



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: WEDNESDAY 27
SEPTEMBER 2017

Time: 7.00 PM

Venue: COMMITTEE ROOM 4 -
CIVIC CENTRE, HIGH
STREET, UXBRIDGE UB8
1UW

**Meeting
Details:** Members of the Public and
Press are welcome to attend
this meeting

Councillors on the Committee

Jane Palmer (Chairman)
Nick Denys (Vice-Chairman)
Dominic Gilham
Becky Haggar
Allan Kauffman
John Oswell
Jan Sweeting
Judith Cooper
Kanwal Dheer

Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

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Terms of Reference

A central role of a Policy Overview Committees is to undertake in-depth policy reviews on specific issues. Reviews provide the opportunity to hear from members of the public and expert witnesses, including people from a wide range of external organisations. Reviews usually make recommendations to the Cabinet on how the Council could improve its work. They therefore perform an important role in opening up the policy-making process to a wider audience, including people who would not normally have the opportunity to participate.

This Committee undertakes the policy overview role in relation to the following matters:

- Education Services and statutory education authority functions
- School performance and attainment
- School Transport
- Relationships with Local Academies / Free Schools
- Pre-School & Early Years Services
- Youth Services & Careers Services
- Juvenile justice & probation services
- Adult Learning
- Education and learning partnerships
- Music & The Arts
- Social care services for children, young persons and children with special needs
- Adoption and Fostering
- Family Services

Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before the meeting
- 3 Matters notified in advance or urgent
- 4 To confirm that items of business marked Part 1 will be considered in public and that the items marked Part 2 will be considered in private
- 5 To agree the minutes of the meeting held on 31 July 2017 1 - 6
- 6 Child and Adolescent Mental Health Services (CAHMS) Update 7 - 16
- 7 Major Review - Supporting children with Special Needs and Disabilities in their early years - Witness Session 1 17 - 28
- 8 Annual Complaints Report 2017/2018 for Children and Young People's Services 29 - 44
- 9 Cabinet Forward Plan - Review Forthcoming Decisions 45 - 46
- 10 Work Programme - Review the Work Programme for the coming year 47 - 50

Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

31 July 2017



Meeting held at Committee Room 3 - Civic Centre,
High Street, Uxbridge UB8 1UW

	<p>Committee Members Present: Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Dominic Gilham, Becky Haggar, John Oswell, Jan Sweeting, Judith Cooper, Kanwal Dheer and Brian Stead (substitute) and Tony Little (Roman Catholic Diocesan Representative).</p> <p>LBH Officers Present: Tony Zaman (Corporate Director Of Social Care) , Dan Kennedy (Deputy Director, Housing, Environment, Education, Health & Wellbeing), Tom Murphy (Assistant Director of Early Intervention Prevention & SEND), Julie Mellor (Service Manager; Early Support Early Intervention Prevention and SEND), Peter Malewicz (Finance Manager, Children and Young People Services) and Anisha Teji (Democratic Services Officer)</p> <p>Also Present: Steve Ashley (Independent Chairman of Hillingdon Local Safeguarding Children Board)</p>
13.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies received from Cllr Kauffman, with Cllr Stead substituting.</p>
14.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
15.	<p>MATTERS NOTIFIED IN ADVANCE OR URGENT (<i>Agenda Item 3</i>)</p> <p>None.</p>
16.	<p>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 4</i>)</p> <p>It was confirmed that all items were in Part 1 and would be heard in public.</p>
17.	<p>TO AGREE THE MINUTES OF THE MEETING HELD ON 11 MAY 2017 AND 12 JUNE 2017 (<i>Agenda Item 5</i>)</p> <p>The minutes from 11 May 2017 were confirmed as an accurate record.</p> <p>The minutes from 12 June 2017 were confirmed as an accurate record, subject to the addition that there were unfilled 150 secondary school places in the Borough.</p>

18. **LOCAL SAFEGUARDING CHILDREN'S BOARD ANNUAL REPORT** (*Agenda Item 6*)

The Independent Chairman of the Hillingdon Local Safeguarding Children Board (LSCB) introduced the Annual Report 2016/17. He gave an overview of the report and the LSCB's current state of play.

The following key points were made in discussion:

- Overall there was positive progress in the LSCB's work. There were currently strong partnerships in place.
- Child safeguarding was meeting the standards expected.
- The LSCB had developed progressive training packages for all agencies and provided administrative and project management skills to move the LSCB forward. This included the development of audit and performance processes.
- There were concerns raised around the Metropolitan Police and how safeguarding was managed. Recent disappointing reports had resulted in the appointment of a new commissioner and a restructuring of services. The London Borough of Hillingdon was well served by the commissioner as he was engaged with services. In summary, if there was limited police engagement there was a risk that children were in danger.
- Other concerns raised were the pressures around health and training around child safeguarding. A recent restructure had taken place which focussed on early help and intervention.
- Over a two year period there was a steady marked improvement in services.

The LSCB performance management framework had four key priorities which focussed on:

- Neglect - dealing with early intervention and early help. For example tracking unborn children in Hillingdon.
- Partnerships working together- in an environment where resources were limited, there was an emphasis on the need to work together to ensure that everyone remain engaged with the process to protect children from identified risks in order to ensure their safety and welfare. The level of attendance in core group meetings had improved and many agencies had bought in to this service. Steps taken included alone meetings between social care workers and children and changes to the current electronic recording system.
- Overseeing the implementation of early help and early intervention programme in Hillingdon - a new programme had developed which focused on the engagement of safeguarding partners. The programme included the implementation of a scorecard which contained the right performance indicators and outcome measures to assess the differences.
- Safeguarding arrangements in Hillingdon - Strong governance arrangements and a monthly audit program were now delivered by the Childrens Services Quality Assurance Teams and the findings were reported to senior managers. Recommendations from serious case reviews and domestic homicides were monitored through the case review subcommittee. There was also a focus on ensuring adequate training for front line staff.

The following key points were made in discussion:

- There had been good voluntary engagement in training sessions although it

was difficult to fully engage voluntary organisations as there was no single place to go to. For example, although there was good engagement with the Youth Council, it was not always easy to reach the children who were at risk.

- The Childrens Act 2004 did not make it clear what organisations were responsible for funding.
- Agencies known for being inadequate were closely worked with and monitored in order to encourage improvement.
- Although it was unclear how long the process took from receipt of a referral, the Multi Agency Safeguarding Hub (MASH) was central to the front door work of safeguarding.
- There was a general consensus that organisations needed to focus on prevention. It was inexcusable to not understand how to react in safeguarding situations and each body involved needed to be held accountable.

It was noted that there was a typo on page 48/78 in relation to Baby W which needed to be corrected.

RESOLVED -

- 1. That officers be congratulated for their hard work.**
- 2. That the report be noted.**

19. MAJOR REVIEW - CONSIDERATION OF SCOPING REPORT *(Agenda Item 7)*

Officers introduced the scoping report entitled, 'Giving the Youngest Children the Best Start in Life: To consider the identification, intervention and transitions for children with special educational needs and disabilities (SEND) in the early years, to support preparation for later life'

The Committee gave consideration to the detail contained in the draft scoping report. A member questioned what would be achieved from the review, given the recent positive Ofsted inspection outcome. The Committee was keen to undertake a review that would make a difference.

Officers highlighted that the review would focus on the importance of early intervention of children with SEND between the ages of 0-5. The review would specifically focus on families who required support. Although there was good work in this area, there was still a large scope for improvement.

Officers explained that identification, intervention and transition were the key themes within the review. Identifying needs at an early stage, considering the support available, how to support the transition into school and with the increase in demand especially with autism how to better manage the support.

The Committee asked what success looked like and how it was measured. Officers advised that a key consideration was how the Council was ready and prepared to deliver good services. This was outcome focussed within a demographic increase and changing the culture.

RESOLVED -

- 1) That the Committee agreed the title report, scoping report and witnesses required to conduct the review.**
- 2) That the report be noted.**

20.

**BUDGET PLANNING REPORT FOR EDUCATION AND CHILDREN'S SERVICES
2017/18 (Agenda Item 8)**

Officers presented the 2016/17 Budget Planning Report for Children, Young People and Learning Services. This was the first opportunity to consider issues relating to budget planning for 2018/2019 and the report focussed on the broader financial position of the Council and signposting major issues within Children, Young People and Learning Services budgets.

Officers explained that another report would be presented to the POC in January 2018 which would set out detailed budget proposals. These proposals were due to be presented to Cabinet in December 2017.

