



Children, Families and Education Select Committee

Councillors on the Committee

Councillor Heena Makwana (Chair)
Councillor Becky Haggart OBE (Vice-Chair)
Councillor Kishan Bhatt
Councillor Peter Smallwood OBE
Councillor Jan Sweeting (Opposition Lead)
Councillor Tony Gill
Councillor Rita Judge

Co-Opted Member

Tony Little, Roman Catholic Diocesan Representative

Date: TUESDAY, 15 APRIL 2025

Time: 7.00 PM

Venue: COMMITTEE ROOM 5 -
CIVIC CENTRE

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Terms of Reference

Children, Families, & Education Select Committee

To undertake the overview and scrutiny role in relation to the following Cabinet Member portfolio(s) and service areas:

Portfolio(s)	Directorate	Service Areas
Cabinet Member for Children, Families & Education	Children's Services	Children's Social Care (incl. safeguarding & corporate parenting)
		Corporate Parenting Panel
		Prevention & Youth Justice (incl. youth services, stronger families and adolescent mental health)
		Education & SEND (incl. Adult & Community Learning, Skills, Lifelong Learning, Music Services and School Travel)
	Adult Services & Health	Children and Families Support Services (incl. Early Years and Children's Centres)

Corporate Parenting

This Select Committee will establish a Panel to support strong oversight of the Council's corporate parenting responsibilities. The Committee may appoint 3 Members to this Panel based on political balance. Membership may include non-Cabinet Members not on the Committee. The Committee may also appoint relevant Council officers and other external stakeholders to the Panel and agree its chairmanship and operation. In agreeing its operation, the Committee will provide for the Panel not to be able to establish any other sub-group or body to carry out its responsibilities.

Agenda

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| 1 | Apologies for Absence | |
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Minutes

CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE

20 March 2025

Meeting held at Committee Room 5 – Civic Centre,
High Street, Uxbridge, UB8 1UW

	<p>Committee Members Present: Councillor Heena Makwana (Chair), Councillor Peter Smallwood OBE, Councillor Kishan Bhatt, Councillor Tony Gill, Councillor Rita Judge, and Councillor Jan Sweeting (Opposition Lead)</p> <p>Co-Opted Member Present: Tony Little</p> <p>Officers Present: Abi Preston (Director of Education & SEND) Nav Minhas (School Places Planning & Policy Manager) Gary Binstead (Senior SEND & Inclusion Commissioner) Michael Hawkins (Head of Education & Lifelong Learning) Ryan Dell (Democratic Services Officer) Naveed Ali (Democratic Services Apprentice)</p>
66.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies were received from Councillor Becky Haggart OBE.</p>
67..	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
68.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>RESOLVED: That the minutes of the previous meeting be agreed</p>
69.	<p>TO CONFIRM THAT THE ITEMS OF BUSINESS MARKED AS PART I WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED AS PART II WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 4</i>)</p>
70.	<p>SCHOOL ORGANISATION PLAN INCLUDING SCHOOL PLACE PLANNING UPDATE (<i>Agenda Item 5</i>)</p> <p>Members asked about any reasons for reductions in projections, especially in the primary range, since the previous School Organisation Plan.</p>

Officers noted that a range various formula were used for creating projections. This was reviewed on an annual basis. Projections had been accurate over recent years, and officers were confident in their accuracy. There had been a slight change in the birth rate, which would impact projections. Other considerations included migration to the borough and changes in the demographic with the authority.

The methodology for secondary places using two education planning areas was discussed. Issues such as fewer first preferences in secondary schools, mismatches between children going north and south, and the unintended consequences of children spending more time travelling to school were raised. Use of the Fair Access Panel was also noted. Whilst discussions had taken place on reverting to three planning areas, the number of planning areas remained at two, and the peak for Year 7s had passed. Surplus places were expected to appear after September 2026. Bulge classes had been requested over the last five to six years as the new free school had not come online as planned. These bulge classes were unlikely to be needed moving forward.

Members raised concerns about the potential future lack of space in secondary schools due to the current bulge problem. Members asked how secondary schools would be supported. The School Organisation Plan helped with conversations with primary and secondary leads that were ongoing, and PAN reductions were part of the strategy to avoid financial difficulties for schools. Termly monitoring would also help. It was noted that parental preference was key.

Members asked about the retention of teachers and the quality of teaching provision across the borough. Officers noted that it was a competitive market but currently there were no major challenges being reported by schools. Vacancies were staffed by fully qualified teachers. There was a healthy initial teacher training programme. Recruitment from overseas was also common. Hillingdon was an attractive place for teachers, and the outer London weighting was noted.

Members noted the inner and outer London weighting, and suggested best practices such as relaxed working days and PPA time from home. Officers noted that there were more challenges around recruiting special needs teachers. Schools were encouraged to create supportive mechanisms for recruitment, but local decisions varied. There was a longer term plan to work with schools on these types of strategies.

Members addressed the issue of providing enough places for children with special needs within the borough. The number of special school places currently exceeded the national average, and efforts were being made to support children with EHCPs accessing mainstream education. Officers had been doing a lot of work around banding and identifying different needs, and would then create admissions guidance to support this. It was noted that the complexity of needs was increasing, but there were more places than the national average. A new free special school was due to come online in the

next few years, and more places were being created around SRPs (specialist resource provision) and DUs (designated units). An upcoming project would involve developing more SRPs and DUs in secondaries to ensure that they match the numbers in primaries to provide a clear pathway. There was not a need currently for more special school places. There were a mix of children in mainstream schools who could benefit from special school and vice versa.

Members asked about the timeframe for the rebanding project. This had been ongoing for the past 18 months and an external specialist SEND consultant had been utilised to lead on it. This had been done in partnership with school leaders. The mainstream banding framework had been completed and implemented in September 2024. The special school framework had just been completed and was about to be implemented from 01 April. The mainstream framework would be implemented over two years, while the special school framework would be implemented all in one go. Some schools would see a loss in funding and so officers were putting transitional funding arrangements in place. This work meant that there was a clear vision and would help in future planning.

Members asked about the key performance indicators used to monitor the effectiveness of school placements. The School Organisation Plan had been a positive step forward in helping monitor numbers and ensuring sufficient places. Regular conversations with schools were held to support them. Officers aimed for a 5-8% vacancy level to allow for different movements in and out of the borough. This also helped avoid too many unfilled places which may have financial disadvantages. Ensuring that schools and parents can understand the School Organisation Plan was also important.

Members asked if it was policy to direct children with SEND to schools with inclusive practices. Officers noted that the approach was the opposite of this. A key part of the strategy was for all schools to be inclusive. It was noted that some schools were hotspots for SEND and attracted families because of their good practise. An approach within the strategy was to consult with the nearest mainstream school that had the capacity and resources. Efforts were being made to support all schools in becoming inclusive. Officers further noted the EHCP Plus team to support complex needs, and the pilot project with the Centre for ADHD and Autism whereby there was a youth worker in four secondary schools to support inclusion when transitioning to secondary phase.

Members asked about the need to put more SRPs in secondary schools. Conversations with secondary schools were ongoing, and efforts were being made to match the number of places in primary and secondary schools.

Members asked about a site for the new free school. There was a site earmarked, but officers were awaiting an update from the DfE.

Members addressed the capacity to provide early years education for all children. Currently, there were sufficient places, but close monitoring was needed.

	<p>Members suggested conducting an audit of unfilled class spaces in primary schools. Logistical considerations would have to be made for this. Officers noted that net capacity assessments were being done, and conversations with schools about available capacity were ongoing. A full audit could be looked into, but this would be difficult without looking at each school in detail to ascertain their capacity needs. It was noted that teams were encouraged to go out and visit schools a lot.</p> <p>Members noted that it would be useful to have a map of Year 7 placements</p> <p>RESOLVED: That the Children, Families & Education Select Committee:</p> <ol style="list-style-type: none"> 1. Considered the updated School Organisation Plan with the latest data and forecasts; and 2. Delegated comments for inclusion in the Cabinet Member report to the Democratic Services Officer in conjunction with the Chair and in consultation with the Opposition Lead
71.	<p>OUTCOME OF THE CONSULTATION FOR THE PROPOSAL TO AMALGAMATE GRANGE PARK INFANT AND NURSERY SCHOOL AND GRANGE PARK JUNIOR SCHOOL <i>(Agenda Item 6)</i></p> <p>Members considered the report on the proposed amalgamation of Grange Park Infant and Nursery School and Grange Park Junior School.</p> <p>Members noted that the amalgamated schools would be in the same building, and it was acknowledged that there were some concerns from parents. However, it was noted that this was a good fit.</p> <p>Officers noted that 87% of respondents through the consultation were in support of the proposal, and of the respondents, more than half were parents at the school.</p> <p>RESOLVED: That the Children, Families & Education Select Committee:</p> <ol style="list-style-type: none"> 1. Reviewed the proposal to amalgamate Grange Park Infant and Nursery School and Grange Park Junior School, by closing Grange Park Infant and Nursery School, and extending the age range of the Junior School from 7-11-year-olds, to 3-11-year-olds; 2. Noted the 84 responses from the consultation in response to both proposals; and 3. Delegated comments for inclusion in the Cabinet report to the Democratic Services Officer in conjunction with the Chair and in consultation with the Opposition Lead
72.	<p>ANNUAL EDUCATION STANDARDS REPORT <i>(Agenda Item 7)</i></p>

Members raised concerns about the gap between non-disadvantaged and disadvantaged students in Hillingdon, compared to statistical neighbours, and asked about bridging the gap. Officers acknowledged the issue and noted the launch of a program in November to address this gap. The program involved collaboration with the Education Endowment Foundation in partnership with schools and aimed to improve standards for vulnerable groups, including those on the pupil premium and special educational needs registers. This would also involve looking at what can be learned from other boroughs. It was noted that a number of schools, both primary and secondary, were doing excellently.

Members pointed out discrepancies in the report regarding Hillingdon's performance compared to statistical neighbours. The report stated that Hillingdon was generally in line with national and statistical benchmarks for Key Stage 2 outcomes, but the data showed otherwise. Officers agreed to ensure this would be more clear in future.

Members highlighted concerns about early years outcomes, noting that Hillingdon children were underperforming compared to national and London averages. Officers explained that efforts were being made to improve early years outcomes through collaboration with schools and the Education Endowment Foundation. The focus was on language and communication, with a heavy emphasis on early years education.

Members inquired about the review process for who the statistical neighbours were, and whether the benchmarks were still relevant. Officers explained that the focus was primarily on London neighbours (i.e. Brent and Harrow), as they provide a more accurate comparison. Officers emphasised the importance of looking at what worked in other boroughs and applying those strategies in Hillingdon. It was not just about teaching and learning, all schools had flagged attendance as an issue. For example, there were currently 1,000 children with a known social worker, and their attendance rates varied but were generally not high enough to have significant achievement.

Members requested more detailed information on subject performance across the borough, particularly for children with SEND and especially in secondary schools. Officers noted that this information was available and it was suggested that the report could be revamped to include this information in future.

Members raised concerns about the number of secondary schools on the at-risk register. Officers clarified that the number of schools on the at-risk register had decreased since 2023-24 from seven. The register was used to track and support schools in need. Officers emphasised the importance of providing targeted support to these schools. Some schools were on the register as a caution.

Members asked about the communication and implementation of the five-year priorities outlined in the report. Officers explained that the priorities had been

	<p>shared with all schools and stakeholders. Discussions were being held with schools before the draft education strategy was published. A data dashboard was being created to track progress and ensure effective implementation.</p> <p>Members inquired about culturally specific interventions for underachieving disadvantaged groups, such as white British, black Caribbean, Gypsy, Roma and Traveller students. Members also asked about how pupil premium funding was used to narrow the achievement gap. Officers noted that firstly, awareness of the issues was needed to give the opportunity for people to review and interrogate their data. It was noted that other components were involved. For example, for black Caribbean students, across the country over the last 25 years there was a higher level of exclusions. Officers explained that the focus was on quality first teaching in the mainstream classroom rather than wraparound interventions, and providing opportunities for schools to review and improve their pupil premium strategies. Collaboration with the Education Endowment Foundation was ongoing.</p> <p>Members asked about comparisons between courses on offer in Hillingdon compared to its statistical neighbours, specifically for Key Stage 4 and 5. Officers noted Uxbridge College which had a vast offer including level 1 courses. Officers were confident in the range of courses available. It was noted that some schools had stuck with A Levels because of the demand for this, while some students moved on to college because the courses they wanted were not available in school. It was noted that big further education colleges had a wider range of offers. Officers had a good relationship with Uxbridge College and were working with them, and working with them to work with schools and to be more collaborative as well. It was further noted that young people had a range of options. Officers had produced a prospectus which included all of the post 16 providers and schools, and also helped year 11s understand their pathway. This was due to be made available on mobile. This could be shared with Members.</p> <p>Members asked about the reasons for elective home education and monitoring the progress of home-educated children. Officers explained that the reasons for elective home education were varied. If a family decided to home educate, the current school should conduct an interview which asks for a reason why, though the Council relied on parents sharing this information, which was not always the case. Officers were trying to ensure that people were not being forced to home educate, and Government had indicated bringing in a register with more parental obligations. Gaps in monitoring progress of home educated young people also existed as this also required parental engagement. Safeguarding remained a concern as home educated young people were less visible. Some may have child protection plans or child in need plan and so collaboration was important.</p> <p>Members asked about the speed of identifying, and characteristics of, children missing from education. There were different elements involved such as keeping children safe in education, and children with unexplainable absences which should be referred to children's social care. The attendance team worked closely with schools to identify and support children missing from</p>
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	<p>education. It was noted that while sporadic attendance had been a problem, overall attendance had improved in the borough. The characteristics of these children were being analysed to provide targeted support.</p> <p>On the Fair Access Panel, Members raised concerns about children traveling long distances to school, especially from the south of the borough. Officers acknowledged the issue and explained that the admissions team worked proactively with academies and maintained schools to address this concern. There was still work to do but every individual child was monitored.</p> <p>Members noted that three children had been referred to the Fair Access Panel whereby 'a place has not been sought due to exceptional circumstances', and asked what this meant. Officers noted that this included one young person who had experienced a mental health breakdown which led to hospital admission. This young person was identified by CAMHS as not fit for school. There were instances linked to emotionally based school non-attendance of young people feeling suicidal about school.</p> <p>RESOLVED: That the Children, Families & Education Select Committee:</p> <ol style="list-style-type: none"> 1. Noted the key findings set out in the report; and 2. Delegated comments for inclusion in the Cabinet Member report to the Democratic Services Officer in conjunction with the Chair and in consultation with the Opposition Lead
73.	<p>PLACE2BE (<i>Agenda Item 8</i>)</p> <p>This item was deferred from the agenda.</p> <p>RESOLVED: That the item be deferred</p>
74.	<p>PERSISTENT ABSENTEEISM REVIEW: DRAFT FINDINGS, CONCLUSIONS AND RECOMMENDATIONS (<i>Agenda Item 9</i>)</p> <p>On 07 March, Councillor Makwana and Councillor Sweeting had met with officers to discuss a draft set of recommendations for the review. Following this, an updated set of draft recommendations had been circulated to Members. The Committee were now looking to move towards finalising the recommendations.</p> <p>Members noted that in the witness session with parents, a number of witnesses had noted educational benefits outside of school. Members noted that as school was not quite compulsory, there was no advocate for the benefits of education. It was suggested that the Local Authority should play this role. Theme 1 of the revised draft recommendations referred to informing people of the impact of absence, however a more positive message should be given of the benefits of education and attending school, to include social benefits as well as educational. Whilst it was noted that draft recommendation 1 was trying to capture collaboration between parties, there should be more</p>

explicit reference to the positive value of education in the final set of recommendations, and the role of the authority in promoting this value.

Members cited the witness session with schools and referred to draft recommendation 8 and suggested a poster campaign to put out the message of the benefits of school, and to get this message across as early as possible. It was suggested that such posters could be put up in schools, libraries, Council venues and Hillingdon People, as it was important to get this message across as the earliest possible point.

Members highlighted the issue of getting children the right help, whether this be mental health or special educational needs assistance, noting that these young people were often worst affected by absence. It was suggested that the draft recommendations did not draw attention to the appropriate officers or to CAMHS, or highlight the necessity of meeting deadlines and getting young people the help they need as fast as was practicable. Such delays could lead to unnecessary additional absence. It was suggested the draft recommendation 4 (theme 2) be amended to reflect this.

Members referred to the witness session with young people, who had spoken about gang culture and gang violence. This was not reflected in the draft recommendations. Members noted the importance of parents but also of external stakeholders in providing training around the impact of gang culture. Members further noted the impact of mental health, and difficulties parents may experience in facing this. A common theme from the young people had been schools not picking up on such issues early enough, and so Members suggested a need to review internal policies and processes to better identify mental health needs.

Members suggested referring to Government funding for mental health training and the possibility of mental health mentors in all schools. It was also suggested that there be a whole Council approach to absenteeism, not just one department tackling the issue. It was suggested that other authorities could be researched to see how they were tackling the issue. It was also suggested that information provided by schools could be revisited to see if the final recommendations could be strengthened.

Members highlighted sharing good practise. The Chair highlighted draft recommendation 5 which made reference to existing attendance cluster groups, where schools got together to discuss issues. It was highlighted that officers had shared a briefing note outlining that there was lots of work ongoing, and positive progress had been made. It was noted that draft recommendation 5 may need to be amended to better reflect this.

Members highlighted draft recommendation 6 (Hillingdon Attendance Awards initiative), and it was suggested to include nurseries and early years settings in this as a method of early intervention. Other Members suggested that often, attendance of the youngest children was more reflective of parents, and so including nurseries and early years settings may be rewarding parents' behaviour rather than the young person, whilst not rewarding older young

	<p>people who may not benefit from such parental assistance. It was noted that this linked to the wider point of parents valuing education.</p> <p>RESOLVED: That the Children, Families & Education Select Committee:</p> <ol style="list-style-type: none"> 1. Considered possible conclusions, findings and draft recommendations in relation to the review; 2. Agreed to delegate any further changes to the review recommendations to Democratic Services in conjunction with the Chair and in consultation with the Opposition Lead; and 3. Agreed to receive the final review report back for consideration with recommendations before submission to Cabinet
75.	<p>FORWARD PLAN (<i>Agenda Item 10</i>)</p> <p>Members considered the Forward Plan.</p> <p>RESOLVED: That the Committee noted the Forward Plan</p>
76.	<p>WORK PROGRAMME (<i>Agenda Item 11</i>)</p> <p>Members considered the Work Programme.</p> <p>Members noted that the next meeting was scheduled to have an update on school admissions. Members asked if this could include a map of Year 7 placements. Members also noted that it would be useful to have an audit of unfilled secondary school places.</p> <p>Members noted that there were due to be regular budget and spending reports to future meetings. It was confirmed that the Corporate Directors were due to attend future Select Committees for this item.</p> <p>Members further noted that importance of the relevant Corporate Director attending, if not the Corporate Director of Finance, for these items.</p> <p>RESOLVED: That the Children, Families & Education Select Committee considered the report and agreed any amendments</p>
	<p>The meeting, which commenced at 7.00 pm, closed at 8.25 pm.</p>

These are the minutes of the above meeting. For more information of any of the resolutions please contact Ryan Dell at democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

The public part of this meeting was filmed live on the Council's YouTube Channel to increase transparency in decision-making, however these minutes remain the official and definitive record of proceedings.

YOUTH OFFER UPDATE

Committee name	Children, Families & Education Select Committee
Officer reporting	Lucy Wylde, Service Manager
Papers with report	App 1 – Youth Strategy Document App 2 – HYO Curriculum Document App 3a & 3b – Performance data App 4 – Detached and Outreach – Heathrow Villages update
Ward	All

HEADLINES

To provide the committee with an update on the development and delivery of the new Hillingdon Youth Offer.

RECOMMENDATION

That the Committee notes the information presented within the report.

SUPPORTING INFORMATION

The Select Committee have requested an update on the delivery of the new Youth Offer. What follows is a short summary of what we have been working on since we last presented in November 2024. Progress has been noted against the key priorities identified in our 5-year strategy.

Priority 1: Local Youth Offer

1a Publish and distribute a clear, accessible and informative LYO across the borough.

Launch Event

The new offer was launched on Wednesday 19 February at Harlington Young People's Centre by Cllr Susan O'Brien, Hillingdon Council's Cabinet Member for Children, Families and Education and the Mayor of Hillingdon, Cllr Colleen Sullivan, Tehseen Kauser Director Children's Social Care.

The launch was well attended, and it is the starting point for our three-month publicity campaign #nextgen. The campaign includes social media posts, Tik Tok channel and poster boards across the borough.

Tik Tok channel

In response to what young people said they wanted we have created a Tik Tok channel with new content being released every week throughout the campaign. Content highlights services on offer and activities available for children and young people as part of the new Youth Offer.

Care and Support Directory

The revised, updated care and support directory went live on 3rd March 2025, the service have been part of the working group updating content and making it more user friendly and accessible for children, young people and families.

1b Develop plans for the continuation and evolution of the LYO beyond the current delivery period.

Since November 2024, there has been an increase in Universal Team sessions delivered across our locality areas in the North, Southeast, and Southwest. The introduction of sessions for the Inters age group in the North of the borough and a session at Uxbridge College Hayes campus in the Southeast has moved these teams closer to their full capacity/target now that staff are in place.

Additionally, there has been a significant increase in sessions in the Southwest locality, which was the last to be developed due to recruitment delays. New sessions have been introduced for the Inters and Seniors age groups, partnership work with St Margarets Church, Uxbridge College Uxbridge campus, and Colham Manor Children's Centre to provide additional Juniors, Inters, and Senior sessions. A total of five new sessions are now being delivered in the Southwest locality.

Our Detached and Outreach team has expanded its delivery to include work within the Heathrow Villages. Please refer to appendices for further details on the work completed to date.

Buses

Efforts to secure new buses to expand outreach work are continuing. Work is ongoing with the development of the Pathway 1 report, which will be submitted to the Commercial Panel for approval before moving forward to the tender stage.

Priority 2: Monitoring and evaluation

2a Assess and review all existing monitoring and evaluation systems and structures.

All current systems have been reviewed during the development of a new quality assurance toolkit designed to standardise processes across the three teams within the Hillingdon Youth Offer. This quality assurance initiative has commenced through the implementation of an 'Analyse, Plan, Do, Review' model, which has been established to continually evaluate and enhance the service offer.

2b Develop a plan to establish a standardised approach to data collection throughout the Youth Offer.

2c Create templates designed to capture the necessary insights to demonstrate impact effectively.

All teams within the Hillingdon Youth Offer have migrated onto the EHM data management system. A new document suite has been developed to standardise data collection including, end of project report templates and sessional evaluation forms. Through close collaboration with the data analyst team, we have devised a Power BI dashboard to assist in effectively analysing data to demonstrate impact.

Priority 3: Youth Engagement

3a Co-create a Youth Participation Strategy for the Hillingdon Youth Offer in partnership with stakeholders.

A first draft of a youth participation strategy has been developed, which will be presented to our stakeholders for their feedback later this year. Children and young people are at the heart of what we do and have continued to be involved throughout the Youth Offer. In the last few months children and young people have been involved in our recruitment, our marketing campaign and were an integral part of our Launch event in February 2025.

Priority 4: Youth Work Curriculum

4a Align the Hillingdon Youth Work Curriculum with the National Youth Work Curriculum.

4b Implement the new framework, providing regular feedback opportunities to assess impact and effectiveness.

The newly developed Youth Work Curriculum for the Hillingdon Youth Offer aligns with the National Youth Agency curriculum. This curriculum is being introduced to all new and existing staff through the Stepping into Hillingdon Youth Offer training sessions, with the 3rd cohort scheduled for early April 2025. The implementation of the new framework has been incorporated into the induction training for all staff.

Priority 5: VCFS engagement

5a Develop a comprehensive volunteer strategy to encompass the entire borough.

A new volunteer strategy has been created and changes are beginning to be implemented. This strategy sets out the vision for volunteering within the Hillingdon Youth Offer, including how volunteers will contribute to the organisation's aims, be provided with meaningful tasks and activities, be recruited, trained, and supported. Equity, diversity, and inclusion best practices are embedded into volunteering to ensure it is inclusive and accessible.

5b Establish a new Partnership Board to propel the implementation of the new Youth Offer. The Board will enlist representatives from charity, voluntary and faith sector organisations.

The new Youth Offer Board has held its first meeting with additional dates booked for the rest of the year. Representatives from the community, voluntary and faith sector have all expressed their interest in taking part.

Priority 6: Workforce Development

Since November 2024 additional Lead Programme Delivery Workers and Programme Delivery Workers have been successfully recruited. Currently, there are 6 vacancies within the Universal Team to fill due to offers being rejected and delays in the recruitment processes.

The new Stepping into Hillingdon Youth Offer training programme has been rolled out with 2 cohorts, and a 3rd cohort is scheduled for delivery in April 2025.

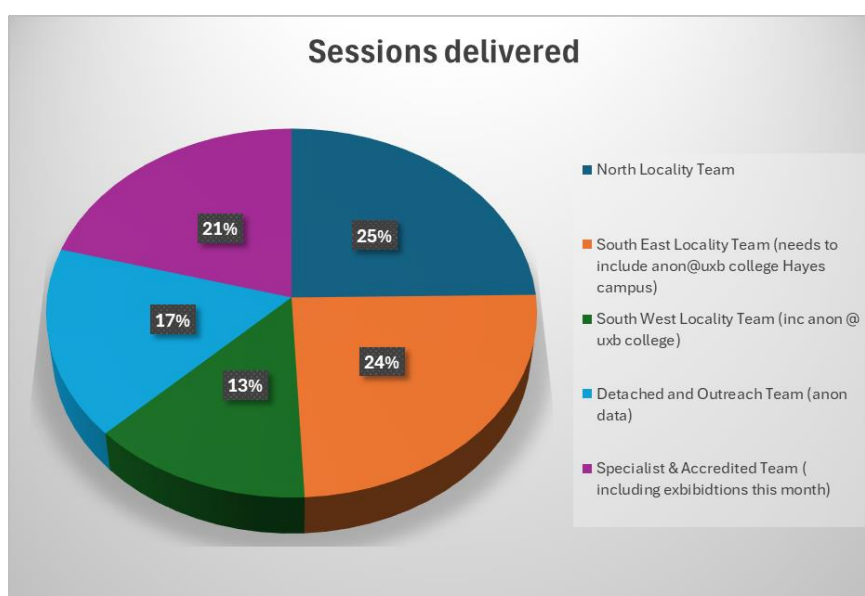
Our detached and outreach team have successfully completed specialist training input, and have established a new framework of guidelines for detached and outreach work across Hillingdon.

Our wider staff team across Universal, Targeted and Community & Voluntary teams have continued to engage in regular CPD opportunities. Notably additional staff have completed the Educational Visits Coordinator training and accreditation to ensure the effective leadership and management of high-quality outdoor learning and educational visits, for the benefit of the children and young people. Additional staff are undertaking the MPACT training to facilitate further delivery of this programme within Hillingdon. M-PACT (Moving Parents and Children Together) is an evidence based whole family programme for parental substance misuse it is a unique and innovative programme, which puts children at its heart.

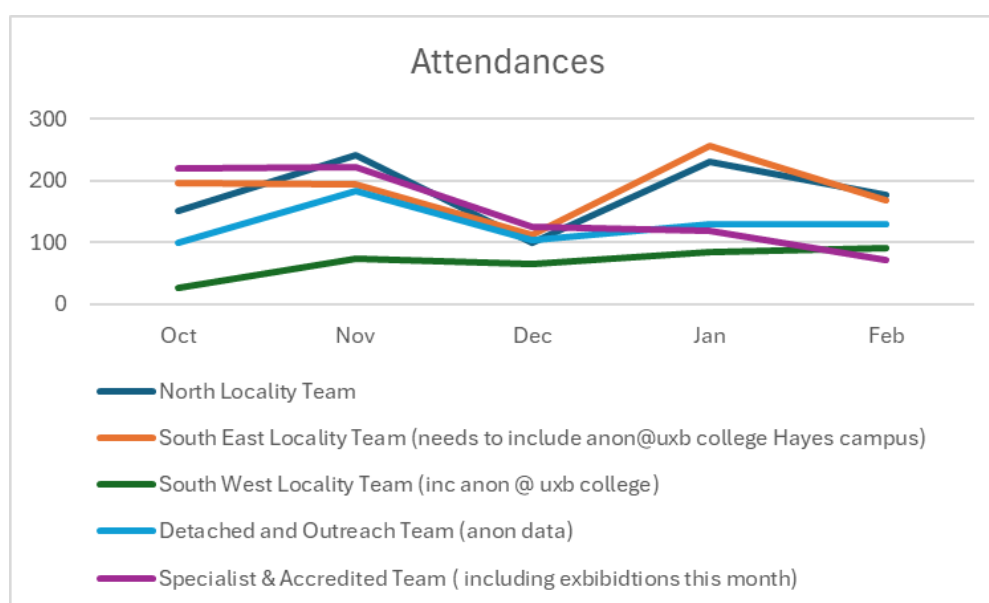
PERFORMANCE DATA SNAPSHOT

Universal Team

During the period October 2024 to Feb 2025 the Universal Team delivered a total of 319 group sessions.



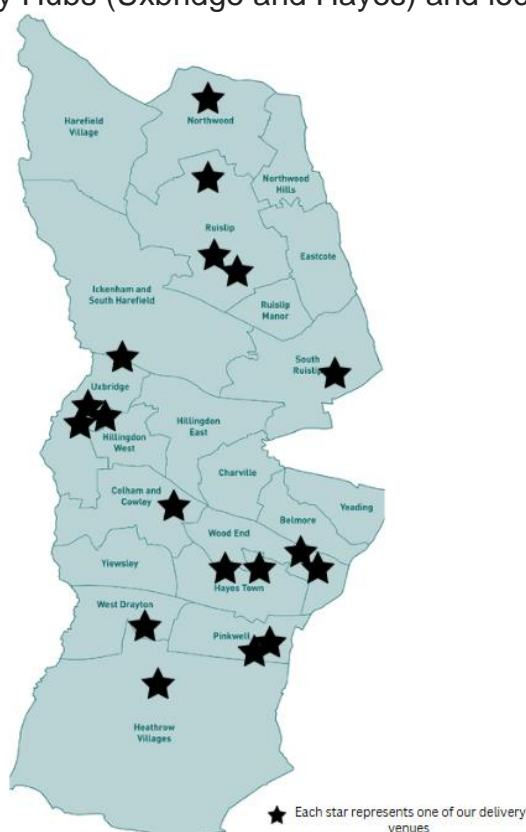
Although the three locality teams were expected to deliver equally, staffing challenges and a lengthy recruitment process delayed the development of the Southwest team.



The graph above shows a dip in December, which is expected due to two key factors. Firstly, there is a natural reduction in attendance as children engage in other family activities or are out of the borough. Secondly, our delivery focus shifts to holiday provision, primarily delivered during the daytime.

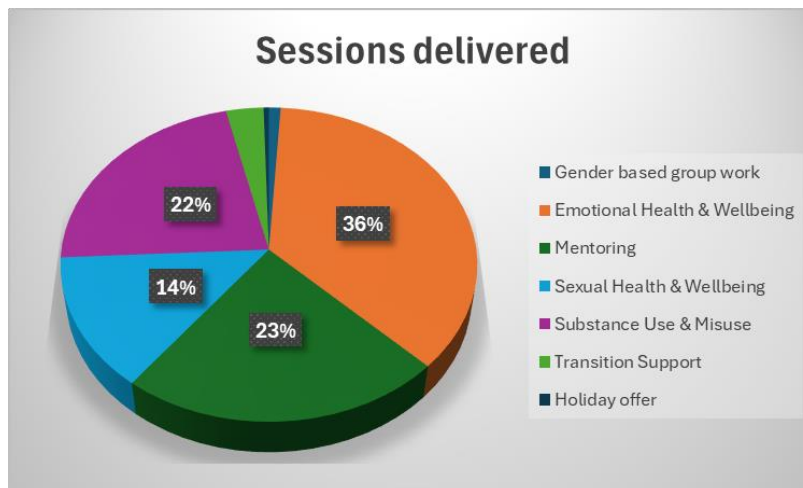
The Specialist and Accredited team has not seen the expected increase post-winter due to long-term staffing absences. This has led to a reduction in capacity to deliver the full service. February is a shorter month, and with the planning week and the half-term holiday, the figures above will show a greater increase in March.

