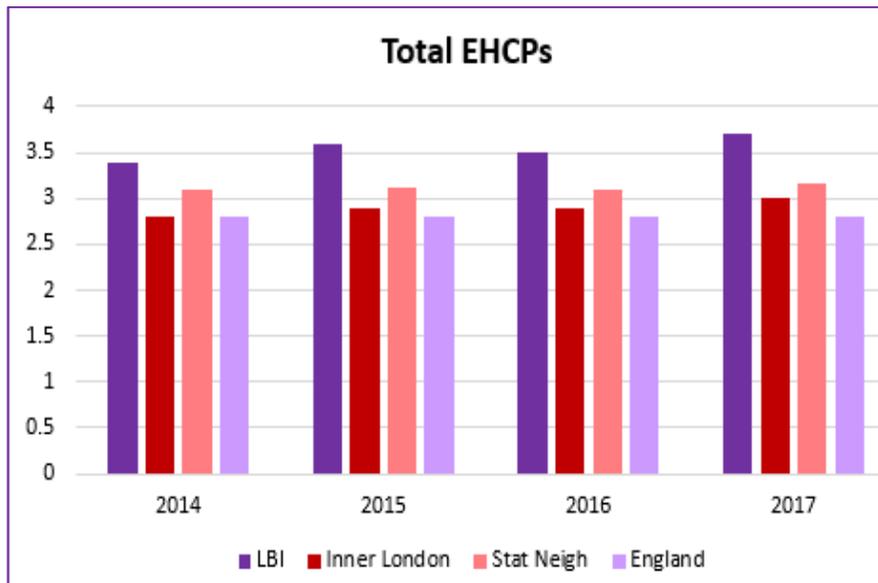
Ten strategic priorities...

...to support better outcomes for children and young people with SEND in Islington, shaped by the things they have told us:

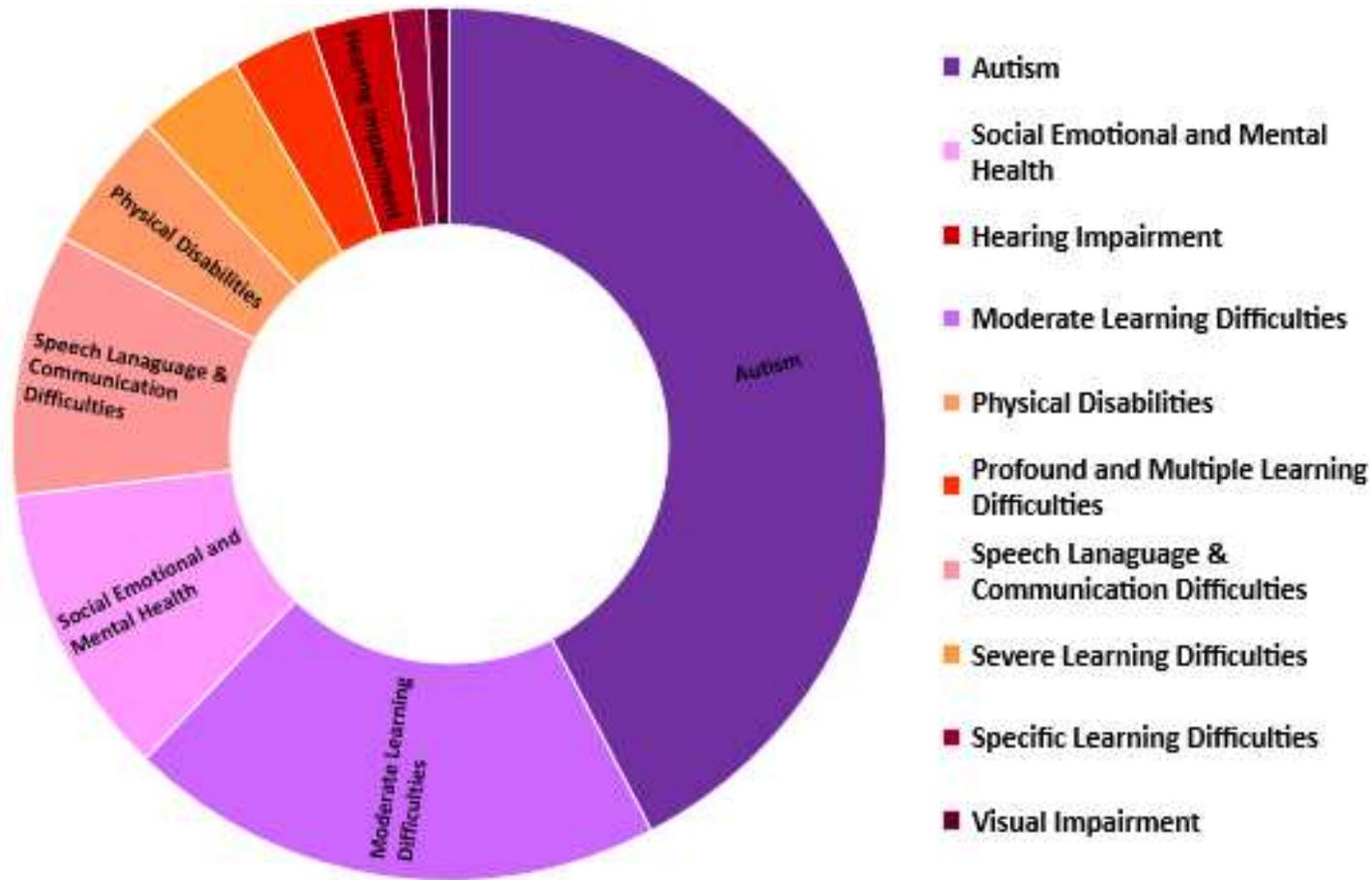
- All young people with SEND are well prepared for adulthood
- Improve SEND Support, achievement and progress, with a better understanding of SEND across the Local Area
- Improve Social Emotional and Mental Health, with good mental health for children and young people seen as the responsibility of everyone who works and lives in Islington
- High needs funding: ***a sustainable financial strategy that supports early intervention and inclusion***
- Further developing pathways for children and young people with Autism
- Ensuring an integrated approach
- Improving performance towards meeting timescales for completing assessments
- Young people's voice
- Parent's and young people's engagement
- High quality advice and information

