



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: TUESDAY 28 NOVEMBER 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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Contact: Anisha Teji
Tel: 01895 277655
Email: ateji@hillingdon.gov.uk

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Lloyd White
Head of Democratic Services
London Borough of Hillingdon,
Phase II, Civic Centre, High Street, Uxbridge, UB8 1UW
www.hillingdon.gov.uk

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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 18 October 2017 1 - 8
- 6 Update on the Implementation of the School Improvement Plan 9 - 46
- 7 Children's Service Overview: Update 47 - 72
- 8 Major Review - Discussion on Additional Information, Findings and Agree Recommendations 73 - 106
- 9 Cabinet Forward Plan - Review Forthcoming Decisions 107 - 110
- 10 Work Programme - Review the Work Programme for the coming year 111 - 114

Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

18 October 2017



Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge UB8 1UW

	<p>Committee Members Present: Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Dominic Gilham, Becky Haggar, Allan Kauffman, John Oswell, Jan Sweeting and Judith Cooper, and Tony Little.</p> <p>Also Present: Councillor Simmonds (Deputy Leader and Cabinet Member for Education and Children's Services), Janna Murphy (Specialist Resource Provision/Assistant Head Hayes Park School), Sarah Blakely (Early Years Foundation Stage Manager), Dr Ahmed Ahmed (Member of staff from the child development centre), Elaine Caffery (Nursery Manager from 4Street Nursery) and Jo Moody (Advanced Practitioner / Early Years Practitioner)</p> <p>LBH Officers Present: 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), Laura Palmer (School Placement and Admissions Team Manager), Michael Rollin (Senior Admissions and Access Officer), Graham Young (Lead Finance Business Partner) and Anisha Teji (Democratic Services Officer)</p>
33.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies received from Cllr Kanwal Dheer.</p>
34.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING (<i>Agenda Item 2</i>)</p> <p>Councillor Haggar declared a non pecuniary interest in agenda item 7: Elective Home Education.</p>
35.	<p>MATTERS NOTIFIED IN ADVANCE OR URGENT (<i>Agenda Item 3</i>)</p> <p>None.</p>
36.	<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>

37. **TO AGREE THE MINUTES OF THE MEETING HELD ON 27 SEPTEMBER 2017**
(Agenda Item 5)

The minutes from the previous meeting indicated that there would be an item on the service improvement plan at the meeting. The Chairman informed the Committee that discussions had taken place with officers regarding the service improvement plan. She explained that following the Ofsted inspections in 2013, 77% of the actions in the service improvement plan were completed. Officers had taken the remaining action into business as usual and the plan had therefore been retired.

Officers would provide the Committee with an update on the current service position and a self evaluation which captured the service developments and improvements since the inspection, as well as the areas which remained a challenge and priority for action. This would be added on to the work programme for the November 2017 meeting.

The minutes from 27 September 2017 were agreed as an accurate record subject to the following amendments:

- To change the wording in agenda item 6 - Child and Adolescent Mental Health Services Update from "the Committee needed reassurance that action was being undertaken..." to the Committee "stills needs reassurance"; and
- To include that the witnesses were asked for their recommendations in addition to their evidence in agenda item 7 - Major Review - Supporting Children with Special Needs and Disabilities in their Early Years.

RESOLVED -

- 1) **That the update on the service improvement plan be noted; and**
- 2) **That the minutes from 27 September 2017 be confirmed as an accurate record with the amendments.**

38. **MAJOR REVIEW WITNESS SESSION 3** (Agenda Item 6)

The Committee welcomed the following witnesses to the major review witness session:

Councillor Simmonds - Deputy Leader and Cabinet Member for Education and Children's Services

In summary, Councillor Simmonds provided his perspective and commented that the scoping report was comprehensive. He reported that there were four key lines of enquiry which needed to be explored. These lines included:

- ensuring that the resources in this area of children's services provided the best results;
- the allocation of finances;
- raising awareness of the support available to children not in a formal setting; and
- focussing on early intervention choices to increase performance and best impact.

It was recognised that the effective joint working programmes in the London Borough of Hillingdon and inspection outcomes were amongst the best in the country.

Some Members questioned how levels of early intervention engagement could be improved. It was reported that there were programmes in place which aimed to do this

such as early support key working, establishing close links with the child development centre and links with health services. Also, rolling out the local child care offer, a service encouraged by government, raised awareness about the resources available to them.

Janna Murphy - Specialist Resource Provision/Assistant Head Hayes Park School and Sarah Blakely - Early Years Foundation Stage Manager

Janna made the following key points during her presentation:

The ability to refer to speech and language therapy services, seek advice and support from the Local Authority Inclusion team and the Early Years Team, links with Charville children centres and improved guidance for emergency funding and exceptional funding, including early access funding were areas that worked well in Hayes Park school. These were all forms of external supports offered to the school.

Internal "raising the concern" process, in class strategy support plans, early identification through Language link screening in Reception for all children, speech screening, information sharing on the Behaviour Watch system, and having a family support working and team around the family when required were some of the in school support programmes that worked well at Hayes Park school.

There were clear processes in place, such as the ability to be able to identify children with SEND and evidence gathering at an early stage. Witnesses explained that the SENDCO at the school had devised a plan explicitly stating what was needed and how the action should be undertaken by teachers. There were also SEND drop in sessions which were useful for staff and parents.

Another area that worked well was Nurture Groups, which were classes of between six and 12 children or young people in early years. There were six principles of Nurture and as the children learnt academically and socially they developed confidence, became responsive to others, learnt self respect and took pride in behaving well and in achieving. Parental engagement was also key to success with morning coffee sessions being offered, support groups, parent reading classes and planners being used to communicate and create a home school link.

Areas of potential recommendations included; the ability to being able to make direct referrals to Occupational Health (as it can only be done by the GP), increased links between EYFS settings and health visitors for hard to reach parents, specific support for independent nursery settings to begin the EHC applications process before the child started school, increased guidance and support for parents in regards to self care and mechanisms for engaging parents better through online forums.

In response to Member questions, the witnesses confirmed that the main barriers for families taking summer school offers were language barriers. There was a need to develop a good relationship of trust and sharing information as parental engagement was significant. Communication was key in this process. The clear pathway for funding had made it easier and costs were managed through prioritisation. An inclusion network was being developed to share good practice amongst schools.

Dr Ahmed Ahmed - Member of staff from the child development centre

Dr Ahmed made the following key points during his presentation:

Dr Ahmed worked as part of a team offering local paediatric community services to children with additional needs by providing multi - disciplinary assessments and interventions. Children were assessed by relevant professionals before being allocated to a care pathway to maximise their developmental, social, emotional and educational potential. We offer child and family centred holistic care.

The child development centre ran a diagnostic secondary service, and most children were identified with SEND needs in a different service then referred to the child development centre.

Identification

The types of intervention methods offered by the child development centre included:

- Antenatal - providing advice for families to have antenatal assessments if they had another child with a condition that could be diagnosed antenatal for example Down Syndrome.
- At birth - maternity staff identifying concerns at an early stage.
- Clinic attendance - children attending child development centre clinics for medical assessments as part of statutory assessments and other developmental conditions were identified.

Intervention

- Interventions were provided by the child development centre therapy services.
- Medical interventions for children with additional needs such as epilepsy and sleep disorder.

Transition

- Dr Ahmed worked closely with the Early Years team and schools, and attended transition meetings.
- CDC therapists visited nurseries and schools to observe children and provide appropriate support to education staff.

In response to Member questions, it was reported that there was usually a risk for children with an overseas background to identify problems and there was a communication issue as professionals did not always know who they could refer to for support and assistance.

Some of the challenges for the child development centre included long waiting lists. It was noted that this was a national concern. Other challenges discussed included a lack of health professionals, communication and the use of different electronic systems used by different professionals without a consolidated area of information.

Elaine Caffery - Nursery Manager a manager from a private voluntary school, 4Street Nursery

In summary, Elaine made the following key points:

Elaine described the systems in place at 4street Nursery for interventions for young children with SEND. These included Attention Hillingdon, Playing and Learning to Socialise (PALS) Social Skills Programme, WELLCOMM, High quality nursery

provision and Five to Thrive. She confirmed that the nursery received a huge amount of support from the Council's inclusion team.

Areas that worked well were children being identified early with appropriate interventions put in place, relationships being built with parents from an early stage, providing timely and relevant information to the parents, tracking the progress against the EYFS with individual development plans and close working with other professionals.

Early planning for transitions was important to ensure that the best strategies were put in place for later stages, face to face meetings built and maintained relations between parents and professionals.

The areas for development included cross borough arrangements, transition arrangements for those at SEND support/vulnerable children when the school can be less receptive to sharing strategies. Access to services such as Educational Psychology, CAMHS and Play Therapy were suggested areas which could be looked into to improve.

There was an emphasis placed on children who fell below the radar because of lack of parental engagement. There was always a worry of financial pressures particularly with some of the new initiatives being introduced.

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

Jo explained that there were a number of tools to support the early identification of children's needs, which included a tool called WELLCOMM (speech and language tool resource kit) which contained specific activities linked to each stage of development. There was a speech language and communication folder which provided tip sheets for parents and advice for staff- this information was shared with schools, childrens centres, GPs and health visitors. Another identification method used was the two year progress checks (requirement of the EYFS) health visitors carry out the healthy children programme screening between the ages of 24 and 30 months.

Some of the areas that worked well included training staff at the early years stages, the types of training received such as ELKLAN speech and language support, promoting positive behaviours training, training in making learning visible and five to thrive.

Building relationships with the parents led to better relations long time.

Areas which could be developed to improve the service included the amount of children waiting for an MDT - B appointment. Streamlining the use of resources - ie therapy services and greater sharing of the outcomes of two year checks.

RESOLVED -

- 1. Witnesses be thanked for their attendance, evidence and recommendations; and**
- 2. The evidence be noted as part of the major review.**

39. **ELECTIVE HOME EDUCATION UPDATE** (*Agenda Item 7*)

Officers provided an overview of the report. The report gave an update on the continuing developments that had taken place and that had been proposed since Elective Home Education (EHE) was last presented to the Committee in January 2017.

The Committee considered the report which made the following points on improving communication and engagement with key partners and parents:

- Further work was underway to ensure that the School Nursing Service included provisions for children.
- To improve direct engagement with residents, there was an option of sending out an evidence request to every parent annually. Letters could be personalised on children's needs and parents could be called in advance of letters to discuss evidence requests.
- To allow the Council to provide information relevant to individual needs, the Council could request for schools to complete an EHE notification providing relevant details about the pupil.
- Cross referencing information could be used to identify children living in the Borough who did appear on school census or school records.
- Further work was planned to find out if it was possible to check social care records of all pupils receiving EHE.
- Training and sharing information should be accessible by all professionals who work with children receiving EHE.

In summary, officers also confirmed that the number using EHE was growing with an increase of 35% from the last year of 232 to 300 children now using the service. Officers confirmed that it was difficult to fully understand why numbers were rising so much, but it is likely that the increase in numbers of children recorded as receiving EHE were partially to do with the local authority's efforts to improve the information available to families and partly due to an increased awareness of home education through media and social media outlets. In view of the increasing numbers of children receiving EHE, Officers are currently preparing an Options Paper which will be presented to members to decide on the future direction of the service provided to residents who are educating their children at home.

RESOLVED -

- 1) **That the report be noted.**

40. **SCHOOL PLANNING UPDATE - TO FOLLOW** (*Agenda Item 8*)

Officers provided an overview of the report. The paper provided an update on planning for primary and secondary school places in Hillingdon.

Members considered the report which reported that the demand for school places was being driven by a number of factors including birth rates, new residential development and families moving into the Borough. The key points in the report were:

Primary

- The need for primary school places in most areas had been met through the primary school expansion programme and the provision of three new primary schools.

- Reception demand was forecasted to reduce reflecting the recent reduction in birth-rate although the demand will increase where there is significant housing development.
- In the south of the Borough, some localised excess demand was forecasted, particularly in the Uxbridge area.
- In the Hayes area, a deficit in the short term is not predicted, but this is being kept under review in light of future residential developments.

Secondary

- In the north of the Borough, ten additional forms of entry were forecasted to be needed over the next five years. Plans were well underway for the expansions of Ruislip High School and Vyners and would provide three forms of entry.
- In the South of the Borough it was forecasted that there would be sufficient school places over the next two years. This was being kept under review.

Members questioned the capacity for current year 7 pupils and whether there was enough capacity in the system. Officers reported to the Committee that they were confident with the current projection and that there was enough space.

RESOLVED -

- 1) That officers be thanked for the detailed report; and**
- 2) That the report be noted.**

41. SCHOOLS NATIONAL FUNDING FORMULA UPDATE (Agenda Item 9)

Officers gave an verbal update on the impact of the implementation of the Schools National Funding Formula 2018/19. The report gave an update on the local authority DSG allocations, the impact on Hillingdon's schools and an update on the approach that Schools Forum are taking to set an in year balanced budget for 2018/19.

Members considered the report, which looked at the following points:

- In August 2017, the Department for Education (DfE) confirmed that the National Funding Formula (NFF) would be implemented in 2018/19.
- On 14 September 2017 the DfE issued the baseline Dedicated Schools Grant (DSG) Budgets for 2018/19 along with the individual schools national funding formulae for 2018/19 and 2019/20.
- The DSG started the year with a deficit carry forward of £1.1 million, the latest budget monitoring position indicated that the DSG would overspend by £1.1 million in 2017/18, increasing the DSG deficit to £2.2 million by the end of the 2017/18 financial year. It is anticipated that this trend would continue in 2018/19, resulting in a projected 2018/19 in year DSG deficit of £3 million.
- Based on published data. The DSG for Hillingdon would see a significant increase of £6.19 million for 2018/19, the majority of which fell in the Schools Funding Block.
- The Hillingdon Schools Forum had been reviewing the DSG budget since 1 April 2017 and recognised that savings would need to be found in order to set a balanced DSG budget for 2018/19.
- The Schools Forum agreed a range of proposals to be consulted on with all stakeholders that would deliver an in year balanced budget and towards reducing the cumulative DSG deficit carry forward.

	<p>Following the Committee's questions, officers confirmed that the schools would know the budgets set in February/March 2018.</p> <p>RESOLVED -</p> <p>1. That the contents of the report be noted.</p>
42.	<p>CABINET FORWARD PLAN - REVIEW FORTHCOMING DECISIONS (<i>Agenda Item 10</i>)</p> <p>RESOLVED -</p> <p>(1) The Cabinet Forward Plan was noted.</p>
43.	<p>WORK PROGRAMME - REVIEW THE WORK PROGRAMME FOR THE COMING YEAR (<i>Agenda Item 11</i>)</p> <p>RESOLVED-</p> <p>That the work programme be noted with the following additions:</p> <ol style="list-style-type: none"> 1) That the additional information received relating to the major review be placed on the work programme for the November 2017 meeting; 2) The school place planning update be placed on the work programme for another update; and 3) The Childrens Service: Self Evaluation Update previously known as Service Improvement Plan be added to the work programme for the November 2017 meeting.
	<p>The meeting, which commenced at 7.00 pm, closed at 9.10 pm.</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.

UPDATE ON THE IMPLEMENTATION OF THE HILLINGDON SCHOOL IMPROVEMENT PLAN

Committee name	Children, Young People & Learning Policy Overview Committee
Officer reporting	Laurie Baker, School Improvement Service
Papers with report	App. 1 Hillingdon School Improvement Plan v2 February 2016 App. 2 School Improvement Team structure App. 3 School Improvement statutory duties extract

HEADLINES

The purpose of this report is to provide Members with an update on the current model of interim school improvement delivery in Hillingdon and its impact so far. The report should be considered in relation to national funding changes which may impact the capacity of Councils to deliver school improvement support and the Council's progress towards the establishment of new and/or permanent models of delivery.

The Hillingdon School Improvement Plan (HSIP) is a strategy document that was developed in 2015 in partnership with the (then) newly constituted Hillingdon Schools Strategic Partnership Board (SSPB). This plan was designed to lay out the agreed interim approach to Council-led school improvement practice in the borough and to ensure that all stakeholders were clear about the model of delivery of support and challenge in maintained and academy schools in Hillingdon.

The HSIP was developed in consultation with school leaders and Council officers and was consulted using a three stage process during the period of September to October 2015. The plan was ratified by Members at the committee/Cabinet meeting in November 2015.

The plan provided an interim framework for school improvement delivery during the period November 2015 to August 2017. This period was a time when the government's published direction of travel was for all schools to move beyond the control of local authorities and convert to academy status. Recent changes to the pace of this national ambition mean that, in many Councils, a mixed economy of academy, maintained and free schools have driven a more complex picture around local authority responsibilities and subsequent engagement with schools.

In April 2017, the government withdrew Education Support Grant (ESG) funding for Councils. In most Councils, this funding was used to provide school improvement support, challenge and brokerage. As a consequence or in preparation for this significant funding change, most Councils across the country have re-evaluated their models of delivery for school improvement services to schools. There is considerable variety in the approaches that Councils have adopted to respond to funding changes. In some cases, this re-evaluation has led to the development of traded models of school improvement support within or beyond a Council; in

others, Councils have developed formal and part-funded partnership arrangements with providers of school improvement support. A minority of Councils to date have chosen to facilitate mass academy conversion.

Locally, the Council's BID team is currently engaged in a review of Education Services with a view to making recommendations to the Leader by the end of this term. The outcome of this review is expected to shape the model for school improvement oversight and delivery from January 2018.

SUGGESTED COMMITTEE ACTIVITY

That the Committee:

- 1. Note the Hillingdon School Improvement Plan**
- 2. Note the impact and delivery model of the plan and the associated structures for school improvement support currently available in Hillingdon**

SUPPORTING INFORMATION

The HSIP was written and developed in Summer term 2014/15 with the final plan launched to all schools and Council services in the Autumn term 2015/16. The plan outlines an overall vision for school improvement support in the borough that is available to all schools, regardless of status. The plan provided additional detail regarding the interim delivery of Council support for maintained schools. The purpose of the plan was to establish a framework within which new, interim school improvement functions could deliver support and challenge to all schools in the borough and, specifically, those at particular risk of underperformance and the associated likelihood of inspection downgrading. The plan was due for formal review in partnership with SSPB, in August 2018. Given the Council's review of education services, arrangements to review the HSIP will now be made following the outcome of the BID review of education services in the Council and any subsequent recommendations.

At the time of HSIP development and publication 26 schools in the borough were considered at risk according to Council and partner risk assessment. The largest majority of those schools (18/26) had received inspection judgments confirming that they required improvement and one school was judged inadequate.

Type of School	No. with current judgement	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary	68 (of 72)	17.7	12	63.2	43	19.1	13	0	0
Secondary	19 (of 21)	26.3	5	52.6	10	15.8	3	5.3	1
Special	9 (of 10)	33.3	3	44.5	4	22.2	2	0	0
All schools	96 (of 103)	20.8	20	59.4	57	18.8	18	1.0	1

Table 1 inspection % breakdown 2013/14

Since the launch of the HSIP there has been an improvement in inspection outcomes which reflect an overall improvement in education standards in the borough; 16 schools in the borough are currently considered at risk and receiving additional support and monitoring by the school improvement team. The largest majority of those schools (11/16) have received inspection judgments confirming that they require Improvement. No schools are currently judged inadequate by Ofsted.