Places & Spaces: The Universal team has been increasing the number of venues in use across LBH to bring services to various places and spaces throughout the borough. These have increased as our sessional delivery has increased. Venues in use include schools, youth centres (Harlington and Ruislip), Family Hubs (Uxbridge and Hayes) and local churches.

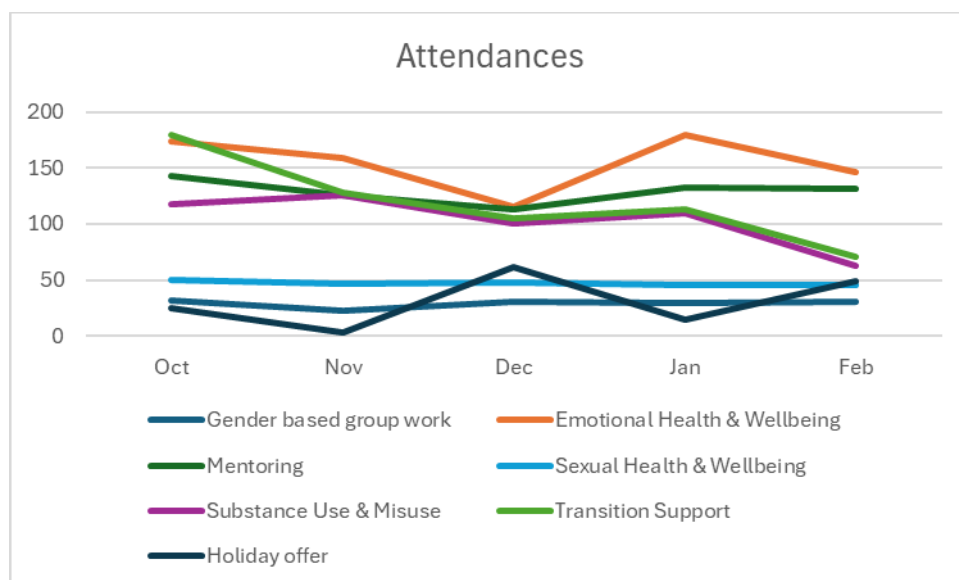


Targeted Team

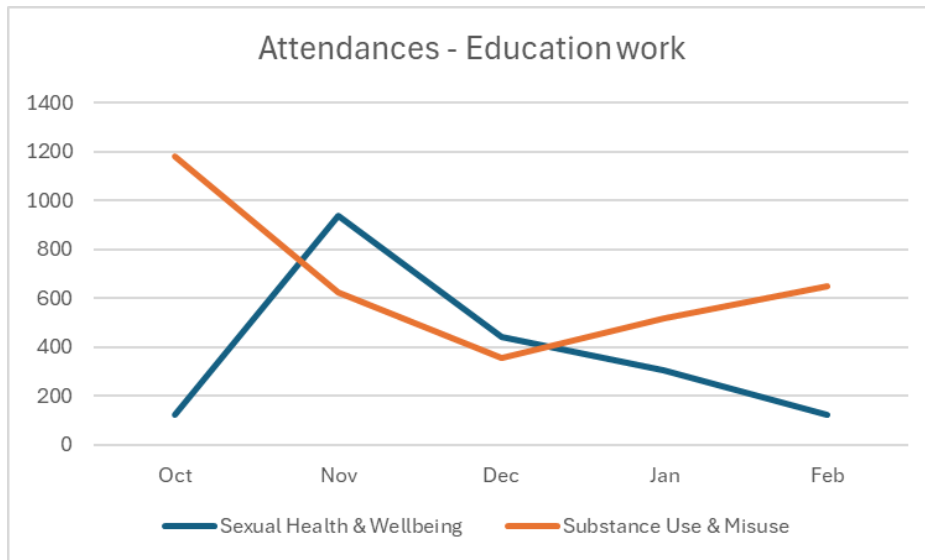
During the period October 2024 to Feb 2025 the Targeted Team delivered a total of 2907 sessions.



The graph above evidences that the emotional health & wellbeing sessions, Link counselling and yoga for wellbeing, make up the highest proportion of our sessional delivery. This team's capacity has been increased through additional funding streams to increase sessions delivered to meet the high demand for mental health support. The Targeted team prides itself on its flexible and dynamic delivery model, adapting to meet the needs of children and young people in Hillingdon based on local and national intelligence.

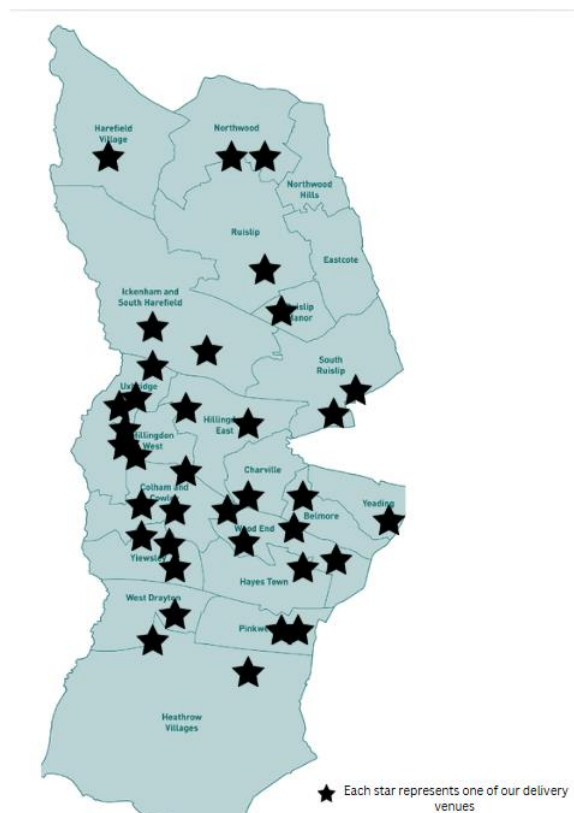


Attendances above include the 121 and small group work sessions delivered by the Targeted Team. The graph shows a dip in December, which is expected due to two key factors. Firstly, there is a natural reduction in attendance as children engage in other family activities or are out of the borough. Secondly, our delivery focus shifts to holiday provision, primarily delivered during the daytime (you can see the spike in holiday programme attendance (dark blue)).



Attendances above include educational sessions delivered by our Sexual Health & Wellbeing and Substance Use & Misuse Teams, over the period a total of 5,251 attendances were achieved through delivery in 33 PRU's, schools and colleges.

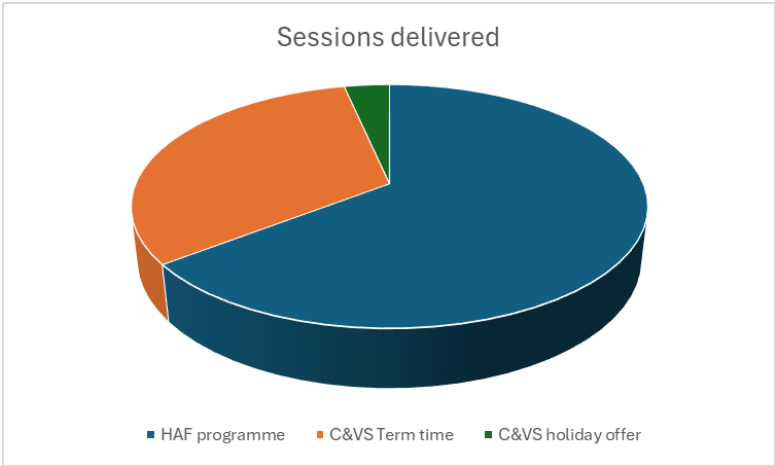
Places & Spaces: The Targeted team has been increasing the number of venues in use across LBH to bring services to various places and spaces throughout the borough. Venues are selected based on evidenced need and local intelligence. Venues in use include schools and colleges, youth centres (Harlington and Ruislip), Family Hubs (Uxbridge and Hayes), outdoor parks and spaces, and libraries.



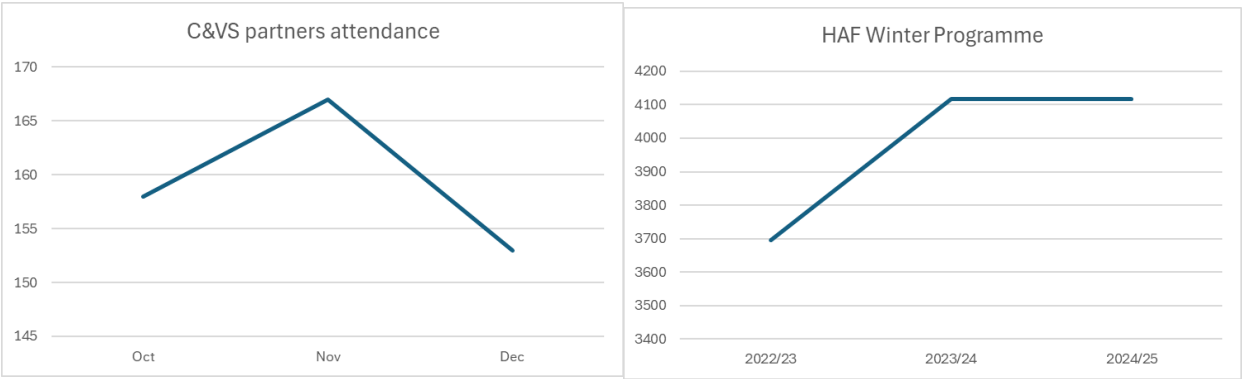
Community & Voluntary Team

From October 2024 to December 2024, the C&V Team collaborated with 28 providers to deliver the HAF Winter programme, offering 153 sessions. Additionally, they supported our partners,

including HACS, TxL, Barnardo's, and Young Carers, in delivering 76 term-time sessions and 8 holiday sessions.



As illustrated in the graph above, the Holiday Activity and Food (HAF) Programme represents our most significant initiative. We collaborate with various partner agencies, including Community Interest Companies and charitable organizations, to deliver this program.



Attendance from our C&VS partners increased throughout the quarter, which can be seen in the above graphs. However, the Christmas period saw a significant reduction due to fewer sessions being delivered. Additional data will be collated at the end of this quarter.

The HAF Winter programme experienced significant growth in attendance from 2022/23 to 2023/24, and it has successfully sustained the same level again this year.

Community outreach work: Since October 2024, the C&VS team, with support from staff across all three HYO teams, has attended 17 community events. These include the Hayes Vinyl Festival, family roadshows at LBH libraries, and Brilliant Parent workshops. Through these events, we have engaged with over 228 children and 167 parents.

Places and spaces: The C&V team supports the delivery of programmes across the borough in various venues, including schools, colleges and universities, libraries, youth centres, sports facilities, family hubs, outdoor spaces, and more.

Disclaimer: The information provided is for informational purposes only and may not be fully accurate or complete due to current challenges with our internal data management systems, which we are actively reviewing and developing.

RESIDENT BENEFIT

The Hillingdon Youth Offer is committed to delivering a modern youth offer that meets the needs of young residents by providing accessible, contextually and culturally aware services that are coproduced with children, young people and stakeholder.

The Hillingdon Youth Offer aligns with wider early help and prevention arrangements in Hillingdon and aims to support all our children and young people to reach their potential. It is responsive to the ever-changing needs of children and young people. It incorporates both universal and targeted teams that work in collaboration with the community and voluntary sector to provide locality-based work, detached street-based work, outreach youth work, outdoor learning, and other activities such as residential and volunteering. Utilising spaces and places across the borough to ensure a dynamic and responsive integrated early help offer that encourages children and young people to access services that seek to improve their life opportunities.

FINANCIAL IMPLICATIONS

None at this stage.

LEGAL IMPLICATIONS

None at this stage.

BACKGROUND PAPERS

NIL.

APPENDICES

1. Youth Strategy Document
2. HYO Curriculum Document
3. Performance data
4. Detached and Outreach – Heathrow Villages update

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Hillingdon Youth Strategy

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Hillingdon Youth Offer five year strategy

Vision:

Our vision is to support all of our children and young people to reach their full potential. We aim to empower and support them in their personal and social development, ensuring a positive transition to adulthood.

Purpose:

Our purpose is to provide flexible and dynamic services that offer early and targeted support. By doing so, we empower the children and young people of Hillingdon, promoting resilience and diverting from statutory intervention.

Mission:

We will deliver services across the London Borough of Hillingdon, utilising spaces and places that are accessible to our children and young people. Our services will be responsive to their needs, ensuring timely delivery of the right services when needed.



What is youth work?

Youth work provides holistic support for young people which facilitates their wellbeing, social and emotional development. It also promotes engagement with formal education and empowers young people to actively participate in their communities. It begins with the development of a unique, challenging and developmental relationship with young people, which is used to:

- explore their values, beliefs, ideas and issues
- enable them to develop their voice, influence and place in society
- facilitate learning practical and life skills that will help them to realise their full potential.

The youth work relationship is underpinned by **youth work values and principles**². The values provide an ethical foundation that informs the way youth workers make decisions about their work.

These values underpin the key principles of youth work practice, which are:

- **Active participation and empowerment of young people**

Youth work should be informed by the lived experiences of each young person, starting from where young people are in relation to their own feelings, values,

views and principles. It recognises the strengths and abilities of the young person encouraging them to actively participate and take ownership, to be critical and creative in their responses to their experiences, needs and the world around them.

- **Voluntary engagement by young people**

Young people can choose to be involved, to relax, to meet friends, to form new relationships to have fun and to find support. Youth work recognises each young person as a partner in their learning process, which enables them to

fulfil their potential. It requires a trusting relationship between young people and youth workers, built on mutual respect.

- **Non-formal education and informal learning**

Youth work takes place across a range of settings; taking an informal education approach that values the strengths of young people, as well as addressing the problems they face. It enables young people to develop new skills, creates the spaces and opportunities for young people to develop a broad set of social skills and encourages young people's individual and political voice, recognising young people as decision makers and leaders.

- **Equality, equity, diversity and inclusion**

Youth work treats young people with respect, valuing differences and promoting the acceptance and understanding of others. It is underpinned by the principles of social justice, equality and rights and embraces and celebrates diversity and independence. It recognises the value of the collective identities and inclusivity, fostering positive collection action, a sense of belonging and a sense of community by challenging oppressive and discriminatory behaviours.



Statutory guidance

Local authorities bear a statutory obligation to provide a local youth offer tailored to the needs of young people, as stipulated in the reinforced guidance issued on September 28, 2023. This guidance, mandated by the Secretary of State for Culture, Media, and Sport under Section 507B of the Education Act 1996, pertains to local authorities' responsibility to procure services and activities aimed at enhancing the wellbeing of young people aged 13 to 19, and those with learning difficulties up to age 24.

The updated statutory guidance for local authorities offers enhanced clarity regarding requisite standards and emphasises the imperative for high-quality and effective practice delivered by trained youth workers.

Implementing this strategy

The implementation of Hillingdon Council's Youth Offer requires a comprehensive and diverse approach, closely collaborating with organisations delivering programmes to children. The overarching goal of the Hillingdon Youth Strategy is to enhance and build upon existing initiatives, driving improvements in quality and standardisation of delivery, as mandated by Section 507b of the Education Act.

This strategy is dynamic, requiring continuous planning, action, and review. There is no fixed endpoint; rather, an ongoing cycle of enhancement and adaptation to address local needs effectively.

The strategy aligns with Hillingdon Council's five commitments³ and is designed to meet measurable objectives across the entire council, as outlined below:

1. Safe and strong communities

Hillingdon is a safe place with resilient, strong communities with access to good quality, affordable housing.

2. Thriving, healthy households

Children, young people, their families and vulnerable adults and older people live healthy, active and independent lives.

3. A green and sustainable borough

Hillingdon will be a sustainable, carbon-neutral borough, protecting Hillingdon's heritage, built environment and valued green spaces. Residents will live in pleasant neighbourhoods with access to sustainable waste management and transport.

4. A thriving economy

We are actively working with local businesses and partners to create a borough where businesses grow within a strong economy and local people can improve their skills and enjoy good quality jobs.

5. Digital, modern and well run council

We are a well-run, sustainable council with sound financial management, achieving positive outcomes for residents.

Drawing from the "Nine Essentials" outlined in 'How to Fulfil your Statutory Duty Section 507b of the Education Act'⁴, the National Youth Agency have established a quality assurance framework to guide local authorities in meeting their duty responsibilities. This framework will serve as a roadmap for ensuring the successful implementation and sustained improvement of the Hillingdon Youth Offer.

Nine priorities

▶ 1. Local Youth Offer

Hillingdon Council's Local Youth Offer (LYO) will be collaboratively developed with all stakeholders, including the Local Authority (LA), Voluntary, Community, and Faith Sector (VCFS), children and young people and the wider local community. This partnership aims to ensure the fulfilment of all objectives and ambitions outlined in the LYO.

Priorities for 2024 to 2029

- Publish and distribute a clear, accessible and informative LYO across the borough.
- Share user feedback gathered over the first three years, publishing and distributing it across the borough.
- Develop plans for the continuation and evolution of the LYO beyond the current delivery period.



▶ 2. Local Youth Offer Plan

The council's vision for the Youth Offer is to enable children and young people to reach their full potential, providing support for their personal and social development, facilitating a positive transition to adulthood, and fostering meaningful contributions to their communities.

Priorities for 2024 to 2029

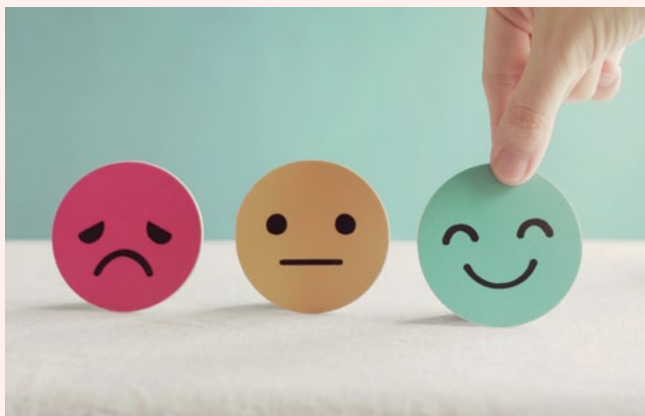
- Develop a comprehensive five-year roadmap to ensure adequate provision.
- Implement an 'Analyse, Plan, Do, Review' model for the Youth Offer.
- Co-produce the plan with input from all stakeholders, including young people, their families and the Voluntary, Community, and Faith Sector (VCFS).

▶ 3. Needs analysis

Hillingdon Council currently conducts its needs analysis by drawing upon a range of data and insights collected from various sources. These include two young people's surveys in 2021 and 2023, the Index of Multiple Deprivation (IMD), the Joint Strategic Needs Assessment (JSNA), government data on schools, pupils, and their characteristics, school exclusion records, Multi-Agency High-Risk Panel data, input from the Youth Justice Service, hotspot mapping, and local social media communications.

Priorities for 2024 to 2029

- Collaborate with the Voluntary, Community, and Faith Sector (VCFS), young people, the wider community, and other stakeholders to devise improved methods for gathering localised data.
- Strategies for in-depth examinations of target groups to obtain both snapshot data and longitudinal insights.
- Evaluate insights from these in-depth analyses alongside existing data to identify gaps in service provision.



► 5. Youth engagement

In the borough, several youth engagement projects and initiatives are in place, including the Youth Council, the Children's Rights and Participation Team, which oversees three Children in Care Council groups, various co-production initiatives, and feedback requests from ADS for child and parent feedback. Moving forward, there will be a unified borough-wide approach to participation, with all youth voice and influence channelled through this service.

Priorities for 2024 to 2029

- Identify and map borough-wide opportunities for youth voice and influence, encompassing both Local Authority (LA) and Voluntary, Community, and Faith Sector (VCFS) initiatives.
- Collaborate with the Hillingdon Youth Participation Team to integrate the Youth Offer into their strategy effectively.
- Co-create a Youth Participation Strategy for the Hillingdon Youth Offer in partnership with stakeholders.

► 6. Youth work curriculum

Hillingdon Council has developed its own Youth Work Curriculum through collaboration with all stakeholders, aiding practitioners and young people in structuring activities and sessions, which has proven largely successful thus far. In 2020, the National Youth Agency (NYA) published a revised National Youth Work Curriculum with the aim of standardising and enhancing quality across the sector nationwide.

Priorities for 2024 to 2029

- Align the Hillingdon Youth Work Curriculum with the National Youth Work Curriculum.⁵
- Collaborate with stakeholders to identify gaps in the curriculum framework and enhance the Hillingdon Youth Work Curriculum accordingly.
- Implement the new framework, providing regular feedback opportunities to assess impact and effectiveness.



► 4. Monitoring and evaluation

Hillingdon Council employs various monitoring and evaluation methods to gather data on service delivery. These methods include professional forms, debriefing sessions, case notes, demographic data collection, feedback forms, surveys and suggestion boxes.

Priorities for 2024 to 2029

- Assess and review all existing monitoring and evaluation systems and structures.
- Identify the effective, non-negotiable, and potential areas for improvement or discontinuation.
- Develop a plan to establish a standardised approach to data collection throughout the Youth Offer.
- Create templates designed to capture the necessary insights to demonstrate impact effectively.

► 7. Safeguarding and risk management

The Hillingdon Safeguarding Partnership Board⁶ provides overarching guidance for all practices across the borough. The Hillingdon Youth Offer operates within borough-wide frameworks that are aligned with national policies, laws, and regulations. Currently, the Youth Offer employs a contextual safeguarding approach throughout its operations, utilising borough-wide systems and procedures to ensure safeguarding remains central to all service delivery. This involves, among other measures, the use of risk assessments, adherence to child protection policies and procedures, representation on the safeguarding partnerships board, specialised training, and trauma-informed practices.

Priorities for 2024 to 2029

- Assess the alignment of Hillingdon Youth Service with the National Safeguarding Standards⁷ 2023 published by the National Youth Agency (NYA).
- Conduct annual reviews to ensure adherence to practice standards.
- Stay abreast of legislative updates and legal requirements pertaining to national safeguarding standards.



► 8. VCFS engagement

The Hillingdon Youth Offer across a range of providers is currently fragmented across various projects and initiatives. Specific projects, such as the Holiday Activities and Food Programme (HAF), provide funding and Continuing Professional Development (CPD) opportunities for several voluntary sector groups, charities, and Community Interest Companies (CICs). While there exists a directory of VCFS organisations within the borough, regular reviews are necessary to ensure its currency. The VCFS Engagement strategy aims to enhance quality assurance against practice standards, as outlined by the National Youth Agency (NYA) in 2023.

Priorities for 2024 to 2029

- Develop a comprehensive volunteer strategy to encompass the entire borough.

- Establish a new Partnership Board to propel the implementation of the new Youth Offer. The Board will enlist representatives from charity, voluntary and faith sector organisations.
- Utilise insights from needs assessment (gap analysis) and the existing directory to create a more visible map of Hillingdon's services for children and young people.
- Investigate the suitability of the Young People's Foundation model for incorporation into the local youth partnership offer.

► 9. Workforce development

The Hillingdon Youth Offer has robust systems and structures to foster the development, wellbeing, and effectiveness of all staff and volunteers. This encompasses the provision of regular and accessible Continuing Professional Development (CPD) and training opportunities, one-to-one supervision, team meetings, service briefings, clinical supervision, and other supportive measures.

Priorities for 2024 to 2029

- Completion of the Workforce Development Self-assessment Framework⁸ (WDSAF).
- Implementation of actions derived from the WDSAF.
- Reviewing progress of implementation.
- Pursuit of Quality Mark⁹ national awards to recognise outstanding work.
- Exploration of flexible Youth Work apprenticeships tailored to the service's needs.
- Strengthening volunteer coordination through structured and formalised methods, promoting a more cohesive and coordinated approach across teams.



Conclusion


Hillingdon Council is steadfast in its commitment to delivering a Youth Strategy that is not only of high quality but is responsive to legislative mandates and most importantly meeting the needs of children and young people in Hillingdon. Aligned closely with national guidance, this strategy serves as a unifying force, to bring together the Local Authority, Voluntary, Community and Faith Sector, cross sector partners, young people and broader stakeholders to fulfil statutory duties.

Identifying nine essential focus areas, this strategy outlines key priorities to be achieved over a five year period. The plan that sits under this will provide detailed steps necessary to meet the agreed-upon targets, ensuring effective implementation and accountability.




Appendices


¹ Statutory guidance for local authorities' youth provision

 www.gov.uk/government/publications/statutory-guidance-for-local-authorities-youth-provision


² What is Youth Work – NYA

 nya.org.uk/what-is-youth-work/


³ Hillingdon Council Strategy 2022-2026

 www.hillingdon.gov.uk/council-strategy

⁴ How to fulfil your Statutory Duty - A toolkit for local authorities

 s3.eu-west-1.amazonaws.com/assets.nya2.joltrouter.net/wp-content/uploads/2023/09/29102527/NYA_How-to-fulfil-your-Statutory-Duty-A-toolkit-for-local-authorities-1.pdf


⁵ Curriculum – NYA

 nya.org.uk/national-youth-work-curriculum/


⁶ Hillingdon Safeguarding Children Partnership Arrangements (Hillingdon LSCB)

 hillingsonsafeguardingpartnership.org.uk

⁷ Safeguarding standards for the youth sector

 s3.eu-west-1.amazonaws.com/assets.nya2.joltrouter.net/wp-content/uploads/2023/06/13120141/NYA_Publications-2023_Safeguarding-Standards_DOWNLOAD_AW.pdf

⁸ NYA Workforce Development Framework

 s3.eu-west-1.amazonaws.com/assets.nya2.joltrouter.net/wp-content/uploads/2023/09/28085606/NYA_Publications-2023_Workforce-Development-Framework_DOWNLOAD_AW-1.pdf

⁹ 5.1.2-NYA-QM-Framework-Only-FINAL-MASTER.pdf

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Hillingdon Youth Offer Curriculum Policy

Author: Hillingdon Youth Offer Management Team

Date: 1st October 2024

Version:

Version number:	Edited by:	Date:
Version 1	Hillingdon Youth Offer Management Team	01/10/2024

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Youth Offer Statement of Purpose

Hillingdon's Youth Offer vision is to support and enable children and young people to realise their full potential, to empower and support them with their personal and social development, to help them have a positive transition to adulthood and make worthwhile contributions to their communities.

Our Youth Offer co-produced with children and young people, is underpinned by relationship-based practice that is informed by contextual understanding and cultural awareness. Incorporating both universal and targeted teams that work in collaboration with the community and voluntary sector to provide locality-based work, detached street-based work, outreach youth work, outdoor learning, digital youth work and other activities such as residencies and volunteering. Utilising spaces and places across the borough to ensure a dynamic and responsive integrated early help offer that encourages children and young people to access services that seek to improve their life opportunities.

Vision:	Purpose:	Mission:
Our vision is to facilitate the realization of the full potential of children and young people in the London Borough of Hillingdon. We aim to empower and support them in their personal and social development, ensuring a positive transition to adulthood.	Our purpose is to provide flexible and dynamic services that offer early and targeted support. By doing so, we empower the children and young people of Hillingdon, promoting resilience and diverting from statutory intervention.	We will deliver services across Hillingdon, utilizing spaces and places that are accessible to our children and young people. Our services will be responsive to their needs, ensuring timely delivery of the right services when needed.

The Youth Offer aligns with the Council Strategy 2022-2026 commitments to residents namely: safe and strong communities and; thriving, healthy households. It seeks to deliver a modern youth offer that meets the needs of young residents by providing accessible, contextually and culturally aware services. It has a clear focus on community engagement and providing opportunities for young residents to engage in a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development.

Our Service aims to provide a curriculum programme of activities, services and facilities to support children and young people to:

- ☑ *Be safe;*
- ☑ *Be healthy;*
- ☑ *Be active citizens;*
- ☑ *Develop life skills;*
- ☑ *Achieve their full potential; and*
- ☑ *Be happy and valued for who they are*

Introduction

The aim of the Hillingdon Youth Offer curriculum

Children and Young people are many and varied in their backgrounds, abilities and interests. All, irrespective of their circumstances, are engaged in a natural process of personal and social development towards adulthood. During their adolescence, young people are developing the social, emotional and academic skills required to become active and engaged adult citizens.

Although most children and young people progress effectively towards adulthood, some experience barriers to their progression due to their personal or social circumstances. A minority adopt anti-social or 'at risk' attitudes and behaviours. Both groups require additional support to overcome the barriers to their social inclusion. However, all young people benefit from opportunities to participate in informal learning experiences through which they can widen their horizons, develop new abilities and understandings, and experience success.

Effective youth work supports young people's development and progression by addressing the issues that impact upon their lives. Youth workers engage with young people to develop informal learning opportunities through which young people can acquire the skills, knowledge, values, and abilities that will assist their development into responsible and fulfilled adult citizens, living their lives to their fullest potential.

This process, known as 'informal education', enables young people to learn through their own experience in informal environments with their peers. Informal education has identifiable principles, inputs, process and outcomes that are described in detail within the curriculum policy.

The curriculum is a key youth service policy statement that:

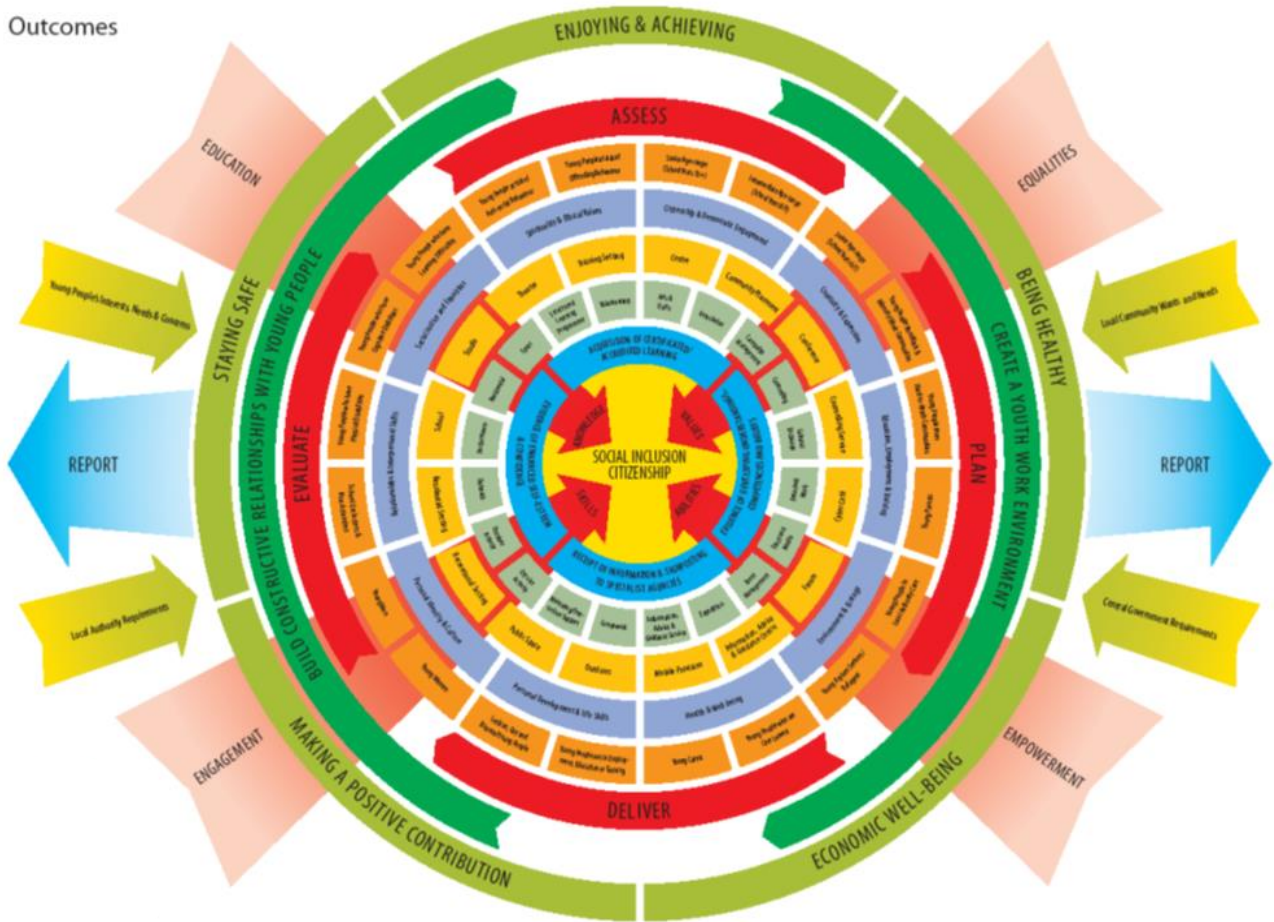
- ☑ *Describes our unique service offer.*
- ☑ *Shares concepts of effective practice;*
- ☑ *Benchmarks standards of practice; and*
- ☑ *Justifies our work to key stakeholders.*

The curriculum policy provides a detailed manifesto for effective youth work. It describes, guides and informs the work of youth workers who work for Hillingdon Youth Offer.