SEND Profile

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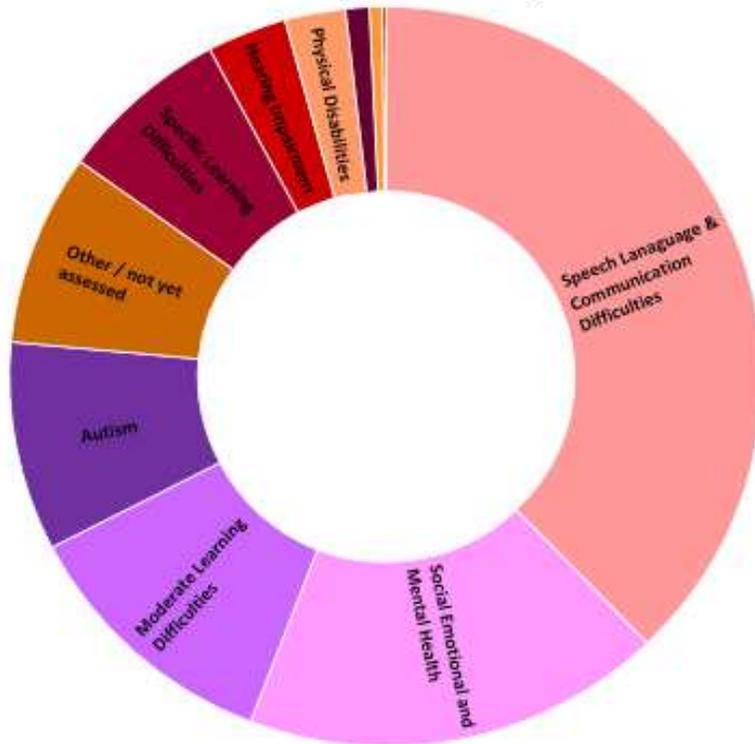


