

Thurrock - An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future

Children's Services Overview and Scrutiny Committee

The meeting will be held at **7.00 pm** on **4 February 2020**

Committee Room 1, Civic Offices, New Road, Grays, Essex, RM17 6SL

Membership:

Councillors Bukky Okunade (Chair), Jennifer Smith (Vice-Chair), Abbie Akinbohun, Alex Anderson, Garry Hague and Elizabeth Rigby

Lynda Pritchard, Church of England Representative
Kim James, Chief Operating Officer, HealthWatch Thurrock
Nicola Cranch, Parent Governor Representative
Paula Robinson, Parent Governor Representative

Substitutes:

Councillors Daniel Chukwu, Steve Liddiard, David Potter and Joycelyn Redsell

Agenda

Open to Public and Press

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Queries regarding this Agenda or notification of apologies:

Please contact Wendy Le, Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **27 January 2020**

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DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

When should you declare an interest at a meeting?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

What is a Non-Pecuniary interest? – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- **Not participate or participate further in any discussion of the matter at a meeting;**
- **Not participate in any vote or further vote taken at the meeting; and**
- **leave the room while the item is being considered/voted upon**

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

Our Vision and Priorities for Thurrock

An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future.

1. **People** – a borough where people of all ages are proud to work and play, live and stay
 - High quality, consistent and accessible public services which are right first time
 - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
 - Communities are empowered to make choices and be safer and stronger together
2. **Place** – a heritage-rich borough which is ambitious for its future
 - Roads, houses and public spaces that connect people and places
 - Clean environments that everyone has reason to take pride in
 - Fewer public buildings with better services
3. **Prosperity** – a borough which enables everyone to achieve their aspirations
 - Attractive opportunities for businesses and investors to enhance the local economy
 - Vocational and academic education, skills and job opportunities for all
 - Commercial, entrepreneurial and connected public services

Minutes of the Meeting of the Children's Services Overview and Scrutiny Committee held on 8 October 2019 at 7.00 pm

Present: Councillors Bukky Okunade (Chair), Jennifer Smith (Vice-Chair), Abbie Akinbohun, Alex Anderson and Elizabeth Rigby

Apologies: Councillor Garry Hague
Lynda Pritchard, Church of England Representative

In attendance: Nicola Cranch, Parent Governor Representative
Paula Robinson, Parent Governor Representative
Adam Shea, Youth Cabinet Representative
Alicia Jones, Youth Cabinet Representative
Roger Harris, Corporate Director of Adults, Housing and Health/Interim Director of Children's Services
Michele Lucas, Assistant Director of Education and Skills
Sheila Murphy, Assistant Director of Children's Services
Joseph Tynan, Strategic Lead for Child in Need and Child Protection and Principal Social Worker for Children's Social Care
Alan Cotgrove, Chair Thurrock Local Safeguarding Children's Partnership
Wendy Le, Democratic Services Officer

Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

14. Minutes

The minutes of the Children's Services Overview and Scrutiny Committee held on 2 July 2019 was approved as a true and correct record.

The minutes of the Extraordinary Children's Services Overview and Scrutiny Committee held on 25 July 2019 was approved as a true and correct record.

15. Items of Urgent Business

There were no items of urgent business.

16. Declaration of Interests

The Vice-Chair declared a non-pecuniary interest in that she worked at a school and worked with SEND children.

17. Youth Cabinet Update

An update was given by the Youth Cabinet Representatives which included:

- A £3,000 donation from the police to raise awareness on knife crime;
- The annual Youth Conference which was a forum for young people to discuss and raise awareness of important issues;
- Working with the School Wellbeing Service to raise awareness of mental wellbeing within schools and how young people can get involved with the Youth Cabinet.

The Chair congratulated the Youth Cabinet on the £3,000 donation received and queried how the donation would be utilised. The Youth Cabinet Representatives replied that the idea was to invite speakers from relevant organisations into schools to discuss and raise the seriousness of knife crime as the Youth Cabinet felt this would provide a more effective message to young people.

18. 2018/19 Annual Complaints and Representations Report - Children's Social Care

The report was introduced by Sheila Murphy and set out the number of representations and complaints including the key issues and learning from complaints covering the period 1 April 2018 – 31 March 2019.

Referring to the communication learning of phone calls on page 29, the Chair questioned how phone calls were reviewed and how effective it was. Joe Tynan explained that reviewing phone calls was part of the learning process and phone rings were also monitored. If a phone call was not picked up after three rings, this would be flagged that the call was not answered in a timely manner and escalated to managers.

On routine case audits on page 30, the Chair asked if cases were selected at random. Sheila Murphy answered that a monthly auditing process was undertaken in which 25 cases were audited according to a template to ensure cases were fit for purpose and grammatically correct. A workshop had been setup 18 months ago and took place every Thursday morning which revolved around learning from those cases and themes usually ran in the workshop for two weeks before another theme was headlined.

RESOLVED:

That the Children's Overview and Scrutiny Committee considered and noted the report.

19. Thurrock Local Safeguarding Children Partnership - Performance Report May - August 2019

Presented by Alan Cotgrove, the report reminded the Committee of the changes made following the legislation to the Children and Social Work Act 2017 and Working Together 2018 statutory guidance. The report covered the

first performance period of May – August 2019 since the Partnership's transition to the arrangements on 7 May 2019. Future reports would be based on a quarterly period in line with the standard business year of 1 April – 31 March. The challenge was how the impact of the LSCP could be measured.

Regarding the safeguarding events, the Chair questioned whether the events would continue throughout the year. Alan Cotgrove confirmed that the events would continue to run and the challenge lay in the attendance rates as the LSCP tried to encourage parents to attend through engagement opportunities such as parents evenings or school open evenings.

Mentioning the LSCP's recent roadshow, Nicola Cranch said she had attended but pointed out the poor timing of the roadshow as it had taken place during school half-term. She suggested a crèche facility for parents with young children. Regarding most of the LSCP targets, she noted these were to reduce numbers which did not seem realistic.

Alan Cotgrove explained that LSCP events were held at varying times throughout the year and some requests were for events during the school term breaks. He went on to say that the LSCP objectives and targets would be looked at again.

Councillor Anderson queried how the LSCP aimed to interact with the Youth Cabinet as was outlined on page 61. Alan Cotgrove said that a meeting was in place to meet with the Youth Cabinet to discuss a delivery plan and further meetings had been set up throughout the year.