The curriculum aims to enable all people that are impacted by youth work including children and young people, youth workers, parents, elected members, and members of the wider community, to understand the principles, practice and outcomes of informal education.

The curriculum model, as seen below, will be broken down and discussed throughout this document.

Outcomes



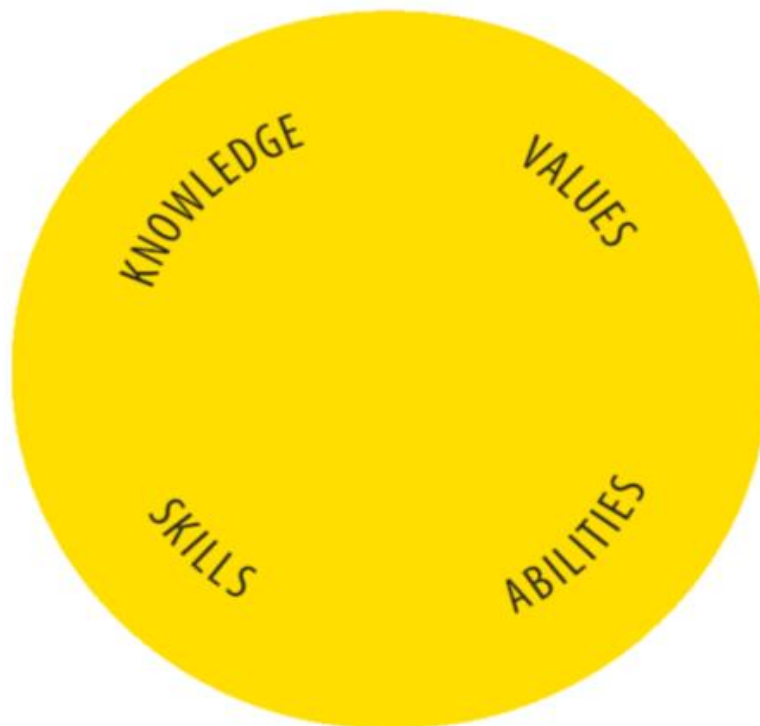
Objectives

The key areas of learning that youth workers support young people to achieve.

Youth workers need to have an understanding of what the curriculum seeks to achieve if they are to be effective in the delivery of high-quality youth work. The curriculum is designed to enable children and young people's personal and social development, so that they can be supported to become socially included adult citizens.

Children and young people are supported in this process through the acquisition of key:

- ☑ *Skills;*
- ☑ *Knowledge;*
- ☑ *Values; and*
- ☑ *Abilities.*



Principles

The '4 E's': Education; Equalities; Engagement; and Empowerment

Effective youth work is based on a core set of principles, known as the 'four E's'. These are:

1. Education

Effective youth work has defined educational content and measurable learning outcomes for participating children and young people. In the context of education, effective youth work requires youth workers to:

- ☑ *Ensure that youth work programmes respond to children and young people's evidenced developmental needs and social concerns;*
- ☑ *Develop planned programmes of activity that enable children and young people to achieve learning outcomes; and*
- ☑ *Create opportunities for children and young people to develop new abilities, skills, knowledge and values that support their transition to adulthood*

2. Equality

Youth work supports children and young people in the establishment of a fair and just society. Effective youth work has at its heart an understanding that all people, irrespective of their backgrounds or circumstances, have the right to equal access to services, opportunities and support. In the context of equality, effective youth work requires youth workers to:

- ☑ *Proactively raise and address equality issues in their practice, and support children and young people to understand and commit to the values of social justice and equality of opportunity;*

- ☑ *Support children and young people to recognise and constructively challenge the prejudice, discrimination and inequality that they and their peers encounter; and*
- ☑ *Create targeted opportunities for children and young people who experience inequality, disadvantage or social exclusion to participate in informal learning opportunities.*

3. Engagement (Co-production)

Youth work requires children and young people to be active partners in the learning process. Effective youth work engages children and young people fully in the design, delivery, evaluation and reporting of informal learning opportunities, and encourages children and young people to participate in the life of their communities, and the wider society. In the context of engagement, effective youth work requires youth workers to:

- ☑ *Encourage children and young people to be active in the planning, management and evaluation of the informal learning programmes in which they engage;*
- ☑ *Create opportunities for children and young people to become engaged in the governance of youth and community-based services, through involvement in local, regional and national democratic fora; and*
- ☑ *Support children and young people to become active and democratically engaged citizens, knowledgeable about their civic rights and responsibilities, and actively contributing to the quality of life in their communities.*

4. Empowerment

Youth work empowers children and young people with the competencies required for adult life. Effective youth work supports children and young people's personal and social development through enabling the acquisition of key skills, values, knowledge, and abilities. In the context of empowerment, effective youth work requires youth workers to:

- ☑ *Respond to children and young people's evidenced developmental needs and social concerns;*
- ☑ *Deliver programmes through which children and young people can develop the skills, values, knowledge and abilities required for adulthood; and*
- ☑ *Support children and young people to identify and accredit their progression and personal development.*

The four curriculum principles form the foundations of effective practice and must be integrated within the curriculum process to ensure the delivery of high-quality youth work.

Youth workers must implement the four curriculum principles throughout their practice to ensure the delivery of effective youth work.

Preparation Tasks

The key tasks that youth workers manage to prepare for curriculum delivery

Children and young people engage with the youth work curriculum on a voluntary basis, and so youth workers must ensure the management of key tasks that will engage children and young people and support their involvement in the informal learning process. Youth workers must successfully build constructive relationships with children and young people and create a positive youth work environment.

1. Build Constructive Relationships with Children and Young People

The youth work curriculum cannot be delivered unless youth workers have constructive relationships with children and young people, based on positive regard, trust and empathy. Youth workers need to be skilled in the befriending of children and young people and be able to be seen as trustworthy and supportive in the eyes of children and young people. Youth workers must be able to communicate to children and young people that they give value to their prior experience and be willing to share power and control in the learning process.

Youth workers also need to be able to maintain professional boundaries in their relationships with children and young people and be able to manage the challenge of inappropriate behaviour and attitudes in a manner that enables children and young people's personal development, without damaging their self-esteem. Youth workers need to be honest and explicit with children and young people about any constraints that may impact upon their relationship, including limits to confidentiality in the context of disclosures regarding Child Protection or illegal activity.

In both aspects of their relationships with children and young people, youth workers must be able to demonstrate that they are trustworthy, be consistent in their approach, and non-judgemental in their regard for the children and young people's worth if they are to develop relationships that have a depth sufficient to enable the delivery of effective informal education programmes.

2. Create a Youth Work Environment

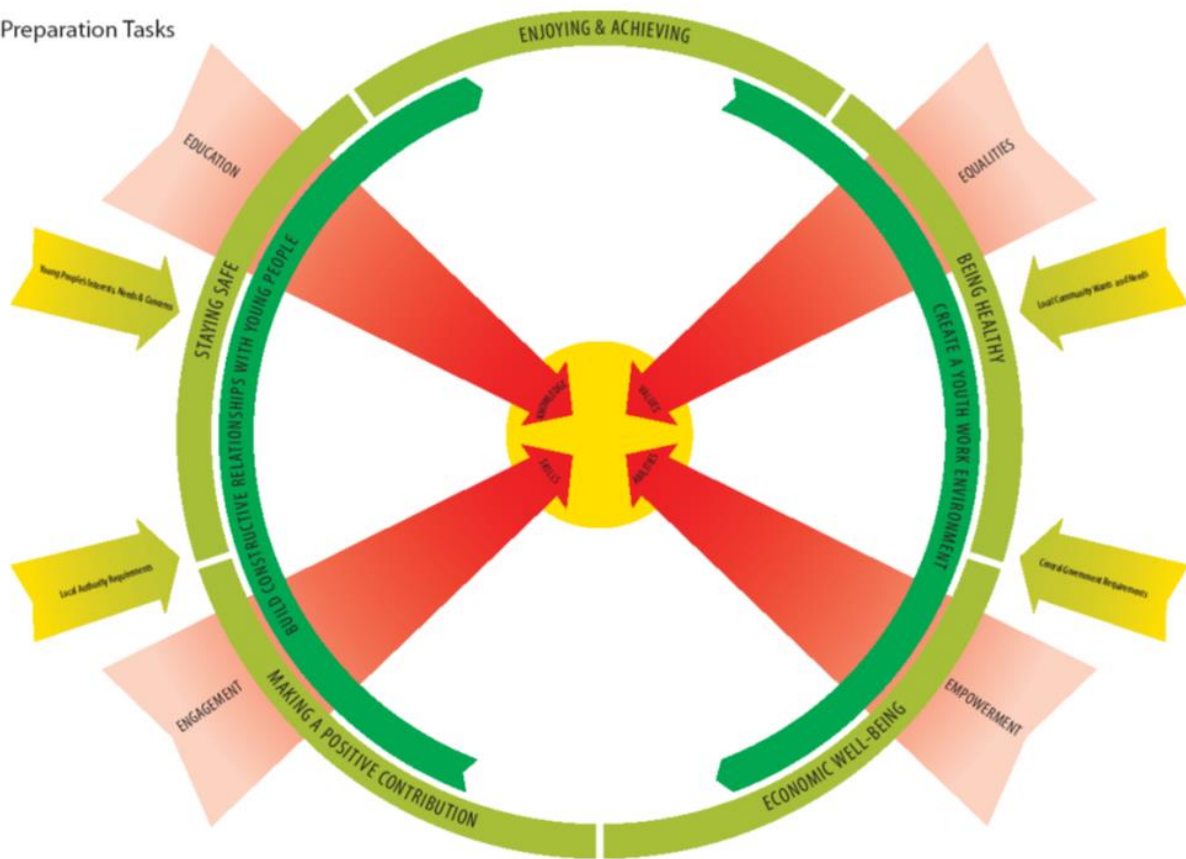
An effective youth work environment encompasses both *physical* and *emotional* characteristics. Although the youth work curriculum can be delivered in a variety of settings, it requires a specific environment to facilitate children and young people's involvement in the informal education process.

In terms of physical characteristics, children and young people need to be offered an environment in which they are safe from harm and protected from inappropriate levels of risk, and in which they have access to a variety of curriculum activities. However, the key attributes that identify an effective youth work environment relate to its emotional characteristics. Youth workers need to create an environment in which opportunities exist for children and young people to:

- ☑ *Exercise democratic decision-making and take increasing levels of responsibility in the management of the learning environment;*
- ☑ *Identify and act upon their developmental needs, social concerns and recreational interests;*
- ☑ *Undertake new experience and social opportunities;*
- ☑ *Access information and signposting to specialist support agencies; and*
- ☑ *Encourage appropriate risk taking and undertake challenges that result in achievement and increased self-esteem.*

The creation of an effective youth work environment is dependent upon youth workers being skilled in the development of constructive relationships with children and young people, with youth workers continuing to develop relationships and negotiate the learning environment with young people throughout the curriculum delivery process. If youth workers can successfully create such an environment, then they are able to undertake the specific curriculum delivery tasks that will result in children and young people's emotional growth and development.

Preparation Tasks



Delivery Tasks

The key tasks that youth workers manage to enable curriculum delivery.

1. Assess Children and Young People's Interests, Needs and Concerns

Through the developing relationships being built between youth workers and children and young people, an assessment of children and young people's recreational interests, developmental needs, and social concerns can be undertaken, through two key processes.

Youth workers need to encourage children and young people to share information about their recreational interests, developmental needs and social concerns, so that relevant programmes of activity can be devised. At the same time, youth workers must also make professional judgements about their developmental needs and social concerns that they may not have self-identified as a learning priority. For example, children and young people using illegal substances may not identify their drug use as being an issue of concern, but youth workers may still make a professional judgement that results in the issue being addressed in the activity programme.

The process of assessing children and young people's needs and wants is one that is ongoing throughout the curriculum process but is a key focus when working with new groups of children and young people or devising up new programmes of activity. On most occasions, youth workers will work in direct partnership with children and young people in the design of the curriculum, on the understanding that children and young people come to the process with their own range of experiences, views and understandings.

2. Plan Informal Education Programmes

Equipped with an understanding of children's and young people's aspirations and for the forthcoming curriculum programme, and with a second frame of reference arising through professional judgements regarding the children and young people's developmental needs, youth workers need to plan programmes of activity that will respond to the identified aspirations, issues and concerns.

Youth workers must give reference to the curriculum principles to ensure that programmes have:

- ☒ *Relevant and appropriate educational content;*
- ☒ *Children and young people's input to the planning and design process;*
- ☒ *Reference to issues of equality of opportunity and social justice; and*
- ☒ *Practical learning outcomes that can be recorded or accredited.*

Within the planning process, youth workers need to work with children and young people to identify specific learning objectives for participants that are 'SMART':

- ☒ *Specific;*
- ☒ *Measurable;*
- ☒ *Achievable;*
- ☒ *Realistic; and*
- ☒ *Time-specific*

The agreed learning objectives form the basis for ongoing formative assessment during the delivery phase, and for the formal evaluation at the completion of programme delivery, when the actual learning outcomes achieved can be compared to the pre-set learning objectives.

At the completion of the planning process, youth workers are required to formally report the proposed learning programmes and related objectives to curriculum stakeholders including line managers, young people's fora and local advisory committees for scrutiny and approval.

3. Deliver Informal Education Programmes

Once approved by relevant curriculum stakeholders, youth workers need to begin the process of delivering the programme structure so as to enable the achievement of the agreed learning objectives.

During the process of programme delivery, youth workers need to ensure that they are regularly assessing the effectiveness of the programme design with children and young people and professional colleagues, with reference to young people's engagement and progression towards the agreed learning objectives.

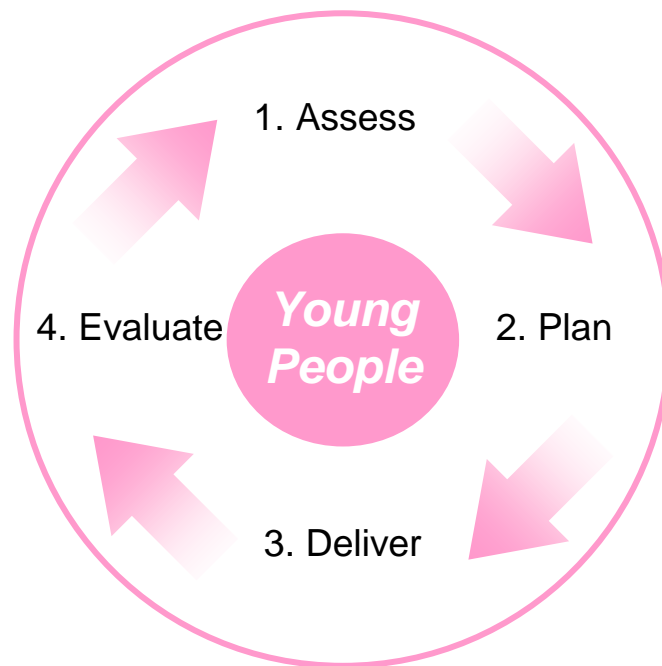
Effective curriculum programmes are ones that deliver the agreed learning outcomes in the context of a multi-faceted service offer that combines fun, challenge and stimulation for participating children and young people, within the scope of the curriculum principles.

4. Evaluate Informal Education Programmes

At the completion of the programme delivery, youth workers identify the learning outcomes that have been achieved by children and young people, in the context of the agreed learning objectives, and make a judgement as to whether the programme has successfully addressed their developmental needs and social concerns. Such judgements are made in partnership with children and young people, who are encouraged to express their views through verbal and written feedback.

At the completion of the evaluation process, youth workers are required to formally report the achieved learning outcomes to curriculum stakeholders including line managers, young people's fora and local advisory committees for scrutiny and approval.

The Curriculum Delivery Cycle:



The described cycle of curriculum delivery tasks apply to all youth work programmes from a single session of activity, to a termly programme of activity, and needs to ensure children and young people's involvement throughout the process.

Effective youth work also requires youth workers to manage unintended learning processes, in response to any indicators of need that children and young people may present without previous notice. In such circumstances, youth workers must also be able to respond immediately to develop curriculum activities that will lead to unplanned learning outcomes for children and young people. Such a response will still take place within the prescribed delivery cycle but may involve the youth worker and child/young person completing the process within a single contact session.

Learning Process

How children and young people learn through their involvement in the curriculum

A key element in the curriculum learning process is the emphasis placed upon children and young people's natural ability to learn through their own experience. Effective youth workers use this process, known as the 'Experiential Learning Cycle', to enable children and young people to learn through a learning model routed in an ongoing cycle of activity, reflection, learning inputs and repeated activity incorporating new understandings.

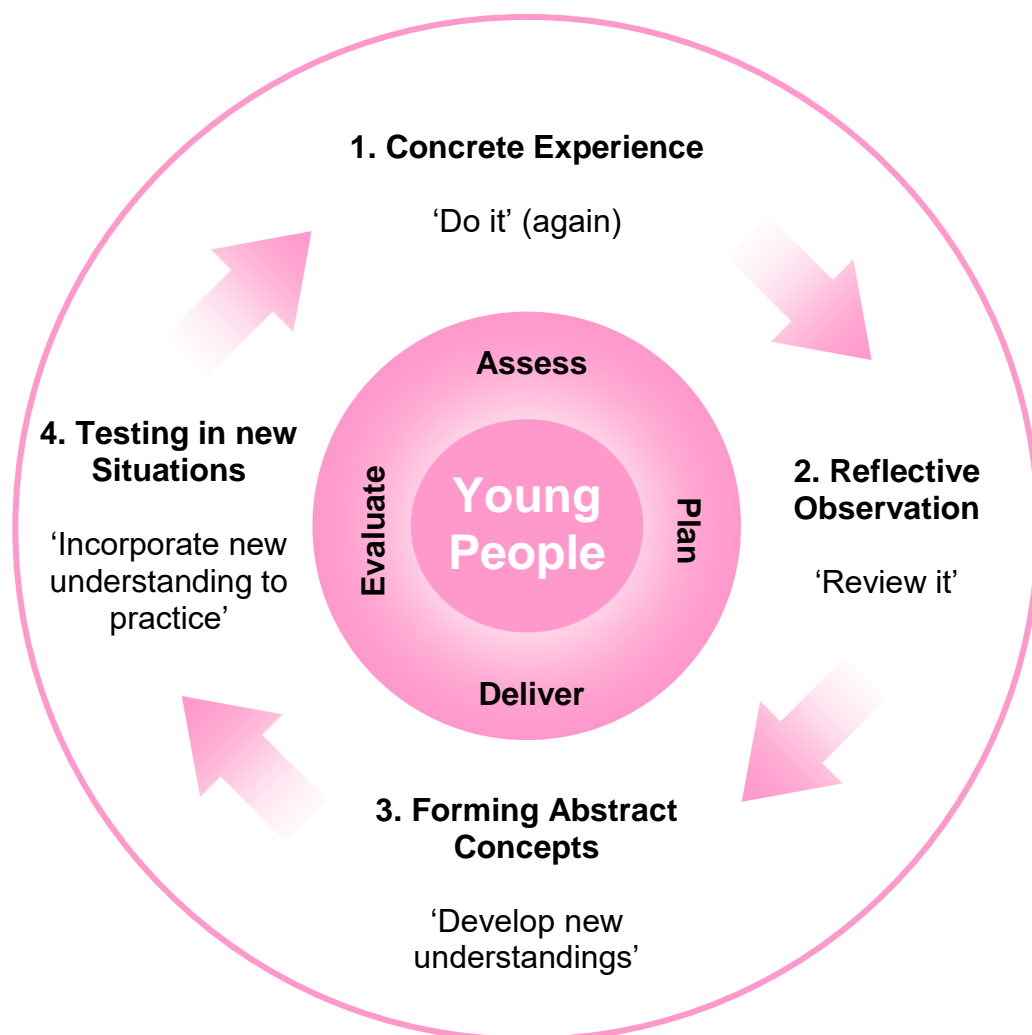
This four-stage learning model enables children and young people to acquire new competencies and understandings through the youth worker facilitating a process of informal reflection and learning inputs that examines and adds to the child/young person's experience that may have happened within the youth work process, or in the child/young person's wider experience:

1. **Concrete Experience** - *'The child/young person undertakes an activity or has an experience'*
2. **Reflective Observation** - *'The child/young person critically reviews the activity or experience with support from the youth worker'*
3. **Forming Abstract Concepts** - *'The youth worker supports the child/young person to develop new understandings, awareness and abilities through informal learning inputs'*
4. **Active Experimentation** - *'The child/young person applies their new understandings, awareness and abilities to the original activity or experience'*

The Experiential Learning Cycle can begin at any one of the four points, but usually begins with the child/young person carrying out a particular action and seeing the effect of their action.

The youth worker's role in the learning process is critical within stages two and three of the learning cycle, when they are required support the child/young person to reflect upon the effects of their activity, and to facilitate informal learning inputs that results in the child/young person being able to undertake the action again, but now with added knowledge or awareness that will improve their understandings or abilities.

The Experiential Learning Cycle:



Using this model, effective youth workers are able to use a wide variety of children and young people's experiences to facilitate an informal learning process. The child/ young person, whose own experience creates the learning opportunity, participates in the process as an equal partner, and has the right to apply the learning as they see fit.

Children and young people's learning takes place through their completion of the full learning cycle, but different individuals and groups may progress through it at different speeds, and some children and young people may not complete the learning tasks in the prescribed order.

The model may be seen in application within the context of informal education initiatives regarding alcohol education, within which youth workers may aim to reduce children and young people's level of risk or harm arising due to their lack of knowledge about the physiological, social and legal implications of their consumption. Youth workers will work in a non-judgemental manner to encourage children and young people to reflect upon their usage, to identify what aspects of their consumption may place them at risk of harm, and to identify gaps in their knowledge and understandings in the context of their alcohol consumption.

Through this enquiry, an informal learning programme that responds to the children and young people's developmental needs can be planned and facilitated, so that the risk factors can be managed and the potential for harm reduced if children and young people choose to use alcohol again in the future.

Target Groups

The groups of children and young people that youth workers seek to engage in the curriculum

Hillingdon Youth Offer works with children and young people on the basis of their age, and their need for curriculum input to address issues of social exclusion.

1. Age-specific Target Groups

With reference to age-specific criteria, curriculum activities are developed with children and young people aged between 8 and 24 years old, . Effective youth workers engage with age-specific target groups with an aim to deliver personal and social development opportunities that enable children and young people's progression towards socially engaged adulthood.

To ensure that informal learning programmes are developmentally appropriate, three age-specific target groups are defined:

- ☑ **Senior Age-range** – *children and young people in school years 10 to 13;*
- ☑ **Intermediate Age-range** – *children and young people in school years 7, 8 and 9;*
and
- ☑ **Junior Age-range** – *children and young people in school years 4, 5 and 6*

Informal learning programmes that are age-specific generally provide open access provision to local children and young people within the specified age-ranges. Such programmes provide 'generic' and 'specialist' curriculum initiatives.

2. Need-specific Target Groups

With reference to need-specific criteria, curriculum activities are developed with children and young people who are at risk of social exclusion, as evidenced through their belonging to socially excluded groups in society, or through their propensity to anti-social or offending behaviours. Effective youth workers engaged with need-specific target groups with an aim

to support them to overcome the barriers to their social inclusion, so that they can proceed towards socially engaged adulthood.

Young people identified as being at risk due to their belonging to socially excluded groups include:

- ☑ ***Young People from Black and Minority Ethnic Communities*** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome culturally derived prejudice and discrimination that they may experience in their lives;
- ☑ ***Young People from Hard-to-reach Communities*** may experience disadvantage due to their limited access to social, education and welfare services, and benefit from support to overcome limited opportunities for constructive leisure time activities.
- ☑ ***Young Parents*** may experience disadvantage due to their having dependent children at young ages, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities.
- ☑ ***Young People in Local Authority Care*** may experience disadvantage due to their not having supportive family relationships to support their personal and social development, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities;
- ☑ ***Young People who are Lone Asylum Seekers or Refugees*** may experience disadvantage due to their not having supportive family relationships to support their personal and social development, and benefit from support to overcome culturally derived prejudice and discrimination that they may experience in their lives.
- ☑ ***Young Carers*** may experience disadvantage due to their having responsibilities to care for dependant relatives, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities;
- ☑ ***Young People who are Care Leavers*** may experience disadvantage due to their not having supportive family relationships to support their personal and social

development, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities;

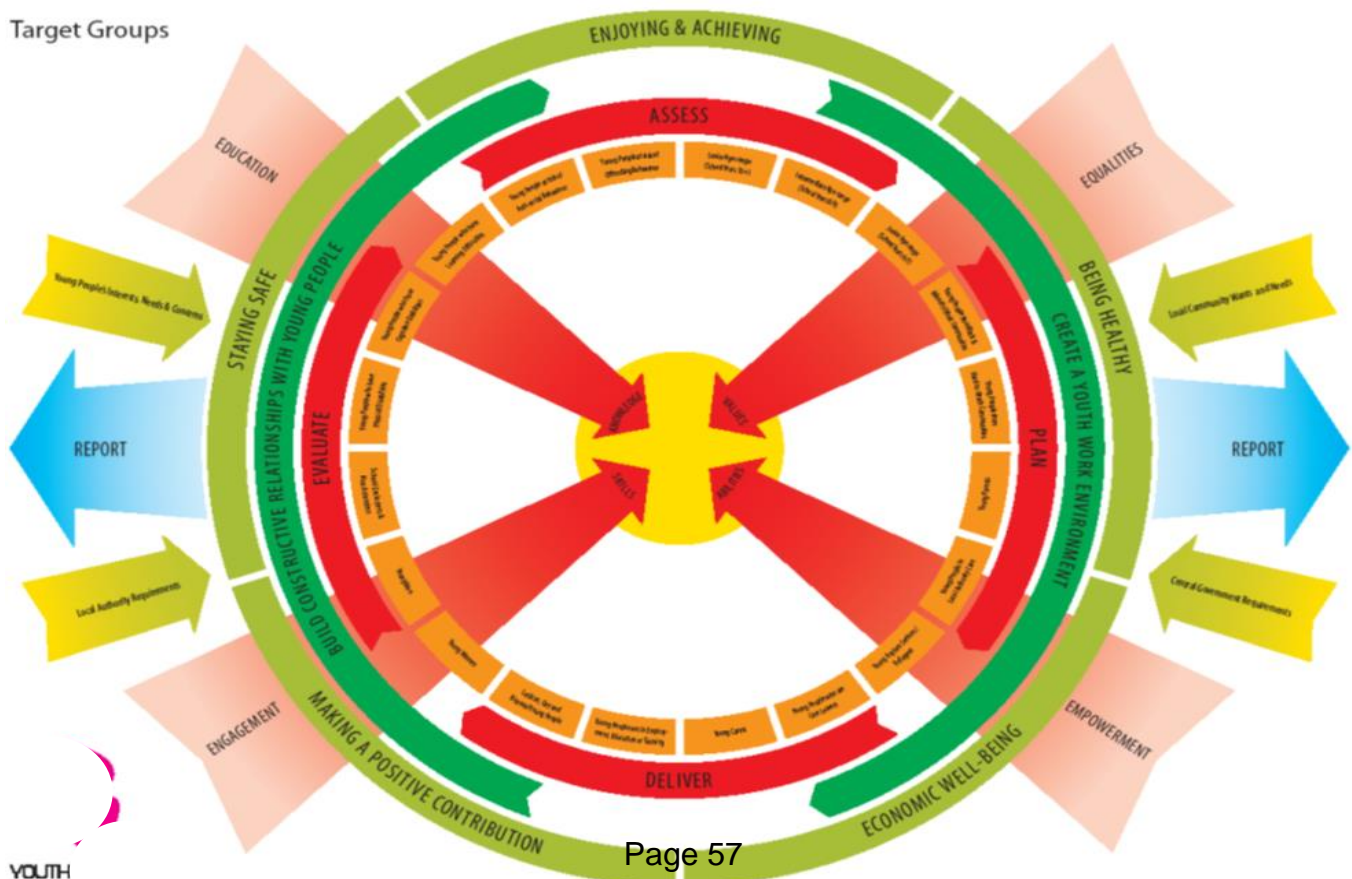
- ☑ **Young People who are not in Employment, Education or Training** may experience disadvantage due to their disengagement from education, employment and training opportunities, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities;
- ☑ **Young People from the LGBTQIA+** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and developing positive identity and self-worth;
- ☑ **Young Women** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and developing positive identity and self-worth;
- ☑ **Young Men** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and developing positive identity and self-worth;
- ☑ **Young People who are School Excluees and Non-attenders** may experience disadvantage due to their disengagement from employment and training opportunities, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities;
- ☑ **Young people who have Physical Disabilities** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities;
- ☑ **Young People who have Cognitive Disabilities** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities; and
- ☑ **Young People who have Learning Difficulties** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to

overcome social isolation and enable increased opportunities for constructive leisure time activities;

The two other groups of children and young people who are identified as being at risk of social exclusion are:

- ☑ **Children and young people who are at risk of engagement in anti-social behaviours** may experience social exclusion due to their anti-social behaviours and attitudes, and benefit from diversionary activities that prevent them from continued at risk activities;
- ☑ **Children and young people who are at risk of engagement in offending behaviours** may experience social exclusion due to their anti-social behaviours and attitudes, and benefit from diversionary activities that prevent them from continued at risk activities;

Hillingdon Youth Offer prioritises the establishment of informal learning programmes with socially excluded groups of children and young people in order to support them to overcome the barriers to their inclusion, and to enable them to meet their full potential as socially included adults.



Curriculum Themes

The key issues addressed and explored within the curriculum

The curriculum enables children and young people to explore the issues and interests that impact upon their lives, promotes their personal and social development, and supports them to make a positive contribution to their communities. In Hillingdon, these key issues have been encapsulated into ten curriculum themes:

Theme 1: Citizenship and Democratic Engagement

Theme 2: Creativity and Expression

Theme 3: Employment, Education and Training

Theme 4: Environment and Ecology

Theme 5: Health and Well Being

Theme 6: Personal Development and Life Skills

Theme 7: Personal Identity and Culture

Theme 8: Relationships and Interpersonal Skills

Theme 9: Social Justice and Equalities

Theme 10: Spirituality and Ethical Values

Theme 1: Citizenship and Democratic Engagement

Policy Statement

Children and young people have the right to become active adult citizens who are politically informed and engaged, and benefit from being engaged in local, regional and national democratic processes.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own, and others, political views and understandings (Values);*
- ☑ *Developed a commitment to the democratic process (Values);*
- ☑ *Developed understandings of political structures and processes in society (Knowledge);*
- ☑ *Understood their civic rights and responsibilities (Knowledge);*
- ☑ *Been engaged in democratic decision-making processes (Skills);*
- ☑ *Advocated on behalf of themselves and others (Skills);*
- ☑ *Been involved in the management of local youth services (Abilities); and*
- ☑ *Had local, regional and national representation to key community service providers including the council and central government (Abilities).*

Theme 2: Creativity and Expression

Policy Statement

Children and young people have the right to express themselves through performance and creative arts, and benefit from opportunities to develop their creative confidence through performance and expression.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☒ Developed an appreciation for arts and performance media (Values);
- ☒ Explored issues of personal and social significance using creative media (Values);
- ☒ Developed an understanding of the range of artistic opportunities available in the community (Knowledge);
- ☒ Developed an awareness of art forms that different cultures, including children and young people's sub-cultures, contribute (Knowledge);

- ☒ Developed new performance and creative arts competencies (Skills);
- ☒ Developed a range of techniques and applications for self-expression (Skills);

- ☒ Developed competency to communicate through a variety of media (Abilities);
- ☒ Developed the confidence to express themselves through performance (Abilities).