SEND Profile: EHCP by need

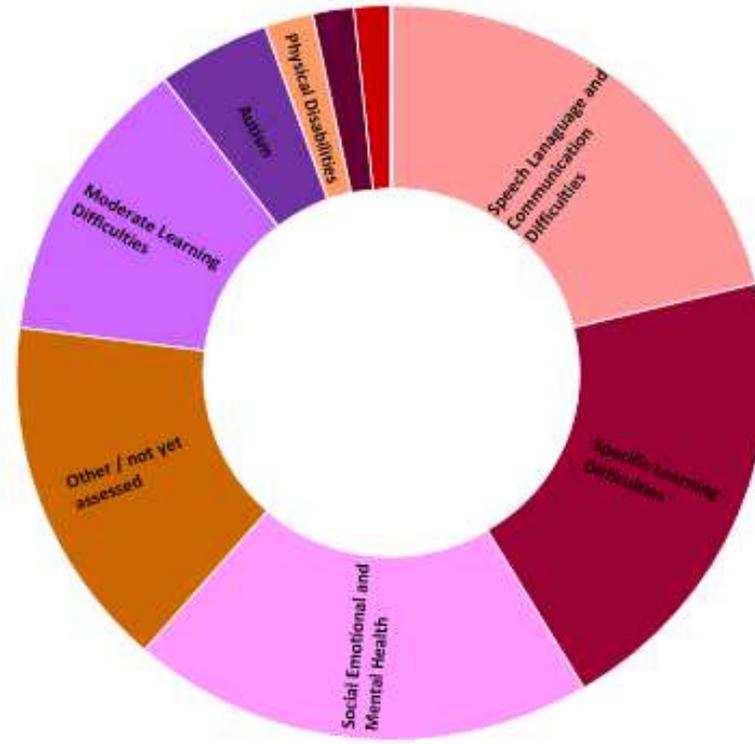


SEND Profile: SEND Support by need

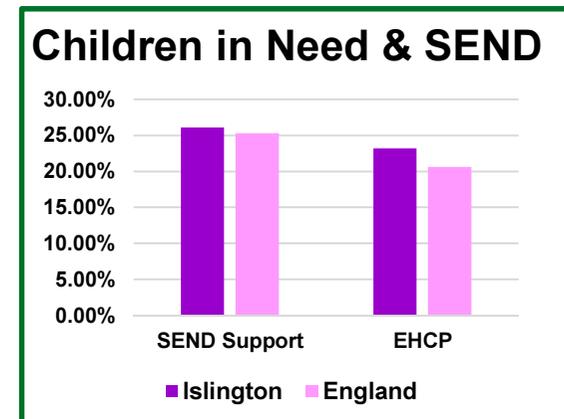
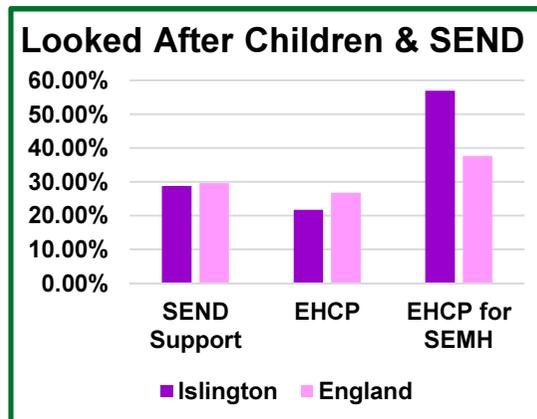
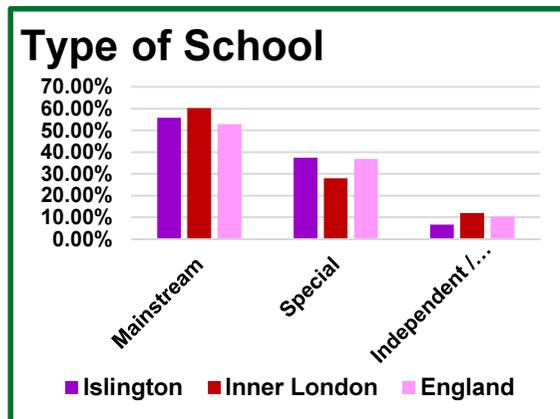
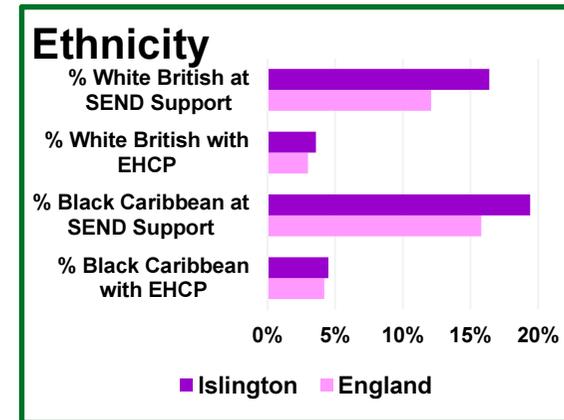
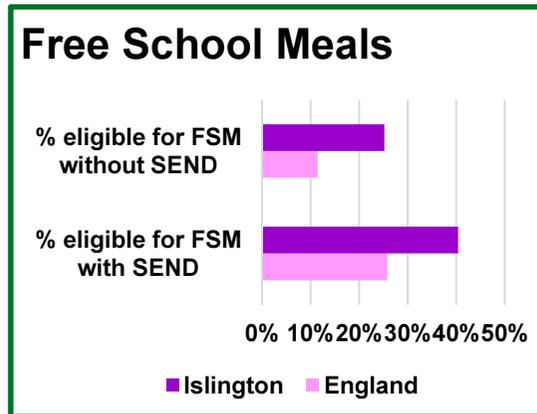
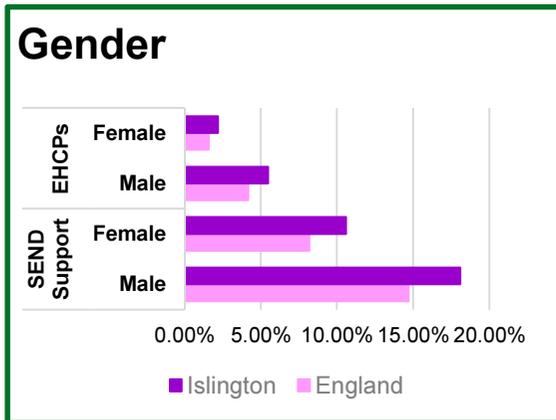
SEND Support : Primary



