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## AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

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Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in Council Chamber, Town Hall, Upper Street, N1 2UD - Islington Town Hall on, **20 July 2021 at 7.00 pm.**

Enquiries to : Zoe Lewis  
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Despatched : 12 July 2021

### Membership

#### **Councillors:**

Councillor Sheila Chapman (Chair)  
Councillor Kadeema Woodbyrne (Vice-Chair)  
Councillor Santiago Bell-Bradford  
Councillor Janet Burgess MBE  
Councillor Paul Convery  
Councillor Toby North  
Councillor Gulcin Ozdemir  
Councillor John Woolf

#### **Co-opted Member:**

Mary Clement, Roman Catholic Diocese  
Zaleera Wallace, Parent Governor Representative (Secondary)  
Claire Ballak, Parent Governor Representative (Primary)  
Vacancy Church of England Diocese

**Quorum is 3 Councillors**

### Substitute Members

#### **Substitutes:**

Councillor Valerie Bossman-Quarshie  
Councillor Sara Hyde  
Councillor Bashir Ibrahim  
Councillor Anjna Khurana  
Councillor Angelo Weekes

**A. Formal Matters**

**Page**

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)

1 - 6

7. Public Questions

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>B. Items for Decision/Discussion</b>	<b>Page</b>
1. SEND scrutiny review - Scrutiny Initiation Document and Introductory Presentation	7 - 64
2. Executive Member Annual Report	To Follow
3. Corporate Parenting Report	65 - 118
4. Work Programme	119 - 120

**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 20 September 2021

**Please note that committee agendas, reports and minutes are available from the council's website: [www.democracy.islington.gov.uk](http://www.democracy.islington.gov.uk)**

# Public Document Pack Agenda Item A4

London Borough of Islington

## Children's Services Scrutiny Committee - Tuesday, 22 June 2021

Minutes of the meeting of the Children's Services Scrutiny Committee held at Council Chamber, Town Hall, Upper Street, N1 2UD - Islington Town Hall on Tuesday, 22 June 2021 at 7.00 pm.

<b>Present:</b>	<b>Councillors:</b>	Chapman (Chair), Woodbyrne (Vice-Chair), Convery, North, Ozdemir and Woolf
<b>Also Present:</b>	<b>Co-opted Member</b>	Claire Ballak, Parent Governor Representative (Primary)

### Councillor Sheila Chapman in the Chair

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

Apologies were received from Councillor Janet Burgess, Mary Clement and Zaleera Wallace.

**250**      **DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A2)**

None.

**251**      **DECLARATIONS OF INTEREST (ITEM NO. A3)**

None.

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

**RESOLVED:**

That the minutes of the meeting held on 4 May 2021 be confirmed as an accurate record of proceedings and the Chair be authorised to sign them.

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

The Chair referenced:-

- 1) the recent report of the Education Select Committee which identified the underperformance of children from low income white families and the possible reasons for this;
- 2) 420,000 more children in England had become eligible for free school meals since the start of the first lockdown. The Chair stated that government funding would be based on aged data rather than this figure;
- 3) Education Policy Institute (EPI) evidence showed disruption to schools had widened the gap between disadvantaged pupils and their peers. The Social Mobility Foundation Survey of 1,500 disadvantaged families

indicated that there was a lack of confidence in the grades these pupils would get this year and 52% lacked confidence among these families in their ability to appeal. The EPI were of the view that pupils in their final year of sixth form should be able to repeat the year.

**RESOLVED:**

That the Chair's report be noted.

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

None.

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

The Chair stated that any public questions would be taken during the relevant agenda item.

**256 MEMBERSHIP, TERMS OF REFERENCE AND DATES OF MEETINGS (ITEM NO. B1)**

The Chair reminded members that due to the 2022 local elections, there would only be eight Committee meetings and that the date of the July 2021 meeting had been changed with the meeting now scheduled to take place on 20 July.

**RESOLVED:**

That the membership appointed by Annual Council on 20 May 2021, terms of reference and dates of meetings of the Children's Services Scrutiny Committee for the municipal year 2021/22 be noted.

**257 SCRUTINY TOPIC AND DRAFT WORK PROGRAMME (ITEM NO. B2)**

The Chair suggested that Special Educational Needs and Disabilities (SEND) could be the scrutiny topic for the year.

In the discussion the following points were made:

- The Chair advised the Committee that although it was expected that an Ofsted inspection of SEND would be undertaken, choosing this topic for a scrutiny review could be valuable. It was recognised that the inspection would impact on officers' time and so it was anticipated that some of the evidence gathering for the scrutiny review would not involve officers.
- An officer advised that in addition to the expected Ofsted Inspection, an internal review of SEND was taking place and the scrutiny review could possibly align with this. The review was looking at provision, funding, changing needs, rising numbers and inclusion in schools.
- The Chair asked members to contact her with any ideas about how to focus the scrutiny review.

**RESOLVED:**

That SEND be the scrutiny review topic for 2021/2022.

**258 QUARTER 4 PERFORMANCE REPORT (ITEM NO. B3)**

- In a response to a member's question about the increase in applications for free school meals, an officer advised that this was likely to result in a 6% increase in free school meals which was above the national trend although there was an increase across local authorities. This could level off as the economy recovered.
- In response to a member's question about young people being triaged away from the criminal justice system, an officer advised that triaging took place where low level, non-violent offences had taken place if a young person was referred by the police. Work took place with each young person, focusing on their needs and providing support to prevent escalation. Afterwards some were referred on to agencies who could provide continued support.
- A member asked why there had not been a rise in domestic abuse offences as would be expected during lockdown. An officer stated that although the number of offences had not risen, the complexity and severity levels had increased. The council had become more responsive and had continued to invest. The police now had the best performance on domestic abuse sanctions and detections in the Metropolitan Police Service. Since January 2021, a multi-agency domestic abuse daily safeguarding meeting had taken place.
- In response to members' questions about the stability of placements for looked after children, an officer stated that during the pandemic, there was not a rise in the number of children entering care, but more children stayed in care due to the court proceedings backlog. This was a national problem and London was short of 500 places which meant local authorities had to compete for places. Placement planning work was taking place regionally. COVID had made it harder to undertake matching. To match young people to the right placement, work took place sub-regionally. This meant the council did not have to compete for places and could hopefully find the right placement first time. An officer stated that six companies provided 90% of independent fostering places. Work was taking place with the other 10% of providers to ask them which families could support children and from the list provided, matching could take place. Commissioning work took place with the most complex cases and work took place sub-regionally to help children step down from secure settings. Islington had agreed to invest in a secure unit in London as there currently was not one. Work was taking place on interventions that could reduce some children entering care i.e. specialists working intensively with families.
- A member of the public asked about what was being done to support those who were not in Education, Employment or Training (NEET) and why the Basket of Indicators had no Corporate Indicator for the section entitled "Delivering an inclusive economy, supporting people into work and financial independence and helping them with the cost of living". An officer advised that the percentage of increase in NEETs in Islington was lower than the London average. In some cases the risk of becoming NEET could be anticipated and work could take place to help prevent it. There was a small group of people who were classed as Unknown. Work took place on the ground to track them, however this

had been more difficult during the pandemic. A separate team worked with those who were 18,19 and 20 years old. The Corporate Indicators were linked to the council's strategic plan. However all other indicators were monitored in the same way with the same level of focus.

- A member raised concern that many of the indicators were just above or below expected performance when it was expected that there would be a larger variance from the target due to Covid. Officers were asked whether these variances would be expected to increase in the next few months. An officer responded that some of the small variances were due to action being taken early on e.g. the increase in re-referral rates after the first lockdown showed virtual assessments had not worked as well as face-to-face assessments and therefore it was decided that no child would be assessed virtually. It was possible that variances could increase in future months but there was an increased focus on assessing data and taking action where necessary. The member thanked officers and paid tribute to the social workers who had undertaken face-to-face work in uncertain times.
- A member asked about the numbers of children missing from care and the reasons. An officer advised that some children stayed out later than they were meant to. The police had brought in a risk assessment to assess whether these children were at risk and how they should be treated based on how children not in care would be treated if they stayed out late. These children were separate from the children who went missing from care. The group of children who went missing from care often stayed in touch with their placements or their social workers. A multi-agency meeting was held within 24 hours of a child going missing from care. Unaccompanied and separated children sometimes went missing before they were 18 years old as they were concerned about what would happen to them once they reached 18. Most of the young people who went missing from care were boys aged 13-17. The officer stated that further details in relation to young people missing from care would be added to Corporate Parenting report that would be submitted to the next Committee meeting.

**RESOLVED:**

- 1) That the report be noted.
- 2) That further details in relation to young people missing from care be added to Corporate Parenting report that would be submitted to the next Committee meeting.

259

**ANNUAL REPORT BACK ON THE EQUALITIES IN EDUCATIONAL OUTCOMES SCRUTINY (ITEM NO. B4)**

- A member referred to Recommendation 13 and asked which cultural groups were included. The officer advised that schools were being asked to look at the curriculum through a multi-coloured lens.
- In response to a member's question about how Trailblazer sites would work, the officer stated that the Health and Wellbeing Team worked to ensure there was dedicated mental health support in schools with a focus on individuals and ensuring mental health was at the forefront.

- A member asked to what extent digital resources were integrated. The officer advised that home learning had been useful in the inclusive curriculum. Parents had felt supported and had valued the resources provided. Some of the resources had already been refreshed i.e. Year 5 work so pupils could prepare for Year 6.
- A co-optee stated that she had attended the Governors Equalities and Unconscious Bias training referred to in Recommendation 1 and these had been useful. She asked about the Parent Voice Forum and was advised that this was a new group which met at least every half term. Work was taking place to increase the diversity of the group. The forum brought groups together and the local authority could hear about parents' views on successes and potential improvements and provide support to parents.
- A member stated that schools could opt in or out of curriculum suggestions and asked how the council could encourage them. An officer replied that schools could choose their curriculum and how to teach it and although this was not in the local authority's control, the local authority engaged in discussions with schools. It was important for the council and schools to have an engaging relationship and work in partnership to find solutions.
- In response to a member's question about the "scaffolding up" approach, the officer advised that this had replaced the "differentiating down" approach that had been in place previously. There were clear steps in removing adult support and modelling so a child could reach steps independently. "Whole class reading" had been introduced as part of this.
- In response to a member's question about schools mapping their local communities, the officer stated that the Fairer Together Partnership was engaging with schools and was planning to share data with schools so they were clearer about their communities and changing demographics.
- In response to a member's question about who was receiving the tutoring that was funded by the Department for Education, the officer advised that when the Department for Education had issued funding, the local authority provided advice to schools and schools had submitted their plans. This was on track in Autumn 2020, however the last lockdown slowed progress. Demand for tutors was greater than supply and therefore many schools struggled to get an external tutor and instead had used in-house resources.
- A member asked about work to improve diversity on school governing bodies and was advised that a survey had been undertaken and was being analysed. Once ready it would be shared with the People Directorate and governors. It was the responsibility of governing bodies to reflect community diversity. A member commented that she was on a governing body which had struggled to recruit and increase diversity. An officer stated that the council could consider a campaign to encourage people to become governors and make governing bodies more representative of school communities.

**Children's Services Scrutiny Committee - 22 June 2021**

- In response to a member's question and concern in relation to the setting of pupils outlined in Recommendation 6 about whether work was taking place to improve confidence and whether Covid had impacted upon this, the officer stated that the setting of pupils was undertaken by teachers who knew pupils well. Pupils could feel they belonged in a set and would therefore feel confident. The Health and Wellbeing Team provided a comprehensive curriculum which included working on confidence.

**RESOLVED:**

That the report be noted.

MEETING CLOSED AT 8.30 pm

Chair

<b>SCRUTINY INITIATION DOCUMENT (SID)</b>	
<b><u>Review title</u></b>	Special Education Needs and Disabilities – Transitions
<b><u>Scrutiny Committee</u></b>	Children’s Services Scrutiny Committee
<b><u>Lead Director</u></b>	Cate Duffy, <i>Director – People</i>
<b><u>Lead officers</u></b>	Candy Holder, <i>Head of Pupil Services, Learning and Schools</i> and Sue Imbriano, <i>Assistant Director, School Improvement and Pupil Progression</i>
<b><u>Overall aim</u></b>	To assess the ways in which the council supports young people with SEND and their families at various points of transition: early years to primary school, primary to secondary school, secondary school to the world of work or further education as well, as the transition from Children’s Services to Adult Social Services, and paying particular attention to the experiences of SEND children (i) with <b>emerging needs</b> at key transition points and (ii) who move between schools <b>outside of expected transition points</b> .
<b><u>Key Objectives</u></b>	<ol style="list-style-type: none"><li>1. To investigate whether schools and families are properly consulted by the local authority when the local authority is considering their request for a particular school.</li><li>2. To ascertain whether some mainstream settings are taking significantly more/less children from disadvantaged groups than others and, if this is happening, what impact that has on all stakeholders and what measures the local authority could take to ensure fairness.</li><li>3. To look at whether where a child attends primary school affects outcomes (for example, in terms of securing earlier diagnosis/support/intervention).</li><li>4. To evaluate how joined up the local authority is where a child’s borough of residence is not the same as the borough where the child goes to school or accesses services.</li><li>5. To consider the factors that influence parental choice in selecting out-of-borough provision.</li></ol>

6. To consider whether young people with SEND are disproportionately NEET, missing in education or permanently excluded and, if they are, what can be done.
7. To consider which council services/interventions work well; to identify best practice and to investigate services/interventions which are less successful.
8. To look at outcomes for young people with SEND who are experiencing additional disadvantage (e.g. by virtue of (i) being a child at risk, (ii) economic disadvantage, (iii) criminal justice system involvement, being missing from care etc).
9. To consider the impact of Covid on children with SEND and whether there is a specific recovery strategy for children with SEND, the success of which could be evaluated.

### **Scope of the review**

The review will focus on:

1. Provision and how this is funded
2. Profile and complexity of needs
3. Projected demand
4. Inclusion in schools

### **Types of evidence**

1. It is proposed that witness evidence is taken from:
  - a. Headteachers and SENCOs in mainstream primary and secondary schools
  - b. Senior leaders in pupil referral units
  - c. Officers responsible for drawing up Education and Health Care Plans (including educational psychologists)
  - d. Service Directors responsible for setting Islington's SEND strategy
  - e. Parents/carers of children with SEND
  - f. SEND Link governors
  - g. Representatives from transition support services / projects
  - h. Officers with lead responsibility for transition
  - i. Officers from comparator boroughs
2. It is proposed that member of the committee visit New River College, The Bridge and a mainstream school.
3. The Committee will:
  - a. Contact policy institutes such as the Education Policy Institute.
  - b. Consider data on how children with SEND were spread across schools in the borough, different categories of schools and the complexity of need of the children.

- c. Request that one of two members attend a transition review meeting for a child or young person (subject to GDPR regulations and parental consent).
- d. Request that officers map out the journey of two or three children from early years to their current stage.

**Additional information**

A. The SEND Code of Practice, Paragraphs 9.78-9.79 states that:

The child’s parent or the young person has the right to request a particular school, college or other institution...

If a child’s parent or a young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority must comply with that preference and name the school or college in the EHC plan unless:

- i) it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- ii) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

B. 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**

<b>Committee Meeting – 20 July 2021</b>	
<b>Who / What</b>	<b>Area of focus – Introductory Information</b>
<ul style="list-style-type: none"> <li>• Scrutiny Initiation Document</li> </ul>	<p>For the Committee to agree the aim, objectives and scope of the review.</p> <p>Introductory presentation to include details on the Framework, the powers of the Local Authority and how the Local Authority works with different categories of school</p>

<b>Written Evidence to be circulated</b>	
<b>Who / What</b>	<b>Area of focus – Background Information</b>
<ul style="list-style-type: none"> <li>• Written Evidence</li> </ul>	Written evidence will be circulated to members. This will include background information that may be of interest to members.

<b>Committee Meeting – 20 September 2021</b>	
<b>Who / What</b>	<b>Area of focus – To Be Confirmed</b>
<ul style="list-style-type: none"> <li>• Verbal Evidence</li> </ul>	

<b>Committee Meeting – 19 October 2021</b>	
<b>Who / What</b>	<b>Area of focus – To Be Confirmed</b>
<ul style="list-style-type: none"> <li>• Verbal Evidence</li> </ul>	

<b>Committee Meeting – 23 November 2021</b>	
<b>Who / What</b>	<b>Area of focus – To Be Confirmed</b>
<ul style="list-style-type: none"> <li>• Verbal Evidence</li> </ul>	

<b>Committee Meeting – 11 January 2022</b>	
<b>Who / What</b>	<b>Area of focus – Any outstanding matters</b>
<ul style="list-style-type: none"> <li>• Other information as requested by the Committee</li> </ul>	To consider any outstanding information requested by the Committee during the course of the review.
<ul style="list-style-type: none"> <li>• Concluding Discussion</li> </ul>	For the committee to discuss their thoughts and conclusions on the evidence received, prior to developing recommendations.

<b>Committee Meeting – 1 March 2022</b>	
<b>Who / What</b>	<b>Area of focus – Recommendations</b>
<ul style="list-style-type: none"> <li>• Draft Recommendations</li> </ul>	To agree a set of draft recommendations that will form the basis of the committee's report.

<b>Committee Meeting – 28 March 2022</b>	
<b>Who / What</b>	<b>Area of focus – Recommendations</b>
<ul style="list-style-type: none"> <li>• Final Report</li> </ul>	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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# Special Educational Needs and Disabilities (SEND)

Page 13

**Islington profile and projections: 2020-21**





# National Context



# National Context



House of Commons  
Education Committee

**Special educational  
needs and disabilities**

First Report of Session 2019

Page 15

'The DfE set local authorities up to fail by making serious errors both in how it administered money intended for change, and failing to provide extra money when it was needed'.

'The significant shortfall in funding is a serious contributory factor to the failure on the part of schools and local authorities to meet the needs of children and young people with SEND.'



National Audit Office

Support for pupils with special educational needs and disabilities in England

- Local authorities are increasingly overspending their budgets for supporting pupils with high needs.
- The main reason why local authorities have overspent their is that more pupils are attending special schools.
- The Department did not fully assess the likely financial consequences of the 2014 reforms.
- The ways in which the DfE and LAs are responding are not making the system sustainable.

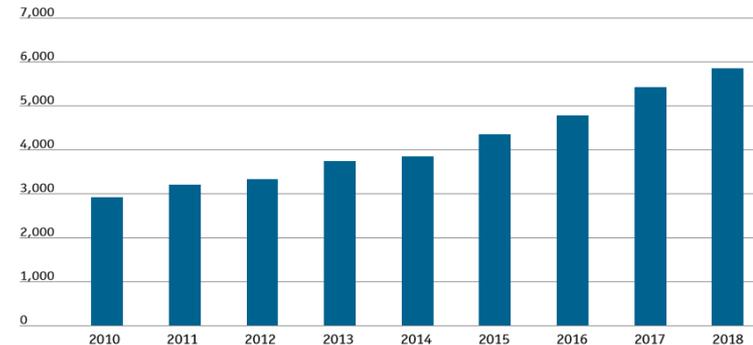


## Do the maths: 2018

*'Pressure on SEND places has been compounded by the very rapidly changing characteristics of SEND pupils and the subsequent requirements for dedicated provision... The rapid rise in prevalence rates for Autistic Spectrum Condition (ASC) is particularly acute in London (see graph).*

*Between 2010 and 2018 the number of pupils with ASC in special schools increased by 100 per cent.'*

**Number of pupils in London special schools with Autistic Spectrum Condition**



## National Context:

### Reasons for increased demand for SEND places

London Councils 'Do the Maths': (November 2018)

- 'The Children and Families Act 2014 **extended statutory protections for young people from birth up to the age of 25** - this has led to a sharp rise in the number of children and young people with an EHCP (particularly 19 to 25 year olds)'.
- 'An **increase in the accuracy of diagnosis** and **earlier identification of SEND**' – as promoted by the revised SEND Code of Practice and Local Area Inspection framework; (How effectively are needs being identified; How well are needs being met?)
- **Advances in paediatric care for babies and children with complex conditions** have led to children and young people presenting with increasingly complex needs. Research undertaken by the Council for Disabled Children and True Colours Trust outlines two key trends affecting the number of disabled children living with complex needs or life-limiting conditions: "improved survival rates of preterm babies" and "increased life expectancy for children with complex disabilities".
- '**Funding pressures** on public sector bodies such as LA, schools and CAMHS, have resulted in reductions in early prevention services, which can provide support for young people before they at the point of needing an EHCP'.
- 'The 2014 reforms have **raised parental awareness** and expectations, making some parents and schools more proactive in pursuing an EHCP for their child'.
- 'Many boroughs are concerned that **non-inclusive behaviour in the mainstream schools sector** is affecting the provision that young people and parents are choosing.... Non-inclusive practice is driving more young people into specialist provision where it is not necessarily the primary preference of the parent or young person.'

In Sept 2019, the Secretary of State announced a National SEND Review to look at 5 key areas:

Ambitious  
outcomes

Parental confidence

Needs met at the  
right time and in the  
right place

Building  
capacity

Local  
performance

Key themes reported from the review in March 2021 were:

## You said

- Increase status of SEND - nationally, locally and in individual settings.
- Backed by improved accountability arrangements for LAs and CCGs, education settings and services.
- Reform funding so it better reflects the needs of this group.
- Secure more experienced and knowledgeable staff.
- Establish more consistency in joint processes across education, health and care.
- Improve the EHCP so that it is more efficient and effective.

Three areas of focus identified by DfE as a result:

- High quality outcomes supported by the most appropriate service in education, health and care.
- Back mainstream schools to better meet the needs of the majority of children with SEND.
- Make the EHCP process more streamlined and consistent and increase capacity in the specialist sector to place children close to home, at a sustainable cost.



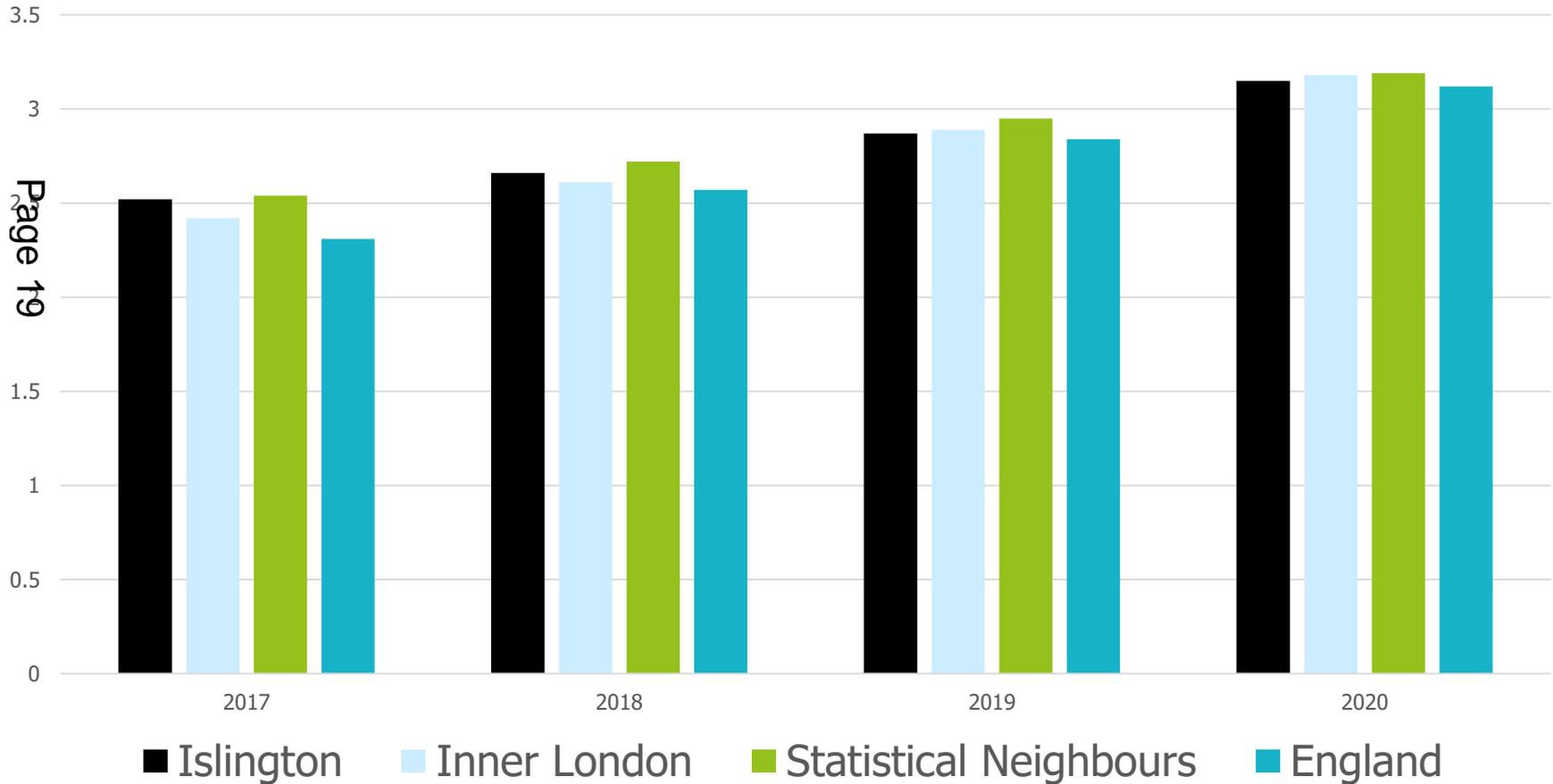
# Local Context

Page 18



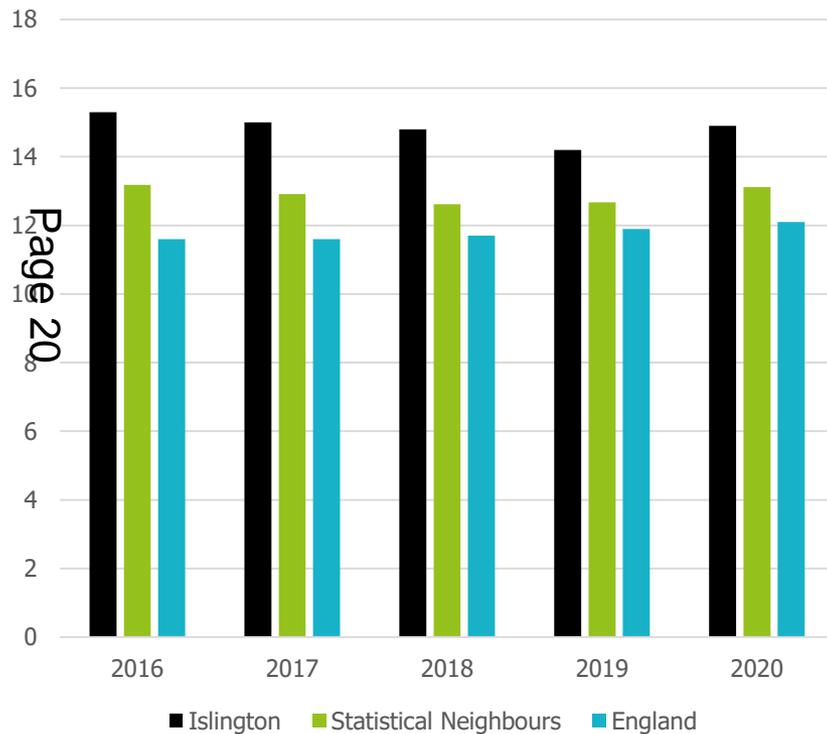
# SEND in Islington: five-year trend – Islington residents

Number aged up to 25 with EHCP as % of 2-18 population (residents)

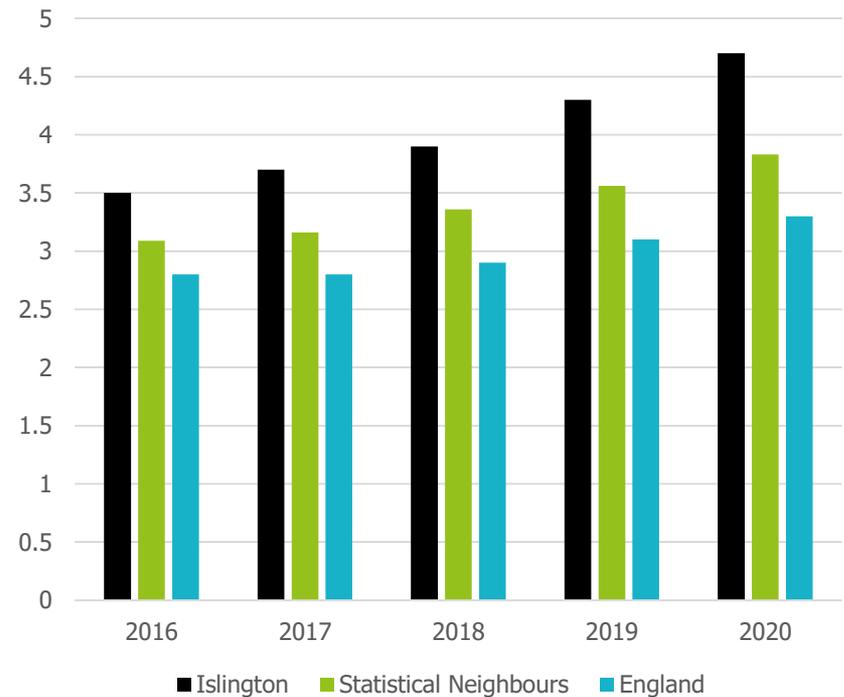


# SEND in Islington: five-year trend – Islington schools

% Children and young people with SEND Support (Islington Schools)



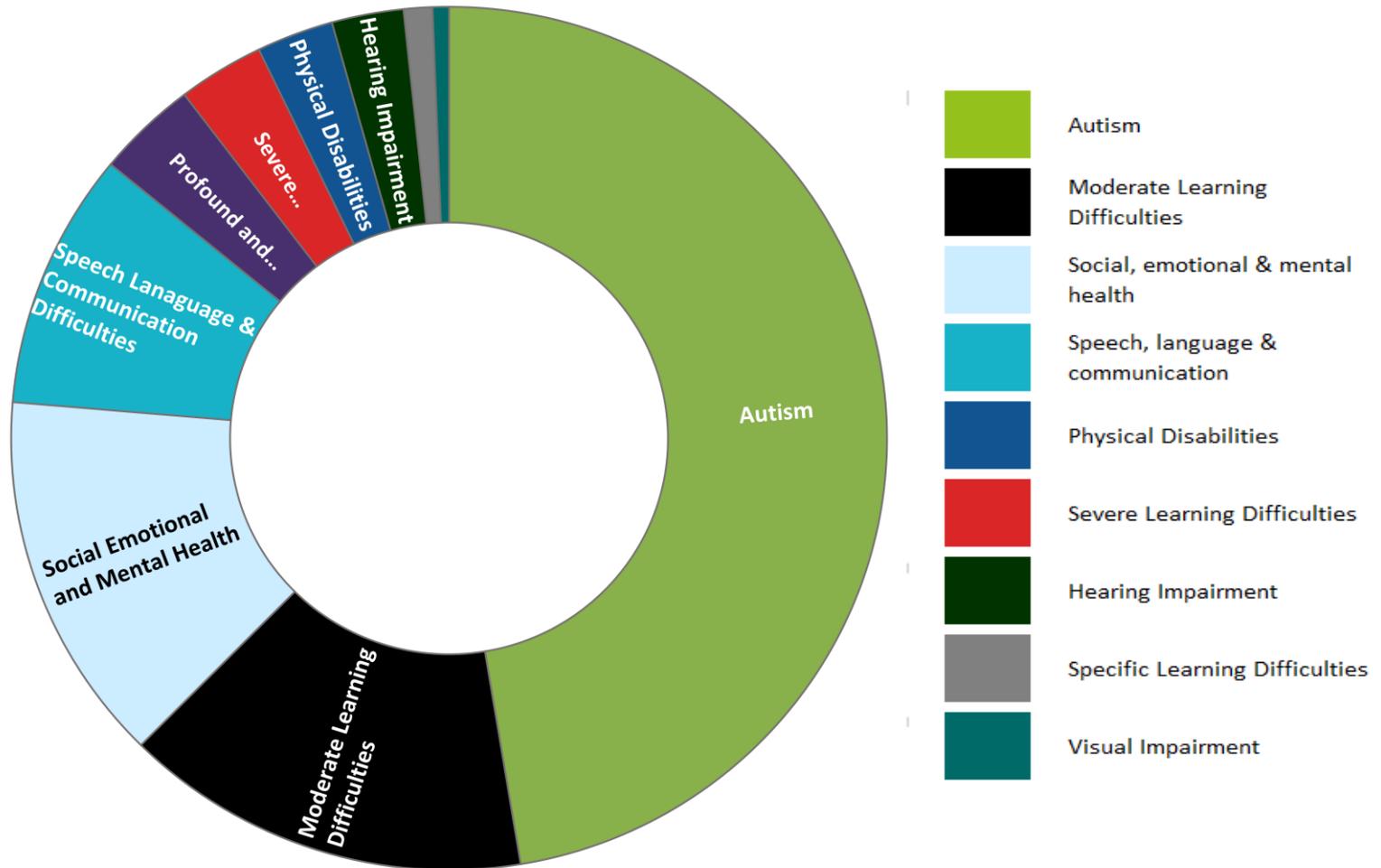
% children and young people with EHCPs (Islington Schools)