Type of School	No. (*without current judgement if new/converted)	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	71 (4*)	18.3	13	74.6	53	7	5	0	0
Secondary All	22 (2*)	27.3	6	50	11	22.7	5	0	0
Special All	10 (1*)	30	3	60	6	10	1	0	0
All Schools in Hillingdon	103 (7*) *new schools/converted without a judgement, classed as Good in stats	21.40%	22	68.00%	70	10.60%	11	0.00%	0

Table 2 inspection % breakdown 2017/18 to date

The HSIP has been overseen and delivered by a small team of, predominantly, interim specialist school improvement colleagues since April 2015 working within the Residents' Services directorate and line-managed by the Deputy Director of Housing, Environment, Education, Health & Wellbeing. This team includes experienced school leaders with Ofsted training and project management expertise. The team has developed strong links with other education teams across the Council and provides both intensive support and challenge to maintained schools at risk in Hillingdon and wider education improvement co-ordination across the full range of Council education services. These include but are not limited to, Safeguarding; Early Intervention, Prevention & SEND; Admissions and Placements; the Virtual School and Health & Safety Teams. The team has responsibility for Early Years standards and quality (inc standards in the Private and Voluntary sector which includes childminders and private nurseries

in the borough) and retains the oversight of 14 -19 provision in Hillingdon. This team manages the external contract for statutory governance duties that the Council holds with a private provider and delivers the Council's statutory duty for moderation in the primary phase. The team provides the Council with its strategic and operational links with key partners at a national level including the Regional Schools Commissioner; colleagues from the ESFA and Ofsted education leads including Senior HMI and Regional Leads.

The Council's current school improvement function provides a central point of contact for standards and quality queries for all Head Teachers and advises internal teams on many aspects of school improvement, governance compliance and best practice. This role includes the brokerage of intervention and support from education teams within the wider Council and the facilitation of external expertise for schools in need of support to improve. In the case of schools at the highest level of risk, the school improvement team uses a graduated approach to intervention which includes the use of the Council's statutory powers of formal intervention (via Performance, Standards & Safety Warning Notices) and applications to the Secretary of State, via the Regional Schools Commissioner, for Interim Executive Boards.

In most cases, timely and effective school improvement support and challenge will avoid the need for formal intervention and, therefore, following holistic risk assessment the Council's School Improvement Links (SILs) engage with schools who may be vulnerable to underperformance in terms of any or all of the following:

- Overall outcomes for children and young people (the progress and attainment of all learners in the school and specific key groups including those most at risk of social exclusion or underperformance)
- The quality and efficacy of leadership at all levels, including governance
- The behaviour, safety and personal development of children and young people with a particular focus on the quality and impact of safeguarding practice
- The quality and breadth of curriculum provided in a school and the associated quality of learning, teaching and assessment

School Improvement Links undertake initial SIL Healthchecks with maintained schools where intelligence gathered by the School Improvement Team raises concern in these areas. The SIL Healthcheck visit is expected to be a collaborative exploration of the lines of enquiry raised by risk assessment with the SIL, Head Teacher and, where possible, Chair of Governors agreeing the nature of risk and next steps following searching and professional dialogue. It is usual for SIL Healthchecks to prompt inclusion of the school on the Council's confidential Schools At Risk Register. A tiered approach to Schools At Risk allows for the level of risk to be calculated and bespoke support to be offered. In most cases, this support takes the form of regular monitoring and challenge and the swift brokerage of additional expertise from Local and National Leaders of Education, National Leaders of Governance, Teaching Schools or other appropriate providers.

Where a maintained school requires a more formal or intensive mechanism to drive the pace of improvement, the School Improvement Team implements a Challenge Task Group (CTG) approach whereby monthly meetings are chaired by the allocated SIL to better focus the work of school leaders and governors. There are currently five CTGs in place in the borough. It is

usual for CTG meetings to be established following external scrutiny of a school (for example, following inspection downgrading). In some cases the outcome of close Council monitoring provided by CTG will trigger additional legal intervention in a school.

School improvement resource in Hillingdon is primarily focused on the schools at greatest risk of a decline in performance or standards. However, the Council's school improvement function does provide some universal support for all maintained schools in the borough through the provision of the following. It should be noted that the Council's school improvement offer is provided at no cost to schools.

- Pre-inspection visits (PIVs) for all maintained schools preparing for imminent inspection
- Liaison with HMI and lead inspectors during inspection and attendance at Ofsted feedback
- Risk assessment following the publication of end-of-stage progress and attainment data and associated SIL Healthchecks
- Brokerage of additional support for schools who require assistance from Local and National Leadership/Governance networks and internal Council services
- Intervention and, where necessary, mediation between Head Teachers and governing bodies
- Primary moderation support and briefings including best practice surgeries and training for teachers new to end-of-stage assessment
- Leadership of broader initiatives to improve practice in schools in the borough (for example, the four Innovation & Improvement Networks delivered in partnership with Brunel University and primary sector improvement conferences)
- Targeted development networks for literacy improvement

It is noted that the Hillingdon Schools' Improvement Plan is a 3 year plan and due for review in August 2018. This review will be undertaken earlier, following the outcome of the Council's Education Review.

How this report benefits Hillingdon residents

The majority of children and young people in Hillingdon attend schools in the borough. Under current legislation the Council retains its overall statutory duty to 'promote high education standards in primary and secondary education' which includes the delivery of a number of subsidiary duties relating to intervention and challenge and support for the accurate assessment of pupil attainment. This means that the Council should ensure that these duties are delivered effectively in order to secure an appropriate quality of education provision in the borough, both in the schools that the Council maintains and also in local academy/free school settings.

BACKGROUND PAPERS

App 1 Hillingdon School Improvement Plan Version 2 February 2016

App 2 School Improvement Team structure

App 3 School Improvement statutory duties extract

Hillingdon School Improvement Plan 2015-18

Our partnership for success

November 2015

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1. Introduction and Vision

The children of Hillingdon deserve the best. We firmly believe that all children in the borough should receive at least a good or better education.

Our **vision** is for every child in the borough to be successful and fulfilled learners, reaching their potential and thriving within inspirational and outstanding educational settings.

The **principles** that underpin our vision for school improvement are:

- § That school improvement systems are most effective when they are based on partnership and collaboration
- § That local solutions, supported by national best practice, are often best placed to drive improvement
- § That challenge and support mechanisms across the borough should be transparent, clearly understood by all and open to interrogation to ensure the greatest impact on outcomes and opportunities for our young people
- § That the council, as a strategic champion for securing the highest standards of education for all young people within the borough of Hillingdon, will provide appropriate drive and leadership; challenging, brokering and intervening where necessary to address concerns around underperformance.

The **purpose** of this strategy document is to clearly articulate the shared vision of the council and the wider Hillingdon School Improvement Community, and to explain how we will work together to translate our legal and moral imperatives around school improvement into action.

The central **aim** of this strategy, which has been developed in consultation and partnership with school leaders and key stakeholders across Hillingdon, is to ensure that **all children, no matter where they live in the borough, access schools and settings that are judged to be at least good and which are constantly aspiring to improve to become, and remain, outstanding.**

2. Our Vision into Action

2.1. Partnerships for Improvement

Our borough is committed to fulfilling all statutory duties around school improvement and to developing, promoting and, in doing so, championing a strong and effective school-led model of improvement.

It is the council's intention that, by working collaboratively with a wide range of school leaders and partners, and through the early identification of problems or concerns, we can facilitate any support necessary to ensure the resolution of difficulties with the minimum of council intervention. We know that schools have the skills, expertise and ability to meet many of their own challenges and we will work in partnership with them to maximise their potential to develop and improve.

We believe that, within the dynamic and diverse national landscape, local authorities must work flexibly and openly with partners from a range of settings and schools to drive and maintain improvement. We are committed to shaping and supporting the school-led improvement offer through our strong links and formal partnerships with a range of key improvement partners. These partners include our local Teaching Schools and other successful local providers, executive committees, outstanding school leaders, through our links with high quality research and development within the Higher Education sector and through our relationships with the Regional Schools Commissioner, Ofsted, and National College partners.

We will utilise a range of existing networks to consult regularly with school leaders across the borough and will respond to feedback by communicating regularly with leaders and strategic partners.

Our **Schools' Strategic Partnership Board (SSPB)** will act as the central leadership forum for school improvement by developing, promoting and quality-assuring our shared school improvement strategy. This key leadership group is strategically aligned with a range of partners in order to best represent the needs and vision of school leaders and professionals across the borough and to secure shared accountability for outcomes for children in and from Hillingdon. (*Please see Appendix A - SSPB ToR*). The SSPB will act as the champion of borough-wide school improvement strategy, providing direction, challenge and innovative practice into our school improvement offer as a result of members' links with the best local and national expertise.

2.2. Our Model for School Improvement

The over-arching intention of our strategy is to ensure that, by August 2017, standards of progress and attainment across the borough...

- § Compare favourably against those of our statistical/borough neighbours
- § Match rates of improvement in line with London data so that Hillingdon children can be sure of outcomes that are as strong as those for young people across London
- § Are in line with national medians for key progress and attainment measures

- § Demonstrate that we are closing the gap rapidly for young people from our most vulnerable groups (including those who are disadvantaged, children with special educational needs and those most at risk of school and social exclusion)
- § Aim high so that all schools in the borough are judged good or better.

The council will undertake its duties with regard to promoting the highest standards of education for young people in Hillingdon by:

- § Retaining an accurate and up-to-date overview of the performance and effectiveness of all schools across the borough and sharing this with stakeholders regularly to scrutinise Hillingdon's school provision against London and national averages
- § Collaborating with partners to tackle key barriers to school improvement at borough, phase/setting and individual school level
- § Encouraging head teachers and school leadership teams to set and achieve aspirational targets for all
- § Identifying and challenging underperformance at the earliest stages
- § Sign-posting and, where necessary, brokering appropriate support in a timely and effective manner
- § Intervening without delay where schools require rapid improvement
- § Identifying and assisting vulnerable young people so that they may sustain their engagement in education, employment and training
- § Securing sufficient high quality early years provision, in support of children's development and readiness for school

The shape of our strategy is captured in our Six Strands for Success which we are committed to integrating and securing across the borough to ensure robust whole system improvement.



Figure 1 Six Stands for Success Model

Strand 1: Securing Outstanding Leadership & Governance

This strand is fundamental to the success of school improvement in Hillingdon. Strong, effective and skilled leadership provides the foundation for high quality education, better life chances for young people and improved outcomes for all stakeholders. Leadership thrives in communities which promote aspiration and ambition and allow for autonomy and creativity. The council is committed to supporting the development of exceptional leadership in a variety of ways:

- § By linking established and effective leaders with emerging and aspiring leaders to share practice and strengthen leadership outcomes across the borough
- § By developing and supporting an Executive Head Teacher pool to provide interim leadership capacity for schools facing challenge and to facilitate opportunities for Deputy Head Teachers to undertake headship within their own schools
- § By working closely with governance support providers to identify, develop and place consistently excellent governance solutions in all schools

- § By engaging with school leaders transparently and strategically through connections with the SSPB, Schools' Forum and other executive committees
- § By working with local school improvement partners within the Teaching Schools, NLE/LLE clusters and elsewhere to ensure that any skills-gap in leadership is filled quickly and effectively
- § By bringing leaders together at least twice each year to explore school improvement and leadership and to learn from best practice in this field locally, nationally and through the council's our links with Ofsted
- § By providing access to external School Review mechanisms and data analysis solutions, designed to ensure that school leaders have the information that they need to self-evaluate and target improvement activities accurately.

Strand 2: Borough Overview

The purpose of this strand is to ensure that the borough retains an accurate and holistic overview of school effectiveness and performance at all times. The overview should be inclusive and will encompass all maintained and academy/free school data and intelligence, alongside qualitative evaluations from the widest range of professional partners. The overview, in the form of our School Improvement Overview Database, includes data from Raiseonline, FFT, DfE performance tables and Ofsted data dashboards and is fundamental to ensuring that, as a local authority and a community of schools and settings, we know our context in detail, in real time and over time.

At whole borough level, themes (including areas of expertise, best practice and the most positive outcomes as well as areas of concern or challenge for our school community) will be identified via this database and will be shared through our links with our strategic partners and the SSPB to shape borough-wide improvement activities and interventions. The school improvement function within the local authority will also use information and data from the database or other areas to inform Risk Assessment activities at the beginning of each term and, in some cases, to trigger consideration of placement on the borough Schools At Risk Register (please see Strand 6: Schools at Risk & Interventions).

Strand 3: Communication & Navigation

The purpose of this strand is to provide a clear and consistent channel for communication and sign-posting that is accessible to all schools. Alongside the cultivation of positive and trusting relationships with individual schools through regular contact between the school improvement team and school leaders throughout the borough, an additional range of mechanisms will be used to provide timely updates on important local and national priorities, opportunities and concerns.

The Head Teachers' Briefing and the termly School Improvement Update will provide operational and strategic school improvement headlines and highlight local opportunities for improvement.

The development of the ENHANCE space (led by our Teaching School partners and available to all schools) will complement this process, providing a crucial central point of access, available to all schools, for a variety of school developmental initiatives and opportunities.

Bi-annual school improvement conferences, delivered in partnership with school leaders and running alongside a wide range of other borough-wide improvement networks (please see Strand 4: Innovative & Improvement Networks) will provide a broad menu of choice for school leaders who have identified their priorities for improvement and would like to work with partners to effect positive change.

In this way, we will ensure that no school or leader feels isolated or unsupported in the journey to outstanding and that all schools across the borough are able to access the support that they need, in the way that feels right for them and at the time that it is needed.

Strand 4: Innovation & Improvement Networks (IINs)

The purpose of this strand is to facilitate time-limited learning networks, based around key themes of challenge or concern in the borough. The themes for the IINs will arise from our analysis of the School Improvement Overview Database and will be agreed by SSPB.

It is recognised that the Hillingdon schools' community already benefits from a diverse and strong school-led support and improvement offer which includes a range of local partnerships and cluster-groups. IINs should be used to complement this offer and may also provide a route for pockets of good practice within established partnerships to grow and reach a wider range of school leaders in the borough. The networks, funded strategically but facilitated by school

leaders and other appropriate professional colleagues, will provide the opportunity for schools to collaborate beyond traditional partnership/setting/phase structures and to examine, develop and share best practice in their focus field. The impact of the IINs will be measured using our school improvement overview database and will be quality-assured and reported on by the SSPB.

It is anticipated that the vast majority of schools (and in particular those good or outstanding) will choose to contribute to an IIN and that their experiences/improvement journeys will be disseminated to all schools across the borough regularly. In many cases, the development of IINs will allow for the further development of school-to-school support models, where specific areas of focus are identified as critical to the success of a school at risk of underperformance.

The IINs will form part of the diverse improvement offer currently available across the borough and will encourage the engagement of schools with the school improvement themes that impact across all education institutions in Hillingdon as well as within their own context.

Strand 5: School Reviews & Self Evaluation

In our borough schools are self-managing and autonomous and are, therefore, primarily responsible for their own performance and improvement. Every school is expected to make an accurate self-evaluation of its performance and provision, and take clear and decisive action to improve any weaknesses this identifies. We recognise that effective self-evaluation is the most important process of school improvement, enabling continued autonomy, self-management and excellence.

However, as part of the core responsibility to secure high standards for the young people of Hillingdon, our school improvement strategy recognises the value that many school leaders place on the external validation of baseline - particularly for schools facing challenge, those undergoing changes of leadership and/or governance and those tackling underperformance or underachievement.

For that reason, the local authority will facilitate the provision of School Reviews and data analysis to inform individual school self-evaluation and risk assessment. The School Review process may be delivered via an outsourced/commissioned model or via a blended model, using outstanding and current school leaders and borough resource. Our aim is for all maintained schools in the borough to access a School Review at least once every three years. Academies/free schools will also be given access to the School Review mechanism on a basis agreed by SSPB.

School Review intelligence will be used to contribute to holistic pictures of individual schools' strengths and weaknesses and will also contribute to the identification of thematic foci.

Strand 6: Schools at Risk & Interventions

The purpose of this strand is to outline the processes that will be used to raise concerns with school leaders when an individual school is identified as being at risk.

The local authority will retain a register of schools considered to be at risk. These schools will be identified via the statutory guidance (please see reference link to DfE - Schools causing concern January 2015). Schools may also be identified as a result of significant risk indicators within the borough school improvement overview database.

Placement on the Schools At Risk Register (SARR) should always result in regular contact with a school and through the provision of support and challenge in a variety of forms. All maintained schools on the SARR will be allocated a council School Improvement Link for this purpose. In the case of academies/free schools the council will take all reasonable steps to indicate placement on the SARR with the Head Teacher, the responsible body or the Regional Schools' Commissioner. However, it should be noted by all Head Teachers that any school judged RI will automatically be included on the SARR, as will all schools in formal Ofsted categories.

NB. Our strategy recognises that schools judged Requiring Improvement may be at different points on their journey to improvement and, for that reason, will be sub-categorised as:

- § **RI (A) = RI but making good progress, with a view to good at next Section 5**
- § **RI (B) = RI and not yet making sufficient progress towards good/there is insufficient evidence to predict good at next inspection**

Those schools judged Good or Outstanding but at risk (GOBAR) will be identified via the school improvement overview database and will **always** be contacted to discuss their placement on the SARR.

Further detail regarding support and challenge for Schools At Risk can be found in Appendix B - SARR Guidance document attached to this strategy.

In accordance with our commitment to local improvement solutions and effective school-to-school solutions, in most cases the local authority will seek to galvanise support for schools facing challenge from within our Teaching Schools, LLE/NLE and Exec Head Teacher networks. However, when appropriate school to school support is needed particularly rapidly and where

capacity within our local and school-led network for school improvement is limited, it may be necessary for the borough to deploy advice and intervention support quickly. Where this occurs, the aim will usually be to agree local school-to-school support as soon as is practicable for all parties.

3. Local Authority Use of Statutory Duties - Schools Causing Concern

Alongside this strategic focus and within the shared remit of our Six Strands for Success, the council will continue to discharge essential statutory duties with regard to school improvement which include the local authority's responsibility to address concerns swiftly when schools fall into DfE categories (as outlined in the SCC guidance link in reference section) and within Part 4 of the Education Act 2006.

The content of this guidance informs the LA's work with schools identified as causing concern:

“Where schools are failing or seriously underperforming, it is vital that there is rapid intervention to address the problems as quickly as possible, so that children’s education is affected as little as possible.”

An important strand of our school improvement strategy (Strand 6) specifically addresses the LA's role in support and challenge for schools causing concern. At the heart of our approach to these duties is our belief that preventative interventions through good communication, timely collaboration and school-to-school improvement mechanisms are the preferred approaches to securing improvement.

However, in line with statutory guidance and in cases where life-chances, opportunities and outcomes for young people are compromised as a result of insufficient progress, poor leadership and governance, concerns about the safety of pupils and/or inequalities in achievement for vulnerable young people, the council will act swiftly and decisively to take appropriate action, within our overarching commitment to ensuring the highest standards of education for the young people of Hillingdon.