The following key points were made in discussion:

- The current forecast for 2017/18 was for a Council savings requirement of £22.2 million.
- There was positive progress being made. The Council remained in a strong position to deal with the challenges ahead.
- The Council had a good track record of coming in or under budget each year and had retained balance of 38.7m by the end of 2016/17, although 14.5 m of that was expected to be drawn down from 2017/18 to smooth the impact of Government funding reductions.
- The development of savings fell into five broad themes including service transformation, effective procurement, income generation and commercialisation, preventing demand and zero based reviews.
- Social worker recruitment continued to be a national challenge. There had been success in overseas recruitment and converting agency contracts into permanent contracts. There had also been success at a senior level recruitment with many permanent contracted positions now being filled.
- Although there had been significant improvements in residential placements, the Looked After Children population was expected to grow and the service was dealing with more complex cases.
- The number of Unaccompanied Asylum Seeking Children was reducing and this would impact the amount of funding the Council received from the Home Office.
- Home to School Transport services were being reviewed and the Council had employed EDGE consultants to undertake a transformation of the service.
- As the Children and Social Work Act 2017 was imbedded into practice, there would be an impact on the cost of service. This is due to the fact that the Act made a number of changes to the way in which the Council provided support and advice to care givers.
- There were pressures on school funding and there was an increase in the demand for high needs placements providing support for those children that had an Education, Health and Care Plan (EHCP).
- The introduction of the 30 hour free child care entitlement started on 1 September 2017 however it was discretionary for providers. The Council was working with providers to ensure that there was a reasonable level of capacity.
- There were projects underway to expand local schools in the Borough. There had been an increased demand for school places and it was forecasted that the number of SEN children would also increase.

	<p>RESOLVED -</p> <ol style="list-style-type: none"> 1. That officers be thanked for the comprehensive overview of the budgetary situation that had been provided to the Committee. 2. That the report be noted.
21.	<p>CABINET FORWARD PLAN - REVIEW FORTHCOMING DECISIONS (<i>Agenda Item 9</i>)</p> <p>RESOLVED -</p> <p>(1) The Cabinet Forward Plan was noted.</p>
22.	<p>WORK PROGRAMME - REVIEW THE WORK PROGRAMME FOR THE COMING YEAR (<i>Agenda Item 10</i>)</p> <p>Further to previous requests to incorporate the service improvement plan into the work programme, the Committee asked for an update. Officers advised that this matter would be looked into further.</p> <p>RESOLVED</p> <ol style="list-style-type: none"> (1) That the work programme be noted. (2) That officers look into the status of the service improvement plan and liaise directly with the Chairman about putting it back onto the work programme.
	<p>The meeting, which commenced at 7pm, closed at 8.35pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Anisha Teji on 01895 277655. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

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CHILD AND ADOLESCENT MENTAL HEALTH SERVICES UPDATE SEPTEMBER 2017

Contact Officer: Anisha Teji
Telephone: 01895 277655

REASON FOR ITEM

The Committee requested an update on the current position of Child and Adolescent Mental Health Services (CAMHS) across Hillingdon.

SUGGESTED COMMITTEE ACTIVITY

It is recommended that the Committee:

- a) notes the updated report; and
- b) asks any questions it may have.

INFORMATION

Jane Hainstock from Hillingdon Clinical Commissioning Group will be in attendance at the meeting.

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1 How are we going to improve Outcomes for Children and Young People in Hillingdon ?

NHS
Hillingdon
Clinical Commissioning Group

- Implement an Integrated Child & Adolescent Mental Health Pathway without tiers (Thrive Model)
- Ongoing co-production with Children, Young People, Schools and families
- A greater focus on Early intervention & Prevention - through providing advice and support to the wider workforce; including Teachers, Primary Care workforce, and establishing Peer support programmes for Children and Young People and families
- Commissioning evidenced based service responses where they exist; or testing and evaluating models to determine their efficacy where evidence is weaker



2 Recap on the Local Plan Implementation

NHS
Hillingdon
Clinical Commissioning Group

Completed by	Activity underway
March 2017	• Hillingdon Health and Well Being Board support a new approach to commissioning Child and Adolescent Mental Health services - the 'Thrive Model'
March - August 2017	• Coproduction with Children, Young People and Families to identify the key priorities to implement the 'Thrive Model' in Hillingdon
June 2017	• Initial discussions with Schools to identify how best to support their role
July 2017	• CCG informed that bid for funding for 2 years for new Youth Justice Liaison & Diversion services was successful. Planning work underway
Jan 2018	• Model of Crisis & Liaison Service for those needing specialised Support In place



2 Recap - The Thrive Model

Three complimentary principles:

- Needs Led
- Integrated
- Effective & Transparent



3. Priorities for 2017 - 2019

North West London Transformation plan identified a number of areas:

- Early intervention
- Range of practitioners offering advice and support
- Offer some core training interventions
- Offer clear information and signposting service
- Core point of referral for specialist CAMHs and other specialist services (SPA)



3 The Hillingdon priorities for 2107 - 19

NHS
Hillingdon
Clinical Commissioning Group

The Co-Production work with local children, young people and families supported the North West London Priorities and identified a list of detailed ideas that are outlined below under the 'Thrive Model' headings. Some developments e.g. establishing a Mental Health support role within schools will support more than one area:

Getting Advice

- Ensure the 'Local Offer' Hillingdon Based Fully Interactive Website for Children and Families for information includes up to date information about all local mental health services and available support
- Programme of Support in schools
- YP Well-being Support in schools



3 Hillingdon Priorities cont'd

NHS
Hillingdon
Clinical Commissioning Group

Getting Help

- Mental Health and Well Being Co-ordinators in Schools
- Effective Training for professionals in mainstream settings e.g. MH First Aid Training
- Behaviour strategy focussed on pupils at risk of exclusion
- Integrated pathway for ASD/ Mental Health difficulties

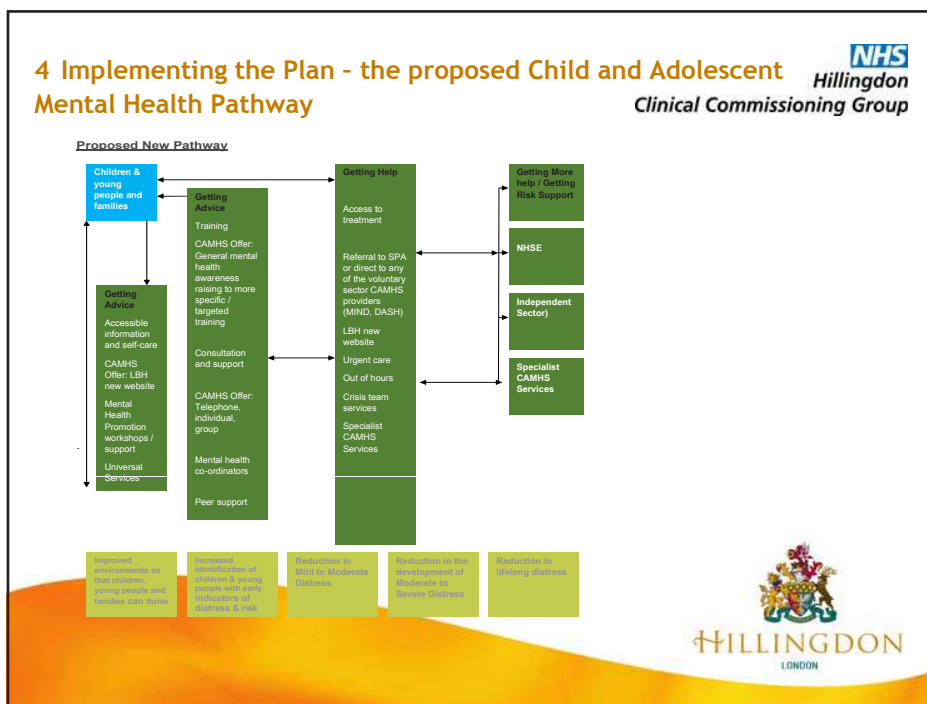
Getting More Help (Help in Specialist settings)

- Young Peoples Health Passport so easily aware of difficulties, likely triggers and what support would be most helpful
- Co- Location of MH Professionals in Community based settings will involve a re-design of existing services

Getting Risk Support

- Existing service provision was reported as 'good' but people commented they were aware that sometimes the wait was too long





4 Implementing the Plan - Proposed actions

NHS Hillingdon Clinical Commissioning Group

Activity	Timeline	Comments
HWBB approve recommendations following Hillingdon Co-Production project.	September 2017	5 October 2017 meeting of 'CYP' group to convene to revise terms of reference and membership to take forward and monitor progress of the plan
Getting Advice & Getting Help <ul style="list-style-type: none"> Ensuring the 'Local Offer' Interactive Development website includes up to date information about all local services and available support. Run Young Minds Practitioner training event for Schools across Hillingdon Development of Mental Health Coordinator role in schools Development of Clinical Practitioner Support model Begin discussions with LBH School Improvement team and Schools to develop behavior strategy for pupils at risk of exclusion 	<ul style="list-style-type: none"> End of October 17 & then ongoing December 2017 New model in place in March 18 1.4 2018 	<ul style="list-style-type: none"> Representatives from Hillingdon's CAMHS Steering Group (including CNWL, HCCG, service users and Third Sector) will develop the new website with LBH lead officer. Funding in place, working with Schools Improvement team to facilitate sessions with schools Role will be developed at the training events and the evaluation and monitoring plan agreed. Evaluation period to be determined during March 18. Role requires scoping with key stakeholders during the autumn this work will consider how to develop an integrated pathway for families and Children and Young people with MH/ASD issues