RESOLVED:

- 1.1 The Children's Services Overview and Scrutiny Committee noted the 2019-2020 Local Safeguarding Children Partnership Delivery Plan.**
- 1.2 The Children's Services Overview and Scrutiny Committee considered and provided comment on the performance of the Local Safeguarding Children Partnership.**

20. Education Support Strategy O&S Report Oct 2019

The report was presented by Michele Lucas, which highlighted the change to the educational landscape across Thurrock over the last five years. Most schools have joined Multiple Academy Trusts (MATs) or become standalone academies. The Education Support Strategy was developed in partnerships with Thurrock's schools which sets out how Thurrock planned to further embed their partnership-working ethos to ensure that children and young people had access to educational provision with a well-rounded and balanced curriculum.

Thurrock had undergone some significant changes and had realigned some of their services to the schools in the borough to meet the changing demand and

to build strong relationships. The Education Support Strategy aims to provide support from Thurrock and the key priorities included:

1. Attainment
2. Capacity
3. Inclusion
4. Employability and Skills
5. Wellbeing and Safety
6. Rigour and Partnership

Nicola Cranch said that Parent Governors were part of Academy Schools and she questioned how the service planned to gain the support of Parent Governors for the Education Support Strategy. Michele Lucas replied that Thurrock was proud of all the schools in the borough and understood that each school had its own priorities and this differed to another school. Thurrock had some strong stand alone academies and the service supported them but the one thing everyone had in common was the shared goal to ensure all pupils had the best start in education and continued throughout their time in education.

Following up, Paula Robinson asked about the service acquiring the support of standalone academies for the Education Support Strategy. Michele Lucas reiterated that the common goal was to ensure all children received the best education in Thurrock and that all schools in Thurrock were excellent whether they were standalone academies or part of a MAT.

Adding on, Roger Harris said that the service had recently met with the Chief Executives of MATs and although there was competition, there was also an underlying strong desire to work with Thurrock on a number of topics including the Free School Programme and on transport. Today's education landscape was a different environment to what it had been five years ago when schools were council run but there was still the principle of working in partnerships to achieve the best outcomes.

Referring to page 77, the Chair questioned the category mentioned in bullet point four. Michele Lucas replied that the category was Ofsted and would amend the draft.

The Chair questioned whether performance data between schools were shared and how this was done. She went on to ask if the service encountered resistance from schools when forming partnerships. Regarding data, Michele Lucas said this was reported nationally and available for everyone to view. In Thurrock, there was an understanding of how data was shared even where there was potentially competition between schools. The service would send out data sheets once acquired from schools and annual meetings were held with schools. In some Local Authorities (LAs), some schools had found the new safeguarding criteria set out by Ofsted to be challenging so Thurrock had learned from this and set up training for schools in Thurrock to attend to help them understand the new safeguarding criteria.

For Thurrock children attending schools outside the borough, the Chair questioned if they were included in the Education Support Strategy and if this fell under the Virtual School. Michele Lucas explained that the Virtual School supported all children that attended Thurrock's schools. Special Educational Needs and Disabilities (SEND) children attending out of borough schools were monitored and Thurrock was still responsible for them. This also included the children who chose to attend schools outside of Thurrock as well as Looked After Children (LAC).

Councillor Rigby questioned whether newly built schools would be set up as an academy. Michele Lucas confirmed that this would be the case.

Referring to bullet point 8 on page 77, Paula Robinson asked if it was from the age of 14 years old that a young person could attend technical college. In response, Michele Lucas confirmed this was the case but it was not easy to access because the challenge lay in the curriculum and there was a lot of work involved in T Levels. For 14-19 year olds, there were vocational pathways and the service was looking into this. There were also a number of schools that had developed vocational pathways.

Councillor Akinbohun asked whether there was still young people that were not in education in the borough. Michele Lucas stated that the service was proud to say that there were not many young people that were not in some form of training or education in Thurrock. The figure stood around 1.8% which equated to about 140 young people in that age range (following on from this meeting, Michele Lucas confirmed that the most recent figure was 2.1% in August 2019 and this equated to 77 16-17 year olds and that the 140 figure included 18 year olds). There were varying reasons why a young person may not be in education or training. In the eastern England region, Thurrock's figures were positive in the Not in Employment, Education and Training (NEET) figures and Thurrock had worked hard to achieve their targets.

Following up, Councillor Akinbohun queried the improvement percentage from last year's NEET figures to this year's figures. Michele Lucas answered that she would send the required data to the Committee.

Regarding year 6 pupils' mental and physical health, Paula Robinson questioned how the service intended to ensure schools had the right targets and services to support this. Michele Lucas replied that the service had invested almost £1 million into the new School Wellbeing Service which would be launching next week. This would enable the service to work closely with schools on the wellbeing of pupils and an update would be brought to the next committee meeting.

RESOLVED:

- 1.1 That Children's Services Overview and Scrutiny Committee reviewed and offered feedback on the Education Support Strategy**

1.2 That Children's Services Overview and Scrutiny Committee recommended to Cabinet the key priorities set out in the Education Support Strategy to support schools across Thurrock.

21. Written Statement of Actions Progress Review - Verbal Update

Michele Lucas informed the Committee that the WSoA had been submitted to Ofsted over the summer but Ofsted's response had been that the WSoA required more detail. The service had met with the Chair and Vice-Chair and had actioned the recommendations given which had since been resubmitted to Ofsted. The service hoped for feedback from Ofsted by December.

The Committee was satisfied with the update given.

22. Independent Reviewing Officer Annual Report

The report was introduced by Sheila Murphy and covered the period of 1 April 2018 – 31 March 2019. The role of an Independent Reviewing Officer (IRO) was to ensure that LAC received the best quality care from the LA, that LAC's needs were met and IROs held the LA to account. During the reporting period, the IRO service had remained stable with one change in personnel due to retirement and with the continued number of five permanent IROs. A total of 755 caseload reviews had been undertaken which was an increase from the previous year and 93% had been held within timescale, also an improvement from the year before.

Referring to paragraph three on page 118, Paula Robinson questioned if there were underlying reasons as to why the percentage of LAC from Black/Black British backgrounds had remained unchanged over the years and was still higher than the total population. Sheila Murphy explained that data was always analysed on factors such as a child's age and ethnicity. The service had noticed that the number of Black/Black British LAC was slightly higher than Thurrock's Black/Black British children population and would be aiming to undertake a deep dive study to analyse who the LAC were, if they were appropriately looked after and whether enough support was given to them before they had come into the service's care. Work was being undertaken with the service's Edge of Care Team on the availability of support. She went on to say that the figure of LAC from Black/Black British background could also be affected by the number of Unaccompanied Asylum Seeking Children (UASC) in the service's care as there was usually a higher proportion of UASC in care in Thurrock.