SEND Support: Secondary

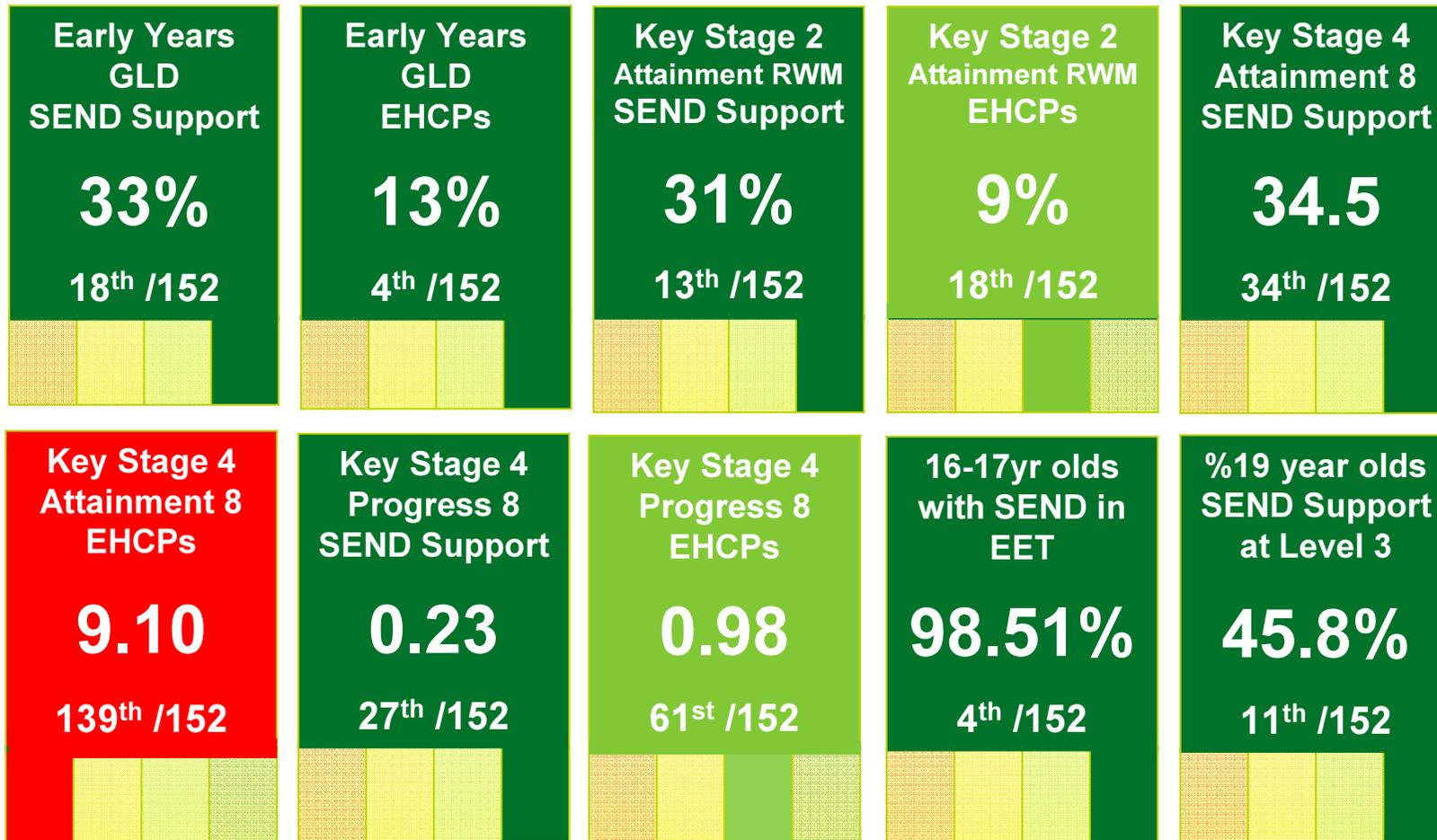


SEND Profile

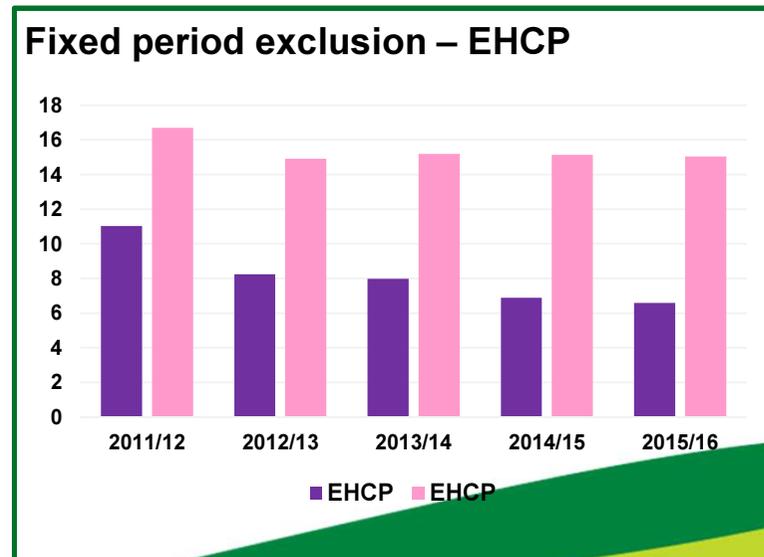