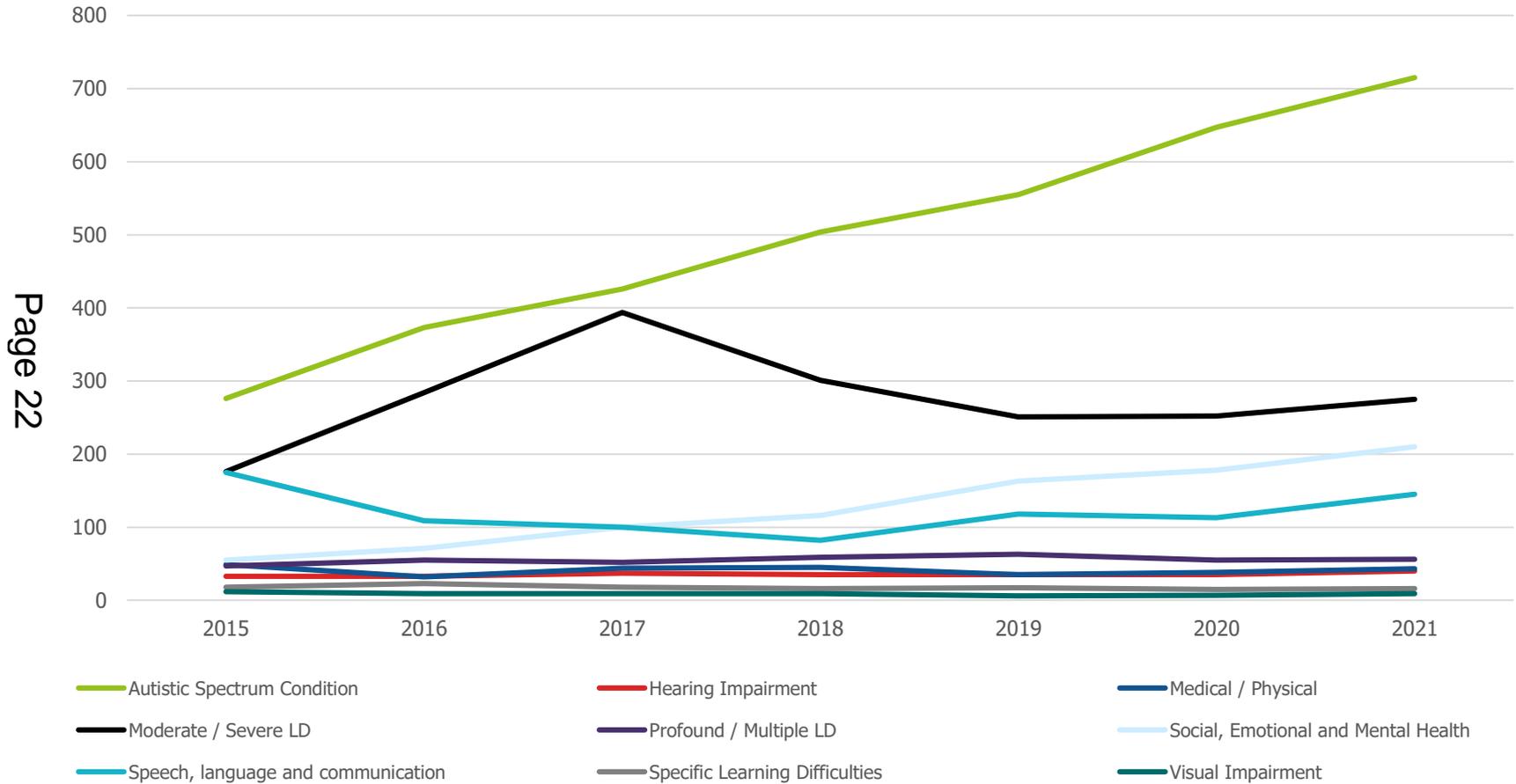
Page 20



# Islington resident EHCPs: profile by area of need:

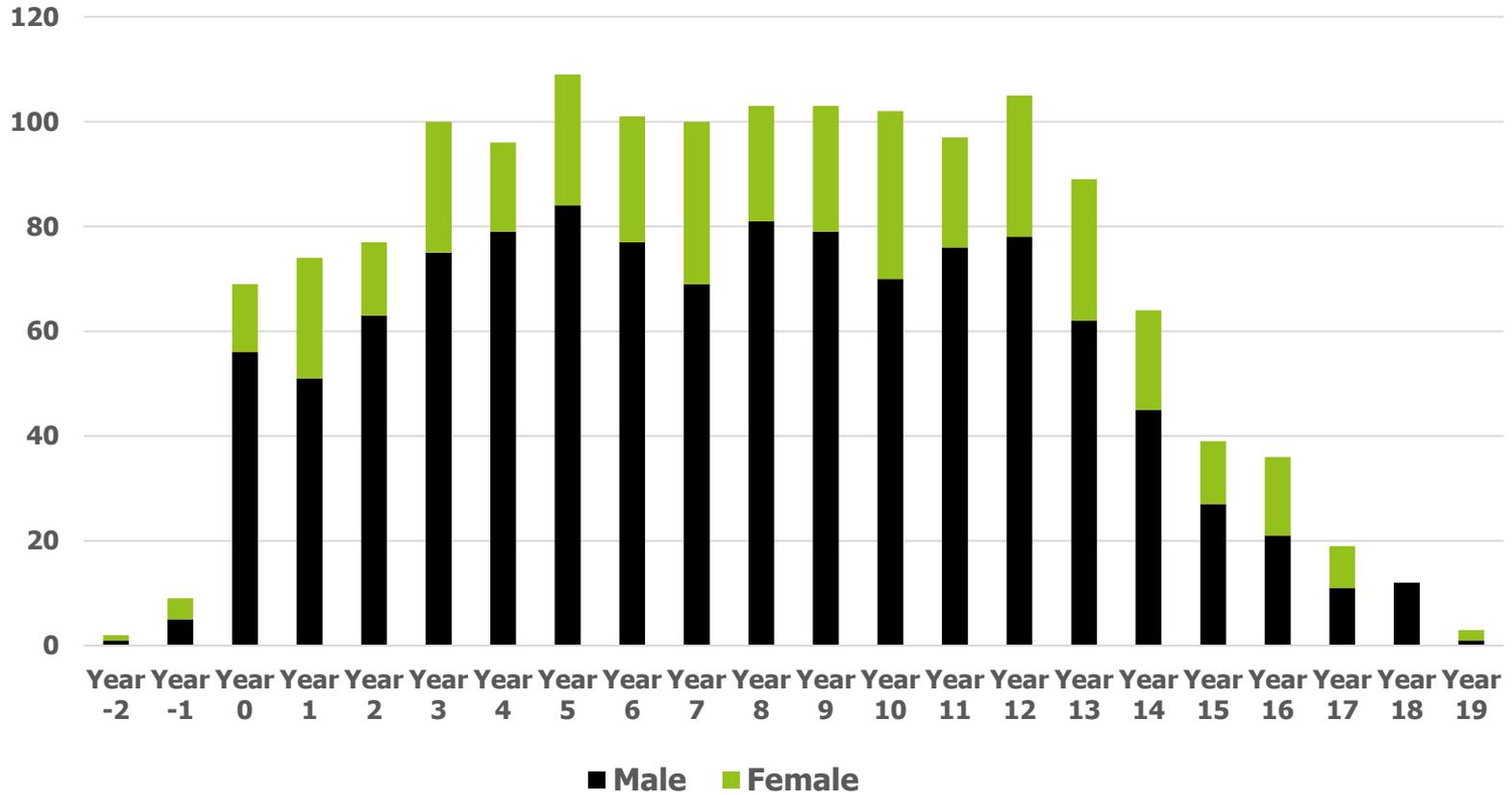


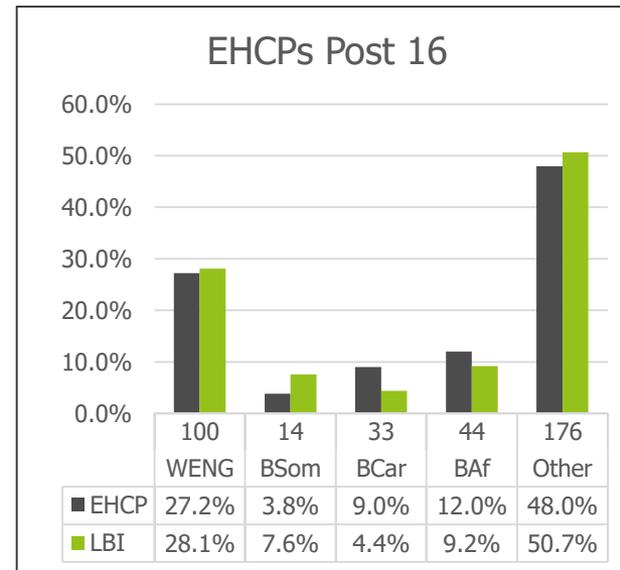
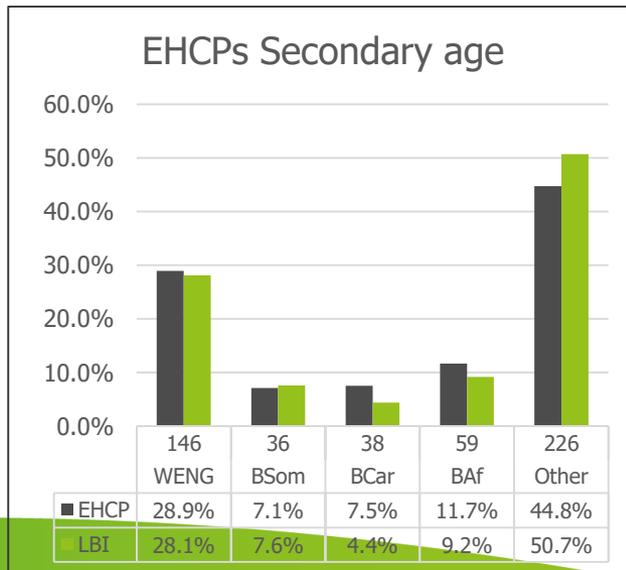
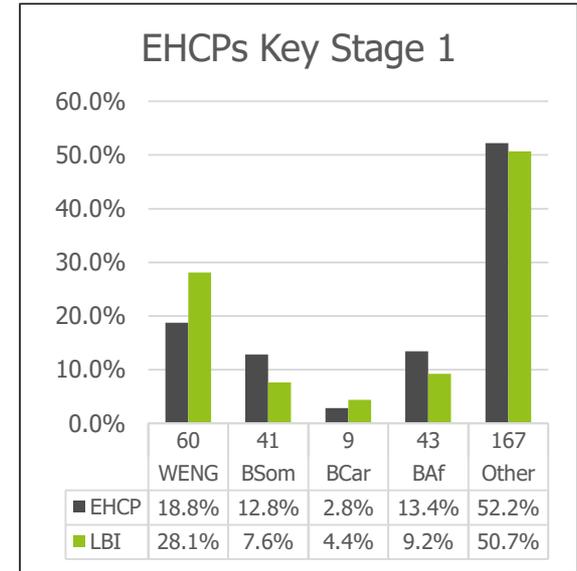
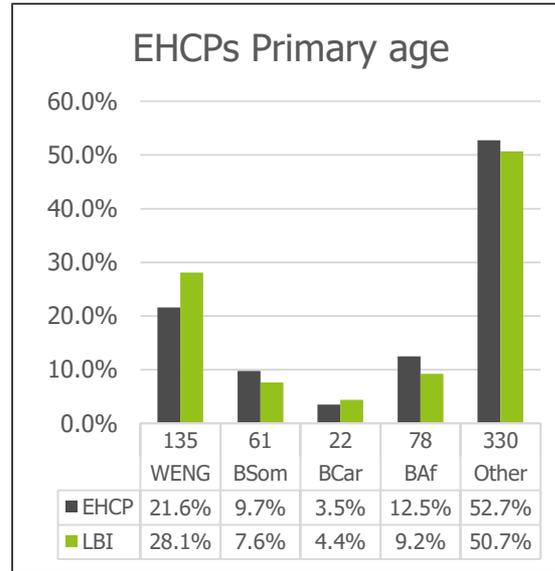
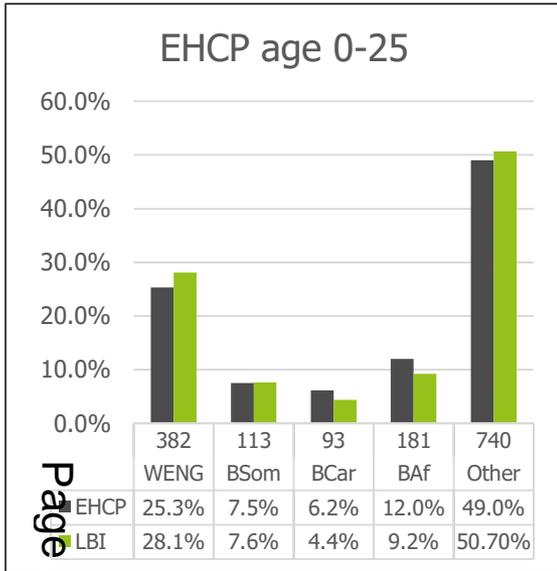
# EHCPs: Growth by area of need



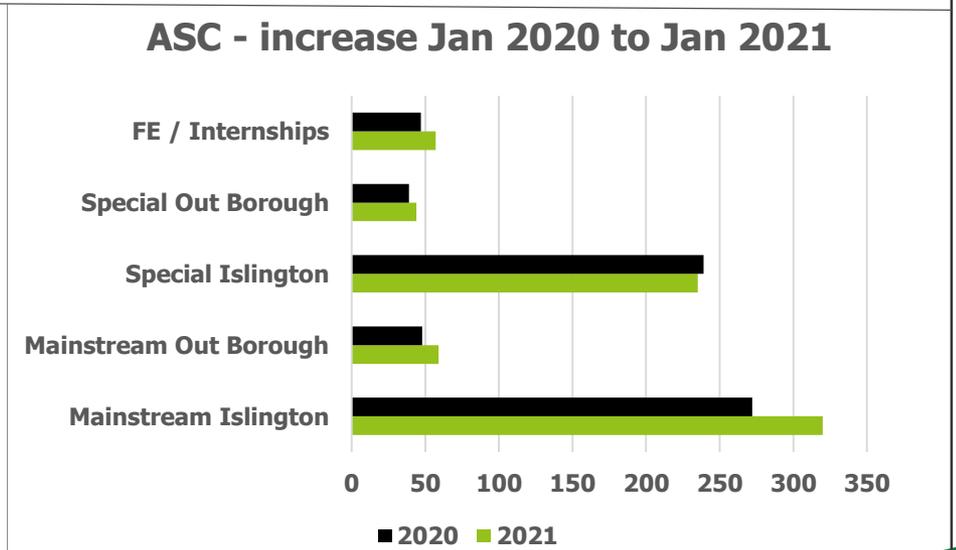
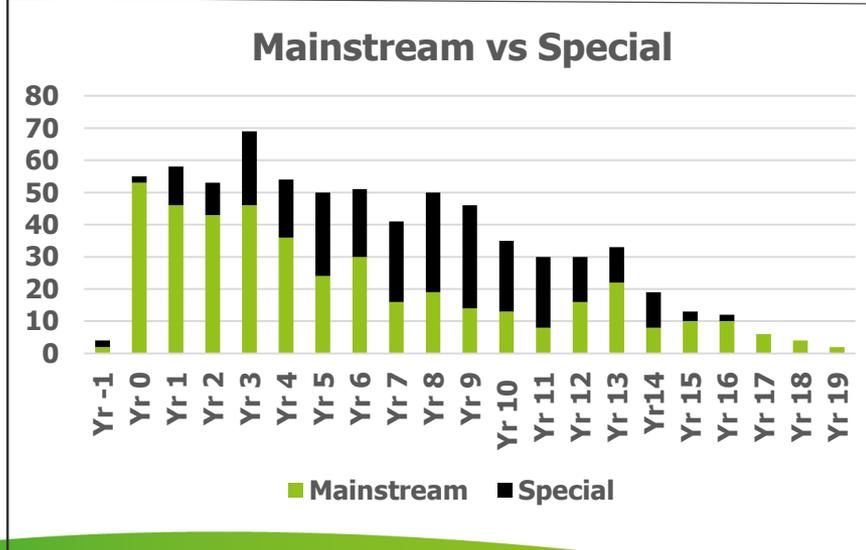
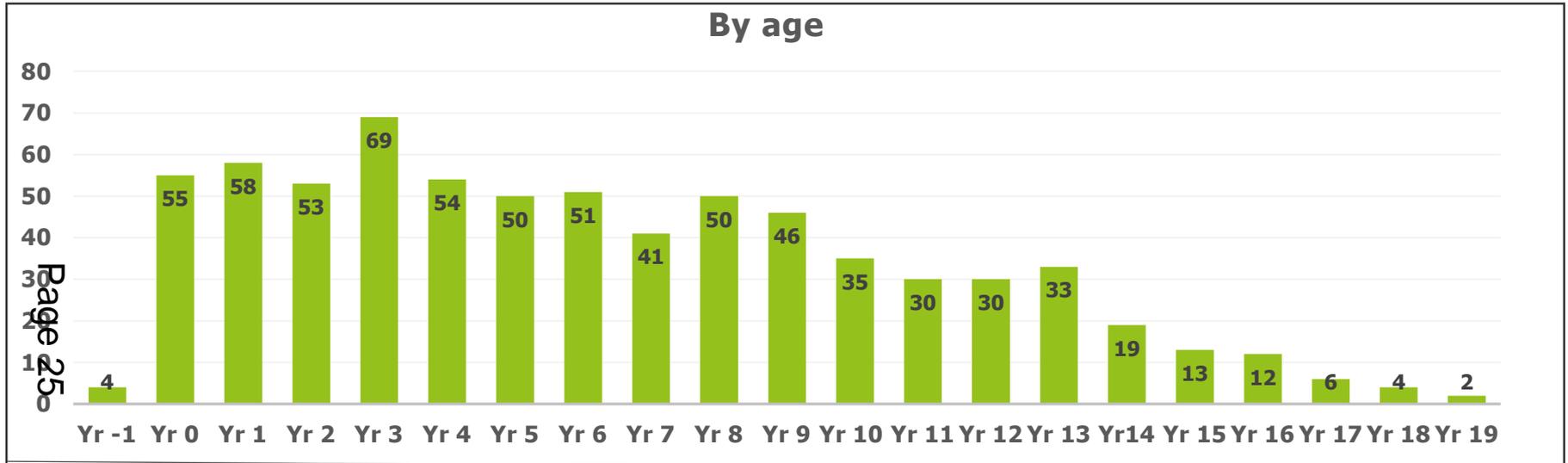
# EHCPs: age and gender (Jan 2021)

Page 23



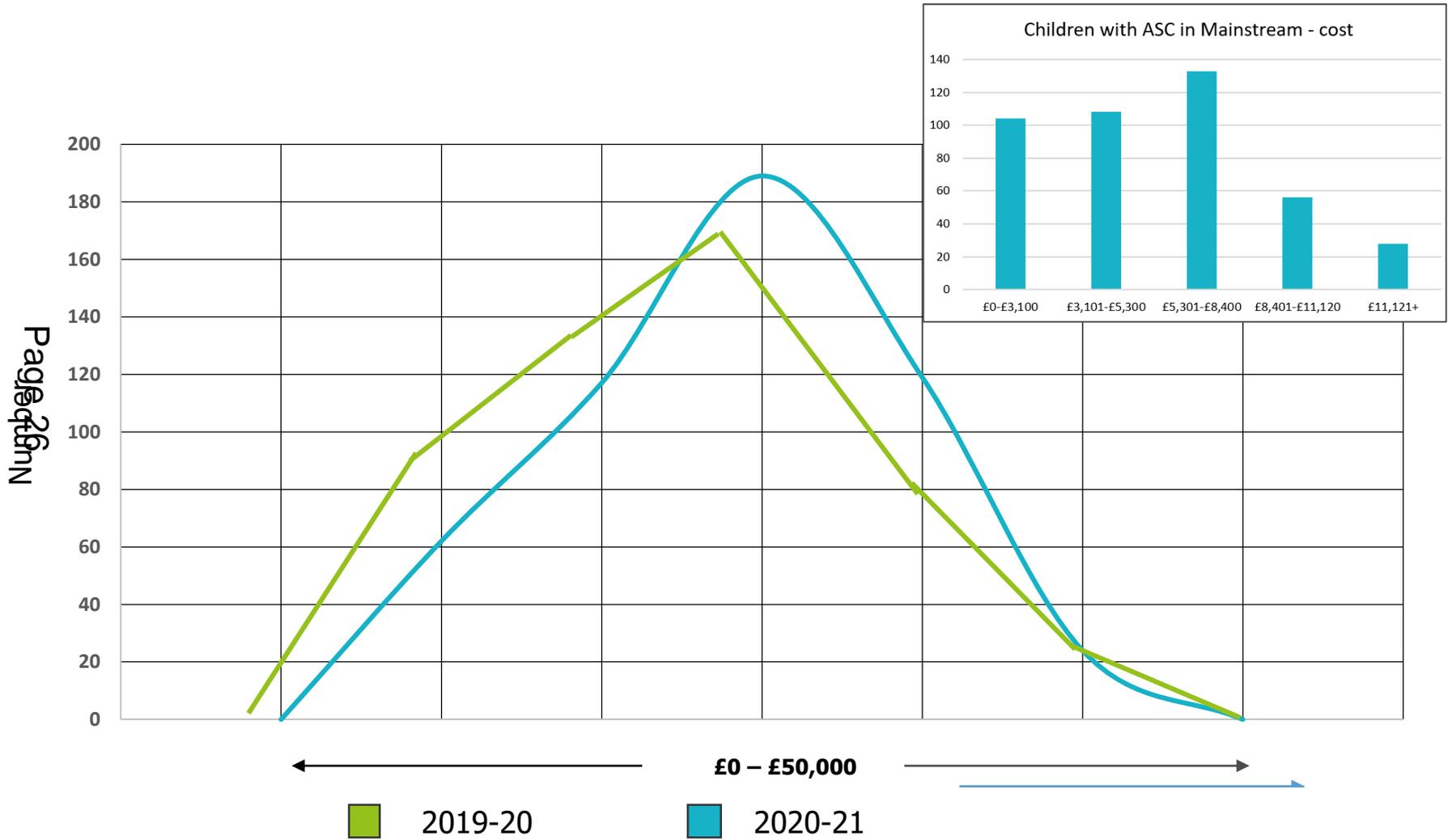


# Autistic Spectrum Condition (ASC) with EHCP - profile

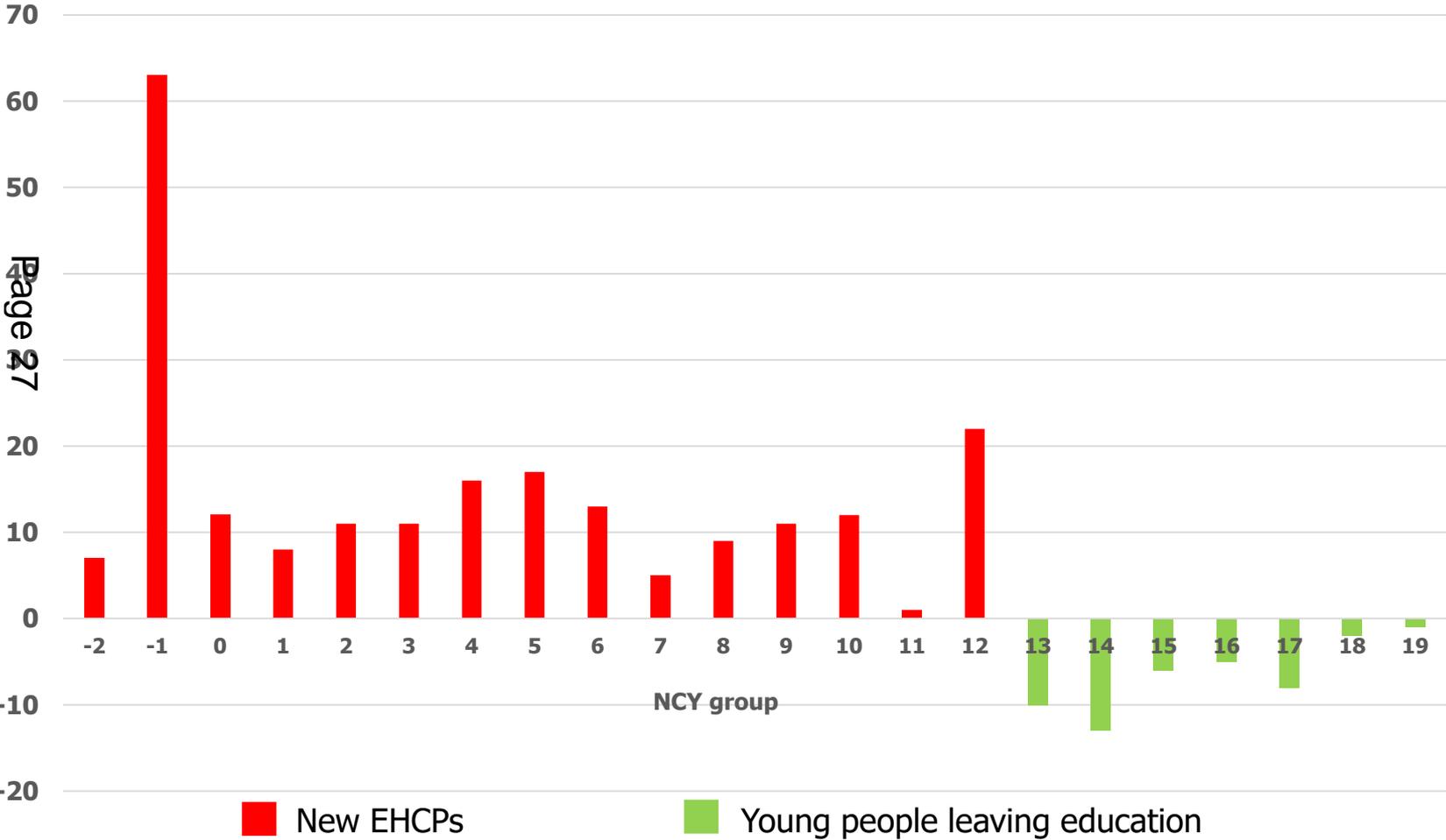


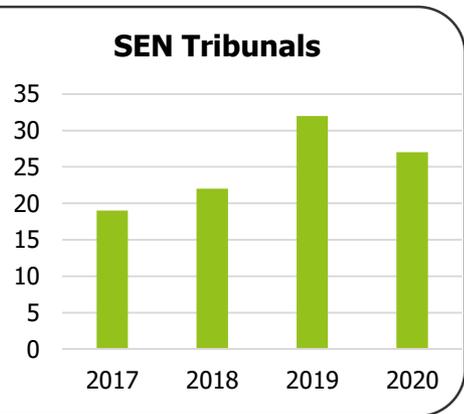
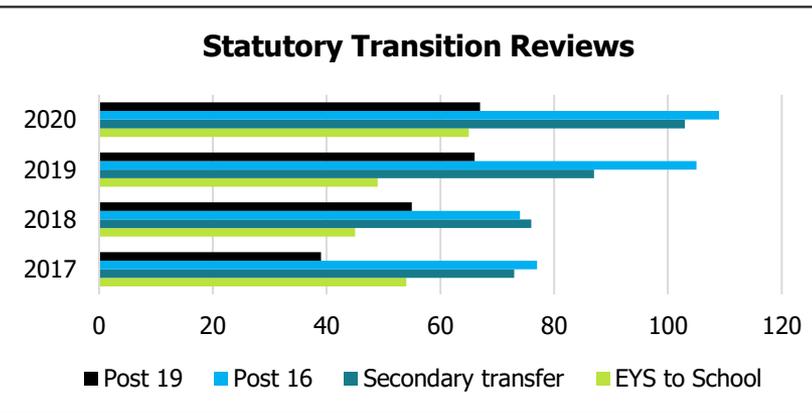
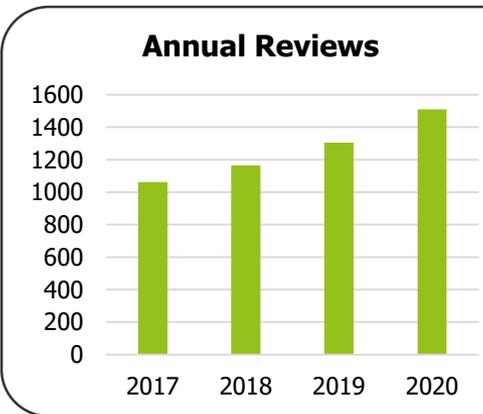
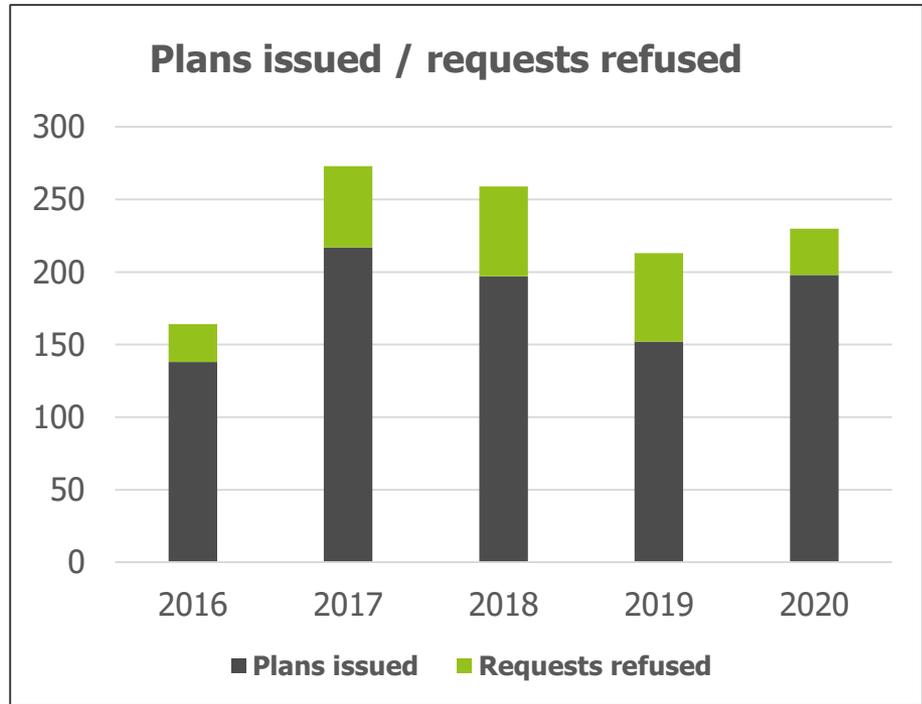
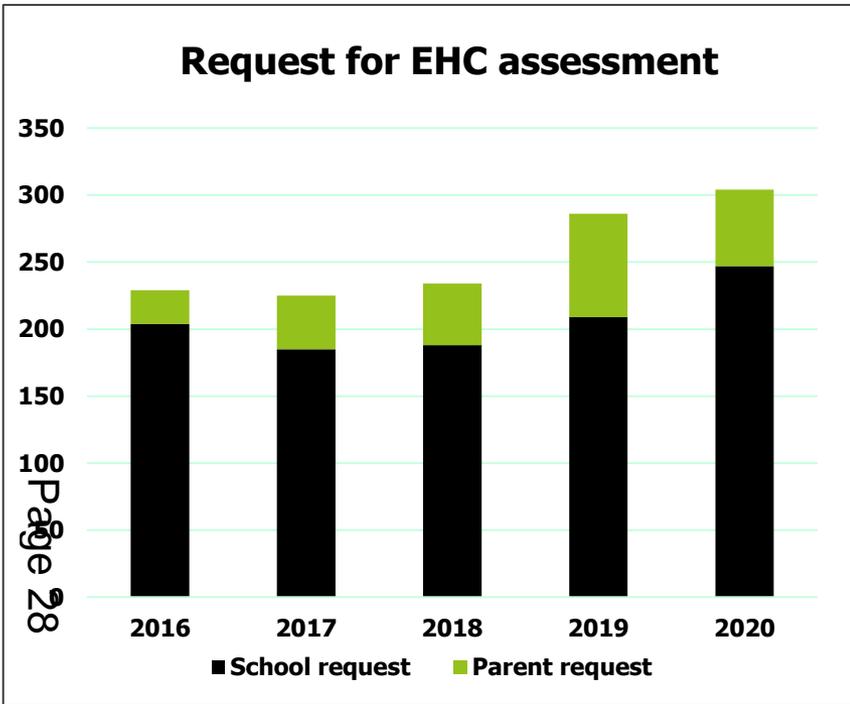
Page 25 of 25

# Autistic Spectrum Condition (ASC) profile by level of need



# ASC - In-year growth by numbers:





Page 28

## Number of EHCPs

# 1509

Number of EHCPs active as at Jan 2021  
(1364 at 2020)

145 more ECHPs for 2021 mean:

- 145 x £14,891 (av cost of EHCP) = £2.16M additional spend
- 145 more Annual Reviews
- 38 more families requesting transport
- 48 more special school places

Page 29

### For All EHCPs...

26% are for Girls  
(23% in 2020)



74% are for Boys  
(77% in 2020)



### For Years 0 – 14...

**Year 5:** largest cohort, with 109 EHCPs (av for Years 0-11 is 94)

**Year 11:** highest cost cohort at £1.8m pa

**70 LAC with EHCPs**

**Year 7:** highest % of girls with an EHCP at 31% (31 girls)

**Year 0:** highest proportion of children with ASC at 80%

## Area of Need

# 47%

of all EHCPs identify Autism as the main area of need (47% at 2020)

# 62%

of children aged 0-11 with EHCPs have ASC as their main area of need (62% at 2020)

# 37%

of young people aged 12-25 with EHCPs have ASC as their main area of need (34% at 2020)

# 19%

EHCPs for SEMH rose by this amount between Jan 2020 to Jan 2021 (8% rise from 2019-2020)

### Autism and all other areas of need:



# 80%

of all EHCPs identify Autism, Moderate/ Severe Learning Difficulty or SEMH as the main area of need (81% in 2020)

## Children attending special school

# 34%

of all children/young people with an EHCP attend special school (38% at 2020)

There are four more children and young people with ASC placed in special school in Jan 2021 than there were in Jan 2020.