On UASC, Paula Robinson said that with safeguarding concerns, there needed to be a shared understanding of what a good parent was and for some cultures, the idea of a good parent might be different. She went on to question if there was work undertaken in this area regarding this. In response, Sheila Murphy said that there had been issues of physical abuse/chastisement which occurred in some cultures and some children may have attended school with severe injuries where an emerging pattern was seen which was then flagged up with the service. A programme for parents by

a voluntary organisation had been set up to improve understanding on what was acceptable and what was not in terms of discipline in western culture which had proved helpful for some parents.

Paula Robinson questioned what support services were in place to support the children themselves and if there was a pathway that enabled them to seek help. Sheila Murphy explained these types of issues with children were usually brought to the service's attention through schools. A children's group was also run with Thurrock's commissioned services.

Noting the one change with the IROs, Councillor Anderson commented that the trust with an IRO was important so stability was of the utmost importance. He asked how the service would ensure that the stability of the IRO service would continue when recruiting to vacant posts. In response, Sheila Murphy stated that the IROs were paid at a competitive rate and was offered many training opportunities. The IROs in Thurrock had stayed with the service for a considerable period. Recent recruitment had been very positive with keen interest in these roles both internally and externally.

The Chair sought more detail on the Mind of My Own app mentioned in the report. Sheila Murphy explained that the app was used by children and young people to communicate with their assigned social worker, IROs and manager. There were numbers provided for the young people to report their feelings to and younger children had emojis to send through to explain how they felt. The social workers were encouraged to use the app and the app makers sent data over that detailed the number of usages of the app. This helped the service to understand the feelings of children and young people and what other support could be offered.

Alicia Jones questioned whether the app had been rolled out elsewhere and who to. Sheila Murphy answered that the app had been rolled out to the service's LAC and the app was used by other LAs but the app makers had informed the service that Thurrock had made the most of the app and had really embraced it. All new staff were taught how to use the app and encouraged to use it.

RESOLVED:

That the Children's Services Overview and Scrutiny Committee noted the IRO Annual Report 2018-19 and the recommendations in the report.

23. Local Authority Designated Officer (LADO) Annual Report 2018-19

Presented by Sheila Murphy, the report provided an update on the work of the Local Authority Designated Officer (LADO) who oversaw the effectiveness of the process of allegations against professionals in a position of trust. As part of the Working Together to Safeguard Children 2018 statutory guidance, all agencies that provide services for children were required to have an allegation procedure in place. The report outlined the process for managing allegations

in Thurrock taking into consideration the three strands of an allegation and the possible outcomes from an allegation.

In Thurrock, the number of allegations made against a person in a position of trust had slightly reduced compared to the previous year and most allegations related to physical incidents where staff had used restraint to manage a situation. The timescale for the completion of a LADO role is usually within a month, although cases with police investigations may continue for several months.

Councillor Anderson questioned how the service raised awareness of the LADO process as he had not been aware of the process before. Sheila Murphy said that the service offered training sessions to schools, fostering services and health services on the LADO process. The Chair asked that a handout with more information on the LADO be sent out to the Committee via email.

RESOLVED:

That the contents of the LADO annual report 2018-19 be noted.

24. Local Offer to Care Leavers

Introduced by Sheila Murphy, the report set out Thurrock's offer to its care leavers which included an allocated Personal Adviser, a pathway plan, safe accommodation, support with education, employment and training and a financial plan.

Referring to the special event mentioned on page 151, Councillor Anderson sought more detail on the feedback of the event. In response, Sheila Murphy said that the diagrams and drawings in the Thurrock Council's Guide for Young Adults Leaving Our Care in appendix 1 was the feedback from the young people who attended the event. These had been agreed by the young people to include in the guide.

Roger Harris mentioned that the report had also been brought to the Corporate Parenting committee and that some of the care leavers had been invited to attend and had been vocal in their feedback.

The Chair noted that the offer was a contract between Thurrock's care leavers and Thurrock Council and asked that the service ensure this was seen through to the end to which was agreed.

RESOLVED:

That the Committee was informed about Thurrock's Local Offer to Care Leavers.

25. Children's Social Care Performance Report

The report was introduced by Joseph Tynan who referred to the Committee meeting on 2 July 2019 where concerns had been subsequently raised around the missing children data given in the Children's Social Care Performance Report at that time. He gave reassurance to the Committee that high level data was discussed monthly in pre-arranged meetings that was chaired by Sheila Murphy and there was also another monthly data meeting that was chaired by Roger Harris.

The report showed good performance in the service that included high levels of referrals continued on from the previous year, improvement in children and families assessments being completed within the 45 day timescale and a continued reduction in the number of UASC.

The Chair commented that social workers were doing a good job but performance was important and had to be accurate. She sought reassurance that the data provided was accurate. Roger Harris reassured the Committee that a deep dive study had been undertaken on the previous concerns of data and it was discovered that some of the previous year's data had been partly completed. The data now went through various checks and was signed off at senior level to ensure complete and accurate data.

Councillor Anderson commented that the issue of missing LAC had been on the performance report at Committee for over a year and was the first time that the data had been inaccurate. He thanked the service for their reassurance.

Councillor Akinbohun questioned why there was a reduction in the number of UASC. Joseph Tynan explained that data tended to fluctuate in UASC numbers and had done over the last few months. The factors for this could include geographical on where UASC were found or even different times of the year.

Adding to this, Sheila Murphy said the service was fortunate to have the eastern region protocol in place where neighbouring regions would accept some of the UASC arriving in Thurrock. Councillor Akinbohun sought reassurance that the service was not refusing UASC and sending them away. Joseph Tynan reassured the Committee that UASC were not turned away as the service had a duty to provide care for them.

26. Work Programme

The report High Level Apprenticeships was removed from the 3 December 2019 meeting as this report fell under the Corporate Overview and Scrutiny Committee as a key performance indicator.

The report Alternative Pathways Provision was added to the 3 December 2019 meeting which would also be considered at Cabinet in February 2020.

The report Outcome of Inspection of Local Authority Children's Services may come in the form as a verbal update at the 3 December 2019 meeting if the inspection took place before that time.

The meeting finished at 8.47 pm

Approved as a true and correct record

CHAIR

DATE

**Any queries regarding these Minutes, please contact
Democratic Services at Direct.Democracy@thurrock.gov.uk**

4 February 2020		ITEM: 7
Children's Services Overview and Scrutiny Committee		
Ofsted Inspection of Local Authority Children's Services (ILACS)		
Wards and communities affected: All		Key Decision: N/A
Report of: Sheila Murphy, Assistant Director, Children's Social Care and Early Help		
Accountable Director: Roger Harris, Corporate Director of Adults, Health and Housing and Interim Director of Children's Services		
This report is Public		

Executive Summary

Ofsted introduced the new ILACS inspection framework in January 2018 which replaced the previous Single Inspection Framework (SIF) of children's services. Thurrock children's services' previous inspection was held between 22nd February and 17th March 2016 under the SIF inspection framework and the service was graded 'Requires Improvement' across all judgement categories. This report is to update the Committee on Thurrock's recent Ofsted ILACS inspection undertaken between 4th and 22nd November 2019.