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4 Implementing the Plan - Proposed actions

continued

NHS
Hillingdon
Clinical Commissioning Group

Activity	Timeline	Comments
Getting More Help and Getting Risk Support <ul style="list-style-type: none"> Core Point of Referral for specialist services referral management system introduced with additional staff taking up posts across North West London to allow full integration of Crisis Services' and Out of Hours service Developing a 'young persons passport' so services are aware of difficulties, triggers and support required Improve access to Specialist CAMHS services in line with National Targets Co Location of MH Professionals in community based settings 	<ul style="list-style-type: none"> Jan 2018 Tbc Oct 2017 Dec 2017 	<ul style="list-style-type: none"> This will see the implementation of an integrated referral management system and expanded out of hours crisis service across Hillingdon and NWL. Requires scoping further co-production with parents to determine the optimum model and benefits Continue to monitor performance through the monthly contract monitoring meetings during 2018/19 discussions with providers and families to scope the opportunities and benefits of colocation

New Hillingdon 'Thrive' model in place 1 July 2018 to be evaluated over the summer of 2018



5 Specialist Child And Adolescent Mental Health Service performance and - Waiting Times End July 2017

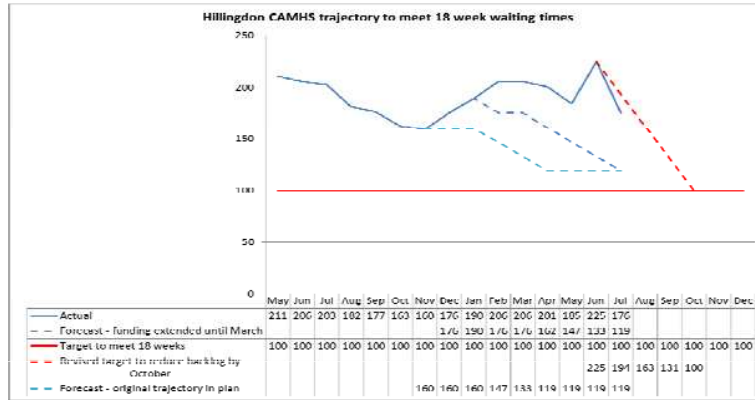
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- The Hillingdon Eating Disorder Service and Out of Hours/Self Harm Service are meeting targets.
- The number of Children and Young People Waiting for assessment by Specialist CAMH professional is 176 (down from 225 in June 2017)
- Target to meet 18 weeks (100 people waiting) trajectory is on track for delivery by the end of October 2017
- Additional staff recruited from NHSE and CNWL funding to support this work
- Agreement reached with providers to increase productivity to support this work
- All urgent referrals seen within 4 hours in line with national requirements
- All other referrals reviewed by the clinical team to determine the appropriate first appointment date



9 CAMHS Performance - Waiting Times End July 2017

NHS
Hillingdon
Clinical Commissioning Group



Next Steps

NHS
Hillingdon
Clinical Commissioning Group

Following the HWB meeting the next steps are

- To review the terms of reference and membership of the 'CYP' steering group to take forward the actions outlined and monitor and report on progress going forward
- Consider the development of a system wide performance dashboard
- LBH and NHS Hillingdon CCG to submit the refreshed Children and Young People Mental Health Services Transformation Plan by 31 October 2017



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SUPPORTING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) IN THEIR EARLY YEARS

Contact Officers: Tom Murphy /Anisha Teji
Telephone: 01895 558273 / 01895 277655

REASON FOR ITEM

To receive the updated scoping report on the proposed review topic. Witness session one has been planned for 27 September 2017 and witness session three has been planned for 18 October 2017. Witness session 2 will take place outside of the Community meeting on a date to be confirmed.

OPTIONS AVAILABLE TO THE COMMITTEE

1. To give consideration to the detail contained in the draft scoping report and to make comments and suggestions on the detail contained within.
2. To request clarification and further information from officers.
3. To agree the report title, scoping report and the witnesses that will be required for the Committee to conduct its review.

INFORMATION

1. Following discussion at the June 2017 meeting of the Committee, it was agreed that officers would produce a scoping report for consideration at the July 2017 meeting.
2. At the July 2017 meeting, Members were provided with the first draft scoping report for the review and were provided with details on the background to the reasons for the review. Following the feedback received at the last meeting, the scoping report was updated.
3. Officers have made arrangements for witness sessions to be held at the September 2017 and October 2017 Committee meeting. There will also be another witness session which will take place outside of the meeting on a date to be confirmed. This will be followed by presentation of the draft final report at the January 2018 meeting.

WITNESSES

At the meeting on 27 September 2017, the following witnesses will be in attendance:

- Zoe Sargent (Head of Children's Services, Central and North West London) (health - CCG)

Children, Young People & Learning Policy Overview Committee – 27 September 2017

- Jo Moody - advanced practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre

PAPERS WITH THE REPORT

Draft scoping report 'Supporting children with Special Education Needs and Disabilities (SEND) in their early years'.



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Policy Overview Committee Review Scoping Report 2017/18

Supporting children with Special Education Needs and Disabilities (SEND) in their early years

Aim of review

- To consider how children with SEND have their needs identified and to understand what interventions are made to address these needs, including the support available to parents, with a view to identifying opportunities to strengthen current arrangements in order to improve outcomes.

Service Delivery Context

The London Borough of Hillingdon has high ambitions for children and young people including those with special educational needs and disabilities (SEND). There is a long history of developing inclusive early year's provision for children with SEND within the borough.

The range of early year's provision in Hillingdon comprises of three early years settings, 81 private, voluntary, independent settings (PVI settings include full day-care nurseries, playgroups or sessional care & nurseries within independent schools). This provision includes; full day care, sessional care, early year's centres and childminders. There are currently 305 registered childminders in Hillingdon. An inclusive early years setting will adapt to enable a child with SEND to fully participate and access play and learning opportunities with their peers. Training and support is provided to enable settings to meet their legislative requirements and develop quality inclusive services. The Children and Families Act 2014 and the associated guidance requires local authorities to '*ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN*' recognising that '*a pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.*'

PVI settings within the London Borough of Hillingdon are supported by the Council's Inclusion Team in developing quality inclusive provision; this team fulfils the role of the area Special Education Needs Coordinator (SENCo) and provide training and support to settings to enable them to include children with a range of additional needs and disabilities. These settings along with nurseries and reception classes in maintained

schools all deliver the Early Years Foundation Stage (EYFS), the statutory framework for children aged 0 - 5 years.

Health visitors are highly trained specialist community public health nurses who play an important role in the identification of children who may have SEND and the provision of support for these families. They implement the healthy child programme, a national government initiative with the aim of *'improving the health and wellbeing of children, as part of an integrated approach to supporting children and families.'*

Community Paediatricians see patients aged 0 - school leaving age, who are resident in Hillingdon (with the exception of Hillingdon residents registered with an Ealing GP), and who have one or more of the following conditions: development delay or long term conditions, disabilities and complex health needs, epilepsy, cerebral palsy, chromosomal disorders, neuromuscular conditions, children with neurodevelopment concerns such as social and communication difficulties, autism spectrum disorder, developmental co-ordination disorder and babies who were identified as medically high risk at birth.

The council's Sensory Intervention Team provides support to families of children, whose needs are identified soon after birth, for example following the hearing screening test. We know that children and young people with sensory needs can require very specialist support at different points in their life. Evidence shows that early intervention can make a significant difference to their progression.

All of these services work in collaboration to support the process of identification and subsequent interventions to support early learning for children with SEND. It is proposed that the review considered the effectiveness of the early identification, interventions and subsequent transitions into the maintained sector (schools) for children 0 - 5 with SEND.

Legislative Context

The Children and Families Act was given Royal Assent in March 2014 and brought about the most significant reforms to the statutory framework for Special Education Needs and Disabilities (SEND) for 30 years. These changes to the law implemented a new system seeking to help children and young people aged 0 to 25 with SEND. More specifically, the changes aim to provide a system that is:

- Person centred;
- Outcome focused;
- Delivered through a co-ordinated and integrated model of support; and
- Inclusive of families in planning and decision making.