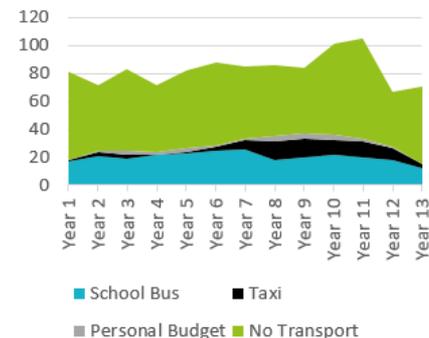
Average cost of mainstream place for ASC: £23,641  
Average cost of special school place for ASC: £67,043  
*(Do the Maths, London Councils 2018)*

## SEND Transport

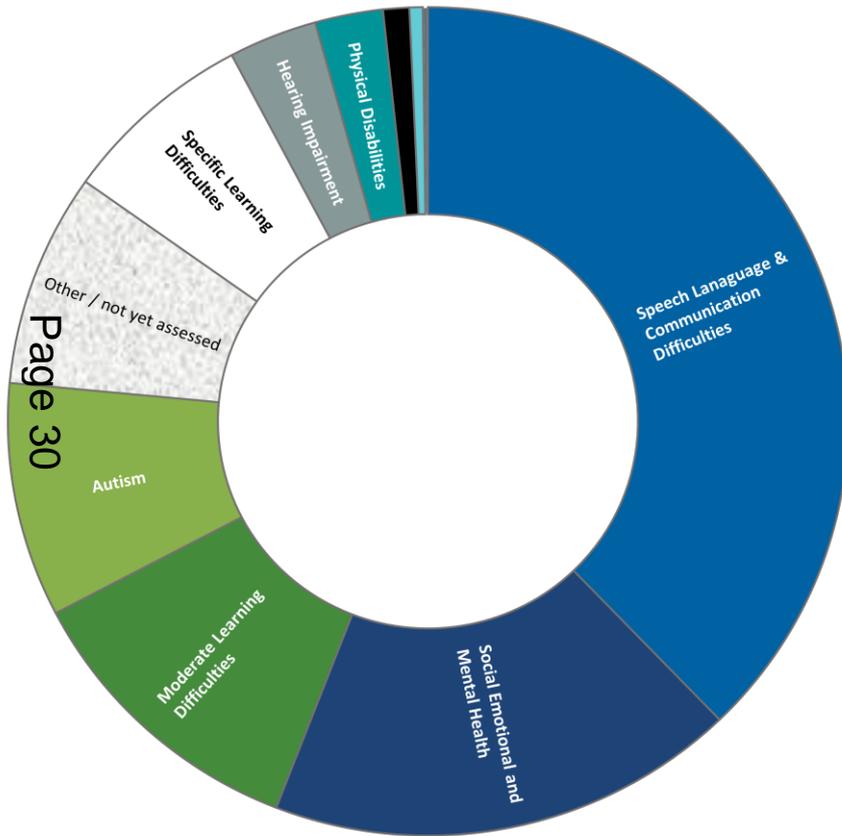
# £3,754,000pa

the cost of SEND Transport (2021)

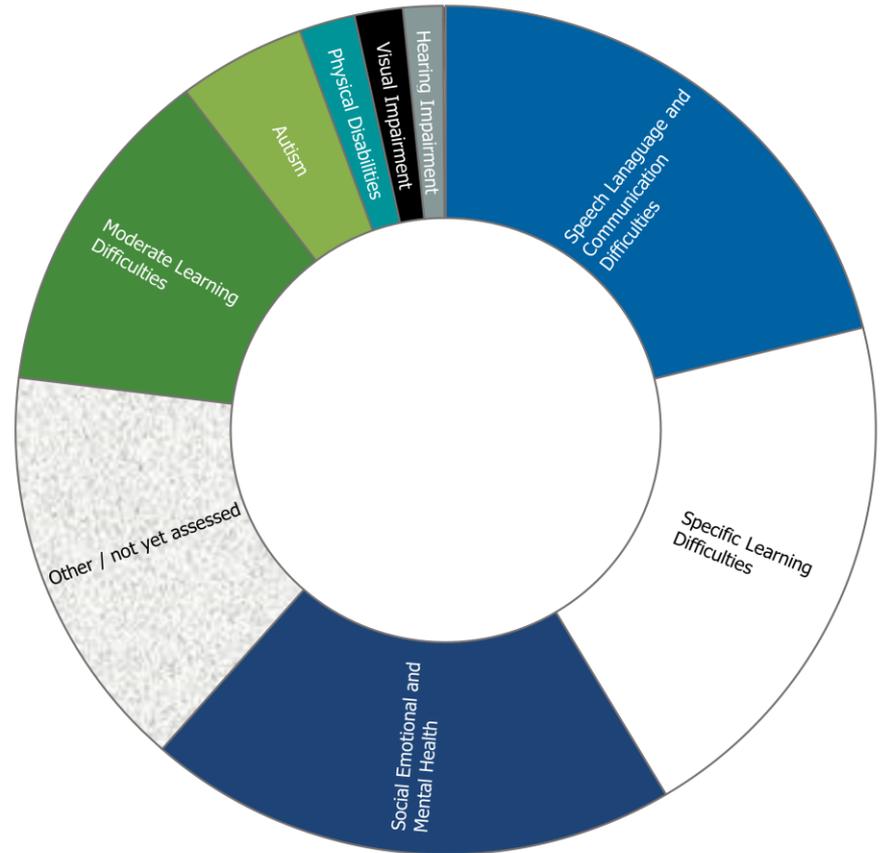
**£15,696:** the average cost of a journey by taxi  
**£6,332:** the average cost of a journey by bus



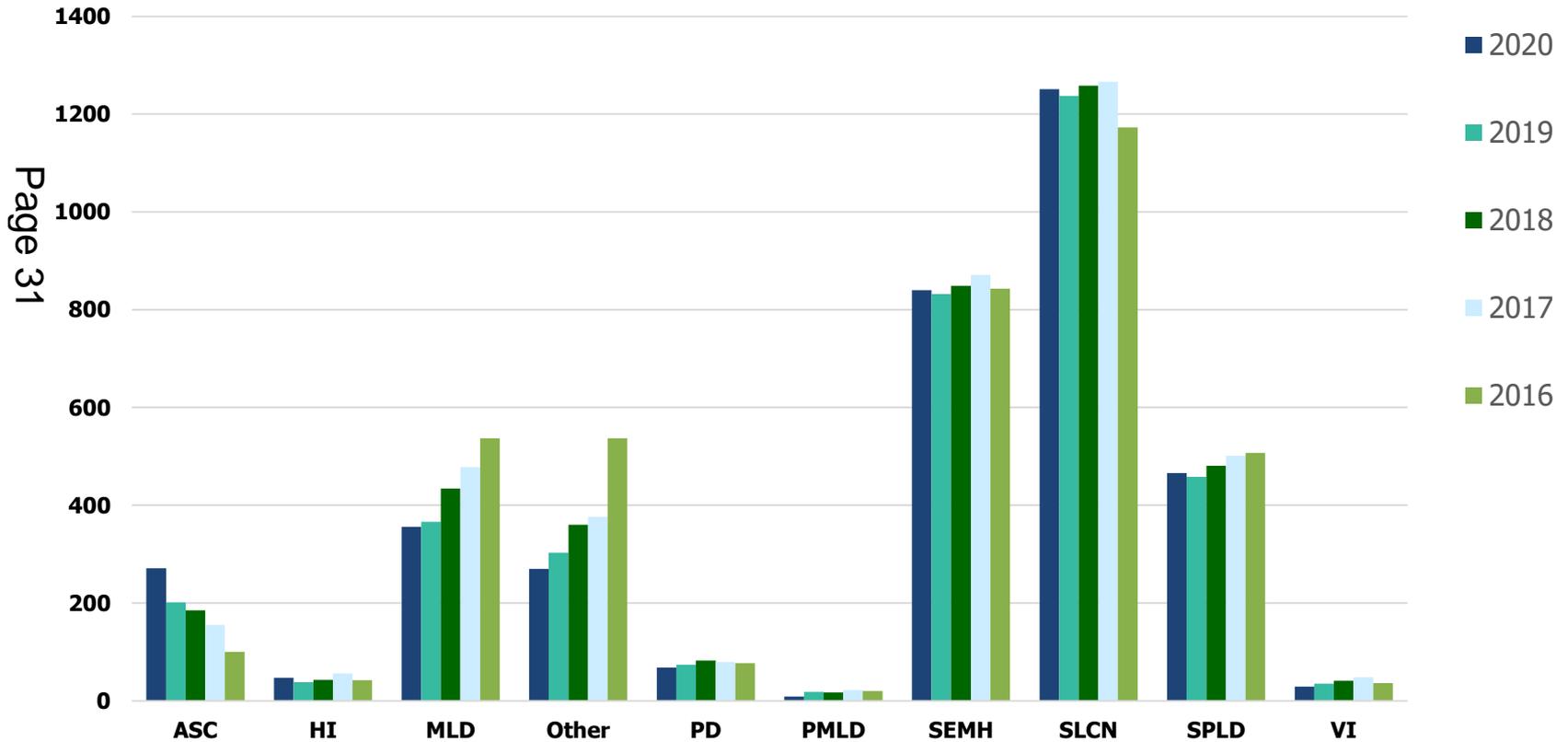
## SEND Support : Primary



## SEND Support : Secondary

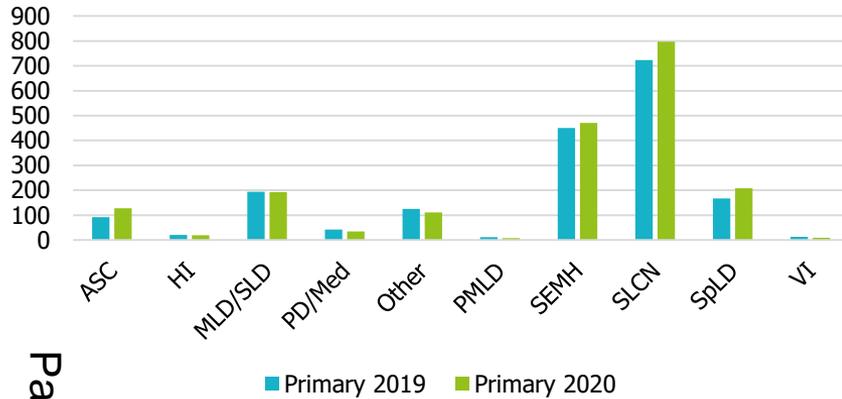


# SEND Support – five year trend (Islington schools)

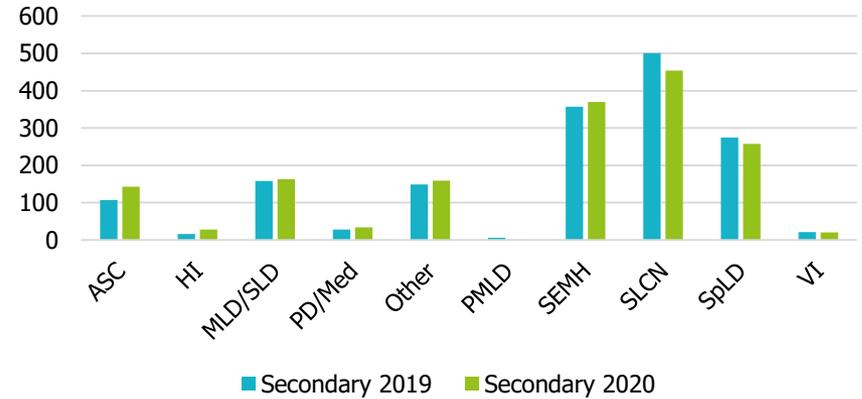


# SEND Support Profile (Islington schools)

SEND Support Primary - shift between Jan 2019 - Jan 2020

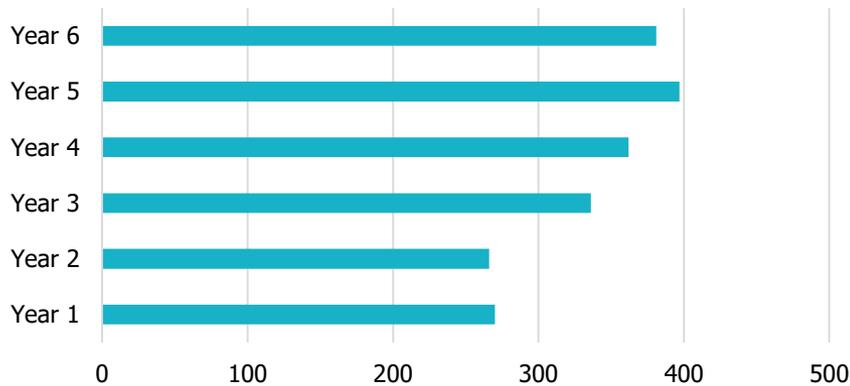


SEND Support Secondary - shift between Jan 2019 - Jan 2020

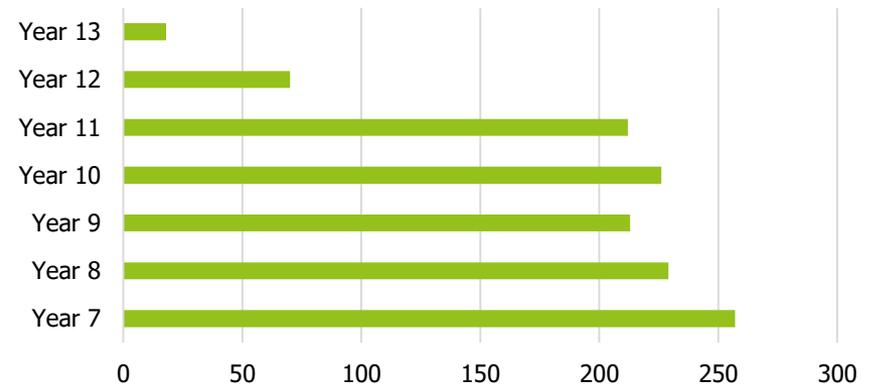


Page 32

SEND Support - by age (primary)

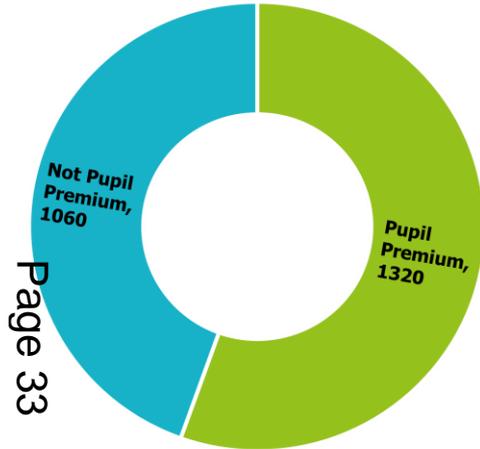


SEND Support - by age (secondary)



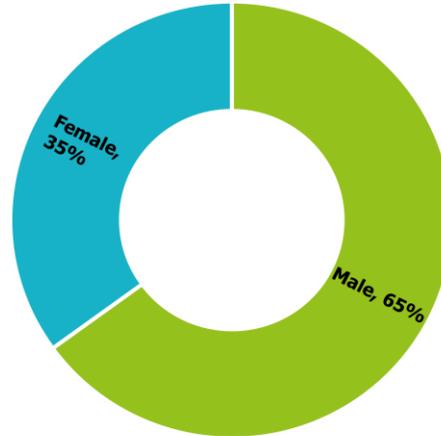
# SEND Support Profile – (Islington Schools)

SEND Support: Pupil Premium Primary

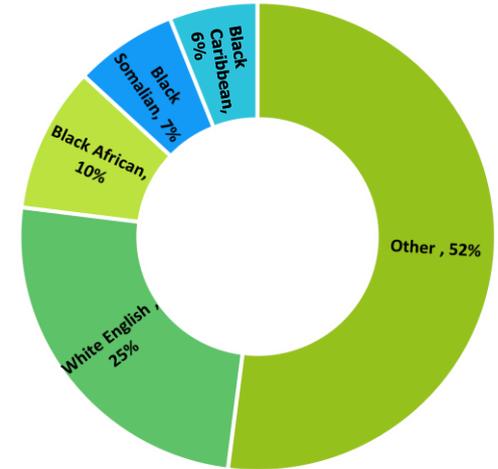


Page 33

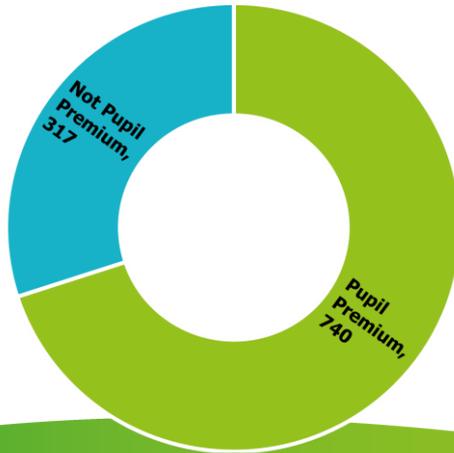
SEND Support: Male / Female Primary



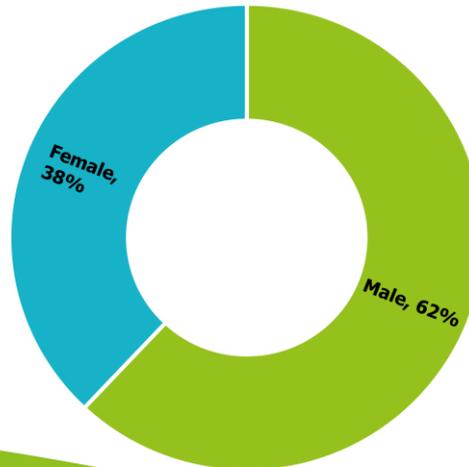
SEND Support: Ethnicity Primary



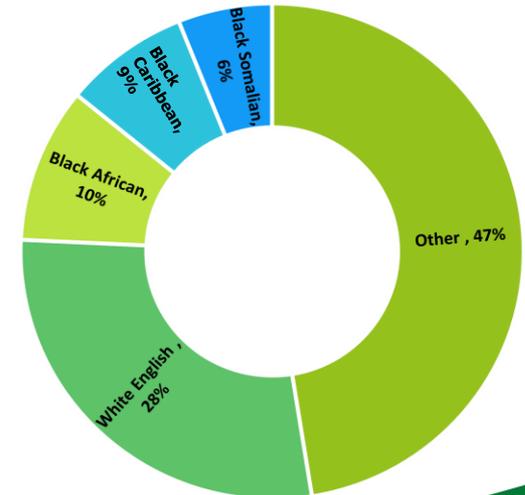
SEND Support: Pupil Premium Secondary



SEND Support: Male / Female Secondary



SEND Support: Ethnicity Secondary

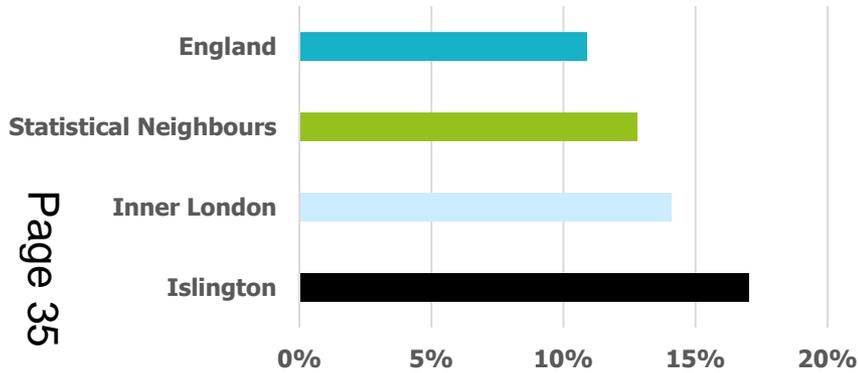


# Local Authority Capacity

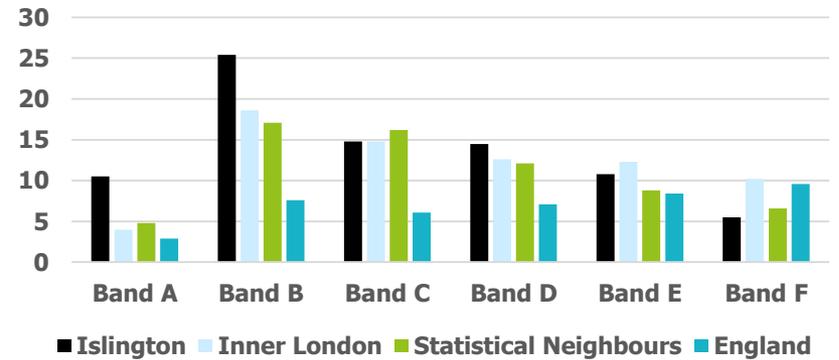
Total	2019	2020	2021	increase	increase since Jan	
				since Jan 2019 (%)	2020	No.
					%	
EHCP Reviews	1304	1364	1509	16%	11%	205
ASC diagnosis	551	642	716	30%	12%	165
Primary age	544	577	637	17%	10%	93
Secondary age	760	787	872	15%	11%	112
Post 16 (Years 9 onward)	589	594	669	14%	13%	80
Yr 6 transition	87	87	101	16%	16%	14
Yr 0 & below	67	70	80	19%	14%	13
Complex cases (above £8400)	279	343	352	26%	3%	73

# High Needs Indicators (funding)

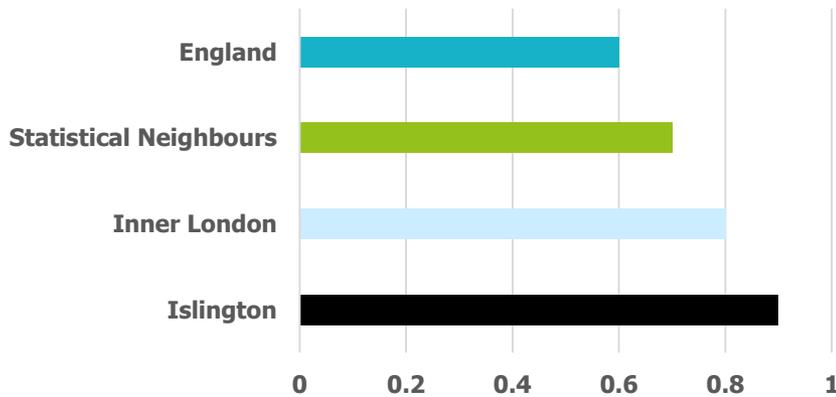
### Free School Meals



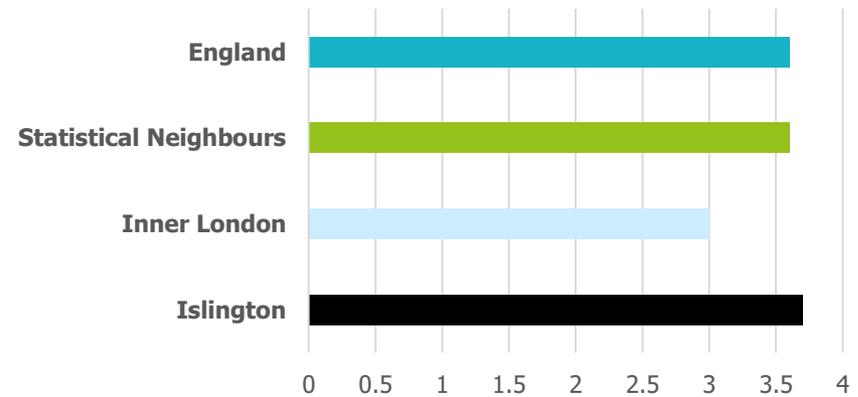
### IDACI (Band A = most deprived)



### Bad Health 2020

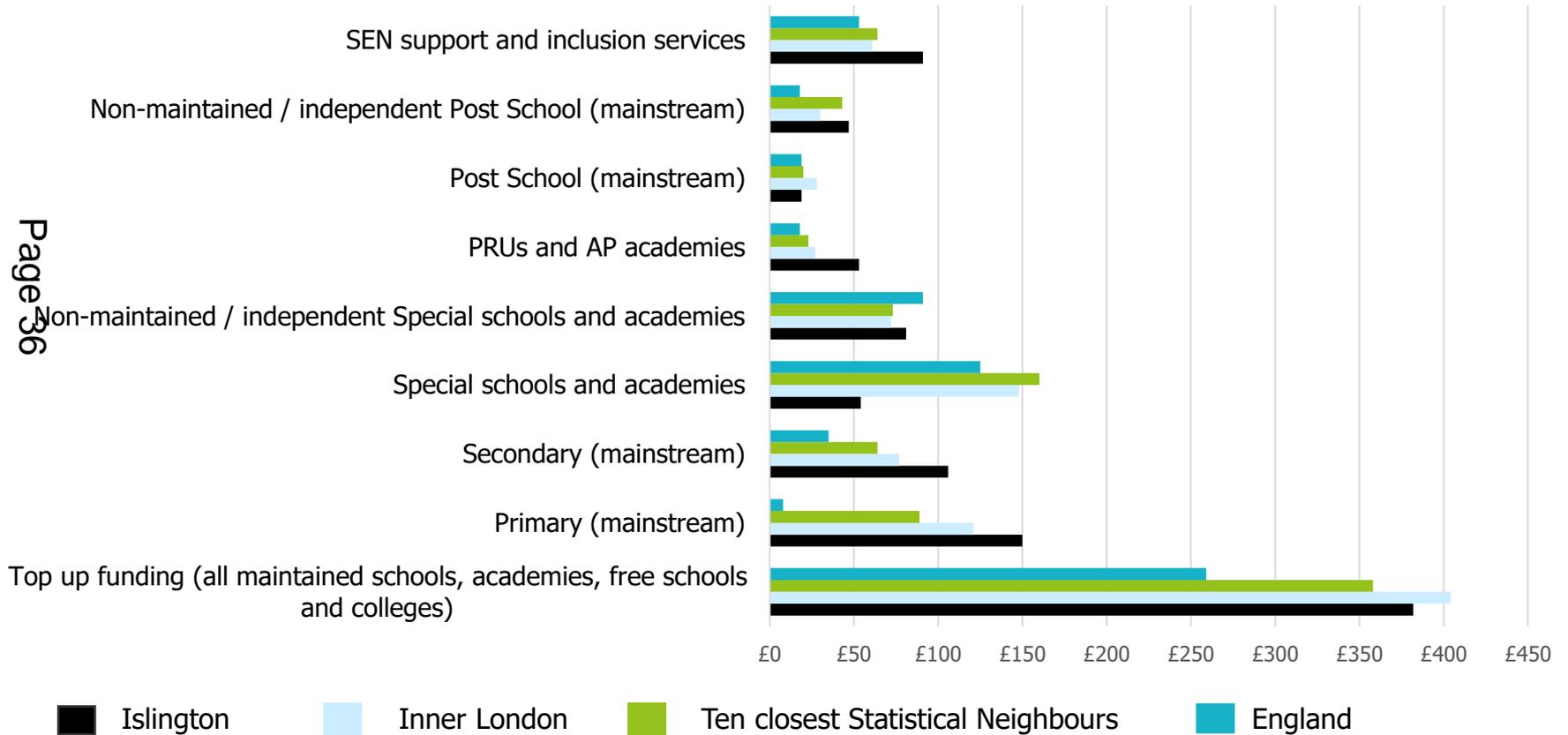


### Disability Living Allowance - 2020



# High needs funding per head of 2-18 population 2019-20 - benchmark data

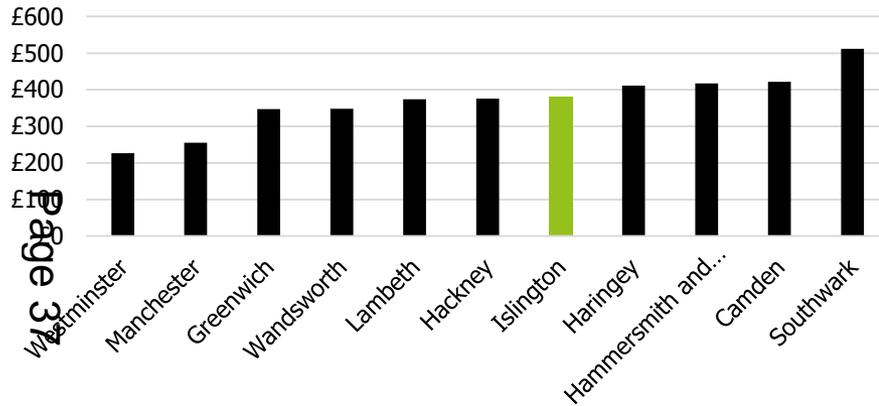
## Out-turn for 2019-20 compared to Inner London, Statistical Neighbours and England



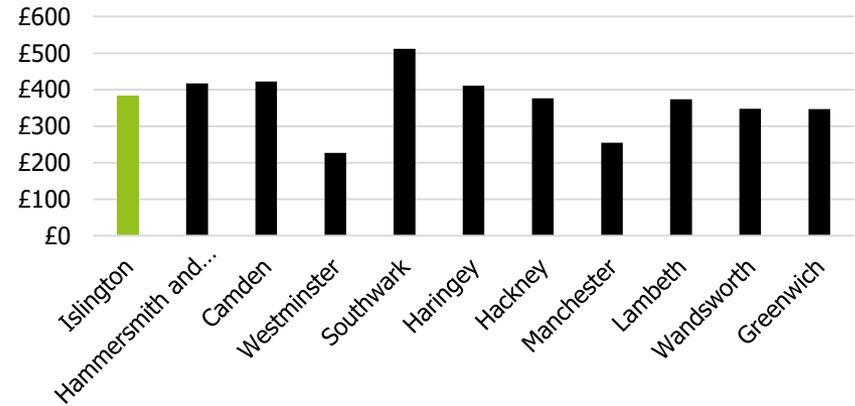
Source: High Needs Funding Benchmarking Tool (DfE)

# High needs funding per head of 2-18 population 2019-20 - benchmark data

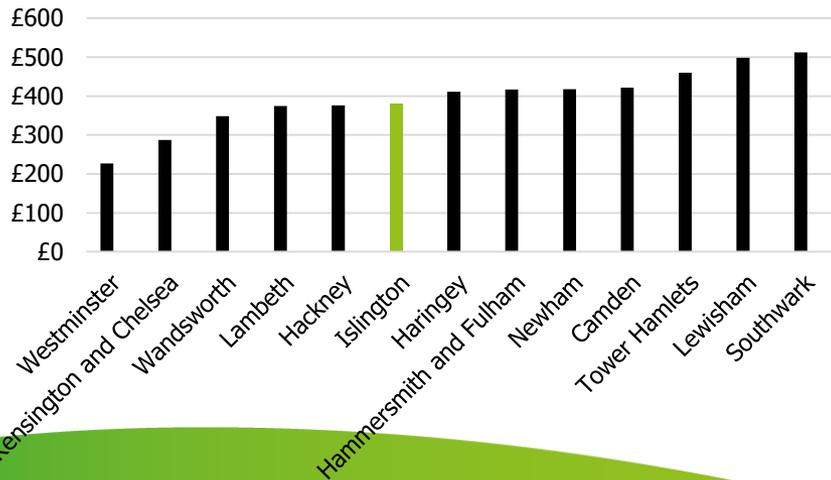
Top-up per head of population of all statistical neighbours – lowest to highest spend



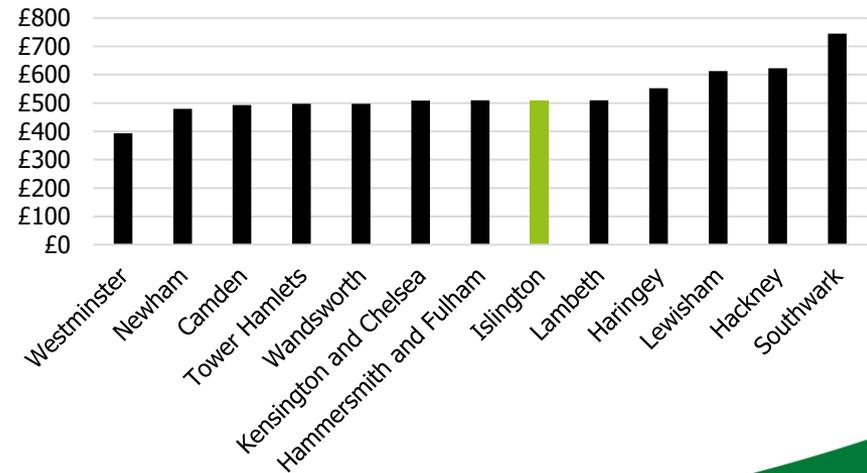
Top-up per head of population by order of closest (demographic) statistical neighbour



Inner London - maintained school top-up



Inner London - maintained and non-maintained top-up

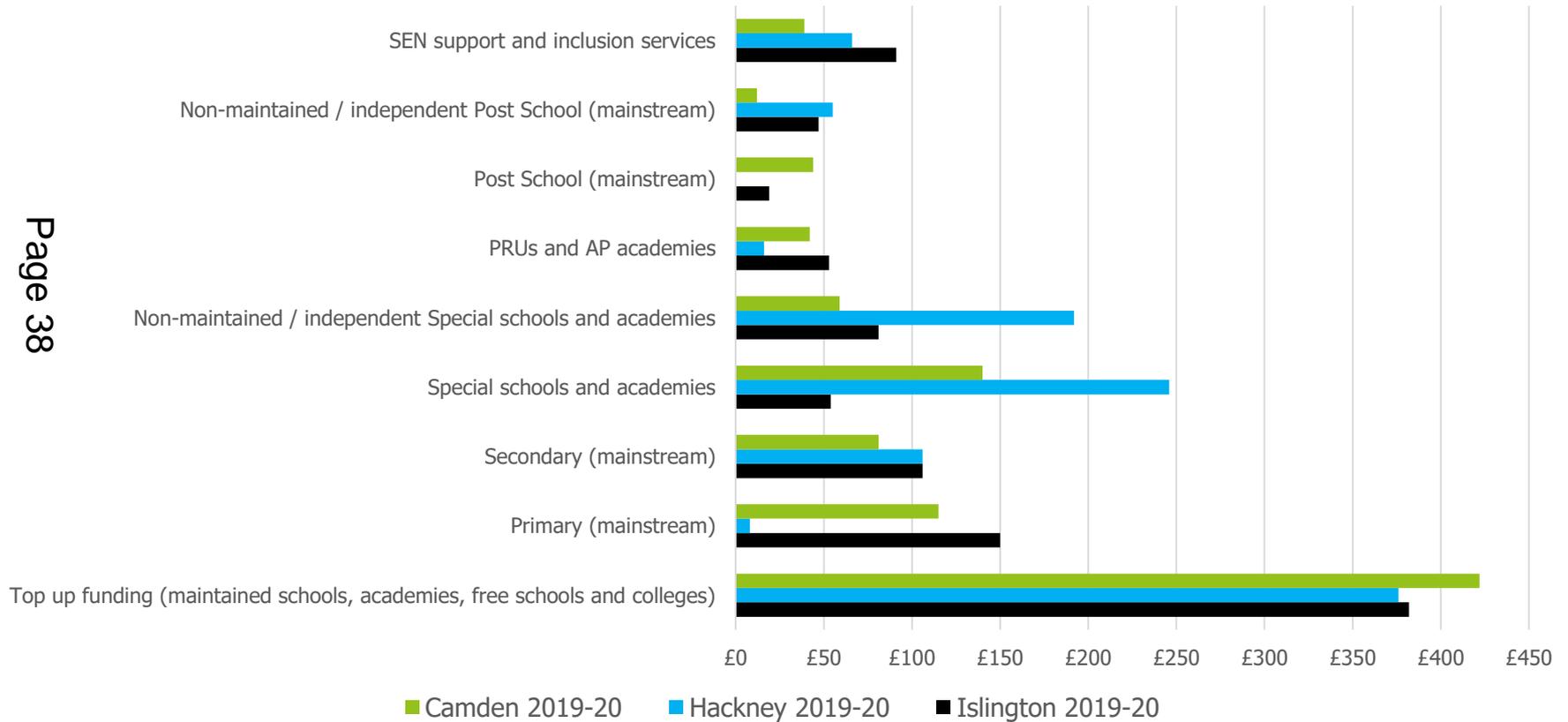


Page 37

# High needs funding per head of 2-18 population 2019-20 - benchmark data

## High Needs Top-up funding 2019-20 – Islington compared to Hackney and Camden

Page 38



Source: High Needs Funding Benchmarking Tool (DfE)



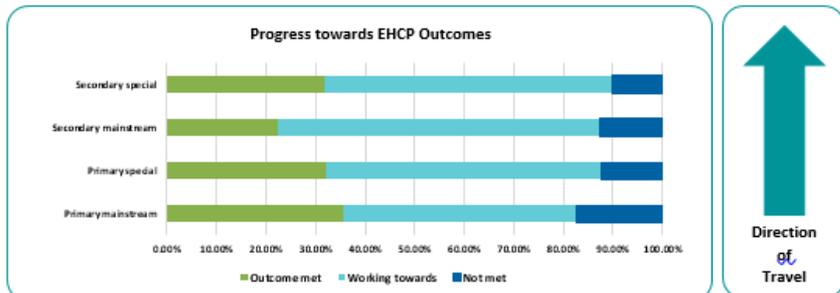
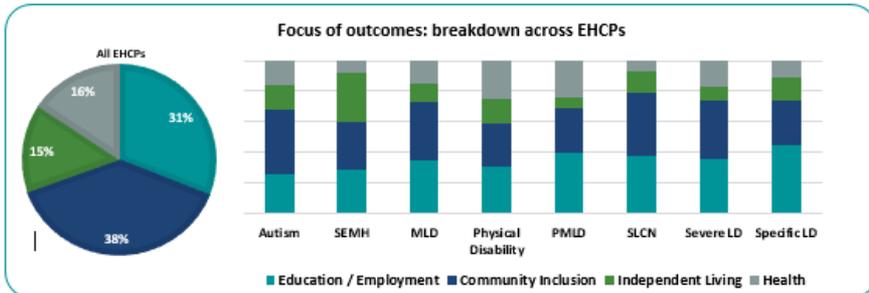
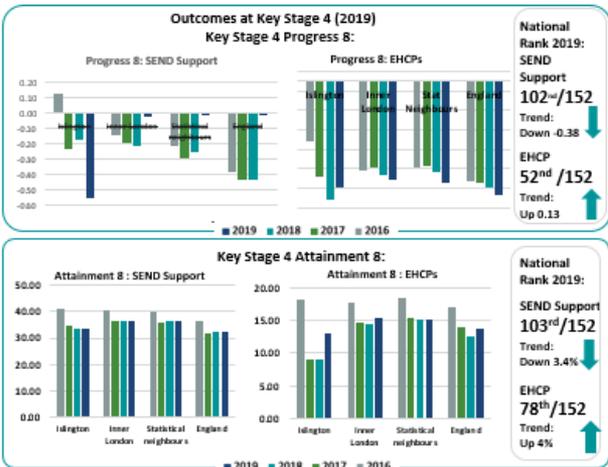
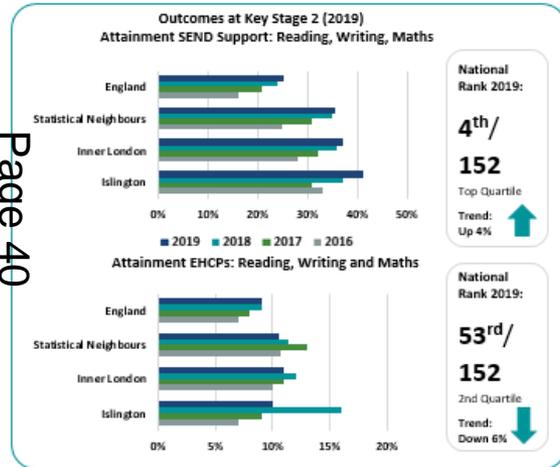
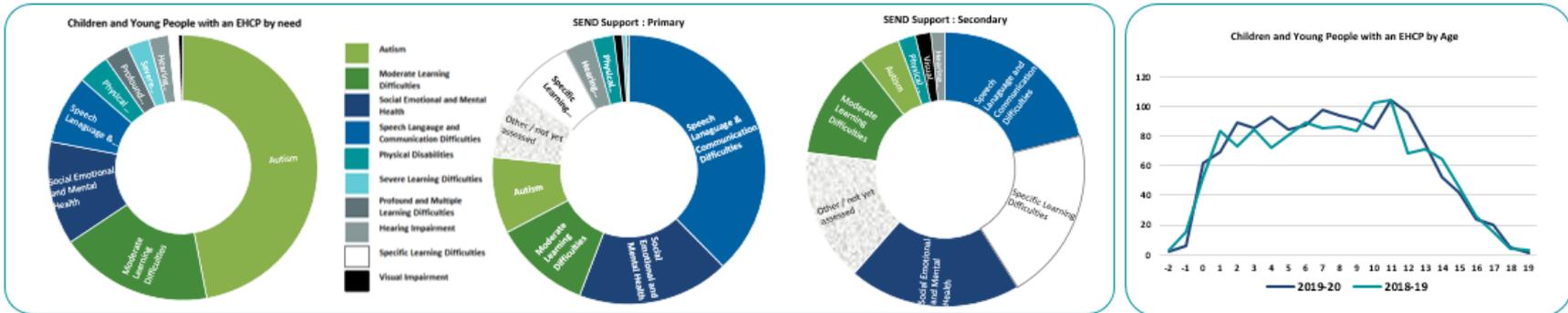
# Outcomes 2019-20