Our aspiration is for every school in Hillingdon to be at least a 'good school' and that no schools should be in an Ofsted or LA category of concern. The great majority of schools will be able to identify what is working well and what they need to do to improve, brokering their own support, but for others some additional support or intervention may be needed. It is necessary and appropriate for the local authority, as champions of all children in Hillingdon and their parents/carers, to act quickly and provide or broker support where required and, when

necessary, to use its powers of intervention to promote improvement should standards, provision and quality for children and young people be compromised. There is a legal obligation upon the council to take action where there are concerns about the performance of any school in Hillingdon, using our powers of intervention to act early and effectively to secure improvement in maintained schools or to raise concerns with the Regional Schools' Commissioner in the case of academies/free schools.

The Education and Inspections Act 2006, together with subsequent legislation, places a duty on local authorities to act decisively in respect of Schools Causing Concern. The London Borough of Hillingdon is committed to fulfilling this duty and acting swiftly to eradicate underachievement and drive up educational standards, so that children and young people are able to learn and achieve irrespective of the school that they attend or the neighbourhood in which they live. Whilst statutory intervention powers for school improvement are centred on the schools which the borough maintains, Hillingdon firmly recognises its statutory duties with regard to **all** young people in the borough and is equally committed to maintaining a regular and effective dialogue with the responsible bodies of all local academies and free schools and, where necessary, the Regional Schools Commissioner.

Effective schools are characterised by determined leadership and strong governance and have well developed self-improvement procedures. Reflective, evaluative and forward thinking, they take the initiative when building on their strengths and addressing their weaknesses. They form strategic alliances with partners and seek support through collaborative arrangements based on hubs and networks. Their effectiveness is endorsed by positive inspection outcomes and by the high levels of achievement of the children and young people who attend them. Some schools, however, cause concern because the children and young people they serve have lower achievement than their peers locally and nationally and have been unable to address poor performance effectively or quickly enough. Some schools do not ensure that vulnerable groups perform well enough and that any gaps in performance in relation to peer groups are reduced through targeted interventions and good teaching. Some of these schools are unable to sustain incremental improvement meaning their performance remains insecure over time.

For these reasons, where schools cause concern, the local authority will take action to ensure that the school system works for every family using intervention powers where required in those schools who are considered 'eligible for intervention'.

National guidance makes a distinction between schools deemed to 'cause concern' and those that are 'eligible for intervention'. In Hillingdon, Schools Causing Concern will be considered a School At Risk and will be placed on the confidential SARR. When this happens, the local

authority will work in partnership with the school at risk by allocating a borough representative to provide oversight of the journey to improvement and to broker additional and appropriate support as required.

Where a school is an academy/free school setting, the local authority will also strive to sign-post additional support and link leaders together to improve outcomes for children. In these cases, the local authority may choose to engage with responsible bodies and the Regional Schools' Commissioner in order to highlight concerns and to prompt action to improve outcomes for the children of Hillingdon who attend the school.

In most cases, early identification of risk, coupled with professional and focused partnership-working within the principles outlined within this strategy, will result in swift improvement and local authority oversight contact will taper or hand-over to other support partners.

In some cases, however, a school at risk may need additional and formal intervention to highlight to leaders and governors the urgent need to take action to improve educational standards and opportunities. These schools, referred to as 'eligible for intervention' in the national guidance, will receive formal Warning Notices from the local authority and may also be subject to additional legal intervention as detailed in the statutory guidance (please see reference link). Any school subject to a Warning Notice in Hillingdon will be expected to produce a coherent and externally-validated Leadership & Rapid Improvement Plan and to engage fully with partners within and beyond the borough to effect positive and sustainable change.

3.1. Clarification of relationships with the Local Authority

Maintained/academy/free school is outstanding?

- Autonomous and independent, working in partnership
- Leading practice and shaping strategy across Hillingdon
- Strong role in Innovation & Improvement Networks by choice
- Commissioned to provide services to other schools
- Part of the ENHANCE collaboration

Maintained/academy/free school is securely good?

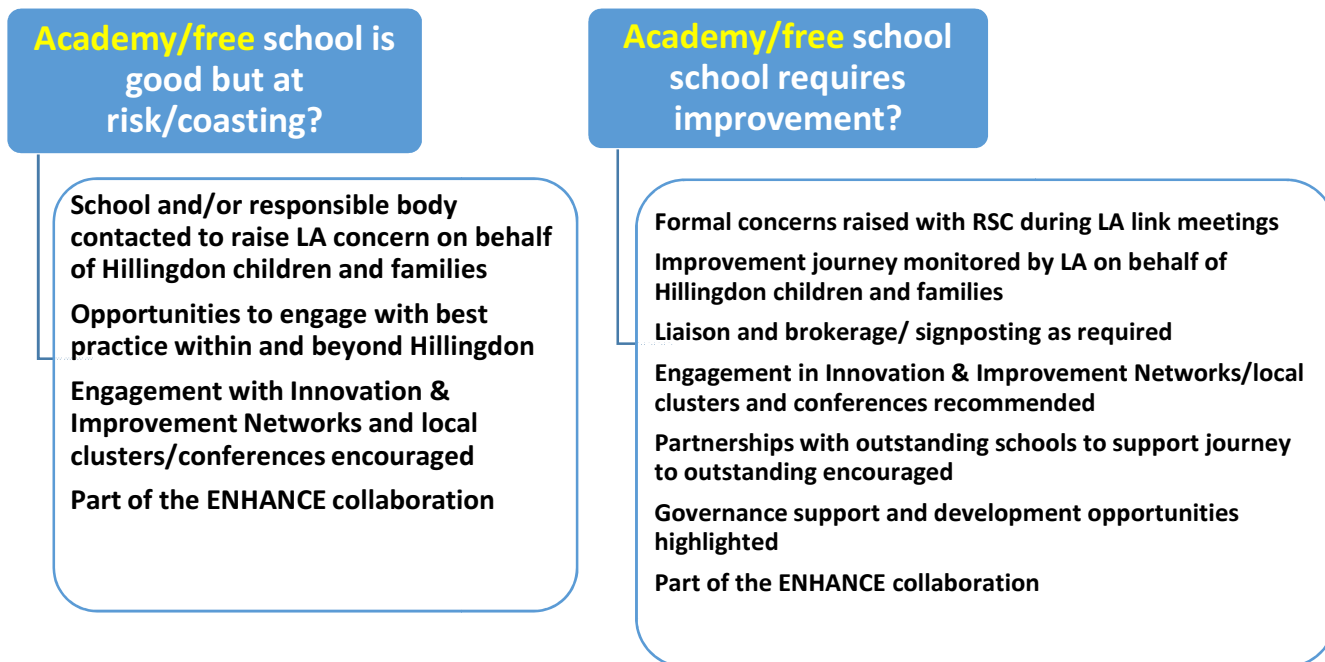
- Autonomous and independent, working in partnership
- Sharing practice and influencing strategy across Hillingdon
- Engagement in Innovation & Improvement Networks by choice
- Partnerships with outstanding schools to support journey to outstanding
- Part of the ENHANCE collaboration

Maintained school is good but at risk/coasting?

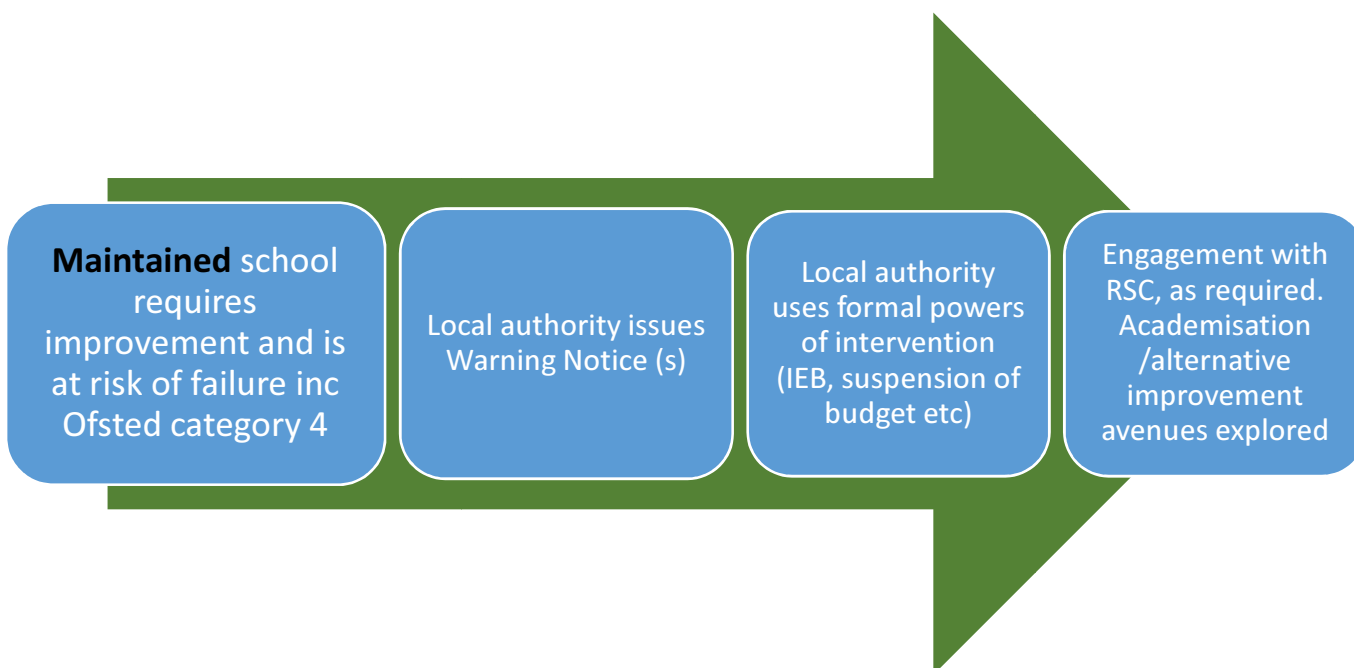
- Supported to mitigate risk through regular contact with local authority partner
- Risk assessments, brokerage and sign-posting interventions
- Opportunities to engage with best practice within and beyond Hillingdon
- Engagement with Innovation & Improvement Networks and local clusters/conferences
- Governance healthchecks
- Part of the ENHANCE collaboration

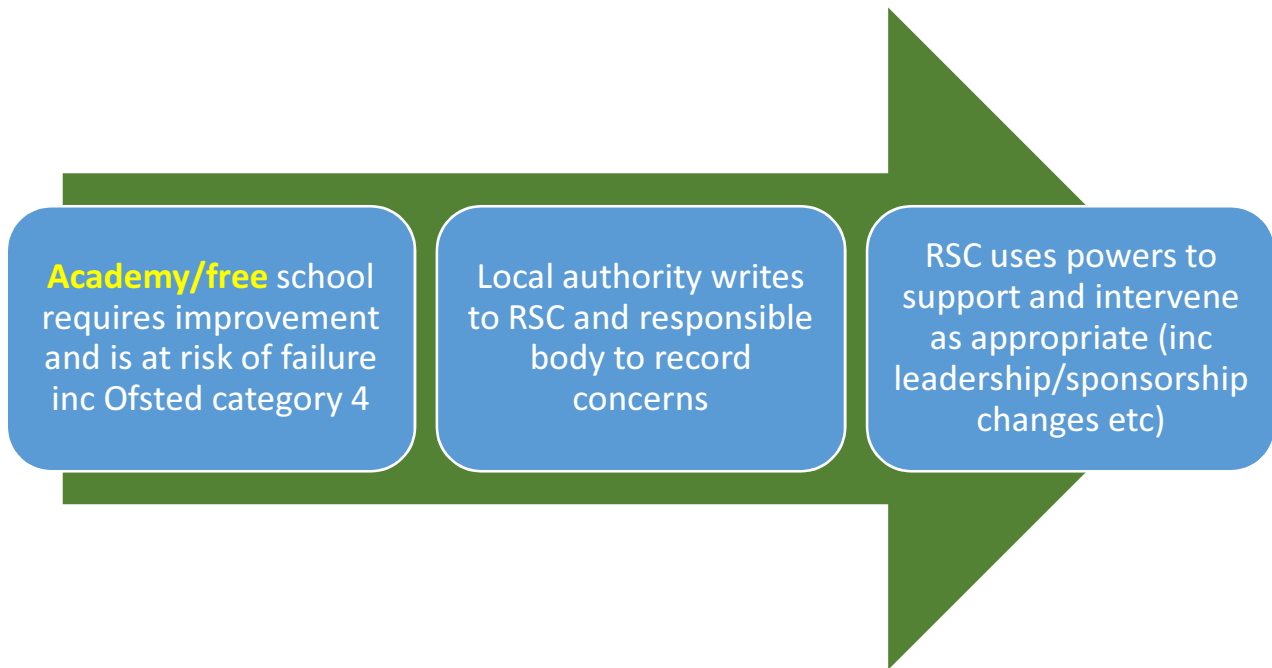
Maintained school requires improvement?

- Supported and challenged by regular contact with local authority
- Regular involvement to monitor progress and challenge underperformance leading to bespoke LA support models
- Brokerage of support
- Liaison with link HMI
- Expectation of engagement in Innovation & Improvement Networks/clusters and conferences
- Partnerships with outstanding schools to support journey to outstanding
- Governance support and development
- Part of the ENHANCE collaboration



The processes below will be actioned in any case where (in the opinion of the Local Authority and subject to the information that it has received from borough representatives, the school and any other responsible bodies) there remains insufficient evidence of improvement leading to compromised educational opportunity for children and young people in Hillingdon:





3.2. Quality assurance and accountability for school improvement in Hillingdon

The principles of partnership and school-led improvement are at the heart of the Hillingdon School Improvement Strategy. For this reason, quality assurance, monitoring and the evaluation of the school improvement strategy for the borough lies with the key strategic body for school improvement, SSPB. This board, held to account by Schools' Forum and other executive groups, will take responsibility for ensuring that the aims of the strategy outlined in this document are regularly and robustly monitored, that resources are used appropriately and that the quality of school provision throughout the borough improves and attains at least good or outstanding standards by 2017.

In addition and in line with the statutory responsibilities held by the council with regard to ensuring high standards of education for all young people in Hillingdon, education outcomes and school performance data will be scrutinised regularly by Members and by senior officers, including the Director of Children's Services.

The impact and effectiveness of this strategy for school improvement will be reviewed by the SSPB no later than twelve months from the date of first publication.

4. References

- DfE - Schools causing concern (January 2015) - link:
<https://www.gov.uk/government/publications/schools-causing-concern--2>
- Ofsted - The framework for the inspection of local authority arrangements for supporting school improvement (November 2014)
<https://www.gov.uk/government/publications/framework-for-the-inspection-of-local-authority-arrangements-for-supporting-school-improvement--2>
- Ofsted - Inspecting local authority arrangements for supporting school improvement: guidance for providers (December 2014)
<https://www.gov.uk/government/collections/ofsted-inspections-of-local-authority-arrangements-for-supporting-school-improvement>
- Education and inspections Act 2006
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- White Paper - The importance of teaching (2010)
<https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>

5. Appendix A

5.1. Schools' Strategic Partnership Board Terms of Reference

Reconstituted June 2015

Agreed Terms of Reference

Rationale

A strong and positive relationship between a local authority and all schools within the borough is central to the success of the borough, and the shared ambition to provide the highest quality of education and opportunity for all young people from Hillingdon.

Within the context of an increasingly diverse and autonomous school system the borough is committed to developing and supporting the most effective models of school-led support and challenge, alongside its central role as strategic champion of educational excellence. The borough has a clear role and responsibility to work with partners to secure the highest standards of education, to tackle underperformance swiftly and effectively and to promote school to school collaboration.

The development of the Hillingdon Schools' Strategic Partnership Board (SSPB) is key to the development, leadership and quality-assurance of school improvement strategy and direction across the borough. This leadership group is strategically aligned with a range of partners in order to best represent the needs and vision of school leaders and professionals across the borough and to take the driving role in shaping and securing school improvement in Hillingdon. As national and local requirements regarding school and education development evolve, it is anticipated that the SSPB will broaden and extend its focus.

Principles

The principles that underpin our vision for school improvement and which are upheld by SSPB are:

- That school improvement systems are most effective when they are based on partnership and collaboration and that school leaders and the local authority will work in equal partnership
- That local solutions, supported by national best practice, are often best placed to drive improvement
- That challenge and support mechanisms across the borough should be transparent, clearly understood by all and open to interrogation to ensure the greatest impact on outcomes and opportunities for our young people
- That the council, as a strategic champion for securing the highest standards of education for all young people within the borough of Hillingdon, will provide appropriate drive and leadership; challenging, intervening and brokering where necessary to address concerns around underperformance.

Membership

- a) The SSPB will consist of appropriate representation to reflect all phases and settings of education across the borough. In order to offer representation in line with borough diversity, the following broad settings must be represented on SSPB membership:

- All primary/infant schools
 - All secondary schools
 - Teaching Schools alliances
 - The Special School sector
 - Alternative provision/PRU settings
- b) The SSPB will include appropriate senior school improvement officers from the borough
 - c) The SSPB will include Governor representation
 - d) The SSPB will include representation from the LLE/NLE network
 - e) The SSPB may invite temporary representation from other leaders as deemed necessary to undertake its duties
 - f) The SSPB will appoint Co-Chairs and a clerk whose appointments will be re-elected on an annual basis
 - g) The SSPB will operate via a co-chairing arrangement between local authority and school leaders
 - h) SSPB membership will be reviewed on an annual basis.

Quorum

- a) The quorum will be 8 members, one of whom must include a borough representative and one of whom must be current Co-Chair
- b) The quorum shall vote only if the majority of members present are current borough headteachers
- c) The clerk of the meeting is not required to vote.

Meetings

- a) The SSPB will meet once per term (3 x per year) as a minimum
- b) Additional/extraordinary meetings may be held as required at the discretion of the SSPB
- c) SSPB meetings will be scheduled at least two weeks prior to Schools' Forum meetings
- d) Papers for SSPB meetings will be prepared by the SSPB clerk and, wherever possible, will be shared by email with SSPB members 7 days before each SSPB meeting. Papers will include the following:
 - Notice in writing of meeting date, time and venue
 - Copy of agenda
 - Draft minutes of previous meeting
 - Papers relevant to meeting
- e) Minutes will be taken for each SSPB meeting
- f) Following approval by Chair, minutes will be distributed to SSPB members within 14 days of each meeting
- g) Minutes will be shared with Schools' Forum as a standing item.

Responsibilities

- To take the lead in proposing, developing and supporting the school improvement strategy for the borough, ensuring that the model fully represents the interests of all stakeholders and that all schools can access appropriate and high-quality models of support and challenge to secure improvement
- To use borough-wide intelligence and data to shape priorities for school improvement

- To monitor the impact of models of support by challenging rates of improvement and use of council and delegated/other resources where necessary
- To actively promote and support collaboration and innovation between schools and providers, leading to rapid improvement in outcomes and borough cohesion
- To support the self-evaluation of school improvement services across the borough
- To regularly update associated executive committees and partners inc Schools' Forum
- To make recommendations to Schools' Forum regarding strategy and/or finance as appropriate.