Following the passing of the Act, the reforms were implemented gradually and came fully into force on 1 September 2014. In Hillingdon we have embraced the reform agenda by working with partners to develop our approach and practice in accordance with the legislative changes and the Special Education Needs and Disabilities Code of Practice which provides statutory guidance for organisations working with children and young people with SEND.

The legislation requires services in the 'local area' to work together to identify, intervene and improve outcomes for children and young people with SEND. Outcomes for children and young people with SEND nationally have been poor, interventions have been thought to focus too heavily on provision and short term targets with not enough emphasis being given to improving outcomes. The Children and Families Act 2014 seeks to improve life chances for those with SEND encouraging those working with children and young people

PART I –

with SEND to consider outcomes such as gaining employment, living as independently as possible, being part of the community having friends and good health from the early years.

Identification

The Early Years Foundation Stage (EYFS) requires all those who work with young children to be alert to emerging difficulties and to respond early. This includes concerns raised by parents and children. All early years providers are required to have arrangements in place to identify children with SEN or disabilities (this includes childminders).

Where a health body is of the opinion that a young child has, or probably has, SEN they must inform the child's parents and bring the child to attention of the local authority. Locally the early notifications from health are received by the Early Support Team, who contact the family and where appropriate offer Early Support key working or portage home visiting support.

The early years are a period of rapid change and development, it is therefore particularly important that any needs are identified early and appropriate interventions put in place to enhance children's development. *'Delay at this stage can give rise to learning difficulties and subsequent loss of self esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children prepare for adult life.'* (DoE Sept 2014)

0 - 2 age range

Children with more complex developmental or sensory needs may be identified at birth. Parents may raise concerns about their child's development with their child's health visitor, GP, child's nursery or at a Children's Centre. Those working with the family should support them in understanding their child's needs and help them to access support or be referred on to the appropriate agency for further assessment; this may include the child development centre or therapy services.

Health visitors provide the mandated reviews as prescribed national policy (Healthy Child Programme) these start during the prenatal period with the first review being offered on or after twenty eight weeks of pregnancy followed by a new birth visit within 14 days (normally delivered when the baby is between 10 to 14 days). Later a 6 - 8 week review is offered for the mother, father and child which includes a maternal mood assessment, assessment of progress in maternal mental health and ongoing support with breast feeding. The one year review assesses physical, emotional and development and needs within the family context; supporting parenting with information about attachment development, monitoring growth, health promotion, accident prevention, healthy eating and oral health, along with immunisation recommendations.

Speech and language therapists provide community based assessment opportunities 'Small Talk' sessions which children and families can be referred to. At these sessions the speech and language therapist will advise the family if the child requires a referral to speech and language therapy. They will also sign post them to other groups such as Language for Life or Attention Hillingdon.

2 year olds

National government have introduced two development checks when children are between the ages of two and three to support the early identification and intervention for children who may have emerging concerns or an identified SEN or disability.

For children attending a setting (PVI setting or childminder), early year's practitioners must review progress and provide parents with a short written summary of their child's development when a child is aged between two and three. This summary should focus on communication and language, physical and personal, social and emotional development. Where there are significant emerging concerns practitioners are required to develop a co-ordinated plan to support the child.

Health visitors carry out a further screening as part of the Healthy Child Programme, in Hillingdon they use a tool called the Ages and Stages Questionnaire (ASQ) and where appropriate the social emotional ASQ) to structure these checks.

The 'Progress check at age two' and the 'Healthy Child Programme two-year review' together form the integrated review.

3 - 5 age range

89% of three and four year olds in Hillingdon attend some form of early years' provision. The EYFS framework sets standards that all Ofsted registered providers must meet. This includes ongoing assessment of children's progress. As well as the more formal checks early years' practitioners working with children should monitor and review the development and progress of all children during the early years.

During this period health visitors provide a range of services which include the handover of all families from Health Visitor to School Nurse and information sharing to inform the school entry assessment.

The changing picture in terms of need

In Hillingdon as well as nationally there has been an increase in the numbers of children being identified with autism. This has led to an increase in the waiting time for a multi-disciplinary assessment.

Intervention

Research has shown that early intervention improves outcomes for children. It is therefore particularly important to provide timely special educational provision. Early action to address identified need is crucial to ensure progress and improve outcomes.

*'Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.'* (DfE 2015)

Locally there is a history of health and the local authority working together to improve outcomes for children with SEND. There have been a number of initiatives which have led to better co-ordinated services for young children and their families. These include;

- Pathways for children with social communication difficulties. Shared pathways have been developed and interventions being delivered by speech and language therapy within health are based on the same model as early intervention groups (Attention Hillingdon) being run in both children's centres and early years' settings.
- A Speech and Language pack was co-produced by health and the local authority and provided to PVI settings, schools, GP's and children's centres. This supports communication and shares of good practice and provides resources and a

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structure for sharing key messages about ways in which to promote children's communication with families, settings and schools.

- 'Language for life' sessions. Which are held in children's centres for families of children who are showing signs of or at risk of language **delay**. The sessions focus on skilling up parents & carers to support their child's communication development.

The recent CQC/Ofsted local area inspection letter commended this and other forms of early intervention within the borough; *'Parents and carers of young children under five value the high-quality support they receive from professionals. The portage service and speech and language therapy service are particularly well thought of. The 'Attention Hillingdon' programme, which has been rolled out in around 80 early years establishments, has been very successful in improving outcomes. This programme involves activities designed to improve children's focus and attention skills. Leaders check that the programme is delivered effectively, and grade providers to reflect the improvements made.'*

Interventions in nurseries

It is recognised that high quality early education improves health and promotes development and learning. In Hillingdon the Inclusion Team work with early years settings to develop high quality inclusive provision; providing specific guidance and support in meeting identified children's needs. This support includes workforce development. The range of interventions available to support settings in meeting children's needs include:

- Playing and Learning to Socialise (PALS) Social Skills Programme
- Attention Hillingdon a group designed to develop children's attention and listening skills with a focus on developing shared attention.

Hearing Impairment/Visual Impairment/Multi-sensory Impairment (HI/VI/MSI) support

The Sensory Intervention team work with children with a sensory loss from the point of diagnosis. The team work with the child to identify how they are using their vision/hearing; identifying strategies and resources that will support their development and minimise any potential negative impact of their condition. They also work with parents/carers and early years settings providing training, guidance and skill development to help those around the child to better understand and respond to their needs.

Interventions provided by health

There are a range of therapy services provided for children in the early years. These include both individual therapy and group opportunities. Parent training is also a key feature of this work.

Support for parents to enable them to promote their child's development

There is a range of support available to parents to support them in parenting a child who has or may have some additional needs or a disability. These include:

Six autism specific workshops designed to enable parents to understand and meet their child's needs. Parents are also invited to access Early Bird training, an autism specific parenting programme developed by the National Autistic Society. The recent Ofsted/CQC inspection made the following judgement; *'Parents whose children are diagnosed with an autistic spectrum condition are offered an opportunity to attend courses to help them understand the diagnosis and identify ways in which they can support their children. Since 2014, 136 families have attended these programmes. The views of parents on completion of the course are overwhelmingly positive.'*

PART I –

Parenting programmes such as Triple P - Stepping Stones a specific parenting programme for parents of children with SEND. Along with universal parenting programmes.

Where there are a number of agencies involved due to the child's more complex needs they may benefit from the involvement of an Early Support key worker to support the co-ordination of services.

Local offer

The Special Educational Needs and Disability Code of Practice: 0 - 25 requires local authorities to publish a local offer which must include childcare, special educational, health and social care provision for children with SEND, along with the support available to help children move between phases of education.

Funding SEN Support in the Early Years

The 2014 Children and Families Act, lowered the age at which a request can be made for a Statutory assessment of a child's SEND from 2 years of age to 0.

Transitions

It is well understood that effective transitions for children support their well being and enable continuity of learning. There has been work over a number of years to promote well planned transitions

A tool called 'Moving on' was developed.

Terms of Reference

Chapter 5 of the Code of Practice sets out the actions early years providers should take in relation to identifying and supporting children with special educational needs and disabilities. It is therefore proposed that the review uses this section of the code of practice as the terms of reference for the review process with particular reference to enabling committee members to gather and consider evidence in order to:

1. To understand how children 0 -5 with SEND have their needs identified early with particular regard to vulnerable children;
2. Understand how early years providers and support services work together to improve outcomes for children with SEND;
3. Use qualitative and quantitative data to better understand the impact of support and interventions for children with SEND;
4. Understand the role specialist services play in meeting the needs of children with SEND in early years settings;
5. Understand of how parents with children with SEND are supported;
6. Understand how SEND support in the early years is funded; and
7. To understand how continuity and learning for children 0-5 with SEND are supported during periods of transition.