Theme 3: Employment, Education and Training

Policy Statement

Children and young people have the right to be engaged in appropriate and fulfilling employment, and benefit from education and training opportunities that make effective use of their abilities, interests and talents.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ Recognised that employment and education opportunities are central to the development of a fulfilling adult life (Values);
- ☑ Explored the value of personal development through training and education (Values);
- ☑ Developed a positive understanding of their personal talents and vocation (Knowledge);
- ☑ Had access to information, advice and guidance regarding relevant education and employment opportunities (Knowledge);
- ☑ Developed a portfolio of skills and aptitudes that are sought by employers, and education and training providers; (Skills);
- ☑ Attained accredited learning outcomes in literacy, numeracy and communication technology skills (Skills);
- ☑ Developed ability to present effectively to employment, education and training providers (Abilities);
- ☑ Developed ability to undertake sustained involvement in employment, education and training opportunities (Abilities)

Theme 4: Environment and Ecology

Policy Statement

Children and young people have the right to express their appreciation for, and concerns about, the environment, and benefit from opportunities to become active in the conservation of the local, national and global ecology.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own, and others, environmental understandings and concerns (Values);*
- ☑ *Developed a commitment to environmentally sustainable lifestyles (Values);*
- ☑ *Gained an understanding of environmental and conservation issues (Knowledge);*
- ☑ *Understood their environmental rights and responsibilities (Knowledge);*
- ☑ *Been engaged in relevant decision-making processes (Skills);*
- ☑ *Made informed decisions about environmental and conservation matters in their lives (Skills);*
- ☑ *Developed the ability to engage in and influence local, national and global environmental issues (Abilities); and*
- ☑ *Developed the ability to participate in environmental projects and campaigns (Abilities).*

Theme 5: Health and Well Being

Policy Statement

Children and young people have the right to maintain and improve their health and well-being, and benefit from the receipt of accurate and up-to-date information and learning experiences regarding their physical, emotional and sexual health.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own, and others, attitudes to healthy living (Values);*
- ☑ *Made a commitment to sustaining their own, and others, health and well-being (Values);*
- ☑ *Had access to sources of accurate and up-to-date information, advice and guidance (Knowledge);*
- ☑ *Developed an awareness of local specialist health and support services (Knowledge);*
- ☑ *Been able to differentiate between healthy and unhealthy lifestyle choices (Skills);*
- ☑ *Been able to assertively communicate personal decision-making in the context of peer pressure (Skills);*
- ☑ *Developed an ability to make informed decisions based on accurate understandings (Abilities); and*
- ☑ *Developed the practical ability to lead and sustain a healthy lifestyle (Abilities).*

Theme 6: Personal Development and Life Skills

Policy Statement

Children and young people have the right to develop to their fullest potentials, and benefit from the acquisition of interpersonal, social and key skills through which independent living can be managed.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own personal potential and scope for development (Values);*
- ☑ *Developed a sense of increasing self-worth through personal achievement and success (Values);*
- ☑ *Developed an increasing understanding of how to effectively achieve personal goals and ambitions (Knowledge);*
- ☑ *Developed increasing understandings of social systems and processes concerning personal and social well-being (Knowledge);*
- ☑ *Developed a range of competencies that enable sustainable independent living (Skills);*
- ☑ *Been able to make positive and informed choices regarding current and future life choices (Abilities); and*
- ☑ *Developed the confidence to undertake new experience that provides challenge and opportunities for personal development (Abilities).*

Theme 7: Personal Identity and Culture

Policy Statement

Children and young people have the right to define and celebrate their individual identity and cultural heritage, and benefit from increased understanding regarding their own, and others, cultural backgrounds.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Understood and valued their own, and others, identity and individuality (Values);*
- ☑ *Committed to the concepts of freedom of expression and social tolerance (Values);*
- ☑ *Developed a growing sense of personal identity and self-awareness (Knowledge);*
- ☑ *Developed an understanding of the key influences upon the construction of personal identity (Knowledge);*
- ☑ *Developed the competencies required to express their personal identity (Skills);*
- ☑ *Developed the competencies required to express their cultural identity (Skills);*
- ☑ *Developed an ability to positively engage with others outside their own cultural and peer groups (Abilities); and*
- ☑ *Developed the confidence to express their own identity in the context of their self-defined culture and sub-culture (Abilities).*

Theme 8: Relationships and Interpersonal Skills

Policy Statement

Children and young people have the right to engage in meaningful and fulfilling relationships with their peers, family members, and associates, and benefit from opportunities to practice the skills required for successful relationships with themselves and others.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Recognised the importance of maintaining positive relationships with others (Values);*
- ☑ *Developed an ethical approach to the management of their relationships with others (Values);*
- ☑ *Acquired an understanding of verbal and non-verbal communications (Knowledge);*
- ☑ *Developed an understanding of the range of emotions that occur in the context of relationships (Knowledge)*
- ☑ *Developed effective communication and social skills (Skills);*
- ☑ *Developed the skills required to effectively manage interpersonal conflict (Skills);*
- ☑ *Learnt how to initiate and maintain positive intimate relationships (Abilities); and*
- ☑ *Developed competence in the management of wider social relationships (Abilities).*

Theme 9: Social Justice and Equalities

Policy Statement

Children and young people have the right to be socially included members of a pluralistic society, and benefit from an understanding and commitment to the concepts of equal opportunities and social justice.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Understood and valued their own, and others, identities in the context of culture, gender, ability, and social circumstance (Values);*
- ☑ *Committed to the concept of a socially inclusive society in which all people are of equal value and status (Values);*
- ☑ *Learnt about the beliefs and values of various cultural groups in society (Knowledge);*
- ☑ *Developed an understanding of the negative impact of prejudice, discrimination, inequality and oppression on the lives of groups in society (Knowledge);*
- ☑ *Learnt how to constructively challenge prejudicial and discriminatory behaviours and attitudes in others (Skills);*
- ☑ *Developed an ability to positively engage with others outside their own cultural group (Abilities); and*
- ☑ *Developed an ability to contribute to the establishment of social justice and equalities in society (Abilities).*

Theme 10: Spirituality and Ethical Values

Policy Statement

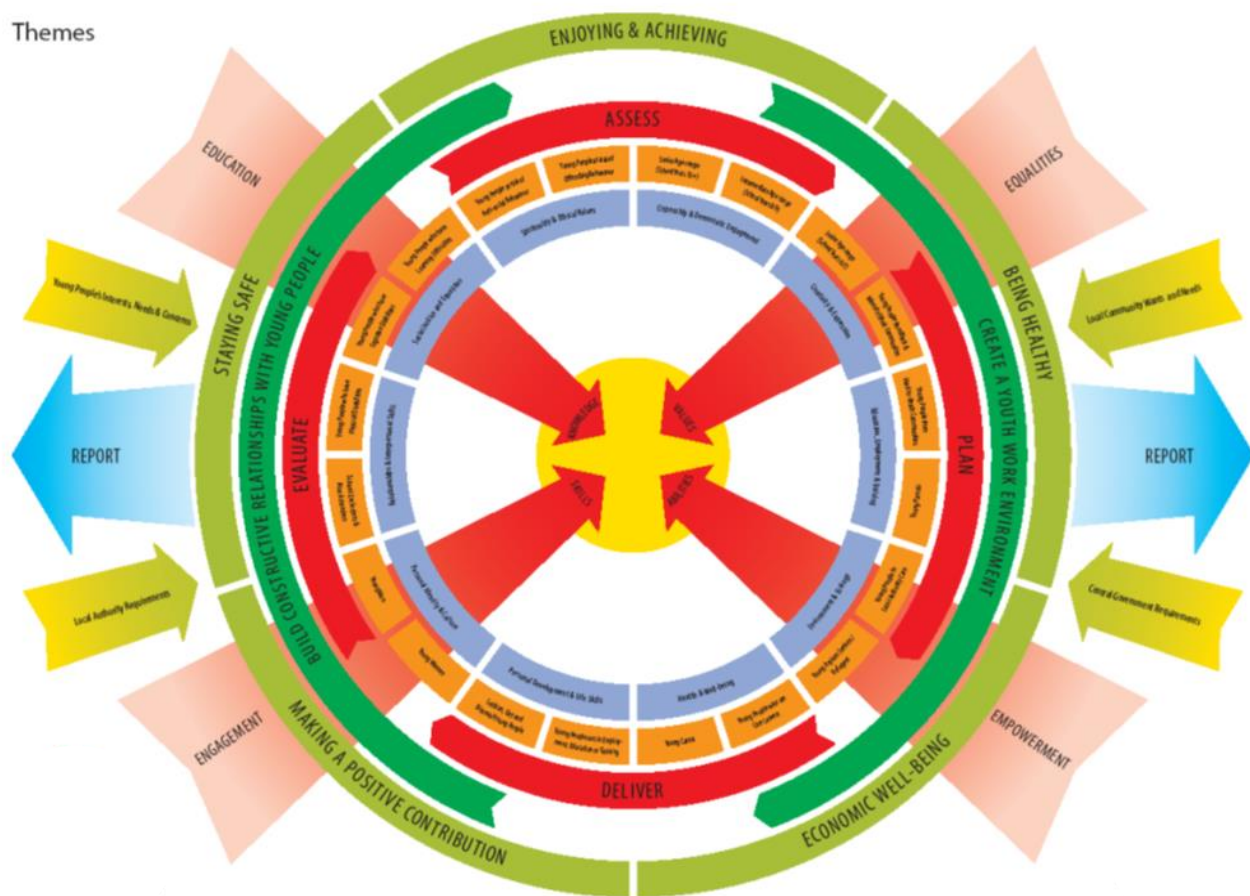
Children and young people have the right to explore and express their spiritual and ethical values through which they lead their lives, and benefit from the understanding of other philosophies regarding life and its higher meanings and purpose.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Developed a growing sense of the ethical values by which they wish to live their adult life (Values);*
- ☑ *Learnt about the beliefs and values of various spiritual ideologies and value-systems (Knowledge);*
- ☑ *Learnt about the predominant ethical values that inform society (Knowledge);*
- ☑ *Learnt how to communicate with others regarding their personal viewpoints about the higher meanings of life (Skills) and*
- ☑ *Developed a sensitivity in their conduct and presentation to other people's spiritual and ethical values and customs (Skills).*

Themes



Environments

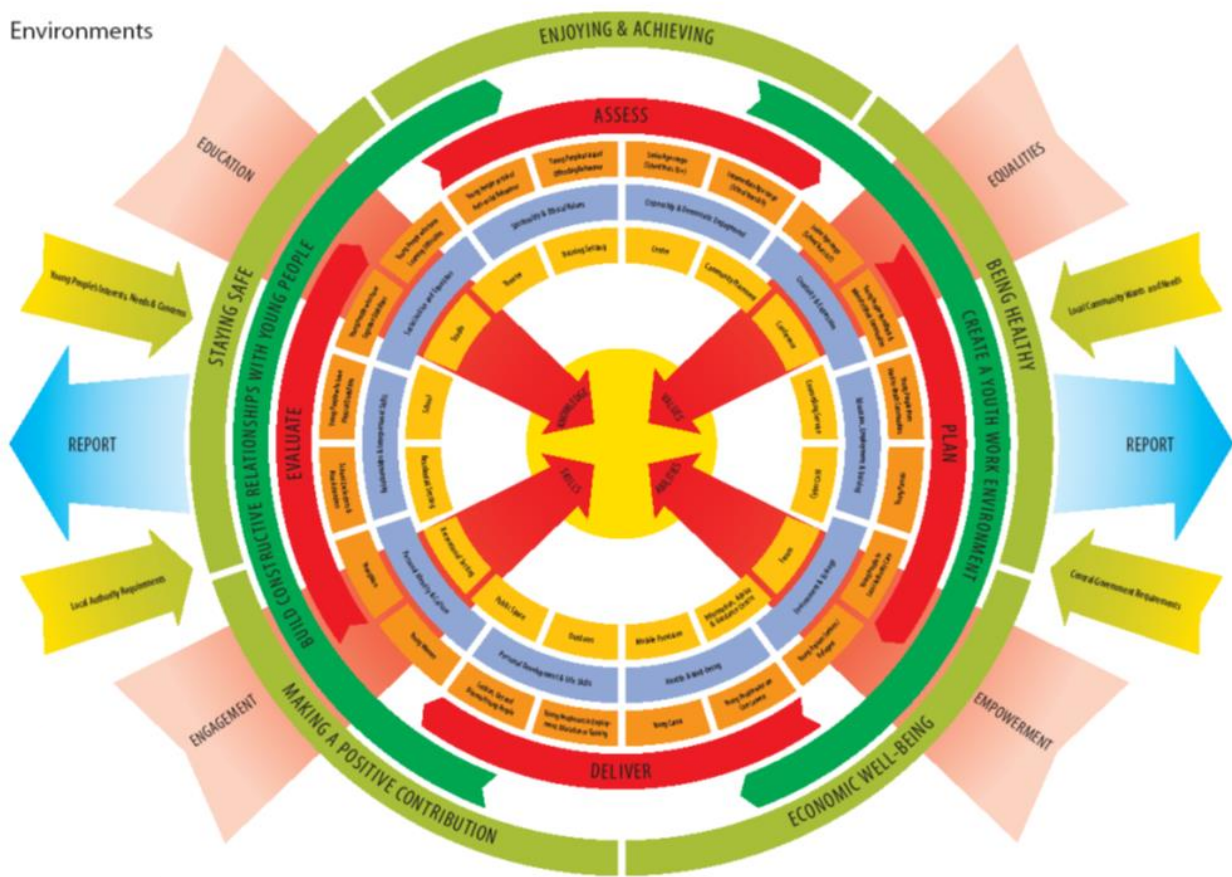
The locations in which youth workers deliver the curriculum

The youth work curriculum provides a flexible learning process that can be delivered in a wide range of locations, spaces and places across the Borough. The curriculum identifies sixteen specific settings in which informal learning programmes can be delivered:

1. **Centre-based** - *using buildings as locations for programme delivery, within purpose-built centres, or being delivered in hired premises in the community*
2. **Community Placement** - *providing children and young people with opportunities to undertake accredited voluntary activity within the community*
3. **Conference** – *creating formal opportunities for large groups of children and young people to convene to discuss key issues of concern, often in partnership with youth service providers*
4. **Counselling Service** – *providing formal counselling support to children and young people in a confidential setting*
5. **Cyber Café** – *enabling children and young people's access to electronic information and communication technology*
6. **Forum** – *creating opportunities for small groups of children and young people to convene to participate in programme and service governance activities, using a range of informal and formal methods*
7. **Information, Advice and guidance Service** – *providing children and young people with accurate sources of information regarding issues of concern, and signposting to specialist support services*
8. **Mobile Provision** – *creating peripatetic outreach services for children and young people that cannot access fixed site provision*
9. **Outdoors** – *using natural environments to deliver outdoor learning activities, programmes and expeditions*
10. **Public Space** - *using parks and green spaces as settings to develop detached work programmes with children and young people*

11. **Recreational Setting** - using commercial recreational activity locations as venues for off-site learning activities and programmes
12. **Residential Setting** - delivering learning programmes with children and young people away from their normal youth work environment, often involving overnight stays
13. **School-based** - delivering informal learning programmes to children and young people in classrooms and assemblies
14. **Studio-based** - delivering creative arts and music-based learning programmes with children and young people using multi-media applications
15. **Theatre** - developing performance-based youth work programmes with children and young people, including opportunities for public performance
16. **Training Environment** - delivering structured learning programmes with children and young people in a formal learning setting

The wide range of learning environments deployed within the curriculum enable effective youth workers to devise learning programmes that are appropriate to children and young people's interests, needs and abilities.



Methods

The activities through which youth workers deliver the curriculum.

The youth work curriculum provides a flexible learning process that can be delivered using a wide range of activities, in partnership with groups and individual children and young people. The curriculum identifies twenty key methods of activity through which informal learning programmes can be delivered:

1. **Arts and Crafts** - offering children and young people opportunities to undertake craft activities through which they can develop creative skills and new recreational interests
2. **Association** - providing a range of voluntary activity opportunities, including informal sports, discussion and arts activities, usually deployed within centre-based settings
3. **Campaign Management** - developing children and young people-led and managed initiatives regarding issues of concern or interest, sometimes linked to wider public promotions or established in a local context
4. **Counselling** – formal therapeutic support service provided for individual children and young people who face challenging dilemmas and issues of concern, although counselling skills may be used by appropriately-trained youth workers in an informal context
5. **Cultural Exchange** – offering groups of children and young people opportunities to engage with an exchange cultural experience with young people from other communities and cultures, usually taking place in an international context but can also be delivered in a regional context
6. **Detached Work** - developing curriculum activities with children and young people where they are found, with full programme delivery taking place away from buildings, using parks and street corners as impromptu settings
7. **Electronic Media** - offering children and young people opportunities to use information and communication technology for recreational activity and learning

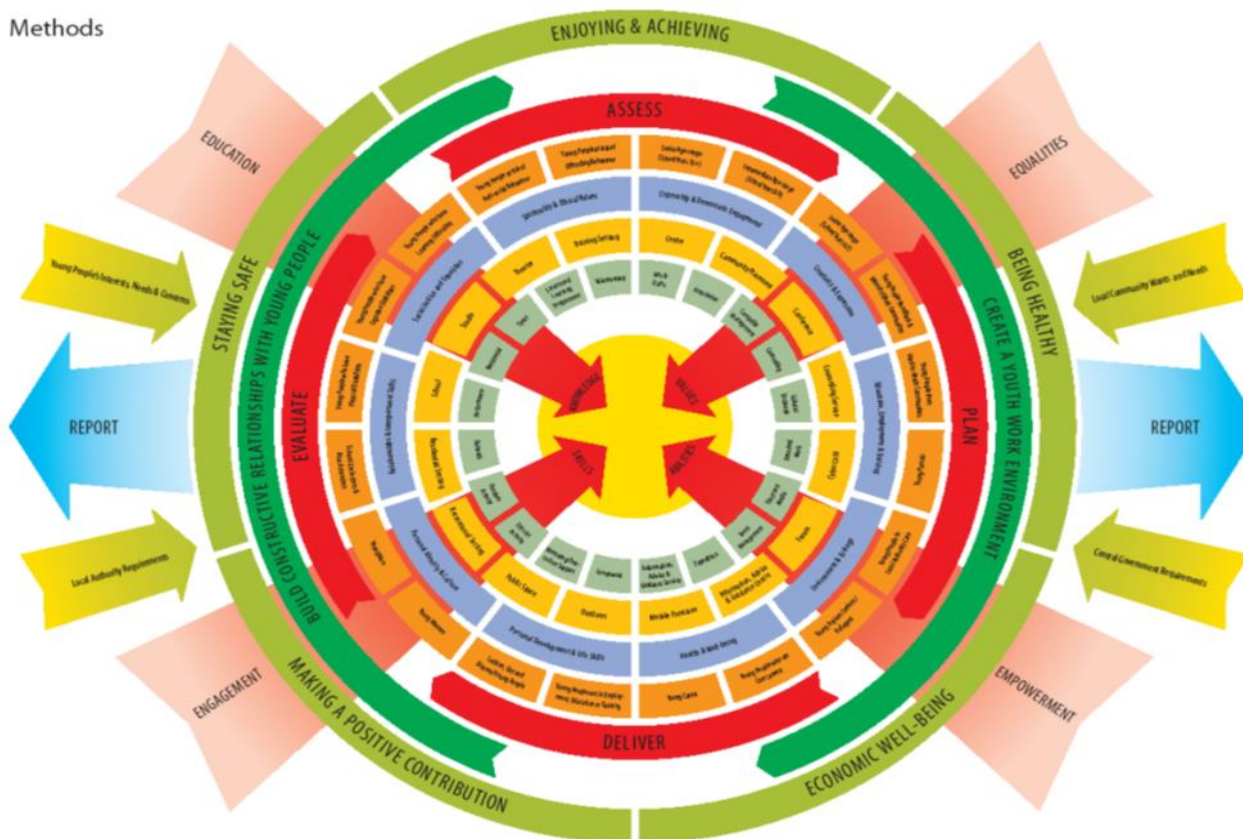
8. **Event Management** - developing children and young people-led and managed events, usually enabling public performance opportunities using creative arts
9. **Expedition** – pre-planned outdoor activity programme, providing participants with intense outdoor activities-based learning opportunities, often delivered in context of overarching accredited learning programmes
10. **Groupwork** - providing youth worker-facilitated learning activities, with children and young people undertaking pre-planned learning activities and exercises with specified learning outcomes
11. **Mentoring/One-to-one Support** - formal mentoring support service provided for individual children and young people who require intensive support to overcome issues of concern.
12. **Off-site Activity** – providing children and young people with opportunities to undertake learning activities outside of the normal learning setting, often using commercial recreational provision or sports facilities
13. **Information, Advice and Guidance** – providing children and young people with access to electronic and paper-based information, support and signposting to specialist support agencies, can be accessed by young people with or without youth worker facilitation
14. **Outdoor Activity** –delivering youth work programmes through activities located in the outdoors.
15. **Outreach** - youth workers reach out to children and young people who do not use centre-based services, to enable young people's access to curriculum activities, with aim to encourage young people to have access to existing services and provision
16. **Performance** – offering children and young people opportunities to participate in creative activities to enable acquisition of activity and communication skills, and providing opportunities to showcase acquired skills through public presentation
17. **Residential Activity** – providing children and young people with opportunities to undertake learning activities away from the normal youth work setting, often involving overnight stays

18. **Sport** - offering children and young people opportunities to participate in team sports to enable acquisition of activity and communication skills, and providing a continuum of recreational and structured leagues

19. **Structured Learning Programme** - providing children and young people with classroom-based formal learning programmes, usually enabling acquisition of key skills or development of specialist competencies through undertaking pre-planned learning activities and exercises with specified learning outcomes

20. **Volunteering Placement** – offering children and young people opportunities to undertake meaningful community-based placements, through which they can develop employment-related competencies and recreational experience, usually accredited through national volunteering initiatives

The wide range of learning methods deployed within the curriculum enable effective youth workers to devise learning programmes that respond to children and young people's interests, needs and concerns.



Outputs

The immediate developments in children and young people's understandings and competencies arising through their involvement in the curriculum

Through their participation in informal learning programmes, children and young people develop a range of competencies that will support their developmental process to adulthood. Although the full range of learning outputs that children and young people can achieve is complex, the competencies can be characterised through four overarching criteria:

- ☑ *Acquisition of certificated or accredited learning;*
- ☑ *Receipt of information and signposting to specialist agencies;*
- ☑ *Evidence of enhanced self-esteem and confidence; and*
- ☑ *Evidence of new or developing understandings, competencies, beliefs.*

Glossary of Terms

What do we mean by 'Values'?

'Values' describe the overarching beliefs and principles by which a person lives, and define what is important to them. Young people naturally evolve value-systems that will inform their future attitudes and beliefs about themselves and the wider society.

Effective youth work supports young people to define the value-systems that they hold, and to consider the principles that will guide their future decision-making in the context of a democratic and multi-cultural society.

What do we mean by 'Developmental Needs'?

Developmental needs describe the competencies that young people need to acquire to become effective adults. In order to grow into effective and fulfilled adults, young people need to develop a range of skills, knowledge, values and abilities that will enable them to participate in the personal, social, political and economic spheres of their lives. Effective youth workers work in partnership with young people to deliver programmes of activity that respond to their developmental needs.

What do we mean by knowledge?

Knowledge is the understanding of information and facts that a person acquires through their involvement in learning activities either within formal education or through their own life experience. During adolescence, young people are in the process of acquiring the knowledge required for adult life.

'Effective youth work seeks to equip young people with accurate and relevant knowledge through which they can make informed decisions in their lives.'

What do we mean by 'Citizenship'?

'Citizenship' describes a range of positive social attitudes, values and behaviours through which people act in accordance to their civic rights and responsibilities. All people are citizens, co-existing in and contributing to our society.

Effective youth work encourages young people to regard themselves as citizens, to explore the associated rights and responsibilities that citizens hold, and to behave as good citizens in their daily lives.

Name of Programme/team	Oct-24		Nov-24		Dec-24		Jan-25		Feb-25		NOTES:			
	Number sessions	Total Attendance achieved	Number sessions	Total Attendance achieved	Number sessions	Total Attendance achieved	Number sessions	Total Attendance achieved	Number sessions	Total Attendance achieved				
UNIVERSAL TEAM														
North Locality Team	19	151	18	241	12	100	16	231	14	176				
South East Locality Team	20	196	16	194	11	112	20	257	11	169				
South West Locality Team (inc anon @ uxb college)	4	26	6	74	7	64	12	84	14	91				
Detached and Outreach Team (anon data)	12	100	12	183	6	103	11	129	12	129				
Specialist & Accredited Team (including exhibitions this month)	21	220	14	221	12	126	12	119	7	71				
	76	693	66	913	48	505	71	820	58	636				
TARGETED TEAM														
BYMP & GYWP	7	32	6	22	6	31	3	29	7	31				
EHWP	213	174	210	159	166	115	255	179	212	146				
PLP (inc Art project & Sat group)	157	143	139	126	141	113	126	132	109	131				
SHWP	85	50	85	47	71	48	62	46	56	46	Staffing issues; 2resignations, 1 mat leave and S/L Staff A/L Feb and 1/2 term			
SUMP	133	118	121	126	99	101	142	110	95	63				
TSP	25	180	20	128	20	105	15	113	13	71				
Holiday offer	3	25	1	3	5	61	1	15	3	49				
	623	722	582	611	508	574	604	624	495	537				
SHWP Anon Data (Education work in schools)	4	49	8	909	6	399	5	195	3	57				
SHWP Anon Data (College dropins)	4	75	2	26	1	43	5	111	3	64				
SUMP Anon Data (Education work)	8	1180	9	623	4	355	14	516	19	649				
	16	1304	19	1558	11	797	24	822	25	770				
COMMUNITY & VOLUNTARY TEAM														
C&VS partners	9	158	11	167	10	153					data provided at end of quarter			
HAF	N/A		N/A		6388	4117	N/A		N/A					

Exc HACS

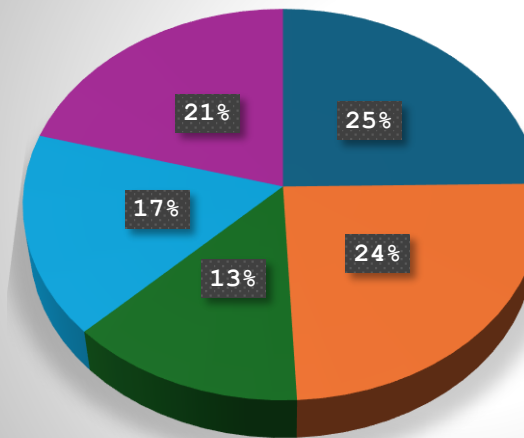
Sessional places for a child not sessions offered

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Sessions delivered

	Oct	Nov	Dec	Jan	Feb	
North Locality Team	19	18	12	16	14	79
South East Locality Team (needs to include anon@uxb college Hayes campus)	20	16	11	20	11	78
South West Locality Team (inc anon @ uxb college)	4	6	7	12	14	43
Detached and Outreach Team (anon data)	12	12	6	11	12	53
Specialist & Accredited Team (including exhibitions this month)	21	14	12	12	7	66
	76	66	48	71	58	319

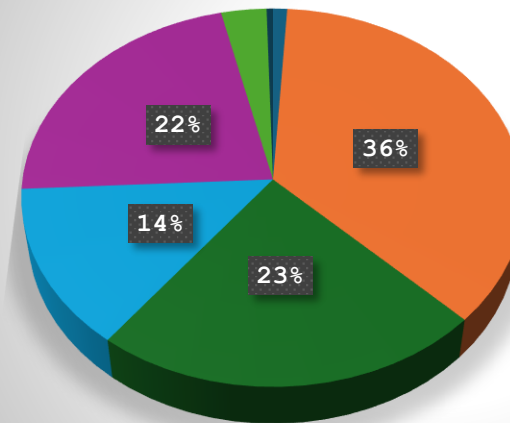
Sessions delivered



- North Locality Team
- South East Locality Team (needs to include anon@uxb college Hayes campus)
- South West Locality Team (inc anon @ uxb college)
- Detached and Outreach Team (anon data)

Gender based group work	7	6	6	3	7	29
Emotional Health & Wellbeing	213	210	166	255	212	1056
Mentoring	157	139	141	126	109	672
Sexual Health & Wellbeing	85	85	71	62	56	400
Substance Use & Misuse	133	121	99	142	95	644
Transition Support	25	20	20	15	13	93
Holiday offer	3	1	5	1	3	13
						2907

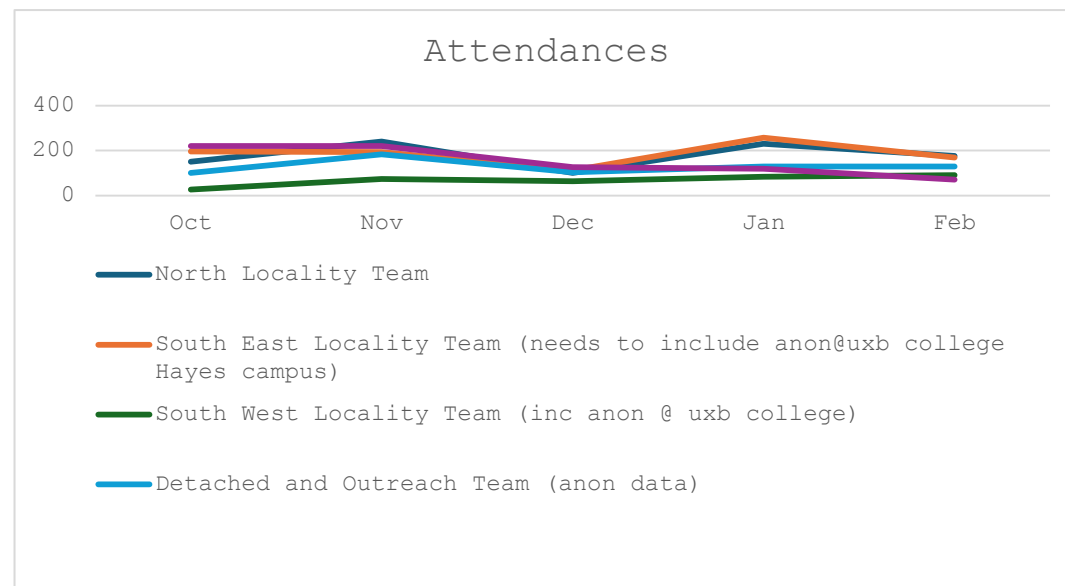
Sessions delivered



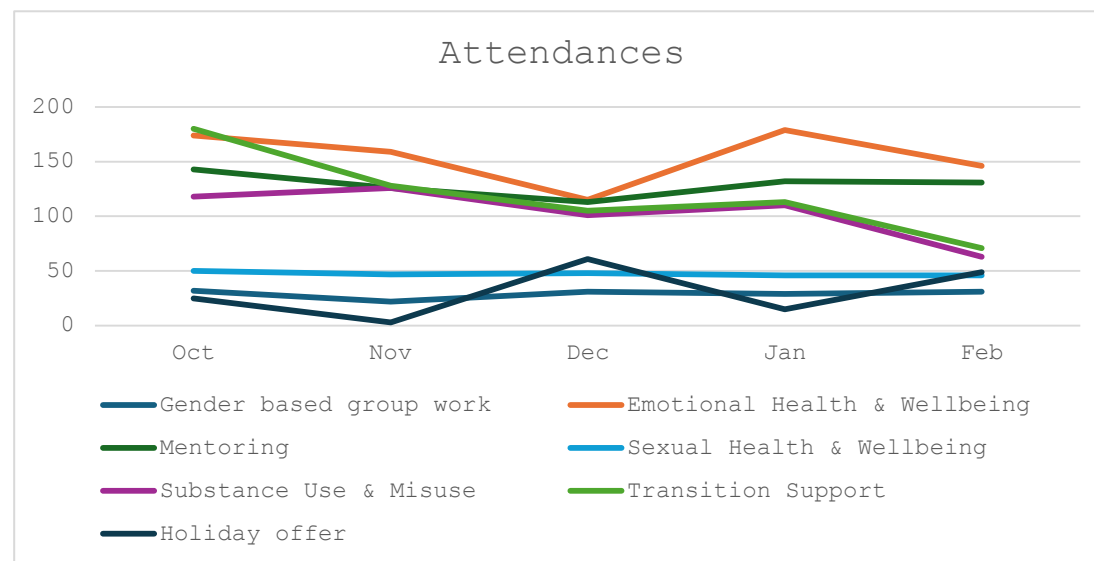
- Gender based group work
- Emotional Health & Wellbeing
- Mentoring
- Sexual Health & Wellbeing
- Substance Use & Misuse
- Transition Support
- Holiday offer