6. Appendix B

6.1. Guidance for Schools At Risk in Hillingdon: Identification and Support Processes & Protocols

Key to abbreviations

SARR	Schools At Risk Register
SIOD	School Improvement Overview Database
HoSI	Head of School Improvement
SIL	School Improvement Link
RI (A)	School Requires Improvement but is making good progress
RI (B)	School Requires Improvement and is not yet securing good
GOBAR	School Good or Outstanding but at risk
LLE/NLE	Local Leader in Education/National Leader in Education
NOV	School Improvement Note of Visit

Introduction

As part of the local authority duty to monitor progress and standards in education and to intervene appropriately where necessary, Hillingdon's local authority school improvement function will retain a register of schools considered to be at risk.

In some cases, and where the local authority may choose to exercise its right to issue a Warning Notice and intervene formally, the guidance for identifying a School Causing Concern will be used. Please see below for general guidance relating to the issuing of a Warning Notice. More detailed guidance can be found by following the link:

<https://www.gov.uk/government/publications/schools-causing-concern--2#history>

DfE Schools Causing Concern Guidance - Schools eligible for Warning Notices

National guidance makes it clear that local authorities should consider the use of a Warning Notice where at least one of the factors below apply:

1. Standards of performance in the school are unacceptably low and are likely to remain so, unless the local authority intervenes
2. There has been a serious breakdown in the way a school is managed or governed which is prejudicing, or is likely to prejudice, such standards of performance
3. The safety of pupils or staff is threatened

How will schools in Hillingdon be identified as being at risk?

In some cases and particularly when there is a sudden and drastic deterioration associated to the categories above or when a school has not taken sufficient action to remedy concerns in spite of advice and support, the council will use its power to issue Warning Notices. However, in most cases, and in line with the view of the local authority that early intervention is the most appropriate and effective approach to mitigating risk, a School At Risk in Hillingdon will usually be identified through a risk assessment activity undertaken by the School Improvement Service.

This risk assessment involves the detailed scrutiny of a range of data and information captured within the borough school improvement overview database. The borough school improvement overview database is important as it provides performance data alongside other dynamic information, based on local knowledge and contextual factors.

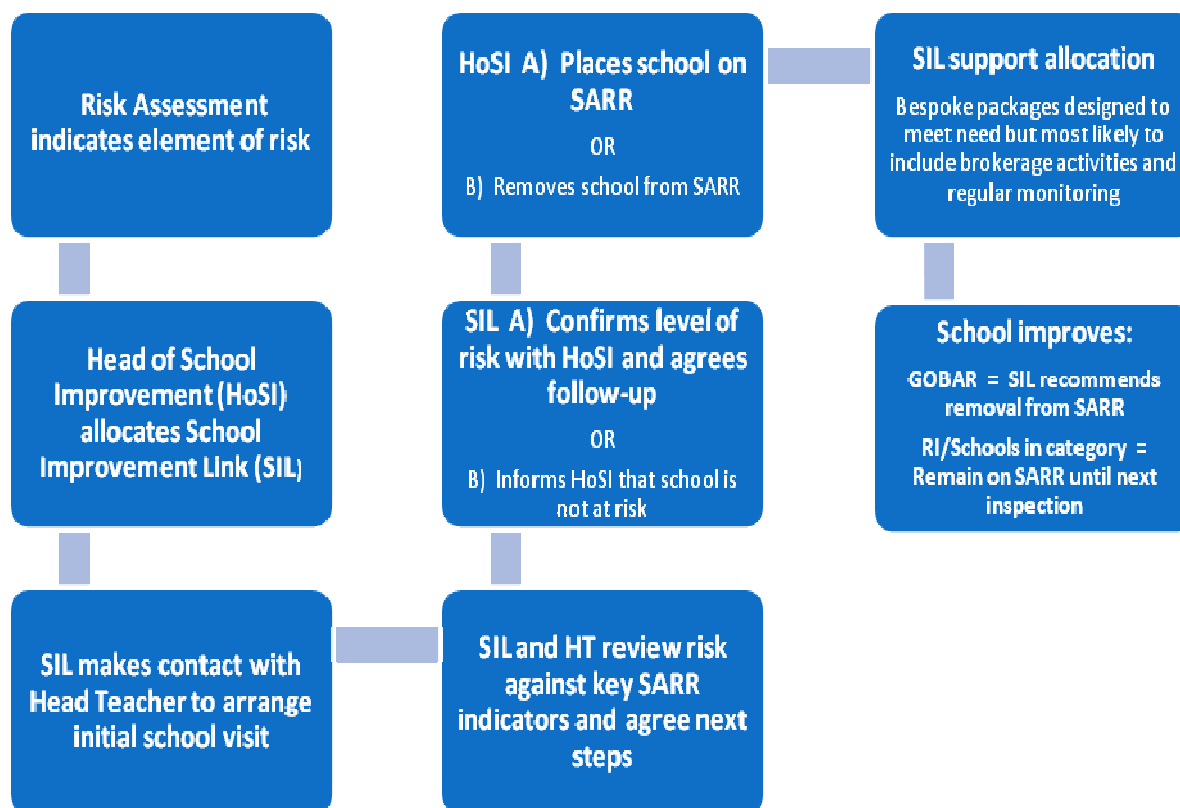
The School Improvement Service undertakes risk assessment activities on an, at least, half-termly basis. Risk assessment includes the scrutiny of a range of school intelligence including Raiseonline and FFT analyses and other publically available data-sets and additional data pertaining to vulnerable children. This always includes feedback from recent inspection reports and/or monitoring visits and local authority commissioned School Reviews where they have taken place. In addition, the risk assessment will take into consideration feedback from a range of school support teams including, but not limited to, School Improvement Link officers, governance liaison colleagues, early intervention and prevention services for vulnerable children inc LAC and local authority finance support teams in order to capture the most comprehensive picture of a school's areas of strength and challenge. The final decision to place a school on the Schools At Risk Register in Hillingdon will be made based on one or more of SARR Indicators listed below.

SARR Indicators

- Data analysis indicates a sudden drop or a steady decline in performance (attainment and/or progress)
- Outcomes for disadvantaged and vulnerable children, including those Looked After, are not in line with national averages
- The gap between key vulnerable groups, including disadvantaged children, and their peers in school is not closing quickly enough and does not compare favourably with the national picture for all children
- Outcome data indicates inconsistent or variable patterns of attainment or progress within the school
- Data suggests that the school is not performing as well as comparable schools in the borough (against benchmark groups)
- Attendance and exclusion data raises concern
- Evidence suggests that Looked After children are not having their needs adequately met
- There are concerns regarding the management of financial resources
- Turbulence/poor practice at leadership or governance level places the school at risk of underperformance
- The school has not acted quickly enough to address any areas of weakness/recommendations made by external or internal review partners
- There is any indication that standards of safeguarding are not adequate for pupils or staff

What is the process that the School Improvement Service follows?

The flowchart below outlines the process that will take place following School Improvement Service risk assessment.



Please note that the allocated SIL will always have reviewed school data prior to the initial school visit and will be able to outline the reasons for SARR placement during this meeting.

Placement on the SARR will result in regular contact with a school where it is maintained by the local authority and through the provision of support and challenge in a variety of forms. For maintained schools this may include monthly Challenge Task Group meetings and/or focussed Scrutiny meetings which will take place at the Civic Centre, and will be supported by relevant senior colleagues. In the case of academies, the School Improvement Team will take steps to ensure that appropriate bodies are aware of any concerns and are able to advise and support the school as required. It should be noted that **any** school judged RI will automatically be included on the SARR, as will all schools in formal Ofsted categories.

Our strategy recognises that schools judged Requiring Improvement may be at different points on their journey to improvement and, for that reason, will be sub-categorised as:

- § **RI (A) = RI but making good progress, with a view to good at next Section 5**
- § **RI (B) = RI and not yet making sufficient progress towards good/there is insufficient evidence to predict good at next inspection**

For schools categorised as RI (A), the assumption will be that the school has made positive progress and has successfully addressed any areas of weakness. These schools should be able to demonstrate stable and effective leadership structures at all levels and should be able to provide robust quantitative evidence of progress and improved attainment and achievement. Head Teachers of schools RI (A) should be able to demonstrate that they know their school well and that they have taken appropriate action to secure improvement. The school's self-evaluation document will be used alongside the current School Development Plan and any additional post-inspection action plan to prompt discussion between the Head Teacher and SIL.

For schools categorised as RI (B), the SIL will work more closely with leaders to ensure that the School Development Plan, associated action plans and the self-evaluation document are appropriately focused and allow the school to provide clear evidence of improvement. The SIL may link with other partners to support the school in identifying and actioning activities to improve outcomes for pupils and families.

For schools Good/Outstanding but at risk (GOBAR) will be identified via the school improvement overview database and will **always** be contacted by a member of the School Improvement Service to discuss their placement on the SARR. In most cases a Good or Outstanding school will be identified as at risk based on data decline/underperformance or an issue of data variance. In these cases, the initial discussion of risk between the SIL and the Head Teacher is very important to ensure that the reasons that flagged any concern are clearly understood and accepted by all parties.

What can a School At Risk expect?

In the interests of consistency and transparency, the general guidelines below will be followed although it should be noted that all actions will be taken with careful and professional consideration of each school's individual context and that the guidance below is neither linear nor exhaustive.

School GOBAR	School RI (A)	School RI (B) or Ofsted Inadequate
<ul style="list-style-type: none"> • Allocated SIL support and challenge visit at least once per half-term • Progress monitored against current or refined improvement plans • Data shared regularly to inform in-year tracking • Brokerage of additional support to address priorities • Liaison with governors as required • Consideration of external reviews as required (governance, finance, pupil premium etc) • Signposting to recommended improvement activities • Consideration of Local Authority formal powers inc Warning Notices as required 	<ul style="list-style-type: none"> • Allocated SIL monitoring meeting each term • Focus on monitoring progress against criteria for securely good including data updates as required • SIL support and contact via email/telephone between meetings • Additional brokerage as requested by Head Teacher • Liaison with Ofsted as required 	<ul style="list-style-type: none"> • Regular support and challenge by allocated SIL and supported by Head of School Improvement as required • School priorities and self-evaluation, including data-tracking, shared with SIL • Challenge Task Group convened and chaired by SIL on a monthly basis • Intensive brokerage of support • Consideration of external reviews as required (governance, finance, pupil premium etc) • Signposting to recommended improvement activities • Regular contact with governors • Liaison with Ofsted as necessary • Consideration of Local Authority formal powers inc Warning Notices etc as necessary • Exploration of alternative improvement routes including federation, amalgamation or academisation as necessary

In accordance with our commitment to local improvement solutions and effective school-to-school solutions, in most cases the local authority will seek to galvanise support for schools facing challenge from within the Hillingdon local improvement community which includes, but is not limited to, the Teaching Schools, LLE/NLE and Exec Head Teacher networks. However, when appropriate school-to-school support is needed particularly rapidly and where capacity within our local and school-led network for school improvement is limited, it may be necessary for the borough to deploy advice and intervention support quickly. Where this occurs, the aim will usually be to agree local school-to-school support as soon as is practicable for all parties.

Confidentiality and administration

The SARR is a highly confidential document and is strictly managed according to the council's protocols for sensitive information. The SARR is held and managed by the School Improvement Team and is only accessible to other officers on a need to know basis.

SILs are allocated schools from the SARR and are required to record all contact with their schools using the standard Note of Visit. Following visits, each NoV is reviewed to ensure that key information is captured and that brokerage requests are actioned quickly. The NoV will be emailed back to Head Teachers following the visit.

Please note that, unless specifically requested to share the NoV more widely, the SIL will only share the NoV with the Head Teacher by email. However, Head Teachers are encouraged to share the content of their NoVs with governors and other partners in order to link improvement activities together effectively.

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School Improvement Team inc EYFS & 14-19 support



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School Improvement statutory duties

promoting high standards in primary and secondary education

assisting schools with spending decisions where the budget is proving a distraction

where the secretary of state to issue guidance to which LAs and schools must have regard

enables the secretary of state to issue guidance in relation to the exercise of functions.

take action when a school goes into an Ofsted category

intervening in schools causing concern

requiring an 'eligible' school to enter into arrangements with another agency to improve the school

strengthening the local authority voice on the governing body to support a school's improvement.

securing leadership and membership change in a school through appointing an interim executive board

ensure teachers receive their statutory terms and conditions.

allows the secretary of state to intervene directly in under-performing schools.

allows LA to act in accordance with any government directive

ensure that education and training functions are exercised with a view to promoting high standards

registered pupils attending a maintained school to take part in a daily act of collective worship

moderate assessment in at least 25 per cent of schools to ensure consistency of standards in ks 2

report key stage 1 data to the DfE for school performance monitoring purposes

ensure schools are equipped to undertake key stage 1 teacher assessment and capture / submit results.

ensure security of assessment documents.

visit 10 per cent of schools during test week to ensure ks 1 tests are being administered correctly

ensure heads fulfil their statutory duty in administering key stage assessments

facilitate the investigation, by Ofsted, of a parental complaint about a maintained school.

ensure that the curriculum provided by maintained schools is broad based and balanced

ensure the core entitlement is secured for pupils

provide information as required by the DfE about the funding of training for teachers

School Improvement statutory duties

ensure head teachers fulfil their statutory duty in administering the year 1 phonics screening

monitor the phonics screening check in at least 10 per cent of schools

consider complaints about the curriculum, RE and collective worship referred to them

establish and support an occasional body called an agreed syllabus conference (ASC)

ensure schools and the LA provide religious education in accordance with the law

have regard to statutory guidance on sex education issued by the secretary of state

LA to constitute a standing advisory council on religious education

have regard to any wish of parents for education consistent with religion or belief for their children

have regard to guidance given by the secretary of state on maintained schools governing bodies

provides a framework for decision making and accountability.

provide information and training free of charge for governors of maintained schools

set minimum number of sessions and their times schools must hold in a year

provide sufficient places to meet post-16 education needs (raising of the participation age)

commission provision for young people 16-19 (25 with a LD assessment)

ensure that teachers in maintained schools show they meet the core professional standards for teaching

fulfil LA duties in relation to the appointment, management and dismissal of staff.

eliminate discrimination, harassment or other conduct prohibited by the Equality Act

ensure everyone who comes into contact with children and families has a role to play

CHILDREN'S SERVICES OVERVIEW

Contact Officer: Ana Popovici
Telephone: 01895 277356

REASON FOR ITEM

This report provides a "state of the nation" update for Policy Overview Committee for Children and Young People Services within Hillingdon. It details the impact of a wide range of improvement activity undertaken over the past 3 years, indicating the progress made in all key areas of responsibility and demonstrating management focus where further work is still to be done.

SUGGESTED COMMITTEE ACTIVITY

It is suggested that the Committee:

1. Note the contents of the report.
2. Asks any questions it may have.

INFORMATION

As part to the new Ofsted inspection framework each authority has to complete an annual Self Evaluation of their Children's Services detailing the quality and impact of front line social work practice, how this is evidenced and the authorities plans to maintain or improve practice for the next 12 months. The content of this report will be used to shape the first Self Evaluation and in future years the finalised Self Evaluation will be submitted to POC by way of an annual update on progress.

PAPERS WITH REPORT

None.

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London Borough of Hillingdon

Children and Young People Services overview - October 2017

Introduction

This paper provides a "state of the nation" update for Policy Overview Committee for Children and Young People Services within Hillingdon. It details the impact of a wide range of improvement activity undertaken over the past 3 years, indicating the progress made in all key areas of responsibility and demonstrating management focus where further work is still to be done.

It is anticipated the service will be subject to an Ofsted inspection under the new framework, in early 2018, so that we can prepare effectively senior officers are in January attending Ofsted briefings which launch the new framework and evaluation model. As part to the new inspection model each authority has to complete an annual Self Evaluation of their Children's Services which will form the basis of Ofsted engagement meetings. The content of this report will be used to shape the first Self Evaluation and in future years the finalised Self Evaluation will be submitted to POC by way of an annual update on progress.

Leadership and Vision

While the heartbeat of effective outcomes for statutory work is strong social work practice, the service gains strength from this being managed in the council's wider context: through a strong universal offer and the effective work across areas which provide for children and families being supported, to prevent statutory intervention and to support effective step down.

Following the Ofsted Single Inspection Framework (SIF) in 2013 the political and corporate leadership of the council has been decisive about wanting to achieve a step change in the outcomes for children and young people in the borough. To this end, in the autumn of 2014 a new structure across all social services areas was agreed and the associated changes in senior management were made. From that point onwards the consolidation of the management structures has been completed, with all roles in the top three tiers filled with permanent employees. The move to a single leadership across children and young people and adult services has resulted in much stronger management teams learning from each other's disciplines and encouraging more innovative approaches to achieving improved outcomes, particularly in relation to transitions.

The extant leadership approach demonstrates at every level the creation of environments for practice to express itself and flourish: the DCS manages the political and corporate environments for the Deputy Director of Children's Services, the AD for Early Intervention and their operational managers throughout the organisation to operate effectively.

The period from the changes in 2014 illustrate the learning environment and relentless drive for improving outcomes, with changes having been made to various aspects of our pathways and

most particularly the desire to improve early support through wrapping services around children and families earlier to prevent escalation and de-escalate cases.

As well as structural change the political administration has significantly backed social care services and has made a strong financial investment in the initial improvements required in children and young people services which is now consolidated as a new base position of a sufficient costed structure to meet demand.

We have created three new Service Manager posts within social care to increase capacity at senior level and support a commitment of improving practice and outcomes and succession planning. Two appointments were made internally. At team manager level, all but two (2) team managers are permanent.

As of April 2017 we have introduced larger, more resilient social work teams supported by advanced practitioners who are seen as practice educators. We have been successful in 'growing our own' and appointed to both advanced practitioners and team managers roles internally. This is a good news story for us, however this comes with associated challenges. The promotion of social workers has reduced the number of experienced front line staff and those new into promoted posts require support to enable them to develop into their new roles.

We had positive responses to our recruitment campaigns and retention of permanent staff is good, social workers tell us Hillingdon is a good place to work. We know morale is high as social workers want to stay with Hillingdon and have applied for career progression. We have converted locum posts to permanent posts at all levels including senior managers. We have also been successful in recruiting 19 social workers from South Africa and 3 from Canada. These recruits require a greater level of support to enable successful transition. Our health check carried out in December 2016 shows high levels of engagement. The recent surge in demand brings with it challenges to maintain high morale at times where caseloads and complexities fluctuate and remain variable across the service area.

We adopt a high trust model which includes agile and remote working. We have and continue to invest in our technology to support more effective ways of working. This reflects our investment in our workforce, our most valuable resource in order to sustain a healthy workforce equipped to manage the competing demands of a busy and challenging social care environment. Social care teams are all located on the same floor with MASH planned to join by the end of 2017.

We are committed to a one service ethos which facilitates seamless and timely transitions for children and young people. To continuously improve the effectiveness of joint working the one service approach is reflected in regular all manager meetings across children's social care and early intervention and prevention services.

Our intervention is focused on evidence based practice models, having introduced a Domestic Abuse Practice Approach, relaunching Signs of Safety and NSPCC evidence informed framework to support reunification of children with their families. Current further investment includes the adoption of the Graded Care Profile 2 (GCP2).