Page 39

Data Dashboard



Children and Young People with Special Educational Needs and Disabilities (SEND) in Islington: Data Dashboard 2019-20



\*Pupils achieving expected national standard

# Educational attainment (2018/19)

Page 41



Rank e.g. 14<sup>th</sup> / 152 = Islington position compared to all LAs in England





# Current Profile

## **Education, Health and Care Plans (Islington residents) as at Jan 2021**

*Years 0 to 6: Year by year breakdown and summary*

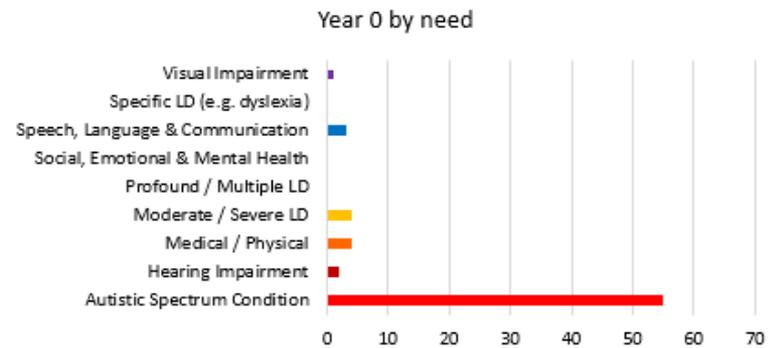
*Years 7 to 11: Year by year breakdown and summary*

*Years 12 to 19: Year by year breakdown and summary*



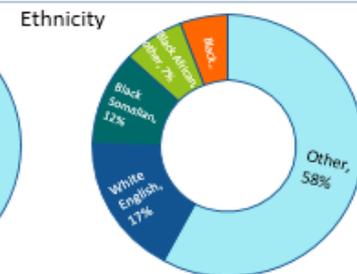
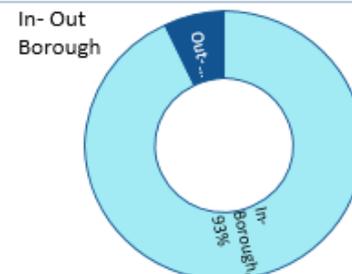
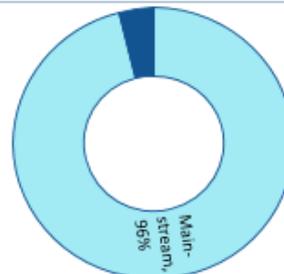
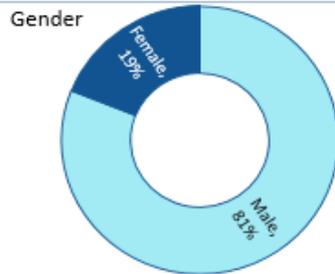
**Year 0: 69 children (dob 1/9/2015-31/08/2016)**

Areas of need	Number	%
Autistic Spectrum Condition	55	80%
Hearing Impairment	2	3%
Medical / Physical	4	6%
Moderate / Severe LD	4	6%
Profound / Multiple LD	0	0%
Social, Emotional & Mental Health	0	0%
Speech, Language & Communication	3	4%
Specific LD (e.g. dyslexia)	0	0%
Visual Impairment	1	1%

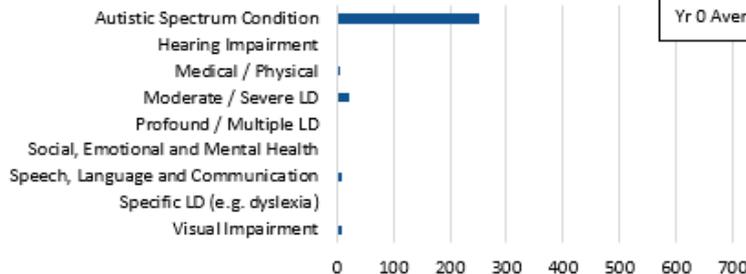


**LAC with EHCP**

1

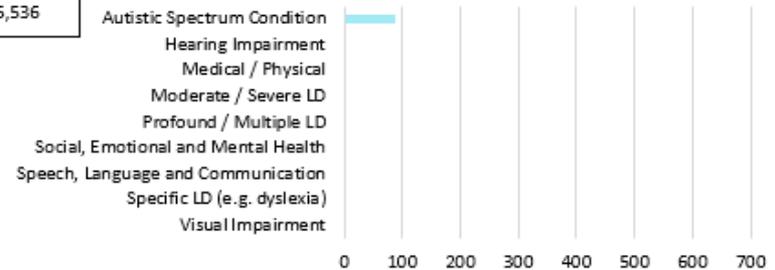


**Yr 0: Mainstream School Costs (£293K pa)**

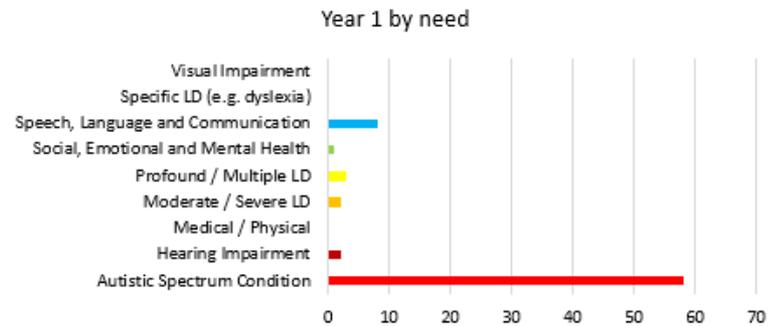


Yr 0 Total cost: £382K  
Yr 0 Average cost: £5,536

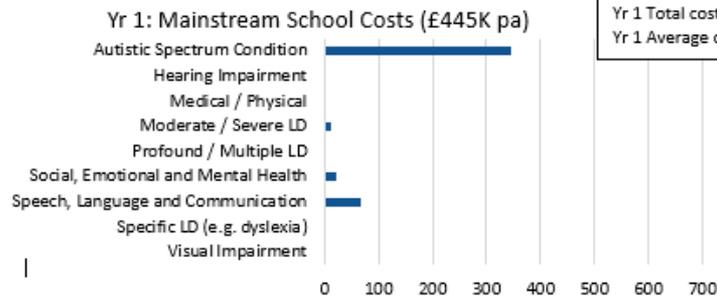
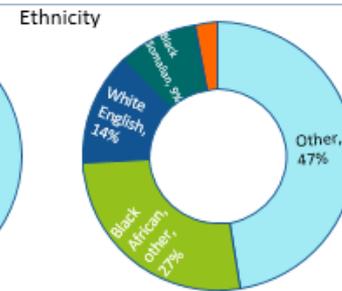
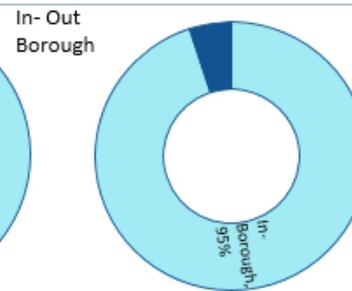
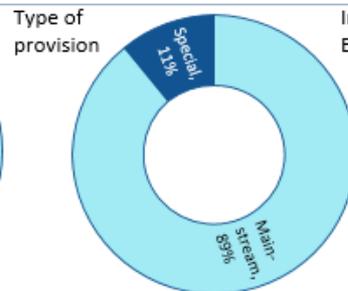
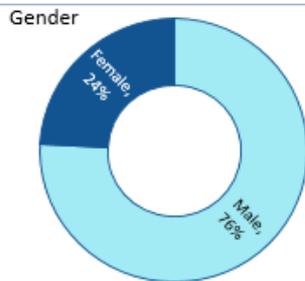
**Yr 0: Special School Costs (£89K pa)**



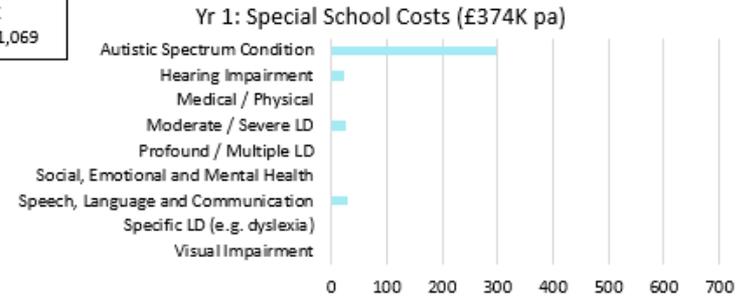
Year 1: 74 children (dob 1/9/2014-31/08/2015)		
Areas of need	Number	%
Autistic Spectrum Condition	58	78%
Hearing Impairment	2	3%
Medical / Physical	0	0%
Moderate / Severe LD	2	3%
Profound / Multiple LD	3	4%
Social, Emotional & Mental Health	1	1%
Speech, Language & Communication	8	11%
Specific LD (e.g. dyslexia)	0	0%
Visual Impairment	0	0%



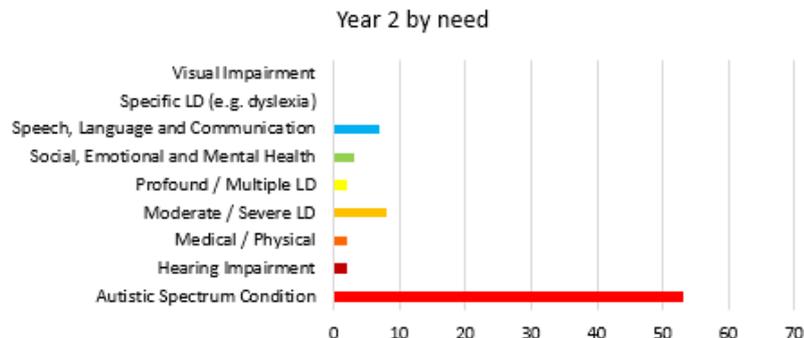
LAC with EHCP
4



Yr 1 Total cost: £819K  
Yr 1 Average cost: £11,069

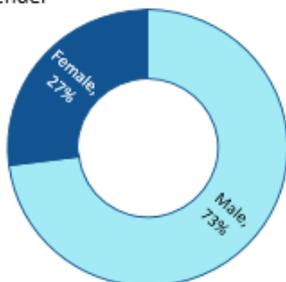


Year 2: 77 children (dob 1/9/2013-31/08/2014)		
Areas of need	Number	%
Autistic Spectrum Condition	53	69%
Hearing Impairment	2	3%
Medical / Physical	2	3%
Moderate / Severe LD	8	10%
Profound / Multiple LD	2	3%
Social, Emotional & Mental Health	3	4%
Speech, Language & Communication	7	9%
Specific LD (e.g. dyslexia)	0	0
Visual Impairment	0	0

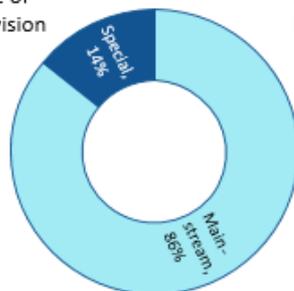


LAC with EHCP
1

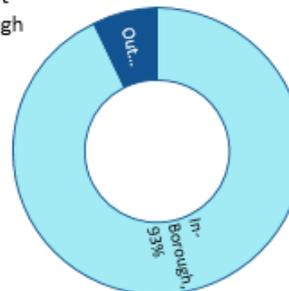
Gender



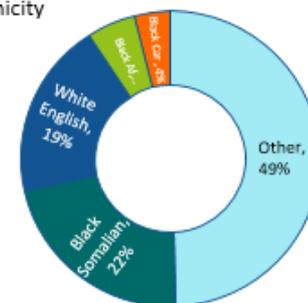
Type of provision



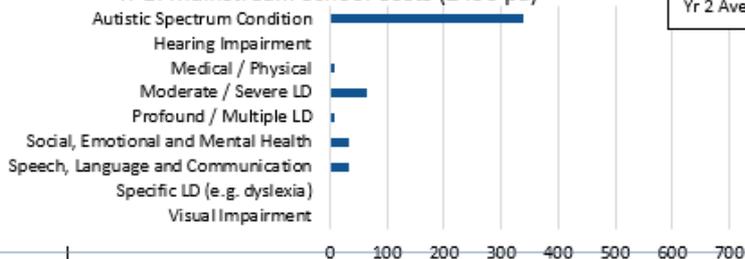
In- Out Borough



Ethnicity

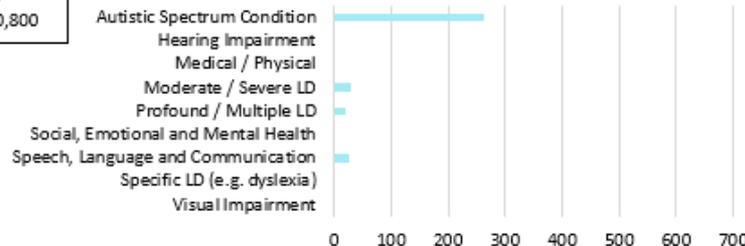


Yr 2: Mainstream School Costs (£490 pa)



Yr 2 Total cost: £829K  
Yr 2 Average cost: £10,800

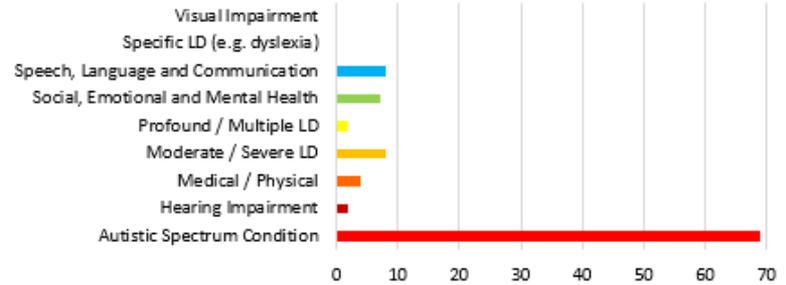
Yr 2: Special School Costs (£339K pa)



## Year 3: 100 children (dob 1/9/2012-31/08/2013)

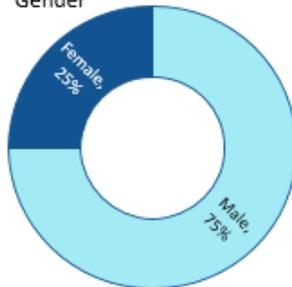
Areas of need	Number	%
Autistic Spectrum Condition	69	69%
Hearing Impairment	2	2%
Medical / Physical	4	4%
Moderate / Severe LD	8	8%
Profound / Multiple LD	2	2%
Social, Emotional & Mental Health	7	7%
Speech, Language & Communication	8	8%
Specific LD (e.g. dyslexia)	0	0%
Visual Impairment	0	0%

Year 3 by need

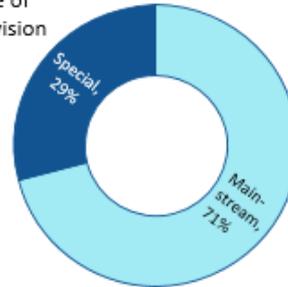


LAC with EHCP  
1

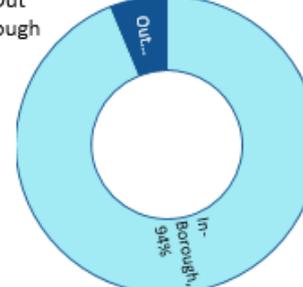
Gender



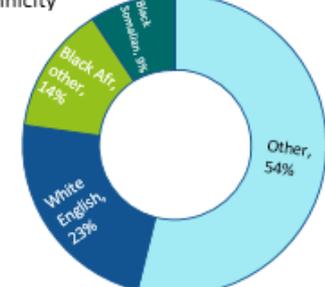
Type of provision



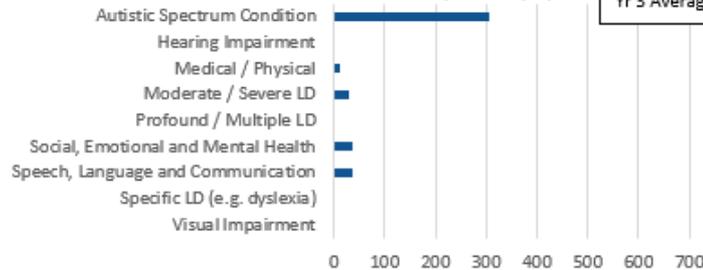
In- Out Borough



Ethnicity

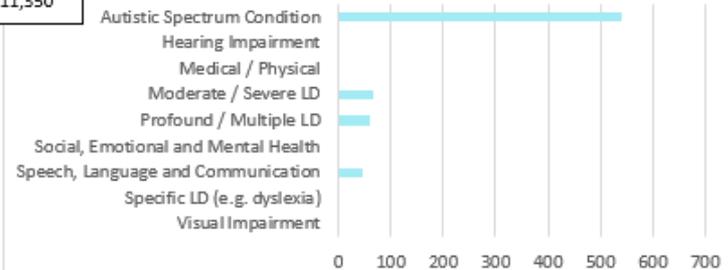


Yr 3: Mainstream School Costs (£424K pa)

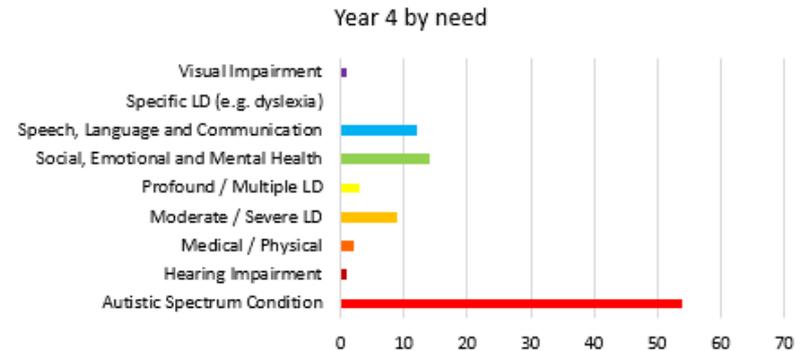


Yr 3 Total cost: £1,135K  
Yr 3 Average cost: £11,350

Yr 3: Special School Costs (£711K pa)

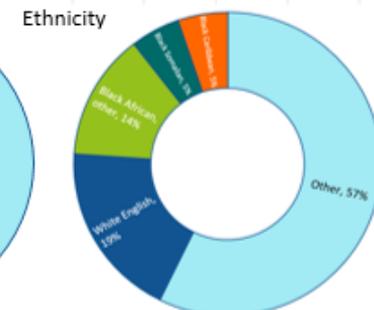
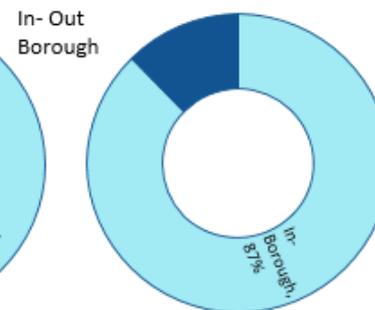
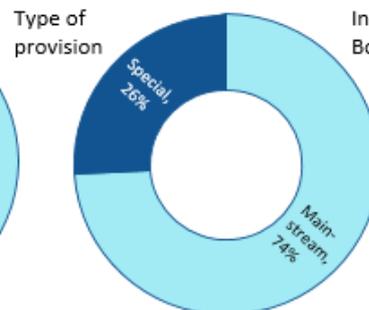
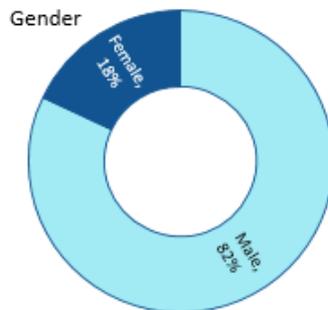


Year 4: 96 children (dob 1/9/2011-31/08/2012)		
Areas of need	Number	%
Autistic Spectrum Condition	54	56%
Hearing Impairment	1	1%
Medical / Physical	2	2%
Moderate / Severe LD	9	9%
Profound / Multiple LD	3	3%
Social, Emotional & Mental Health	14	15%
Speech, Language & Communication	12	13%
Specific LD (e.g. dyslexia)	0	0%
Visual Impairment	1	1%

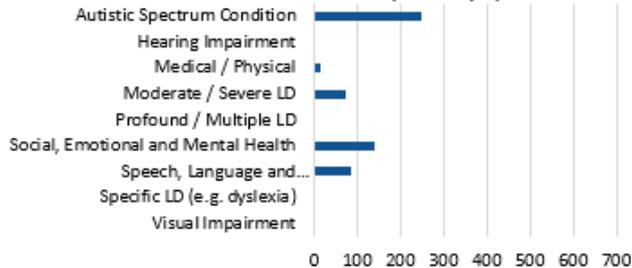


LAC with EHCP

2

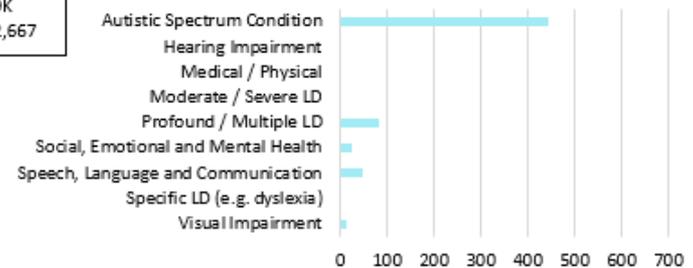


Yr 4: Mainstream School Costs (£560K pa)



Yr 4 Total cost: £1,169K  
Yr 4 Average cost: £12,667

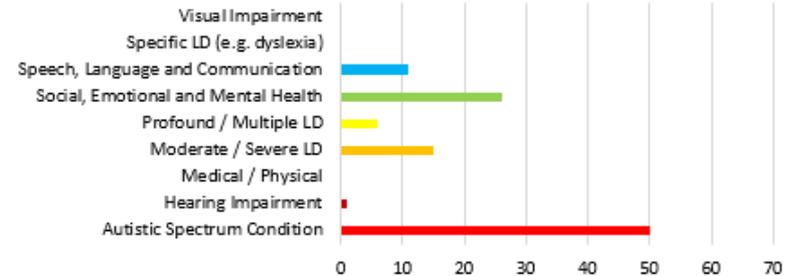
Yr 4: Special School Costs (£609K pa)



## Year 5: 109 children (dob 1/9/2010-31/08/2011)

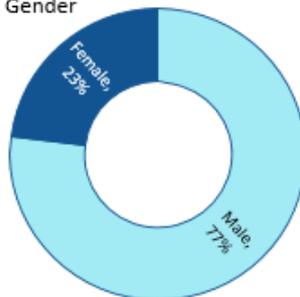
Areas of need	Number	%
Autistic Spectrum Condition	50	46%
Hearing Impairment	1	1%
Medical / Physical	0	0
Moderate / Severe LD	15	14%
Profound / Multiple LD	6	6%
Social, Emotional & Mental Health	26	24%
Speech, Language & Communication	11	10%
Specific LD (e.g. dyslexia)	0	0
Visual Impairment	0	0

Year 5 by need

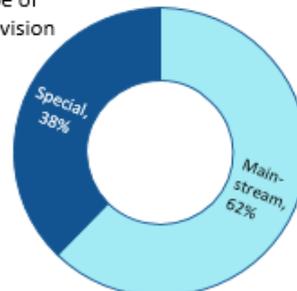


LAC with EHCP
2

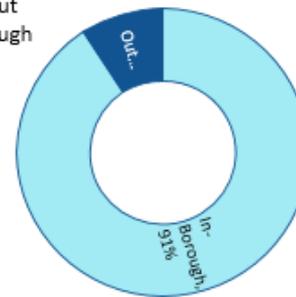
Gender



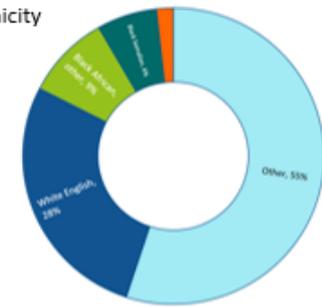
Type of provision



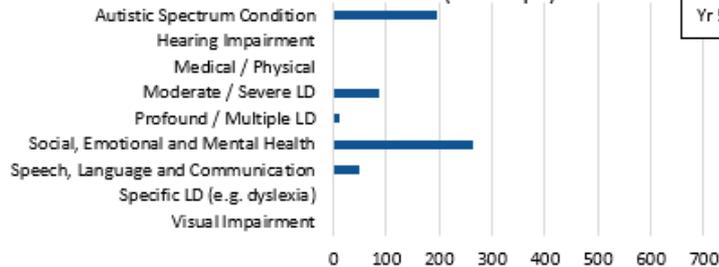
In- Out Borough



Ethnicity

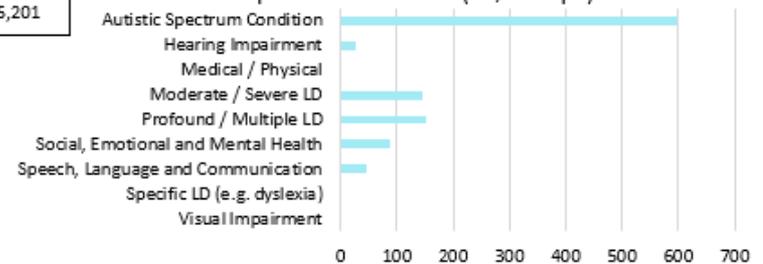


Yr 5: Mainstream School Costs (£605K pa)

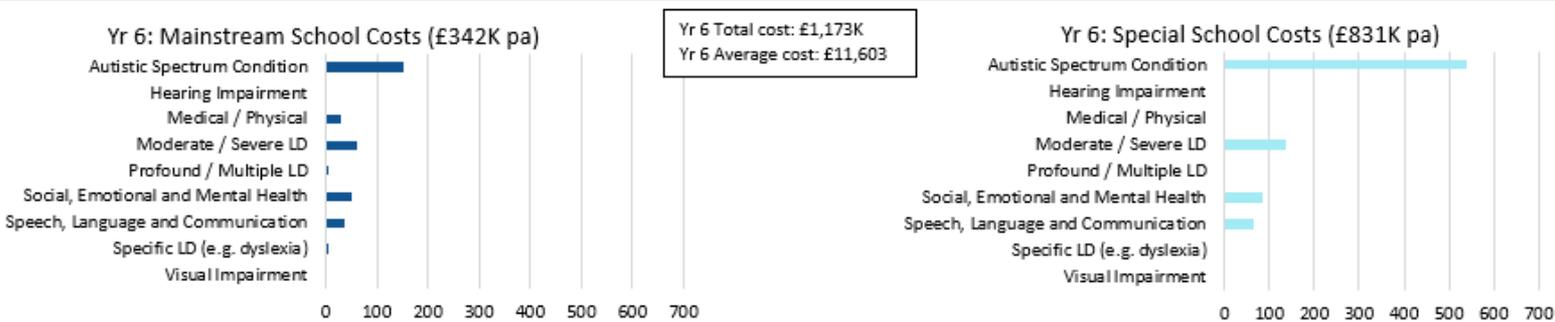
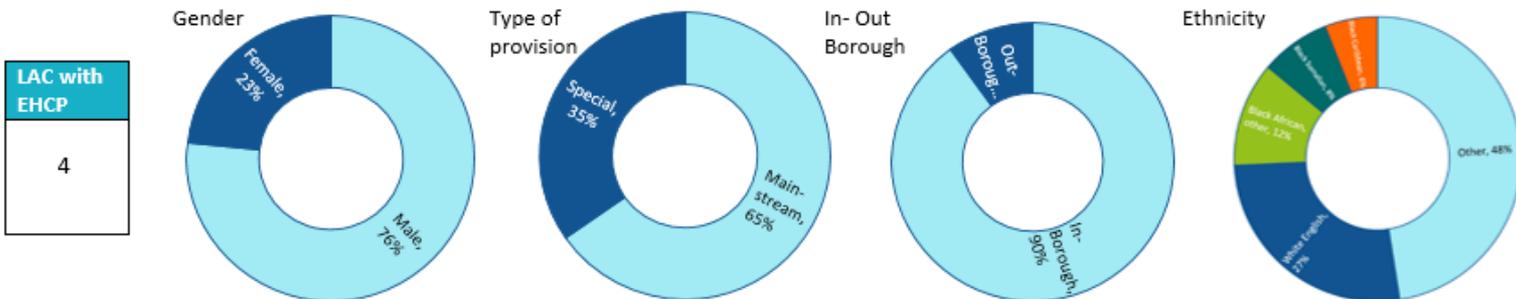
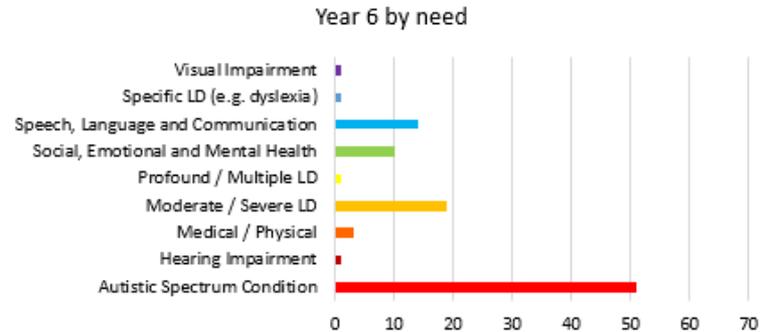


Yr 5 Total cost: £1,659K  
Yr 5 Average cost: £15,201

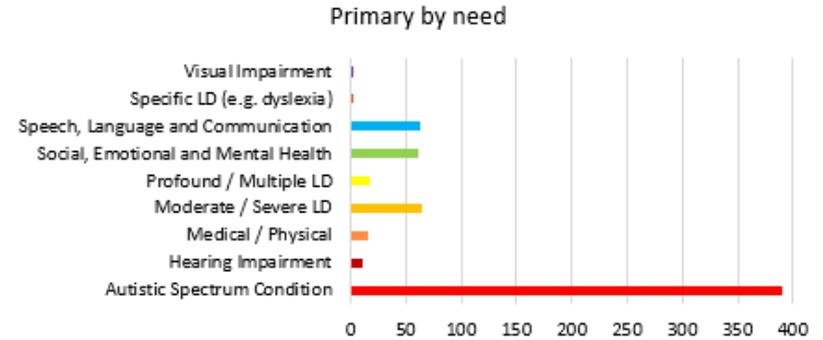
Yr 5: Special School Costs (£1,054K pa)



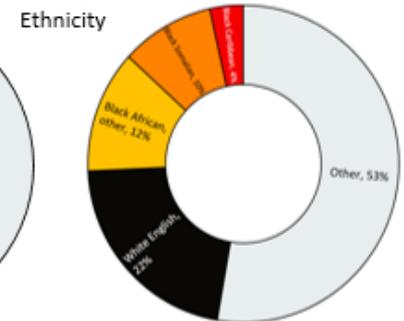
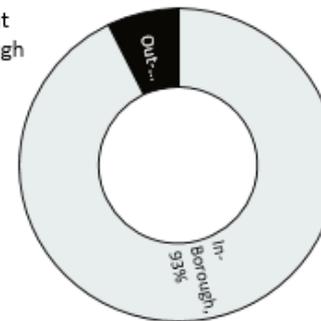
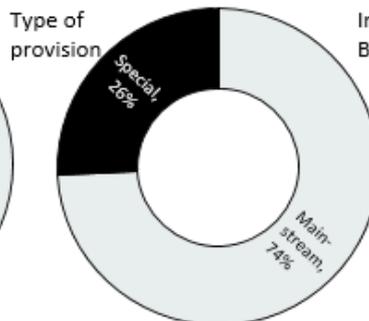
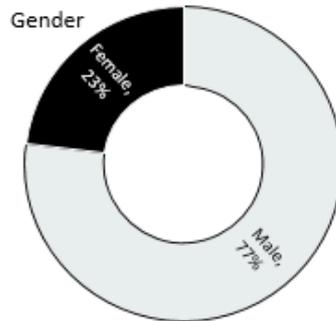
Year 6: 101 children (dob 1/9/2009-31/08/2010)		
Areas of need	Number	%
Autistic Spectrum Condition	51	50%
Hearing Impairment	1	1%
Medical / Physical	3	3%
Moderate / Severe LD	19	19%
Profound / Multiple LD	1	1%
Social, Emotional & Mental Health	10	10%
Speech, Language & Communication	14	14%
Specific LD (e.g. dyslexia)	1	1%
Visual Impairment	1	1%



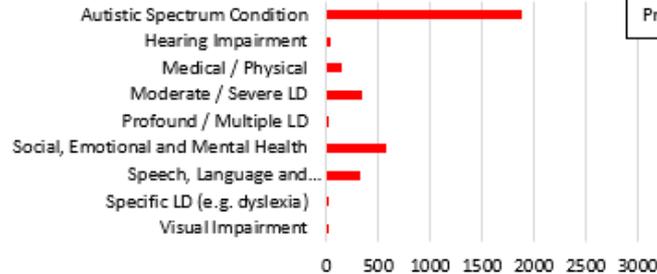
Primary: 626 children (Yr0-Yr6)		
Areas of need	Number	%
Autistic Spectrum Condition	391	62%
Hearing Impairment	11	2%
Medical / Physical	15	2%
Moderate / Severe LD	65	10%
Profound / Multiple LD	17	3%
Social, Emotional & Mental Health	61	10%
Speech, Language & Communication	62	10%
Specific LD (e.g. dyslexia)	1	0
Visual Impairment	3	0



**LAC with EHCP**  
12

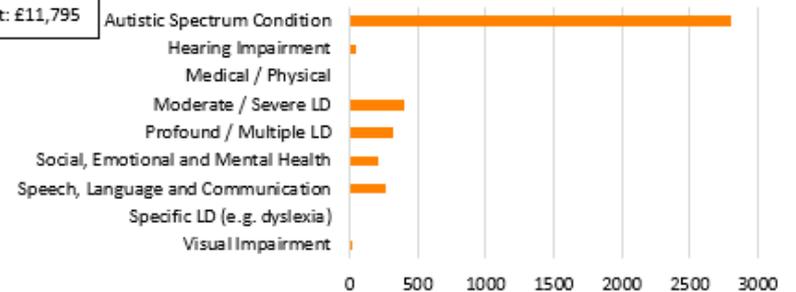


Primary Mainstream School Costs (£3,159,338 pa)

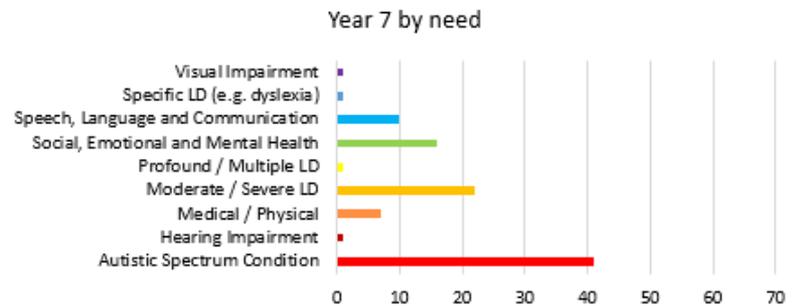


Primary Total cost: £7,166  
Primary Average cost: £11,795

Primary Special School Costs (£4,049,419 pa)

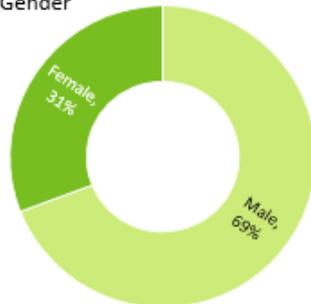


Year 7: 100 children (dob 1/9/2008-31/08/2009)		
Areas of need	Number	%
Autistic Spectrum Condition	41	41%
Hearing Impairment	1	1%
Medical / Physical	7	7%
Moderate / Severe LD	22	22%
Profound / Multiple LD	1	1%
Social, Emotional & Mental Health	16	16%
Speech, Language & Communication	10	10%
Specific LD (e.g. dyslexia)	1	1%
Visual Impairment	1	1%