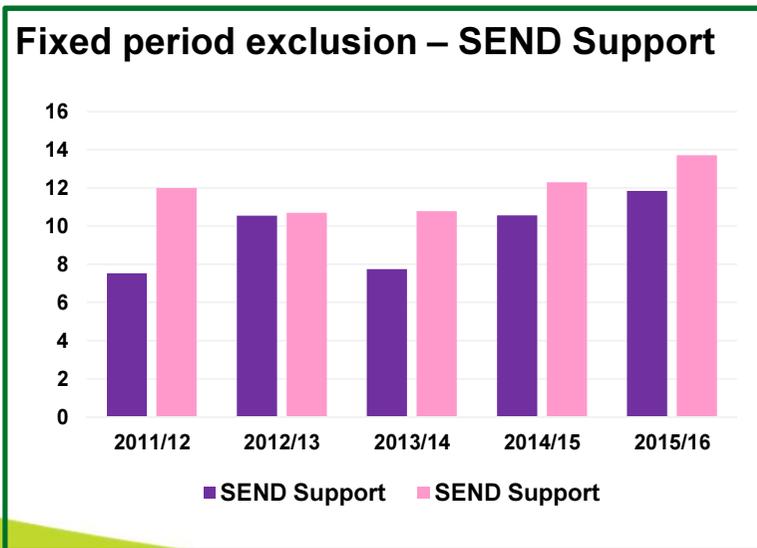
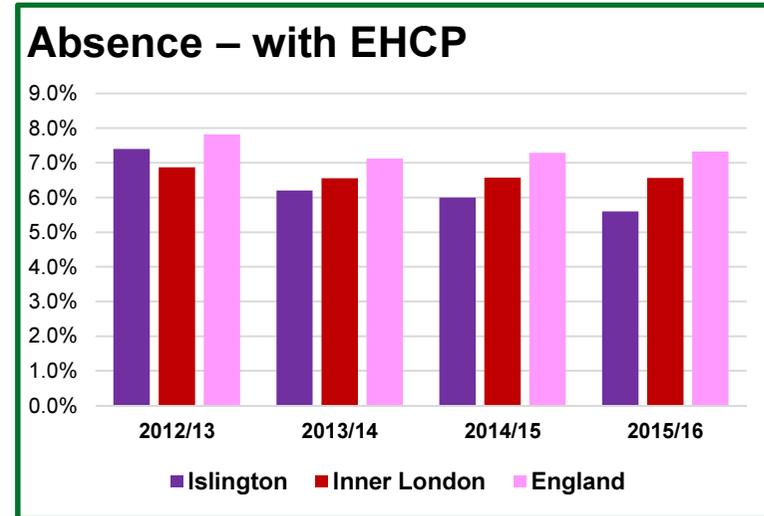
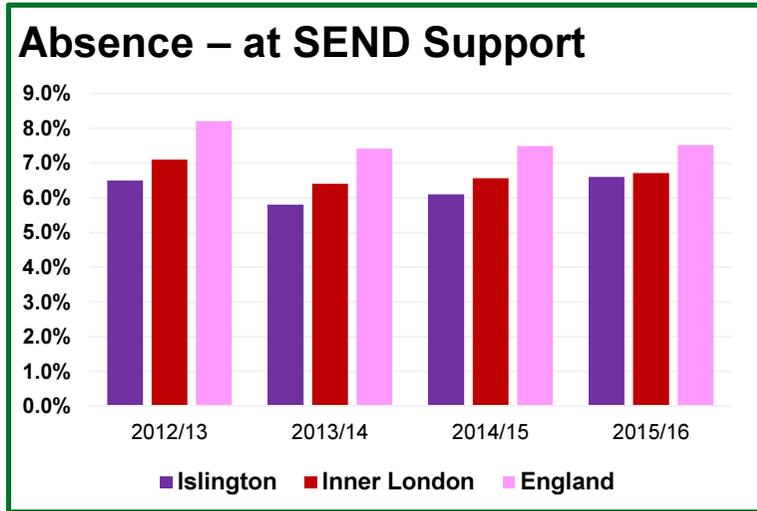