The ILACS inspection is a very detailed and robust review of all areas of practice in children's social care, early help services and education services for children educated at home as well as for children missing education. Ofsted Inspectors came on site from Monday 11th November for two weeks; there were four key inspectors for the whole two weeks and for two days of the inspection a further two inspectors joined the inspection team, which meant a total of six inspectors within the service. The inspection was very thorough and inspectors examined the experience of children through the lens of social work interventions, by talking directly to social workers and examining their case work files in detail. The inspectors were focused on evidence of outcomes for children and the impact social work intervention is having for children and their families. The two weeks of on-site inspection was very intense, it thoroughly tested the practice of the service and the corporate support and commitment from the Council as a whole for our most vulnerable young people.

Ofsted rated Thurrock Children's services as:

- Impact of Leaders on social work practice with children and families;
GOOD
- The experiences and progress of children who need help and protection: **GOOD**

- The experiences and progress of children in care and care leavers: **GOOD**
- Overall effectiveness: **GOOD**

The inspection outcome reflects the hard work and commitment of all those striving to ensure children and their families receive good services within the Council and from partners. Ofsted commented 'Effective and stable senior leadership has led to considerable improvement in the quality and impact of social work practice for children in need of help and protection, those in care and care leavers since the 2016 Ofsted inspection.' They also commented that, 'The senior leadership team and elected members demonstrate a collective determination to provide high-quality services that improve outcomes for vulnerable children. A palpable sense about wanting to do the right thing fosters an open learning culture, and allows leaders to engage readily in internal and external reviews and challenge.'

Ofsted recognised the excellent practice undertaken by social workers and reflected that morale is good within the service. Ofsted observed; 'Social workers and managers are fittingly proud of the work they are doing in Thurrock. They know their children and families very well and speak with passion and enthusiasm about the often exemplary work they undertake with them. They work in an environment where caseloads are manageable and where leaders support them to do their jobs effectively.' Ofsted were clear that the service is continually developing and the three areas for improvement identified by Ofsted, were already identified by the service with action plans in place to further improve practice.

The outcome of the inspection evidences that Thurrock Council is providing a Good, much improved service for vulnerable young people in the borough. In addition, the council is well placed to further embed the good practice in place and to continue to provide excellent services to vulnerable children and their families.

1. Recommendation(s)

- 1.1 That the Committee note Thurrock's outcome from the Ofsted ILACS and offer their unanimous thanks to all officers and elected members of the council involved in achieving the Good rating.**

2. Introduction and Background

- 2.1** In January 2018, a new universal inspection framework came into force for Children's services. The Inspection of Local Authority Children's Services (ILACS) focuses on the local authority (LA) functions regarding the help, care and protection of children and young people. The ILACS is a 'whole system' approach to inspection. The aim of the ILACS is to drive up improvement and catching LAs before they fall over as the underpinning principles of the framework, which is described as a system rather than a programme of inspection. ILACS attempts to take a proportionate, whole system approach to inspecting a service and this inevitably involves greater contact between Ofsted and LA's. In addition to on-site inspection activity, the ILACS is supported and informed by an annual self-evaluation, the annual conversation

and Ofsted's LA intelligence system.

2.2 The ILACS inspections focus on the effectiveness of local authority children's services and arrangements in these four areas:

- Impact of Leaders on social work practice with children and families
- The experiences and progress of children who need help and protection
- The experiences and progress of children in care and care leavers
- Overall effectiveness

2.3 Thurrock's children's social care last Ofsted inspection was in February 2016, when children's social care was judged to be 'Requires Improvement'. The council was notified of the ILACS inspection by phone call on the 4th November, which is the off-site week of the inspection. During this week the service uploaded over 200 documents, produced audit reports of case work and the Lead Inspector conducted a number of telephone interviews including with the Chief Executive, Portfolio Holder and the Director of Children's Services and the Assistant Director. The onsite weeks began on the 11th November and completed on the 22 November. During that period of time there were up to six Ofsted inspectors in the service. The inspectors located themselves alongside social workers and reviewed their cases directly with them, probing into significant detail for every case. The inspectors reviewed in detail a significant number of cases, selected completely randomly by the inspectors in their 2 weeks of onsite work.

Please see the attached Ofsted report in full, which was published on the 20th December 2019.

2.4 Recently, a number of neighbouring authorities have also been inspected by the same Ofsted team under the new ILACS framework. Southend Council was rated Requires Improvement, Medway was Inadequate and is now under government intervention. In addition, there were 3 other Ofsted ILACS inspections at exactly the same time as the one in Thurrock; London Borough of Ealing went from Good to Requires Improvement, London Borough of Hackney also went from Good to Requires Improvement and Solihull remained as Requires Improvement. When compared to these outcomes the Thurrock outcome of an improved judgement to Good is even more significant.

3. Issues, Options and Analysis of Options

3.1 Thurrock's Ofsted ILAC report is attached at appendix 1.

4. Reasons for Recommendation

4.1 Members of the Committee are aware of the outcome of the ILAC inspection, including the areas for development.

5. Consultation (including Overview and Scrutiny, if applicable)

None

6. Impact on corporate policies, priorities, performance and community impact

None

7. Implications

7.1 Financial

Implications Verified by: **Michelle Hall**
Management Accountant

There are no financial Implications to this report.

7.2 Legal

Implications Verified by: **Lindsay Marks**
Deputy Head of Legal Social Care and Education

There are no legal implications.

7.3 Diversity and Equality

Implications Verified by: **Rebecca Lee**
Team Manager – Community Development and Equalities

None.

7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

None

7.5 Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None

8. Appendices to the report

- Appendix 1 – Ofsted – Thurrock Council – Inspection of Children’s Social Care Services Report, 11 – 22 November 2019

Report Author:

Sheila Murphy

Assistant Director, Children’s Social Care and Early Help

Children’s Services

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Thurrock Council

Inspection of children's social care services

Inspection dates: 11 November 2019 to 22 November 2019

Lead inspector: Brenda McLaughlin
Her Majesty's Inspector

Judgement	Grade
The impact of leaders on social work practice with children and families	Good
The experiences and progress of children who need help and protection	Good
The experiences and progress of children in care and care leavers	Good
Overall effectiveness	Good

Since the last inspection in 2016, when children's services were judged to require improvement, an experienced senior leadership team has driven a sustained pace of improvement in most areas. Services for vulnerable children and their families in Thurrock are now good. Although some developments are recent, strong child-centred practice is evident across all teams and services. Skilled and committed social workers and other frontline practitioners listen to children and their parents. They take time to understand children's experiences. Staff act swiftly to prevent harm and provide support early. Current senior leaders have worked diligently to develop and support a culture of continuous learning and improvement. Stability of leadership and strong aspirations to 'get it right' for vulnerable children are key factors in their success. Action to support exploited and missing children is beginning to make a difference, but changes need to embed further to ensure that risks to children are fully understood and addressed.