Reasons for the review

It is recognised that children grow and develop more in their first five years than at any other point in their development. It is also widely understood that effective early intervention can improve outcomes for all children including those with SEND.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory framework for the Early Years Foundation Stage (EYFS) DfE, 2012.)

This review is being undertaken in order to support the process of ensuring every child with SEND in Hillingdon gets the best start in life in line with the requirements and expectations of the SEND Code of Practice and the EYFS statutory framework.

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EVIDENCE & ENQUIRY

Witnesses and timeframes

In order to enable the committee to realise the aim of this review in accordance with the proposed terms of reference the following witnesses and witness sessions are proposed:

Session Information	Suggested Witnesses
Agree Scoping Report <i>31 July 2017</i>	The Assistant Director Early Intervention, Prevention and SEND and Inclusion Services Manager will present the scoping report and provide witness input
Witness Session 1 <i>27 September 2017</i>	Identification of children's SEND <ul style="list-style-type: none"> • Zoe Sargent (Head of Children's Services, Central and North West London) (health - CCG) • Jo Moody - advanced practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre
Witness Session 2 <i>Private Members' meeting (outside formal committee)</i> TBC WITH CHAIRMAN	The child and family perspective (identification, intervention and transitions) <ul style="list-style-type: none"> • Parent • Parent Carer Forum representative
Witness Session 3 <i>18 October 2017</i>	Intervention and transitions <ul style="list-style-type: none"> • Councillor Simmonds • Member of staff from the child development centre (Dr Ahmed Ahmed is the designated medical officer). • Helen Thunder - Early Support team manager (responsibilities include Early Support key working & portage - both are involved in transitions within early years) • Dorothy Chapel - headteacher Field End Infant school • Elaine Caffery (nursery manager, sits on schools forum)
Findings and Agree Recommendations <i>28 November 2017</i>	Members to discuss and agree the recommendations.
Consideration of Draft Final Report <i>16 Jan 2018</i>	The draft final report will be presented by the Democratic Services Officer.

In addition to formal witness sessions, the Committee may wish to consider undertaking an additional session with young people and parents that have been affected by the reforms. This will ensure that the findings of the review are not based solely on the evidence of Council officers but also on the lived experiences of the previous and new systems.

Risk Assessment

Relevant officers have been advised that this review is proposed and are aware of the possible implications on their workload.

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Agenda Item 8

COMPLAINT REPORT FOR CHILDREN AND YOUNG PEOPLES SERVICES FOR 1 APRIL 2016 TO 31 MARCH 2017

Contact Officer Ian Anderson, Business Manager, Complaints and Enquiries
Telephone: 01895 277335

Purpose of the report

This report provides information and analysis of complaints and Members Enquiries received between 1 April 2016 and 31 March 2017 for Children and Young People Services (including Education Services) and satisfies the requirements to publish annual information about complaints.

OPTIONS OPEN TO THE COMMITTEE

For members of the committee to:

1. note the contents of the annual complaint report; and
2. discuss any concerns with the relevant Cabinet member.

SUMMARY OF ANALYSIS

Children and Young Peoples Services (please see pages 5 to 10)

Informal Complaints

- Informal complaints recorded remains broadly similar when comparing the figure for 2015/16 of 104 with the figure for 2016/17 of 103.

Stage 1 complaints

- 33 Stage 1 complaints registered for 2016/17 which is slightly more than the 2015/16 figure of 32. The average time taken to conclude a Stage 1 complaint is 10.63 working days.

Stage 2 and 3 Complaints

- There were no Stage 2 or 3 complaint investigations.

Local Government Ombudsman (LGO)

- Four complaints were considered by the LGO - one was upheld and in the remaining 3 the Ombudsman decided not to investigate.

Compliments

- Compliments are up 21% (8) when comparing the 2015/16 figure of 38 with the 2016/17 figure of 46.

Education and School Complaints (please see pages 11 to 14)

- Informal complaints are down 22% (5) when comparing the 2015/16 figure of 23 with the figure for 2016/17 of 18.

Formal Complaints

- Six complaints were registered at Stage 1. They were all from parents concerning the way their children had been dealt with by the school. In all complaints we raised this issue directly with the Head Teacher but advised the complainant that this was a matter for the school to consider under their own complaints procedure.
- There were no Stage 2 or 3 complaints registered.
- The Local Government Ombudsman investigated one complaint. The complaint was not upheld.

Compliments

- 4 compliments were received during this period.

Members Enquiries (please see page 15)

- 7% (574) increase in enquiries from Elected Members when comparing the figure for 2015/16 of 8,611 with the figure for 2016/17 of 9,185.

BACKGROUND INFORMATION

1. The Council's Vision

The Council's vision is about 'putting our residents first'. Feedback in the form of complaints and compliments is seen as a very important source of information from residents about the quality of services and care provided by the Council. In cases where something has gone wrong, we are committed to putting it right and ensure that it does not happen again.

2. What is a Complaint?

In general terms a complaint can be considered as:

"an expression of dissatisfaction by telephone, personal visit or in writing, about the standard of service, actions or lack of action by the Council or its staff affecting an individual or group of customers."

3. How Can People Complain?

Complaints can be made in person, by telephone, in writing, via our website or email, either directly to the service area, Contact Centre or to the Complaints and Enquiries Team.

4. Remedies for redress

The purpose of redress is to remedy the injustice or hardship suffered and where possible to return a complainant to the position they would have been before the situation went wrong. Types of redress include:

- an apology;
- providing the service that should have been received at first;
- taking action or making a decision that the Council should have done before;
- reconsidering an incorrect decision;
- improving procedures so that similar problems do not happen again; and
- if after an investigation by council staff or the Ombudsman, it is concluded that as a result of maladministration there is no practical action that would provide a full and appropriate remedy or if the complainant has sustained loss or suffering, financial compensation may be the most appropriate approach.

5. Mediation

For some complaints it will not be appropriate, or possible, to resolve a complaint through the complaint process - particularly where there has been a breakdown in the relationship between the service provider and the service user or where emotions are running high. In such situations the Business Manager, Complaints and Enquiries will consider whether mediation is an

option that should be considered. If both parties are agreeable, mediation by an independent mediator allows both parties to come together to see if they can reach a solution through dialogue.

BACKGROUND DOCUMENTS

Annex 1 – CHILDREN AND YOUNG PEOPLES SERVICES

The Complaint Procedure

Complaints made by children or on their behalf are governed by the Children's Act 1989, Representations Procedure (England) Regulations 2006 (Statutory Instrument 2006 No. 1738). This sets out the three stage complaint procedure that Local Authorities are required to follow when dealing with complaints made by for example any child or young person, any local authority foster carer, children leaving care, etc. Hillingdon's procedure operates as follows:

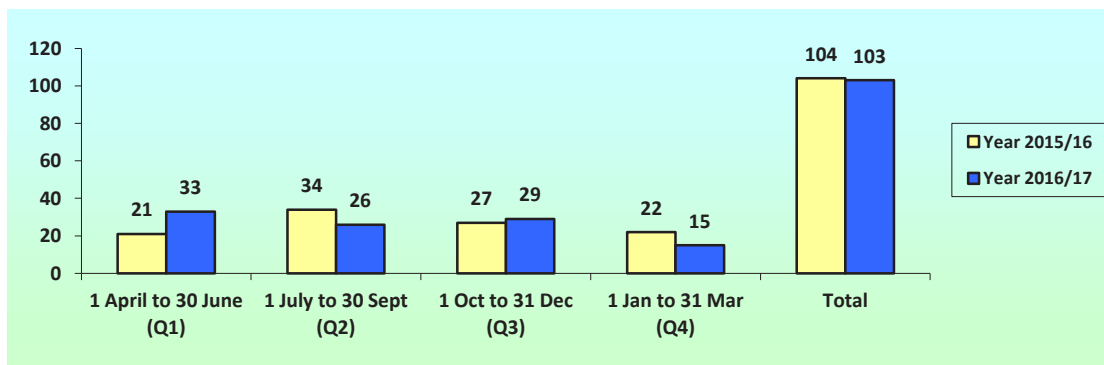
- The Informal Complaint (service request).
- Stage 1 – Local Resolution.
- Stage 2 – Independent Investigation by two people (Investigating Officer and Independent Person).
- Stage 3 – Review Panel.
- Local Government Ombudsman.

A more detailed explanation of how the complaint procedure operates, the main complaint themes and statistical data for each stage of the complaint process is provided below.

1. THE INFORMAL COMPLAINT

The feedback we have received from residents indicate that most want action to resolve their concerns on the spot by discussing the problem with an officer/manager rather than going through the more formal complaint route. If we can resolve a residents issue in this way we will do so, immediately. We will continue to take this approach, wherever possible.