High Level Outcomes

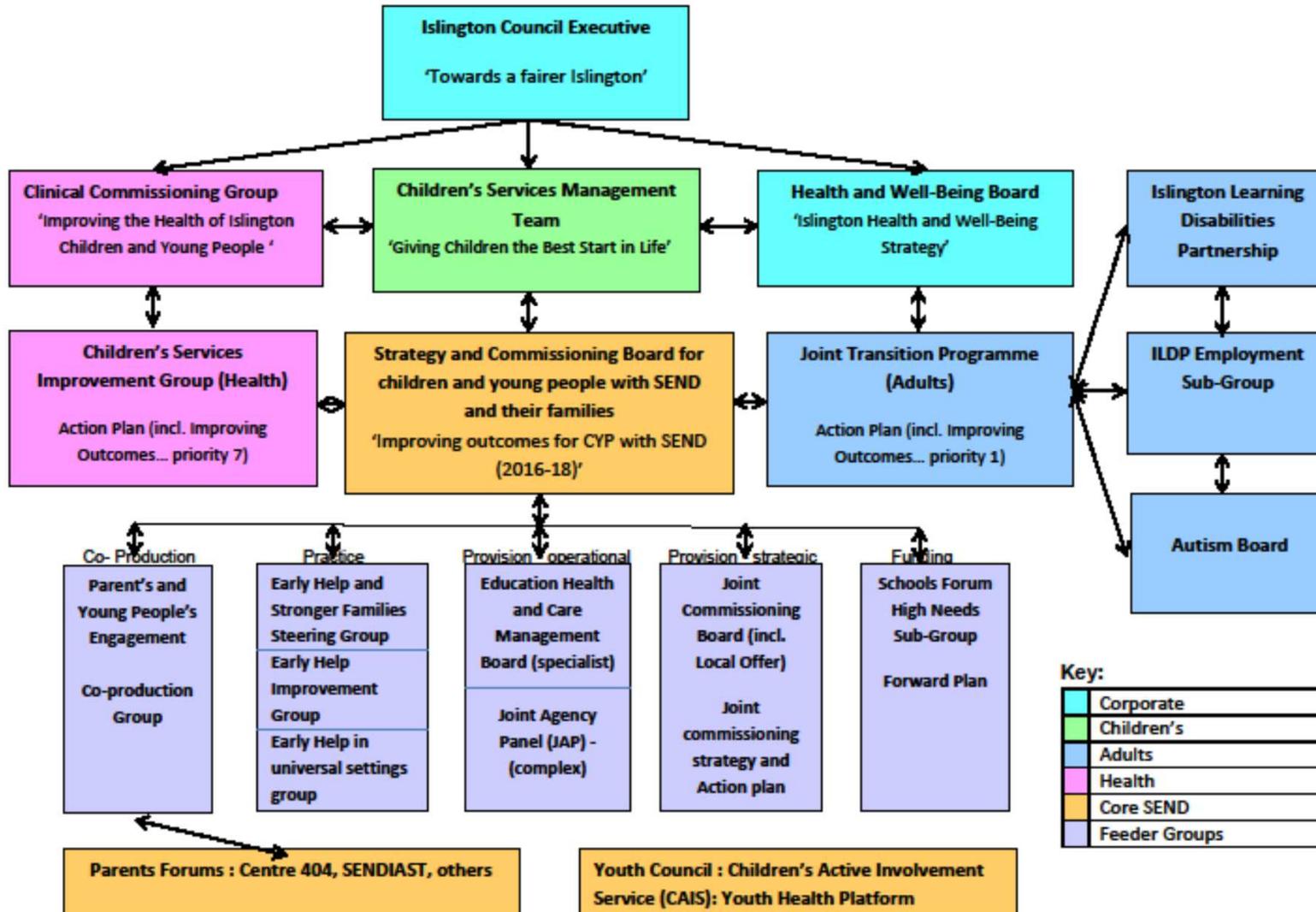
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High Level Outcomes