Children in care, adopted children and young people leaving care benefit from teams of highly committed, ambitious and determined professionals and carers, who work well together, helping them to remain safe and achieve well in life. The local authority is a highly ambitious corporate parent. There is a palpable sense that staff across all directorates want to do the right thing. Work to improve the timeliness of initial health assessments is critical and necessary, particularly for unaccompanied asylum-seeking children coming into care. Planned transitions for disabled children and care leavers need to happen earlier.

What needs to improve

- Planned transitions and closer collaboration with adult services needs to happen earlier for disabled young people and care leavers.
- Timeliness of initial health assessments when all children come into care.
- Alignment and effectiveness of systems that support children at risk of criminal and sexual exploitation and children missing from home and care, to ensure that children can tell their stories.

The experiences and progress of children who need help and protection: Good

1. Judicious, targeted investment in the newly reconfigured locality-based preventative and support service (PASS) as part of Thurrock's Brighter Futures strategy means that early help is carefully prioritised for the most vulnerable families. The pathway into PASS is clear: a 'team around the family' and well-being model takes a holistic, multi-agency perspective in addressing families' needs. As a result, children and families get the right level of help and protection at the right time, delivered by caring and skilled professionals, and this is making a difference to their day-to-day lives and protecting them from harm. Actions by managers to align performance monitoring, as well as audit programmes with children's social care, are positive developments.
2. Strong partnerships in the multi-agency safeguarding hub (MASH) serve to protect children from harm. Thresholds between early help and social care services are well understood. The co-location with children's social workers of many other professionals, such as an approved mental health professional and a specialist female genital mutilation worker, enables highly effective collaboration and timely information-sharing. Proportionate checks are undertaken, and consent is routinely sought, or appropriately overridden, to protect children. Rigorous management oversight of this work ensures that children's experiences are constantly central to timely decisions about the steps needed to help and protect them from harm.

3. Assessments using the local authority's revised model of practice are comprehensive and analytical, and are a vast improvement on those seen during the 2016 single inspection. They are thorough and updated regularly, and they clearly reflect the child's voice. Focused, purposeful direct work is planned well, is done at the child's pace, and ensures that most children understand what is happening. Staff work skilfully to understand parental and family histories and cultures, as well as the impact on parents of mental illness, domestic abuse, poverty and insecure housing. Exceptionally competent examples were seen of social workers sensitively evaluating the impact that these and other vulnerabilities have on parents, while keeping a clear focus on children's needs at the heart of their practice.
4. Appropriate action is taken to safeguard and protect children who are at immediate risk of significant harm. Strategy meetings are thorough, and most involve a good range of agencies. Interventions are proportionate to risk, and, when children and young people need to be safeguarded, actions are taken promptly to ensure that they are protected. For instance, managers took decisive action to protect children who had recently moved to Thurrock and where previous local authorities had failed to act.
5. Child protection conferences are timely. Multi-agency core groups are held regularly; most are used effectively to review and update child protection plans. However, the quality of child in need and child protection plans is not consistently good. A minority of these plans lack clarity about risks, desired outcomes or timescales. Managers are aware of this and have increased their audit activity, which is supporting improvement. Assiduous management reviews and close monitoring of children's cases where child protection plans have been in place for more than a year have resulted in the number of plans appropriately reducing from 253 in 2018 to 144 at the time of inspection.
6. Effective monthly permanence planning meetings and rigorous monitoring and tracking of cases under the pre-proceedings stage of the Public Law Outline are preventing drift and ensuring timely decisions about applications to family courts. Increased risks to children are escalated swiftly. Plainly written 'letters before proceedings' ensure that parents understand the local authority's concerns. Where necessary, care proceedings are initiated quickly to ensure that children are not subject to neglect and other damaging home conditions for too long.
7. Leaders and managers have facilitated a range of evidence-based improvements, making a discernible difference to helping vulnerable children and their families sustain change. For example, additional investment in solution-focused 'families first' child in need teams, and in 'families together' edge of care teams, is resulting in persistent relationship-based work that is making a positive difference, enabling very vulnerable young people to remain living securely with their families. This effective and authoritative practice, while recent, adds value and leads to better experiences for

children. A culture of listening to children, understanding their world and acting on their views is increasingly embedded in practice across all teams in Thurrock.

8. Senior leaders have recognised the need to strengthen the operational coordination of information and alignment of systems to monitor and assess the impact of work with vulnerable adolescents and children at risk of exploitation. Having commissioned an external review in August 2019, they have put an appropriate action plan in place to drive improvement. While information on missing children is circulated daily to managers, leaders accept that the response to children who go missing or who are at risk of criminal or sexual exploitation is not yet strong enough for all children. Return home interviews do not take place routinely. Therefore, some children do not have the opportunity to tell their story. However, social workers know children well and work tirelessly to help and protect them from harm. Safety planning for a small number of children needs to be sharper. This was an area for improvement in the 2016 inspection.
9. Effective strategic relationships with multi-agency partners have resulted in the successful disruption of known perpetrators who criminally exploit or traffic children and vulnerable adults. Gang injunctions have been issued and gang members have been constrained, imprisoned, or moved out of Thurrock. Online abuse is taken very seriously. Young people across schools and colleges have responded positively to the reintroduction of 'Walk Online' roadshows, a programme which covers broader safeguarding issues, including online exploitation, knives and offensive weapons, and the impact of gangs. The dangers of radicalisation are understood well by the local authority and partner agencies. The Prevent referral pathway is clear, simple and easy to use. A heightened level of awareness, particularly on the part of schools and colleges, is helping to protect children and young people.
10. Effective arrangements for identifying and responding to children and young people who are privately fostered helps protect them and ensure they are appropriately cared for. Private foster carers have the same access to training and support as other foster carers. Privately fostered children are seen regularly and are seen alone. Young people who present as homeless have their needs carefully considered and are very well supported to return home or to move to alternative provision.
11. The operational response to allegations made against adults who are working with children in a position of trust is rigorous. More work is needed to improve awareness-raising with partner agencies. Children and their families benefit from prompt, proportionate and effective help and protection out of hours. Communication with daytime services is good.
12. Until recently, disabled children and their families did not consistently get the right level of help and support from children's social care. Action by senior

leaders has strengthened management oversight for these children. Risks and safeguarding concerns are recognised, and children's cases are stepped up appropriately when needs change and a more intensive social work response is required. Assessments are updated routinely. Skilled social workers understand children's unique needs and find ways to communicate with them to ensure that services are attuned to their specific wishes. Work with adult services and other professionals to support young people into independence does not happen early enough. Further work is required to ensure that plans are of a reliably high standard.