Attendances

	Oct	Nov	Dec	Jan	Feb	
North Locality Team	151	241	100	231	176	899
South East Locality Team (needs to include anon@uxb college Hayes campus)	196	194	112	257	169	928
South West Locality Team (inc anon @ uxb college)	26	74	64	84	91	339
Detached and Outreach Team (anon data)	100	183	103	129	129	644
Specialist & Accredited Team (including exhibitions this month)	220	221	126	119	71	757
	693	913	505	820	636	

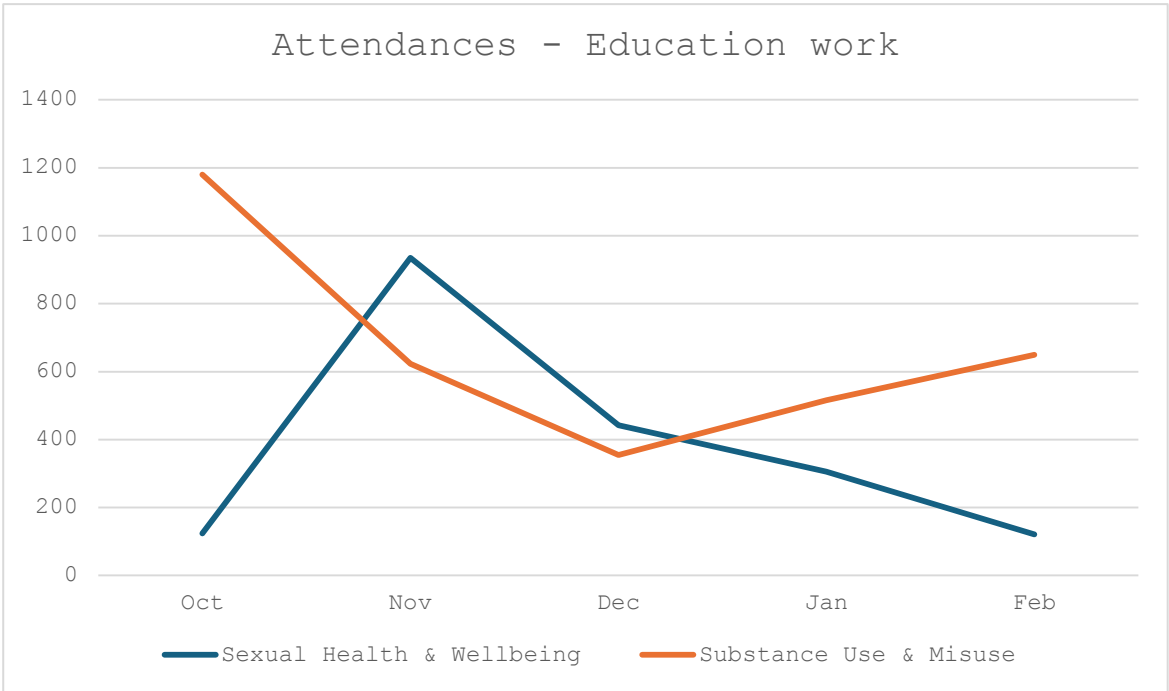


	Oct	Nov	Dec	Jan	Feb	
Gender based group work	32	22	31	29	31	145
Emotional Health & Wellbeing	174	159	115	179	146	773
Mentoring	143	126	113	132	131	645
Sexual Health & Wellbeing	50	47	48	46	46	237
Substance Use & Misuse	118	126	101	110	63	518
Transition Support	180	128	105	113	71	597
Holiday offer	25	3	61	15	49	153
						3068



Attendances – education work

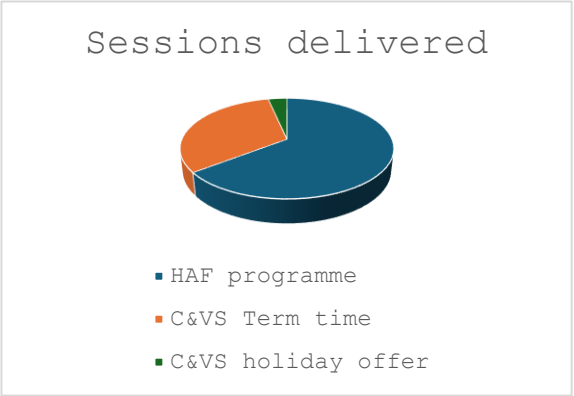
	Oct	Nov	Dec	Jan	Feb	
Sexual Health & Wellbeing	124	935	442	306	121	1928
Substance Use & Misuse	1180	623	355	516	649	3323
						5251



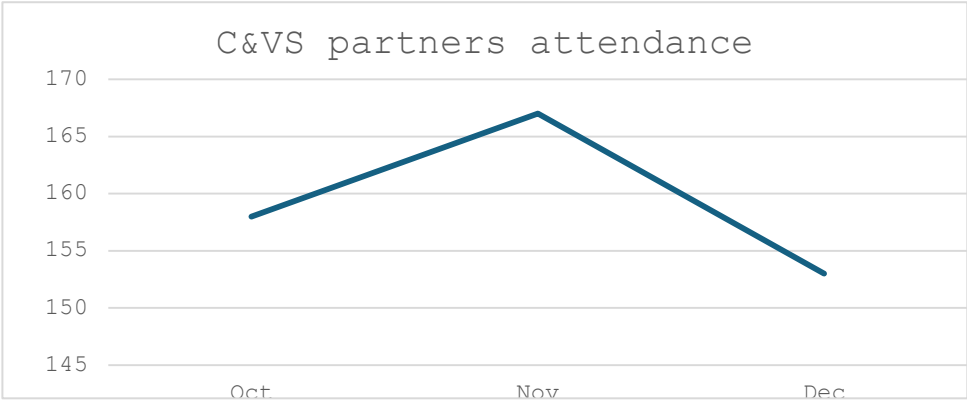
Venues

	Oct	Nov	Dec	Jan	Feb
North Locality Team	3	3	3	3	3
South East Locality Team (needs to include anon@uxb college Hayes campus)	3	3	3	4	4
South West Locality Team (inc anon @ uxb college)	2	2	2	2	4
Detached and Outreach Team (anon data)					
Specialist & Accredited Team (including exhibidtions this month)					

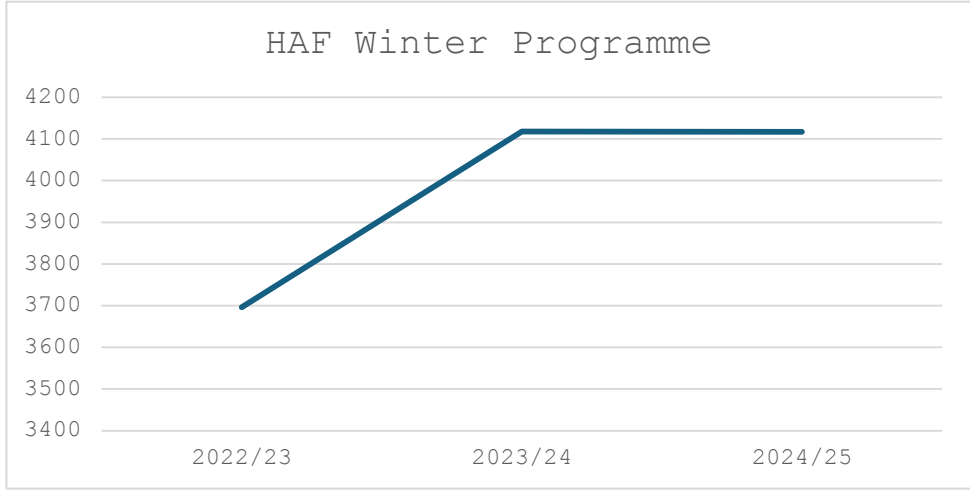
HAF programme	153
C&VS Term time	76
C&VS holiday offer	8



	Oct	Nov	Dec
C&VS partners	158	167	153



	2022/23	2023/24	2024/25
HAF Winter Programme	3696	4118	4117



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App 4: Detached and Outreach – Heathrow Villages update

Please find below an update on the detached youth work in the Heathrow Villages area. Despite facing challenges due to staffing, we have continued our reconnaissance work to gather valuable knowledge about the local area.

Update:

1. Learning about the Villages:

- We have conducted an analysis of the three villages. Our findings to date indicate that these areas are mainly residential with limited recreational facilities. Harmondsworth, in particular, has a large proportion of hotels along Bath Road, which is a dual carriageway. We have identified that young people tend to hang out in the recreation areas near Harmondsworth/Sipson and Heathrow Bowl. As the evenings get lighter, we expect more children and young people to be out later.

2. Recreational Areas:

- We have evaluated the recreational facilities in the vicinity and spoken to residents to gather information. Our goal is to understand the needs of children and young people in the local area. We have planned further evaluations for Sipson and Harmondsworth. The team will continue to compile detailed observations and recommendations for each area, which will be instrumental in guiding our work.

3. Engaging with Key Stakeholders:

- We have been collaborating with key stakeholders such as Axis, Stronger Families, Youth Offer, and the Police to gather comprehensive insights into the area. Efforts have been made to establish connections with the hotel management at the Holiday Inn to better understand the needs of asylum seekers' children and young people. For example, we have identified that for some children and young people English is not their primary language which can be a barrier, however using technology to support with translation has allowed us to engage with them and several are attending sessions at Harlington Young Peoples Centre. We will continue our efforts to engage with the community in Sipson Village.

4. Ongoing Reconnaissance in Sipson Village:

- The team will continue to engage with the local community in Sipson and Harmondsworth Villages during our visit March 21st, 2025. We will also be in the area on March 27th to further build our local knowledge.

Review: Our team will be in the Sipson/Harmondsworth area to review our reconnaissance work over the next few weeks. We aim to gather insights into community dynamics and identify potential areas where young people spend their leisure time.

Next Steps:

- Finalise the report of the reconnaissance work.
- Develop and implement weekly sessions in the Heathrow Villages area and remove another session, to be able to deliver this session.
- Continue building relationships with children, young people, local stakeholders, and community members to ensure we are delivering at the right time and in the right places. There is a need to get to know the community better and we will be sharing our new NextGen postcards and marketing resources.

The team have recently recruited two new staff members to support with the delivery of our offer. Until they are in post, the team are not in a position to open any new sessions. However, there is some consideration taking place around the need to potentially review one of the existing provisions and relocate to Heathrow Villages.

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SCHOOL ADMISSIONS UPDATE

Committee name	Children, Families & Education Select Committee
Officer reporting	Laura Baldry, School Placement & Admissions Manager
Papers with report	None
Ward	All

HEADLINES

This report provides an overview of the number of Move-ins to the borough, the number of In Year applications received and an update on Primary and Secondary Allocations.

RECOMMENDATION

That the Children, Families & Education Select Committee note the contents of the report.

SUPPORTING INFORMATION

In Year applications

When compared to the previous academic year, Hillingdon has received and processed an increased number of In Year applications during 2023/24. The table below demonstrates data specific to move-ins to the borough for the last academic year (Sept 2023 - Aug 2024), as well as the numbers for this academic year to date.

Date	Primary	Secondary	Total
01/09/2022 - 31/08/2023	2377	1438	3815
01/09/2023 - 31/08/2024	2534	1391	3925*
01/09/2024 - 31/03/2025**	1397	902	2299

*This is an increase of 2.9% compared to the previous year

** Sept 2024- Mar 2025

Move Ins

The table below shows the number of applications which have been received for children applying for a secondary school place that have either newly arrived from overseas or from another local authority. The data provided illustrates the top three countries or local authorities' children have arrived from. This equates to 22.8% of the total applications received for secondary admissions so far this year.

Previous Country	Total - 177 have arrived from abroad	Previous LA	Total - 29 moved in from another LA
India	24	Ealing	6
Nigeria	12	Slough	4
Pakistan	16	Hounslow	4

The table below shows the number of applications which have been received for children applying for a primary school place that have either newly arrived from overseas or from another local authority. The data provided illustrates the top three countries or local authorities' children have arrived from. This equates to 17.9% of the total applications received for primary admission so far this year.

Previous Country	Total – 135 have arrived from abroad	Previous LA	Total – 115 moved in from another LA
Ghana	6	Ealing	25
India	41	Brent	14
Pakistan	9	Harrow	8

Below are the number of applications which have been received from families residing in hotels so far, this academic year compared to the previous two years

Primary		Secondary	
2022-2023	221	2022-2023	121
2023-2024	98	2023-2024	59
01/09/2024 31/03/2025	67	01/09/2024 31/03/2025	67

Fair Access Panel

62 children have been presented through Fair Access Panel so far, this academic year; this compares to 97 for the same period on the last academic year. This represents a 36% decrease in demand for places via Fair Access Panel, with the majority of placements being for Year 11 children (66%).

This decline marks a continuing trend which is largely attributable to the reduction in families living in hotel accommodation in the south of the borough which was used for temporary housing.

Current position of In Year Admissions for the new academic year

The team are actively processing applications as and when they are received to ensure children are offered a school place promptly to avoid any drift and delay in the provision of education, where possible.

Secondary vacancy breakdown

School Name	Year Group				
	7	8	9	10	11
De Salis Studio College	N/A	N/A	N/A	0	3
Harefield School	50	22	33	54	44
Haydon School	146	73	52	6	56
Hewens College	62	28	41	0	8
Oak Wood School	13	6	0	0	13
Park Academy West London	25	10	6	7	0
Parkside Studio College	N/A	N/A	N/A	18	36
Rosedale College	6	10	19	0	0
Swakeleys School for Girls	5	0	2	11	16

The Douay Martyrs Catholic School	0	8	0	8	0
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*Accurate up to 02/04/25

For our primary cohort, we have sufficient vacancies across all year groups, borough wide.

Allocations

Secondary Allocations for September 2025

We received and processed 3626 Hillingdon applications within timescales. All children received an offer on National Offer Day, 3rd March 2025. Of these, 67.15% received an offer at their first preference school, 88.16% received an offer at their 1st to 3rd preference school and 94.12% received their 1st to 6th preference school. The remaining 5.88% received an unallocated offer.

Since National Offer Day, the team have been chasing parents who have not responded to offers and have contacted parents wishing to decline their child's offer. These declines have been for a range of reasons, including going to a private school, moved out of borough/country, elective home education, or wanting a higher preference school.

The first round of late offers will be made on Friday 4th April 2025, these will incorporate any late preferences or applications received. Late offers are scheduled to be made on a fortnightly basis until the end of June 2025, where offers will then be made as and when places become available.

Primary Allocations for September 2025

National Offer Day for Primary Allocations is Wednesday 16th April 2025.

The team have received 3464 Hillingdon applications from children applying for Reception in September 2025 within timescales. Officers are at the final stages of confirming offers for these applicants and lists will then be shared with all Primary schools during the Easter holidays. The team are continuing to receive late applications and are regularly reminding schools of children who are yet to apply. This will continue until the end of the summer term.

Private school applications:

With the announcement in July 2024 that the government will be bringing in VAT for private schools from January 2025, the team have monitored the number of applications being received from parents of children looking to move their child from the private school to a state school. The number of applications received has double compared to the same time last year (Sept 23 – Mar 24) however compared to the number of applications received during the same period, the impact has been minimal (1.96%).

Date	In Year Round	Number of applications received
Sept 23 – Aug 24	Primary In Year	29
Sept 23 – Mar 24	Primary In Year	8
Sept 24 – Mar 25	Primary In Year	16
Sept 23 – Aug 24	Secondary In Year	41
Sept 23 – Mar 24	Secondary In Year	14
Sept 24 – Mar 25	Secondary In Year	29

Plans moving forward:

As a Council, we will ensure we are able to adjust to both increases and reductions in demand for school places, working in partnership with our schools and partners. The Admissions team works closely with our Place Planning colleagues and Education Improvement Advisors to manage these changes and conversations.

FINANCIAL IMPLICATIONS

NIL.

LEGAL IMPLICATIONS

NIL.

BACKGROUND PAPERS

NIL.

APPENDICES

NIL.

FAMILIES FIRST PARTNERSHIP PROGRAMME (DFE REFORM)

Committee name	Children, Families & Education Select Committee
Officer reporting	Julie Kelly, Corporate Director Children's Services
Papers with report	Children's Social Care DFE Reforms PowerPoint Presentation
Ward	All

HEADLINES

The **Families First Partnership Programme** guide provides detailed information on delivery expectations for safeguarding partners, interaction with universal services, education and childcare settings, and family group decision-making reforms. The programme is backed by funding to support local areas in implementing these reforms.

The reforms follow the culmination of a range of reviews and reports commissioned over the last three years, these are provided in background papers. These do not need to be read by committee members but are there should they wish to do so.

The key pillars of the reforms and what they mean for practice in Hillingdon is provided in the accompanying PowerPoint slide deck.

RECOMMENDATIONS

That the Committee:

- 1. Note the information provided, and ask question as required; and**
- 2. Agree realistic timescales for how they wish to monitor progress.**

SUPPORTING INFORMATION

Please refer to slide deck.

RESIDENT BENEFIT

The Families First Partnership Programme, should further improve the already better than good family help and child protection services offered to our families.

FINANCIAL IMPLICATIONS

None, transformation programme is funded.

LEGAL IMPLICATIONS

N/A.

BACKGROUND PAPERS

Keeping Children Safe Helping Families Thrive (available on request)

The families first partnership programme guide (available on request)

[Final report](#)

[Child Protection in England - May 2022](#)

[Safeguarding children with disabilities and complex health needs in residential settings - Phase 2](#)

[The-independent-review-of-childrens-social-care-Final-report.pdf](#)

[The Report of the Independent Inquiry into Child Sexual Abuse](#)

APPENDICES

NIL.

BUDGET & SPENDING REPORT - SELECT COMMITTEE MONITORING

Committee name	Children, Families & Education Select Committee
Corporate Director(s) responsible	Julie Kelly, Corporate Director Children's Services Sandra Taylor, Corporate Director Adult Social Care & Health
Papers with report	1. LACs Inspection Report 2. SEND Inspection Report 3. Adult Learning Inspection Report 4. Children's Home inspection reports x2
Ward	All

RECOMMENDATION

1. That the Committee note the report, and agree the proposed approach to financial monitoring at this Select Committee as set out in this report.

HEADLINES

2. The financial period covered by this budget and spending update is April 2025 to March 2026
3. This monitoring report will provide an overview of financial performance relevant to the Select Committee. The proposed structure and approach to this report is detailed in the Supporting Information section below. Corporate Directors, supported by their Finance Business Partners, will attend the meeting to provide further details and clarifications.

SUPPORTING INFORMATION

APPROACH

4. Financial reporting to this Select Committee is part of our commitment to transparency and ensuring rigorous scrutiny of the council's finances.
5. Table 1 below provides a detailed breakdown of the Children, Families & Education Select Committee's budgets by portfolio and service area including DSG budget breakdown. It includes adjustments made to the 2024/25 budget for inflation, corporate adjustments, growth and savings.
6. Table 2 provides a detailed breakdown of the 2025/26 savings by portfolio, and Table 3 provides a detailed breakdown of the 2025/26 savings by service area.
7. In the next Select Committee meeting on 18 June and in future meetings, we will report on the 2025/26 budget as shown Table 1. These reports will cover:
 - How much has spent during the year to date against the profiled budget.
 - The Area's delivery against the savings that are expected of it and any forecast variance.
 - Where there are variances against the budget as a whole and what is being done to

mitigate any adverse variances

8. We will report on the DSG recovery plan and budget in detail 2 x yearly on dates agreed by the Committee

OVERALL FINANCIAL POSITION

9. Future reports will deal with the issues as set out in section 7

SAVINGS

10. It is essential for the Select Committee to support and enable the council to deliver its services within budget. The next report will provide an update in the £4.628m savings to be achieved by the end of 2025/26

RISKS & MITIGATIONS

11. The monitoring report will identify key risks, along with the actions being taken to mitigate these risks.

Table 1: **2025/26 Budget Position**

Portfolio	Service	24/25 Budget	Inflation	Growth	Savings	Budget Transfers	25/26 Budget
		(£'000)	(£'000)	(£'000)	(£'000)	(£'000)	(£'000)
Executive Director Children and Young People's Services	Director, Children Social Care	37,418	869	2,936	-4,167	506	37,562
Executive Director Children and Young People's Services	Director, Education and SEND	4,349	-210	0	-46	-9	4,085
Executive Director Children and Young People's Services	Director, SPQR	11,235	288	96	-43	-498	11,079
Executive Director Children and Young People's Services Total		53,002	947	3,032	-4,255	0	52,725
Executive Director Adult Services and Health	Head of Child & Family Development (CFE)	9,152	258	0	-373	-379	8,658
Executive Director Adult Services and Health	Head of Direct Care Provision	15,374	419	702	-631	-451	15,412
Executive Director Adult Services and Health Total		24,526	676	702	-1,004	-830	24,071
Grand Total		77,528	1,623	3,734	-5,260	-830	76,796

Funding Block	DSG Funding 2025/26 without Schools Block Transfer	DSG Funding 2025/26 After Schools Block Transfer	Schools Block Transfer	2025/26 Forecast	Variance to Budget
Schools Block	299,426	297,929	-1,497	297,929	0
High Needs Block	71,633	73,130	1,497	86,876	13,746
Early Years Block	48,177	48,177	0	48,177	0
Central Services Schools Block	2,511	2,511	0	2,511	0
Grand Total	421,747	421,747	0	435,493	13,746

Table 2: 2025/26 Savings Proposals

Savings Proposals			
Portfolio	Service	Savings Proposal	2025/26 (£'000)
Executive Director Children and Young People's Services	Director SPQR	New Care Offer - (Operating Model)	-273
Executive Director Children and Young People's Services	Director Children Social Care	Semi / Shared Accommodation	-2,156
Executive Director Children and Young People's Services		Social Care Delivery Model	-495
Executive Director Children and Young People's Services	Director Children Social Care & Director SPQR	Reduction in Agency costs	-168
Executive Director Children and Young People's Services	Director Children Social Care & Director SPQR	Repeat pregnancies	-600
Executive Director Children and Young People's Services	Director SPQR	Special Guardianship Orders	-296
Executive Director Children and Young People's Services	Director Children Social Care	Managed Vacancy Factor	-179
Executive Director Children and Young People's Services	Director Education and SEND	Managed Vacancy Factor	-46
Executive Director Children and Young People's Services	Director SPQR	Managed Vacancy Factor	-43
Executive Director Children and Young People's Services Total			-4,255
Executive Director Adult Services and Health	Head of Child & Family Development	Review of Early Years Operating Model - Lease Income	-93
Executive Director Adult Services and Health	Head of Child & Family Development	Review of Early Years Operating Model - Residual EY Budget	-94
Executive Director Adult Services and Health	Head of Child & Family Development	Child and Family Support Service Staffing Review	-182
Executive Director Adult Services and Health	Head of Child & Family Development	Managed Vacancy Factor	-4
Executive Director Adult Services and Health	Head of Direct Care Provision	Post 16 Transport	-624
Executive Director Adult Services and Health	Head of Direct Care Provision	Managed Vacancy Factor	-7
Executive Director Adult Services and Health Total			-1,004
Grand Total			-5,259

Table 3: Savings Proposals by Service Area

Savings Proposals			
Portfolio	Service	Savings Proposal	2025/26 (£'000)
Executive Director Children and Young People's Services	Director Children Social Care	Various	-3,598
Executive Director Children and Young People's Services	Director Education and SEND	Managed Vacancy Factor	-46
Executive Director Children and Young People's Services	Director SPQR	Various	-611
Executive Director Children and Young People's Services Total			-4,255
Executive Director Adult Services and Health	Head of Child & Family Development (CFE)	Various	-373
Executive Director Adult Services and Health	Head of Direct Care Provision	Various	-631
Executive Director Adult Services and Health Total			-1,004
Grand Total			-5,259

RESIDENT BENEFIT

Regular monitoring of financial performance ensures that spending and savings targets are met, which supports the efficient delivery of services to residents. By closely tracking expenditure and identifying variances, the council can take timely corrective actions to address overspending and mitigate risks. This also enhances public transparency and accountability, providing residents with confidence that their Council is managing finances prudently and prioritising their needs. Overall, regular monitoring supports safeguarding the Council's finances and the delivery of quality services to residents.

FINANCIAL IMPLICATIONS

This is primarily a finance report and the implications are set out in the main body of the report above.

LEGAL IMPLICATIONS

There are no direct legal implications arising from regular monitoring of the Council's finances by Select Committees.

Democratic Services advise that effective overview and scrutiny arrangements require access to the information under the committee's purview and, in accordance with the 2024 Statutory Scrutiny Guidance, such information includes finance and risk information from the Council, and its partners where relevant.

BACKGROUND PAPERS

NIL.

APPENDICES

1. LACs Inspection Report
2. SEND Inspection Report
3. Adult Learning Inspection Report
4. Children's Home inspection reports x2

Area SEND inspection of Hillingdon Local Area Partnership

Inspection dates: 29 April 2024 to 3 May 2024

Dates of previous inspection: 28 November 2016 to 2 December 2016

Inspection outcome

The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements.

The next full area SEND inspection will be within approximately three years.

Ofsted and the Care Quality Commission (CQC) ask that the local area partnership updates and publishes its strategic plan based on the recommendations set out in this report.

Information about the local area partnership

The London Borough of Hillingdon and North West London Integrated Care Board (ICB) are responsible for the planning and commissioning of services for children and young people with SEND in Hillingdon.

The commissioning of health services changed across England in 2022. On 1 July 2022, North West London ICB became responsible for the commissioning of health services in Hillingdon.

The local authority commissions one main provider to deliver alternative provision (AP) for children or young people who are at risk of, or have been, permanently excluded. This commissioning also includes short-term placements for children or young people whose medical needs prevent them from attending mainstream school and/or who have recently arrived in the local area and are awaiting a place in a mainstream school or further education. The local authority also commissions a range of other provisions, including unregistered provision, to meet the needs of children and young people who are educated other than at school.

What is it like to be a child or young person with SEND in this area?

While leaders have made many improvements, overall, children and young people and their families have a varied experience. For example, while children in early years have their needs identified swiftly and receive prompt support, others are only having their needs identified once they move to alternative provision. This is too late. It has meant that some children and young people have not been able to sustain their education in their mainstream school. Once pupils are in the alternative provision, they are well supported.

While the local area issues new education health and care (EHC) plans in an increasingly timely way, the same timeliness cannot be said about issuing final amended plans that are agreed as an outcome of the annual review process. Many are issued late. Furthermore, the quality of EHC plans is variable. While more recent plans are of better quality, some children and young people have moved through different phases of their education with EHC plans that are no longer meaningful to those working with them.

More children and young people now stay in Hillingdon for their education. Leaders have successfully worked with schools and multi-academy trusts to expand the number of places available in special schools, resourced provision and designated units. Parents and carers speak highly of the quality of specialist education in the local area. However, some parents state that their children are not as well supported in mainstream schools. Leaders know this and are working with schools as part of their improvement work to develop more inclusive approaches.

Vulnerable children and young people, including new arrivals into Hillingdon, such as Ukrainian families and unaccompanied asylum-seeking children, are well supported by the local area partnership. This includes training for schools and practitioners in health and social care who work with families in identifying and supporting their SEND or health needs. Most children in care who live in residential special schools, receive regular and planned visits by their social workers. These children settle into the provision quickly and go on to achieve well.

The dynamic support register (DSR) is well established in Hillingdon. There is careful transition as young people move through to the adult DSR. Collectively, the approach to the management of the DSR means that children and young people get the right support at the right time.

There is variability in how well information about children and young people's needs is shared across the partnership. Where it works well, such as within early help services, children and young people benefit from strong and timely support. At other times, shortfalls in information-sharing all combine to mean that some children and young people 'slip through the net' and do not consistently get the right support when they need it. For example, sometimes when some children and young people start their placement in alternative provision, the provider does not receive the information that

they need from the referring school. Furthermore, the timeliness and quality of health and social care practitioners input into EHC plans is inconsistent.

There are strengths in how well leaders work with children and young people, including where co-production has been effective. For example, there are different groups such as 'talkers' and 'step up' and strong evidence of the 'you said, we did' approach. Young people are particularly proud of their 'walking in our shoes' training that they create and deliver. This project helps services to make positive changes to their work because practitioners develop a better understanding of SEND.

Children and young people wait too long for neurodisability assessments in Hillingdon. The average wait time is 18 months. Children and young people can access support while they wait for assessment. Leaders have well developed plans in place to reduce waiting times. In Hillingdon, children and young people are assessed on different pathways for autism and ADHD, and, in some cases, this means children and young people waiting twice for a full assessment of their needs.

What is the area partnership doing that is effective?

- Leaders across the partnership are highly ambitious. They work collaboratively with a range of stakeholders, including children and young people to inform their work. This includes the creation of the 2023 to 2028 five year 'SEND and alternative provision strategy' and their approach to joint commissioning. Much of the partnership's improvement work is well underway, but it is too early to see the sustained impact of some strategies.
- Leaders have built very positive working relationships with the Hillingdon parent carer forum (PCF). The PCF speaks highly of communication with the local area and their involvement in moving the SEND agenda forward. The Hillingdon SEND information, advice and support service (SENDIASS) is also well regarded by the PCF.
- Children and young people typically achieve well at the end of their primary, secondary or further education. Young people benefit from a range of strategies to effectively prepare them for adulthood. For example, the local area has worked with its partners to develop a strong approach to supported internships. Many young people go on to paid employment. More recent projects include working with a further education provider to offer high numbers of young people access to a six-week course of 'vocational carousels' and bespoke careers guidance. Leaders' work is helping more young people to stay in education, training, or employment.
- Children with more complex needs are well supported by those working in the children with disabilities team. Many receive comprehensive and detailed packages of support that help parents and carers continue caring for children at home. This support helps prevent family breakdown. Children known to the youth justice service also receive early and appropriate intervention from youth justice officers. They are also well supported by therapy teams.
- CAMHS learning disability team offers effective support to children and young people, for example through positive behaviour support plans.