In September 2017 a case file audit tool was incorporated into the electronic case file system ensuring that audits are linked to children's case records. The new process incorporates feedback from all relevant staff within a defined timeline and concludes with the manager and social worker finalising the paperwork together providing a real opportunity for reflective conversations that support learning and improvement.. We will evaluate the impact of this new process on practice over the next 6 months.

We have processes in place to scrutinise decision making, childrens plans, care packages and placement moves. Hillingdon Access to Resource Panel (HARP) takes place weekly. The panel provides an opportunity for joint risk management, quality assurance of plans, decision making, resource management and a point in time scrutiny of 'live' social work practice and social workers presentation. We have recently reviewed the terms of reference and a staff survey is planned for early December to capture the staff experience and any associated learning.

There are monthly Performance Surgeries chaired by the Deputy Director of Children's Services. These are attended by Heads of Service, Service Managers. The meetings are informed by quantitative and qualitative performance reports from each service. There is also in place a system overview meeting with lead performance and finance officers and the DCS, in which the Deputy Director and Heads of Service support and examination of how the pathway is functioning and how workflow improvements can be made.

The Safeguarding team co-ordinates case file, themed and multi-agency file audits, and produces overview reports to help inform the development of practice.

The combination of qualitative and quantitative data shared at performance meetings, the findings of case file, themed and multi-agency audits, feedback from service users from complaints, compliments, the work of the Participation Team and Team Diagnostics, informs our view of the quality of practice and the outcomes for children in Hillingdon.

As a port authority we invest heavily in working relationships with colleagues in UKBF, which has strengthened our practice and approach to responding to the needs of the unaccompanied asylum seeking children (UASC) as they enter the main gateway to the UK. We liaise closely with other Local Authorities when negotiating transfer of minors following our first intervention. This provides an opportunity for us to take a lead and share our expertise in matters linked to international jurisdiction

JTI on CWD and SEND: From 28 November 2016 to 2 December 2016, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of Hillingdon to judge the effectiveness of our implementation of the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection process found that we are dedicated to developing strong joint working practices that result in improved outcomes for all groups of children and young people who have special educational needs and/or disabilities and that we had a coherent plan to improve services further in response to local need is in place. The inspection also found that leaders in Hillingdon prioritise the safeguarding of children and young people and that without exception, children and young people who were spoken to during the inspection process said they are kept safe by

adults who support them. The process also identified that academic outcomes for children and young people in the local area are positive and that they achieve well because their needs are well catered for in schools, colleges and early years providers with a high proportion moving on successfully to employment or further education.

Workforce

We are partners of the West London Social Work Teaching Partnership (WLSWTP). We link with a number of Universities for post qualifying courses and programmes. This year we have to date 8 social workers embarking on their practice education award and we further support students through offering shadowing opportunities, attending the University's readiness to practice panels and mentoring schemes.

Thirty one (31) children's social care managers have completed a Management and Leadership programme, designed specifically for social care managers and endorsed by the Institute of Leadership and Management. This programme consisted of 4 workshops (Orientation, Leading Self, Leading Others, Leading Organisations) and 5 master classes that covered Hillingdon's processes around Recruitment & Selection, Absence Management, Performance Management, Finance and Supervision. The teaching on the modules was a mix of didactic teaching, group discussion, experiential learning, the use of psychometric tools and coaching sessions. The Modules were delivered primarily by an associate trainer of LHH Penna with support from the Council's L&D team. The Masterclasses were delivered by subject experienced professionals within Hillingdon. In order to pass the programme delegates were required to provide a portfolio of learning, identifying how they had improved their practice, what the impact on their team and service users had been as a result. As a learning organisation we will continue to support their development and the impact on their leadership of practice.

We have also invested in a Level 4 QCF qualification programme for our key-workers to support their professional knowledge, skills and experience in providing high quality family support to our families. Learning outcomes of the programme have been directly translated into practice, which in turn has enabled families in need of support to develop the resilience to overcome emergent as well as complex problems.

We have 3 newly qualified social workers in their Assessed and Supported Year in Employment fully supported by both Learning and Development and operational children's social care staff. Whilst we are committed to growing our own we have limited the numbers of NQSWs to ensure they get the right support and opportunities. This also enables us to balance the needs of overseas recruits and their transition to UK practice

Children who need help and protection

We have Early Intervention and Prevention Services as an integral part of the children's social care delivery model and established these principles across the partnership through our Early Intervention and Prevention Strategy endorsed by our Local Safeguarding Children Board. We have Introduced and embedded Early Help Assessment (EHA), Lead Professional and Team around the Family (TAF) processes so that families who need early help are identified and

supported by the most appropriate agency or individual at the first opportunity. The model includes the provision of key-worker support in the event that an appropriate lead professional cannot be identified to support the family and also facilitates the brokerage of access to targeted family support programmes as part of the team around the family planning process.

In addition, we have further developed our 'Local Offer' website with a view to providing families, including those with children with additional needs and disabilities with information which enables them to identify the services they need to support them including access to the local early learning and childcare offer.

We have remodelled both our health visiting and school nursing service and our children's centre programme in order to create an integrated locality based model for the provision of early help to families. The model services five localities with provision mapped against levels of need in each given locality. The provision is led by 5 hub centres with 11 satellite centres located throughout the borough. These services work collaboratively with the re-commissioned health visiting and school nursing services which now form an integrated Healthy Child Service.

We prioritise and focus on the needs of young people who offend and who are at risk of offending. Our Youth Offending Service Management Board has overseen the maintenance of effective performance in relation to reducing first time entrants, re-offending and custody rates. Our first-time entrant levels are below London, family group and national levels and our re-offending and custody rates are below London and group rates.

We continue to develop our approach and practice with partners with examples including our Restorative Justice practice which was shared at the Youth Justice Boards' Effective Practice Forum and colleagues from other London Boroughs have since approached the YOS for more information and advice and the development and implementation of the AXIS project, designed to provide LBH and its partners with a comprehensive picture of young people's involvement or risk of involvement in the cross cutting themes of Serious Youth Violence (SYV), Drug supply and distribution, sexual exploitation (both victims and perpetrators) and other forms of exploitation, within the Borough.

- **Multi Agency Safeguarding Hub MASH Referral and Assessment (RAS)**

Triage and MASH evidence strong partnership engagement e.g.: Strong Police Team, Education, Housing, Health and Independent Domestic Violence Advocate (IDVA) are now well established and collocated. Our front door services have been further strengthened by moving our Referral and Assessment (RAS) in-house from previous commissioned managed service arrangements, strengthening consistency of leadership and decision making.

On average, the MASH receives approximately 1900 contacts per month. A RAG system has been embedded to ensure a tailored and timely response to requests for assistance.

The implementation of a five week duty cycle in April 2017 was designed to enable experienced skilled and knowledgeable practitioners to spend more time with families. We will keep this arrangement under review both in relation to the number of assessments completed and the quality in the context of increased demand.

As a port authority we run alongside the Home Office a twenty four hour Heathrow rota. This enables us to intervene and safeguard children and their families at their point of entry into the UK. This supports us to respond promptly to requests made by SO15.

- **Family Support, Protection and Intervention (FS,P&I)**

On 30th September 2017 330 children and young people were the subject of a child protection plan and 924 children subject of a child in need plan.

Our aim is to support families to overcome difficulties at the first opportunity through the application of early support processes including the previously mentioned early help assessment and team around the family processes. We also work with our partners to ensure that families are able to access the right service at the right time and that transfers between services 'step up step down' are seamless. To support this we are currently revisiting our referral and access to services pathway. This is a collaborative piece of work led by the AD for Early Intervention, Prevention and SEND. Families are supported to step down and away from the need for statutory support through collaborative work between social work teams and early intervention and prevention teams. This work includes enabling all vulnerable families to access the previously mentioned children's centre programme and the early learning and childcare offer in Hillingdon, by having their needs met through access to specialist targeted programmes.

The throughput and stock of work within the service is currently being reviewed by the new HOS following a review of the children subject to child in need plans which highlighted inconsistencies in the application of thresholds and timely progression of plans. As of November we have identified a dedicated IRO resource to review CIN cases which have been opened for longer than 6 months.

The CP plans which come to an end at the first review conference is also a focus area for the safeguarding team and the operational service areas. Bespoke training for the CP chairs is planned to strengthen the quality and consistency of CP plans coupled with additional training for the newly appointed team managers within RAS.

There is a well established Pre Proceedings Process which is accessed via HARP. The process includes clear identification of thresholds and intervention required within robust timescales. The HARP process also supports good management of transitions for children across service areas.

Targeted Early Intervention and Prevention Services have a menu of options available to support young people to remain safely in the community. For the last 6 months a representative from the Targeted Services have joined HARP to enhance the identification of tier 2 resources to meet identified needs.

The Key Working Team within children's social undertake direct rehabilitation intervention with children and parents where this has been assessed as in the child or young person's best interest.

At the time of the last inspection Hillingdon operated an all ages social work service for children with disability and adults. This was separated in August 2016. Social work services for children with disabilities are now delivered by a Children with Disabilities (CWD) Team based within the Family Support, Prevention and Intervention Service. The team responds to referrals for children and young people aged 0 - 18. This team has a caseload of 189 children of which 9 are LAC and a further 9 the subject of a child protection plan.

The CWD team provides assessment and support to children and their families from initial assessment to transition to adulthood. Occupational Therapy services remain managed within adult services. Monthly transition planning meetings to support the transition of young people to adult services take place.

A review of the social care CWD specialist service is currently underway with focus on early transition planning, further exploration of personalised budgets, a new approach to short breaks and thresholds for intervention.

A wider suite of services in support of children with disabilities and their families are located within Early Intervention, Prevention and Special Education Needs (SEN) and Disabilities Services. The Inclusion Services, work with educational settings (early years, schools and colleges etc) to promote inclusive practice and provide support and guidance to meet children's needs. Early Support Services, which include Early Support Key-working provide a range of services based in the home that work in partnership with parent/carers in order to build strength and resilience for disabled children and families.

These services work alongside our SEN Services: managing the statutory assessment process of special educational needs for children and young people from 0-25. The SEN Team is responsible for ensuring that the Local Authority fulfils its statutory responsibilities listed within the Education Act 1996 and Children and Families Act 2014 and the Code of Practice. The team have the case management responsibility for children and young people who are undergoing an education, health and care needs assessment or have a an Education, Health and Care (EHC) plan or a Statement of Special Educational Needs.

Our Joint Area SEND inspection endorsed our collaborative approach to meeting the needs of children under five with SEND as evidenced by education, health and social care teams during the inspection process. The inspection found that the teams worked effectively with a cohesive culture of collaborative working. This culture is evident across the wider workforce.

- **Family Group Conference Service (FGC)**

Our FGC Service, contracted from DayBreak, provides an independent resource which enables families to contribute to identifying solutions to their own problems. Their work is consistent with our strengths-based approach, promoting a culture in which family resilience is improved and dependence on social work interventions reduced. There is good use of the service and this is promoted via HARP, supervision and Legal Planning Processes. Additional units outside the contract have been commissioned to respond to the increase in demand. Our Special

Guardianship (SG) team attends family group conferencing to assist with the early identification and assessment of family members when permanency cannot be achieved with parents.

Risk and Vulnerability

We have a partnership approach to identifying and attending to risk and vulnerability in relation to children and young people and have strategies in place to both identify risk as well as facilitate collaborative action in response.

To support this approach we have recently introduced the previously mentioned Axis Project, an innovative approach to gathering, collating, and interrogating 'soft' intelligence and data in order to identify young people in Hillingdon at risk of being exposed to serious youth violence, child sexual exploitation, drug dealing and going missing from home/care. This information is being used to inform the targeting, coordination and delivery of local authority and partner resources to attend to identified risks. These resources include a variety of targeted programmes for young people ranging from targeted programmes delivered by the Youth Offending Service to achieve desistance in criminal activity to a wider programme offer including Detached and Mobile Youth Services which targeted identified areas of risk in collaboration with the Police and Community Safety to personal and social development programmes targeted at girls and young women and boys and young men at risk and targeted theatre education programmes in schools.

Our Violence and Vulnerability Panel meets regularly to review intelligence in relation to young people at risk of or involved in group and organised crime including serious youth violence and drug distribution and coordinate actions in response. Work is currently being progressed to review and strengthen related processes for the identification of children and young people at risk such as the MASE Panel with a view to having one integrated process for identifying and responding to Violence and Vulnerability related issues.

- **Child Sexual Exploitation (CSE)**

The CSE Strategy and Action Plan was launched in June 2015. An interim 2 year CSE prevention post was created in the Safeguarding and Quality Assurance service to support the implementation of the strategy and action plan to enable it to become embedded in our everyday core business. A newly appointed Service Manager has the oversight and the operational risk and vulnerability lead.

There is a designated Detective Sergeant and Constable located within the MASH which has enabled a prompt response to CSE level 1 concerns. Operational working together between partner agencies has improved significantly. Border Force, Asylum Team and ECPAT attend the LSCB trafficking sub-group.

CSE training has been provided throughout the last two years to all agencies and awareness training delivered across local settings and businesses. A Hillingdon Information Sharing Protocol has been developed from Working Together and Pan London guidance. Hillingdon has created a CSE resource pack which is sent out to professionals. A comprehensive Victim Support Policy which contains pre and post-trial support for victims has been developed

A CSE process document has been developed and is given to all workers in their induction and through ongoing CSE training. CSE Risk Assessment and CSE toolkit is embedded in practice and reporting is addressed at the quarterly CSE sub-group of the LSCB.

The local DCI jointly Chairs all MASE meetings with the Head of Service for Children's Safeguarding & Quality Assurance as well as Police colleagues from the MASH, MISPER unit and Central CSE unit, health and education colleagues, CYPS (CSC, Early Help and Prevention, YOS) and third sector providers. A Children/Young people's profile template supports social workers to update the MASE panel.

Hillingdon have undergone two CSE peer reviews. The most recent review used the Ofsted JTAI framework for CSE. A 'Missing Tracker' is operational with information pulled from LCS. Cross checking of LCS data with Police data has highlighted some anomalies and our focus is to improve our data quality on LCS.

Missing Children

A recent practice development is that missing children and young people are also presented to the MASE panel.

An annual Audit is carried out with each maintained school and offered to each Academy which scrutinises registers seeking further former pupils removed from roll.

Following the latest CME guidance in September 2016, Hillingdon has briefed all Hillingdon Head Teachers, including independent school Head Teachers as to their duties and obligations. A discreet CME mailbox has been created for ease of access for external parties to notify of CME. Each school in Hillingdon is obliged to return monthly data on pupils removed from roll, pupils on part time timetables, pupils attending 90% or less and pupils absent for 20 consecutive sessions. Hillingdon leads on a West London CME officer network to ensure effective communication with local LAs. A process from Admissions to CME function is designed and embedded when pupils do not arrive at their offered schools at transition points or when they refuse their allocated school even after the appeals process has been exhausted. Related CME training provided to professionals through the LSCB and Learning and Development offer to schools.

There is sharing of intelligence between relevant Senior Managers including the Children's Social Work and Children's Safeguarding & Quality Assurance Service to cross check against the Missing Register. The child's details are uploaded to national data system (S2S) so colleagues in England can exchange information with Hillingdon if the CME arrives in their area.

A data sharing protocol is in place with the Border Agency to enable the identification of children missing education who may have left the country.

Independent return home interviews commissioned from NYAS are offered to all children who are looked after or subject to a CP or CIN plan returning home following their missing episode.

This contract has been in place for 4 years and is currently undergoing review. The purpose of review is to ensure that the service meets the current *contractual* expectations around take up, quality and timeliness of interviews.

- **Operation Safespace**

We are being proactive in our approach to children at risk of CSE and Children Missing. Operation Safespace (which comes under the umbrella of Operation Makesafe), is a joint partnership between the Met Police and Children's Social Care aimed to identify and protect young people at risk of Child Sexual Exploitation (CSE) in Uxbridge Town Centre.

Agreed joint intentions are

- To provide an effective response to resident, business and partner concerns about the crime & Anti Social Behaviour (ASB) issues caused by young people in Uxbridge Town Centre
- To prevent and deter crime & ASB in Uxbridge Town Centre
- Identify and deal effectively with those found committing crime & ASB
- Gather Intelligence following information that young people are committing crime & ASB, and may also be at risk of safeguarding and/or CSE risks.
- To take immediate steps as appropriate to safeguard young people found at risk, and ensure all contact is otherwise recorded and captured in line with MPS SOPs
- Engage with businesses and residents to provide reassurance about the police response, and increase intelligence to police through engagement.
- To improve the understanding and awareness of officer, staff and partners of safeguarding risks and how to deal with them.

There were three joint Safespace operations over two days during September/October 17. Feedback from these demonstrate:

- Excellent use was made of the CCTV room. The Police and the social care lead were able to identify young people and Police officers were directed to engage with them and disrupt any activities that caused concern.
- The teams gathered valuable information from the young people seen in the street.
- 'Stop and searches' procedures were conducted on a number of young males, where there was concerns linked to drug distribution however no arrests were made.
- All young people seen on the streets were identified and their parents/ carers were contacted and arrangements were made to return them to their homes or placement with appropriate follow up social work intervention.

- **Prevent**

Governance and Oversight

Children, Young People & Learning Policy Overview Committee
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Ensuring delivery against the Prevent Duty sits under the auspices of the Chief Executive and is embedded within the Corporate Risk register.

Prevent activity is reported into the Local Strategic partnership, Safer Hillingdon Partnership, Strong and Active Communities Partnership and both the local children's and adults safeguarding boards.

Regular reviews are undertaken by members through the mechanism of internal and external services scrutiny committees.

Working in Partnership

The local Prevent Partnership group works together to develop and implement the local Prevent plan for Hillingdon. This group has a broad membership from both within Council departments and other local statutory services. The group meets quarterly and reports into the Strong and Active Communities Partnership and regular updates are provided to the Safer Hillingdon Board and the LSP Executive.

Hillingdon Prevent lead attends the London Prevent Co-ordinators network on a monthly basis. This allows us to engage regularly with the Home Office and OSCT/MPS at a regional level in order to influence policy and practice. The network coordinates a London- wide response to incidents, as part of London resilience protocols.

Hillingdon has been involved in working with the London Prevent Board to develop a Local Authority self assessment tool to identify progress against the Prevent duty and as a way of identifying gaps and local needs. This tool will be rolled out nationally.

Brunel University are a long standing partner of Hillingdon. We are in liaison with the University in relation to a proposed piece of academic research into the role social workers play in Prevent and safeguarding. This is an area where there has been little research undertaken to date, and we hope that this will enable learning and inform local and national practice.

Risk Assessment

There is ongoing information exchange between the Council and Police and regular meetings are held where information, intelligence and local concerns are discussed, and any actions required at a local level are agreed.

This intelligence informs our local assessment of risk and a proportionate response. The risk assessment helps us to understand any potential community tensions and concerns which may occur in the borough and where to target our focus and resources in order to manage them.