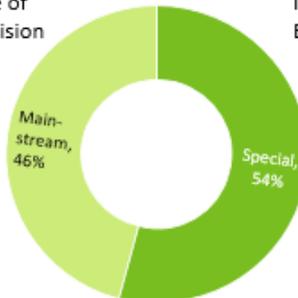


LAC with EHCP
6

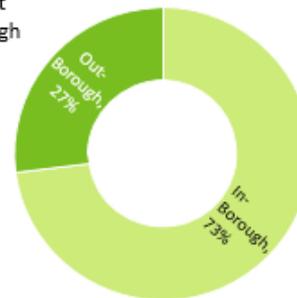
Gender



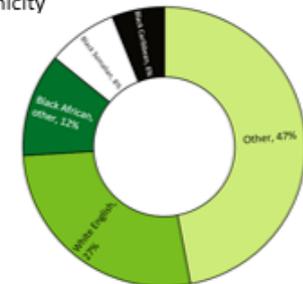
Type of provision



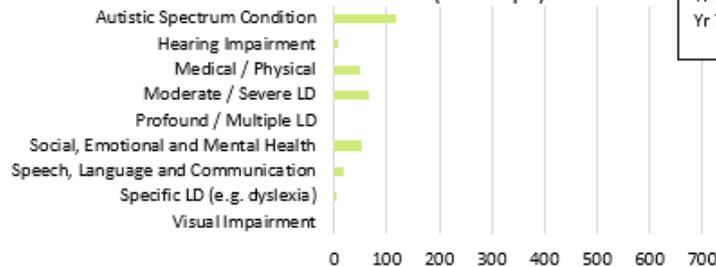
In- Out Borough



Ethnicity

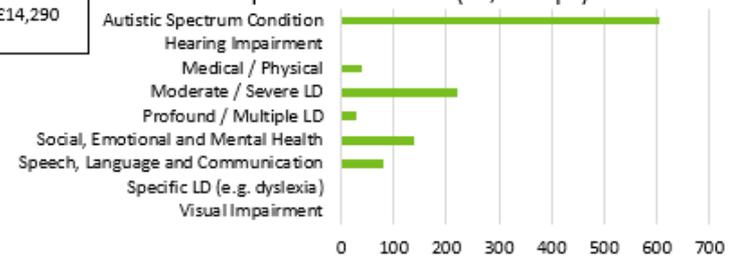


Yr 7: Mainstream School Costs (£313K pa)



Yr 7 Total cost: £1,429  
Yr 7 Average cost: £14,290

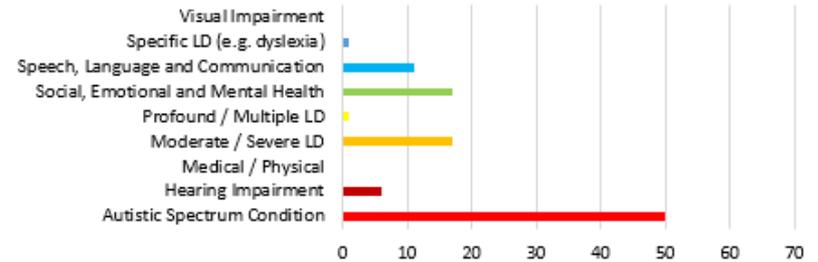
Yr 7: Special School Costs (£1,116K pa)



## Year 8: 103 children (dob 1/9/2007-31/08/2008)

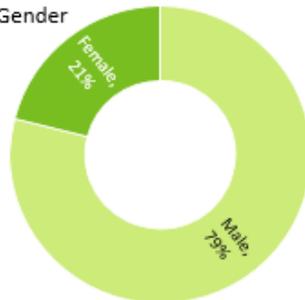
Areas of need	Number	%
Autistic Spectrum Condition	50	49%
Hearing Impairment	6	6%
Medical / Physical	0	0%
Moderate / Severe LD	17	17%
Profound / Multiple LD	1	1%
Social, Emotional & Mental Health	17	17%
Speech, Language & Communication	11	11%
Specific LD (e.g. dyslexia)	1	1%
Visual Impairment	0	0%

Year 8 by need

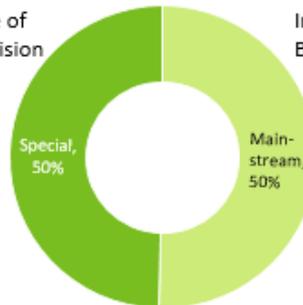


**LAC with EHCP**  
5

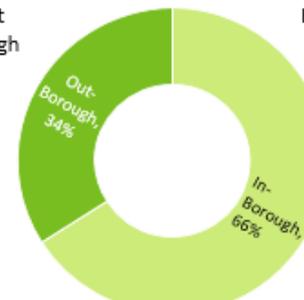
Gender



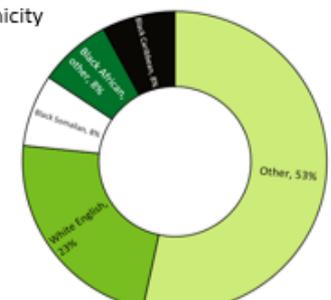
Type of provision



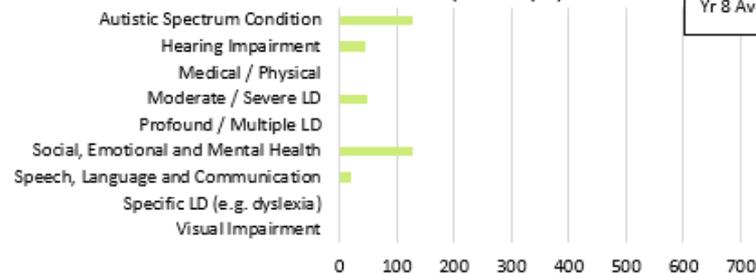
In- Out Borough



Ethnicity

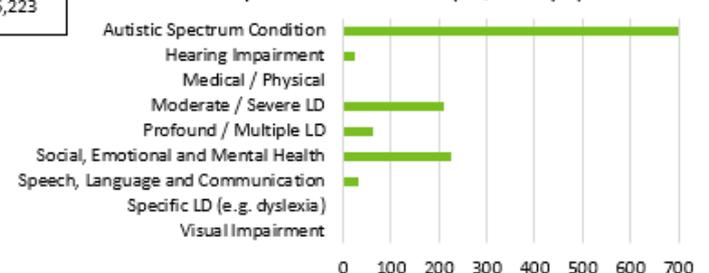


Yr 8: Mainstream School Costs (£373K pa)



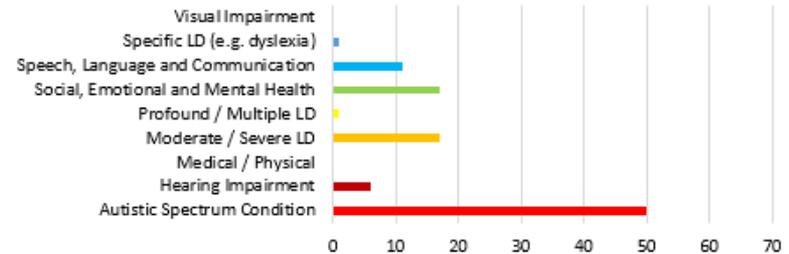
Yr 8 Total cost: £1,671  
Yr 8 Average cost: £16,223

Yr 8: Special School Costs (£1,299K pa)

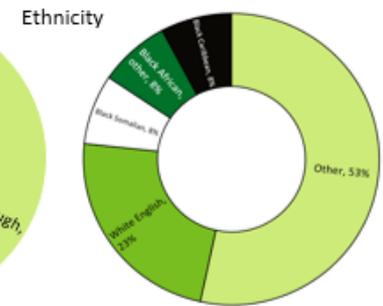
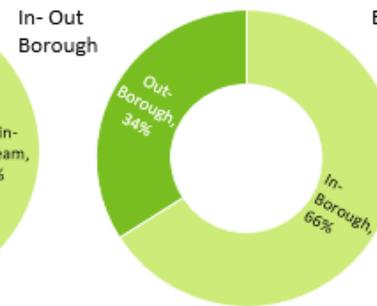
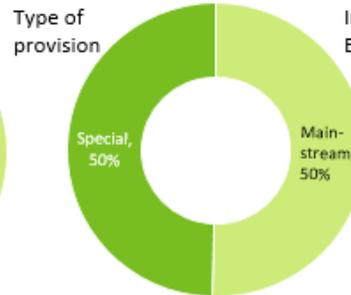
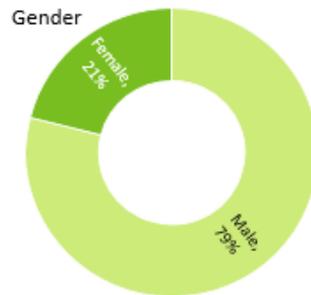
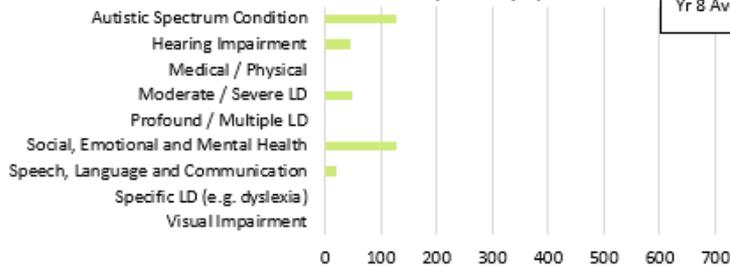


**Year 8: 103 children (dob 1/9/2007-31/08/2008)**

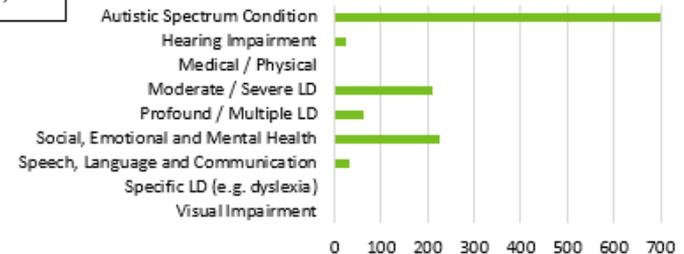
Areas of need	Number	%
Autistic Spectrum Condition	50	49%
Hearing Impairment	6	6%
Medical / Physical	0	0%
Moderate / Severe LD	17	17%
Profound / Multiple LD	1	1%
Social, Emotional & Mental Health	17	17%
Speech, Language & Communication	11	11%
Specific LD (e.g. dyslexia)	1	1%
Visual Impairment	0	0%

**Year 8 by need**


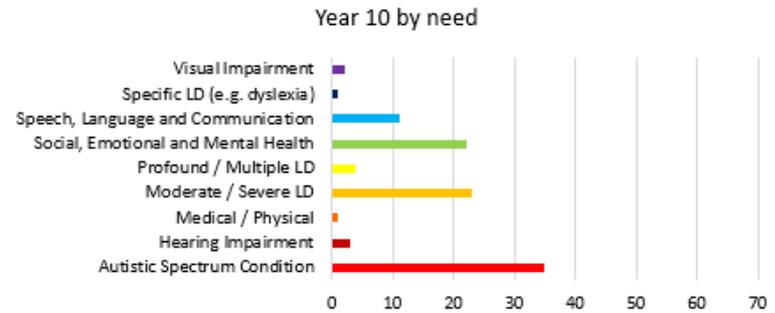
LAC with EHCP
5


**Yr 8: Mainstream School Costs (£373K pa)**


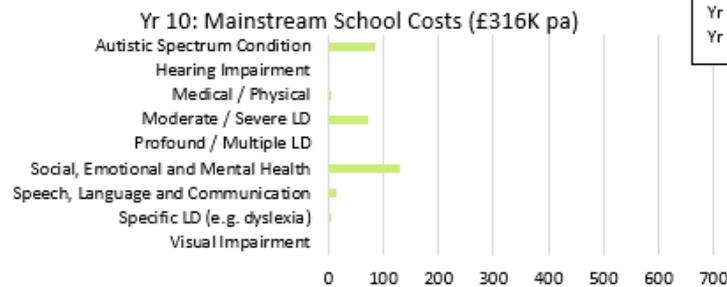
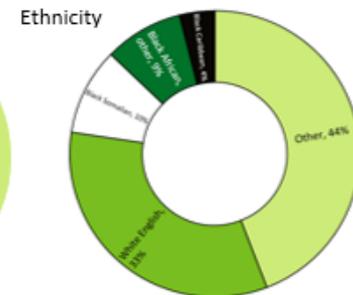
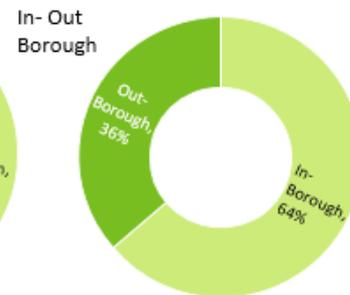
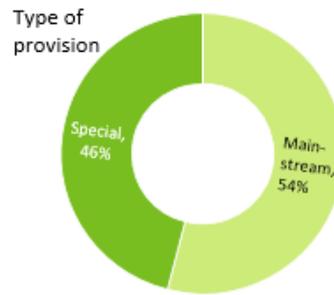
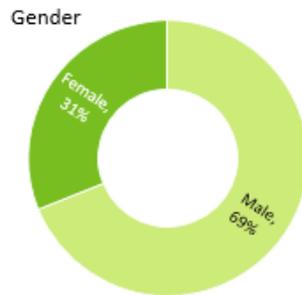
Yr 8 Total cost: £1,671  
Yr 8 Average cost: £16,223

**Yr 8: Special School Costs (£1,299K pa)**


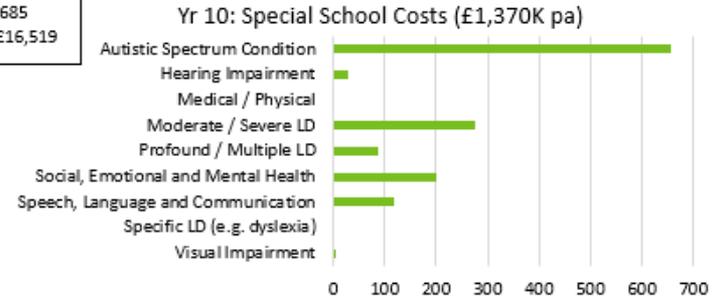
Year 10: 102 children (dob 1/9/2005-31/08/2006)		
Areas of need	Number	%
Autistic Spectrum Condition	35	34%
Hearing Impairment	3	3%
Medical / Physical	1	1%
Moderate / Severe LD	23	23%
Profound / Multiple LD	4	4%
Social, Emotional & Mental Health	22	22%
Speech, Language & Communication	11	11%
Specific LD (e.g. dyslexia)	1	1%
Visual Impairment	2	2%



**LAC with EHCP**  
8

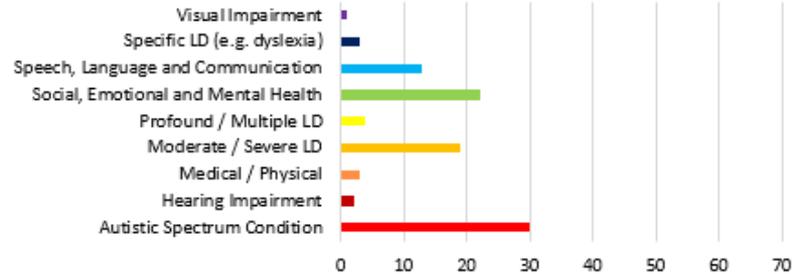


Yr 10 Total cost: £1,685  
Yr 10 Average cost: £16,519

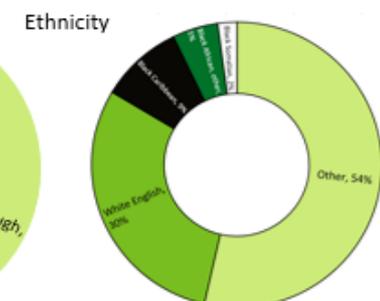
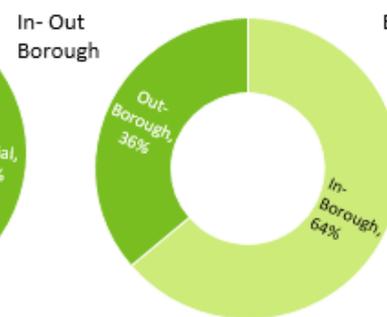
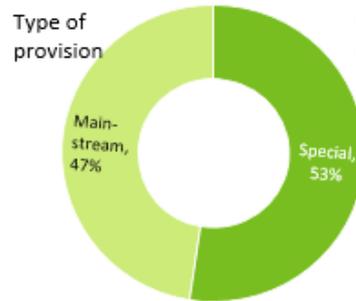
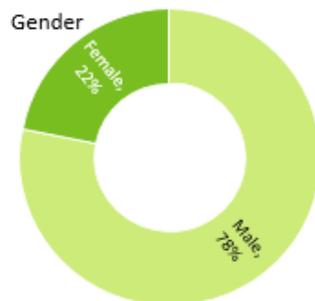


Year 11: 97 children (dob 1/9/2004-31/08/2005)		
Areas of need	Number	%
Autistic Spectrum Condition	30	31%
Hearing Impairment	2	2%
Medical / Physical	3	3%
Moderate / Severe LD	19	20%
Profound / Multiple LD	4	4%
Social, Emotional & Mental Health	22	23%
Speech, Language & Communication	13	13%
Specific LD (e.g. dyslexia)	3	3%
Visual Impairment	1	1%

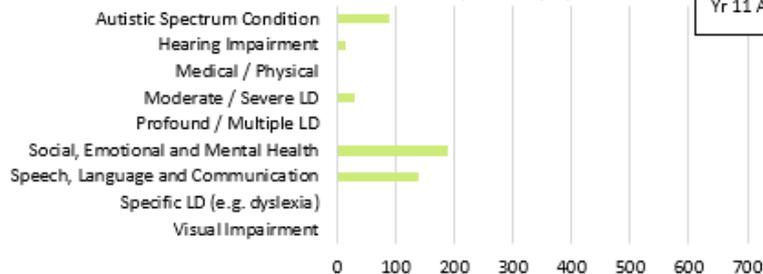
Year 11 by need



LAC with EHCP  
6

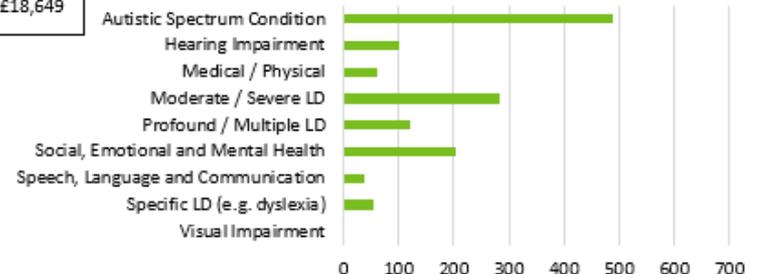


Yr 11: Mainstream School Costs (£460K pa)



Yr 11 Total cost: £1,809  
Yr 11 Average cost: £18,649

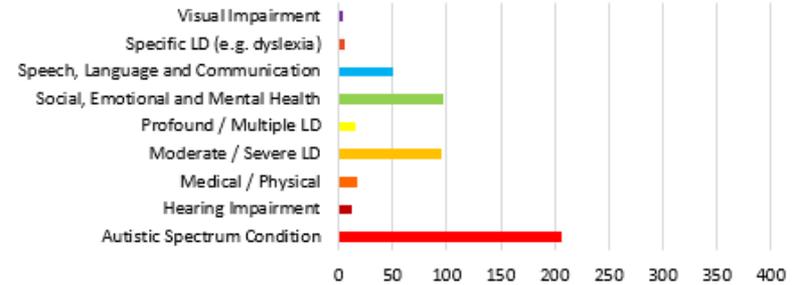
Yr 11: Special School Costs (£1,350K pa)



## Secondary: 505 children (Yr7-Yr11)

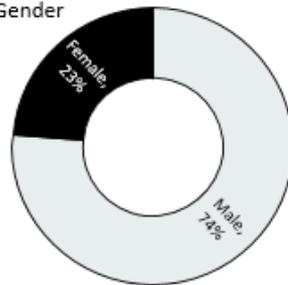
Areas of need	Number	%
Autistic Spectrum Condition	207	41%
Hearing Impairment	13	3%
Medical / Physical	17	3%
Moderate / Severe LD	95	19%
Profound / Multiple LD	15	3%
Social, Emotional & Mental Health	97	19%
Speech, Language & Communication	51	10%
Specific LD (e.g. dyslexia)	6	1%
Visual Impairment	4	1%

Secondary by need

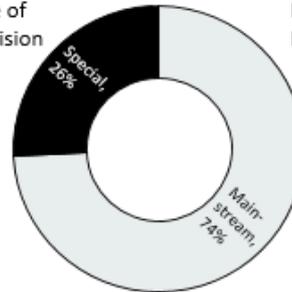


**LAC with EHCP**  
28

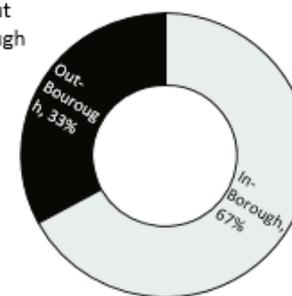
Gender



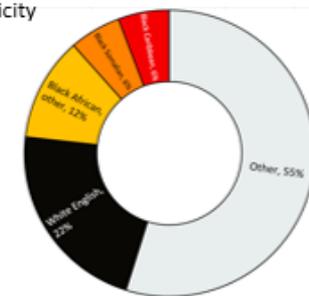
Type of provision



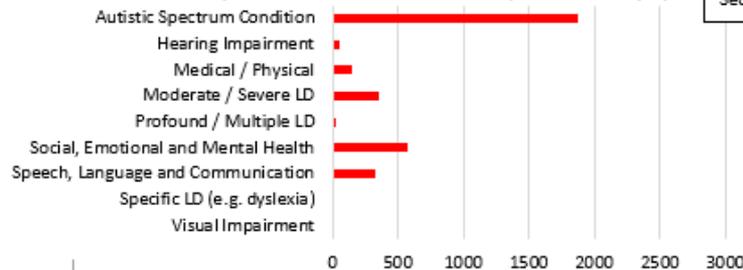
In- Out Borough



Ethnicity

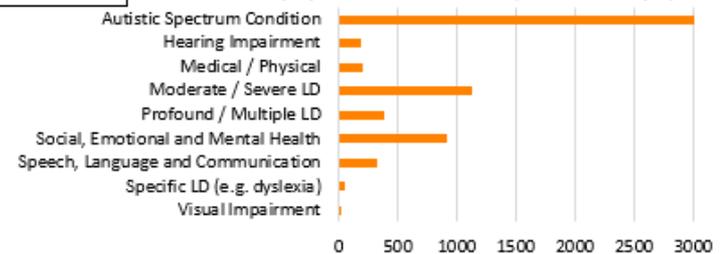


Secondary Mainstream School Costs (£1,730,483 pa)

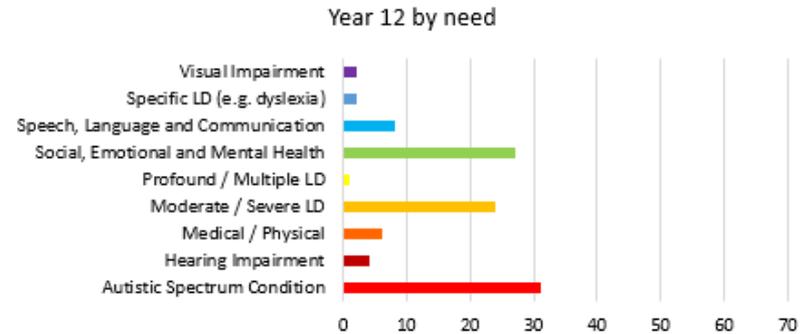


Secondary Total cost: £8,128,917  
Secondary Average cost: £16,104

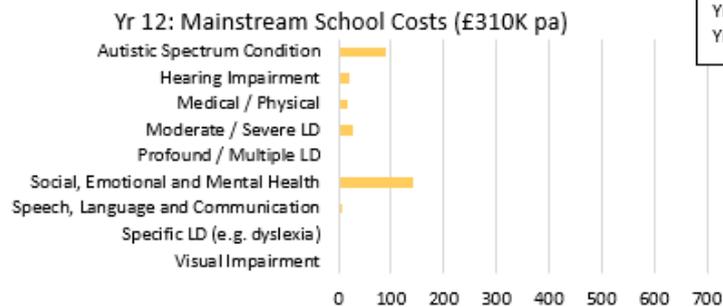
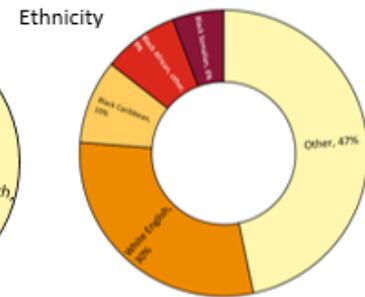
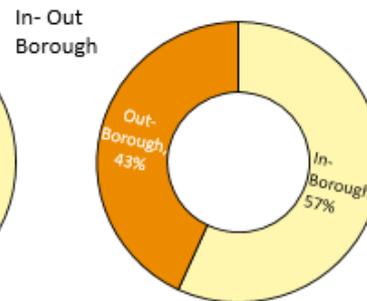
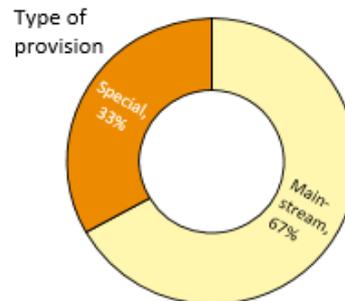
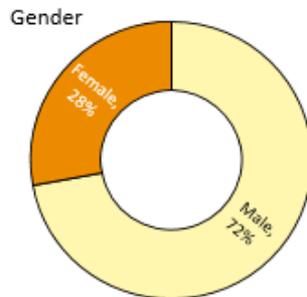
Secondary Special School Costs (£6,398,434 pa)



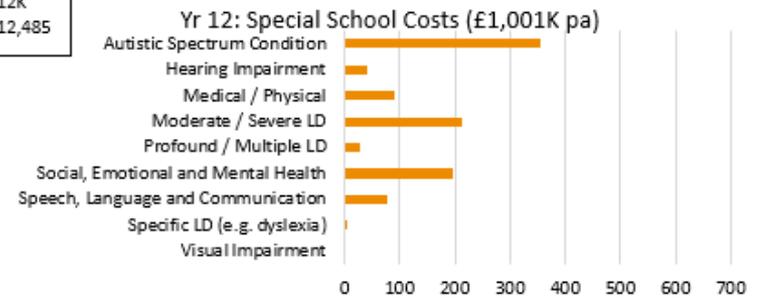
Year 12: 97 children (dob 1/9/2003-31/08/2004)		
Areas of need	Number	%
Autistic Spectrum Condition	30	31%
Hearing Impairment	4	4%
Medical / Physical	6	6%
Moderate / Severe LD	24	23%
Profound / Multiple LD	1	1%
Social, Emotional & Mental Health	25	26%
Speech, Language & Communication	8	8%
Specific LD (e.g. dyslexia)	2	2%
Visual Impairment	2	1%



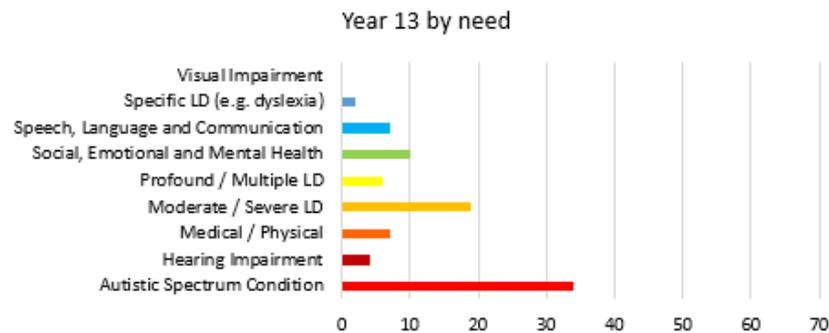
LAC with EHCP  
12



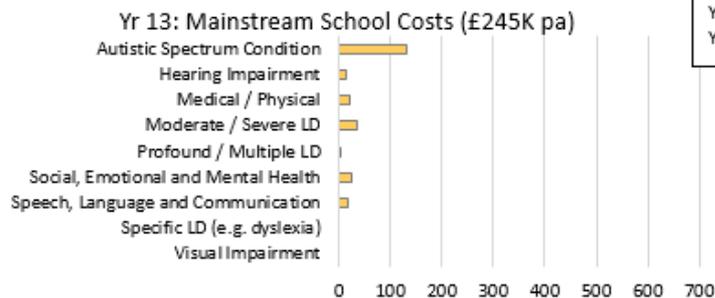
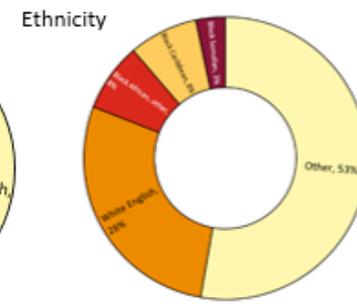
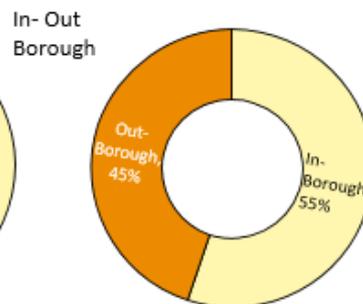
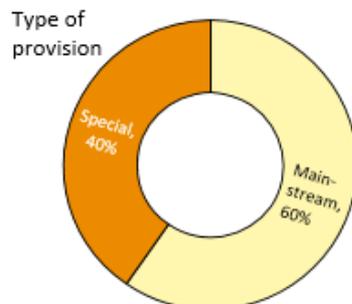
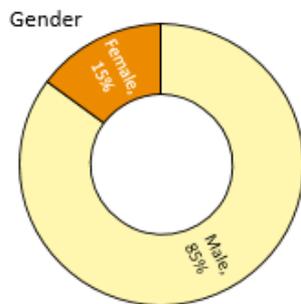
Yr 12 Total cost: £1,312K  
Yr 12 Average cost: £12,485



Year 13: 89 children (dob 1/9/2002-31/08/2003)		
Areas of need	Number	%
Autistic Spectrum Condition	34	38%
Hearing Impairment	4	4%
Medical / Physical	7	8%
Moderate / Severe LD	19	21%
Profound / Multiple LD	6	7%
Social, Emotional & Mental Health	10	11%
Speech, Language & Communication	7	8%
Specific LD (e.g. dyslexia)	2	2%
Visual Impairment	0	0%



LAC with EHCP  
4

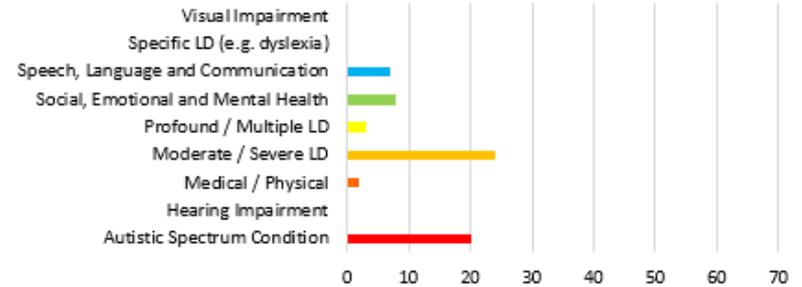


Yr 13 Total cost: £1,051K  
Yr 13 Average cost: £11,808

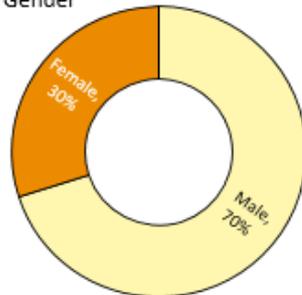
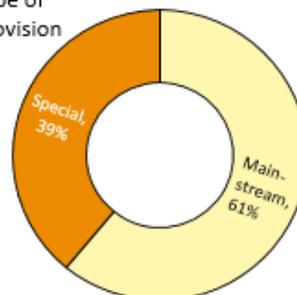
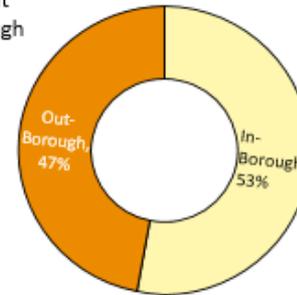
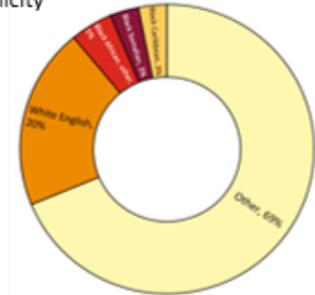
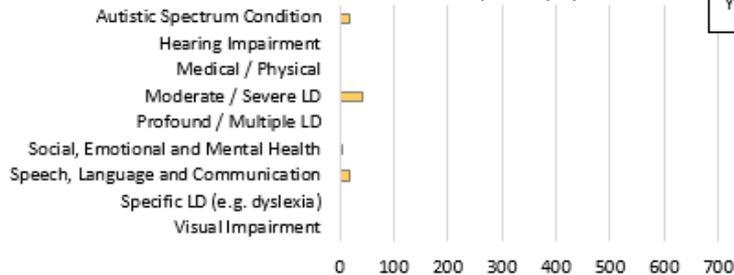


**Year 14: 64 children (dob 1/9/2001-31/08/2002)**

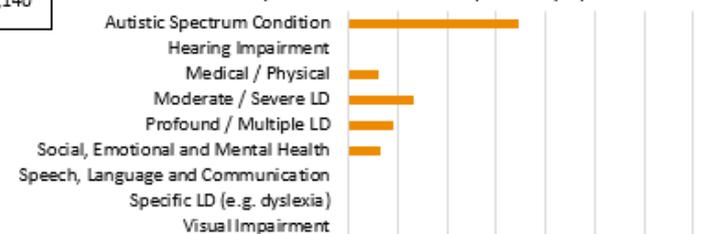
Areas of need	Number	%
Autistic Spectrum Condition	20	31%
Hearing Impairment	0	0%
Medical / Physical	2	3%
Moderate / Severe LD	24	38%
Profound / Multiple LD	3	5%
Social, Emotional & Mental Health	8	13%
Speech, Language & Communication	7	11%
Specific LD (e.g. dyslexia)	0	0%
Visual Impairment	0	0%

**Year 14 by need**


**LAC with EHCP**  
4

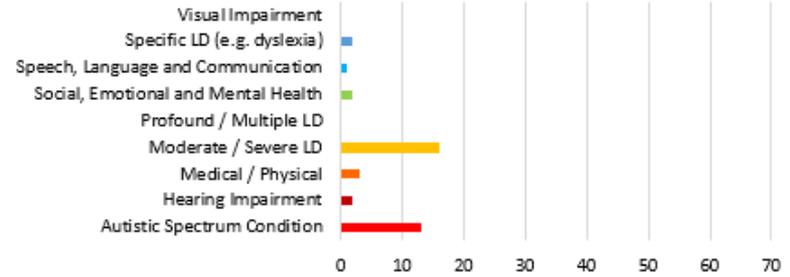
**Gender**

**Type of provision**

**In- Out Borough**

**Ethnicity**

**Year 14: Mainstream School Costs (£82K pa)**


Yr 14 Total cost: £777K  
Yr 14 Average cost: £12,140

**Yr 14: Special School Costs (£695K pa)**


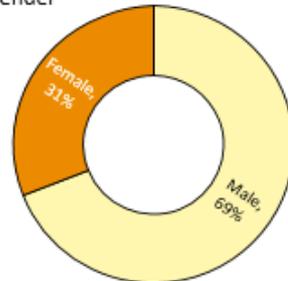
Year 15: 39 children (dob 1/9/2000-31/08/2001)		
Areas of need	Number	%
Autistic Spectrum Condition	13	33%
Hearing Impairment	2	5%
Medical / Physical	3	8%
Moderate / Severe LD	16	41%
Profound / Multiple LD	0	0%
Social, Emotional & Mental Health	2	5%
Speech, Language & Communication	1	3%
Specific LD (e.g. dyslexia)	2	5%
Visual Impairment	0	0%

