

## Minutes

### CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

18 October 2017

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



	<p><b>Committee Members Present:</b> Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Dominic Gilham, Becky Haggar, Allan Kauffman, John Oswell, Jan Sweeting and Judith Cooper, and Tony Little.</p> <p><b>Also Present:</b> Councillor Simmonds (Deputy Leader and Cabinet Member for Education and Children's Services), Janna Murphy (Specialist Resource Provision/Assistant Head Hayes Park School), Sarah Blakely (Early Years Foundation Stage Manager), Dr Ahmed Ahmed (Member of staff from the child development centre), Elaine Caffery (Nursery Manager from 4Street Nursery) and Jo Moody (Advanced Practitioner / Early Years Practitioner)</p> <p><b>LBH Officers Present:</b> Dan Kennedy (Deputy Director, Housing, Environment, Education, Health &amp; Wellbeing), Tom Murphy (Assistant Director of Early Intervention Prevention &amp; SEND), Julie Mellor (Service Manager; Early Support Early Intervention Prevention and SEND), Laura Palmer (School Placement and Admissions Team Manager), Michael Rollin (Senior Admissions and Access Officer), Graham Young (Lead Finance Business Partner) and Anisha Teji (Democratic Services Officer)</p>
33.	<p><b>APOLOGIES FOR ABSENCE</b> (<i>Agenda Item 1</i>)</p> <p>Apologies received from Cllr Kanwal Dheer.</p>
34.	<p><b>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING</b> (<i>Agenda Item 2</i>)</p> <p>Councillor Haggar declared a non pecuniary interest in agenda item 7: Elective Home Education.</p>
35.	<p><b>MATTERS NOTIFIED IN ADVANCE OR URGENT</b> (<i>Agenda Item 3</i>)</p> <p>None.</p>
36.	<p><b>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE</b> (<i>Agenda Item 4</i>)</p> <p>It was confirmed that all items were in Part 1 and would be heard in public.</p>

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

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

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

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

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

**RESOLVED -**

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

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

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

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

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

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

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

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

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

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

Janna made the following key points during her presentation:

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

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

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

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

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

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

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

Dr Ahmed made the following key points during his presentation:

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

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

### **Identification**

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

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

### **Intervention**

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

### **Transition**

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

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

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

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

In summary, Elaine made the following key points:

Elaine described the systems in place at 4street Nursery for interventions for young children with SEND. These included Attention Hillingdon, Playing and Learning to Socialise (PALS) Social Skills Programme, WELLCOMM, High quality nursery provision and Five to Thrive. She confirmed that the nursery received a huge amount of

support from the Council's inclusion team.

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

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

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

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

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

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

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

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

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

**RESOLVED -**

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

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

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

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

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

**RESOLVED -**

- 1) That the report be noted.**

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

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

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

**Primary**

- The need for primary school places in most areas had been met through the primary school expansion programme and the provision of three new primary schools.
- Reception demand was forecasted to reduce reflecting the recent reduction in birth-rate although the demand will increase where there is significant housing

development.

- In the south of the Borough, some localised excess demand was forecasted, particularly in the Uxbridge area.
- In the Hayes area, a deficit in the short term is not predicted, but this is being kept under review in light of future residential developments.

### **Secondary**

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

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

### **RESOLVED -**

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

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

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

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

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

Following the Committee's questions, officers confirmed that the schools would know the budgets set in February/March 2018.

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

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