Staff Training

All staff are required to have an understanding of Prevent and how to make safeguarding referrals for those who are identified as vulnerable to radicalisation. Plans to deliver training to carers and external providers is in place

The local authority Prevent lead delivers training to council staff and to other partner agencies in the borough. 3400 staff across the borough have received this training to date. Agencies are also signposted to other e-learning and online resources as well as receiving support and advice on managing safeguarding concerns.

Ongoing training and advice is provided by the Prevent lead to social care staff and other partner agencies.

The Prevent Lead and Deputy Director for Children's Services meet on a monthly basis to identify trends and gaps and potential areas of risk.

Safeguarding and Management of Prevent referrals

Process and assessment

Within MASH there is an identified single point of contact (SPOC) for radicalisation. Referrals/ contacts relating to radicalisation are shared with the Boroughs Prevent Lead and Police from SO15 for assessment.

The Channel panel in Hillingdon is well established. The panel is chaired by Hillingdon's Prevent lead and has representation from health, mental health, children's services, early intervention, LADO, police, housing, Youth Offending, probation, schools/education.

Being a port authority we manage any referrals relating to the safeguarding of children that come through the airport including those relating to counterterrorism. We have introduced a protocol with the counter terrorism police at Heathrow airport, to ensure timely sharing of information in order to best assess needs. This protocol is currently being tested with the intention to be adopted as a model for 'port authorities' nationally.

Prevent Referral trends

In the last 6 months we have seen a significant increase in referrals, this reflects the national trend. The numbers of referrals requiring no further action have remained between 45/50%. Whilst referrals are mainly related to influence of groups such as ISIS (Daesh) in Hillingdon we are also receiving those related to the extreme far right.

A recent trend has seen a number of young people on the autistic spectrum being referred. The response needs to be matched to the specific needs of this group of young people.

Schools and education establishments in the borough are the main source of referrals received in relation to radicalisation.

The Prevent lead provides training for school staff and attends the school safeguarding leads hub meetings on a regular basis to ensure schools are supported and equipped in relation to the Prevent Duty. Feedback from schools locally has been very positive and they very much value this support.

We work with local partners through the Strong and Active communities partnership to build resilience. Engagement with the community is a key aspect of the Prevent work.

Local schools, the college and Brunel University are pro-active partners in delivering against the aims of Prevent and the wider duty in relation to promoting British values.

We are running a 2 year MOPAC funded programme in collaboration with schools, the college, University and community aimed at tackling hate crime and extremism. The aim is to equip young people and members of community groups to challenge hate crime and extremism, keep themselves safe from negative influence, develop critical thinking skills, increase understanding of others and build positive relationships.

- **Other Hidden Harms**

The FGM strategy and action plan is contained within the council's Domestic Abuse Strategy. Through the multi-agency forums agencies continue to share good practice and raise awareness.

The LSCB provides training to all frontline staff across partner agencies. This includes mandatory e-learning course for all children's social workers. Children's Social Care has produced a FGM resource pack for frontline practitioners that is available to all children and young people's services staff, partner agencies and schools.

Hillingdon has a named GP to refer cases of FGM who is a member of the Hillingdon Sexual Violence and Public Health Sub-group. Community Group representation on the Sexual Violence and Public Health sub-group.

There is a well established relationship between UKBA and Children's Social Care in preventing and deterring FGM through Operation Limelight and awareness and identification of Forced Marriage

UKBA and Children's Social Care deliver training to airline staff to identify possible signs of FGM and have processes in place to report concerns.

The Domestic Abuse Education Officer includes FGM in the Domestic Abuse training delivered to Colleges and Secondary schools.

A themed training session 'Understanding the Trauma and Psychological Impact of harmful Practices (honour based violence, forced marriage, FGM) is delivered through the LSCB. The Hillingdon Independent Domestic Violence Advocacy (IDVA) Service Policy and Procedures include Forced Marriage.

The referral process into Children's Social Care is made into the MASH and normal safeguarding procedures are followed.

Four Forced Marriage Prevention Orders have been granted 2014-2016.

Children looked after and achieving permanency

At the end of September 2017, Hillingdon was the corporate parent for 294 children and 397 care leavers. 29% of those looked after as of 30th September 2017 came via the airport, both asylum seeking and unaccompanied.

As a consequence of more than 0.07% of the local children's population being UASC we work closely with the Home Office to identify suitable placements for looked after children under the dispersal scheme for UASC. The sharing of knowledge and good practice, developed in Hillingdon, has helped shape the processes used by the Home Office and other London boroughs.

Our LAC population remains unique. Most of our children are aged fourteen (14) plus and more than 40% of this cohort are asylum seeking children. For those that are not being dispersed Hillingdon will remain their corporate parent, assisting them up until the age of 25 under the new Act.

We are committed to evidence based trauma informed practice. Our in-house specialist Multi-Agency Psychological Service (MAPS) delivers bespoke services to looked after children and their carers including therapeutic input and guidance to ensure their mental health needs are met. They also review all children and young people scoring high in their SDQ assessments. They routinely attend placement stability meetings and their role supports our work to improve children and young people's lived experience in their placement.

Over 90% of our Looked After Children have up to date health assessments.

Our multi-agency NEET working group and NEET Panel (virtual school, IRO, Providers and social workers/PAs) work closely to improve educational attendance and outcomes of our Looked After Children.

This academic year we have 62 care leavers who are in universities (68% of care leavers are EET and 28% NEET).

The NEET audit completed in summer 2017 evidenced active engagement with children and young people exploring various options including colleges, pre-employment training and apprenticeships. 6 of the 22 identified young people have since returned to education and training. Although it is still early days, the NEET panel appears to be achieving good results in enabling young people to return to education and training.

The revamped Legal Planning Meetings (LPM) including review LPMs are chaired by a Head of Service. A case progression officer is tracking progress to ensure no drift occurs. Midways reviews are effective to ensure early permanency and managed transitions. All requests for

LPMs, S20 accommodation and Placement moves are presented at Hillingdon Access to Resources Panel (HARP) which ensures consistent thresholds are applied as well as early Permanency Planning.

We have two dedicated court teams. This, supported by a case progression officer and a tight PLO process has made significant improvements in timeliness and the quality of assessments for children subject to court and pre-proceedings. At present there are 41 children subject to court proceedings and our projected timeframes for completing proceedings is within the required 26 weeks. There are 36 children subject to pre proceedings PLO and the average is 9.2 weeks (well within 12 weeks as set by the PLO). The pre proceedings cases are subject to 6 and 12 weekly LPM to review the progress and avoid drift.

Feedback from judiciary and court liaison meetings indicate strong performance in relation to our timescales and the quality of the work for those children subject to care proceedings

All children under the age of 14 looked after under s20 for more than 6 weeks have legal planning meetings (LPM) to avoid delay and drift and enable early permanency planning.

There is a strong grip of all children accommodated under s20. At present there are 17 children subject to S20 agreements under the age of 14. The breakdown is as follows (as of 23 October 2017):

- 1 is a court endorsed section 20 with a view to rehabilitate an adoption breakdown
- 1 is a relinquished child and has recently been matched with prospective adopters.
- 3 children are placed in approved reg 24 placements and LA is supporting the family in their application for SGO
- 1 is an asylum seeking child in a foster placement and a SGO assessment of a family member in Birmingham is being progressed
- 1 is a child relinquished at birth by their mother, father opposes mother's decision and care proceedings are now being issued in this case.
- 8 children are subject to S20 at pre proceeding stage and all of these have been LAC under 3 months 3 of these have become Looked After since 21st of September 2017
- 2 children are receiving short term breaks under CWD respite care provision.

All new looked after children are referred for a permanency planning meeting (PPM) by week 5 of the care episode so that parallel planning can begin.

All children who are subject to care proceeding are currently in the PPM process and all looked after children are cross referenced with the referrals for PPMs to ensure these children are referred in a timely way. Children under 14 have their matches presented at the Fostering and Adoption Panel and children over 14 to HARP.

A task and finish across service group is about to be launched chaired by the Head of Service for Children Resources, which will continue the transformation work supporting achieving early permanency for all looked after children, including reunification with birth families and secure

the best alternative care arrangement for children who have a plan to remain living away from home ensuring that the child lived experience is understood and apparent in direct work with children and informs planning.

There is a consistent approach to responding to escalations from IROs who routinely raise issues on behalf of children and young people. This is evidence by early resolution with minimal numbers being escalated to the Deputy Director.

Feedback from our children and young people gathered individually as part of looked after children reviews alongside feedback from Children in Care Council and NYAS advocacy service.

- **Connected persons**

Our early engagement with families and a robust approach to temporarily regulating family and friends carers supports early permanence and keeping children within their extended network whenever possible, It is anticipated that we will have 20 SG placements by the end of the year. The kinship team and the social care teams are working together to ensure the matching of the needs of the child and the carers.

- **Adoption**

There have been significant improvements in the number of days taken to secure a child in their adoptive placement. The permanency Team Manager and Head of Service for children resources monitor the progress of all children post an adoption decision until the adoption order is granted, to ensure that the necessary stages to secure a child's permanency are being addressed underpinned by quality practice and a focus on timeliness.

Hillingdon remains an active member of the West London Adoption and Permanence Consortium with a current focus on taking forward on a consortium basis as well as an individual authority the regionalisation agenda.

We have recently experienced three adoption breakdowns We held independently chaired disruption meetings to collectively review our practice. The learning will inform the work in the early performance working group. We have also made immediate changes to the selection and matching process for children with an adoption care plan including HOS scrutiny of the child's proposed match. Each match has a mandatory consultation with MAPS

We also have a number of children accommodated by Hillingdon following adoption breakdowns. These were adoptions made in other parts of the country and subsequently families have moved to our area. The impact of adoption breakdown on the children involved has resulted in many demonstrating behaviour and emotional challenges that require therapeutic and residential placements.

We are on track to having 21 Adoptions by the end of 2017. At the start of 2016 Hillingdon had 20 approved adoptive families waiting for a child. A decision was made to cease adopter

recruitment until this number was reduced. Currently there are only 3 families waiting a match. The recruitment of adopters is under consideration

Foster care recruitment

Recruitment remains a challenge for us. An annual recruitment plan using a range of marketing methods to attract people, including foster carers wishing to transfer from other agencies to come to Hillingdon as potential foster carers is in place. Close partnership working with the press and communication team support the 'Be the One' campaign.

A programme of 'skills to foster preparation training' is in place with new developments to strengthen the Hillingdon offer including a new 'Getting Ready to Foster' day and induction for newly approved carers to support their first post approval year.

Foster carers are involved in the recruitment of new carers, through working with staff at face to face marketing events, contribution to preparation training and sharing their experiences through various media channels.

Hillingdon foster carers are also offered a generous referral fee in support of the value and impact of word of mouth referrals.

Meeting our sufficiency duty remains a challenge in terms of approving new fostering households. This is despite a focused approach where the operational plan is kept under ongoing review through fortnightly recruitment meetings. It is important to note that the largest UK independent fostering agency is located close to Hillingdon Civic Centre and this generates direct close competition for the scarce local resources of suitable people to foster looked after children.

- **Hillingdon registered Foster carers**

We currently have 95 approved fostering households. 50% In-house and 50% IFA. This figure has remained stable for the last year with Hillingdon foster carers working at full capacity.

We have been successful in using solo IFA placements as a step down from residential provision.

Foster carers have access to a monthly support group. There are plans in place to extend this to evening groups as of 2018.

Learning and development for foster carers is a key priority. A new panel adviser role, with a lead on improving carers learning and development has successfully been recruited to.

Foster care reviews are held on time with 100 % of reviews held within timescale. A dedicated fostering reviewing officer located in the Quality Assurance Service chairs the review meeting. Feedback from carers and children at these reviews inform our training plans.

As of this year all Hillingdon foster carers review reports are presented to the Fostering and Adoption Panel every three years to provide the independent scrutiny of internal fostering resources and to provide Hillingdon foster carers with the opportunity to receive feedback about their valuable work in caring for Hillingdon's looked after children. This is a new development and work is underway between the panel chair, advisor and the fostering service to make this a positive experience for foster carers.

Work to review the collection of stakeholder feedback is underway in consultation with the Children in Care Council and foster cares.

- **Placements**

Placements for children with complex needs e.g. youth violence CSE remain in short supply. There is a national demand for these resources. Hillingdon has some residential care provision which enables us to be creative in how we manage risk at times where there is not a suitable placement available at the point of need.

Placements are brokered through the placement team who have good relationships with a wide range of providers to meet the diverse needs of the Hillingdon LAC population. A dynamic Purchasing System is currently being worked on for IFA and residential care provision via West London Alliance.

A clear matching procedure is in place and relevant ADM approval for placements in excess of 20 miles or outside of a neighbouring borough.

Suitable accommodation for our UASC population is sourced and provided through a mixed economy of Hillingdon's two residential care homes, a semi independent unit for males 16-18 years old (Olympic House) and foster care placements.

Hillingdon owned residential care homes for children and young people

The Local Authority has 3 registered children's homes:

Charville Lane - 13 beds, predominantly for children up to the age of 18 who are seeking asylum.

Merrifields House - 9 beds, 4 beds for local children with emotional and behavioural difficulties who require a period of assessment prior to placement and 5 beds for respite for children with disabilities. The two units are separate in the building but have a combined staff team and registered manager.

Hillingdon Children's Resource Centre - Mulberry Parade - 6 short term placement beds for local and asylum young people, with an emphasis of supporting them to either return to home, placement and or education.

The Council has two Operational Lead Managers to oversee quality and performance in the registered care homes, they conduct regular audits of the services to ensure progress and improvement is achieved in all areas.

Ofsted ratings for the homes are; Merrifields - Outstanding, HCRC - Good and Charville - Good. We are working towards 'Outstanding' in all areas.

Independent regulation 44 visits are carried out and the services complete reg. 45 reports in line with regulations.

A new building has been found and is being refurbished for registration at the end of the year to replace the HCRC service. Refurbishment of the Charville Lane building has been taking place with CCTV being fitted shortly. The quality of the accommodation is being improved across all services.

Training programmes across all services have been updated and current areas of challenge addressed. These include;

- Restorative Justice guidelines, training and practice implemented
- Prevent and Channel training and ongoing workshops in house
- FGM and CSE focus on educating young people
- Substance misuse and awareness training for staff on spotting signs of Class A drug use, recreational drug use and legal highs. Links to SORTED developed.

Partnership working with MAPS, CAMHS and PBS to ensure the mental health and behavioural needs of young people are being met has been greatly improved this year. All managers and some staff have 'Team Teach' and ProAct Scip training in behavioural approaches, this combined with the adoption of the Restorative Justice policy has supported us to manage the challenges presented by some young people in residential settings.

Good expertise and knowledge of ASD in the services supports an increasing number of young people with autism presenting challenging needs/behaviour who require short term interventions.

We have used our children's homes flexibly in order to create provision for some of the challenging young people that other providers would not accommodate successful outcomes.

Care leavers are supported in a range of external semi independent provision which is spot purchased and managed through a block contract, which includes shared houses rented from the private sector. Hillingdon are committed to increasing the number of our young people in 'Staying Put' arrangements. This currently stands at thirteen (13).

A monitoring system is in place to ensure that monitoring visits to semi independent properties is carried out at least annually.

We have experienced multiple placements moves for some vulnerable children. A placement stability working group is being established, chaired by the HOS for children's resources with a

view to support children in placement and embed across the service the placement stability procedure and deliver a significant culture change.

Provider forums have been introduced with the first scheduled December 2017. This is an opportunity to keep providers abreast of local developments, e.g. CSE, missing, receive feedback from providers and promote collaborative working.

- **Post Adoption Centre UK**

This commissioned service works flexibly according to our needs. Six free counselling sessions are offered to all Hillingdon adopters and special guardians as we promote early identification and support. 14 families (10 adoptions 4 SG) have accessed this year Adoption Support Fund following support needs assessments and worked proactively to help families make use of this resource.

- **Private Fostering (PF)**

We are working towards raising public and professional awareness of PF. There are 9 children living in private fostering arrangements. Monthly monitoring meetings take place to oversee all cases and ensure that joint working between private fostering staff and the children's social workers is robust. This is chaired by a Head of Service and attended by a lead Operational Service Manager.

New publicity material has been designed to support the awareness of the issue of PF and a communications plan is in place to be launched once the final approval of new material is finalised by elected members.

The LSCB oversees the awareness raising across the partnership of the responsibilities for notification.

Virtual School

We have invested in the Virtual School in order to improve educational outcomes for our looked after children. As a result of this investment, the Virtual School comprises of 11 team members, VS Head, Senior VS Practitioner, 6 Lead Practitioners and 3 VS Officers. All looked after children from Nursery - 18 have an allocated VS caseworker.

The Virtual School tracks attainment and progress for all our looked after children, whether placed in or out of borough through the termly Personal Education Plan (PEP) process. The VSH employ 'Welfare Call' to collect information on the attendance, punctuality and exclusions of all looked after children, as well as end of KS1, 2 and 4 results. This information is used to track the day-to-day attendance of children and young people about whom there are concerns and to provide overall virtual school data to inform practice and improvement. This work is supported by monthly reporting of KPI's and half termly focus group meetings chaired by VS Key Stage lead Practitioners to discuss attainment, progress, interventions and strategies for improvement.

We have continued to improve outcomes at KS4 with 20% achieving the old headline measure of 5 good A*-C GCSE including English and maths last academic year, compared to 18.2% in 2015/16. National figure from 2015/16 was 13.6%.

We also recorded 28% for the new headline measure of achieving level 4 -9 in English (language or literature) and maths, with an average attainment of 28.53. The national statistic for this in 2015/16 was 22.8.

The attainment of the cohort in relation to those who obtained age related expectation or above in reading, writing, spelling, punctuation and grammar and maths at the end of KS 2 was 43%, 57%, 29% and 43% respectively exceeding or meeting our targets of 29%, 14%, 14% and 43%.

43% of the cohort achieved expected attainment in reading, writing and maths, compared to the national stats for 2015/16 of 25%.

From September 2016, the Virtual School assumed responsibility for the completion of PEPs, which includes both initial PEPs and reviews, these are recorded on an electronic platform (EPEP). This is supported by a robust quality assurance process has resulted in significant improvements to completion rates and quality, with 100% convened and written in timescale and in excess of 93% RAG rated green and therefore of high quality.

To ensure that funding is appropriately utilised on targeted interventions to meet the needs of looked after children as outlined in their PEP, the VSH developed and implemented a new PP+ protocol with commissioning plan which places greater responsibility on schools and education provisions to make effective use of the PP+ funding allocated to looked after children.

Considerable progress has been made to narrow the attainment gap and improve educational outcomes for Children Looked After under the care of Hillingdon, we still recognise that there are areas that require further improvement. Attendance and Exclusions are two areas with current local statistics falling short of national figures. Average attendance of statutory school age CLA last academic year was 93.52%, with % persistent absentees raising concern. Similarly, we have seen an increase in the % of fixed term exclusions and the number of school days lost as a result.

For both attendance and exclusions work has already commenced to address the issues and further work is planned as outlined in the VS self assessment framework.

- **Corporate Parenting Board**

The Corporate Parenting Board oversees the delivery of corporate parenting responsibilities to looked after children, young people and care leavers. The Board is chaired by an Elected Member nominated by the Leader of The Council and is supported by working groups. These are also chaired by elected members across the council, covering the following key areas: Education, Health & Well Being, Leaving Care & Transitions, Participation & Social Development, Safeguarding.