- There is lots of positive work going on to help identify SEND in young children, including the role of the early years advisers in supporting nurseries and childminders. Children who receive speech and language therapy pre-school are successfully supported with transition into Reception through a summer holiday play session. Further speech and language support is provided where needed.
- Leaders have invested in making early support funding (ESF) available to specifically focus on helping children with SEN support. The success of the use of the ESF can be seen in the significant reduction in those children or young people who go on to need an education, health and care needs assessment.
- The designated clinical officer (DCO) role in Hillingdon is jointly commissioned by the ICB and Hillingdon Borough Council. This approach enables the DCO to work strategically across the partnership. The child development centre provides an effective multi-agency and needs-led approach when children are referred with undiagnosed health conditions. Children and young people are assessed using a multidisciplinary approach by paediatricians and therapists. This is an example where parents telling the story once works well.
- Every special school in the local authority has an allocated school nurse who provides health interventions to support children, such as promoting oral hygiene and continence.

What does the area partnership need to do better?

- Expectant parents do not receive a routine face-to-face health visitor antenatal contact. The current offer is a group session via a digital platform, and less than half of expectant parents currently attend. Similarly, children do not benefit from an integrated two-year-old review. Collectively, this means potential needs may not be identified at the earliest opportunity.
- Some young people who meet the clinical threshold for a learning disability diagnosis do not benefit from a formal diagnosis. Once they reach the age of 18, the lack of a diagnosis means that they cannot access some required adult services. Not having a learning disability diagnosis may also prevent access to certain benefits and reasonable adjustments in later life.
- The local area's approach to quality assuring EHC plans and annual reviews is not robust. It focuses too much on compliance rather than on quality. Currently, it is not enabling leaders to pick up weaknesses, particularly where: preparation for adulthood (PfA) is not well embedded from Year 9 onwards; outcomes lack specificity and do not map out well where children and young people need to be by the next phase of their education; health and social care information is either out of date, incomplete or missing; and the voice and aspiration of children and young people are not used well in shaping plans.
- Inspectors found that too often health and social care professionals were not invited, did not attend, or did not submit updated advice for annual reviews. Amendments to EHC plans are largely led by schools as part of the annual review. Consequently, the plans focus too heavily on education. Health and social care practitioners told inspectors that they do not consistently see draft plans to check before they are

finalised. Overall, many EHC plans are not useful. They do not give an accurate picture of the range of needs and provision of the children and young people who should be at the heart of the plan, particularly as they move from one phase of education to another.

- Leaders are aware that some mainstream schools are not doing enough work to identify children and young people's SEND at the earliest opportunity. Some young people who spoke with inspectors said that schools did not understand that their behaviour was a form of communication. Leaders have identified that they need to do further work to reduce the rate of suspensions and permanent exclusion for children and young people with SEND. They have put in place some very recent initiatives, such as the early intervention and inclusion panel. At the time of the inspection, it was too early to see the full and sustained impact of this work.
- Across the partnership, there are some gaps in practitioners' knowledge of how to understand and better support children and young people with SEND. Leaders have identified this weakness but their work in this area is at a very early stage of implementation.
- Some young people do not benefit from early presentation to the transition panel. This leaves children and their parents anxious about next steps into adulthood. While the transition plan assessment is helpful and detailed about children's current and future needs, parents' views are represented much more strongly than the views of their children.
- There are aspects where leaders' evaluation of the success and impact of their work lacks rigour. When this happens, leaders do not gain valuable insights into the lived experiences of children and young people and/or where further improvements could be made. This includes how effective the education provision is for those children and young people with an EHC plan who are receiving their education other than at school or college. In addition, some important information that could come from the SENDIASS team is not currently being considered as well as it should.
- The local offer is not well established. For example, many parents or young people spoken to during the inspection were not aware of it. Similarly, the short break offer is not well developed. Some children and young people wait too long to access provision, for example due to a lack of appropriate equipment.
- While there are some powerful examples of co-production and engagement with young people, there is still more to do. For example, children and young people are not directly represented on the local offer steering group or in groups overseeing governance of the SEND agenda. This means that their views are not being sufficiently heard, for example in relation to the local offer and their views on PFA.

Areas for improvement

Leaders in education, health and social care should collaborate in a multi-agency approach to strengthen and embed their quality assurance framework of existing, amended EHC plans and annual reviews. This includes:

- improving the quality and timeliness of contributions from health and children's social care practitioners into the plans
- improving the quality and timeliness of annual reviews
- more effectively using the voice and aspirations of children and young people when shaping their EHC and/or amended EHC plan
- ensuring that PfA is more effectively planned from Year 9 onwards
- improving the specificity of outcomes, ensuring that they help the child or young person in readiness for transfer through to their next phase of education
- significantly increasing the timeliness with which final amended EHC plans are issued.

Leaders should improve how well information about children and young people and their families is shared and used between and across all those involved in the partnership. This should focus on ensuring that:

- systems to share information about children and young people are more robust and prevent them from 'falling through the net'
- when children and young people move between settings, schools and colleges, information is shared in a timely way so that everyone works together to ensure that the support for children and young people is implemented quickly
- leaders use a wider range of information to inform how they evaluate children and young people's needs and understand families' lived experiences.

Leaders need to refine their strategies for training the workforce across education, health and social care in better understanding and supporting children and young people and their families. This should include how well mainstream schools identify children's needs in relation to SEND and then effectively plan provision that meets their needs, thereby helping to avoid the risk of suspension and/or permanent exclusion.

Leaders across the partnership need to further improve their support for young people in PfA. They should focus on:

- ensuring that those young people with a learning disability under the age of 18 can receive a formal diagnosis when required to ensure a smooth and planned transition through to adult services
- ensuring that all children and young people benefit from an effective and timely presentation to the transition panel
- more robustly capturing the voice of children and young people and their lived experience about the partnership's approach to PfA.

Local area partnership details

Local authority	Integrated care board
Hillingdon Local Authority	North West London Integrated Care Board
Julie Kelly, Corporate Director Children's Services	Rob Hurd, Chief Executive Officer
www.hillingdon.gov.uk	www.nwlondonicb.nhs.uk
Civic Centre High Street Uxbridge UB8 1UW	15 Marylebone Road London NW1 5JD

Information about this inspection

This inspection was carried out at the request of the Secretary of State for Education under section 20(1)(a) of the Children Act 2004.

The inspection was led by one of His Majesty's Inspectors (HMI) from Ofsted, with a team of inspectors, including: two HMI from education and social care; a lead Children's Services Inspector from the CQC; and another Children's Services Inspector from the CQC.

Inspection team

Ofsted

Sam Hainey, Ofsted HMI, lead inspector
Kieran Bird, Ofsted HMI
Julie Knight, Ofsted HMI

Care Quality Commission

Claire Mason, CQC lead inspector
Sandra Smith, CQC inspector

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Inspection of Hillingdon London Borough Council

Inspection dates:

12 to 14 February 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Overall effectiveness at previous inspection	Good

Information about this provider

London Borough of Hillingdon's adult education service, known as Learn Hillingdon, is managed by the council's children's services directorate. At the time of the inspection, there were 1,264 learners. Most learners study courses at level 1 or below with a third studying courses at level 2 and 3. Approximately half of all learners study courses that lead to a qualification.

Courses are provided to build learners' vocational skills, primarily in childcare, supporting teaching and learning in schools, and in the health and social care sector. English for speakers of other languages (ESOL), English and mathematics form a large part of the curriculum on offer. The service also delivers provision aimed at building the independent living skills of adults who have special educational needs and/or disabilities (SEND), and provision for learners who have mental health needs. Courses are taught at three main sites, at outreach locations across the borough and online. Since the previous inspection, Learn Hillingdon has relocated to new centres in Uxbridge town centre and Hayes.

What is it like to be a learner with this provider?

Learners study in safe, friendly and welcoming learning environments wherever they learn. Courses are taught in various locations and online at times that suit learners' personal circumstances. Subsequently, learners from a diverse range of communities attend the courses offered. They enjoy socialising at the Uxbridge sites' communal areas. Many make new friendships that they maintain outside of attending classes. Learners, who come from diverse backgrounds, feel valued and included.

Tutors develop respectful and caring relationships with learners. Learners show high levels of respect for each other and their tutors. For example, during online breakout groups learners hold robust but respectful discussions about supporting children in care settings. Learners practising for interviews listen to each other's views and give positive feedback to each other. This helps them to look at things from other people's points of view.

Learners take part enthusiastically in their classes. Tutors explain things clearly and this helps learners understand topics. Tutors show patience towards learners and provide extra sessions when learners need additional support. Learners value greatly the support that tutors and staff provide. They diligently complete work in and out of the classroom because they are motivated to achieve. In classes, they work cooperatively with each other.

Learners have access to a wide range of activities outside of classes. For example, learners attend a UK Parliament week debate and develop the confidence to express their views. Adults who have SEND have good opportunities to study additional courses, such as entrepreneurship. They volunteer and organise a clothes and toy bank for other learners. Visiting speakers motivate and inspire learners to achieve. Learners enjoy these additional activities that help boost their confidence. However, not all learners are aware of the range of activities on offer.

Learners are well prepared for their next steps once they complete their course. Tutors provide learners with effective advice and guidance so that they are well informed about the opportunities available to them. For example, learners studying vocational courses benefit from individual guidance, where they plan their potential career route. ESOL learners understand the different levels of course they can progress to. Many learners progress to higher-level courses and a high proportion achieve their qualification.

What does the provider do well and what does it need to do better?

Leaders and managers make sure that the curriculum offer meets local needs effectively. Vocational courses equip adults with the knowledge they need to progress towards their career goals in areas where there is high demand for qualified staff, such as in the education and care sectors. Courses for adults who have SEND help them maintain and develop their independent living skills very well, such as managing money and cooking. Courses that promote good mental health

and well-being have a strong social impact, such as reducing feelings of isolation. ESOL courses help learners in their day-to-day lives to, for example, communicate with teachers at their child's school or their doctor.

Leaders and managers collaborate very well with partners to make sure courses reach learners who face significant barriers in their lives. For example, by working with public health, children's centres and voluntary organisations, they successfully engage learners from traveller communities and those living in temporary accommodation.

Tutors mostly complete thorough assessments of what learners know and can do at the start of their course. They use this information well to make sure that learners are on courses that meet their needs effectively. ESOL tutors review learners' progress early on to check that learners are on the right course. However, in a few instances, for example in functional skills mathematics, tutors do not use this information effectively in order to plan teaching, and, as a result, learners do not make the progress they are capable of.

Tutors, who have good subject knowledge and expertise, teach the curriculum well so that learners remember what they are taught. For example, ESOL tutors teach the alphabet and develop simple day-to-day vocabulary before teaching learners how to construct a simple sentence. As the course develops learners understand how to ask and respond to questions and have simple conversations. In vocational subjects, such as preparing to work in schools, tutors design industry relevant scenarios on topics such as behaviour. They use these skilfully to show learners how the theory they learn is used in practice.

Tutors use questioning effectively, to make sure that learners have a secure knowledge of previously taught content. Tutors who teach learners with SEND break down tasks into small, manageable steps. They reinforce learning through repeating information using different methods and resources, such as worksheets, mini whiteboards and clear verbal explanations.

Tutors mostly provide useful feedback to learners on how to improve their work. For example, tutors correct learners' spelling and grammar and show them how to avoid future errors. This encourages learners to improve their work to a good standard. Learners are proud of the work they produce. Those on English courses create well-written formal letters. ESOL learners complete forms correctly, structure sentences and use punctuation accurately. However, in a few instances tutors do not provide good enough feedback so that learners know specifically what they need to do to improve.

Through the curriculum, tutors promote learners' mental and physical health effectively. For example, learners attend workshops where they learn strategies to help them prepare for examinations. Learners understand the link between good physical and mental health. Tutors encourage ESOL learners to set goals to support their physical health. Those with SEND cook healthy meals and take part in exercise classes.

Leaders and managers are considerate of the workload and well-being of their staff. Staff say they are proud to work at Learn Hillingdon. Leaders and managers provide a range of good opportunities for tutors to develop their teaching skills. For example, tutors who teach learners with SEND benefit from specific training on sensory processing and neurodivergence.

Leaders and managers take effective action to assure themselves of and improve the quality of the provision. They are self-critical, reflective and committed to continuously improving the provision. They intervene effectively when the quality of the provision is below the standards expected. Through well-considered action, they make the improvements needed.

Senior leaders and the advisory board provide good oversight and scrutiny of the provision. They are knowledgeable about what the service does well and what needs improving. Leaders and managers provide the advisory board with a good range of useful information on the quality of the provision. This allows them to understand the strengths and areas for improvement and challenge managers on any underperforming areas.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Consistently use information on what learners know and can do to teach learners a curriculum that meets their individual needs.
- Provide learners with specific feedback on how to improve their work.
- Promote more widely the good range of activities on offer that support learners personal development.

Provider details

Unique reference number	53129
Address	Learn Hillingdon Adult Community Education, Hillingdon London Borough Council Civic Centre High Street Uxbridge UB8 1UW
Contact number	01895 556455
Website	www.hillingdon.gov.uk/adult-education-centres
Principal	Debbie Scarborough
Provider type	Community Learning and Skills - Local Authority
Date of previous inspection	4 December 2019
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the service manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jon Bowman, lead inspector	His Majesty's Inspector
Christina Christou	Ofsted Inspector
Sam King	Ofsted Inspector
Daisy Agathine-Louise	Ofsted Inspector
Julia Stevens	Ofsted Inspector
John O'Connell	Ofsted Inspector

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2784402

Registered provider: London Borough of Hillingdon

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and operated by a local authority and provides care for one child with social and emotional difficulties.

The home and the manager were registered with Ofsted in May 2024.

The manager also manages another home that is registered with Ofsted.

Inspection dates: 28 and 29 January 2025

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: not previously inspected

Overall judgement at last inspection: not applicable

Enforcement action since last inspection: not applicable

Inspection judgements

Overall experiences and progress of children and young people: good

Since the home was registered with Ofsted, two children have lived at the home. Staff provide support to highly vulnerable children for short periods, allowing time for children's needs to be assessed.

The child currently living in the home has developed a good relationship with staff and says that staff are 'funny'. The child feels that their life has improved since moving into the home and they feel safe.

The child's emotional and physical health needs are well met. They have access to local health services and benefit from therapeutic support. This gives the child opportunities to talk about their emotions and feelings in a safe space.

Staff encourage the child to develop independence skills suited to their abilities. With some help from staff, the child can now do their own laundry and clean their bedroom. Additionally, staff support the child's passion by helping them cook dishes from their culture.

The child enjoys activities such as going bowling, ice-skating and taking part in karaoke. The staff have embraced the child's interest around football, including visiting sport shops.

The child is in the process of moving on from the home. Staff understand the importance of children having a smooth transition process when it is time to leave. Staff took the child to see their new home, and the child enjoyed the visit.

The child is enrolled at a school, but staff find it difficult to support the child to consistently attend. Instead, they work with the school so that the child has resources to study in the home. There are discussions about the child having a tutor so that they can benefit from structured learning in an alternative way.

How well children and young people are helped and protected: good

Staff adopt a multi-agency approach to ensuring children's safety. They are aware of the children's vulnerabilities and ensure that risk assessments are regularly updated. These assessments help to guide staff on the strategies needed to keep children safe.

When incidents happen, physical holds are only used as a last resort and only when a child puts themselves or others at risk.

When children go missing from the home, staff communicate with family members to get extra information about their whereabouts. For the child currently living in the home, this is helpful as they are usually found to be with friends. Despite staff efforts in locating

children, leaders and managers are not consistently requesting independent return home interviews.

Staff are committed to helping the child understand the concerns professionals have about them. The child takes part in key-work sessions with staff, discussing community safety, the effects of bullying, risks associated with harmful substances, and positive behaviour.

Staff understand that the internet can be an unsafe place for children. There are safeguards in place to make sure that the child only accesses child-friendly sites. The child also gives their mobile phone to staff at night. Staff explain to the child the reason that this boundary is in place.

The effectiveness of leaders and managers: good

The home is run by an experienced registered manager, who receives support from the responsible individual.

Staff receive support through regular supervision. One staff member finds it 'therapeutic'. Staff also benefit from team discussions, where they reflect on their practice, receive updates on the home and discuss how the team can improve.

Staff have regular training opportunities. Staff find that training helps them to support children and to remain up to date on current issues that affect children.

There are monitoring systems in place to analyse children's care. This helps leaders and managers understand children's progress, experiences and where additional support is needed. However, not all information in the child's file is up to date. For example, the child's care plan does not include information about the child's cultural needs.

Professional feedback is varied. The child's social worker commends staff for their communication. However, police say that staff do not always report missing-from-care episodes correctly. The child's school is not consistently informed about the child's whereabouts.

What does the children's home need to do to improve?

Recommendations

- The registered person should ensure that when a child returns home after being missing, that they are provided with an opportunity to have an independent return home interview. ('Guide to the Children's Homes Regulations, including the quality standards', page 45, paragraph 9.30)
- The registered person should ensure that they are working in partnership with the child's school and police to ensure that these professionals have up to date and correct information about the child. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.3)
- The registered person should ensure that children's case records are always kept up to date and contain accurate information about the child. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.3)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

Children's home details

Unique reference number: 2784402

Provision sub-type: Children's home

Registered provider: London Borough of Hillingdon

Registered provider address: London Borough of Hillingdon, Civic Centre, High Street, Uxbridge UB8 1UW

Responsible individual: Jenna Cowling

Registered manager: Jane Graver

Inspector

Chelsea Agyeman, Social Care Inspector

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2490938

Registered provider: London Borough of Hillingdon

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This local authority children's home provides care for up to four children who experience social and emotional difficulties. Most referrals to the service are for children in crisis who are experiencing long-term placement breakdown, often due to behaviours which their current placement is struggling to manage and they have served notice.

The statement of purpose states the home should be considered as a long-term placement that can support children until they are ready to return home or move on to post 16-accommodation.

The home registered with Ofsted in August 2018. The manager registered with Ofsted in October 2023.

There were two children living in the home at the time of the inspection.

Inspection dates: 7 and 8 May 2024

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **good**

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 25 September 2023

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/09/2023	Full	Good
17/08/2022	Full	Requires improvement to be good
15/02/2022	Interim	Sustained effectiveness
15/09/2021	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Children experience good, individualised care from empathetic and committed staff. Children develop trusting and positive relationships with staff who know them well. Managers and staff work hard to ensure that children feel that where they live is their 'permanent' home. One social worker described staff as 'resilient'. Consequently, children experience care that is consistent and unconditional and helps them to make good progress from their starting points.

Staff help children to understand the importance of education. One child has 100% attendance at school and is doing well. Staff work hard to ensure that the other child engages in education, offering to take them to and from school. Managers offer academic unit awards as an alternative means of study for children to achieve qualifications. Despite staff's efforts, the second child's consistent attendance in school continues to be problematic.

Staff encourage children to engage in a wide range of social and leisure activities. Children can choose the activities they wish to do, for example, going to football, Scouts and trampolining. Staff understand the importance of these activities in promoting confidence, social skills, self-esteem, and independence for children. Consequently, when children decline such activities, staff persevere in identifying their interests and hobbies and working to support them to participate.

Staff provide children with a range of ways to express their views, wishes and feelings. Children have regular key-work sessions and access to a QR code in the home that enables them to provide feedback electronically. Staff promote attendance at weekly children's home meetings, where children can express their wishes regarding activities and food menus and say how they are feeling. One of the children has recently started to attend the local authority children in care participation group.

Staff support children in moving on positively from the home. Staff helped one child to prepare for a move to semi-independent living by the child taking exam modules focusing on demonstrating independence skills. Staff continue to support this child and there are clear plans for staff to take them to their upcoming GCSE exams. Staff celebrate endings as significant events in children's lives, with a party attended by friends and staff where children are given leaving presents. Consequently, this reinforces children's sense of belonging.

How well children and young people are helped and protected: good

Children say they feel safe in the home. Children have staff that they can approach if they have any worries or concerns. One child disclosed information to staff that led to additional safeguarding measures being implemented. Managers and staff have ongoing concerns regarding the safety of this child in the community. One staff member said the

child felt comfortable to share this information now but had previously not communicated with staff in this way.

Staff ensure risk assessments for children are up to date. These assessments clearly identify vulnerabilities for children, with strategies for staff to follow to reduce the likelihood of harm. Managers have an appropriate overview of these assessments. Staff talk to children about the potential risks to them and use the exam modules to reinforce understanding of, for instance, online safety. Consequently, children's safety in the home and in the community remains a focus for staff.

Staff know the procedures to be followed when children go missing from the home. Staff follow children if they leave the home without permission or if there is an immediate concern regarding where they may be going. Managers and staff are proactive in alerting children's professional networks when they assess that strategies and protocols to manage children going missing from their care are not working. Managers have a clear focus on advocating for children to ensure that they remain safe.

When incidents occur involving children, the quality of recording and analysis of these events are good. Staff help children to reflect on incidents to understand what the possible triggers may have been. Behaviour support plans outline how staff can promote positive behaviour before situations escalate. Children and staff who were present at the time of incidents are appropriately debriefed. In one serious incident involving the police, staff were clear with the child that, despite what had happened, they held no grudges and still cared about the child. Consequently, children receive clear messages that staff will not reject them due to their behaviours.

Managers ensure that the home remains a safe place for children to live and staff to work in. Some staff have specific responsibilities for fire safety and health and safety matters. Staff diligently undertake regular health and safety checks. Staff encourage children to keep their bedrooms clean and tidy and take pride in the home.

The effectiveness of leaders and managers: good

Leaders and managers are highly effective. An experienced manager leads the staff team and is supported by an equally experienced deputy and seniors. The responsible individual is a visible presence in the home, regularly spending time with children and staff. Staff commend the manager for bringing clarity and direction in the form of clear processes and procedures.

Leaders and managers are progressing their plans to develop the home into a long-term therapeutic living environment for children. The manager is driving this initiative and is completing a therapeutic counselling course. The manager has plans to share the learning and practice from this course with staff to enhance the care and support offered to children. Leaders and managers have revised their admissions processes to ensure that emergency admissions are kept to a minimum. This means that children are less likely to have competing needs as leaders place a strong emphasis on considering the impact on children already living in the home.

The core staff team has been in place for many years. Staff receive appropriate supervision and support from managers to carry out their roles and responsibilities. Supervision files show evidence of reflective discussion and challenge. Staff undertake training and development to meet the needs of children. A recent six-week training programme on attachment and trauma had a significant impact on staff. Staff said the training helped them to appreciate how loss and trauma influenced children's responses. Children benefit from this supportive and reflective approach.

Leaders and managers acknowledge that the workforce development plan should be reviewed to ensure that staff are completing all relevant training as necessary.

Leaders and managers strive to improve the quality of care offered to children. Effective monitoring processes ensure that leaders and managers have an overview of the day-to-day activities in the home. Leaders and managers value the scrutiny provided by the independent visitor and feedback from external professionals in developing the service.

Leaders and managers work effectively with external and specialist agencies. Leaders and managers initiate contact with drug and alcohol services, sexual health services, child exploitation teams and counselling services as required. This ensures that children receive coordinated and targeted support to meet their needs and promote their well-being.

What does the children's home need to do to improve?

Recommendation

- The registered person should ensure that the workforce development plan is reviewed in line with the training available to staff, to confirm whether some additional training offered should be mandatory. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.8)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

Children's home details

Unique reference number: 2490938

Provision sub-type: Children's home

Registered provider: London Borough of Hillingdon

Registered provider address: London Borough of Hillingdon, Civic Centre, High Street, Uxbridge UB8 1UW

Responsible individual: Jenna Cowling

Registered manager: Jasmine Johnson

Inspector

Colin Bent, Social Care Inspector

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2785128

Registered provider: London Borough of Hillingdon

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and operated by a local authority and provides care for one child with social and emotional difficulties.

The home and the manager were registered with Ofsted in May 2024. The manager also manages another home that is registered with Ofsted.

Since the home was registered, one child has moved in.

Inspection dates: 3 and 4 September 2024

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: not previously inspected

Overall judgement at last inspection: not applicable

Enforcement action since last inspection: not applicable

Inspection judgements

Overall experiences and progress of children and young people: good

After some initial difficulties, the child is now settled, and their overall experiences and progress are good. Staff have worked closely with the child's social worker, health professionals and the local police. Together, they have ensured that the child is safe and is thriving physically, emotionally and socially.

Staff have built nurturing relationships with the child. The child can identify a member of staff to speak to if they are unhappy about anything.

Staff have ensured that the child is registered with health services. For example, the child is registered with a local dentist and has had a routine check-up.

Staff ensure that the child can participate in activities. However, on one occasion, an activity that had been arranged was not age appropriate.

Staff are working with the virtual school to secure a suitable school placement. However, as the new school term starts, not enough thought has been given to planning educational activities to help to prepare the child for school.

There are shortfalls in how staff record the child's daily experiences. Key information is sometimes missing. For example, the child has decided to stop practising their religion. Despite this being known, staff have not updated the child's records.

How well children and young people are helped and protected: good

Staff are acutely aware of the child's vulnerabilities and their responsibility in keeping them safe.

Since the home has opened partnership working has evolved. This multi-agency approach ensures that appropriate support is in place to support the child's progress and maximise their potential. Staff have formed good relationships with the police and regular meetings take place with the child's professional network to discuss strategies that are helping to keep the child safe. As a result of this joined-up work, the child is no longer going missing from home. When incidents happened previously, the police were often called out to de-escalate situations. This is no longer a concern, and serious incidents in the home are now rare.

When the child has raised a concern about a member of staff, senior leaders have ensured that all information is promptly shared with the right professionals. However, the record made when a complaint is raised does not clearly show the different stages of the process, including the outcome.

Safer recruitment processes are in place to ensure that all staff are qualified and safe to work with children.

The effectiveness of leaders and managers: good

The manager provides good leadership to the staff team and demonstrates a strong commitment to providing a good standard of care to the child.

Staff receive a wide range of training, which centres on the child's specific needs and vulnerabilities.

Staff supervision helps to challenge staff practice and to improve the care given to the child. This is further supported by team meetings. However, records do not always show that team meetings are reflective and that the child's needs are discussed in staff supervisions.

Feedback from the child's social worker is positive. They are happy with the support that staff provide, and they can see an improvement in the child's behaviours.

Senior leaders make use of appropriate monitoring systems to analyse the child's care. This helps them to understand the child's progress and experiences and where staff can improve on their practice. However, the manager's monitoring and oversight of the child's records need improving.

What does the children's home need to do to improve?

Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>The registered person must maintain records ("case records") for each child which—</p> <p>include the information and documents listed in Schedule 3 in relation to each child;</p> <p>are kept up to date; and</p> <p>are signed and dated by the author of each entry. (Regulation 36 (1)(a)(b)(c))</p> <p>In particular, the registered person must ensure that all children's case records are legible and include appropriate detail to help staff to care for children.</p> <p>The registered person must ensure that children's wishes, complaints, activities, rewards and daily experiences are well recorded.</p>	5 November 2024

Recommendations

- The registered person should ensure that supervision allows staff to reflect on their practice and the needs of the children in their care. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.2)
- The registered person should ensure that when children are not participating in education, they should be supported to engage in suitable structured activities. ('Guide to the Children's Homes Regulations, including the quality standards', page 28, paragraph 5.15)
- The registered person should ensure that children are offered a wide range of age-appropriate activities. ('Guide to the Children's Homes Regulations, including the quality standards', page 31, paragraph 6.5)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

Children's home details

Unique reference number: 2785128

Provision sub-type: Children's home

Registered provider: London Borough of Hillingdon

Registered provider address: London Borough of Hillingdon, Civic Centre, High Street, Uxbridge UB8 1UW

Responsible individual: Jenna Cowling

Registered manager: Jane Graver

Inspectors

Chelsea Agyeman, Social Care Inspector
Josephine Onwubiko, Social Care Inspector

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PERSISTENT ABSENTEEISM REVIEW

Committee name	Children, Families & Education Select Committee
Officer reporting	Ryan Dell – Democratic Services
Papers with report	Appendix 1 – Updated Scoping Report Appendix 2 – Guidance on Policy Reviews Appendix 3 – Updated revised draft recommendations
Wards	All

HEADLINES

Background

As part of the review into persistent absenteeism, Members are requested to consider findings, conclusions and early draft recommendations in relation to the review for broader discussion and stocktake of the review to-date.

Summary

The Committee has held six witness sessions. The intention of these sessions was to obtain feedback from a wide range of stakeholders with a view to improving school attendance.

1. At the first witness session Members heard from key officers representing the Council's Education Team – Kathryn Angelini (Assistant Director for Education), and Sally Edwards (Attendance Support Officer).
2. At the second witness session Members considered a range of information from other Local Authorities.
3. At the third witness session, the Committee heard from representatives from schools, who discussed their experiences of persistent absenteeism.
4. The fourth witness session afforded Members the important opportunity to hear directly from young people as to their personal experiences.
5. The fifth witness session was attended by key officers from the safeguarding team – Alex Coman (Director for Safeguarding, Partnerships and Quality Assurance) and Donna Hugh (Safeguarding Manager).
6. Finally, the sixth witness session allowed Members to meet with a large number of parents and carers.

Members are now requested to start to firm up their conclusions and recommendations so these can be worked up in more detail and ultimately incorporated into the final report to Cabinet.

To assist with this, in March 2025, a meeting was held with the Chair, Opposition Lead and Officers to formulate 8 draft recommendations which are presented for consideration and to assist

the Committee following a substantial process of distilling all the relevant information and findings from the review.

Following discussion at the March Select Committee, the draft recommendations have been revised as per the attached.

RECOMMENDATIONS:

That the Children, Families & Education Select Committee:

- 1. Agree the revised recommendations to be included in the final report; and**
- 2. Agree to delegate approval of final report and its submission to Cabinet, on behalf of the Committee, to the Democratic Services Officer, in conjunction with the Chair, and in consultation with the Opposition Lead.**

Note: given the next Committee meeting is in June 2025, the Committee may wish to delegate finalisation of the report and its submission to Cabinet, to ensure it's consideration by Cabinet at the earliest opportunity. However, all Members will be given the opportunity to review the final version prior to this.

SUPPORTING INFORMATION

In considering this item, Members should bear in mind the following:

1) Scoping report – looking at the original parameters of the review

The updated review scoping report is attached so Members can be reminded of the original Terms of Reference as set out below:

1. To identify the prevalence and patterns of persistent absenteeism in statutory school age children in Hillingdon, including a reference to primary planning areas
2. To explore the root causes and contributing factors of persistent absenteeism in statutory school age children in Hillingdon
3. To consider the impact of persistent absenteeism on academic outcomes on statutory school age children in Hillingdon
4. To understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders
5. To review the effectiveness of existing interventions and policies in place for children and families struggling with persistent absenteeism in Hillingdon
6. To explore the measures in place for child protection and safeguarding in relation to attendance
7. To review and identify the trends and patterns of persistent absenteeism when considering demographic factors such as age, race, religion, wealth and disability, as well as considering differences between the North and South of the borough.
8. To review how other Local Authorities, including statistical neighbours, are tackling persistent absenteeism
9. Subject to the Committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet

2) Policy review guidance

Members are reminded of the guidance issued on undertaking policy reviews, and asked to consider if the draft recommendations:

- Meet the initial aims/ objectives of the review (as above)
- Be SMART, Specific, Measurable, Achievable, Relevant, Time-bound
- Not be a short-term fix, but a lasting outcome
- Consider the financial aspect, e.g. cost neutral, provide savings or if at a cost, then affordable – and if possible, aligned with the MTFF (budget planning process)
- Are based on a broad evidence base as possible and ‘user or resident’ insight
- Not create additional bureaucracy, e.g. if it relates to a policy, then to seek to review or amend existing policies (unless there is an absolute imperative for a new policy)
- If publicity or wider engagement or education is recommended, to target such communications as best as possible rather than generally
- Consider ‘conclusions’ as well as any specific recommendations.

3) Minutes of previous meetings

Minutes of the six witness sessions (including the confidential sessions) have been shared, which may assist in Members’ considerations.

Committee Members may also wish to bring their own findings and thoughts based upon the various witness testimony received.

Democratic Services will then “road-test” any draft recommendations from the Committee, looking at their feasibility with the relevant service area and report back to the Committee to a subsequent meeting, in preparation for shaping the final draft report for the Committee’s approval.

RESIDENT BENEFIT

It is intended that the review will support the work of the Attendance Support service in helping to shape its ways of working, identifying areas of weakness and how overall engagement with key stakeholders can be improved.