Year 15 by need

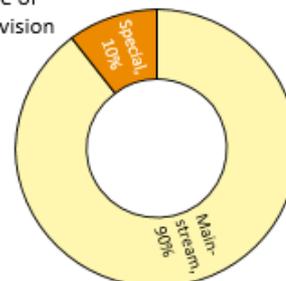


LAC with EHCP
3

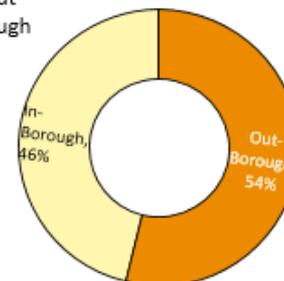
Gender



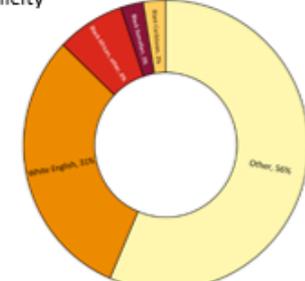
Type of provision



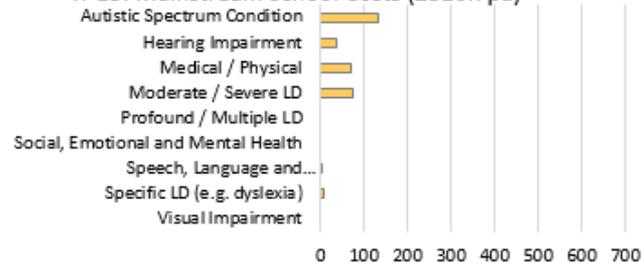
In- Out Borough



Ethnicity

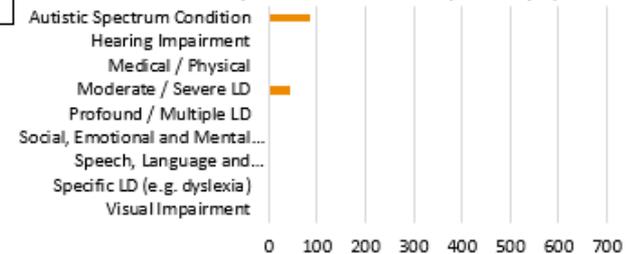


Yr 15: Mainstream School Costs (£320K pa)

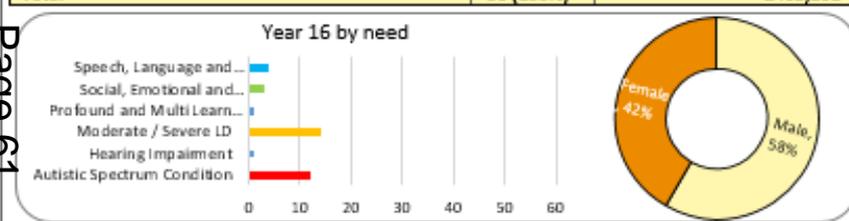


Yr 15 Total cost: £451K  
Yr 15 Average cost: £11,564

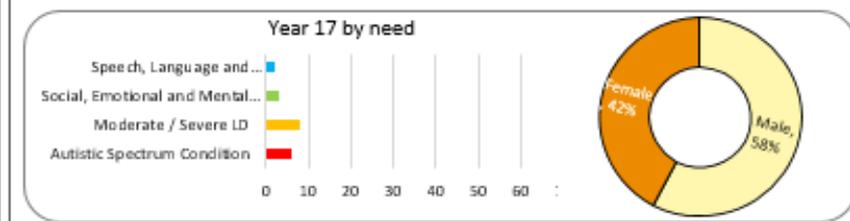
Yr 15: Special School Costs (£131K pa)



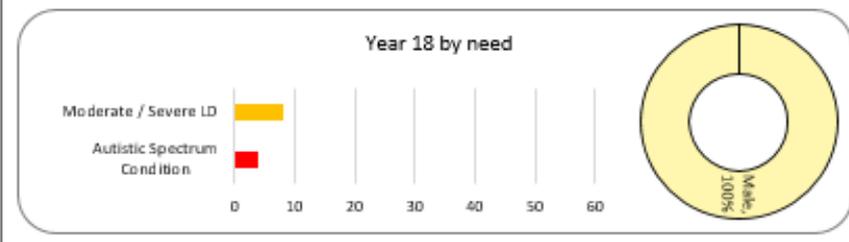
Year 16: Size of Cohort 36		
Area of need	Number	Cost
Autistic Spectrum Condition	12 (33%)	£197,814
Hearing Impairment	1 (3%)	£0.00
Moderate / Severe Learning Diff	14 (49%)	£131,729
Profound and Multi Learning Diff	1 (3%)	£36,266
Social, Emotional and Mental Health	3 (8%)	£36,470.00
Speech, Language and Communication	4 (11%)	£2,822
Specific Learning Diff (e.g. Dyslexia)	1 (3%)	£0.00
<b>Total</b>	<b>36 (100%)</b>	<b>£405,101</b>



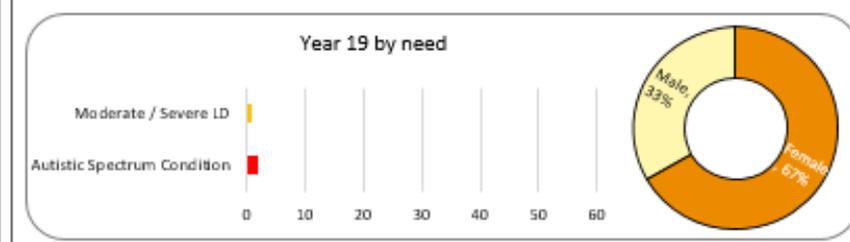
Year 17: Size of Cohort 19		
Area of need	Number	Cost
Autistic Spectrum Condition	6 (32%)	£63,689
Moderate / Severe LD	8 (42%)	£50,942
Social, Emotional and Mental Health	3 (16%)	£26,778
Speech, Language and Communication	2 (11%)	£4,095
<b>Total</b>	<b>19 (100%)</b>	<b>£145,504</b>



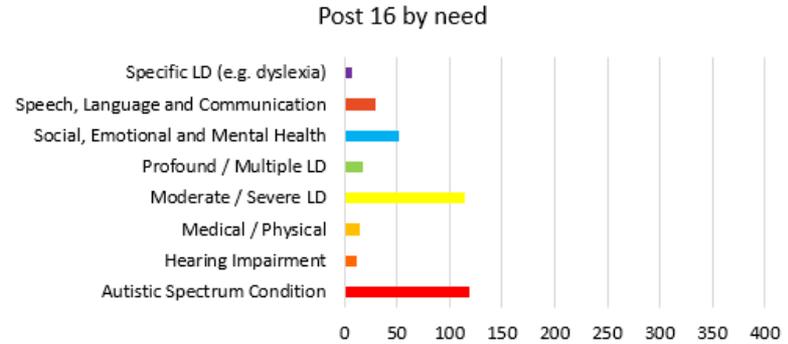
Year 18: Size of Cohort 12		
Area of need	Number	Cost
Autistic Spectrum Condition	4 (80%)	£26,136
Moderate / Severe LD	8 (20%)	£ 42,791
<b>Total</b>	<b>12 (100%)</b>	<b>£68,927</b>



Year 19: Size of Cohort 3		
Area of need	Number	Cost
Autistic Spectrum Condition	2 (66%)	£9,600
Moderate / Severe LD	1 (33%)	£2,500
<b>Total</b>	<b>3 (100%)</b>	<b>£12,100</b>

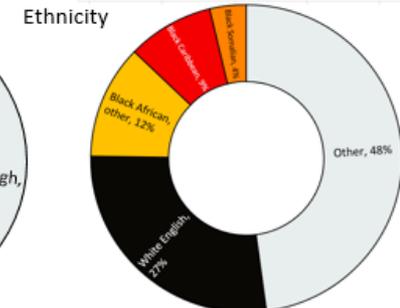
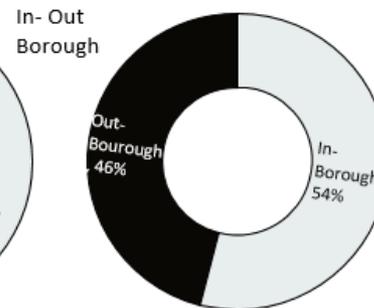
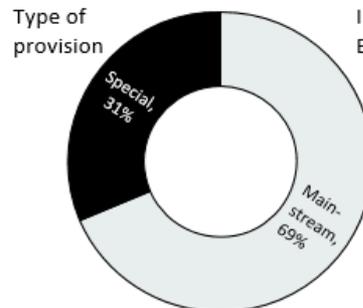
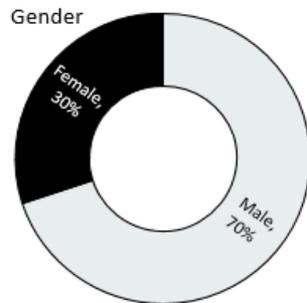


Post 16: 367 young people (Yr12-Yr19)		
Areas of need	Number	%
Autistic Spectrum Condition	119	32%
Hearing Impairment	11	3%
Medical / Physical	14	4%
Moderate / Severe LD	114	31%
Profound / Multiple LD	18	5%
Social, Emotional & Mental Health	52	14%
Speech, Language & Communication	30	8%
Specific LD (e.g. dyslexia)	7	2%
Visual Impairment	2	1%

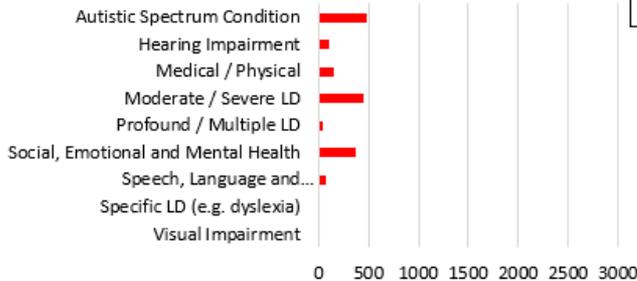


Page 62

LAC with EHCP  
23

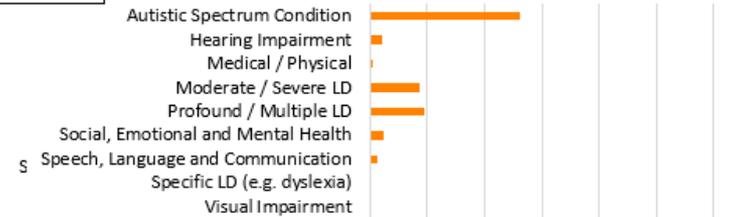


Post 16 Mainstream Costs (£1,701,004 pa)



Post 16 Total cost: £4,254,016  
Post 16 Average cost: £11,591

Post 16 Specialist Provision Costs (£2,553,012 pa)





# Projections 2021-24

Page 63



# Projections

Year	2017	2018	2019	2020	2021	Projected Increase	2022	2023	2024	
Yr-2	0	3	2	2	2	Average 2	2	2	2	
Yr-1	4	7	13	6	9	Average 8	8	8	8	
Yr 0	38	58	52	62	69	Average 55	69	69	69	
Yr 1	51	59	81	69	74	18.25%	81	81	81	
Yr 2	65	75	72	89	77	13.25%	84	92	92	
Yr 3	63	71	83	85	100	9.50%	84	92	101	
Yr 4	70	71	72	93	96	7.50%	108	91	98	
Yr 5	73	78	82	84	109	11.75%	107	120	101	
Yr 6	73	76	87	87	101	8.50%	118	116	130	
<b>Total</b>	437	498	544	577	637		661	671	683	
Av annual increase %	8.98	13.96	9.24	6.07	10.40	9.77%				
							<b>Increase Primary (cumulative)</b>			
						Average cost Primary				
						£11,795.00	£283,080	£401,030	£659,520	
Yr 7	70	82	85	98	100	5.75%	107	125	123	
Yr 8	82	75	86	94	103	7.25%	107	114	134	
Yr 9	87	88	84	91	103	6.25%	109	120	122	
Yr 10	77	87	101	85	102	7.5%	111	117	127	
Yr 11	77	74	105	104	97	-6.75%	95	83	109	
<b>Total</b>	393	406	461	472	505		529	560	615	
Av annual increase %	-4.8	3.3	13.5	2.4	7.0	3.0				
							<b>Increase Secondary (cumulative)</b>			
						Average cost Secondary				
						£16,104.00	£382,019	£881,243	£1,605,923	
Yr 12	79	74	67	87	105	-6.75%	90	88	77	
Yr 13	66	74	71	71	89	-1.00%	102	90	88	
Yr 14	39	55	66	52	64	-11.00%	79	91	80	
Yr 15	22	26	47	42	39	-14.00%	55	68	78	
Yr 16	15	16	26	16	36	-11.00%	35	47	58	
Yr 17	7	12	15	20	19	0.00%	19	31	41	
Yr 18	4	4	4	5	12	0.00%	19	6	11	
Yr 19	0	0	3	1	3	Average 2	2	2	2	
<b>Total</b>	232	261	299	294	367		401	423	434	
Av annual increase %	49.7	12.5	14.6	-1.7	24.8					
							<b>Increase FE (cumulative)</b>			
						Av cost Post 16				
						£9,591.00	£326,094	£537,096	£642,597	
<b>Grand total</b>	1062	1165	1304	1364	1509		1591	1654	1732	
							<b>Total increase</b>	<b>£991,193</b>	<b>£1,819,369</b>	<b>£2,908,040</b>



## Report of: Executive Member for Children, Young People and Families

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	20 July 2021	All

<b>Delete as appropriate</b>		Non-exempt
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### 1. Synopsis

- 1.1 The purpose of the Corporate Parenting Board Annual Report is to provide an overview of the achievements, progress, challenges in meeting the needs of Islington's children looked after, and care experienced young people from 1 April 2019 to 31 March 2020.
- 1.2 Corporate Parenting Board (CPB) has a responsibility to monitor and review the quality and effectiveness of services for children looked after and care experienced young people delivered by the council, partner agencies and commissioned services to ensure that every child and young person looked after is supported to be safe, happy, healthy and to achieve their full potential. In addition, it has a key role in listening to the voice of children and young people looked after and leaving care.
- 1.3 The Board is co-chaired by the chair of our Children's Active Involvement Service (CAIS) and the Lead Member for Children, Young People and Families. There is a high level of participation from Members of the Board and young people have a real voice and opportunity to improve services.

### 2. Recommendations

- 2.1 To consider the Annual Report of the Corporate Parenting Board 2019-2020.

### 3. Background

- 3.1 Islington Council's children looked after (CLA) service was responsible for 366 looked after children, including 67 Unaccompanied and Separated Children (UASC) and 426 Care Leavers as

of 31 March 2020. The majority of our looked after children are over the age of 15 and are males (61%). There continues to be an over representation of children in care from Black and Black British heritage which is being further scrutinised. Islington continues to have a higher number of children looked after than other Inner London Local Authorities and transformation work is underway to understand why this is and what other types of intervention other than care would improve their outcomes.

- 3.2 The CLA service also works with children in need, in need of protection and with children and families in adoptive and special guardianship placements. Children and young adults benefit from a stable and committed staff team including 148 Foster Carers (122 mainstream fostering households) and a robust Independent Reviewing Service.

#### **4. Implications:**

##### **4.1 Financial Implications:**

There are no financial implications arising from this report.

##### **4.2 Legal Implications:**

It is recommended that the Children's Services Scrutiny Committee follows the procedure set out in Part 4 Scrutiny Procedure Rules when making decisions.

##### **4.3 Environmental Implication and contribution to achieving a net zero carbon Islington by 2030:**

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 resident impact assessment is not required for the Corporate Parenting Board annual Report.

#### **5. Conclusion**

- 5.1 In Islington our commitment is to provide an excellent trauma informed service that is proactive and responsive to changing needs and works to support our children and young people to achieve their full potential.
- 5.2 This annual report of the Corporate Parenting Board has summarised practice across the service, which has been scrutinised by the Board during 2019/20. It also highlights areas of development for 2021. Our Plan for Children looked after and Care Leavers 2018-2020 sets out what we have achieved in the last two years. We will ensure that changes are sustained and built on. Our plan for 2020-22 will be presented for scrutiny at CPB in September 2021

#### **Appendices**

- (a) Corporate Parenting Annual Report
- (b) Corporate Parenting Resource Pack

**Signed by:**

**Report of: Executive Member for  
Children, Young People and**

Date 5.7.21

Report Author: Karen Gibbings  
Tel: 0207 527 7236  
Email: Karen.gibbings@islington.gov.uk

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Email:tim.partington@islington.gov  
uk

Legal Implications  
Author:Clive Sheldon  
[Tel:0207](tel:02075272965) 527 2965  
Email:clive.sheldon@islingto  
n.gov.uk

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**[THE BELOW IS FOR INFORMATION AND SHOULD BE DELETED FROM THE BOTTOM OF THE REPORT BEFORE SUBMISSION].**

**Heading for the exempt appendix (which must be a separate document)**

**THIS APPENDIX IS EXEMPT AND IS NOT FOR PUBLICATION**

This Appendix is not for publication as it contains the following category of exempt information as specified in Paragraph [insert relevant paragraph number from Appendix 5 to the Constitution ], Schedule 12A of the Local Government Act 1972, namely: "[ Please insert heading for relevant category from Appendix 5 of the Constitution]"

If you require any assistance or information about exemptions and exempt appendices please contact Democratic Services.

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**Resident Impact Assessments (RIAs)/Equality Impact Assessments (EIAs)**

**If an RIA has been completed it must accompany the report as an appendix.**

Resident Impact Assessments (RIAs) have replaced Equality Impact Assessments (EIAs) in Islington. Although there is no longer a legal requirement to carry out EIAs, public bodies still have to demonstrate that they are taking the Public Sector Equality Duty (PSED) into account when making decisions. Local authorities also have obligations in relation to safeguarding and human rights. The main focus of RIAs is on drawing out the equality impacts of proposals with additional sections for highlighting safeguarding risks and potential human rights breaches.

**Process**

The following wording must be included in the RIA section in Committee Reports:

*" 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."*

This should then be followed by:

A Resident Impact Assessment was completed on..... (date) and the summary is included below. The complete Resident Impact Assessment is appended.

or

A Resident Impact Assessment has not been completed because.....

**For further assistance with RIAs please see:**

<http://izzi/me/staff-essentials/project-management/eia/Pages/Resident-Impact-Assessments.aspx>



Children's Services

222 Upper Street, London N1 2UD

**Annual Report of the Corporate Parenting Board 2019-2020**

**Report of Karen Gibbings Head of Service CLA**

Meeting of	Date	Agenda Item	Ward(s)
Corporate Parenting Board	January 2021		

Delete as appropriate	Exempt	Non-exempt



**1) Introduction**

The purpose of this report is to provide an overview of the achievements, progress, challenges in meeting the needs of Islington's children looked after, and care experienced young people from 1 April 2019 to 31 March 2020.

This report draws on information from reports presented to Corporate Parenting Board (CPB) over the last year and on OFSTED's Inspection of Islington's Children's Services which took place in March 2020.

Islington Council's children looked after (CLA) service was responsible for 366 looked after children, including 67 Unaccompanied and Separated Children (UASC) and 426 Care Leavers as of 31 March 2020. The majority of our looked after children are over the age of 15 and are males (61%). There continues to be an over representation of children in care from Black and Black British heritage which is being further scrutinised. Islington continues to have a higher number of children looked after than other Inner London Local Authorities and transformation work is underway to understand why this is and what other types of intervention other than care would improve their outcomes.

The CLA service also works with children in need, in need of protection and with children and families in adoptive and special guardianship placements. Children and young adults benefit from a stable and committed staff team including 148 Foster Carers (122 mainstream fostering households) and a robust Independent Reviewing Service.

Corporate Parenting Board (CPB) has a responsibility to monitor and review the quality and effectiveness of services for children looked after and care experienced young people delivered by the council, partner agencies and commissioned services to ensure that every child and young person looked after is supported to be safe, happy, healthy and to achieve their full potential. In addition, it has a key role in listening to the voice of children and young people looked after and leaving care.

The Board is co-chaired by the chair of our Children's Active Involvement Service (CAIS) and the Lead member for Children, Young People and Families. A group of young people from CAIS attend each Board and robustly represent the views and interests of Islington's children looked after, and care experienced young people. Young people run workshop style sessions every other meeting allowing day to day issues that are real for them to be discussed at the Board. There is a high level of participation from Members of the Board and young people have a real voice and opportunity to improve services.

Islington's Plan for Children Looked After and Care Experienced Young People 2018-2020 set out our vision for ensuring that children, young people and their families have the best opportunities in life. This plan has been previously scrutinised by CPB and accompanies this report to update CPB on our progress in improving services to children and young people. Our plan for 2021-2023 will be presented to Corporate Parenting Board in May 2021 for scrutiny. Our Pledges to children and Care Leavers Charter offer will be reviewed in 2021 with CAIS.

## **2) Improving services to children and young people**

There has been a continuing focus on embedding our practice model within the service throughout the year in order to improve the quality of relationships and work with children looked after, care experienced young people and foster carers. Staff have continued to receive ongoing training, coaching, reflective supervision, group supervision and clinical support.

In order to help achieve this between June and September 2019 the service was reorganised. The aim of the reorganisation was to:

- Be more ambitious for children and young people and improve their outcomes by supporting them to come to terms with their losses, experience reparative parenting, establish meaningful relationships and by promoting their education, training and employment opportunities to enable them to lead fulfilling and successful lives.
- Develop a culture of relationship based trauma informed practice that helps to improve the quality of relationships with children and young people.
- Create a skilled workforce of practitioners and managers with access to good support and the conditions that enable trauma informed practice.

- Improve placement stability by providing skilled support to foster carers, adopters and special guardians and working more effectively as a team around the carer.
- Reduce the number of young people in residential placements and increase the number of children and young people with complex needs in in-house foster placements.
- To create smaller teams with lower caseloads and Social Work Coordinators to allow professionals to build relationships and work intensively with young people, families and carers.
- Provide intensive support to young people, families and carers to reduce the risk of family breakdown and support the rehabilitation of children home.

There were a number of substantial changes within the service, which included extending the remit of Independent Futures. Independent Futures now provides a service to all children looked after aged 16 and above once they have completed their GCSEs.

A Permanency Team was also set up which is responsible for all permanency planning for children, liaison with the Regional Adoption Agency, quality assurance of adoption and long term fostering practice, assessment of family and friends, supervision of family and friends foster carers and providing a special guardianship support (SGO) service.

Services to children and young people have benefited positively from the continuing integration of our practice model and the changes we have made but increased levels of demand adversely impacted on the progress we had anticipated making over the year. Since March 2020, COVID has further affected the implementation of the vision. Plans are in place to reduce the numbers of children becoming looked after through preventative interventions, which will have a positive impact on service delivery in the CLA service, through lower caseloads.

Adopt North London came into being on the 1 October 2020 and is responsible for providing adoption services for Islington (the host borough), Haringey, Barnet, Camden, Enfield and Hackney.

### **3) Key achievements of 2019-2020 include**

Embedding our Motivational Practice model across the service.

Some excellent direct work with children and young people evidenced in improved outcomes, feedback from children and their families and OFSTED.

Improving stability for some of our children looked after. (See section 6 below)

A good OFSTED rating for Children Looked After and Care Leavers

Comprehensive support for our Unaccompanied and Separated children and young people (UASC) that impacts positively on outcomes for them. In November 2019, Islington's Safeguarding and Family Support Services organised and hosted the first national conference focused on improving the experiences of UASC in the UK. Lord Dubs, local authorities, voluntary sector, health, attended this and legal leads from across the country as well as the Home Office.

Children and young people within the context of increased demand received an excellent health service. This is evident in the timeliness and quality of medical assessments for children and advice to carers and colleagues.

Embedding clinical support within the Service to ensure that there is multi-disciplinary expertise in the delivery of support to children, carers and families.

The partnership working developed by the Virtual School and College and the comprehensive support by the service to promote education, employment and training opportunities.

The House Project has become part of Children's Services core establishment.

The creation of the Permanency Service and its positive impact on improving permanency planning.

Pause Islington has been running in Islington since September 2015, and has worked with 55 women, who have 172 children in care between them.

The resilience and tenacity of practitioners and managers and their commitment to making a difference to children's lives.

Independent Futures who adapted positively to substantial changes maintaining a high quality service to our children and young people.

Islington's foster carers commitment and resilience during this pandemic.

Our contact team who continue to provide an excellent environment for children to have contact with their birth families.

Creation of the Regional Adoption Agency.

OFSTED recognised that our Children in Care Council is highly influential within and across Islington. The chair and vice-chair are both care leavers, and many children in care and care leavers have been engaged in a wide variety of projects, including the delivery of training and the recruitment of staff at all levels of children's services.

Young people had asked for an app with information about the services available to them and this has been designed and is about to be launched.

Young people had said they wanted to be involved in the work about 16+ accommodation. The Young Commissioners project was established with young people visiting semi independence units to talk to young people and provide training for staff.

#### **4) Some of the challenges in 2019- 2020**

There have been continuing challenges in meeting the needs of some of our children looked after who are adolescents particularly in identifying and sustaining placements that meet their needs and help reduce risk associated with exploitation and mental health. Work with this group of children is currently subject to a review, which will inform and impact on practice in 2021.

Meeting the needs of young people with mental health difficulties particularly when transitioning into adulthood. A task and finish group is currently reviewing work in this area.

Meeting the needs of children who return to live with their birth family and are subject to supervision orders. A plan is in place to further enhance practice in this area.

Maintaining the quality of family and friends assessments when service demand increased. Plans are in place to rectify this.

Reaching our ambitious target that 70% of our care experienced young people are in Education, Employment and Training (EET). Plans are in place to continue to improve outcomes in this area but given COVID this has been and will be very challenging.

There has been a decrease in the number of in house foster placements available and during 2019-2020, recruitment of new foster carers was difficult with only 6 being approved. We are expecting to recruit 11 in 2020-21 but recruitment remains challenging.

The county went into lockdown on the 23 March 2020. This of course has had an enormous impact on children and young people we are corporate parents for. It has meant that some young people have had to adjust to more virtual support; there has been an increase in emotional distress/mental health issues, some face-to-face contact between children and their families has been reduced and it has impacted significantly on children's education and employment opportunities.

## 5) OFSTED

OFSTED concluded in March 2020 that children's services were outstanding. Services for children in care and care leavers were assessed as good and improving. Detailed below are some of the key achievements that were recognised:

### **CLA teams, Permanence and Fostering**

- Children live in safe, stable, good-quality placements with experienced, skilled, well-supported carers who provide them with emotional warmth, stability and the nurturing that they need to develop confidence and overcome adversity.
- Social workers and other professionals work tirelessly to help children to feel safe, to recover from trauma and to achieve. Risks are assessed and responded to well
- The judiciary speaks highly of social workers in Islington. The quality of assessments is good, and care plans are well evidenced to inform decision-making and the timely conclusion of proceedings.
- Permanence for all children is considered early, and alternative plans are progressed speedily for children who are unable to live safely with their families.
- Experienced, highly skilled and confident social workers know their children well who They have high aspirations for children and young people and advocate on their behalf to ensure access to the services that they need.

- Children's wishes and feelings are actively sought and acted on. Social workers undertake sensitive, thoughtful and creative life-story work, which helps children to understand the reasons for being in care.
- Co-location of mental health specialists with social workers promotes early consideration and provision of services to address children's emotional needs. As a result, children's experiences improve when they come into care.
- Children's interests, hobbies and activities are actively encouraged.
- Children are supported to attend their reviews, and independent reviewing officers (IROs) provide effective oversight and challenge in the majority of cases.
- Children's health and education needs are carefully considered, and they have good access to advocates and independent visitors.
- A review and a re-structuring of fostering services has improved placement stability.
- Most children who are placed back with their parents are appropriately cared for, and their needs are well met. However, a very small number of young people at high risk of exploitation and gang involvement, whose placements have broken down, have been placed with their parents while extensive searches are undertaken for more suitable placements. The inspectors considered that in relation to these two children managers had not ensured that sufficient safety and contingency plans were in place to try to mitigate these risks. In response to this there is now a high-risk multi agency panel chaired by the Director of Safeguarding that oversees and reviews safety planning for these children.

### **Virtual School**

- The Virtual School is well led, and school staff and those from the Virtual School know their children well. As a result, the curriculum offered is tailored well to meet their specific needs. Over time, children make good progress from their starting points, both academically and socially. The pupil premium is used well to support progress. The quality of personal education plans for school-aged children has improved since the previous inspection, and these plans are now good. A good range of enrichment and extra-curricular activities helps children and young people to pursue their interests and to develop their broader skills and knowledge. Young people are well prepared for their next steps when they leave school. As a result, an increasing proportion of young people remain in education and training when they start Year 12.

### **Independent Futures**

- Care leavers live in suitable accommodation and are helped to move towards independence and to manage their own tenancies at their own pace.
- Care leavers have many opportunities to get involved with and influence how the service is run, and their views are carefully considered.
- Young people benefit from stable, trusting relationships with workers who find creative ways to meet and engage with them. The local authority is in touch with the majority of its care leavers, and workers are persistent in their efforts to see young people, ascertain their welfare and provide the right support.
- Pathway plans are routinely in place; they are of good quality and they are mostly up to date. The majority of plans capture young people's views. Good consideration is given to past history and trauma, and this contributes to clear action planning. The inspectors found that some care

leavers do not have opportunities to be involved in their pathway plans and do not routinely receive copies of these plans. Changes have been made to LCS so we can monitor this more effectively.

- Inspectors concluded that Health histories were not routinely provided to young people. They have been but were not being uploaded consistently onto the young person’s record in Independent Futures, which is why the Inspectors could not see them. This is rectified and audits are planned.
- Unaccompanied asylum-seeking children are very well supported in accommodation that meets their needs. A high-quality bespoke project manager assists and develops the skills of carers and offers consultation to social workers to better meet the needs of these young people. As a result, the young people make progress and benefit from being in care and from the support provided to them as care leavers.
- Care leavers benefit from access to an employment specialist, who works with them to access work, apprenticeships and further education that meets their needs.
- The House Project is an innovative and highly valued service that is making a significant difference for care leavers. Young people said to inspectors that being involved in the project makes them feel like they have a family.

## 6) Stability and Permanency

A key focus over this year has been improving stability for children and young people. We recognise that repeated placement moves can cause a great deal of disruption to our children and make it challenging for them to build reparative relationships, do well educationally and achieve their potential.

We have seen some improvement in placement stability, which we need to build on to ensure that children only move as part of their care plan, rather than in emergency situations, and to facilitate permanency in their lives or transition towards adulthood.

CLA Placement Stability at 31.3.2020				
	Islington	Stat Neighbours	Inner London	England
Short term- the lower the percentage the better	9.8% (11.8% in 2018/19)	11.0%	11%	11%
Long term- the higher the percentage the better	73.1% (68.9% in 2018/19)	70.7%	69%	68%

A certain number of placement moves is expected and planned for such as children moving to long term placements, to adoption and reunification with their siblings or families. However, placement moves are also due to a range of challenges that means that a placement move becomes necessary.

**Short Term Placement Stability** (children aged 0-17 who have experienced two or more placement moves in the last year)

As in 2018/19 analysis regarding placement stability in 2019/20 concludes that it is the children with the most complex needs (are older when they come into our care, have an Education, Health & Care Plan (EHCP), are known to be physically violent and/or have experienced complex trauma in their parents' care) are likely to have the most moves. We have continued to struggle to identify the right placements for some of these children, where they can be supported to settle, engage in a range of resources including education, and where they have their needs met on a long term more consistent basis.

The main reason for placement moves of all of our children and young people was that their carers (either foster care or residential care) were unable to manage their emotional or behavioural needs – 55% of placement moves. In some cases the carers decided that they were unable to meet the needs of the children in their care any longer and in others the Local Authority and its partners assessed that the carers were unable to meet the needs of the child and proposed a placement move. The reasons that carers requested a move for the children included them feeling intimidated by the child in their care, feeling unable to manage the risks associated with the child being involved in criminal activity or gangs, the child not making use of the placement through going missing frequently, or other challenges posed by the child's emotional and behavioural needs.

Some of the reasons that we proposed moves for our children were concerns about how carers were responding to the child in their care, or concerns regarding the complexity of the child's needs and more specialist provisions being needed. The challenge is that when placements end in these circumstances, it often results in children moving in an emergency, which allows for less planning than is ideal, particularly given the complexity of the needs of this cohort, and this in turn increases the instability of the new placement. Even when additional support packages are put in place, and the reasons for placement moves are explored, placement instability continues to be a challenge. For most children once the right provision is found, they are able to settle and engage more with the placement even if they continue to struggle with other aspects of their life including education and employment.

This year, 8% of placement moves were linked to residential assessment centres, linked to Care Proceedings for the youngest children in our care. These moves are not within our control as a Local Authority, and are necessary to ensure that parents are properly assessed to consider if they can safely care for their children.

Of note, is that 8% of the moves involved children moving into or on from their parents' care or an emergency placement with a relative. In the most part this is a reflection of the challenges in identifying placements for our adolescent cohort. When no suitable placement can be identified, some of our children have to return to their parents/ a family member's care in the short term (with appropriate support packages) whilst new placements are identified for them. It is recognised that this is not always ideal, and that it can be confusing for both our children and their parents, as well

as at times escalating risk. In one case, the child returned to their parent's care in an emergency and following assessments, the plan is now for them to remain there until they turn 18. The high risk children placed at home meeting was established from April 2020 to review all of these cases. It is chaired by the Director of Safeguarding and attended by Senior Managers from partner agencies.

7% of moves were linked to young people being placed into or being released from secure welfare, or custody (either on remand or serving a custodial sentence). Of the remaining 22% of placement moves, these took place for a wide range of reasons, for example, complex mental health needs of our children or extended respite provisions (that lasted longer than the 3 weeks allowed by the government guidance).

**Long Term stability** (children aged 0-16 who have been in our care for at least 2.5 years, and have experienced a placement move in the last 2 years)

At the end of March 2020, 94 children (26% of our entire Looked After child population) had been looked after for more than two and a half years by Islington. 25 of these children had experienced a placement move in the preceding two years, meaning that 73.1% of the children aged 0-16 in our long term care were in stable placements.

Of the 25 children considered not to be in a stable placement at that time, 16 children (64%) are now in what their Social Workers consider to be a stable placement, including adoption, foster carers committing to them long term, residential care and being placed in the care of their parents. There are clear care plans for those who are not in stable placements.

There continues to be a small cohort of adolescent boys where it is particularly challenging to identify the right placement for them that is able to provide for them with a trauma informed response to their presentation and provide them with the consistency and care that they clearly need.

Our practice model continues to support practitioners to build relationships with all of the children in our care, their carers and their parents, in order to support placements and identify what the right placement for our children is at the earliest possible opportunity. The embedding of this model through workshops, group supervision and the support of the CAMHS clinicians across the CLA service all support the skills and confidence of foster carers and practitioners in the CLA, IF and fostering service, which in turn supports long term placement stability for our children.

The Permanency Service supports careful planning by practitioners in the CLA service and a thoughtful approach to the needs of our children and their carers to ensure children are placed in the right placements wherever possible. A robust permanency planning protocol is in place and Permanency Planning Meetings are happening much more consistently.

The integrated CAMHS service is now supporting initial formulation meetings to think about the child's experiences before coming into care and how this might impact on them in their placement. They also are offering parenting consultation meetings for the supervising Social Workers and CLA Social Workers for children placed with in house carers, to support the Social Workers to undertake effective direct work with the carers in order to support the placement. In addition, there is a current review of lifestory work taking place across the service which will support practitioners in the CLA service to offer effective lifestory work to our children who remain in care (rather than for only

those who leave care through adoption or Special Guardianship arrangements), and in turn support children's understanding of why they are in care to support placement stability in the short and long term.