13. Children who are electively home educated and those missing from school benefit from effective management oversight and interventions. Leaders quickly act where there are safeguarding issues.

The experiences and progress of children in care and care leavers: Good

14. Most children come into care either on a planned or voluntary basis or through the application of a court order when efforts to protect them at home have been unsuccessful. Children of all ages are safeguarded, and care orders for older adolescents are sought when appropriate. Children and young people benefit from help and support provided by dedicated, ambitious and determined professionals who work well together, helping children to remain safe and achieve well in life. Permanence planning for children in care is tightly managed and is effective in ensuring stability and avoiding drift. When children need alternative long-term care outside their families, joint plans are tailored carefully to their individual needs. Decision-making is timely, and prompt action is taken to ensure that children have good-quality stable homes together with their brothers and sisters.
15. Social workers know children well. While some children have experienced too many changes in staff, most children are able to build trusting relationships with new workers and their foster carers. Social workers visit regularly, and they spend time encouraging children to talk about their concerns or worries. For instance, when children are reluctant to engage with other professionals, social workers learn the relevant skills and work through the issues with the child. Respectful, tenacious work by staff who really care about helping children is helping them to recover from the trauma they have suffered.
16. Independent reviewing officers (IROs) work diligently with social workers and carers to support children to express their views. They visit children, listen carefully to what children would like to happen, and take swift action to make changes. Most review minutes are easy to read and understand. IROs are a valuable source of continuity in children's lives. They rigorously review children's care plans and provide effective critical challenge. Case recording is clear and up to date, and the voice of the child is consistently evidenced. Inspectors saw many examples of creative and sensitive work helping children

to come to understand why they cannot live with their parents or extended families.

17. Children are settled in their placements, including those who are living outside the local authority area. They are well supported by carers and other professionals and most are doing well. Children and their carers socialise and spend time doing fun things together. Faced with a long waiting time for access to child and adolescent mental health services, the local authority proactively commissions emotional help and support services. Responding quickly in this way to assist children and their carers is increasing emotional resilience. This is enabling children, particularly adolescents with complex needs, to remain settled in the same placements. Increasing numbers of young people remain living with their foster families after 18.
18. Social workers regularly update their assessments for children in care, ensuring that they are child-centred, comprehensive and analytical. Bespoke intensive support provided by the families together team enables children to return home safely to their birth families. Advocates are used effectively when children need them. Staff listen to and act on children's views and aspirations. They arrange family contact sensitively and support it well, respectfully taking account of parents' wishes. For example, when parents are in prison, staff visit and seek their advice about how they should communicate this to their children. Children regularly access a wide range of activities, such as brownies, rugby or gymnastics. Apps are being used well to help children express themselves, and there is evidence of creative and imaginative direct work, including work, in some cases, to help children understand and make sense of their life stories.
19. Routine, sensitive planning for children to enable them to live with family members is a real strength in Thurrock. Staff complete initial viability and risk assessments promptly, helping to reduce disruption and allowing children to remain within family settings with people whom they know and trust. They use connected care arrangements well to provide children with safe and effective care while parenting assessments are ongoing. Most connected carers are well supported to care for children, and a number have decided to make applications for special guardianship orders. The local authority guarantees that special guardians and children will receive support that is equivalent to that given to other care givers.
20. A significant increase in the number of unaccompanied asylum-seeking children entering care and a relatively high percentage of older children in care present specific challenges. Many of these young people have suffered neglect and trauma, some are estranged from their families and others have been known to agencies for many years. Frontline staff skilfully build relationships with these children. They work in collaboration with partner agencies to ensure that they can access personalised help and support. However, delays in completing initial health assessments are a critical issue

for this group. Although leaders are working with health colleagues to resolve the delay, the pace of change is too slow.

21. The court team is emerging from a very difficult period, during which high levels of staff turnover have had a negative impact on the quality and timeliness of applications in the family courts. Currently, good-quality parenting and connected carers assessments contribute to effective and timely permanence plans for children who are unable to live with their parents. Anonymously profiling children whose plan is for adoption before placement orders are made has proved to be highly effective in ensuring that prospective adoptive families are identified early and quickly matched with them.
22. Children and carers benefit hugely from highly experienced and dynamic social workers and senior managers in Thurrock's fostering and adoption services. Staff take great pride in their work. Foster carers and adopters are positive about the support they receive. Excellent therapeutic support is available for foster carers and adopters. Trauma-based learning is integral to the authority's extensive fostering and adoption training programmes.
23. Since moving its adoption service back in-house in 2018, the local authority has widened the adoption options available for all children who need them, not just babies and toddlers. A creative, far-reaching recruitment strategy is increasing the range of placements available to meet children's diverse needs. The assessment process is well organised and responsive. Senior managers listen to and regularly consult with foster carers. Foster carers use their expertise to influence the organisation in a positive way. Their input during training and recruitment events, initial visits and mentoring of new carers is invaluable. Extensive investment in life-story work is greatly appreciated by adopters and birth families. This work is being extended to children living with special guardians and foster carers.
24. All children in care have an up-to-date personal educational plan (PEP). This is a useful tool to ensure that the right support is provided to meet children's education needs. The virtual school is very effective in supporting the achievement of children in care, getting them the help and support they need to do well. Staff quality assure the personal education plans that schools use to support and monitor pupils' academic and social progress. Outcomes at the end of key stage 2 are strong. At key stage 4, they are improving year-on-year. Staff encourage children and young people to participate in their PEP meetings. They acknowledge their views and respond to them quickly.
25. The proportion of care leavers in education, employment or training over the age of 19 is high. However, for those aged 17 and 18, it is lower than it should be. Leaders recognise this and have recently moved responsibility for these pupils back to the virtual school. It is too early to see the impact of this change.