Informal Complaints received – (Service requests)

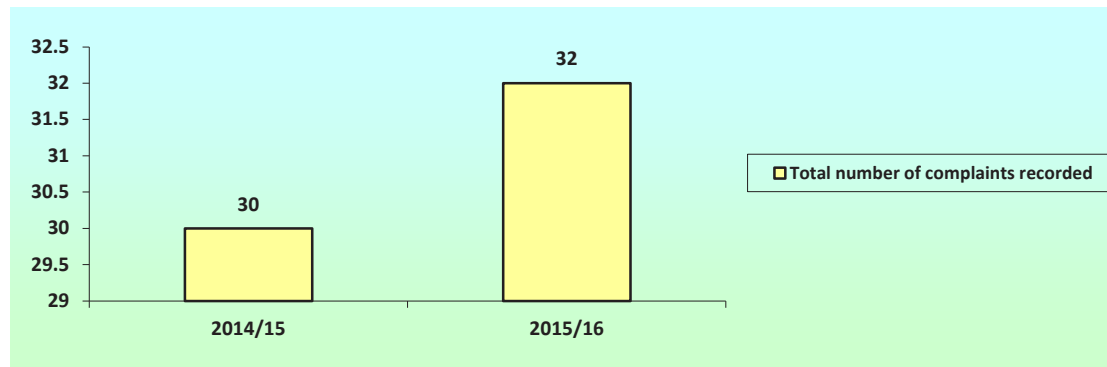


The number of informal complaints remains broadly similar when comparing the figures for 2015/16 of 104 with 2016/17 of 103.

2. STAGE 1 – LOCAL RESOLUTION

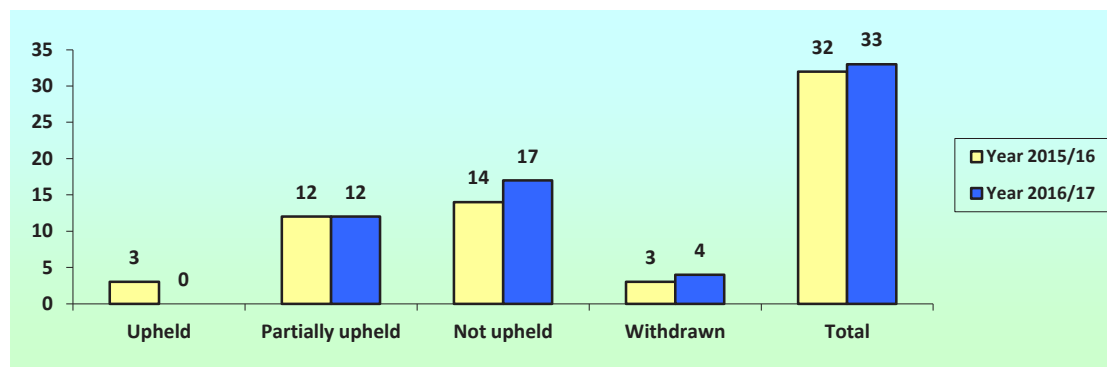
The Head of Service will aim to respond to complaints within 10 working days.

Total number of complaints recorded



The number of formal complaints registered for 2015/16 and 2016/17 remains broadly similar.

Outcome of complaints



When comparing the outcomes for each complaint for 2015/16 with 2016/17, the volume of upheld complaints is down from 3 to 0, partially upheld is the same and the number of not upheld complaints has risen slightly from 14 to 17.

Table 1 – Time taken to conclude a complaint (working days)

	2015/16	2016/17
Average time taken to conclude a complaint	8.31	10.63
Target	10	10
Variance	-1.69	+ 0.63

The average time taken to conclude a Stage 1 complaint is 10.63 working days against the statutory target of 10 working days.

Table 2 - Number and % of complaints dealt with within 10 working days

Period	Total number of complaints	Number dealt with within 10 working days	% dealt with within 10 working days
2015/16	32	30	94 %
2016/17	33	25	76 %

25 (76%) of Stage 1 complaints were dealt with within the 10 working day target. The Complaint and Enquiries Team will be sending reminders to officers on the 7th and 9th working day to remind officers of the date the response is due.

3. STAGE 2 INVESTIGATIONS

A Stage 2 investigation is conducted by an Investigating Officer (IO) and Independent Person (IP) not usually employed by the Council with specialist skills and knowledge of the Children's Act. The timescale to conclude such an investigation is set by statute at 25 working days but this may be extended to a maximum of 65 working days.

There were no formal Stage 2 investigations begun in 2016/17. Where there is a possibility of a Stage 2 investigation the Business Manager for Complaints and Enquiries will intervene to see if a resolution can be achieved through dialogue. This approach generally works well.

4. STAGE 3 INVESTIGATIONS

At Stage 3 of the complaint process, three people independent of the Council, will consider the complaint and wherever possible work towards a resolution. The timescale to conclude such an investigation is 45 working days.

There were no formal Stage 3 investigations begun in 2016/17.

5. INVESTIGATION BY THE LOCAL GOVERNMENT OMBUDSMAN (LGO)

Where it appears that the Council's own investigations have not resolved the complaint, a complainant is entitled to refer their complaint to the Ombudsman.

Four complaints were considered by the Ombudsman and the outcome of each complaint is set out below.

Complaint details	LGO decision
<p>Complaint ref: 4735870 Ms X complained that the Council wrongly deregistered her from being a foster carer. She wanted the Council to compensate her for the discrimination and stress she says it caused her.</p>	<p>Upheld The Ombudsman determined that the Council wrongly stopped Ms X's foster carer status. This decision was reviewed and overturned after an independent review of what had happened. The Council backdated her fostering skills allowance payments so she did not lose out. Ms X paid a sum of money for the upset caused.</p>
<p>Complaint ref: 5424940 Miss X complained that her children had been unfairly taken into care and put up for adoption.</p>	<p>Did not Investigate The Ombudsman informed Miss X that she could not investigate a complaint where the court made a decision that her children should be put up for adoption.</p>
<p>Complaint ref: 5642413 Miss X complained that the Council failed to provide the therapy specified in her child's Education Health and Care Plan (EHCP) and that the Council failed to carry out the required annual review.</p>	<p>Did not Investigate The Ombudsman informed Miss X that she would not investigate her complaint about two missed sessions of therapy specified in an EHCP. It is unlikely an investigation would produce a significantly different outcome.</p>
<p>Complaint ref: 5369900 Mr X complained a) that the Council did not carry out action points agreed during child protection meetings and that the minutes and reports were incomplete; b) that the Council failed to keep him informed about his daughter's progress whilst she lived with her maternal grandmother; and c) about the content of the reports produced by the Council for court.</p>	<p>Did not Investigate The Ombudsman informed Mr X that she would not investigate his complaint as most of the complaint is not within her jurisdiction and a worthwhile outcome could not be achieved through further investigation of other matters.</p>

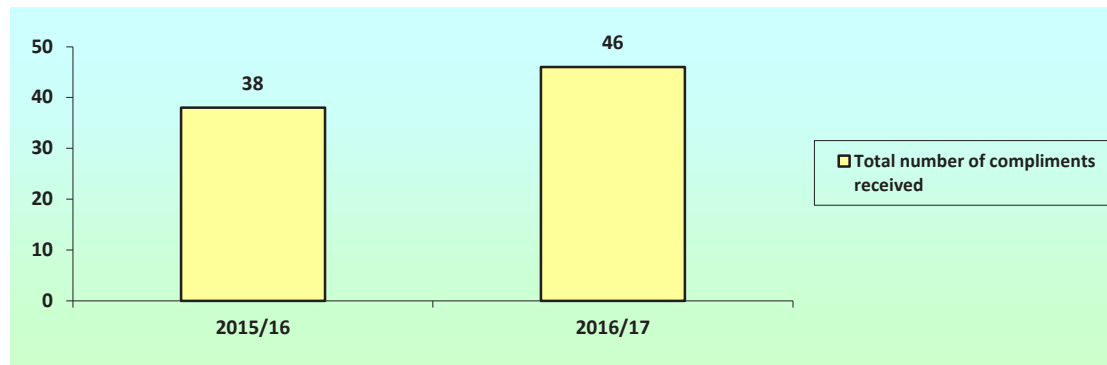
6. LEARNING FROM COMPLAINTS

- Mandatory training was commissioned and delivered for all managers and officers within Children and Young Peoples Services in handling complaints. More training will be delivered on request.
- Minutes of an Initial Child Protection Conference was incorrectly posted to the wrong address. As a result the existing system was reviewed and additional checks were introduced. The issue was also addressed with the member of staff concerned and more widely with the whole team.

- Residents complained that they were not given updates, incorrect or misleading information was given to them verbally or in writing, a placement was ended by text message, etc. We apologised to the complainant on each occasion and spoke to the member of staff concerned as well as the wider team to ensure that it did not happen again.