## **7) Recruitment of foster carers**

There has been considerable recruitment activity over the last few months. The Recruitment and Assessment Team are in the process of rebranding all fostering campaigns in conjunction with the Communications Team. There are different campaigns for the various carers we need to recruit, including mainstream, specialist and respite foster carers and short break and supported lodging carers.

Fortnightly Action Sprint meetings have been set up and are chaired by the Director of Safeguarding to focus on the marketing campaign with the aim of driving up foster carer recruitment with pace.

This financial year so far (20/21) we have approved six fostering households, including one specialist foster carer, there are a further five households in assessment which will be taken to Fostering Panel before the end of March 2021. This is a marked increase from 2019-2020 where there were only six fostering households approved.

The induction of newly approved foster carers has been reviewed and the training programme for foster carers has been revised and new courses added. The specialist foster care scheme is being developed to grow our number of specialist foster carers for teenagers as well as younger children. This has included reviewing the fee provided to these carers. There is an internal and external campaign, with the aim of upskilling current mainstream foster carers to become specialist foster carers, as well as specifically recruiting specialist foster carers by targeting people who have experience of working with children and young people in different fields such as the Police, YOS, Education or NHS.

Fostering commissioned an initial assessment and feasibility exercise to determine how many additional in-house fostering placements might be achieved through the provision of a housing adaptation programme for existing foster carers. This also included determining the likely cost and cost benefit of such a scheme. The first phase of a 3 phased programme to assess, plan and execute a housing adaption scheme has recently been completed. The aim is to increase in-house foster carer capacity by at least 10 and up to 18 placements over an estimated 18 month period.

The service is in the process of developing a scheme to support foster carers and in turn, this will increase placement stability. We have named it Circles of Support. It is broadly based on the Mockingbird Family Model.

The placements service have also launched focused recruitment events, together with the CLA service where their Social Workers present our children to approved carers to try to identify positive matches with experienced foster carers. There has been a positive outcome for a number of children from the 3 events held so far including finding a foster placement for the three siblings outlined above, and a placement for a sibling group of 5 together.

**Key priorities for 2020-21 for the Fostering Service and CLA teams are:**

- 1) Embedding initial formulation meetings and PACE for parenting
- 2) Recruitment of specialist and mainstream carers
- 3) Setting up Circle of support
- 4) Reviewing and developing our marketing strategy
- 5) Developing the skills of supervising social workers and managers through additional coaching and training
- 6) Implement the NSPCC reunification framework
- 7) Review permanency protocol including assessment framework for siblings
- 8) Implement revised life story work protocol.

**8) Children missing from care**

Between April 2019 and March 2020, 91 children went missing from care due to either going missing or being away from their placement unauthorised by their carer. 27% were girls and 73% boys. Within this time, there were 628 individual unique incidents where a child went missing from care. This demonstrates that a similar amount of children and young people are going missing from care as the previous year, but they are going missing more frequently.

Ten children accounted for 258 missing from care episodes (41% of all missing episodes). The majority of the ten children had been in care for over a year and have multiple risk factors. These children were at risk of Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) or were Unaccompanied and Separated Children (UASC). Of the 91 children who went missing from care 18%, 14 children were assessed to be at risk of CSE, 21%, 16 children are considered to be at risk of CCE and serious youth violence. Children at additional risk are more frequently going missing from care and are missing for longer durations.

The Exploitation and Missing Team work to support the Child Looked After (CLA) service to coordinate the safeguarding response to children that go missing from care with the professional network including the missing police unit where the child is placed. The Exploitation and Missing Team independently chairs strategy meetings for children missing from care where needed. They have also gathered the views of 200 young people to contribute towards planning of services.

Senior Managers and council leaders are provided with weekly briefings about any children and young people that are missing, providing an explanation of what we know about the situation as well as what the professional network around the child are doing to address the concerns and reduce the risk.

**Key recommendations 2020/2021 for children who go missing from care:**

- 1) To continue to closely monitor the children and young people with the highest number of missing episodes to ensure that effective multi agency services are being offered and consider whether missing episodes can be reduced both in terms of frequency and how long they are going missing for.
- 2) To review services for adolescents across Islington Children's Services to consider the children and young people who come into our care at an older age (13+) and where there

continue to be very high safeguarding concerns and where they go missing frequently, to consider whether there are alternative services or strategies that could be used with them.

- 3) For actions and recommendations from Return Home Interviews to be consistently reviewed by social workers and their managers, and embedded in practice.
- 4) To develop how we gather and utilise the views of children and families involved in Exploitation to inform the development of our services.
- 5) To implement the use of the Philomena Protocol (project with the police about ensuring young people are only reported missing after attempts have been made to locate them) for young people aged 13 to 17 in care.

## **9) Health of looked after children**

Children and young people continue to receive a high quality compressive service from our health colleagues, which is detailed in Dr Evanson's thorough Health report, which is being presented to Board with this report.

Islington Child and adolescent mental health service (CAMHS) has a specialist multi-disciplinary team for Islington CLA. The specialist team is resourced to provide a designated mental health service to Islington's population of CLA aged 0-18. Children living in or attending School in Islington can also access other teams in Islington Community CAMHS where this better meets their need. This year the team have expanded and have become embedded within the Children Looked after Service. This integration has been a real success affecting positively on our work with children and their families. The team offer:

- A responsive and accessible CAMHS service to children and young people, their carers and professional networks.
- Specialist mental health advice and consultation to social workers and other professionals.
- Specialist psychological assessment and/or psychotherapeutic Interventions for CLA and their families and carers.
- Training for Islington's Foster Carers and Professionals working with Islington's CLA.

## **10) Education of Looked After Children & Care experienced young people**

The cancellation of examinations, end of Key Stage assessments, and the overall impact of Covid 19 means the reporting and analysis of outcomes is significantly different this year. While it is possible to provide a commentary and some analysis of the outcomes children and young people achieved, comparisons with previous years and with other children and young people is not possible.

### **Key Stage 2 outcomes**

Of the pupils assessed at the end of March 62% were working at the expected standard in reading, writing and Maths.

*Key factors influencing outcomes at KS2 were:*

- Higher outcomes are achieved by pupils who have been in care longer

- Pupils who were working at the expected level in reading, writing and maths were in stable foster and school placements
- Those with Education, Health and Care Plans did not achieve as highly as other pupils
- Pupils who did not meet the expected standard in all areas still made good progress
- There is clear evidence of the positive impact of additional support, including the use of Pupil Premium Grant, provided by the Virtual School.

#### **Key Stage 4 outcomes**

**The reporting Key stage 4 was 36 children.**

- 61% (22) achieved 1 or more GCSEs
- 28% (10) achieved 5 or more GCSEs, including English and Maths at grade 4 or above
- 81% (29) of year 11 pupils achieved any qualification

As in previous years, this year's cohort were complex and diverse. However, we were pleased that a high number of pupils achieved positive GCSE results. It is clear that some pupils, especially those with complex needs, benefitted from their GCSEs being assessed by their teachers this year

#### **Key factors influencing outcomes**

- Placement and school stability continues to be the most significant factor influencing outcomes. Pupils who moved placement or school achieved lower outcomes than those in stable school and placements
- Pupils living in foster care achieved higher outcomes than those in residential care, although this is not a significant as previous years
- Pupils who attend mainstream school achieve higher outcomes than those in non-mainstream school, although the gap is not as great as in previous years
- Girls achieve higher outcomes than boys, both in terms of the number of qualifications achieved and the grades they received
- There is a marked difference between the results of different ethnic groups and this is more apparent this year than other years. 15% of Black pupils achieved at least 5 GCSE at grades 4 or above compared to 38% of White pupils and 50% of pupils of a mixed ethnicity.

#### **Attendance and exclusions**

Average attendance up to the end of March was 89% for the reporting cohort, which is roughly in line with previous years. There were no permanent exclusions in 2019/20, the same as the previous year. 24 pupils had one or more fixed term exclusions, this is a concern. Black pupils, particularly boys had higher exclusion rates than White pupils.

#### **11) Post 16 Looked-After Children and Care Leavers Education, Employment and Training.**

Many Islington care experienced young people achieve successful education and employment outcomes and are well supported by their Personal Adviser or Social Worker, the Virtual School and their carers. Islington has historically had a high number of care leavers studying in Higher

Education, which reflects the positive work staff do with children and young people to develop their aspirations and promote positive outcomes.

As with qualification as KS4, analysis of post 16 qualifications should be treated with caution. The confusing nature of the publications of this year's BTEC and A level results has made our analysis limited and cautious. We are in the process of consulting with Local Authorities to help analyse why there is a 10% difference between Islington and our statistical neighbours.

<b>Care Leavers in Education, Employment or Training (EET) rates, as of 31.3.2020 (Aged 17 and 18)</b>				
	<b>Islington</b>	<b>Stat Neighbours</b>	<b>Inner London</b>	<b>England</b>
<b>Total % in EET</b>	58.3% (52.7% in 2018/19)	68.9%	72%	64%
<b>Total % not in EET</b>	37.5% (42.9% in 2018/19)	27.9%	25%	31%
<b>Local authority does not have information</b>	4.2% (4.4% in 2018/19)	Not Available due to suppressed numbers	4%	6%

## 12) Care experienced young people

Intensive work has been undertaken by Independent Futures, the Virtual School and other council services to improve outcomes for care experienced young people. While the impact of this has been difficult to assess due to the impact of Covid 19, there is evidence that outcomes are steadily improving. There continues to be strong performance in terms of the number of young people progressing to Higher Education, 51 presently, and returning to education and training following a period of not being in Education, Training or Employment. The engagement of Unaccompanied and Separated Children and Young People continues to be a strength.

<b>Care Leavers in Education, Employment or Training (EET) rates, as of 31.3.2020 (Aged 19, 20 and 21)</b>				
	<b>Islington</b>	<b>Stat Neighbours</b>	<b>Inner London</b>	<b>England</b>
<b>Total % in EET</b>	47.8% (46.2% in 2018/19)	57.7%	58%	52%
<b>Total % not in EET</b>	42.3% (43.6% in 2018/19)	34.5%	34%	39%
<b>Local authority does not have information</b>	9.9% (10.2% in 2018/19)	7.8%	8%	9%

There is clear focus among Social Workers and Personal Advisers of the need not only to raise the aspirations of young people but also to provide effective information, advice and guidance to their

young people and this is being reflected in their direct work and Pathway Plans. The work of the Virtual School's Education, Employment and Training Advisers has become more targeted and focussed since the introduction of Education, Employment and Training Action Plans. Joint working between the Virtual School and Independent Futures is strong. There are examples of creative work across the council and its partners. This work includes the setting up of Youth, Employability and Skills Team (YES), the development of work experience and internships schemes and the collaboration between council, employers and partners, such as Go Forward, Spear, Big House and Arsenal in the Community.

Nevertheless, improving outcomes and reaching our target of 70% of young people being in education, employment and training will continue to be a challenge and will be particularly so over the coming months due to the impact of Covid 19. As noted in other reports presented at CPB, research and practice shows that the low outcomes of care experienced young people is the result of a range of factors. These include the impact of low attainment at the end of KS4, the number of children who enter care in later childhood, the social, emotional and mental health difficulties experienced by many young people as result of their trauma and adverse childhood experiences and the difficulties young people have in their transition to adulthood. While a great deal of positive and creative work is being undertaken moving and preparing young people for adulthood, it is clear that a proportion of young people find living independently a challenge and lack the consistent and appropriate support to sustain positive change. Evidence would indicate that in order for this change to occur there needs to be targeted, intensive and bespoke interventions by a range of services and professionals.

#### **Key Priorities for the academic year 2020-2021 for the Virtual School & College**

- Working together to develop a clearer understanding of what impacts on outcomes.
- Working collaboratively and intensively with Social Workers to address the issues of placement and school stability.
- Analyse and improve how the Pupil Premium Grant and other interventions can be used to improve the attainment, progress and the well-being of looked-after children. In particular, those groups of children and young people where outcomes are much lower, including Black and Minority Ethnic children and young people.
- Develop programmes of work to improve the outcomes for care experienced young people.
- Develop the role of the Virtual School to provide a service to Children in Need and previously looked-after children.

### **13) Independent Futures**

There is a strong commitment to care experienced young people in Islington by Council Members and Senior Leaders. This is reflected in our offer to them and our charter for care experienced young people, which is ambitious and steers the Council to think about its lifelong responsibilities. The service provided by Independent Futures for young people continues to develop and improve, going from strength to strength.

Staff have embraced the restructure changes, welcomed and settled in lots of new practitioners into the service, which has expanded considerably. Staff have continued to learn new skills and remain very committed to offering an excellent service to our children and young people.

Staff know their young people well and continue to maintain a high level of contact with them. Staff also maintain contact with some unseen young people who make contact with the service as needed beyond the age of 25 years old. Independent Futures consistently maintain contact with the majority of young people in the service:

Caseloads for the service have remained on the higher end. These high numbers are partly due to the unexpected influx of UASC who have presented over the past year. The National Transfer Scheme (NTS) is no longer operational meaning we have to hold on to all our presenting young people.

Many of our young people experience complex mental health difficulties though they do not meet the thresholds to access adult mental health services. This is due to the very high threshold of need required to access mental health support services from Adult Services and the fact that support cannot be accessed unless young people voluntarily engage with this. Unfortunately, due to their experiences of using and accessing help, this may not necessarily happen at that point and they only then access support in crisis. Therefore, the addition of two specialist mental health social worker roles alongside the two clinicians available to young people and staff to support their practice has been invaluable in bridging the gap to enable staff to effectively support young people around their emotional health needs. Group supervision is co-facilitated by practice managers and Clinicians in the team to support and the specialist social worker currently supports the whole service by offering consultation spaces and facilitating information sessions in our service meeting.

The service until March 2020 was holding late sessions on a Thursday evening for young people. Some of these sessions were well attended with the highest attendance being 18 young people who attended a cultural experience of world food and the lowest attendance has been one young person. The content of the sessions has been variable ranging from a sewing session, Bon Fire night (fireworks) session, Christmas sessions and World food experience. Some of our sessions were run alongside Grandmentors who run games or activity nights on a Thursday once a month to aid matching of young people with mentors.

Prior to the disruption caused by COVID the service was planning to look at how attendance could be improved and advertise them more across the building and with CAIS' support too.

Out of hours, telephone support continues in the evenings and at weekends where support and advice can be accessed.

The quality of pathway plans has improved and the consistency across the service is much better. However, the timeliness of completion remains an area of development for the whole service and plans are in place to address this. Pathway plans continue to be a challenge for the 16 and 17 year olds to ensure that the plans are completed in a timely manner as practice has tended to be that these young people have traditionally remained under Children Looked After systems and had CLA plans. The service is working with all relevant parties including, Independent Reviewing Officers to ensure that independence planning starts in earnest at 15.75 years and plans are drawn up by 16.25

years for most young people. We believe that focusing on this would improve education, employment and training outcomes for our children in the longer term.

### **Accommodation**

Our young people live in a variety of good quality accommodation including our House Project. Staying put is offered as standard where this is appropriate for young people in foster care. Some care experienced young people make the decision to go back and live with parents or relatives between the age of 16 and 18. Sometimes this is a very appropriate position for young people as the risk has changed. In other instances, this is not a good choice for the young person from our perspective and the services works with the young person to make the situation as safe as possible.

The service offers semi-independence accommodation for most late entrants into care and young people with the exception of UASC who usually live with foster carers as a first placement option. There is a small cohort of young people under the age of 18 who experience disruption of placement around their 16 or 17 birthday and feel unable to start again with a new family. These young people are likely to live in semi-independence accommodation. There are also young people over the age of 18 for whom as part of their journey into their own permanent accommodation live in semi-independence accommodation. In March 2020, the service had 99 young people in semi-independence accommodation. Most of these young people are placed within our internal pathway shared with Adult services and their accommodation is in either Islington, Camden or Hackney. For some young people due to safety or choice, they may not live locally and are placed out of our pathway further afield or near their family members or previous foster placements and this may be out of London.

Whilst the Semi-Independence pathway offers several benefits for some young people if this is developmentally appropriate for them the age range for these placements are 16-21 years and the capacity to offer effective interventions for young people is very variable with some providers who see the need as mainly accommodation and not holistically as a young people in need of care. Our staff have then to provide additional support to help meet their needs. We are doing some work with our contracted providers to try to address this and the rent costs for young people who are in semi-independence accommodation, which can be quite high, and impact on young people when they are seeking employment.

We continue to have a high level of young people in suitable accommodation. In Islington performance is affected by the percentage of young people in custody as they account for 7%.

<b>Care Experienced Accommodation rates, at 31.3.2020 (Aged 19, 20 and 21)</b>				
	<b>Islington</b>	<b>Stat Neighbours</b>	<b>Inner London</b>	<b>England</b>
<b>Accommodation considered suitable</b>	83%	86.0%	87%	85%
<b>Accommodation considered unsuitable</b>	7%	6.5%	6%	6%
<b>No information</b>	10%	7.5%	7%	9%

The practice of assessment and placement of young people in permanent accommodation remains high with less than 3 young people over the last 5 years losing their accommodation. Two of the losses have been due to criminality and one due to non-payment of rent arrears and abandonment of the accommodation by the young person. The rent arrears issue for care experienced young people remains a major area of work. Quite often as a parent would, we subsidise these payments but there is a need for some better triggers to prevent this occurring in the first place and escalating to court action. This is an area where more strategic work is required across the Council to ensure that we are keeping to our charter to care experienced young people to be their lifelong champion.

### **15) UASC**

There has been an increase in self-presenting Unaccompanied Asylum Seeking Children (UASC) during 2019. In the third quarter of 2019 Islington was the third highest receiving local authority of UASC behind Croydon and Westminster.

Islington is currently significantly over our national 0.08% quota of 33 UASC. In December 2019 we had 65 Looked After UASC, making up 17% of the Children Looked After population in Islington this is a substantial increase from December 2018 where we had 34 Looked After UASC in our care.

Whilst Islington continues to participate in the equal distribution of UASC through the Pan London Rota and National Transfer Scheme (NTS) at present neither rota is working due to the high numbers of UASC across the UK and the prioritisation given to distributing Croydon UASC to other London Boroughs who are under their allocated 0.07 or 0.08% quotas. As such, Islington is expected to keep all new self-presenting UASC.

21% of our care experienced young people were formerly UASC. 28% of our former UASC still do not have a form of settled status in the UK and remain 'No Recourse to Public Funds'. With 75% of our Looked After UASC also without settled status, it is expected that more UASC will turn 18 and remain 'No Recourse to Public Funds' in 2020.

In 2019 Islington accepted 4 children under the Dubs s.67 scheme which identifies vulnerable children in refugee camps from across Europe whose needs cannot be met in these countries. Councillors have pledged to take 10 children per year under this scheme for the next 10 years with central government funding.

The needs of our UASC population have increased significantly in the past 12 months, in line with increasing accounts of trauma from UASC travelling via Libya where they often faced detention, torture, exposure to sexual assault and denial of food and sanitary conditions. In light of this, we have seen an increase in latent Tuberculosis, torture injuries, sexual assaults and Post Traumatic Stress diagnosis. We have also seen an increase in psychosomatic illnesses believed to be linked to trauma and mental health.

In 2019 Independent Futures became a 16 plus service and is now responsible for providing services to all UASC over the age of 16. This has required additional training and implementation of new procedures for frontline workers, complementing our Motivational Practice model.

There has been a significant increase in the number of National Referral Mechanism applications being completed for UASC, linked with the increase in modern slavery experiences of UASC on route to the UK.

#### **Key priorities for 2020-21 for Independent Futures**

- 1) Continue to improve the Education, employment and training opportunities for young people.
- 2) Review mental health support for young people aged 18 plus including step down from Tier 4 provision.
- 3) Review our care leavers offer considering feedback from the National Implementation Advisor for Care leavers' second report – the decade of the care leaver.
- 4) Increase participation of young people to improve service delivery.
- 5) Continue to improve our in-touch data. This already compares favourably with other local authorities but hope to be able to reach more young people
- 6) Improve the timeliness of pathway plans.
- 7) Take forward outcomes of the transformation work with UASC.

#### **16) Custodial Remand and Remand to Local Authority Accommodation**

An analysis was completed for CPB on two key ways in which a child who is looked after comes to the attention of the Youth Offending Service:

1. The children who were remanded either into Local Authority care or into custody (which means that they become looked after children for the period of their remand)
2. Children Looked After for more than a year who have been convicted of an offence whilst in our care

Overall, for Islington's children the offence gravity for the young people the Youth Offending Service works with is reducing as is the number of offences committed.

There has been a reduction in the number of times children were remanded into custody from 21, in the period 2018-19 to 7 and this is positive as we want this to be a last resort for children. Where remand into custody was used it was due to the serious nature of the offences that were alleged to have been committed or that other forms of community intervention had been unsuccessful in the Court's view.

Of the children made subject to remand, those from Black, Asian and Minority Ethnic groups (BAME) were significantly over represented, this is a cause for concern and is being addressed both locally and nationally.

### **Offending Rates for (Children Looked After)**

The percentage of children looked after for more than a year who were convicted or subject to a final warning or reprimand during the year was 5% a decrease from 6% in 2018/19. The average for our statistical neighbours was 6%.

10 children who had been looked after by the Local Authority for more than a year were convicted of offences between April 2019 - March 2020. All of them were males aged 14-17 years old.

It is concerning that there has been an increase this year in the number of 14 year olds being convicted of offences (4 this year compared to 1 last year.) These 10 children are in a range of placements and all of them have experienced some placement instability. They have all been offered multi-agency packages of support to try to meet their needs and support them away from offending.

6 children came into our care as a result of concerns about the risks to them posed by gang violence and criminality, as well as concerns about their parents' ability to keep them safe. Unfortunately, despite a range of services and interventions offered to them once they came into our care, concerns continued in these areas, and they continued to be convicted of criminal offences.

Disproportionality continues to be of concern, both in terms of children who are BAME being over-represented in the children that we look after in general, and represented in even higher numbers in terms of children who are long term looked after and have offended.

Islington YOS, CLA and IF continue to advocate for avoiding criminalising children in our care wherever possible. The 10 children were involved in 14 offences and received a wide range of outcomes for these, with two children receiving custodial sentences (which YOS very rarely recommend as an outcome for children but recognise is an option open to the Court).

This year, the actual sentences given by the Courts were all considered to be proportionate when reviewed by the YOS and CLA Service Managers, given the nature of the offences. This is positive progress and shows that the work by the services this year in trying to avoid criminalising our looked after children unnecessarily, and advocating for Out of Court disposals wherever possible is progressing positively.

### **Key priorities 2020-2021**

- 1) Address disproportionality of Black and Black British children within the children looked after population, the remand population and the children who are looked after and offend population. This will be done through joint audits, the adolescent review, and implementation of the recommendations from the evaluation report undertaken by the Centre for City Criminology.

- 2) Consideration of use of external controls such as GPS monitoring as a direct alternative to custody in addition to utilising Intensive Supervision and Surveillance
- 3) Continued participation in the Pan London protocol for reducing criminalisation of Looked After Children by the YOS and CLA Service Manager, with the aim of working with the police, placements service and other agencies to ensure all placements understand our commitment to this.

### **Conclusion**

In Islington our commitment is to provide an excellent trauma informed service that is proactive and responsive to changing needs and works to support our children and young people to achieve their full potential.

This annual report of the Corporate Parenting Board has summarised practice across the service, which has been scrutinised by the Board during 2019/20. It also highlights areas of development for 2021. Our Plan for Children looked after and Care Leavers 2018-2020 sets out what we have achieved in the last two years. We will ensure that changes are sustained and built on. Our plan for 2020-22 will be presented for scrutiny at CPB in May 2021.

Karen Gibbings

31 December 2020

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# Corporate parenting resource pack

# Foreword

Looking after and protecting children and young people is one of the most important jobs that councils do and when a child, for whatever reason, can't safely stay at home, it is up to us as the local authority to step in and give them the care, support and stability that they deserve. This isn't just up to the lead member or director of children's services – we need everyone looking out for our most vulnerable children and young people, and every councillor has a role to play in embedding the corporate parenting principles and doing all they can to support children in care to live meaningful and fulfilling lives. This pack aims to help them fulfil that role as effectively as possible.

Being a corporate parent means doing everything we can for every child in the council's care – and every care leaver – to give them the opportunities that other children get. This covers everything from keeping an eye on their progress at school, to looking after their health and wellbeing, to preparing them for life as independent adults – and supporting them when they get there. We need to be ambitious for the children in our care, encouraging them to dream big and take chances even if they don't feel like that's been an option in the past. We need to facilitate and empower our children in care to make a smooth and stable transition to adulthood and enable them to have a say in key decisions that affect their lives.

It's also about the smaller things that make life more fulfilling. It's about making sure children receive birthday cards, are rewarded when they do well (and supported when they don't), get to take part in the activities they enjoy and have new experiences. It's about making sure someone's on the end of a phone when a care leaver is having a hard day at work or university, or is there to help them navigate an application form. It's about doing the things you'd do for your own children.

The Children and Social Work Act 2017 defined for the first time in law the responsibility of corporate parents to ensure, as far as possible, secure, nurturing and positive experiences for looked-after children and young people, and care leavers. Councils across the country already do a fantastic job of this, and we've highlighted some examples in this pack. We'd be delighted to hear of any others to add to our online good practice database for others to learn from, to make sure every councillor has the tools they need to be a good corporate parent.

Many of the children who come into our care will face more challenges before they reach adulthood than any child should have to. It is our duty and our privilege to fight their corner and give them every opportunity to reach their potential.

**Councillor Judith Blake**

Chair, LGA Children and Young People Board

# Contents

Corporate parenting: An introduction	4
Updates to legislation and practice	9
Key lines of enquiry for all councillors	13
Local case studies	
Hampshire	21
Gloucestershire	22
Lambeth	23
Trafford	23
Key resources and further reading	24
Glossary of useful terms	25

# Corporate parenting

## An introduction

### What is a corporate parent?

The Children and Social Work Act 2017 says that when a child or young person comes into the care of the local authority, or is under 25 and was looked-after by the authority for at least 13 weeks after their 14th birthday, the authority becomes their corporate parent. This means that they should:

- act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people
- encourage them to express their views, wishes and feelings, and take them into account
- make sure they have access to services
- make sure children and young people are safe, with stable home lives, relationships and education or work
- promote high aspirations and try to secure the best outcomes for them
- prepare them for adulthood and independent living.

As corporate parents, it's every councillor's responsibility to make sure that the council is meeting these duties towards children in care and care leavers. Children can be in care in a range of different settings, with the authority acting as corporate parent to all of them. This includes foster care, children's homes, secure children's homes, young offender institutions, secure training centres and kinship care.

Every councillor and officer within a council has a responsibility to act for those children and young people as a parent would for their own child.

Lead members, those on corporate parenting panels, and overview and scrutiny committees will have particular responsibilities, but for all councillors, this is where your role as the eyes and ears of the community is particularly important.

Are there youth services in your ward that provide a vital service for looked-after children, and if so, how are you supporting them? Is there a children's home or care leaver accommodation in your ward? If foster carers in your ward provide care for disabled children, do they need any help to improve accessibility of local services? What feedback are you getting from residents?

How are you helping to dispel myths and challenge any stigma and discrimination faced by children and young people in care and care leavers? It's important to remember the need to protect the privacy of these children and young people, so work with officers to find out how you can best provide support.

For both officers and councillors, being a corporate parent means that when any service is being reviewed that could impact upon looked-after children and care leavers, or when you're hearing feedback from, or reports about, children in the council's care, consider:

**“What if this were my child?**

**What can we do to put this right?”**

Childhood is a time of huge potential and development. As corporate parents, all councillors will be committed to ensuring the fundamentals are in place for every child and young person in their care – just as any loving parent would. How does a child in care know that they are loved and they matter; who notices and encourages all the great things about them; and to whom can they turn when they are unhappy or want help to be heard? These are some starter questions for exploring how your council does its best for children in care and care leavers.

It is important to remember that, just as not all children are the same, looked-after children and care leavers are not one homogenous group. While it is true that some will have experienced trauma and disruption in their lives and need specialist support to cope with those experiences, others will have adjusted well to being in care and may be flourishing. Periods of stability can be followed by challenges, so councillors need to recognise the uniqueness of the children in their care, and make sure each child is getting what they need to thrive and be happy.

## Corporate parenting panel

As corporate parents, all councillors should seek to stay informed about children in the council's care, and care leavers. However, the establishment of a corporate parenting panel can provide a useful forum for regular, detailed discussion of issues, and a positive link with children in care councils and other forums. Members of the corporate parenting panel can also use their position to raise awareness of the role amongst colleagues, and provide support to the lead member for children's services.

It can be helpful to include senior officers on the panel, including from areas such as education, health and housing that have a significant impact on children in care and care leavers. In two-tier areas, consider how district council colleagues can be included.

The corporate parenting panel does not replace the duty of all councillors; members of all committees have a responsibility to consider how reports before them impact upon children in care and care leavers.

## Working with partners

Under the Children Act 2004, local authorities have a duty to promote cooperation between 'relevant partners', including the police, the NHS and education providers, while those partners have a duty to cooperate with the local authority in turn. Guidance on the Act highlights that corporate parenting is a 'task [that] must be shared by the whole local authority and partner agencies'.<sup>1</sup> Councils should consider how their partners can help them to deliver their corporate parenting role, especially in relation to the provision of services. The NHS has a responsibility to make sure looked-after children receive the physical and mental health support that they need, for example, while close working between schools and the virtual school head (VSH) can help to improve outcomes for children and young people in care.

## Information and data

The lead member for children's services and those on the corporate parenting panel should receive regular progress reports with regard to looked-after children and care leavers, while data will be available to all members through reports presented to Full Council and scrutiny committees.

Data will be able to provide an overview of medium-to-long-term trends, but statistics on their own are not enough. Make sure that data is presented with the necessary context and explanations – for example, if fewer children are going missing, is this the result of a positive intervention that should be continued? Or are there issues with reporting?

Also look for direction of travel, and comparisons with your statistical neighbours and national data to see where the council is performing well and what could be better.

However, as any parent will know, situations with children and young people change quickly, and statistics will not provide all the real-time data that you need. The corporate parenting panel should keep in close contact with the children in care council, independent reviewing officers (IROs), children's rights and advocacy services and the director of children's services (DCS) to make sure they're receiving up-to-date information and can respond quickly if needed.

## Listening to children and young people

Local authorities have wide-ranging duties to give due consideration to the wishes and feelings of children in care and care leavers. This applies to decisions and actions affecting children and young people as individuals, and to wider matters concerning children in care and care leavers. As corporate parents, all councillors should take an active interest in how well children in care and care leavers are listened to and how this is acted upon. Care experienced people of all ages have valuable, direct knowledge of how it feels to be in care, and what needs to change for the better.

## Safeguarding

Local authorities have a responsibility for safeguarding all children<sup>2</sup>, but there are certain risks that particularly affect children in care and care leavers that corporate parents need to be aware of.

Children in care are three times more likely to go missing than children not in care.<sup>3</sup> Processes must be in place to report missing children, take the appropriate action to find the child, and then to follow up with them when they are found to establish the underlying reasons for going missing.

Corporate parents should be monitoring instances of children going missing, and how regularly independent return interviews are taking place (including for children placed out of area), as well as any emerging themes. The local authority should also collaborate and share information and intelligence with other countries if a child in care goes missing and is thought to have travelled abroad.

Child victims of modern slavery are particularly vulnerable, with nearly two thirds of trafficked children in local authority care going missing at some point; some within just one week.<sup>4</sup> Councils need to make sure a strong multi-agency approach is in place to protect victims from further risk from their traffickers and preventing trafficking from taking place. In particular, there should be a clear understanding between the local authority and the police of roles in planning for this protection and responding if a trafficked child goes missing. Council representatives on local multi-agency safeguarding partnerships should make sure there is oversight of those arrangements, and monitor how well they are being implemented and reviewed.

Children in care are also disproportionately likely to be at risk of child sexual exploitation (CSE) than those in the general population, though it is important to remember that the vast majority of CSE victims are living at home. While those issues that led young people to need local authority care in the first place may increase their vulnerability to CSE, the experience of care itself can also be significant, especially if the child's placement lacks stability. Those at risk of CSE will need to have clear plans in place to protect them, and all social workers and partners should know how to spot signs of risk and deal with them appropriately.

There is also a growing threat of county lines and child criminal exploitation that children in care may be susceptible to due to increased levels of vulnerability.

In addition to ensuring plans are in place to safeguard young people, local authorities are encouraged through a national protocol<sup>5</sup> to work in partnership and have effective mechanisms in place to support children in care and care leavers from being unnecessarily criminalised.

There is also a high proportion of children in care within the youth justice system, either at young offender institutions, training centres or secure children's homes. Local authorities are responsible for children in custody who are the subject of care orders, and all remanded children automatically attain looked-after status. Councils should therefore have systems and processes in place to support this group of young people who may be going through a challenging time.

## Sufficiency

The council has a duty<sup>6</sup> to ensure, as far as is reasonably possible, sufficient accommodation is available locally to meet the needs of looked-after children and care leavers. This can be directly provided, or commissioned provision. Councils should regularly review their position on this, and report on how they intend to meet the sufficiency duty. This will be a valuable source of information for corporate parents.

## Foreign national children in care

As corporate parents, it can be useful for local authorities to be aware of how many children in care are foreign nationals and whether social workers have access to appropriate support and training to enable them to provide appropriate support to this group of children in care.

## Sources of information

### Children in Care Council and other feedback mechanisms

There should be mechanisms in place to hear from children in care, with this information being reported regularly to the corporate parenting panel. There may also be an annual report submitted to Full Council. The format for reporting should be discussed with children and young people; some may wish to meet with councillors to discuss issues face-to-face, some may prefer to use mediators, and others may prefer online methods.

This feedback can provide rich information to act upon to make sure children in care and care leavers are getting what they need – from concerns about how they're kept informed about their placements, to how often they can see any siblings they aren't placed with, right down to whether they're happy with their pocket money.

### Independent reviewing officer annual report

Amongst other duties, IROs are responsible for making sure that the local authority, as a corporate parent, gives proper consideration and weight to children's wishes and feelings in their care plans, and that it genuinely responds to a child's needs.

The IRO manager should produce an annual report for the consideration of the corporate parenting panel, which should include areas of good practice, and areas for development. It should include commentary on issues including the participation of children and their parents, and whether any resource issues are putting the delivery of a good service to all looked-after children at risk.

### Joint Health and Wellbeing Strategy

Joint health and wellbeing strategies (JHWSs) are developed by local leaders to enable the planning and commissioning of integrated services that meet the needs of their whole local community. They particularly work to reduce health inequalities and support the needs of vulnerable groups and individuals; the Joint Strategic Needs Assessment

underpinning the JHWS should include specific consideration of children in care and care leavers. The strategy (or associated delivery plan) will include targets, actions and who is responsible for implementing those actions.

The JHWS will be agreed by the health and wellbeing board, which should also monitor its implementation. Board meetings should be public, as should the JHWS, reports and meeting minutes.

### **Performance reports**

Reports should be published regularly updating on key indicators in relation to children in care, including direction of travel. These indicators are part of a nationally collected dataset reported to government, and include information on placement stability, outcomes for children in care and adoption. Your authority may also report on other indicators according to local priorities.

Key priorities to consider include:

- placement stability
- health data
- educational attainment
- proportion of care leavers in education, employment or training
- children in care being placed out of area or at a distance including overseas placements
- proportion of care leavers that the council has regular contact with
- availability of suitable housing for care leavers.

Further information on these points is included throughout this pack.

Performance reports should be publicly available and should also be presented to a locally agreed committee – for example the corporate parenting panel, the relevant scrutiny committee or cabinet.

### **Feedback from foster parents**

Most children who are in care live with foster parents, and the quality and experience of those foster parents is key to delivering good outcomes for children. Each council will have different ways of gathering feedback from foster parents, including surveys and focus groups, along with different ways of reporting that feedback. The corporate parenting panel should receive updates on foster parent feedback, and this should be used to help inform support for foster parents, and to improve recruitment and retention.

The panel may also wish to consider ongoing input from foster carers by co-opting representatives onto the panel, or having regular meetings with carers to hear about experiences and receive feedback.