26. The transition from child in care to care leaver is not as seamless as it needs to be. The quality and effectiveness of early pathway planning is variable. Some young people don't have an up-to-date pathway plan. Others, who are clearly vulnerable, do not have a current risk assessment. Although personal advisers (PAs) attend 16-year-old children in care reviews, there is little evidence of meaningful involvement from the after-care team until young people are approaching their eighteenth birthdays. Capacity has been an issue. The local authority has employed four additional PAs and a senior practitioner to address this gap, but it is too soon to evaluate the impact.
27. Care leavers spoke positively and with genuine warmth about PAs who help them realise their ambitions. They have access to employment, training and apprenticeships delivered by enthusiastic staff via the inspire hub. At the time of inspection, 26 young people were attending university. Care leavers who originally arrived in this country as asylum-seekers benefit from the support they receive from a PA whose personal experience of the asylum-seeking process gives him a unique insight into the trauma, challenges and practical obstacles that young people face. Extensive corporate investments mean that all care leavers have access to customised high-quality accommodation up to the age of 25 years. There are no children under 16 in unregulated provision. PAs visit young people who are in custody regularly and they support them well when they are released from prison.

The impact of leaders on social work practice with children and families:
Good

28. Effective and stable senior leadership has led to considerable improvement in the quality and impact of social work practice for children in need of help and protection, those in care and care leavers since the Ofsted 2016 single inspection. Although some improvements are recent, services are now good, with many examples of exceptional child- and family-centred practice. Good governance arrangements are firmly in place, ensuring that the senior leadership team and elected members communicate regularly and effectively.
29. The assistant director and the recently retired director of children's services (DCS) in children's social care have shown remarkably strong leadership, addressing considerable deficits in practice reported at the last inspection. Together with the unstinting support of the current interim DCS, the chief executive officer, elected members and strategic leads, they have created a culture of high expectation, support and challenge. Listening to children and acting on their views are practices that are becoming strongly embedded in practice.
30. Leaders know their communities well. They have focused on co-designing services based on what local people need. Senior leaders promote a strong ethos of participation and advocacy. They ensure that children's and

professionals' views are at the centre of their work. Strategic and corporate arrangements are congruent with this vision, providing a clear understanding and shared approach to prioritising and meeting children's needs. The senior leadership team and elected members demonstrate a collective determination to provide high-quality services that improve outcomes for vulnerable children. They are connected to frontline practice and have a good knowledge of individual children. A palpable sense about wanting to do the right thing fosters an open learning culture, and allows leaders to engage readily in internal and external reviews and challenge. For example, a review of the poor adoption performance resulted in them bringing the service back in-house.

31. Successful workforce planning and staff development in Thurrock have increased the number of frontline practitioners supporting children. This has increased capacity to sustain a good-quality service and is a substantial improvement since the last inspection. Leaders have tackled staff competence issues and have helped practitioners and managers who were resistant to raised standards to develop the requisite skills or to move on. While this has meant that some children have experienced changes of social worker, the quality of practice is stronger as a result, and recent action by managers is improving staff stability. Newly qualified social workers receive exceptional support. A strong emphasis on developing and nurturing all staff encourages more to remain in the local authority. A diverse workforce of practitioners and managers who reflect the local community is a real strength, leading to better engagement by young people and their parents.
32. The local authority takes its responsibility as a corporate parent for children in care very seriously. All directors across the council have had corporate parenting training. Work to improve support to the children in care council is positive. Elected members are ambitious for children and young people in their care and have ensured that their vision for outstanding quality services is underpinned by appropriate financial resources. This provides a sound basis for good service planning and provision. Active engagement with local and international businesses based in Thurrock is successfully securing apprenticeships and jobs for children in care when they leave school.
33. Performance management is well established and is a priority. Monthly development boards which are chaired by the DCS undertake regular analysis of data and monitor progress against priorities. The lead member also provides detailed scrutiny. Managers use weekly performance and audit information effectively in most service areas. Some of the developments are recent, and the changes, while showing positive and continuous improvement, need to embed further. There is no complacency. Instead, a strong culture of continuous learning, professional accountability and responsibility enables staff to flourish in a safe but challenging environment.

34. Staff consistently feel well supported in their work and their professional development by highly visible, approachable and involved managers at every level. Senior leaders take the time and trouble to nurture talent. There is a tangible culture of professional accountability and respectful challenge devoid of blame across teams. Morale is good. Supervision is frequent and mostly effective.
35. Social workers and managers are fittingly proud of the work they are doing in Thurrock. They know their children and families very well and speak with passion and enthusiasm about the often exemplary work they undertake with them. They work in an environment where caseloads are manageable and where leaders support them to do their jobs effectively.



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4 February 2020		ITEM: 8
Children's Services Overview and Scrutiny Committee		
SEND Inspection Outcome - Written Statement of Action Update		
Wards and communities affected: All		Key Decision: N/A
Report of: Michele Lucas, Assistant Director, Education and Skills		
Accountable Assistant Director: Michele Lucas, Assistant Director, Education and Skills		
Accountable Director: Roger Harris, Corporate Director, Adults Housing & Health and Interim Director, Children's Services		
This report is Public		

Executive Summary

In August 2019 the local area, including the Council, the CCG, and schools, responded to the Written Statement of Action around our joint inspection of Special Educational Needs and Disabilities (SEND). The action plan was approved on October 8th 2019. The Ofsted re-inspection visit will take place 18 months from this date.

The council and partners have been working on the action plan and we outline in this report some of the key work that has been undertaken against the areas Ofsted identified. The council meets regularly with key stakeholders and this informs the ongoing work to support SEND children and young people. The council have identified additional resources to address the issues around capacity to deliver. This will ensure that caseloads are reduced from the current 300 to under 200 thus providing a more responsive service.

Further evidence of progress against the three areas identified by Ofsted are outlined in section three of this report. The areas identified can be found in detail in the Written Statement of Action (Appendix One).

1. Recommendation(s)

- 1.1 O&S to note the updated WSoA and the work that has been undertaken to address the areas of weakness.
- 1.2 O&S to consider how they would like to be kept informed of progress relating to the WSoA.

2. Introduction and Background

- 2.1 The Council and partners are currently working on the three areas identified by Ofsted but clearly this forms part of the work we are undertaking to ensure that our SEND learners have access to high quality educational pathways to enable them to have improved life chances and to access the local employment opportunities linked to the regeneration agenda across Thurrock.
- 2.2 Children's Overview and Scrutiny – form part of the overview governance of this work and our aim is to ensure that the committee is provided with timely updates around the progress of the action plan.
- 2.3 The SEND Improvement Board, chaired by the Portfolio Holder for Education & Health is overseeing both the WSoA and the wider issues identified within the inspection outcome letter. The SEND Operational Group provides regular updates to the SEND Improvement Board which in turn reports back to Children's Overview & Scrutiny.