Local Accountability



Our journey so far...



Progress in implementing the Reforms (highlights)

- Strong SEND offer through Early Years 'Bright Start', with good multi-agency working to ensure timely identification and assessment.
- Health partners identified early both Designated Clinical Officer and well as a Designated Medical Officer who provide operational and strategic support to ensure plans are clinically robust, outcome focused and well-delivered.
- High quality SEND Support advice to mainstream schools through health services, outreach from special schools and an active SENCO network.
- Proactive Joint Commissioning to support early intervention / prevention as well as those with the most complex needs.
- 100% conversions (statements to EHCPs) completed within the timescale, with high quality plans.
- We are successfully extending EHC plans to include young adults up to age 25 where appropriate, and making good progress in developing employment and apprenticeship pathways for young people with SEND.
- The introduction of the Local Offer concept has supported us in developing a coherent strategic vision for services with their users.
- We have a comprehensive Short Breaks offer which is well-received and highly valued by parents.



Engagement with parents – ‘Pyramid of Participation’



Engagement with parents



SEND Parents Charter

ISLINGTON

Wanting the best for our children and young people...

| | | | | |
|--|---|---|--|--|
| <p>1 Everyone understands SEND</p> <ul style="list-style-type: none"> All schools understand and implement good practice in line with the regulations act Develop SEND expertise and make it everyone's business Plan and intervene as early as possible Make sure everybody understands the medical and social models of disability Commit to developing everyone's understanding of additional support needs | <p>2 Be ambitious and have high expectations</p> <ul style="list-style-type: none"> Have high expectations for our young people, as you would your own Be open-hearted and curious about difference Be ambitious for our children - help raise their aspirations and encourage them to achieve | <p>3 Develop independence</p> <ul style="list-style-type: none"> Encourage young people to take managed risks to promote their independence Ask for their input from an early age so they feel as if their opinion counts - this will help build their ability make decisions Help our children to speak up for themselves - one good step is having them prepare a page for their reviews, including strengths and struggles | <p>4 Have a 'can do' approach</p> <ul style="list-style-type: none"> Don't focus on the child's condition; focus on the individual child's needs and understand them Emphasise our child's strengths and achievements to nurture their confidence and self-esteem Have clear plans in relation to SEND and share them with parents | <p>5 Work in partnership with parents</p> <ul style="list-style-type: none"> Listen to parents realistic targets and expectations Open and honest communication Value our contributions as equal partners |
| <p>6 Ways of working with parents</p> <ul style="list-style-type: none"> Provide us with information and let us know of your concerns in good time Know about and support parents to navigate the "local offer" - not just the website Share your behaviour programmes and approaches that work well with us to continue at home for consistency | <p>7 Young people's involvement</p> <ul style="list-style-type: none"> Involve our children in your decision making and service delivery Involve our children appropriately in their own assessment, planning and review Understand the importance of transitions for children with SEND - involve our children in planning for change so that their experience is less stressful | <p>8 Integrated approaches</p> <ul style="list-style-type: none"> Work together with other agencies Have good systems, processes and structures: Assess - Plan - Do - Review Whole class and whole school - make learning fun and accessible for all children | <p>9 Strong leadership of SEND</p> <ul style="list-style-type: none"> Good quality on going SEND training for all leaders Positive approaches to learning and learning for all children Tightly and respect for each other | <p>10 Be an inclusive school</p> <ul style="list-style-type: none"> Make your SEND offer person-centred - don't try and make our children fit your offer Generate skills knowledge to work with all children Have a flexible approach and be more tolerant of all children's needs |