7. COMPLIMENTS

Number of compliments received



Compliments are up 21% (8) when comparing the same period in 2015/16 of 38 with 2016/17 of 46.

Here's what residents said:

"I am writing to tell you my opinion about my social worker. She is really kind and cares about her young person such as me. She has helped me in different ways:

- *Education (applied for laptop and other stuffs like study lamp and calculator for maths)*
- *Health: when I was in a bad situation she tried to calm me down and we had many appointments to speak with each other and I think she spent a lot of time with me.*

When I received my trafficking letter from the Home Office she booked an appointment with my solicitor as soon as possible. Overall I think she shows me in different ways that she supports me and cares about me. I am not alone here although I live alone".

"I just wanted to give you a quick update. D... is doing really well in school and has recently been having a small packed lunch in the medical room on a Wednesday. D.. wanted me to email you because we have just returned from a PGL weekend run and funded by Meningitis Now. We have had a great time he took part in all the activities and ate 3 meals a day in the canteen with everyone else!!!! He managed to keep his anxieties under control and did brilliantly I'm so proud of him. I'm hoping now we have turned another corner and slowly we are winning!!"

"Our thanks go to you but as you can appreciate, mostly to F.... F.... has been superb and is so patient and good with X...., a real gem, whose small part in X's life is a massive, massive help and relief to us as parents".

"Y's first day at his new School was yesterday, I am pleased to say all went well. Y came out from School smiling and was looking forward to School this morning! It is early days but I am feeling very positive. I would like to thank you sincerely for your support, patience and professionalism throughout my search for a suitable placement".

"You really are a star thank you so much, you have helped our family so much, means the world to us, we can now move forward as a family and work on Z and have the help he may need".

"Thank you for validating my parenting skills in your parenting course and giving me the confidence that I do have the knowledge and ability to parent and that I need a parenting course that deals with how to parent an autistic child. Thank you for listening to me talk about all the things that were overwhelming me. Please say thank you to your staff who let me do 3 blocks of Attention Hillingdon in the past two years whilst P... was on a waiting list for Speech and Language. I am also looking forward to the summer programme and any other courses that you set up regarding autism

8. BENCHMARKING AGAINST OTHER LOCAL AUTHORITIES

Table 2 - Comparative benchmarking data on how Hillingdon compares against other neighbouring Local Authorities.

Local Authority	Total number of Stage 1 complaints	Total number of Stage 2 complaints	Total number of Stage 3 complaints	Total Number of Ombudsman investigations
Barnet	38	1	0	4
Brent	79	12	0	1
Ealing	90	2	0	4
Buckinghamshire	44	11	3	3
Hillingdon	32	0	0	1
Islington	80	4	0	1

In comparison with the Local Authorities near to us, the volume of formal children complaints is low. This is mainly due to the effort made by staff to bring about early resolution of a complaint at the informal stage and Stage 1 of the complaint procedure. This approach is effective in ensuring that a complaint is resolved to the satisfaction of the complainant and results in the vast majority of complaints not escalating to the Local Government Ombudsman.

Annex 2 - EDUCATION AND SCHOOLS

Complaints about education and schools are governed by the Education Act 2002.

The Local Authority will only deal with complaints that are education related but not about a specific school such as the provision of the national curriculum, school admission appeals, exclusions, special educational needs assessments, child protection issues and allegations of child abuse.

Complaints about the internal management of a school must initially be made in writing to the Head Teacher of the school. If this fails to resolve the issue, concerns should then be raised with the chair of governors. If a complainant remains dissatisfied they can then escalate their complaint to the Department for Education and beyond that to the Parliamentary and Health Service Ombudsman via a Member of Parliament.

The Complaint Procedure

For those complaints where this local authority has a statutory duty to investigate, we will deal with these complaints under the corporate complaints procedure as follows:

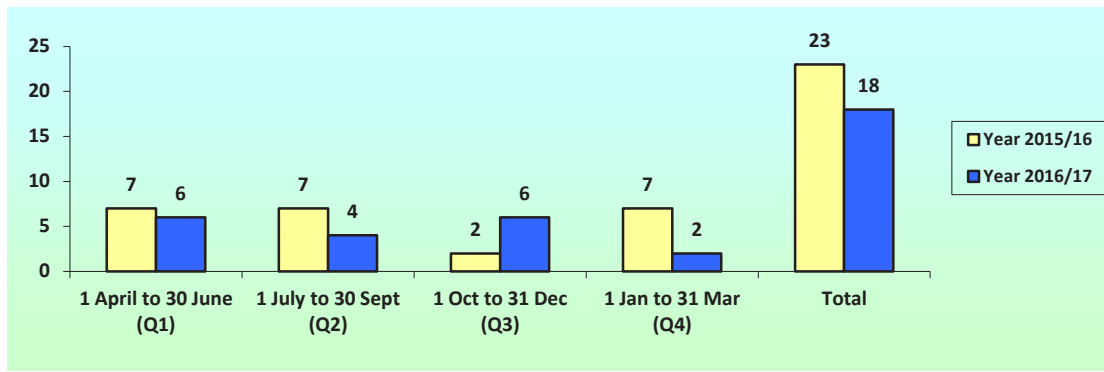
- The Informal Complaint (service request)
- Stage 1 – response from the Deputy Director, Housing, Environment, Education, Health and Wellbeing.
- Stage 2 – response from the Deputy Chief Executive and Corporate Director of Residents Services.
- Stage 3 – response from the Chief Executive of the Council.
- Local Government Ombudsman.

A more detailed explanation of how the complaint procedure operates, the main complaint themes and statistical data for each stage of the complaint process is provided below.

A. THE INFORMAL COMPLAINT

This local authority will attempt to consider all concerns as close to the point of contact as possible, and in cases where minor or day-to-day concerns are raised these are dealt with as service requests.

Informal Complaints received – (Service requests)

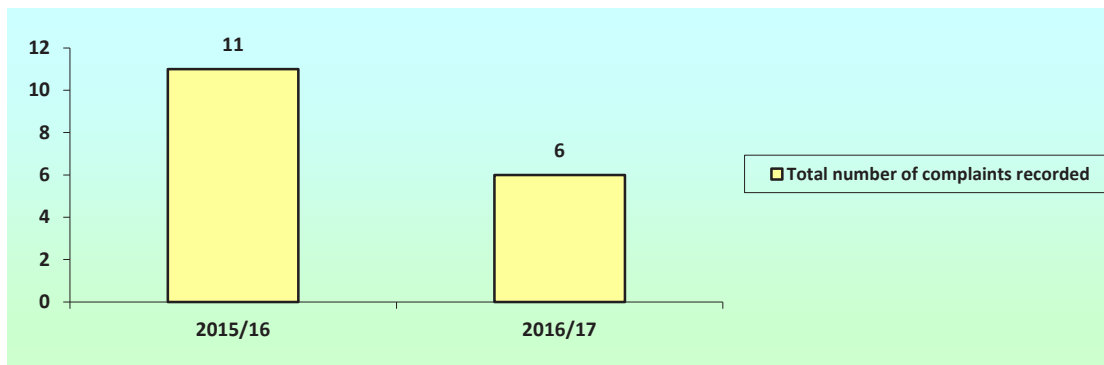


Informal complaints are slightly down when comparing the figure for 2015/16 of 23 with the same period in 2016/17 of 18.

B. STAGE 1 – LOCAL RESOLUTION

The Deputy Director, Housing, Environment, Education, Health and Wellbeing will aim to respond to Stage 1 complaints within 10 working days.

Total number of complaints recorded



Six complaints were registered at Stage 1. They were all from parents concerning the way their children had been dealt with by the school. In all complaints we raised this issue directly with the Head Teacher (safeguarding) but advised the complainant that this was a matter for the school to consider under their own complaints procedure.

c. STAGE 2 COMPLAINTS

The Deputy Chief Executive and Corporate Director of Residents Services will aim to respond to Stage 2 complaints within 10 working days.

There were no Stage 2 complaints during this period.

d. STAGE 3 COMPLAINTS

The Chief Executive commissions an investigation by an officer in Democratic Services and the aim is to respond to complaints within 15 working days.

There were no Stage 3 complaints during this period.

e. LOCAL GOVERNMENT OMBUDSMAN (LGO) INVESTIGATIONS

Where it appears that a Council's own investigations have not resolved the complaint, the complainant is entitled to refer their complaint to the Ombudsman and at any stage of the complaint process.

One complaint was considered by the Ombudsman and the outcome of this complaint is set out below.