FINANCIAL IMPLICATIONS

N/A.

LEGAL IMPLICATIONS

N/A.

BACKGROUND PAPERS

NIL.

APPENDICES

Appendix 1 – Updated Scoping Report

Appendix 2 – Guidance on Policy Reviews



Children, Families and Education Select Committee

Review Scoping Report - 2024

Persistent Absenteeism: Statutory School Age Children in Hillingdon

1. OBJECTIVES

Aim of review

Following its meeting on 15 November 2023, the Select Committee agreed as its major review to consider the issue of attendance/ persistent absence of statutory school age children in Hillingdon, including how this has been impacted by the COVID-19 pandemic. This document serves as an introduction to the topic of persistent absenteeism and sets out in general terms the context within local government, the objectives, the challenges and offers a framework for any subsequent review.

It is intended that the review will support the work of the Attendance Support service in helping to shape its ways of working, identifying areas of weakness and how overall engagement with key stakeholders can be improved.

Terms of Reference

The following Terms of Reference are suggested for the review, subject to any changes agreed by the Committee:

1. To identify the prevalence and patterns of persistent absenteeism in statutory school age children in Hillingdon, including a reference to primary planning areas
2. To explore the root causes and contributing factors of persistent absenteeism in statutory school age children in Hillingdon
3. To consider the impact of persistent absenteeism on academic outcomes on statutory school age children in Hillingdon
4. To understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders

5. To review the effectiveness of existing interventions and policies in place for children and families struggling with persistent absenteeism in Hillingdon
6. To explore the measures in place for child protection and safeguarding in relation to attendance
7. To review and identify the trends and patterns of persistent absenteeism when considering demographic factors such as age, race, religion, wealth and disability, as well as considering differences between the North and South of the borough.
8. To review how other Local Authorities, including statistical neighbours, are tackling persistent absenteeism
9. Subject to the Committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet

2. BACKGROUND

Attendance Support team

The Attendance Support team currently consists of eight officers.

Context and key information

Government statistics have shown that COVID-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated.

The rate of absence in schools in England has increased significantly since the pandemic. The most recent full-year statistics (which cover the 2021/22 academic year) showed an overall absence rate of 7.6%, up from around 4–5% pre-pandemic. Within this, 5.5% of missed sessions were authorised absences and 2.1% were unauthorised. Authorised illness was the main driver, at 4.4%, (whilst unauthorised holiday absences sat at 0.4%). 22.5% of pupils were persistently absent, which is around double the pre-pandemic rate, and 1.7% of all pupils were severely absent compared to less than 1% pre-pandemic.

Prior to the impact of the pandemic, absence and persistent absence had been gradually declining since 2010, but there is no sign of a return to this trajectory. Being in school is important to every child's achievement, wellbeing, and wider development. Evidence shows that the pupils with the highest attendance throughout their time in school gain the best GCSE and A-Level results. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.

In 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. Similarly, in the same year, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on average 10 or more days over the key stage than those who achieved grade 9 to 5 in both English and maths.

Parents and carers have a legal duty to ensure their child gets a full time-education. Usually, that means going into school from the age of 5 to 16. There are only a small number of circumstances where missing a school day is permitted. A child must attend every day that their school is open, unless:

- They are too ill to attend.
- Permission has been given by the school in advance for the child to be absent on a specific day due to exceptional circumstances.

- A child cannot go to school on a specific day because they are observing a religious event.

It is important to note that this review will also consider persistent attendance prior to the COVID-19 pandemic.

Relevant Legislation

- [The Education Act 1996](#)
- [The Children Act 1989](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

External issues and risks

Persistent absenteeism can be impacted by a range of factors and challenges, including:

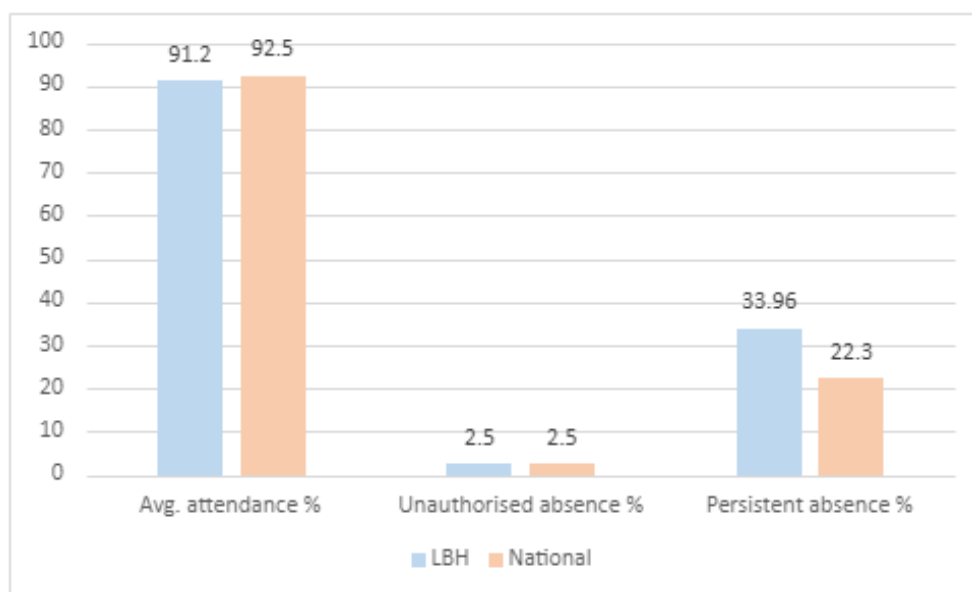
- **Health Issues:**
 - **Chronic Illness:** Children with long-term health conditions may face difficulties attending school regularly.
 - **Mental Health:** Mental health issues, including anxiety and depression, can contribute to school avoidance.
- **Socioeconomic Factors:**
 - **Poverty:** Families facing financial challenges may struggle to provide basic necessities, impacting a child's ability to attend school consistently.
 - **Housing Instability:** Frequent relocations and unstable housing situations can disrupt a child's education.
- **Family Dynamics:**
 - **Parental Involvement:** Lack of parental engagement or interest in a child's education can contribute to absenteeism.
 - **Family Issues:** Family conflicts, such as divorce or domestic violence, can impact a child's well-being and school attendance.
- **School Environment:**
 - **Bullying:** Instances of bullying or harassment at school may lead to a child avoiding attendance.
 - **School Culture:** Unsupportive or unwelcoming school environments can negatively affect student engagement.
- **Academic Challenges:**
 - **Learning Disabilities:** Undiagnosed or unaddressed learning difficulties can lead to frustration and avoidance of school.
 - **Lack of Relevance:** Students may disengage if they find the curriculum irrelevant or not challenging enough.
- **Transportation Issues:**
 - **Lack of Transportation:** Limited access to reliable transportation can hinder regular school attendance.

- **Peer Influence:**
 - **Peer Pressure:** Negative peer influence or the desire to fit in may contribute to absenteeism.
- **Communication Barriers:**
 - **Language:** Language barriers, particularly in families with limited English proficiency, can hinder communication between parents and schools.

Current data, best practice and research

Attendance in Hillingdon

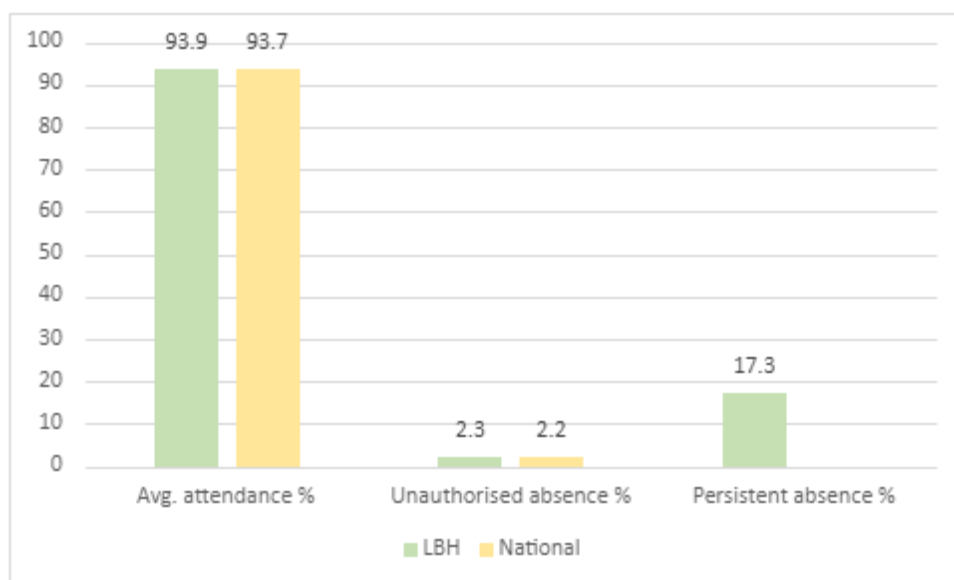
The graph below shows Hillingdon's Statutory School Age attendance rates during the last academic year (22/23) compared to those nationally. Data for statistical neighbours was not available at the time of writing (Nov 2023).



Data: Department for Education Aug 23

The data shows that whilst Hillingdon's overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, our rate of persistent absence is higher. A child who only attends school for 90% or less of the time is classed as a persistent absentee.

As we are at the start of the new academic year, there is limited data on attendance available. However, we are able to compare Hillingdon's rates of attendance and unauthorised absence with national figures.



Data: Department for Education 9 Oct 23

The data shows Hillingdon's overall attendance and rate of unauthorised absence remains broadly in line with figures recorded nationally. Whilst we are unable yet to compare our rate of persistent absenteeism, the figure above demonstrates an improvement on that recorded last year which is positive.

Further data and research will be identified as the review progresses.

Plan moving forward

In May 2022, the DfE published new guidance for attendance in schools 'Working together to improve school attendance' which came into effect from September 2022. Broadly speaking, it highlighted:

- Improving attendance is everyone's business. Attendance is never 'solved' and is part of a continuous process.
- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent or carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

Moving forward, the expectations of schools and local authorities have changed considerably. Under the new guidance, all schools are now expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Local authorities are now expected to:

- Provide all schools with a named contact in the Attendance Support Team. This includes independent and specialist settings.
- Create networking opportunities to share effective practice
- Hold termly targeted support meetings with all schools
- Be part of multi-agency efforts to improve attendance borough-wide with schools and other partner agencies
- Provide formal support to schools, including parenting contracts and education supervision orders
- Initiate legal action including penalty notices, parenting orders and prosecution.

In Hillingdon, we have already begun much of this work, and we have extensive plans for the academic year ahead. To date, we have:

- Rebranded our Participation service to Attendance Support
- Developed a new practice model to meet the revised guidelines from the DfE for allocated officers to use when conducting their termly meetings with schools. These meetings will focus on overall attendance and persistent and severe absence, as well having a greater emphasis on the attendance of vulnerable cohorts and those children placed on part-time timetables or in alternative provisions
- Published revised guidance on attendance for all schools
- Published revised guidance on the use of part-time timetables
- Published revised guidance on alternative provision
- Successfully delivered a series of webinars and provided training and resources to all schools in the borough to support with the implementation of the Working Together to Improve Attendance guidance for this academic year
- Created a more robust system to track and process unauthorised exceptional leave
- Engaged with the parents/carers of pupils that had one day of absence in the first week of term in the last academic year or pupils where they have been previously recorded as persistent or severely absent to encourage parents to prepare them for the start of the new term
- Created and shared an attendance self-evaluation form for schools to utilise
- Taken part in refresher training with legal colleagues in the use of Education Supervision Orders.

Over the coming year we have plans to:

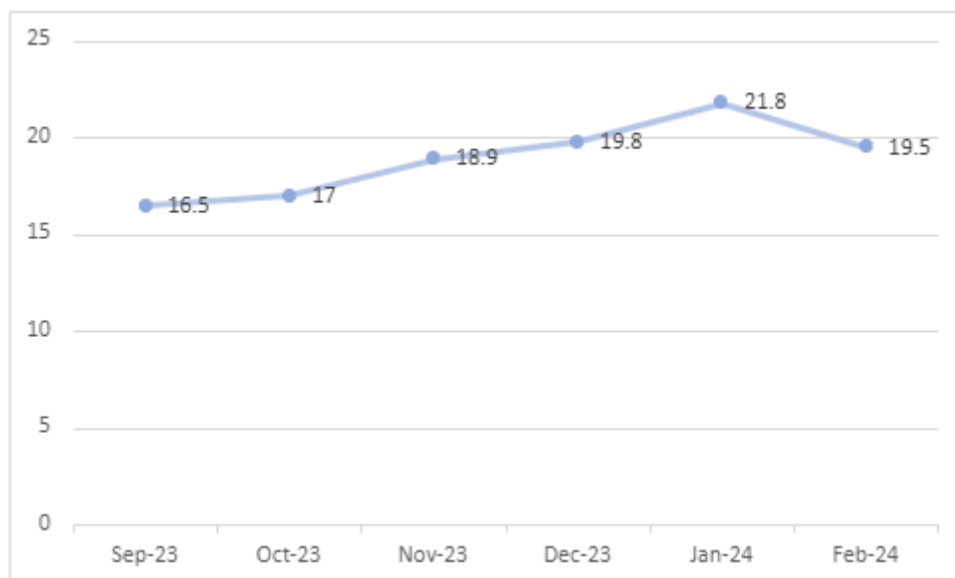
- Publish a revised borough-wide protocol for the use of penalty notices
- Devise a three-year strategy for improving school attendance which utilises the support of statutory partners
- Work more closely with colleagues in the Virtual School to promote the importance of attendance of all children with a social worker
- Improve communication and advice with schools via virtual drop-in clinics for schools to attend to discuss any concerns regarding attendance. These clinics will be held fortnightly
- Invest in our Attendance Support service by providing increased training opportunities in key issues affecting attendance, such as Emotional Based School Avoidance (EBSA), working with children who have suffered complex trauma and working with families who have had negative experiences of education

- Develop attendance hubs in parts of the borough or with clusters of schools which may be struggling with particular aspects of attendance and to promote the sharing of good practice.

Update: March 2024

On 1st March 2024 the rate of persistent absenteeism in Hillingdon was 19.5% for the academic year. This compares favourably to the national average of 20.6% for the same period.

The chart below shows the rate of persistent absenteeism in the borough across the year.



Data: Department for Education 1 Mar 2024

With the exception of February where there has been a slight decrease, the rate of persistent absenteeism was growing by 1% on average month on month. If this trend were to continue, Hillingdon's rate of persistent absenteeism could reach 26-28% by the end of the academic year. Although this is lower than last year's rate of 33.9%, it highlights there is more work to be done to bring this number down even further.

Further preliminary data analysis has revealed:

- There is little difference in the rate of persistent absenteeism between the genders; the average rate for girls is 19.4% and boys 19.5%.
- The rate of persistent absenteeism is highest in our special school settings (38%). The average rate in secondary schools is 22.5% and in primary schools is 16.2%.
- The rate of persistent absenteeism in our vulnerable cohorts was:
 - All children with SEND: 28.4%
 - Children on an EHCP: 33%
 - Children in receipt of Free School Meals: 31.3%
 - Looked After Children: 27.1%
 - Children in Need: 59.6%
 - Children on a Child Protection Plan: 40%

Progress to date

Since the last update was provided to the Committee, the Attendance Support team have made progress in the following areas:

- A revised borough-wide protocol has been published on the use of penalty notices.
- Training on Emotional Based School Avoidance (EBSA) has been undertaken by all team members and has been offered to key colleagues in all Hillingdon schools.
- Four members of the Attendance Support team are undertaking training via the Virtual School in how to work with children who have suffered complex trauma.
- Three attendance hubs have so far been held involving schools in the West Drayton, Hillingdon and Ruislip areas, with a further hub planned for Hayes before the end of the Spring term.
- Commissioned a deep-dive analysis into attendance and absence for all children with a social worker being undertaken by the Virtual School Project Manager.
- Recruitment is underway for an Education Project Manager (12-month role) to support with accelerating progress in attendance.
- Planning for fortnightly virtual clinics is underway with a plan to launch in the summer term.

Executive Responsibilities

The Cabinet Member responsible is Councillor Susan O'Brien, Cabinet Member for Children, Families and Education.

3. EVIDENCE & ENQUIRY

Lines of Enquiry

Lines of enquiry can be expanded as the review progresses or included in relevant witness session reports. However, lines of enquiry may include:

- Establishing the historical background of persistent absenteeism in statutory school age children in Hillingdon.
- A focus on children and young people and how they have found the service in practice.
- Exploring what support functions are in place and whether these can be improved.
- The nature of partnership working and how it is combined in practice.
- The Council's responsibilities towards young people and ensuring their access to education.
- Officers' experiences of dealing with persistent absence.
- Challenges and barriers faced by young people in attending school.
- Improvements/ steps that the Council can implement to encourage improved attendance.

Potential witnesses

Witnesses will be identified by the Committee in consultation with relevant officers.

Surveys, site-visits or other fact-finding events

Such opportunities will be identified as the review progresses. A possible survey of suppliers will be considered to provide useful feedback and evidence for the Committee.

Future information that may be required

Further information may be identified as the review progresses.

4. REVIEW PLANNING & TIMETABLE

Proposed timeframe and milestones for the review:

Meeting Date (Subject to change as required)	Meeting Status: Public/ Private	Action	Purpose/ theme	Witnesses/ officers attending	Notes
09 January 2024	Public	Confirm topic selection	To confirm the subject of the review	N/A	
01 February 2024	Public	Agree updated Scoping Report	Information and analysis	N/A	
14 March 2024	Public	Witness Session 1	Setting the scene/ The Council's role and responsibilities	<u>Council Education Officers:</u> Kathryn Angelini, Assistant Director for Education and Vulnerable Children Sally Edwards, Attendance Support Officer	
18 April 2024	Public	Witness Session 2	The Voice of Other Authorities	N/A	To ascertain suitable local authorities proactively tackling absenteeism
18 June 2024	Public	Witness Session 3	The Voice of Schools & partnership working with Council	<u>Schools (e.g. teachers/ attendance officers):</u> Karen Quantrell, Attendance Officer, Haydon School Surjeet Johra, Headteacher, Wood End Primary School	A short survey has been sent to all schools to ascertain their views
17 July 2024	Public	Witness Session 5	Child Protection/ Safeguarding	<u>Children's Services Officers:</u> Alex Coman, Director of Safeguarding, Partnerships and Quality Assurance Donna Hugh, Safeguarding Manager	To explore child protection in relation to absenteeism
15 August 2024	Private	Witness Session 4	The Voice of Young People	Ash Knight, Children's Participation Team Manager Jayda Jones, Children's Rights & Participation Officer Young people	To hear directly from young people as to their experiences
06 November 2024	Private	Witness Session 6	The Voice of Parents/ Carers	Parents/ Carers/ Foster Carers	
13 November 2024	Public	Findings stage	To discuss key findings and identify potential recommendations	Democratic Services	
TBC	Public	Report stage	Agree final recommendations and draft report to Cabinet	Democratic Services	
TBC	Public	Target Cabinet reporting	Final report to Cabinet for formal consideration	Democratic Services	

Resource requirements

Internal only at this stage. Any recommendations developed may have financial implications and these will be assessed at that stage.

Equalities impact

None at this stage, pending any findings by the Committee.

Background Papers/ further reading

- Briefing Paper: Statutory School Age Attendance in Hillingdon
- <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- [Persistent absence for unauthorised other reasons: who is at risk? - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Persistent absence and support for disadvantaged pupils - Education Committee \(parliament.uk\)](http://parliament.uk)
- [Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Appendices

App A – TBC

App B – TBC

App C – TBC

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Appendix 2 - Guidance on undertaking policy reviews

Over the years, Hillingdon's overview and scrutiny committees have undertaken successful in-depth reviews of Council services and policies. This has resulted in a number of positive changes locally, with some also affecting policy at a national level. Such committees engage Councillors in a wide range of Council activity and build a greater understanding about service provision to residents.

Policy reviews generally seek to:

1. Address a [significant] matter affecting the Borough
2. Seek to improve the delivery and/or efficiency of local services
3. Consider changes to policies or procedures to improve outcomes to residents/users

REVIEW PHASES

The typical phases of a review are as follows and set out further below:

- 1 Selection of topic
- 2 Scoping the review / setting out objectives
- 3 Witness & evidence stage (this is the main activity)
- 4 Findings and Draft recommendations (possible early report draft)
- 5 Final report approved by Committee
- 6 Referred to Cabinet for consideration
- 7 Monitoring the implementation of recommendations once approved / amended by Cabinet at meetings, i.e. in six months

1. Selection of topic

It is always best to sound out and check the feasibility of potential review topics early on, as there will be lots of ideas coming forward and often knowing what topic will add most value will be difficult to gauge at this stage. It is important not to generalise, e.g. a review into waste services.

It may also not be known whether a topic is currently under review by the Cabinet or Council officers or part of a planned service transformation in due course. All of this and other factors need to be investigated and in particular, any duplication of review activity should not take place.

Whilst most policy reviews last a number of months, not all policy review ideas will suit this and may benefit from a single meeting review. It really depends on the scope of the review. It very narrow, i.e. a particular service policy, then a single meeting review may suffice. If a review seeks to look at an entire way a service operates then a number of months may be required to ensure you can undertake all your witness sessions and secure the necessary evidence and information before you formulate your findings.

Ideas for review topics can come from a number of sources including:

- Committee Members
- Cabinet Members.
- Council officers
- External partners / organisations
- Residents
- Ombudsman findings

When Councillors or the Committee itself considers a potential review topic, it is recommended running it through the Scrutiny Topic Scorecard (see Annex A). This gives you the opportunity to 'score' topics based upon their impacts under the following criteria:

Resident focused	Influence	Achievable
Correct remit	New	Wider support
Drives improvement	Drives transformation and efficiency	National impact

Another way to consider a potential review topic, is to add this as an information item at an upcoming meeting on your work programme, to probe the matter further with Council officers and ascertain whether it merits a fuller review – again perhaps running it through the Scorecard above.

It is strongly advised that one review topic is undertaken at any one time, given resources.

2. Scoping report

Once a topic is agreed upon by the Committee, then officers will prepare a scoping report setting out the objectives of the review for your consideration. The scoping report will show how the review can be timetabled and structured, i.e. through themed witness sessions, along with details of potential witnesses and other contextual information to get the review started, e.g. lines of enquiry or questioning of witnesses.

The scoping report is a 'live' document owned by the Committee. Should the review's focus change mid-review, then the scoping document and its objectives can be adapted.

3. Witness and evidence stage

Ultimately, the Committee's efforts are at their best when external witnesses and residents participate, adding value to intelligence gathering and findings. In support of this, Committees have undertaken a variety of both formal and informal activity "in meetings" and "outside meetings". It is important to pull together a broad evidence based for any potential findings later on. Additionally, the ability for Councillors to bring their 'local' insight is highly valuable. Activities the Committee can undertake include:

- Surveys / social media
- Promotion of review to seek views
- Invite the relevant Cabinet Member to attend for their views
- Question key council officers
- Hold informal workshops
- Networking events, e.g. with partners
- Have closed meetings, i.e. confidential, such as social care clients

- Commission reports from council officers / externally
- Request data and intelligence on the topic
- Visits to other local authorities
- Undertake site visits within the Borough or council facilities
- Appoint experts or advisors to join the Committee throughout its review
- Selecting the best range of witnesses to get a real user / resident perspectives
- Invite national experts in their field

Whilst information will be provided to Councillors, it may be helpful when preparing for this stage of a review, that Councillors:

- Prepare their draft questions for each witness in advance;
- Read a witness bio or find out more about their organisation;
- Do their own additional research on the topic - you may find something officers don't!
- Use their network of councillors in other local authorities to seek views;
- Tell residents at Surgeries / Ward Walks about your review, get their thoughts.

4. Findings and draft recommendations & 5. Final Report

After hearing from witnesses and receiving evidence, the Committee then will meet to pull together all the information and shape its collective findings, i.e. what needs to be improved or changed as a result.

The Committee will form 'draft' recommendations from this, which consistent with the Protocol on Cabinet and Scrutiny Relations, are usually shared with the Cabinet Member for their feedback and valuable insight.

In developing any recommendation, the Committee should bear in mind the following:

- Meet the initial aims / objectives of the review
- Be SMART, Specific, Measurable, Achievable, Relevant, Time-bound
- Not be a short-term fix, but a lasting outcome
- Consider the financial aspect, e.g. cost neutral, provide savings or if at a cost, then affordable – and if possible aligned with the MTFF (budget planning process)
- Be based on a broad evidence base as possible and 'user or resident' insight
- Not create additional bureaucracy, e.g. if it relates to a policy, then to seek to review or amend existing policies (unless there is an absolute imperative for a new policy)
- If publicity or wider engagement or education is recommended, to target such communications as best as possible rather than generally
- Consider 'conclusions' as well as any specific recommendations.

Around this time, the Democratic Services Officer supporting the Committee will advise further on findings and drafting recommendations. Throughout this process, their role is critical to the Committee, to guide Members and secure the information and any witness activity that Members wish to undertake. They also work with the Chairman to bring the final draft report for the Committee to approve before it is scheduled to Cabinet.

6. Referred to Cabinet & 7. Monitoring of recommendations

The Committee's report will be shared with the Leader and Cabinet Member and scheduled to a Cabinet meeting as soon as possible. There is a legal requirement for any such report to be considered by the Cabinet.

Should Cabinet approve the Committee's recommendations, then they become official policy and officers are charged with implementing them.

A post report review is undertaken in say 6 months or a years' time to see how the Committee's recommendations have been implemented. This is scheduled on your work programme.

Annex A – Scrutiny Topic Scorecard 2022-2026

Criteria scores showing 1-5 (5 being the highest, 0 the lowest). Then add up the total score. The higher the better review.										
Topic	Resident focused	Correct remit	Influence	New	Achievable	Wider support	Drives improvement	Delivers transformation and efficiency	National impact	Score

See criteria descriptions overleaf...

Detailed criteria to assess review scoring (5 being the highest, 0 the lowest)	
Resident-focused	– The topic will have high impact on residents and the community, with public interest and scope for making a positive difference (can be universal or a targeted group of people or an area of the Borough e.g. young people or a particular town centre)
Correct remit	– A topic that is clearly covered in the Committee's Terms of Reference and does it cut clearly into the domain of other Committees (unless a cross-cutting brief). If it does, then see if you can narrow the focus of the topic.
Influence	- A topic that relates to a service, event or issue in which the Council is in control of, has a significant stake in or influence over the matter, e.g. with partners.
New	- A new, fresh topic preferably. One which has not previously been reviewed by a Committee in the last 2-3 years, or which is not currently being reviewed by another Committee or internally by Cabinet Members and Officers, e.g. through service transformation.
Achievable	– A topic that is not open ended. One where the Committee's work programme can accommodate the review. Where there is likely to be a good level of expertise and information to draw on to complete. Does the topic need to be narrowed to make it more achievable?
Wider support	- A topic that is likely to receive buy-in from the Committee and wider Council, e.g. Cabinet Members, Officers. Or support is welcome from partner organisations to review the matter.
Drives improvement	- A topic where performance levels of a service have dropped on a consistent basis, or the contractor is not performing against agreed standards or there are significance (evidenced) complaints or feedback from residents on the matter.
Delivers transformation and efficiency	– a topic in support of the Council budgetary objectives, any areas where service re-modelling is under consideration in the <u>medium to longer-term</u> , that with Members' insight can help to deliver future savings, efficiencies and value for money services to residents. A topic where new ways of working could be adopted to benefit service delivery.
National impact	– A topic where emerging or recent legislation mean that it would be timely to review the matter to ensure Hillingdon Council is well prepared. Or a topic, that whilst Hillingdon focussed, could potentially be of benefit to other local councils or governmental authorities.

DRAFT FINAL RECOMMENDATIONS TO CABINET:

April 2025

Theme 1: Parental Engagement and Support

1. Officers to continue to work with schools, nurseries and early years centres to educate and inform parents and carers about the positive benefits of school attendance, both academic and social, as a means of early intervention.
2. Officers to investigate the use of the Learn Hillingdon service to educate and inform adult learners (who are parents) about the importance of school attendance.
3. To hold Welcome Programmes for families new to the Borough as a means of early intervention.

Theme 2: Mental Health & Wellbeing

4. The Council and schools to continue to work collaboratively, supporting those families with children and young people who are persistently absent due to poor mental health, and to signpost to alternative services such as CAMHS, KOOTH, Hillingdon Autistic Care & Support (HACS) and CNWL where appropriate.

Theme 3: School Environment & Culture

5. Council to encourage Attendance cluster groups to share good practice among schools on a range of topics such as emotionally based school non-attendance (EBSNA), anti-bullying and trauma-informed practice.
6. Council to create a Hillingdon Attendance Awards initiative which encourages pupil attendance across all schools in Hillingdon. Schools that demonstrate an improvement in attendance can be celebrated in newsletters.

Theme 4: Data & Monitoring

7. Council to explore how pupil attendance at after school clubs correlates with general pupil attendance within schools. What are the patterns and trends?