What we do well

Strong leadership, governance and joint working

- Our SEND strategy is based on priorities identified by parents and children and young people, and strongly aligns to a Corporate vision of giving children the best start in life.
- There is strong, mature and committed leadership and governance and a shared accountability across Education, Health and Care for improving outcomes for children and young people with SEND in Islington.
- This vision is shared across a skilled and confident workforce.

Co-production

- A strong and positive working relationships between services and with our main parent/carer forum has led to significant progress in meeting the needs of parents, children and young people.
- Young People's Forums offer secure opportunities for consultation.

High Quality provision

- Early identification of needs leads to high quality, personalised provision.
- Achievement / outcomes for children and young people who attend Islington's three special schools are judged by Ofsted as outstanding.
- All Services offer support that is evidence-based, and makes a difference to outcomes for children and young people and their families,
- High expectations are leading to successful transitions to purposeful and fulfilling lives for the overwhelming majority.



Priorities

Preparing for adulthood:

- Progress in this area has not been fast enough but a number of initiatives and projects have the potential to improve the experience and outcomes for young people and their families.

SEND Support, achievement and progress:

- More work is needed to embed a consistent understanding across the local area of needs, their impact, and outcomes (parents and providers).

Social Emotional and Mental Health needs:

- Good mental health must not be seen as the responsibility of any one service of organisation, but of everyone who works and lives in Islington – as ‘Everyone’s Business’.

High Needs Funding:

- To ensure a sustainable SEND financial strategy that supports early intervention and inclusion, with available resources managed fairly.

Pathways for children and young people with Autism:

- Embedding our multi-agency strategy to improve the referral pathway for children with Autistic Spectrum Condition.



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CHILDREN'S SERVICES SCRUTINY COMMITTEE

WORK PROGRAMME 2018/19

Tuesday 26 June 2018

1. Membership, Terms of Reference, Dates of Meetings
2. Executive Member Annual Presentation
3. Child Protection Annual Report
4. Education Annual Report
5. Scrutiny Topics and Work Programme 2018/19

Monday 16 July 2018

1. Permanent and fixed period exclusion from school
– Scrutiny Initiation Document and Introductory Briefing
2. Post-16 Education Employment and Training Review 2016/17 – 12 Month Report Back
3. Quarterly Review of Children's Services Performance (Q4 2017/18)
4. Review of Work Programme

Thursday 13 September 2018

1. Permanent and fixed period exclusion from school – Witness Evidence
2. Support for children with special educational needs and disabilities
3. Review of Work Programme

Thursday 18 October 2018

1. Permanent and fixed period exclusion from school – Witness Evidence
2. SACRE Annual Report
3. Quarterly Review of Children's Services Performance (Q1 2018/19)
4. Review of Work Programme

Thursday 22 November 2018

1. Executive Member Update and Questions
2. Permanent and fixed period exclusion from school – Witness Evidence
3. Review of Work Programme

Thursday 10 January 2019

1. Permanent and fixed period exclusion from school – Witness Evidence and Conclusions
2. The effectiveness of Islington Council's Free School Meals Policy
3. Quarterly Review of Children's Services Performance (Q2 2018/19)
4. Review of Work Programme

Monday 4 March 2019

1. Permanent and fixed period exclusion from school – Draft Recommendations
2. Islington Safeguarding Children Board: Annual Report
3. The Children's Services Response to Prevent – Update
4. Implementation of the Fair Futures Commission recommendations

Thursday 30 April 2019

1. Executive Member Update and Questions
2. Education Annual Report
3. The role of Islington's supplementary schools
4. Quarterly Review of Children's Services Performance (Q3 2018/19)
5. Permanent and fixed period exclusion from school – Final Report

WORK PROGRAMME 2019/20**Thursday 13 June 2019**

1. Membership, Terms of Reference, Dates of Meetings
2. Child Protection Annual Report
3. Scrutiny Topics and Work Programme 2019/20