Corporate parenting subgroups chaired by elected members provide regular scrutiny and feedback on our practice and performance highlighting the strengths and areas for development, e.g. An up to date joint guidance has been developed with health to strengthen our collective practice in managing health needs of our looked after children and care leavers.

The work of the board is informed by the Children in Care council with their participation in and influence on the board being key to understanding the experience of being a looked after child in Hillingdon.

The Children in Care Council has representation across the age ranges, 'Talkers' aged 7-11 years, 'Stepping Up' aged 12-15 years and 'Stepping out' aged 16 and over. The groups meet on a monthly basis and undertake a range of activities which contribute to planning and delivery of services for looked after children on a local and national level. Young people represent children in care on recruitment panels and in fostering and adoption panel meetings. To promote child led practice it is planned that in the near future the board will be co chaired by a young person.

The Children in Care Council organise two annual events for Care Leavers and Looked After Children. This Year's Care Leavers event is taking place in October 2017 its theme '*Education, Training and Employment - chasing your dreams.*' The event is being held in Care Leavers week with the support of Brunel University, who are hosting the event. The event is aimed at raising young people's aspirations, give them inspiration and motivation in respect of their education, training and employment.

The KICA is an annual event held to celebrate the achievements of Hillingdon's Looked After Children and Care Leavers. Each year we ask professionals who are involved with our children (social workers, teachers, foster carers to nominate children and young people who deserve recognition for something they have achieved. This year 198 children and young people are nominated and invited to attend the event. The event is taking place on 18th November 2017 and sponsored by Sofitel. Children and young people help to organise and present the awards ceremony and they choose a theme, this year's theme is "*Our streets, a celebration of our community*".

Plans to maintain and improve practice

We are in the process of developing a refreshed '**Family Pathway**' Plan which clearly sets out the commitment and priorities for families in Hillingdon to secure the best possible outcomes.

Early Intervention and Prevention Strategy is in place to drive continuous improvement in our work across the partnership to address our collective ambition to prevent the human and financial cost of poor outcomes for children, young people and families.

Special Educational Needs and Disabilities Strategy has been refreshed, informed by the outcomes of our Targeted Area SEND Inspection so that we may build on the areas of strength identified and address areas for development.

Youth Justice Strategic Plan serves as the partnership vehicle to deliver against the collective ambition and responsibility to prevent youth offending.

Our business as usual improvements;

- Ensuring our practice keeps the child, their wishes and feelings as our focus and working to understand their lived experience.
- Ensuring we effectively plan interventions to make a noticeable difference and improve their life chances and outcomes
- Focus on recruitment, retention and upskilling of social workers and our wider children's workforce
- Practice observations of our social workers and other professionals within children's services to inform and drive quality of practice
- Focus on consistent application of thresholds throughout the service, all the way from early help in the community to the front door to leaving care
- Up-skill social workers and children's workforce to and equip them with the right tools for the assessment and management of neglect (we are looking at commissioning Graded Care Profile 2 training to support our multi agency approach to assessment and intervention for children experiencing neglect) A focus on building and maintaining strength based working relationships with all service users
- Foster carer recruitment
- Strengthen IROs practice to ensure a focus on permanency planning
- Focus on delivering a consistent approach to anti discriminatory practice as we strive to meet the diverse racial, religious, cultural, gender, class and sexuality needs of Hillingdon's children, their families and care providers
- Effective commissioning of services, on a local and regional basis to deliver quality and best value

Key Priorities embedded within our Children's Service plan:

- Management of caseload volume and reduce variation across the service; with focus on thresholds and progression of plans
- Improved management of transitions, focusing on consistent step up/step down transitions across social care and early help through the consistent application of the lead professional role, use of the early help assessment and team around the family processes
- Minimise the number of changes of social worker for all children and families
- Ongoing development of the quality and effectiveness of CIN CP and Care leaver pathway plans
- The effectiveness and robustness of the CP chairs
- Stability of placements for looked after children, getting it right first time around
- Strengthen our practice on missing children, to include revamped independent advocacy offer.
- Develop team manager's' ability to have courageous conversations when managing performance

- Strengthen supervision of practice to ensure it is consistently evidenced through contemporaneous supervision notes and LSC case supervision records
- Strengthen compliance with LCS recording requirements to support and evidence progress of plans and outcomes for children, whilst strengthening data quality.
- Increase service user consultation and engagement into shaping practice and commissioning activity

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

At the last meeting, Members were provided with additional information which included data, details about identification methods and intervention methods, and the Hillingdon Community Services Performance Report for September 2017. Members will have an opportunity to review the additional information provided and ask officers any questions.

Further to a Member request, supplementary information has also been provided on the effectiveness of particular interventions.

It is proposed that Members will discuss its findings and make recommendations on the major review topic. A draft report will be prepared for Members for the meeting on 16 January 2018.

OPTIONS OPEN TO THE COMMITTEE

The Committee is asked to consider the evidence given by witnesses, together with the background information provided in the appendices.

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. At the September 2017 meeting, Members heard evidence from the following witnesses:
 - Zoe Sargent (Head of Children's Services, Central and North West London) (health - CCG)
 - Tirzah Bagnulo, Inclusion Team Manager, Disabilities Service
4. At the October 2017 meeting, Members heard evidence from the following witnesses:

- Councillor Simmonds - Deputy Leader and Cabinet Member for Education and Children's Services
- Dr Ahmed - Member of staff from the child development centre
- Elaine Caffery - Nursery Manager who also sits on the schools forum
- Jo Moody - Advanced Practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre
- Janna Murphy - Specialist Resource Provision/Assistant Head Hayes Park School

5. A parent witness session was arranged for 9 November 2017 in which two Members attended. Members met with parents who offered their perspective on the topic. The Chairman will provide Members with a summary of the meeting.

PAPERS WITH THE REPORT

Documents relevant to the review have been consolidated and attached as the following appendices:

Appendix 1 - Scoping report 'Supporting children with Special Education Needs and Disabilities (SEND) in their early years'

Appendix 2 - Minutes from witness session one

Appendix 3 - Data to inform the POC review 2017/18

Further information as requested by POC review 2017/18

Appendix 4 - Hillingdon Community Services 0-19 Performance Report Sept 17



HILLINGDON

LONDON

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 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 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.'*

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.

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) • Tirzah Bagnulo, Inclusion Team Manager, Disabilities Service
Witness Session 2 <i>Private Members' meeting (outside formal committee)</i> <i>9 November 2017</i>	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 - Deputy Leader and Cabinet Member for Education and Children's Services • Dr Ahmed - Member of staff from the child development centre • Elaine Caffery - Nursery Manager who also sits on the schools forum • Jo Moody - Advanced Practitioner (provides training and support to other nurseries) / early years practitioner - South Ruislip Early Years Centre • Janna Murphy - Specialist Resource Provision/Assistant Head Hayes Park School
Findings and 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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Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

27 September 2017

Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge UB8 1UW



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29. **MAJOR REVIEW - SUPPORTING CHILDREN WITH SPECIAL NEEDS AND DISABILITIES IN THEIR EARLY YEARS - WITNESS SESSION 1** *(Agenda Item 7)*

Officers introduced the revised scoping report and explained that the review had been scoped to focus on three key areas; identification, intervention and transition.

The Committee heard from the witnesses below.

Witness 1 - Zoe Sargent Head of Children's Services and Operations, Hillingdon Central and North West London NHS Foundation Trust

- The Health Visiting Service comprised of three teams including health visitors, community staff nurses, nursery nurses and administrative staff.
- This service was provided to children from the ages of 0 - 5 and staff worked closely with children's centres, social care and other health care professionals as well as General Practitioners.
- Support and guidance was offered from an early stage including 1:1 support.
- The type of support included antenatal contact between 28 - 32 weeks of pregnancy assessing family needs, home visits 10 - 14 days after birth, health reviews for children between eight months to a year and two - two and a half years and child health drop ins.
- The service worked alongside children to safeguard families and provided additional support for a family if their child had a disability.
- Some of the steps taken to support families involved advice and guidance and referrals to the Child Development Centre in Hillingdon, if there were social communication concerns.

Witness 2 - Tirzah Bagnulo, Inclusion Team Manager, Disabilities Service

- The services provided by the Borough's Inclusion Team to schools, parents and colleagues fell into different categories focussing on different areas.
- The first category, training, support, information, advice and guidance services, provided specialist training to teachers and early years practitioners on tools that would enable detailed assessments or observation directly informing the identification of skills, abilities or special education needs and disabilities (SEND).
- The second category, links with other services involved working with advice and guidance for referral routes, children's Centre staff, early years practitioners, SEND Team and CAMHS.

- The third category involved shared pathways.
- Some of the challenges of the service included the amount of children on the waiting list for health services following referral, communications between health services and education professionals, children not always being identified and services not being accessed by families, due to a lack of information.
- Areas for recommendations could include a central database where information on a child is stored in one place and easily accessible by a range of users, an integrated review at two years old and effective communications between health visiting staff and day care providers.

RESOLVED -

- 1. Witnesses be thanked for their attendance, evidence and recommendations; and**
- 2. The evidence be noted as part of the major review.**



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Data to inform the Policy Overview Committee Review 2017/18

Purpose of the report

The purpose of this report is to provide Committee members with examples of available data, together with associated explanatory narrative to enable them to better understand how children with SEND have their needs identified and what interventions are made to address these needs, including the support available to parents, with a view to identifying opportunities to strengthen current arrangements.

Identification of SEND

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).

The Early Years Inclusion Team support settings in meeting this statutory requirement and in putting strategies in place. Settings request support from the team in meeting children's needs with the following data offered to illustrate the number of referrals where setting have identified a potential difficulty.

Number of children 0-5 referred to Inclusion team for support	2015 = 235 2016 = 381 2017 Jan - August = 524 2017 - August - Current = 217	This includes children who have a broad range of needs. For some children this early intervention will enable the children to make good progress and will mean that they do not have ongoing needs. Other children will have more complex and long term needs.
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In addition to the Early Years Inclusion Team, Health visitors, as highly trained specialist community public health nurses, play an important role in the identification of children who may have SEND and the provision of support for these families.

Health visitors play a central role in the implementation of 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.*'

In addition to a range of interventions made in support of families with young children (***Please see 0 - 19 Performance Report September 2017***), ranging from new birth visits, to periodic health reviews, health visitors carry out screening using the Ages and Stages Questionnaire tool (ASQ and where appropriate the social emotional ASQ) to structure these 2 and 2.5 year checks.

These checks are designed to assess the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and behaviour. Where appropriate this includes facilitating appropriate intervention and support for children and their families. The follow data describes illustrates some of the key interventions undertaken by health visitors which support the early identification of SEND process:

% of births that receive a face to face New Birth Visit (NBV) within 14 days by a health visitor	2017 - 18 year to date percentage 92%
% of children that receive a face to face 6-8 week Review by a health visitor	2017 - 18 year to date percentage 91%
% of children who received a 2-2.5 year review using ASQ 3 and/or ASQ-SE2	2017 - 2018 year to date percentage 100%

Autism

Nationally as well as locally there has been an increase in the numbers of children who receive a diagnosis of an Autism Spectrum Disorder (ASD). The following table provides some data in relation to the services that the Child Development Centre provide to young children with ASD. The waiting times for an MDT-B assessment are informed by demand volumes and the capacity in place to respond. This wait period is not specific to Hillingdon it is in line with the average wait times nationally. Measures have been taken to minimise the impact of this waiting time for example some of these children are under community speech and language therapy these children continue to receive therapy pending assessment.



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What the data relates to	Data	Agency who provided this data
No. of children with a diagnosis of autism and are on the current caseload (these children are receiving medication)	463	Child Development Centre (Health)
Current numbers of children on the waiting list for a Multi Disciplinary Type- B (MDT-B) assessment (this is the assessment for children who have difficulties with their social communication skills and a number of children who access this service will receive an Autism Spectrum Disorder (ASD) diagnosis)	172	Child Development Centre (Health)
Waiting time between the initial screening appointment (FASC) at the child and MDT-B assessment	Currently 10 -12 months	Child Development Centre (Health)

Education, Health and Care Assessment and Planning

For children with the most complex needs the local authority will carry out an Education, Health and Care Needs Assessment as guided by the Special Educational Needs and Disability Code of Practice: 0 - 25 years. This assessment will often lead to the authority issuing an Education Health and Care Plan (EHCP), which is a document that details the special educational provision provided to meet a child's needs. Nationally between 2 and 3 percent of children receive an Education Health and Care Plan. The table below provides information in relation to the number of children aged 0 - 5 years who have received an EHCP during the last academic year and those currently undergoing a needs assessment.

What the data relates to	Data	Data source
Number of children under 6 that received an EHCP in 16/ 17	71	SEN team (Local Authority)
Number of children under 6 currently under assessment for an EHCP 17/18	1 st Sept to date: 8	SEN team (Local Authority)

Hearing and Visual Impairment

Children with a hearing impairment are often identified soon after birth; following this diagnosis the specialist teacher for the hearing impaired will contact the family to

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provide information and support. Children with a visual impairment will also receive a service from the specialist teacher for the hearing impaired. This teacher will work both

with the family providing advice and support as well as working directly with the child, providing strategies to support development.

	Number of children
Hearing impairment (HI)	73
Visual Impairment (VI)	20
Multi - sensory impairment (MSI)	2

Interventions for children with SEND

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)

Whilst we recognise that good quality early years provision is in itself an effective intervention we understand that some children need more targeted support to enable them to make learn and develop. In Hillingdon we have used data to target resources to the greatest areas of need. A successful intervention for young children who are having some difficulties with their development of their attention and listening skills is 'Attention Hillingdon'. Below are the impact scores for children who recently received this intervention. This information is gained from reviewing the footage of children receiving the intervention using a screening tool which measures a range of attentive behaviours being demonstrated by the child. The grid below shows that the intervention had an impact and that all of the children showed an increase in skills such as anticipation, spontaneous use of language and attentive behaviours such as sitting and looking at the adult leading the group.

Name	Week Two	Week five	Week Eight	Increase
R	28	42	77	51
S	29	57	88	59



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S	46	67	81	35
A	58	90	99	41
S	50	88	97	47
A	56	92	102	46
N	23		75	52
H	63	87	95	32
N	55	93	104	49

Attention Hillingdon is used as an intervention in 86 early years settings; this includes 9 children's centres where the child receives the intervention with their parents, which supports them in supporting this development in other contexts. Approximately 690 children in Hillingdon receive this intervention every term. For some children being involved with this intervention for one term will be sufficient, other children need access to learning opportunities which are provided using this approach for a longer period of time. 47 schools in Hillingdon have received training to deliver this intervention which means that approximately 360 children per term can access this intervention at school.

Interventions/ training and support for families of children with SEND

It is widely recognised that parents are the child's first and most enduring educators and where parenting can be strengthened to enable them to better meet the needs of their child with SEND it has a positive impact on children's outcomes. Below is some data in relation to the types of support that parents in Hillingdon have accessed.

Workshop title	Date delivered	No of parents who accessed the workshop
Positive mealtimes	Oct 16	27
Promoting positive behaviours	Oct 16	25
Creating effective sleep routines and	March 17	12

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understanding what would help your child get a better night's sleep		
Using visual strategies to support communication	June 17	25
Promoting positive behaviours	May 17	20
Creating shared good times (communication and play)	Sept 17	11
Toilet training	Spring 17	22
Total number of parents attending this series of workshops		142

12 families have accessed a four week training programme designed to empower families and to develop resilience. It dealt with areas such as understanding your child's diagnosis.

Seven National Autistic Society endorsed EarlyBird programmes have run since September 2016 this training was accessed by 56 families. This is an eight week training course designed to develop the families understanding and skills to enable them to better meet the needs of their child with ASD.

Following an ASD diagnosis families are invited to attend a 'What do I do now?' workshop to enable them to both understand their child's needs and also understand what support and services are available to support them. Since January 2017 four of these workshops have been held and 92 families have attended. Within the local authority the Early Support team provides a number of services to support family resilience and to support families to better understand and manage the range of services their child receives.

Forty families within Hillingdon are currently receiving a Portage Home Visiting service, this service enables families to gain a greater understanding of how support their young child with SEND to learn and develop. It is a practical service where the Portage Home visitor works with the family to develop outcomes then provides a range of support which will include modelling of activities to promote learning and development.



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Fifteen families are currently receiving Early Support Key Working to help families of children with complex needs to coordinate services to improve outcomes for their children with SEND.

Three families of children aged 0 - 5 years receive support from an outreach worker who provides practical support and guidance in relation to behavioural issues within the home.

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Further information as requested by the Policy Overview Committee Review 2017/18

Intervention

1.The Inclusion Team

The relative effectiveness of the team

The team consistently delivers the objectives set and where necessary makes changes to improve performance. For example the 2014 SEND reforms led to the team spending more of their time completing requests for Education Health and Care needs assessments; this was reviewed and the ways in which the team work with settings to have changed, with the focus being on developing the skills and knowledge within the sector to complete these requests.

How effectiveness is measured

The effectiveness of the team is measured in a number of ways. Firstly the team use the councils performance management tools, they have a plan in place that delivers council objectives which are also included in individual staff members PADA's. The team reviews work against objectives set as part of the annual planning cycle.

Surveys are also conducted to measure the effectiveness of the team. An audit has recently been introduced which is carried out with management within early years settings and is leading to an inclusion development plan being in place for each setting.

How the intervention is costed

The staffing costs for the team are laid out in the budget. The funding for the posts and the associated costs are funded by the Dedicated Schools Grant (DSG). The service is currently being reviewed with a report due to be presented at schools forum early in 2018.

What short term and longer term success looks like

The Inclusion Team provides support to educational settings in including and meeting the needs of children with SEND. The early years part of the team support settings in meeting their statutory duty to implement the Children and Families Act 2014; to 'be alert to emerging difficulties and to respond early....All early years providers are required to have arrangements in place to identify children with SEN or disabilities'. The numbers of children with additional needs and disabilities that the



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team are being asked to support have increased each year. This suggests that early years settings are identifying more children with additional needs and disabilities and/or that there are more children with SEND within early years settings within Hillingdon. It is well understood that well planned and managed transitions support continuity for children. The team support and promote well planned transitions into the maintained sector for children with SEND. A tool 'Moving On' is in place to support this work.

2. Attention Hillingdon

The relative effectiveness of the programme

The programme is well liked by early years practitioners' and parents. Structures have been developed to ensure that the programme retains its quality and continues to be delivered following training. These include annual audits, a newsletter, support groups and a champion setting initiative. Other areas have expressed an interest in the intervention; earlier this year we provided training to approximately 35 people who were keen to learn from the work in Hillingdon and to develop a similar programme in their area.

How the effectiveness is measured

The effectiveness of Attention Hillingdon is measured in a variety of ways. For settings receiving the intervention for the first time pre and post involvement questionnaires are completed by parents and early year's practitioners.

Examples of feedback from parents can be found below:

"At home we have noticed a lot of difference at home. He makes a lot of eye contact with us and looks and listens a lot more than he used to."