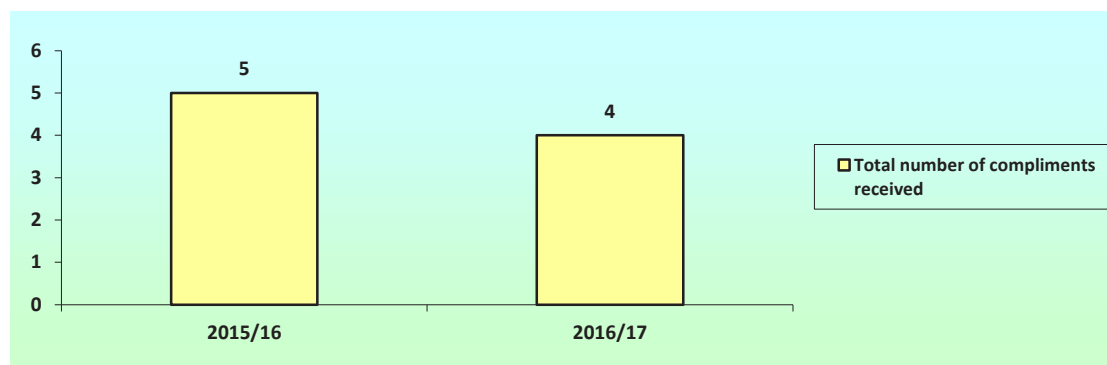
Complaint details	LGO decision
Complaint ref: 5334981 Ms X complained that the Council issued a penalty notice because of her son's unauthorised absences from school. Ms X says her son is being bullied and therefore refuses to go to school. She has tried to get her son to attend without success and says the fine from the Council has caused her financial difficulty.	Not Upheld The Ombudsman determined that there was no fault in the Council's decision to issue a penalty notice to Ms X for her son's unauthorised absence from school.

f. LEARNING FROM COMPLAINTS

None.

g. COMPLIMENTS

Number of compliments received



Here's what some residents said:

"We love independent learning, it is so beneficial to us all. The amount of progress these children are already making and the amazing people they are growing into is so inspiring. Thank you for being a head, brave and strong enough to do what is right for these children. Thank you for standing up for education and putting yourself out there. There are 60 very thankful children whose lives will be changed forever because you had enough courage to say yes".

"Just a brief run down on this young lady as you know I took this case over in January 2016 at this point X.... was not attending school properly and looked as though she would not be taking any exams. X.... did take her exams this year albeit a fraught time for all she managed to attend extra tuition and attend every session/exam she should have done. X.... has secured a place in a Music College where she will be studying her passion. She was offered an unconditional place after her interview. Initially mother and daughter could not be seen together as the atmosphere was so volatile with a lot of hard work and persuasion to try different techniques both parties have changed the way they approach each other and now are able to discuss things through in a more positive fashion".

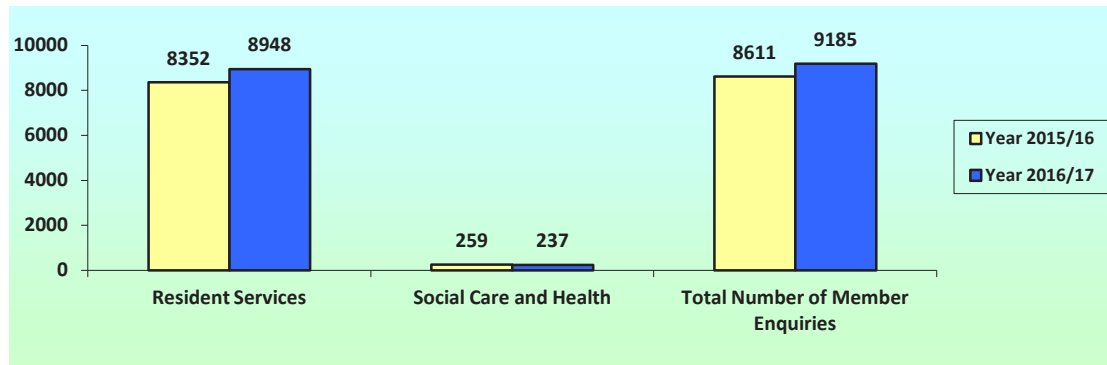
"I thought I would drop you an email regarding a success story of which you helped to create. We had a meeting with Mr. Y.... and he agreed that M.... could return to school in April, into normal lessons. He said he would enter her into all her exams and if she attended every lesson and every exam without any hiccups then she would be allowed to go to the Prom. M.... returned to school at the end of April and did exactly what he said. M.... has changed so much. She does not entertain drama of any kind any more. She has grown up overnight. When you 1st came to us, we were a total mess but now, oh my, I'm so proud to have M.... as my daughter. From both myself and M.... we would like to thank you for all your help and hard work you put into repairing our family and for helping me guide my daughter back from a very dark place. Attached are some photos from her Prom and yes of course we went big as no-one ever expected her to get this far. She asked for a Princess Prom and I provided it. That's the way family's work".

"I am writing to inform you of the outstanding service and support I have received from P.... regarding our daughter Z.... who attends the above school. I had great concerns about my daughter having to take time away from school particularly during her Sats due to ongoing bullying to which the school refused to deal with. I felt so much better after receiving advice and support from P.... regarding my concerns, as we had received no support or help from the school. I am truly thankful that P.... was on the other end of the phone to give the support and advice during a very difficult and stressful time for us and our daughter".

Annex 3 - MEMBERS ENQUIRIES

Enquiries can be submitted to officers by Elected Members on behalf of their constituents.

Total number of Enquiries from Elected Members



- 7% (574) increase (overall) in enquiries from Elected Members when comparing the figure for 2015/16 of 8,611 with the figure for 2016/17 of 9,185.
- 8% (22) fewer ME's for Social Care were recorded when comparing the figures for 2015/16 of 259 with the same period in 2016/17 of 237.
- 57% (30) fewer ME's for Education Services were recorded when comparing the figure for 2015/16 of 53 with the figure for 2016/17 of 23.

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Upcoming Decisions		Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
Ref	201	SI = Standard Item each month Cabinet - 19 October 2017 Cabinet will receive the Annual Report of the Local Safeguarding Children Board (LSCB). It provides Elected Members with a view on effectiveness of children's safeguarding in Hillingdon and identifies priorities for future action	All		Clr David Simmonds CBE	SC - Steve Ashley (Independent Chairman) / Tony Zaman	Policy Overview Committee		Public

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Agenda Item 10

DRAFT WORK PROGRAMME 2017/2018

Contact Officer: Anisha Teji
Telephone: 01895 277655

REASON FOR REPORT

This report is to enable the Committee to review meeting dates and forward plans. This is a standard item at the end of each agenda. This report is open for discussion.

OPTIONS OPEN TO THE COMMITTEE

1. To confirm dates for meetings; and
2. To make suggestions for future working practices and reviews.

WORK PROGRAMME 2017/2018

DATE/ VENUE/ TIME	TOPIC	TIMINGS
12 June 2017	School Admissions Update	Reports deadline: 31 May 2017
	Major Review Topic Agreed	
	Cabinet Forward Plan - Review Forthcoming Decisions	
CR4 7pm	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
31 July 2017	Local Safeguarding Children's Board Annual Report	Reports deadline: 19 July 2017
	Major Review - Consideration of Scoping Report	
CR 3 7pm	Budget Planning Report for Education & Children's Services 2017/2018	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
27 Sept 2017 CR 4 7pm	Major Review - Witness Session 1	Reports deadline: 15 Sept 2017
	Child and Adolescent Mental Health Services (CAHMS) update	
	Annual Complaints Report 2017/2018 for Children and Young People's Services	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
18 Oct 2017 CR 4 7pm	Major Review - Witness Session 3	Reports deadline: 6 Oct 2017
	Elective Home Education Update	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
28 Nov 2017 CR 4 7pm	Major Review – Findings and Agree Recommendations	Reports deadline: 25 Oct 2017
	School Improvement Plan Update	
	Standards and Quality in Education in Hillingdon 2017/2018	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
9 Jan 16 Jan 2018	Major Review – Presentation and Agreement of Draft Report	Reports deadline: 5 Jan 2017
	Consideration of Cabinet Budget Proposals	
	Update on Major Review of the Council's Current and Future Relationship with Academies and Free Schools	
	Cabinet Forward Plan - Review Forthcoming Decisions	

CR4 7pm	Work Programme – Review the Work Programme for the coming year	
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DATE/ VENUE/ TIME	TOPIC	TIMINGS
8 Feb 2018	Update on previous Review of the Committee-'Early Intervention Service'	Reports deadline: 29 Jan 2018
CR4	School Planning Update	
7pm	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
19 March 2018	Child Sexual Exploitation - Update Report	Reports deadline: 7 March 2018
CR 3	Update on latest National Education Policy and Reforms	
7pm	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme - Review the Work Programme for the coming year	

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