### **Stability Index**

Stability for children in care, where they are in an appropriate placement that meets their needs, is an important element in helping them to secure positive outcomes. To help support improved placement stability, the Children's Commissioner has developed a Stability Index to measure three aspects of children's experiences of care – placement moves, school moves, and changes in social worker.

# Updates to legislation and practice

## National Quality Standards for children's homes

The Children's Homes (England) Regulations 2015 set out nine Quality Standards which outline the aspirational and positive outcomes that all children's homes are expected to deliver.

These quality standards are:

- quality and purpose of care
- children's views, wishes and feelings
- education
- enjoyment and achievement
- health and wellbeing
- positive relationships
- protection of children
- leadership and management
- care planning.

Further information on each standard is outlined in the Department for Education's (DfE) 'Guide to the Children's Homes Regulations'.

## New rules for out of area placements

Statutory guidance<sup>7</sup> has strengthened the responsibilities of local authorities to notify other local authorities if they place a looked-after child within their area. Children's homes are also now required to notify their host local authority when a child is placed with them by another authority.

An 'out of area' placement is classified as one outside of the council's geographical boundary, but within an authority that it shares a boundary with. If a child is placed in an authority that doesn't share a geographical boundary with the placing authority, that is classed as an 'at a distance' placement.

A responsible officer should be formally appointed by the DCS to approve out of area placements; this will often be an assistant director. All at a distance placements must be signed off by the DCS. This does not apply where the placement is with the parent, a connected person or a foster carer approved by the responsible authority.

The child's IRO should always be consulted prior to an out of area placement being made, and the wishes of the child should be taken into account. The host authority should also be consulted in advance in the case of out of area and distant placements, and notified when the placement is made.

## Staying put and staying close

'Staying put' is an arrangement that allows a looked-after child to continue to live with their foster carer after their 18th birthday, when they cease to be 'looked-after' by the local authority. This can take place where the council considers it appropriate, and both the young person and the carer want to enter a staying put arrangement.

A 'staying put' duty was introduced in the Children and Families Act 2014, which requires councils to monitor arrangements and provide advice and support (including

financial) to the foster parent and young person to facilitate the arrangement until the young person reaches 21. Guidance material has been produced (see references and further information).

A number of councils are trialling approaches to 'staying close' – a variant of staying put for young people leaving residential care – using funding from the DfE's Innovation Programme to enable care leavers to maintain links with their former children's home.

## Sir Martin Narey's Independent Review of Residential Care

Sir Martin Narey was commissioned by the Prime Minister in 2015 to carry out an independent review of children's residential care.

The final report was published in July 2016 and contained 34 recommendations. These included ways to improve commissioning of places in children's homes, and to encourage development of the right sort of provision where it is needed.

Sir Martin also recommended a review of fostering provision, and the need for sharing of best practice across a range of areas.

Several areas of national policy were also singled out as needing review, including guidance around planning, the use of restraint, and the recording of criminal offences to avoid the unnecessary criminalisation of children in care. Changes to Ofsted inspections of children's homes and guidance were also recommended.

Finally, Sir Martin highlighted ways to improve staffing, including making sure social work students spent part of their placement within a children's home to make sure new staff are getting experience across the sector.

## Independent review of foster care in England<sup>8</sup>

The DfE commissioned Sir Martin Narey and Mark Owens to look at the current state of foster care and how to improve the prospects of children in care. As part of the review there was a public call for evidence for a wide range of stakeholders to contribute. The review made 36 recommendations about how to improve outcomes for children in foster care including:

- ensuring that foster carers are supported and included in decision-making
- improving foster placement commissioning and matching
- greater stability and permanence for children and young people in foster care.

The Government published its response to the report in July 2018.<sup>9</sup> This outlined the actions the Government intended to take to improve practice and the experience of children in foster care, including amending guidance and developing new tools and resources to support better commissioning.

## Care Leaver Strategy 2016

The Government published a new Care Leaver Strategy in July 2016, entitled 'Keep on caring: Supporting young people from care to independence'.

The strategy strengthens the role of the corporate parent, paving the way for the provisions in the Children and Social Work Act 2017.

## Statutory guidance: Children who go missing from care

Statutory guidance was issued in January 2014 on children who run away or go missing from home or care.

The guidance highlights the need for a children's services authority to name a senior children's service manager as responsible for monitoring policies and performance relating to children who go missing from home or care. The responsible manager should understand the risks and issues facing missing children and review best practice in dealing with the issue.

Councils should agree a protocol, with the police and other partners, for dealing with children who run away or go missing in their area. Protocols should be agreed and reviewed regularly with all agencies and be scrutinised by local multi-agency safeguarding arrangements. Where appropriate, agreed protocols should also be in place with neighbouring authorities.

## Statutory guidance: Promoting the education of looked-after children and previously looked after children

The Children and Families Act 2014 places a duty on every children's services authority in England to appoint a virtual school head (VSH) – an officer employed to make sure that the council's duty to promote the educational achievement of its looked-after children is properly discharged. The VSH should also be an educational advocate for children in care and provide advice and guidance to support parents of previously looked after children.

This statutory guidance, issued in 2014 and updated in 2018, highlights that as corporate parents, councils should have high aspirations for the children they look after. The guidance outlines the ways in which authorities should work to close the attainment and progress gap between looked-after children and their peers, and to make sure that looked-after children have access to high quality education, including appropriate support for any special educational needs and disabilities (SEND). The Children and Social Work Act 2017 extended the role of the VSH to previously looked-after children. For these children, the VSH should promote their educational achievement through the provision of information and advice to their parents, educators and others who the VSH considers necessary.

## Statutory guidance: Health and wellbeing

Joint guidance from the DfE and Department of Health was issued to councils and clinical commissioning groups (CCGs) in 2015 to support them to promote the physical, emotional and mental health of children in care.<sup>10</sup> It emphasises that children in care should be proactively considered in the joint strategic needs assessment and when commissioning health services and advocates that children in care should never be refused a health-related service, including a mental health service, on the grounds of a placement being short-term or unplanned. CCGs and health authorities have a duty to respond to requests by councils to carry out health assessments for children in their care.

## Statutory guidance: Special guardianship

Guidance was issued in January 2017 on special guardianship, outlining the issues local authorities should take into account when preparing reports for the court to apply for special guardianship orders. This includes information about the child's needs, and more detailed assessments of the child's relationship with, and the parenting capacity of, the prospective special guardian, both now and longer-term.

## Children and Social Work Act 2017

The Children and Social Work Act 2017 defines, for the first time in law, the role of corporate parents, in addition to expanding and extending support for care leavers, for example through the publication of a 'local offer for care leavers' and making personal advisers available for care leavers up to the age of 25.

The Act also signalled the introduction of a set of corporate parenting principles to support councils to adopt a positive culture for their children in care and care leavers.<sup>11</sup>

The Act sets out revised arrangements for local multi-agency safeguarding partnerships to replace local safeguarding children boards (LSCBs). Under the new provisions, the local authority, CCG and the police have a shared responsibility to make arrangements for themselves and 'relevant agencies' to work together to safeguard and promote the welfare of children in the area. These statutory partners should make sure that all appropriate agencies are involved meaningfully in the partnership, and in particular should look at the engagement of schools, including academies and free schools, which have a key role to play in safeguarding children and young people.

## Foreign-national children and working with authorities overseas

The DfE has published non-statutory guidance for cases where a foreign-national child is taken into care, and when a local authority places a child in another country. The guidance emphasises the importance of notifying a country's consulate in the UK when a child who is a national of that country is taken into care (unless doing so would put the child at risk), and to seek permission from and notify the authorities of the other country when a child is placed abroad.

## National protocol to reduce the unnecessary criminalisation of looked after children and care leavers

This protocol encourages councils to work with partner agencies to avoid the unnecessary criminalisation of children in care and care leavers through, for example, the use of restorative approaches, better understanding of the potential causes of offending and positive parenting in care.<sup>12</sup> The protocol covers all children in care, in all types of placement.

## Non-statutory guidance:

# Key lines of enquiry for all councillors

## What are the characteristics of our cohort of children in care and care leavers?

Understanding the characteristics of children and young people is the first step to making sure that councils are able to act in their interests. The Children in Care team will have information on the children in the council's care, including:

- age and length of time in care
- where children are currently living
- number of children in foster care, children's homes or other settings (including residential schools, hospitals and custodial institutions)
- number of children awaiting adoption
- number of unaccompanied asylum-seeking children
- placement stability
- accommodation and employment information about care leavers
- education information
- foreign national children in care.

The corporate parenting panel and children's scrutiny committee should also receive information about social worker caseloads, to make sure that these are manageable and social workers are able to dedicate sufficient time to children, regardless of their needs.

Find out how this information compares to that of other councils in your statistical group, and to the national picture, and look at direction of travel to help spot trends and areas of concern.

Everyone with a local authority email address has access to LG Inform<sup>13</sup>, which provides a rich source of data for use by councils.

## Do all of our councillors and officers know about their corporate parenting responsibilities?

Every councillor should ideally have training on their corporate parenting role when first elected. It is every councillor's responsibility to consider how new plans and policies might affect children in care, and to ask questions to ensure that those children are getting the best care, support and protection.

There are certain departments within a council that this will be particularly important for, such as education, housing, leisure and skills, but every part of the council needs to consider how its work impacts on children in care and care leavers. Look at how business plans and reports are structured – are officers proactively considering the needs of children in the council's care, or could this be improved? How are the corporate parenting principles being applied?

Consider ways of raising awareness about the corporate parenting role, for example inviting all councillors to any celebration events, or inviting the children in care council to give feedback at Full Council or relevant committee meetings.

## Do our partner agencies understand their role in supporting us as corporate parents?

The council has a duty, under Section 10 of the Children Act 2004, to promote cooperation between local partners to improve the wellbeing of young people in the area. This includes:

- physical and mental health and emotional wellbeing
- protection from harm and neglect
- education, training and recreation
- the contribution made by young people to society
- social and economic wellbeing.

Relevant partners include the police, probation services, the NHS, schools and further education providers.

The participation of partners in work to promote the wellbeing of all children and young people is vital, and it's important that they understand the specific needs of children in care so that this can be taken account of in their plans. For example, children in care are more likely to need support with their mental health, so colleagues in the NHS will need to consider this, while close working with the police to protect children who are at risk of going missing or being exposed to child exploitation is essential. The phrase 'it takes a village to raise a child' is pertinent here; the council alone cannot provide all the support that a child in care needs, and all local services have a responsibility to keep children safe and well.

Consider how existing partnership forums, such as local safeguarding partnerships, health and wellbeing boards and crime and disorder partnerships, are taking into account the needs of children in care in their plans, and consider whether other partners might wish to support your ambitions for children in care.

For example, local businesses might consider offering apprenticeships to children in care, or leisure facilities might be able to offer discounts or free memberships.

## How are we giving children and young people the chance to express their views, wishes and feelings? How do we know those are being acted on?

The UN Convention on the Rights of the Child and the Children Act 1989 state that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Children should be involved in developing their care plans, and provided with advocates to help them do this wherever necessary. It might be useful to also consider information about how the rights of children in care are positively promoted and upheld.

Likewise, care leavers need to be integral to the development of their pathway plans. Social workers make the necessary arrangements for this to happen, and IROs should ensure children and young people are listened to, and their views taken seriously. IROs should provide feedback on how well this is happening.

What arrangements are in place for children to have access to independent advocates and how many take this up? How are concerns raised through this service reported?

Most councils have established children in care councils, comprising any looked-after children and care leavers who want to take part (though some councils hold a separate care leavers' forum, depending on what young people ask for); for councils that haven't done so, it is worth considering this or an alternative method of feedback that's appropriate for looked-after children in the area.

They should be able to set the agenda so that they can talk about what matters to them, and they should also decide how they would like to engage with the corporate parenting panel – whether that’s through joint meetings, feeding back via a mediator, or something else.

Don’t forget, however, that not all children will want to take part in group forums – there should be mechanisms set up to allow all children and young people to express their views in a way that they’re comfortable with.

Also consider how to engage with children with special educational needs and disabilities, or those who may face cultural or language barriers to engaging in feedback processes. In some cases, there may be safeguarding concerns about children with particularly complex needs being asked to take part in certain ways of giving feedback – there should be sensitive discussions between the children’s carers, advocates, the complex needs team, social workers and any other relevant professionals to find the best ways of engaging these children, who should still have the opportunity to say how they feel about their care.

Very young children may also find it harder to explain their wishes and feelings, and there will inevitably be children and young people who actively disengage from review meetings or feedback forums. Consider also those children placed out of area and at a distance. All looked-after children and care leavers have a right to be heard, and support must be put in place to give them that opportunity.

Review how feedback from children in care and care leavers is fed back to the whole council so that it can be factored into all relevant decisions – from housing and employment to education and public health.

Regardless of how feedback is collected, make sure that all children and young people (not just those who attend forums or participated in the feedback exercise) find out what has been done as a result of that feedback – show the young people that their voices are being heard, and changes are being made as a result.

## How do we show children in our care that we have high aspirations for them?

Councils should be ambitious for every child in their care, working with and encouraging them to achieve their full potential, from overcoming early instability or trauma to progressing well in education, learning and training, to pursuing hobbies and developing their talents, depending on what’s most appropriate for the individual child.

It’s important to recognise that children in care are likely to have had very different experiences to their peers, therefore they might be at very different stages at school to other children of the same age. Additionally, in 2018, 55.5 per cent of children in care had a special educational need, compared to 14.6 per cent of all children.<sup>14</sup> Providing the appropriate support can help children begin to overcome earlier trauma and disadvantage, and research shows that children in care achieve better educational outcomes than children in need who stay at home, thanks to the protective factor of that care.<sup>15</sup> The VSH will keep the council updated with how looked-after children are progressing in school, what support is provided to those with learning difficulties, and what action is being taken to help them reach their potential.

Children and young people thrive on recognition and reward, and it’s important to make sure that children in care receive this in the same way children in the rest of the population do. Award ceremonies, money for carers to take children for a celebration of a sports win, or a congratulations card from the lead member for a good school report or a special birthday will all help to reassure children that their efforts are recognised, supported and cared about.

As young people approach leaving care, they should be getting support from their social worker and a personal adviser to consider their future options. The VSH can make sure that young people are encouraged to think broadly and ambitiously about their options, and how to get there.

## Are we providing stable environments for children in our care?

Stability for children and young people is linked to improved mental health and educational attainment.<sup>16</sup> It also helps children to develop relationships, feel more secure and wanted, and build a sense of belonging.

That said, clearly statistics alone cannot be taken on face value. A child or young person should not stay in an unsuitable placement, while a change of social worker to one with a smaller caseload may ultimately be positive for the child – provided this is well managed.

Analysis by the Office of the Children's Commissioner found that one in ten children in care had two or more placement moves in 2017/18. The analysis also found that just over one in ten children in care had experienced a mid-year school move in the previous year, while, 27 per cent experienced two or more changes in social worker over the same time period.<sup>17</sup>

It's important that the council understands the reasons for any instability experienced by children, and takes action to limit this where it is not in their best interests, while recognising that some moves may be unavoidable.

## What are we doing to look after the health and wellbeing of children in our care?

The Joint Strategic Needs Assessment should include consideration of the needs of children in care and care leavers<sup>18</sup>, with an accompanying Joint Health and Wellbeing Strategy (JHWS) in place to meet those needs and minimise inequalities. The health and wellbeing board is responsible for monitoring the implementation of the JHWS. Particular issues to look out for include:

- mental health services – children in care are four times more likely to have a mental health difficulty than children in the general population<sup>19</sup>
- sexual health and family planning services – a quarter of young women leaving care are pregnant, and nearly half become pregnant within two years<sup>20</sup>
- drug and alcohol prevention services – a third of young people leaving care report problems with drugs or alcohol within a year.<sup>21</sup>

Do children and young people have good access to services to support with these, and other issues? How long do they need to wait for support?

It's important to remember that while many children in care will be happy and well-adjusted, some will have experienced significant trauma, others will have lived unstable home lives, and some may lack good support networks. It's the responsibility of councils, as corporate parents, to work hard to tackle those issues and support the children in their care as they work to overcome difficulties that most children in the general population might never have to deal with.

As corporate parents, councillors will want to challenge any stigma and discrimination faced by children in care and care leavers, and to avoid perpetuating negative stereotypes. It is important that councillors

believe in children and young people in care and care leavers, and fight their corner.

If a child has experienced one or more placement moves, check whether health records are being passed between carers so that things like regular dental check-ups and standard vaccinations aren't being missed. Looked-after children should receive an annual health assessment (every six months for under-fives)<sup>22</sup>, but make sure these are being carried out in a child-friendly way – some children find these intrusive and feel they are unnecessary, so make sure they understand why they are taking place and that they know their right to opt out. Pass on feedback about assessments to the CCG, which carries them out, and check whether this is being acted on.

Consider also issues like access to sports facilities and music lessons or other activities outside of school, which will contribute to a child's wellbeing and sense of belonging. What happens to these if a child changes placement? Are care leavers helped to keep accessing activities to support their wellbeing? And what is the local offer for care leavers?

A significant issue for looked-after children and care leavers is having a support network. If they aren't able to rely on family, and if they've experienced multiple placement or school moves, they might not have had a chance to build up a network of their own. Look at what's being done to help them develop relationships that will support them both now and when they leave care, and see what help is available locally – are there volunteer mentors or support groups, for example? All looked-after children should be offered the chance to have an independent visitor – a volunteer to befriend and support them consistently, providing a relationship with an adult who isn't their carer or social worker.

Having stable placements and social workers will also help children to feel more secure and help them learn to develop positive relationships.

It is important to respect the diversity and individual needs of children in care and care leavers, and to make sure that those needs are responded to appropriately. This includes catering for the cultural and religious needs of children, and support for children's emotional wellbeing including, for example, issues around gender identity and sexuality.

## What are we doing to ensure that our children in care are not unnecessarily criminalised?

With the growth of child criminal exploitation and county lines, it is important that as corporate parents, councils are doing all that they can to prevent children in care from being coerced into criminal activity.

Children in care who have been in the care system for more than 12 months are five times more likely to offend than other children.<sup>23</sup> It is important to find out the proportion of children looked after by your authority that are involved in the youth justice system, and find out how this has been changing over time. Are things improving, or is there more work to be done? Have the types of offence changed, or the profile of young people involved? What arrangements are in place to support children in care to engage with restorative activities?

Research has also found children in care living in children's homes are being criminalised at excessively high rates compared to all other groups of children, including those in other types of care.<sup>24</sup> As a result children's homes and police are having to work closely to ensure incidents are dealt with more proportionally.

The council's corporate parenting panel should monitor the proportion of those in children's homes who are involved with the youth justice system, find out what arrangements are already in place to manage incidents in children's homes, and work with and support officers to find out if improvements can be made.

More information can be found in our 'Youth justice' resource pack for councillors.

## What are outcomes like for our care leavers?

As a corporate parent, it's up to you to make sure that care leavers are getting the support they need to lead successful lives.

Care leavers can face a wide variety of challenges and, depending on their individual needs, they might need the support of their personal adviser and social worker to overcome their own hurdles to progress – and they need to know that support is there as they make the transition from a looked-after child to independent living.

Each young person's pathway plan should consider their options for when they've left school, whether they want to go on to further study or straight into the world of work. Work should start on this plan well in advance of a young person leaving care.

For those aiming for university and further education, children in care should be getting support at school to help them get achieve the best results they're capable of, and the VSH will know what interventions are working best or could be expanded. It's also important to look at pathway plans to see how children are reassured about university – it's a scary prospect for most young people, so care leavers need to know how they'll manage their finances, and where they can go during the long university holidays.

For those that don't go on to university, how many are not in education, employment or training – and what is the council doing to improve that?

Are the statistics getting better or worse? Find out how care leavers factor into your authority's recruitment, skills and economic development strategies, including access to apprenticeships and work experience.

The availability of suitable housing is a key issue for care leavers, as is preparation for moving on to independent living. Care leavers should not be placed in bed and breakfast accommodation, and the type of housing that they will move into after leaving care should be included in the pathway plan. Some young people will need more support than others as they move towards independence, while all will need to know that there are fall-back options if things don't work out.

For more information on support and outcomes for care leavers, please see our 'Support for care leavers' resource pack.

## How many children are we placing in out of area placements and why?

Every children's services council has a 'sufficiency duty', which states that it must take steps to secure, as far as possible, sufficient accommodation within its area to meet the needs of children that it is looking after. But there is no one-size-fits-all approach to meeting the needs of individual children, and there are often very good reasons why some children are placed outside their home authority. This could be for their own safety, to break gang affiliation, to place them near other family members or to access specialist services.

If your council is placing a higher proportion of children out of area than its statistical neighbours, or than it was two years ago, for example, it is important to ask why. Is this because the children need very specialist placements that can only be found elsewhere, or because there are not enough placements locally? If the latter, what is being done to improve this?

If children are moved out of area, this may mean moving them away from their school, their friends and family, and the area they're familiar with – it's important that if that happens, it's for the right reasons and that appropriate support is provided to help the young person manage that transition.

## How are we planning for the future and commissioning services?

If a council has too many children and young people being placed out of area inappropriately or in accommodation that doesn't suit their needs, it will need to revisit its sufficiency strategy and revise plans and commissioning to address this. The council will need a strong understanding of what its needs are now and into the future, which it can identify by looking at the data and feedback available, and analysing local and national trends. Councils can then use this information to better manage the local market, whether through recruiting and training more foster carers; evaluating the use of in-house and external provision; and considering the balance of children's home places or foster care with high levels of support for children with complex needs.

Consider also the way in which services for looked-after children are commissioned; are services better commissioned at a local (how local?) or regional level? Would children and young people's outcomes be improved if resources were pooled with partners for specific outcomes, such as early intervention or wellbeing? Are young people involved at any point in commissioning processes, to make sure that services meet their needs?

If in-house provision is an issue, feedback from foster carers – both those that are still working for your authority, and those that have either stopped fostering or moved to an independent fostering agency (IFA) – will be important to find out whether things need to be improved to increase the number of in-house carers.

## How well do we support our foster carers?

It's vital that foster carers feel well supported so that they feel able to provide the best possible care to children and young people, and to encourage them to foster for as long as they are able.

The Fostering Network's State of the Nation Report 2019 identified the following three issues that foster carers would choose to change to improve their ability to care for children:

- recognised and valued as experts who best know the children they care for
- empowered to make day to day decisions for the child they are caring for
- better financial support.

These issues highlight the importance of making sure that foster carers are listened to and have access to the right kind of support when they need it. For example, how are foster carers involved in care plan reviews? Do all in-house carers have up-to-date training plans? Is there good support available if there's a problem in the middle of the night? How much freedom are carers given to make decisions for their foster children?

It's important to remember that a foster carers' role is to provide a loving, caring home for a child, rather than to be a council employee; being treated as professionals is about their being valued, respected members of the team whose knowledge and understanding of the child is given appropriate weight in all decisions.

It's also essential that wherever possible, foster carers are kept fully informed about children coming into and leaving their care, and up-to-date with planned changes. This allows them to provide the right support and ease transitions for their foster children.

Financial support can be an issue for any carer, but in particular there may be concerns around carers with young people in staying put arrangements. While they still receive fees and allowances, these are lower than for fostering placements, which can be problematic where fostering is a major source of income for the family, and may make it difficult for families to continue supporting a young person.

Your best source of information about whether your foster carers feel adequately supported is from foster carers themselves; feedback should be considered by the corporate parenting panel, who can then make recommendations for improvements.

# Local case studies

## Hampshire County Council

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Being a good corporate parent means getting involved, asking questions and making sure the voices of children and young people are being heard.

When the children's residential service was under review in Hampshire, the Lead Member for Children's Services took the opportunity to find out exactly what children wanted and needed, and to make sure their voices were at the centre of any new proposals. This included visiting existing homes – owned both by the council and other sectors – to find out about the experiences of the children living there, and to see what they thought made a 'homely environment'.

At the same time, work was underway to implement the evidence-based Pillars of Parenting model, an approach to move from 'looking after' children to 'caring for' them, and providing strong support for staff including access to an educational psychologist. Children were involved in board meetings as the new care model was put in place, ensuring that they could flag up any issues with the model and let officers and councillors know how they felt about the changes.

In one small children's home using the Pillars of Parenting model, stability for the children living there was found to be better, involvement in crime was reduced, and engagement in education was good. The improved outcomes for children as a result of the new care model and the small, well-located home provided a good evidence-base to support what young people were saying.

The Lead Member took those views and the evidence directly back to his fellow elected members, emphasising the benefits the council could realise – both in terms of outcomes for children in care, and financially thanks to those long-term outcomes – by selling old, larger children's homes with poor community links to support new homes more suited to caring for children. As a result, he was able to successfully bid for considerable investment from the council to provide six new homes.

The Lead Member has continued to champion children's views as the process has continued, attending workshops where children contributed to the design of the new homes, and regularly visiting the homes during the build process to make sure they met the varied needs of the children he'd been speaking to. He has also worked with officers on keeping his fellow corporate parents engaged, with many visiting children's homes, and some even taking their dogs along to meet the children – a great ice breaker.

For more information, please contact:  
[cathi.hadley@hants.gov.uk](mailto:cathi.hadley@hants.gov.uk)

## Gloucestershire County Council

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Gloucestershire aims to put the voice of children and young people at the heart of its approach to corporate parenting, with children in care, young people with experience of children's services and corporate parents working together on everything from strategic planning and service delivery to training and consultation.

One of the key ways that Gloucestershire is working to incorporate the voice of children and young people is through their Ambassadors for Vulnerable Children and Young People, which was highlighted as a strength in an otherwise difficult Ofsted inspection for the authority. These young people, aged 16-25, all have experience of children's social care – whether through being in care, experiencing early help, or receiving support for a disability, for example – and play a central role in developing the council's services. They also act as a link between children and young people and the rest of the council, making sure those voices are heard.

As Participation Manager Della Keith highlights, "Ambassadors help us to keep our focus on, and communicate effectively with, children and young people; they challenge us, work with us, and often identify areas of our work that might be neglected. Most importantly, they've changed our attitudes, understanding and awareness of the issues that are important to children and young people".

Ambassadors are recruited two to three times a year, with 15 currently in post, and are paid for their time and expenses whenever they attend meetings or events. They attend the Children in Care Council so that they can feed back to the Corporate Parenting Group, which they are co-opted onto, and have led consultation with looked-after children to help improve everything from the activities children do with their social workers, to issues around contact with family; their own experiences make them ideally placed to

help communicate the needs and wants of children back to corporate parents.

They have also been part of task groups to improve the quality of care plans, improve questions on fostering panels, and to secure a pilot of personal budgets for children in care who need mental health support. The early involvement of young people in the latter was instrumental in gaining the support of NHS England for the pilot, highlighting the way in which the council places the voice of young people at the heart of their work for looked-after children.

The council has involved the ambassadors in the design of information for young people, which has been highly successful, for example leading to more young people attending fostering panels as they now understand better what goes on, and improving the use of the 'Mind of my Own' app so that children in care can get help with things they are worried about more easily.

All councillors are invited to receive training from the ambassadors about the role of members as corporate parents, and to give them an increased awareness of children's lived experience of their journey into and through care. The Ambassadors have also helped the Children in Care Council to host meetings with councillors, which have had excellent feedback from the children, who feel listened to, and the councillors, whose understanding of being a child in care has improved significantly.

For more information, please contact:  
[della.keith@gloucestershire.gov.uk](mailto:della.keith@gloucestershire.gov.uk)

## London Borough of Lambeth

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Any good parent will know that the needs of their children always come first – and Lambeth Council is committed to putting that philosophy into practice with all the children for whom it is a corporate parent.

Where children are placed in residential care, the council works hard to develop and maintain strong partnerships with those providers to make sure that the children's individual needs and wants are properly taken care of.

In the case of 14-year-old Amy, this has meant support to feel stable in her children's home, and honouring her wish to stay in that home with those she describes as 'family', rather than transferring into foster care. The council and the children's home have worked together to find ways to help her develop her confidence and self-esteem, including providing piano lessons to nurture her passion for music.

Amy is now considering whether she wants to move on to foster care as she gets older, so both the children's home and the council are starting to plan with her. Most importantly, they are working at a pace that suits her, rather than trying to rush her, making sure that her voice is at the forefront of any decision – as any parent knows, children and young people need support and encouragement to work through big decisions, to make sure that they can come to the right decision long-term.

The relationship between the council and the provider is a vital one – much like the relationship between two parents. Trust, mutual respect and good communication mean that both parties can concentrate on working towards the same outcome – a successful and positive care experience for all children being looked-after.

For more information, please contact:  
[communications@lambeth.gov.uk](mailto:communications@lambeth.gov.uk)

## Trafford Metropolitan Borough Council

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When a young person presents as homeless to a local authority, and they have not been in care before their 16th birthday, the authority's responsibilities in law are very limited, requiring only advice and assistance. In Trafford, the Corporate Parenting Board and officers felt that, despite not being corporate parents in such cases in legislative terms, they still had a responsibility to these vulnerable young people, who were homeless and in need of trusted professional support; doing the bare minimum was not good enough. They agreed to provide these young people with a full leaving care service, with support from a personal adviser, a pathway plan, safe and appropriate accommodation, support to live independently and help to engage in education, employment and training. The leaving care grant could also be awarded in certain circumstances. Ofsted was very supportive of the approach, which is an example of how councillors and officers can and do still step in to help young people – even where they don't have to, and where it isn't easy, just as other good parents would.

For more information, please contact:  
[aftercare@trafford.gov.uk](mailto:aftercare@trafford.gov.uk)

# Key resources and further reading

Centre for Public Scrutiny, Safeguarding children: A practical guide for overview and scrutiny councillors, June 2016

Department for Education, Children Act 1989 statutory guidance: Care planning, placement and case review, March 2010 (updated July 2015)

Department for Education, Statutory guidance on children who run away or go missing from home or care, January 2014

Department for Education, Promoting the education of looked after children and previously looked after children: Statutory guidance for local authorities, February 2018

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# Glossary of useful terms

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<b>Advocacy</b>	An advocate's role is to make sure that the child's views and experiences are considered when decisions are made about their future. Every child has the right to be supported by an advocate and councils must have a system in place to provide written, age appropriate information to each looked-after child about advocates and how to request one.
<b>Child and adolescent mental health services (CAMHS)</b>	Services that work with children and young people experiencing emotional, behavioural or mental health difficulties.
<b>Care order</b>	A court order approving the case for a child to be taken into care.
<b>Care plan</b>	A care plan should be developed for every child and young person when they come into care. This should identify how the child will be accommodated, how long it is anticipated that the care order will last, and formulate planned outcomes for the child with associated actions. The plan should be reviewed at least every six months.
<b>Clinical commissioning group (CCG)</b>	These commission most hospital and community NHS services in their area, including mental health and learning disability services.
<b>Child sexual exploitation (CSE)</b>	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
<b>County lines</b>	A term used when drug gangs from big cities expand their operation to smaller towns and exploiting children and young people to sell drugs.
<b>Children's home</b>	A residential facility where groups of children are cared for by qualified workers.
<b>Former relevant child</b>	A care leaver aged 18-21 who was a relevant child or was in care until the age of 18. Young people who are still getting help with education or training remain 'former relevant' until their training has finished.

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<b>Foster care</b>	Foster care is a way for children to be cared for within a family setting when their own family is unable to care for them. It is considered temporary in that there is no legal split from the family (as with adoption), but can be long term where this is in the best interests of the child.
<b>Independent fostering agency (IFA)</b>	IFAs provide fostering services to local authorities. They recruit, train and support their own foster carers who the council can then place a child with on payment of a fee. IFAs can be charities, not-for-profit or profit-making.
<b>Independent reviewing officer (IRO)</b>	An IRO chairs a looked-after child's review(s) and monitors the child's case on an ongoing basis. They ensure that the care plan for the child fully reflects their current needs, wishes and feelings, and that the actions set out in the plan are consistent with the local authority's legal responsibilities towards the child.
<b>Joint Strategic Needs Assessment (JSNA)</b>	JSNAs identifies the current and future health needs of the local population to inform and guide commissioning of health, wellbeing and social care services within local authority areas.
<b>Joint Health and Wellbeing Strategy (JHWS)</b>	The JHWS outlines how local partners will work to improve health in the local population and reduce health inequalities.
<b>Kinship care</b>	Kinship care is where a child is looked-after by a relative or friend. This can be an informal arrangement, through a Special Guardianship Order, or through friends and family foster care, where the local authority still has legal responsibility for the child.
<b>Modern slavery</b>	Modern slavery encompasses slavery, servitude, and forced or compulsory labour and human trafficking. A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do.
<b>Pathway plan</b>	A pathway plan is developed by the local authority with a young person in care as they approach their 16th birthday to help them effectively make the transition from care to living independently. It includes areas such as accommodation, education, life skills and health.
<b>Personal Education Plan (PEP)</b>	The PEP is a statutory part of a child's care plan, making sure that all relevant partners are engaged in a child's education, tracking their progress and giving them the support they need to achieve and be aspirational in their education.
<b>Private arrangement</b>	An informal arrangement where a child or young person is looked-after by a close relative such as grand-parents, aunts or uncles.
<b>Private fostering</b>	An informal arrangement where a child or young person is looked-after by someone who is not their parent or close relative. The local authority should be informed of the arrangement, but is not responsible for the child and is therefore not the corporate parent.

<b>Secure children's home</b>	Secure children's homes offer specialist care and intensive support in a secure setting to young people sentenced by the courts and to young people detained for their own welfare (for example, where children are at risk of child sexual exploitation, and likely to place themselves in risky situations). These are referred to as youth justice beds, and welfare beds respectively.
<b>Special guardianship</b>	Special guardianship means that a child lives with carers who have parental responsibility for them until they turn 18, but legal ties with the parents are not cut as with adoption. The child is no longer the responsibility of the local authority.
<b>Staying Put</b>	An arrangement whereby a looked-after child can stay with their foster carer after the age of 18, as long as both the young person and the foster parent is happy with this arrangement, and it is in the young person's best interests. The council has a duty to support the arrangement up to young person's 21st birthday.
<b>Sufficiency duty</b>	The duty for a council to take steps that secure, as far as possible, sufficient accommodation within its area to meet the needs of children that it is looking after.
<b>Unaccompanied asylum seeking children (UASC)</b>	The definition of an unaccompanied asylum seeking child is set out in the Immigration Rules as someone who: <ul style="list-style-type: none"> <li>• is under 18 years of age when the claim is submitted;</li> <li>• is claiming in their own right; and</li> <li>• is separated from both parents and is not being cared for by an adult who in law or by custom has responsibility to do so.</li> </ul>
<b>Virtual school head</b>	All local authorities must have a virtual school head (VSH) in charge of promoting the educational achievement of the children looked-after by that authority and previously looked-after children. Their role is to know how the looked-after children are doing, and help school staff and social workers to find out about the extra needs of these children and any additional support available to them. VSHs also work with the children's services department and all schools in the area on initiatives to promote the education of children in care.



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We consider requests on an individual basis.

## **Children's Services Scrutiny Committee Work Plan 2021/22**

### **20 July 2021**

1. Scrutiny Review – Scrutiny Initiation Document and introductory presentation
2. Executive Member Annual Report
3. Corporate Parenting

### **20 September 2021**

1. Scrutiny Review – witness evidence
2. Quarter 1 Performance Report
3. Child Protection Annual Report
4. School Place Planning

### **19 October 2021**

1. Scrutiny Review – witness evidence
2. SACRE Annual Report

### **23 November 2021**

1. Scrutiny Review – witness evidence
2. Quarter 2 Performance Report

### **11 January 2022**

1. Scrutiny Review – witness evidence and concluding discussion
2. Executive Member questions

### **1 March 2022**

1. Scrutiny Review – draft recommendations
2. Islington Safeguarding Children Board – Annual Report (to be noted)

3. School Results 2021 (including qualitative data from schools and the 3Rs strategy)

**28 March 2022**

1. Scrutiny Review – draft report
2. Quarter 3 Performance Report
3. Youth Offending Service

**June 2022 (date to be confirmed)**

1. Membership, Terms of Reference, Dates of Meetings
2. Quarter 4 Performance Report
3. Annual report back on the Transition from COVID-19 scrutiny review