"The parent tip sheets were very helpful as it showed us every week what activities R had been doing and also gave ideas so that we could carry on the activities at home"

"S will now wait for his turn.... he knows he needs to share toys etc. He is more attentive when talking to him"

"J's attention on an activity improved and his concentration on different activities became more meaningful. J has started to point to things that interest him".

"Increased confidence in group setting and ability to follow instructions"

"The girls really enjoyed bucket time and I believe it is a fantastic project by the Hillingdon Inclusion Team"



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Examples of feedback received from practitioners:

Children have learnt to sit and focus on activities. Staff have found many new ideas to use in the room too".

"increased confidence, working together, communication.....better attention / focus for longer.....turn taking is improving.... something in common with a new bunch of peers.....beginning to be able to retell events""

"staff learnt different ways to engage children, new activities that could be used in the room, how to engage children to focus attention, simple items can be made very exciting"

The programme is also videoed at weeks 1, 5 & 8, a tool is used to analyse this footage which scores children's 'attentive' behaviours, for example, body stilling, looking at the activity being provided by the lead adult, sitting without adult support and use of spontaneous language. These scores are analysed to check that the programme is still having an impact.

84% of early years settings in Hillingdon currently deliver the intervention.

How the intervention is costed

The intervention was designed to be delivered by staff who already work directly with children with social communication difficulties and autism to ensure that it was a cost effective and sustainable intervention. The costs associated with this intervention relate to initial staff training, resources and support to sustain the programme.

The cost of resources to enable an early years setting to deliver the programme is approximately £60. The other cost incurred is the staffing costs for the Inclusion Team members delivering the training. These costs are funded from the Dedicated Schools Grant (DSG).

What short term and longer term success looks like

As mentioned above short term success is measured in a number of ways. Following engagement with this intervention children's behaviours frequently change quite considerably, for example children who are upset when they first join the group and who have not yet been able to participate in other group activities often start to anticipate the group with excitement, sitting within little or no adult support and using spontaneous language within a highly structured group where an 'irresistible invitation to look and to learn' is provided. Practitioners have described it as 'like flicking a switch'.



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Children's ability to generalise these skills into their day to day lives varies considerably; a factor within this appears to be the ability of staff and parents to use similar strategies at other times during the day.

During their engagement with the programme early years practitioners confidence in working with children with social communication difficulties and autism generally increased, their expectations on these children also increases.

Research into the long term effectiveness of the intervention has not yet been carried out; this is something that is being considered. Work has taken place to train school staff in the intervention to support children's transition into school.

3. Training and support for families of children with autism

The relative effectiveness of the intervention

A range of training opportunities are provided to families who have a child with autism. These include, Early Bird, Early Bird Plus and individual workshops on topics such as mealtimes, toileting, play, behaviour and sensory needs.

How that effectiveness is measured

The effectiveness of this training is measured through training feedback forms; it is also measured through the numbers attending the courses and the retention of those that attend. Approximately 70 families per year access Early Bird/ Early Bird Plus training. Parents fill out an initial feedback form then a further form three months after attendance at training. This is a flavour of the feedback received from parents.

What have you learnt about autism while attending the Early Bird Programme?

- That every child is different and things can change
- Identify the cause of behaviour, the triggers....and address the behaviour accordingly
- How to observe our son and implement strategies
- With the right strategies I can really help my son to improve
- Although it's a slow process we have the skills to help our son's progress

Has your understanding of your child's autism increased since attending Early Bird?

96% strongly agree

4% agree

What have you learnt about communication whilst participating in the program?

Children, Young People & Learning Policy Overview Committee
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28 November 2017



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- Using lots of pictures to help them understand as well as us understanding them
- I've learnt that you don't need to speak to communicate and I wasn't seeing my child communicating
- To reduce the language according to the child's level of communication
- Visual aids section was very useful....now progressing in this area

Would you recommend Early Bird to other parents?

100% answered yes they would recommend it

What would you tell other parents about the programme?

- It's a fantastic course giving all parents a foundationyou can make informed decisions in dealing with everyday life with your child
- You gain confidence in dealing with your child with techniques, understanding and patience
- Better knowledge and understanding about autism and how to have different tools and techniques
- The Early Bird programme will help you to understand your child better
- Its the best thing you can do as you can read lots on the internet but this breaks it down and you also get ideas from other parents
- Covers all aspects to help you to understand...how to cope with your child and how to support them in all areas of difficulty
- A fun way of learning about autism. I learnt many things that I was confused about before
- As a mother with a child with ASD I was made to feel I wasn't alone

Do you feel your communication with your child has improved since attending early Bird?

60% strongly agree

30% agree

10% disagreed or didn't answer

What have you learnt about behaviour whilst participating in the programme?

- Getting to know the reason behind behaviour first is important
- There is always an underlying reason for challenging behaviour



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- I have become a bit more confident and clear in defining between a tantrum and being an ASD issue
- Some of his behaviour is all about sensory
- To really get to the root of sensory and social issues
- Identify the actual reason for a behaviour when it occurs, analyse where it falls in the triad and think of solutions to avoid the behaviour
- I've learnt to achieve my goals by going around it in a different way
- Sometimes they are trying to communicate

Do you feel attending Early Bird has had a positive influence on daily life?

- 80% strongly agree
- 20% agree

Do you feel more confident in your ability to meet your child's needs since attending Early Bird?

- 80% Strongly agree
- 20% Agree

Additional Comments

- All was amazingsharing stories and realising you're not alone.
- The way I feel now to how I felt starting the programme is totally different. I feel more confident in what I do with more son and more confident. I feel happy and have more faith in what I do,

How the intervention is costed

Parents are asked to pay for any resources associated with the training for example a book is available linked to Early Bird training which costs £20, however if parents are not able to pay for the resource this is paid for by the local authority. Staffing costs are the biggest resource in the delivery of this training. When identifying trainers we have ensured that they have the capacity within their role to deliver this training. Training is co-ordinated and delivered by staff from health, local authority, schools and children's centres so that this cost is shared across the local area.

What short term and longer term success looks like

The feedback from parents above provides an insight to the short term success of this training. We want to further understand the longer term success of this, as part



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of understanding this picture we have recently completed a survey of parents of children with autism. 111 parents completed the survey, these responses are being analysed and presented to the Autism Partnership Board.

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Central and North West London

NHS Foundation Trust

Hillingdon Community Services 0-19 Performance Report September 2017

Prepared by the Hillingdon Community Services Performance Team
Contact : 01895 488 236





2017-18 KPI Performance Report for 0-19 Service

September 2017

Key Performance Activity indicator	Method of measurement	Target	Frequency of monitoring	Comparison		
				Q1 2017-18	Q2 2017-18	YTD
1	No. of mothers who received a first face-to-face antenatal contact with a Health Visitor at 28 weeks of pregnancy or above % Achieved	85%	Quarterly	588 589 100%	415 415 100%	1003 1004 100%
2	% of births that receive a face to face New Birth Visit (NBV) within 14 days by a health visitor % Achieved	85%	Quarterly	989 1063 93%	1002 1103 91%	1991 2166 92%
3	% of births that receive a face to face New Birth Visit (NBV) after 14 days by a health visitor % Achieved	<10%	Quarterly	74 1063 7%	101 1103 9%	175 2166 8%
4	% of children that receive a face to face 6-8 week Review by a health visitor % Achieved	95%	Quarterly	983 1067 92%	1137 1257 90%	2120 2324 91%
5	% of infants for whom breastfeeding status is recorded at 6-8 week review % Achieved	95%	Quarterly	795 908 88%	1024 1316 78%	1819 2224 82%
6	% of children who received a 12 month review by the time they were 12 months % Achieved	75%	Quarterly	942 1129 83%	963 1151 84%	1905 2280 84%
7	% of children who received a 12 month review by the time they were 15 months % Achieved	75%	Quarterly	884 1059 83%	946 1142 83%	1830 2201 83%
8	% of children who received a 2-2.5 year review % Achieved	70%	Quarterly	835 1031 81%	820 1064 77%	1655 2095 79%
9	% of children who received a 2-2.5 year review using ASQ 3 and/or ASQ-SE2 % Achieved	100%	Quarterly	835 835 100%	820 820 100%	1655 1655 100%
10	Maternal Mood review % Achieved	95%	Quarterly	983 1067 92%	1137 1257 90%	2120 2324 91%
11	Listening visits % Achieved	100%	Quarterly	N/A N/A N/A	12 31 39%	12 31 39%
12	All primary schools provided with details of their named school nurse, who they are, how to be contacted/accessed (active promotion of role) Audit	100%	Quarterly	100%	100%	100%
13	All secondary schools provided with details of their named school nurse, who they are, how to be contacted/accessed (active promotion of role) Audit	100%	Quarterly	100%	100%	100%
14	Weekly 1-1 and group interventions provided in secondary schools Audit	TBC	Quarterly	TBC	TBC	TBC



2017-18 KPI Performance Report for 0-19 Service

September 2017

Key Performance Activity indicator	Method of measurement	Target	Frequency of monitoring	Comparison			
				Q1 2017-18	Q2 2017-18	YTD	
15 Reception Year Health Review	Numerator Number of Reception Year health reviews completed Denominator Number of children in reception year % Achieved	TBC for 18/19	Quarterly	NA NA NA	NA NA NA	0 0 0	NA
16 Year 6/7 health reviews on transition to adolescents	Numerator Number of Year 6/7 reviews completed Denominator Number of children in transition from Year 6 to 7 % Achieved	TBC for 18/19	Quarterly	NA NA NA	NA NA NA	0 0 0	NA
17 Mid Teen questionnaire review and provision of information on health and wellbeing	Numerator Number of mid teen health reviews completed Denominator Number of children attending drop-in sessions % Achieved	85%	Quarterly	TBC TBC TBC	TBC TBC TBC	0 0 0	TBC
18 School leavers post 16 review	TBC - within first 6 months of contract start date		Quarterly	TBC	TBC		TBC
19 Transition to adult health services	TBC - within first 6 months of contract start date		Quarterly	TBC	TBC		TBC
20 NCMP measurement in reception year	Numerator Number of children measured Denominator Number of eligible children % Achieved	95%	Annually	N/A N/A N/A	Annual Annual Annual	4094 4134 99%	N/A
21 NCMP measurement in Year 6	Numerator Number of children measured Denominator Number of eligible children % Achieved	95%	Annually	N/A N/A N/A	Annual Annual Annual	3486 3568 98%	N/A
22 Looked After Children (LAC) Health Assessments to be completed within timescale set out in statutory guidance	1) Numerator Number of LAC health assessments completed 1) Denominator Number of LAC referrals for health assessments received % Achieved	100%	Annually	Annual Annual Annual	Annual Annual Annual	0 0 0	Annual
	2) Numerator Number of LAC health assessments completed within timescale set out in statutory guidance 2) Denominator Number of LAC health assessments completed % Achieved			Annual Annual Annual	Annual Annual Annual	0 0 0	Annual
23 Enuresis	1) Numerator Number of children referred for enuresis seen within 18 weeks 1) Denominator Number of children referred for enuresis % Achieved	95%	Quarterly	39 41 95%	61 61 100%	100 102 98%	95%
24 Long-term conditions (LTOs): % of young people with a health care plan to support LTOs and/or disabilities	Numerator Number of young people with a health care plan to support LTOs and/or disabilities Denominator Number of young people with a LTOs and/or disabilities % Achieved	100%	Quarterly	TBC TBC TBC	In Progress In Progress In Progress	0 0 0	N/A
25 Number of children and young people identified as on or under the 3rd BMI centile (very underweight) are referred to their GP with school nurse follow-up	Numerator Number of children identified (including those identified and referred to the school nursing service) referred to GP Denominator Number of young people identified as on or under the 3rd centile % Achieved	100%	Quarterly	TBC TBC TBC	178 178 100%	178 178 100%	TBC
26 Children and young people measured as overweight or obese via the NCMP are referred to the Tier 2 Weight Management Service (MEND)	Numerator Number of children identified as overweight or obese referred to weight management (MEND) Denominator Number of children identified as overweight or obese via the NCMP % Achieved	100%	Quarterly	TBC TBC TBC	734 734 100%	734 734 100%	TBC
27 Children and young people referred to the Tier 2 Weight Management Service (MEND) who start the programme	Numerator Number of children referred attending at least one session Denominator Number of children referred % Achieved	75%	Quarterly	TBC TBC TBC	63 78 81%	63 78 81%	TBC
28 Children and young people completing the Tier 2 Weight Management (MEND) programme	Numerator Number of children completing the programme Denominator Number of children starting the programme % Achieved	80%	Quarterly	TBC TBC TBC	41 63 65%	41 63 65%	TBC



2017-18 KPI Performance Report for 0-19 Service

September 2017

Key Performance Activity indicator	Method of measurement	Target	Frequency of monitoring	Comparison			
				Q1 2017-18	Q2 2017-18	YTD	Q1 2017-18
29 Outcomes of the Tier 2 Weight Management (MEND) programme	1) Numerator Number of children completing the programme that are still attending a Hillingdon school who are followed up at 1 year	100%	Annually	Annual	Annual	0	Annual
	1) Denominator Number of children completing the programme that are still attending a Hillingdon school			Annual	Annual	0	
	% Achieved	60%		Annual	Annual	0	Annual
	2) Numerator Number of children completing the programme that achieve (i) BMIz reduction or (ii) BMIz stabilisation at 1 year			Annual	Annual	0	
30 Safeguarding	2) Denominator Number of children completing the programme followed up at 1 year	95%	Quarterly	97%	97%	97%	97%
	% Achieved			368	318	N/A	358
	Child in Need (CIN): Number of open CIN cases with HCS staff involvement, and cumulative total for year-to-date; number of CIN meetings attended	100%	Quarterly	323	355	N/A	323
	Child Protection (CP): Number of open CP cases with HCS staff involvement, and cumulative total for year-to-date; number of case conferences attended, number of core groups attended			100%	100%	100%	100%
	All CIN/CP transfers have a face-to-face handover meeting (with the exception of OOA cases)						
31 Early Help Assessments (EHAs)	Number of EHAs completed by HCS staff, and cumulative total for the quarter and year-to-date.		Quarterly	3	4	7	3
32 Team Around the Family (TAF)	Number of new TAF meetings attended by HCS staff in support of families, and cumulative total for the quarter and year-to-date.		Quarterly	17	34	51	17
33 Vision screening and audiology testing in Reception/Year1	1) Numerator Number of Reception Year vision screens completed	95%	Quarterly	3062	3212	3212	87%
	1) Denominator Number of children in reception year			3502	3685	3685	87%
	% Achieved			87%	87%	87%	87%
	2) Numerator Number of Reception Year audiology tests completed			3062	3213	3213	87%
	2) Denominator Number of children in reception year			3502	3685	3685	87%
	% Achieved			87%	87%	87%	87%
34 Asthma/anaphylaxis training and policy for schools	Number of schools offered (i) asthma and (ii) anaphylaxis training	100%	Annually	100%	100%	100%	TBC
	Numerator The number of schools receiving (i) asthma and (ii) anaphylaxis training			Annual	Annual	0	Annual
	Denominator The number of schools offered (i) asthma and (ii) anaphylaxis training who accepted the offer	95%		Annual	Annual	0	Annual
	% Achieved			Annual	Annual	0	Annual
35 Percentage of children, parents and schools reporting satisfaction	Numerator Number of individuals responding to the survey rating satisfaction as good or excellent	70%	Annual	Annual	Annual	0	Annual
	Denominator Number of individuals responding to the survey			Annual	Annual	0	Annual
	% Achieved			6	2	8	6
	Number of compliments			0	0	0	0
36 Record of compliments and complaints received by service	Number of compliments		Quarterly	6	2	8	6
	Number of complaints			0	0	0	0
37 Access to Child Health Clinics	Number of weekly attendances at any baby clinics by locality;		Quarterly	4801	5002	9803	N/A
	Number of these with an infant under 4 months;			1679	1940	3619	N/A
	Number with an infant over 1 year.			1099	1125	2562	N/A
	Number of children under 5 diagnosed with autism with Health Visitors as the lead professionals supporting families, and cumulative total for the quarter and year-to-date.			18	44	44	18
38 Lead professional role in CDC for all under 5s with autism	Case-load analysis to include number of families being supported at Universal Plus and Universal Partnership Plus		Quarterly	2818	2248	5066	2818
39 Ongoing support for families with complex needs			Quarterly	2818	2248	5066	2818

FORWARD PLAN 2017/2018

Contact officer: Anisha Teji
Telephone: 01895 277655

REASON FOR ITEM

The Committee is required by its Terms of Reference to consider the Forward Plan and comment as appropriate to the decision-maker on key decisions which relate to services within its remit (before they are taken by the Cabinet or by the Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to the Cabinet or to the Cabinet Member for decision.
- Or to note the items and decide not to comment.

INFORMATION

The latest published Forward Plan is attached. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

To consider whether there are comments or suggestions that the Committee wishes to make.

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Upcoming Decisions

Ref	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
Cabinet - 14 December 2017								
212	The Schools Budget 2018/19 Cabinet will be asked to agree the Schools Budget for the next financial year, following a recommendation from, and consultation with, the Schools Forum in November. The recommendation from the Forum to the Council is earlier than in previous years.	All		Cllr David Simmonds CBE, Cllr Jonathan Bianco & Cllr Ray Puddifoot MBE	FD - Peter Malewicz	Schools Forum	NEW	Public
Cabinet - 15 February 2018								
220	Provision of foster care services for children in care Cabinet will consider signing up to a joint framework agreement with 8 other West London boroughs, which provides different independent foster care services, residential care etc.. for children and young people.	N/A		Cllr David Simmonds CBE	SC/FD - Wendy Ukwu		NEW	Public
222	Standards and quality of education in Hillingdon during 2016/17 The Annual Report to Cabinet containing information on educational performance across the Borough.	All		Cllr David Simmonds CBE	RS - Daniel Kennedy	Children, Young People and Learning Policy Overview Committee	NEW	Public

SI = Standard Item each month

Council Departments: RS = Residents Services SC = Social Care CEO = Chief Executive's Office FD= Finance

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Agenda Item 10

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:
	Major Review Topic Agreed	
CR4 7pm	Cabinet Forward Plan - Review Forthcoming Decisions	31 May 2017
	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:
	Major Review - Consideration of Scoping Report	
CR 3 7pm	Budget Planning Report for Education & Children's Services 2017/2018	19 July 2017
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
27 Sept 2017	Child and Adolescent Mental Health Services (CAHMS) update	Reports deadline: 15 September 2017
	Major Review - Witness Session 1	
	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	
	School Planning Update	
	Schools National Funding Formula	
	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 – Discussion on additional information, Findings and Agree Recommendations	Reports deadline: 17 Nov 2017
	Update on the Implementation of the School Improvement Plan	
	Childrens Service: Self Evaluation Update previously known as Service Improvement Plan	
	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	Major Review – Presentation and Agreement of Draft Report	Reports deadline: 5 Jan 2017
	Consideration of Cabinet Budget Proposals	
	Standards and Quality in Education in Hillingdon 2017/2018	
	Cabinet Forward Plan - Review Forthcoming Decisions	

2018 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	Update on Major Review of the Council's Current and Future Relationship with Academies and Free Schools	
7pm	School Planning Update	
	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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