Theme 5: Collaboration & Community Involvement

8. Council to continue to raise awareness and highlight the positive benefits of school attendance, both academic and social, within local community and local partnership groups. To include a poster campaign in schools, libraries, Council venues and Hillingdon People

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Minutes

CORPORATE PARENTING PANEL

06 February 2025

Meeting held at Committee Room 6 - Civic Centre,
High Street, Uxbridge UB8 1UW



	<p>To Members of the Panel:</p> <p>Voting Members: Councillor Nick Denys (Chair) Councillor Heena Makwana (Vice-Chair) Councillor Jan Sweeting</p> <p>Non-voting Members: Representatives of the Children in Care Council, and Care Leavers Ash Knight, Participation Manager Kathryn Angelini, Assistant Director for Education</p> <p>Officers Present: Poppy Reddy, Assistant Director, Permanence & Specialist Service Lisa Steel, Virtual School Headteacher Ryan Dell, Democratic Services Officer Naveed Ali, Democratic Services Apprentice</p> <p>Also Present: Marie Hennessey, Named Nurse for Children Looked After in Hillingdon, CNWL Katie Randall, Clinical Services Manager, Harrow 0-19 Service, CCN Team, Special School Nursing and LAC, CNWL</p> <p>* This meeting was co-chaired by a Children in Care Council member</p>
15.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>There were no apologies from Elected Members.</p> <p>(Apologies had been received prior from Dr Kate Head and Bridget Owen).</p>
16.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
17.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>RESOLVED: That the minutes of the meeting dated 05 November 2024 be approved as an accurate record.</p>
18.	<p>UPDATE ON THE PRIORITIES FOR THE YEAR (<i>Agenda Item 4</i>)</p> <p>Officers and the young people gave an update on each of the seven priorities of the Participation Team for 2023/24:</p>

1. To recruit another Talkers volunteer and a Step Up volunteer
 - Talkers was a group for 6-11 year old young people who met once per month
 - This group allowed the young people to share experiences and build bonds with each other
 - The new volunteer had been in place for several months
 - One of the young people in attendance had been a volunteer here for two years. This was a rewarding experience, as their concerns about three young people made a difference
 - These groups enabled care experienced young people to share their lived experiences with younger people
2. Develop Youth Council
 - The Youth Council now came under the remit of the Participation Team, as of May 2024
 - This group enabled young people to discuss problems in the borough
 - One of the young people in attendance noted that they had joined the Youth Council during a project on knife crime. This project focused on keeping young people safe during the holidays
 - The young people noted that the Youth Council was enjoyable
3. Further embedding young people into interviews into all services in Hillingdon
 - This allowed young people to take part in interviews, and ensured that the young people's voice was heard
 - A further benefit of this was that it allowed the young people to ask questions that other people may not think of
 - One young person had been involved in a successful interview for the Participation Team, which demonstrated that their voice was heard
 - Two young people had taken part in the Safer Hayes Project
 - This involved going into a variety of schools and speaking to young people
 - This allowed the young people to share experiences such as knife crime and a lack of accessible activities. This was a rewarding experience
 - The young people noted that sessions such as Goals can be expensive and there was a lack of female activities
 - The young people spoke to one person who was an unaccompanied asylum-seeking child studying English for Speakers of Other Languages (ESOL) at Uxbridge College, who noted that their experience of knife crime in Hayes was different to that in their home country
 - A new youth group was being set up for young people in Hayes
4. Secure another holiday trip to the NCS
 - The first trip was to the Isle of Wight
 - This was an 'incredible' trip that allowed the young people to discover their mutual experiences
 - There were a range of ages on the trip
 - The young people were able to learn about themselves as individuals and as groups
 - While the trip was to the Isle of Wight, there was a speaker from London, which gave a sense of familiarity
 - This was empowering and the young people developed close bonds
 - A new trip was to NCS in Kent

- This was one of the young people's first experiences as a staff member. The trip was hard work but good fun
 - The trip allowed a range of young people, including those with SEND, to mix and share experiences
 - Residential trips were very beneficial as they allowed people to interact outside of formal settings, which could help in breaking down barriers
5. Explore and provide further opportunities for children known to services
- One of the young people was working as a Project Search intern
 - The young person created a video about Project Search which was showed to the Panel
 - Project Search had been part of Hillingdon for over five years
 - It was a programme offered to autistic adults and adults with learning disabilities
 - The programme helped young people to build transferable skills while going into work
 - Project Search involved three 10-week rotations within different departments
 - This gave the young people the opportunity the gain new experiences, learn skills, and work as part of a team
 - The young people were supported with reasonable adjustments and a job coach
 - Project Search gave young people the chance to experience paid employment
 - The video included interviews with a number of current Project Search interns and job coaches who spoke about their experiences
 - The Panel thanked the young person for creating the video
6. Reaching out to community partners to provide ongoing enrichment opportunities
- The young people had worked with the Virtual School during February half term with a charity called Become on a project called Propel into Education
 - Propel into Education was a service supporting care-experienced young people into college and university
 - The young people took part in weekly football sessions and staff vs young people matches
 - The young people delivered Walking In Our Shoes training (where vulnerable children trained professionals) to a number of external partners. A recent session had been delivered to police officers. A session had also been delivered to the CQC
 - Walking In Our Shoes training was important as it enabled professionals to experience what it was like to be a young person in care. It can also help professionals to know what to look out for and any early warning signs
 - The young people noted a previous session delivered to social workers, which helped one of the young people to know that they wanted to be a social worker
 - One of the health colleagues in attendance noted that they had done this training, and it was the best training that they had ever received
 - It was further noted that professionals can give their feedback on the sessions which the young people incorporated into future sessions
 - Being in care can be scary sometimes, and facing new professionals can be daunting
 - It was good to share good news stories, which can create a chain of positive impact
7. Continue to engage in regional/ national consultations
- Hillingdon Youth Council was involved in the National Youth Council

- There was also a pan-London Children in Care Council
 - This included a two-year project to create safe spaces for black children in care
 - As part of this project, young people met with professionals who worked nationally
 - Members asked how Hillingdon became involved in this project. Officers noted that they applied and were accepted. Furthermore, while usually only one young person would be accepted, Hillingdon had two young people on the project. This facilitated the representation of diverse backgrounds, including the two young people who were of mixed race and black heritage, and who were in foster care and semi-independent living arrangements
 - The young people noted the Participation Manager was their biggest ally on race issues
- Members commended the young people and the wider team for the work they do. Members further noted that the young people were doing 'amazing, positive' things, and making a positive difference
- Members also commended the inclusion of young people on interview panels
- Members commended the Principal Social Worker and the Participation Manager for the vast improvements they had made in Hillingdon in recent years
- Members also commended one of the young people's speeches at the recent Kids in Care Awards (KICA)
- The young people thanked the Participation Manager for always being there for them
- Colleagues from the health team also commended the young people

RESOLVED: That the Panel noted the update

19. LOOKED AFTER CHILDREN HEALTH TEAM ANNUAL REPORT *(Agenda Item 5)*

Colleagues from the health team presented their annual report.

Initial health assessments

There were a number of challenges with initial health assessments (which were carried out by a doctor, with a KPI of a 20-day timeframe). These included late notifications, an increase in A&E admissions, the number of out of borough young people, and doctor's caseloads:

- Despite the caseloads, doctors had helped with some of the duties of the Named Doctor. The Named Doctor role had been filled, and the new Named Doctor had started
- Late notifications were a national issue, and there were occasions where young people had been relocated
- There had been some training for new social workers, including on health assessments. It was planned to make this annual training
- There were instances of young people in placements in areas of high concentration (areas with a waiting list), which had led to some delays

There were a number of achievements on initial health assessments. Of 218 requests, 178 were completed. Of those not completed, this was often due to some young people being transferred via the National Transfer Scheme, some no longer being young people, and some refusals. 138 were seen within 20 days, while some required a second appointment.

	<p><u>Review health assessments</u></p> <p>Review health assessments (carried out by nurses) faced similar challenges. Staffing presented a challenge with an increase in complex safeguarding issues, A&E admissions and strategy meetings.</p> <p>Children who were out of borough and placed in high volume areas can be challenging. In this instance the Named Nurse would liaise with the relevant area and escalate to the Designated Nurse if required. It was noted that Hillingdon was not a high volume area.</p> <p>The ICB were looking to make IRAs and RHAs easier, as there were similarities across all eight boroughs. There was due to be a new model next year. Travel time for staff and funding were an issue.</p> <p>The prevalence of mental health and emotional issues remained high.</p> <p>There were a number of achievements in RHAs. 99.7% of young people had been seen on time. One young person had been seen one week late.</p> <p>Feedback was important, and it was noted that feedback was received via a yearly survey. The young people noted that the child mental health team helped a lot.</p> <p>Members asked about the follow-up to health assessments. The Named Nurse would be involved in follow-up, and that the Transition Nurse worked with care experienced young people.</p> <p>The young people noted the importance of having role models that their younger selves needed.</p> <p>It was noted that funding for the Transition Nurse (funded by the ICB) was non-recurrent. The Chair noted that they had quarterly meetings with the ICB, and this would be raised with them. The young people noted that the Transition Nurse was vital.</p> <p>One of the health colleagues was a former Transition Nurse for care experienced young people. This was a role that was guided by the young people, who had brilliant ideas.</p> <p>Members noted that the report stated, “the number of young people who moved into independent living with no formal support has increased (from 7.0% to 17.9%)” and asked for more information on this. Officers clarified that this referred to moving from semi-independent to independent living, but officers would follow up on this. It was noted that moving into independent living can be difficult, and this emphasised the need for the Transition Nurse.</p> <p>RESOLVED: That the Panel noted the report</p>
20.	<p>UPDATE ON THE SELECT COMMITTEE’S REVIEW OF PERSISTENT ABSENTEEISM (<i>Agenda Item 6</i>)</p> <p>Councillor Makwana gave an update on the Children, Families & Education Select Committee’s review into persistent absenteeism.</p>

	<p>The Select Committee had chosen to review this subject as it was a national issue, and the Committee intended to explore the root causes of persistent absenteeism and to consider its impact on education and wellbeing. The Committee would also explore partnerships with schools before making recommendations to Cabinet.</p> <p>The Committee had held six witness sessions:</p> <ul style="list-style-type: none"> • The first was with education officers who set the scene • The second considered information from a range of other local authorities • The third allowed Members to discuss with schools (via an in-person session and a survey sent to schools) to ascertain their input • The fourth sessions allowed Members to engage directly with young people. This was an important session, and Members thanked the Participation Manager for arranging, and the young people for taking part in the session • The fifth session saw Members meet with safeguarding officers • The sixth session saw Members meet directly with parents and carers <p>Now that the witness sessions had concluded, Members were considering their findings and conclusions, and putting together their recommendations.</p> <p>It was noted that there had been a recurring theme of early intervention.</p> <p>The young people noted that the longer a young person was off school, the more difficult it was to return. It was further noted that during COVID, when classes were online, this helped young people to attend their classes while bullying and social anxiety were reduced. During this time, friends would also keep the young people up to date with school matters.</p> <p>There were a number of reasons why young people did not attend school, including emotional reasons and just not liking school. Some absences were related to behavioural issues that persisted when the young person returned to school.</p> <p>The young people noted that schools often did not teach in the way that young people learn; that there needed to be more training on neurodivergence; and that practical ways of learning were important.</p> <p>The young people also noted that school could be an avenue to release stress.</p> <p>It was noted that early intervention was key, and that recurring support was vital.</p> <p>Colleagues from the health team noted that a school uniform can present issues.</p> <p>RESOLVED: That the Panel noted the update</p>
21.	<p>VIRTUAL SCHOOL ANNUAL REPORT (<i>Agenda Item 7</i>)</p> <p>Officers introduced the Virtual School annual report. The report covered September 2023-August 2024.</p> <p>The Assistant Director for Education noted that she would no longer be attending the Panel and would be replaced by the new Virtual School Head Teacher, who was introduced to the Panel.</p> <p>The Key Stage 1 and 2 cohorts had displayed impressive outcomes.</p>

	<p>The Key Stage 4 cohort had exceeded its target of Attainment 8 (<i>this measured the average achievement of students across eight qualifications</i>).</p> <p>A top priority had been on reducing the number of young people not in education, employment or training (NEET). There had been an impact on this of current cohorts being post-COVID. There was also an emphasis on getting young people into school placements quicker.</p> <p>The Virtual School had come a long way, and was commended by the young people.</p> <p>Members thanked the Assistant Director for Education for their many years of work and the positives outcomes.</p> <p>It was noted that people liked working for the Virtual School and that Virtual School officers enjoyed working with the young people.</p> <p>RESOLVED: That the Panel noted the content of the report</p>
22.	<p>UPDATE ON PATHWAY PLANS (<i>Agenda Item 8</i>)</p> <p>Officers introduced the update on pathway plans.</p> <p>The Assistant Director for Permanence and Specialist Services noted that they had replaced the former Assistant Director for Corporate Parenting and Fostering in attending the Panel.</p> <p>A Pathway Plan was a document created to support young people in transitioning to independent living.</p> <p>In Hillingdon there were currently 733 care experienced young people aged 18+. Pathway Plans served as the primary document for young people aged between the ages of 15 years and 9 months up to 21 years. (Young people would still have a care plan until they were 18). Between the ages of 21-25 the pathway plan was optional, but officers encouraged its continuation.</p> <p>Currently there are 436 active Pathway Plans.</p> <p>When a young person turned 16 years, they had the choice of choosing a Personal Advisor they wish to work with and who will work alongside their social worker. During this time the Personal Advisor will get to know the young person, attend all statutory meetings, visit the young person and build a positive relationship with them, to ensure a smooth transition at 18 when the social worker's role will cease. The PA was responsible for reviewing the Pathway Plan with the young person every six months or as needed.</p> <p>In January 2024, Your Family Matters were commissioned to facilitate Family Group Conferences and mediation which care experienced young people can access. These conferences can also enable care experienced young people to create family safety plans to support their transition into adulthood. One of the main missions for care experienced young people was for them to have enduring, loving, safe and meaningful relationships with family members and friends, and to avoid any stigma associated with social care.</p> <p>The young people noted that they had achieved a lot by being on a pathway plan, though noted that they needed to be more young people friendly.</p>

	<p>Members asked how engaged families were in the family group conferences. Officers noted that this varied and often depended on previous engagement. Some families did not have a positive impression of social services; however, the conferences were not led by social services. The young people noted that there was often a stigma attached to social services.</p> <p>RESOLVED: That the Panel noted the content of the report</p>
23.	<p>CHILDREN'S SERVICES PERFORMANCE DATA Q3 (<i>Agenda Item 9</i>)</p> <p>Officers introduced the performance data report.</p> <p>Officers noted that there was a typo in the report on page 62, where the '% with 1+ suspension' should have read 1.6%.</p> <p>RESOLVED: That the Panel noted the content of the report</p>
24.	<p>WORK PROGRAMME (<i>Agenda Item 10</i>)</p> <p>Members considered the work programme.</p> <p>RESOLVED: That the Corporate Parenting Panel considered the report</p>
	<p>The meeting, which commenced at 5:30 pm, closed at 7:20 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions, please contact Ryan Dell on democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

CABINET FORWARD PLAN

Committee name	Children, Families & Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Latest Forward Plan
Ward	As shown on the Forward Plan

HEADLINES

To monitor the Cabinet's latest Forward Plan which sets out key decisions and other decisions to be taken by the Cabinet collectively and Cabinet Members individually over the coming year. The report sets out the actions available to the Committee.

RECOMMENDATION

That the Children, Families and Education Select Committee notes the Cabinet Forward Plan.

SUPPORTING INFORMATION

The Cabinet Forward Plan is published monthly, usually around the first or second week of each month. It is a rolling document giving the required public notice of future key decisions to be taken. Should a later edition of the Forward Plan be published after this agenda has been circulated, Democratic Services will update the Committee on any new items or changes at the meeting.

As part of its Terms of Reference, each Select Committee should consider the Forward Plan and, if it deems necessary, comment as appropriate to the decision-maker on the items listed which relate to services within its remit. For reference, the Forward Plan helpfully details which Select Committee's remit covers the relevant future decision item listed.

The Select Committee's monitoring role of the Forward Plan can be undertaken in a variety of ways, including both pre-decision and post-decision scrutiny of the items listed. The provision of advance information on future items listed (potentially also draft reports) to the Committee in advance will often depend upon a variety of factors including timing or feasibility, and ultimately any such request would rest with the relevant Cabinet Member to decide. However, the 2019 Protocol on Overview & Scrutiny and Cabinet Relations (part of the Hillingdon Constitution) does provide guidance to Cabinet Members to:

- Actively support the provision of relevant Council information and other requests from the Committee as part of their work programme;
- Where feasible, provide opportunities for committees to provide their input on forthcoming executive reports as set out in the Forward Plan to enable wider pre-decision scrutiny (in addition to those statutorily required to come before committees, *i.e. policy framework documents – see para. below*).

As mentioned above, there is both a constitutional and statutory requirement for Select Committees to provide comments on the Cabinet's draft budget and policy framework proposals after publication. These are automatically scheduled in advance to multi-year work programmes.

Therefore, in general, the Committee may consider the following actions on specific items listed on the Forward Plan:

	Committee action	When	How
1	To provide specific comments to be included in a future Cabinet or Cabinet Member report on matters within its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide its influence and views on a particular matter within the formal report to the Cabinet or Cabinet Member before the decision is made.</p> <p>This would usually be where the Committee has previously considered a draft report or the topic in detail, or where it considers it has sufficient information already to provide relevant comments to the decision-maker.</p>	<p>These would go within the standard section in every Cabinet or Cabinet Member report called "Select Committee comments".</p> <p>The Cabinet or Cabinet Member would then consider these as part of any decision they make.</p>
2	To request further information on future reports listed under its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to discover more about a matter within its remit that is listed on the Forward Plan.</p> <p>Whilst such advance information can be requested from officers, the Committee should note that information may or may not be available in advance due to various factors, including timescales or the status of the drafting of the report itself and the formulation of final recommendation(s). Ultimately, the provision of any information in advance would be a matter for the Cabinet Member to decide.</p>	<p>This would be considered at a subsequent Select Committee meeting. Alternatively, information could be circulated outside the meeting if reporting timescales require this.</p> <p>Upon the provision of any information, the Select Committee may then decide to provide specific comments (as per 1 above).</p>
3	To request the Cabinet Member considers providing a draft of the report, if feasible, for the Select Committee to consider prior to it being considered formally for decision.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide an early steer or help shape a future report to Cabinet, e.g., on a policy matter.</p> <p>Whilst not the default position, Select Committees do occasionally receive draft versions of Cabinet reports prior to their formal consideration. The provision of such draft reports in advance may depend upon different factors, e.g., the timings required for that decision. Ultimately any request to see a draft report early would need the approval of the relevant Cabinet Member.</p>	<p>Democratic Services would contact the relevant Cabinet Member and Officer upon any such request.</p> <p>If agreed, the draft report would be considered at a subsequent Select Committee meeting to provide views and feedback to officers before they finalise it for the Cabinet or Cabinet Member. An opportunity to provide specific comments (as per 1 above) is also possible.</p>
4	To identify a forthcoming report that may merit a post-decision review at a later Select Committee meeting.	<p>As part of its post-decision scrutiny and broader reviewing role, this would be where the Select Committee may wish to monitor the implementation of a certain Cabinet or Cabinet Member decision listed/taken at a later stage, i.e., to review its effectiveness after a period of 6 months.</p> <p>The Committee should note that this is different to the use of the post-decision scrutiny 'call-in' power which seeks to ask the Cabinet or Cabinet Member to formally re-consider a decision up to 5 working days after the decision notice has been issued. This is undertaken via the new Scrutiny Call-in App members of the relevant Select Committee.</p>	<p>The Committee would add the matter to its multi-year work programme after a suitable time has elapsed upon the decision expected to be made by the Cabinet or Cabinet Member.</p> <p>Relevant service areas may be best to advise on the most appropriate time to review the matter once the decision is made.</p>

BACKGROUND PAPERS

- [Protocol on Overview & Scrutiny and Cabinet relations adopted by Council 12 September 2019](#)
- [Scrutiny Call-in App](#)

Scheduled Upcoming Decisions

Further details

Ref Ward(s)

Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item each month/regularly

Cabinet meeting - Thursday 10 April 2025 (report deadline 19 March)

279	Outcomes of the proposal for the Amalgamation of Grange Park Infant and Nursery School and Grange Park Junior School	The Council are proposing to merge schools. This will involve the closure of Grange Park Infant and Nursery School with the governing body of the Grange Park Junior School proposing to instead extend the age range of the junior school from 7 to 11-year-olds to 3 to 11-year-olds to form a single 3 form-entry Primary School. Cabinet will be asked to consider the outcome of the consultation in relation to the proposed amalgamation of the various schools.	Belmore		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	James Rogers / Abi Preston	Julie Kelly	Statutory consultation - Schools, residents, neighbouring boroughs. Select Committee	NEW ITEM	Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	N/A			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public

Cabinet Member Decisions expected - April 2025

263	Post 16 Home to School Transport Policy Change	The Cabinet Member will consider amendments to the policy relating to post-16 students and travel support following consultation with parents, carers and service users. The main proposed change is to offer a personal travel budget (PTB) as the default method of travel support instead of more expensive traditional transport options like minibuses or taxis. Exceptions will be made if alternative travel arrangements prove to be cost-effective or if the applicant can prove exceptional circumstances.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Jan Major / Lee Moses	Sandra Taylor	Parent/Carers and Service users		Public
SI	School Organisation Plan annual update	The School Organisation Plan, originally approved by Cabinet in 2024, sets out how the London Borough of Hillingdon in accordance with its statutory duty, seeks to ensure there are sufficient primary. The Cabinet Member will consider the annual update to the Plan.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Nav Minas / Abi Preston	Julie Kelly	Children, Families and Education Select Committee		Public
SI	Standards and quality of education in Hillingdon during 2023/24	The Cabinet Member will receive the Annual Report regarding children and young people's educational performance across Hillingdon schools, for publication.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Abi Preston / Michael Hawkins	Julie Kelly	Children, Families and Education Select Committee		Public

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public
Cabinet meeting - Thursday 22 May 2025 (report deadline 30 April)											
288	Family Group Conference Services in Hillingdon	Cabinet will consider arrangements for the delivery of Family Group Conference Services, which seek to support families to find their own solutions to their problems in meeting the needs of children and themselves.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Valentin Danciu and Antony Madden + Sally Offin	Julie Kelly		NEW ITEM	Private (3)
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various		All	TBC	Democratic Services	N/A	Various		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	TBC			Public
Cabinet Member Decisions expected - May 2025											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public
Cabinet meeting - 26 June 2025 (report deadline 4 June)											
SI	Annual Performance Report	Cabinet will receive an annual report performance report, setting out how the Council is delivering on key service metrics and the Council Strategy.	All		All Cabinet Members	All	Ian Kavanagh	Matthew Wallbridge	Select Committees will also consider the annual report at their meetings.	NEW ITEM	Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	N/A	TBC		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	TBC			Public
Cabinet Member Decisions expected - June 2025											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All		C - Democratic Services	TBC	Various		Public

Scheduled Upcoming Decisions

Further details

Ref Ward(s)

Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item each month/regularly

Cabinet meeting - 24 July 2025 (report deadline 2 July)

SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	N/A	TBC		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	TBC			Public

Cabinet Member Decisions expected - July 2025

SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All		Democratic Services	TBC	Various		Public
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AUGUST 2025 - NO CABINET MEETING

SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public
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Cabinet meeting - Thursday 18 September 2025 (report deadline 27 August)

SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	N/A	TBC		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	TBC			Public

Cabinet Member Decisions expected - September 2025

SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services		Various		Public
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Cabinet meeting - Thursday 23 October 2025 (report deadline 1 October)

SI	The Annual Report Of Adult and Child Safeguarding Arrangements	This report provides the Cabinet with a summary of the activity undertaken by the Safeguarding Children Partnership Board and the Safeguarding Adults Board to address the identified local priorities. The Cabinet will consider this report and approve the activity and the local priorities for the two boards.	All		Cllr Susan O'Brien - Children, Families & Education / Cllr Jane Palmer - Health & Social Care	Health & Social Care / Children, Families & Education	Alex Coman / Susan-Sidonia Gladish	Sandra Taylor	Select Committees		Public
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Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly											
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	N/A	TBC		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	TBC			Public
Cabinet Member Decisions expected - October 2025											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services		Various		Public
Cabinet meeting - Thursday 20 November 2025 (report deadline 29 October)											
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	N/A	TBC		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	TBC			Public
Cabinet Member Decisions expected - November 2025											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	C - Democratic Services		Various		Public
Cabinet meeting - Thursday 18 December 2025 (report deadline 26 November)											
SI	2026/27 Budget and Future Medium-Term Financial Strategy (BUDGET FRAMEWORK)	This report will set out the Medium Term Financial Strategy (MTFS), which includes the draft General Fund reserve budget and capital programme for 2026/27 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration and Council Tax Reduction Scheme proposals following consultation.	All	Proposed Full Council adoption - 26 February 2026	Cllr Martin Goddard - Finance & Transformation	All	Andy Goodwin	Richard Ennis	Public consultation through the Select Committee process and statutory consultation with businesses & ratepayers		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	N/A			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public
Cabinet Member Decisions expected - December 2025											

<div> <div>Scheduled Upcoming Decisions</div> <div>Further details</div> <div>Ward(s)</div> </div>				Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public
Cabinet meeting - Thursday 15 January 2026 (report deadline 12 December 2025)											
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	N/A			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public
Cabinet Member Decisions expected - January 2026											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public
Cabinet meeting - Thursday 19 February 2026 (report deadline 28 January 2026)											
SI	2026/27 Budget and Future Medium-Term Financial Strategy (BUDGET FRAMEWORK)	Following consultation, this report will set out the Medium Term Financial Strategy (MTFS), which includes the draft General Fund reserve budget and capital programme for 2026/27 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration.	All	Proposed Full Council adoption - 26 February 2026	Cllr Ian Edwards - Leader of the Council / Cllr Martin Goddard - Finance & Transformation	All	Andy Goodwin	Richard Ennis	Public consultation through the Select Committee process and statutory consultation with businesses & ratepayers		Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	N/A			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public
Cabinet Member Decisions expected - February 2026											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public
Cabinet meeting - Thursday 19 March 2026 (report deadline 25 February 2026)											

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly											
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	N/A			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public
Cabinet Member Decisions expected - March 2026											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services		Various		Public
Cabinet meeting - Thursday 23 April 2026 (report deadline 1 April 2026)											
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	Democratic Services	N/A			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public
Cabinet Member Decisions expected - April 2026											
SI	School Organisation Plan annual update	The School Organisation Plan, originally approved by Cabinet in 2024, sets out how the London Borough of Hillingdon in accordance with its statutory duty, seeks to ensure there are sufficient primary, The Cabinet Member will consider the annual update to the Plan.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Nav Minas / Abi Preston	Julie Kelly	Children, Families and Education Select Committee		Public
SI	Standards and quality of education in Hillingdon during 2024/25	The Cabinet Member will receive the Annual Report regarding children and young people's educational performance across Hillingdon schools, for publication.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Abi Preston / Michael Hawkins	Julie Kelly	Children, Families and Education Select Committee		Public
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	TBC	Democratic Services	TBC	Various		Public

Scheduled Upcoming Decisions

Further details

Ref Ward(s)

Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item each month/regularly

CABINET MEMBER DECISIONS: Standard Items (SI) that may be considered each month

SI	Urgent Cabinet-level decisions & interim decision-making (including emergency decisions)	The Leader of the Council has the necessary authority to make decisions that would otherwise be reserved to the Cabinet, in the absence of a Cabinet meeting or in urgent circumstances. Any such decisions will be published in the usual way and reported to a subsequent Cabinet meeting for ratification. The Leader may also take emergency decisions without notice, in particular in relation to the COVID-19 pandemic, which will be ratified at a later Cabinet meeting.	Various		Cllr Ian Edwards - Leader of the Council	TBC	TBC		TBC		Public / Private
SI	School Governing Bodies, Instruments of Government and Governors / Authorising Academy Appointments	To approve appointments, nominate appointments and make reappointments of local authority governors and to approve any changes to school governing body constitutions. To also authorise any Member to be a Governor or Director of an Academy.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Helen Boundy				Public
SI	Release of Capital Funds	The release of all capital monies requires formal Member approval, unless otherwise determined either by the Cabinet or the Leader. Batches of monthly reports (as well as occasional individual reports) to determine the release of capital for any schemes already agreed in the capital budget and previously approved by Cabinet or Cabinet Members	TBC		Cllr Martin Goddard - Finance & Transformation (in conjunction with relevant Cabinet Member)	All - TBC by decision made	various		Corporate Finance		Public but some Private (1,2,3)
SI	Petitions about matters under the control of the Cabinet	Cabinet Members will consider a number of petitions received by local residents and organisations and decide on future action. These will be arranged as Petition Hearings.	TBC		All	TBC	Democratic Services				Public

Scheduled Upcoming Decisions

Further details

Ref

Ward(s)

				Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly											
SI	To approve compensation payments	To approve compensation payments in relation to any complaint to the Council in excess of £1000.	n/a		All	TBC	various				Private (1,2,3)
SI	Acceptance of Tenders	To accept quotations, tenders, contract extensions and contract variations valued between £50k and £500k in their Portfolio Area where funding is previously included in Council budgets.	n/a		Cllr Ian Edwards - Leader of the Council OR Cllr Martin Goddard - Finance & Transformation / in conjunction with relevant Cabinet Member	TBC	various				Private (3)
SI	All Delegated Decisions by Cabinet to Cabinet Members, including tender and property decisions	Where previously delegated by Cabinet, to make any necessary decisions, accept tenders, bids and authorise property decisions / transactions in accordance with the Procurement and Contract Standing Orders.	TBC		All	TBC	various				Public / Private (1,2,3)
SI	School Redundancy Payments	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Abi Preston				Private (1,3,4)
SI	External funding bids	To authorise the making of bids for external funding where there is no requirement for a financial commitment from the Council.	n/a		All	TBC	various				Public
SI	Response to key consultations that may impact upon the Borough	A standard item to capture any emerging consultations from Government, the GLA or other public bodies and institutions that will impact upon the Borough. Where the deadline to respond cannot be met by the date of the Cabinet meeting, the Constitution allows the Cabinet Member to sign-off the response.	TBC		All	TBC	various				Public

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WORK PROGRAMME

Committee name	Children, Families & Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Work Programme
Ward	All

HEADLINES

To enable the Committee to note future meeting dates and to forward plan its work for the current municipal year.

RECOMMENDATION

That the Children, Families and Education Select Committee considers the report and agrees any amendments.

SUPPORTING INFORMATION

1. The Committee's meetings will start at 7pm and the witnesses attending each of the meetings may include representatives from external organisations, some of whom travel from outside of the Borough. Forthcoming meeting dates are as follows:

Meeting Date	Room
18 June 2025	TBC
30 July 2025	TBC
11 September 2025	TBC
13 November 2025	TBC
07 January 2026	TBC
05 February 2026	TBC
12 March 2026	TBC
14 April 2026	TBC

Implications on related Council policies

The role of the Select Committees is to make recommendations on service changes and improvements to the Cabinet, who are responsible for the Council's policy and direction.

RESIDENT BENEFIT

Select Committees directly engage residents in shaping policy and recommendations and the Committees seek to improve the way the Council provides services to residents.

FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

LEGAL IMPLICATIONS

There are no legal implications arising from this report.

BACKGROUND PAPERS

NIL.

MULTI-YEAR WORK PROGRAMME 2022 - 2026

Service Areas	Children, Families & Education Select Committee	March 20	April 15	May No meeting	June 18	July 30	August No meeting	September 11
Education and SEND	Review: Persistent Absenteeism							
	Policy Review Discussion & Guidance							
	Topic selection/ scoping stage							
	Witness/ evidence/ consultation stage							
	Findings, conclusions and recommendations	X	X					
	Final review report agreement				X			
	Target Cabinet reporting					X		
Children's Social Care	Regular service & performance monitoring							
	Reports/ minutes from the Corporate Parenting Panel		X			X		
Education and SEND	Learn Hillingdon Self-Assessment Review (annual)							
	School Organisation Plan inc. School Places Planning update	X 23-24						
	Annual Education Standards report (prior to Cabinet Member)							
	School Admissions update		X					
Children and Families Support Services	Hillingdon Music Hub Annual Report				X			
	Children's Safeguarding Partnership Annual Report							X
Democratic Services	-							X
	-							X
	Annual Performance Monitoring							X
	Mid-year budget/ budget planning report							X
	Budget & Spending Report		X		X	X		X
	Minutes of the AGM				X			
Democratic Services	Cabinet Forward Plan Monthly Monitoring	X	X		X	X		X
Children's Social Care	One-off information items							
	Children's Centres delivery model and Early Years Nurseries - review of implementation of Cabinet's decisions Sept. 2023							
Children's Social Care	Hillingdon's Youth Offer & Delivery Model - review of implementation of Cabinet decisions from Sept. 2023		X					
	Overview of Corporate Parenting Responsibilities				TBC			
	Corporate Parenting Panel Membership to agree + subs				X			
	Corporate Parenting Panel - update to Terms of Reference							
Education and SEND	Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young Pople 0-25 Years 2023-2028 (& update)							
	SEND Sufficiency Strategy							
	School Admissions Arrangements - Whitehall Infant/ Junior							
	Move-ins to the Borough (in-year admissions)							
	Ukrainian Children - how funding from Central Govt. has been delivered to schools/ "Ukraine Education support update"							
	DPS for Alternative Provision – Education and SEND							
	Outcomes of consultations regarding: (i) Proposed closures of the Physical Disability (PD) Special Resourced Provision (SRP) at Coteford Infant School (ii) Proposed increasing of the age range for the Assessment Base at Ruislip Gardens Primary School (iii) Proposal for some community schools to lower their age range to take two year olds.							
	Draft Hillingdon Education Strategy 2024-2029							
	Outcome of the consultation for the proposal to amalgamate Grange Park Infant and Nursery School and Grange Park Junior School	X						
	Outcome of the consultation for the proposal to amalgamate Harefield Infant School and Harefield Junior School				X			
Prevention and Youth Justice	Youth Justice Service Strategy 2024-2029							
Children and Families Support Services	Early help/ support available to young people Services available to low-income families							
	Witness session on Higher Education - Orchard Hill College							
Democratic Services	Witness session on Higher Education - Uxbridge College							
	Witness session on Higher Education - Brunel University London							
	Families First Reforms and Childrens Wellbeing & Schools Bill		X					
	Council Strategy 2022-2026 consultation							
Democratic Services	Select Committee Terms of Reference update							
	Scrutiny Introduction (Democratic Services)							
Democratic Services	Place2Be (external witness session on children's mental health) - TBC							
Children's Social Care	Past review delivery							
	Stronger Families Hub 2022/23 - 2023/24							
Education and SEND	Adult & Community Learning Review 2021/22							
	Persistent Absenteeism							

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