3. Written Statement of Action Progress Report

- 3.1 A number of key actions have taken place linked to the WSoA since the last Overview & Scrutiny update.
- 3.2 Systems and capacity were identified in the Ofsted letter and as a result of this the Council has approved additional staffing capacity as well as a significant investment in the upgrading of the data system that is currently used. This will see caseloads reduced significantly and will ensure that we are responding in a more timely manner to requests from partners, parents and young people.
 - The new senior management structure has been in place since the autumn term – this was to address some of the management oversight issues that were raised in the WSoA. The Assistant Director meets regularly with the staff to performance manage and review the work that has taken place during the month. The information from these meetings are then reported to both the Operational SEND group and the SEND Improvement Board. This evidences the strong governance structure that has been developed.
 - The SEND improvement board has signed off a new data set which will monitor and track progress against the both the quality and the timeliness of the Education Health Care Process thus providing a robust quantitative reporting structure.
 - A new telephone system has been introduced with the support from our customer service team. A report was presented to the SEND Improvement Board and we have seen a significant improvement in call return rates. Over a four week reporting period all calls were answered

and responded to within agreed timescales. This has formed part of the new data set that is monitored regularly by the SEND Improvement Board.

- Work around participation and engagement continues to offer ways in which parents, carer's, children and young people can actively engage with the service. To support this we have seconded our newly recruited participation & engagement officer to CAPA (Parent/Carer Engagement Group) for one day a week to support engagement activities. An action plan has being developed which looks at a range of ways in which we capture information to inform service design and delivery.
- The new council consultation portal has an ongoing survey to capture views from a range of different stakeholders about the Education, Health and Care plan process. This will inform how we deliver services going forward.
- The Assistant Director has met with a range of community members around how we can improve the engagement of parents. The Council is supporting an event at the end of March which is being organised and run by parents to look at ways in which we can co-design and be held to account for our engagement plan. A full report of this work will be presented to O&S in the summer term.
- The work to ensure that the quality of plans are being reviewed and monitored on a regular basis is being supported by some additional external capacity. The Council is undertaking quality assurance visits to all of our out of borough placements to ensure that they are meeting the needs of our children and young people.
- The internal quality assurance programme of EHC plans has begun and the SEND team has started to undertake audits of EHC plans – to support this process we will have an external colleague who will be working with the team to support the ongoing development work. An external view of this work is important has it was one of the areas that Ofsted identified.
- The cross directorate work between Children and Adults is being further developed. This work will ensure that we have a stronger transition for young people into adult services.
- Inspire have worked with young people to develop a range of new programmes at our outdoor education centre (Grangewaters) to offer innovative learning pathways for young people with SEND. One of aims of this work is to enable young people to develop the skills to get into work – we are utilising our employer engagement links to identify work opportunities
- The Council has supported a capital bid for the systems integration. This work will begin in February 2020 and will provide a single view of data across our Education & Skills data sets. This work will then provide the

platform to introduce the new on line Education Health Care Plan portal with the aim of using a digital solution.

- 3.3 The Council has identified resources to increase the capacity of the SEND team. A recent recruitment round has secured 4 additional caseworkers and a new tribunal officer role. This will ensure that the caseloads are manageable and will improve the statutory 20 week timeframes for the production of EHCP's.

- The Assistant Director meets regularly with the Ofsted regional lead who also provides updates from both a national regional perspective. We discussed at length the High Needs Funding within the Dedicated Schools Grant. This is being reviewed and overseen by our schools forum and will form the basis for our ongoing discussions with partners.

4. Issues, Options and Analysis of Options

- 4.1 The Council is working with partners to address some of the key challenges within the High Needs Block of the Designated Schools Grant. We have met with schools both individually and as part of our consultation processes. We are looking to co-design innovative practices to ensure the pressure on the High Needs Block are mitigated against. This work will continue throughout this academic year.

5. Reason for Recommendation

- 5.1 Children's Overview and Scrutiny have a clear and accountable governance responsibility around supporting children with additional needs – the standing agenda item will enable committee members to be reassured of the progress and provide scrutiny in ensuring we are meeting the objectives outlined in the WSOA. We would ask committee member to consider how they would like us report back on progress.

6. CONSULTATION (including Overview and Scrutiny, if applicable)

- 6.1 Children's Overview and Scrutiny Committee

7. IMPACT ON CORPORATE POLICIES, PRIORITIES, PERFORMANCE AND COMMUNITY IMPACT

- 7.1 This report contributes to the following corporate priorities:

- Create a great place for learning and opportunity

8. IMPLICATIONS

8.1 Financial

Implications verified by: **David May**

Strategic Lead Finance

Additional resources have been identified to ensure that we implement the change programme that is being developed to support children with special needs. This will be monitored alongside the written statement of action to ensure that they have been targeted in the appropriate place to see improved outcomes for children and young people.

In addition, the Dedicated Schools Grant has prioritised resources to support the improvement plan and respond to the increase demand in EHCP.

8.2 Legal

Implications Verified by: **Lindsay Marks**
Deputy Head of Legal Social Care and Education

The Committee is asked to note the report content under the remit of the Committee's terms of reference and powers.

8.3 Diversity and Equality

Implications Verified by: **Rebecca Lee**
Team Manager – Community Development and Equalities

Supporting our children and young people who have special education al needs is a key strategic priority for Thurrock Council. We have recently redesigned our work around how we engage with children young people and parents/carers who require additional support. To support with this work we have recently recruited an engagement officer who will be working with local stakeholders to enable us to gain feedback and how we can ensure it is linked to the service transformation that we are undertaking.

8.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

None

9. APPENDICES TO THIS REPORT:

- Appendix 1 – SEND Local Area: Written Statement of Action

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SEND LOCAL AREA

Written Statement of Action

Author: Michele Lucas, Assistant Director Education and Skills

September 2019

Version 10

SEND Strategy Priorities 2019-22

Ensure that children and families are at the heart of an effective send system	<ul style="list-style-type: none"> • Parental engagement and co-production in all areas of SEND. • The role of the Parent/ Carer Forum in putting forward parent voice through CaPa • Parent, child and young person engagement in service commissioning, Planning and delivery • Co-production of individual Education, Health and Care Plans (EHC Plans) • Pupil voice and targeted engagement work • Feedback via surveys and group work
Ensure every child and young person is making good progress and attends a good place to learn	<ul style="list-style-type: none"> • A comprehensive range of high quality SEND services available in mainstream and special early years settings, schools and colleges for children and young people at SEN support and EHC Plan • Measures of individual outcomes progress through EHC Plan and SEN support and beyond academic attainment • Appropriate range of specialist places in place • SEND progress measures in schools and bases for EHC Plan and SEN support • Targeted monitoring and support for all vulnerable groups including SEN support, EHC Plan, LAC, CIN and Young Offenders
Ensure children and families are well supported	<ul style="list-style-type: none"> • High quality comprehensive information on all SEND services through the Local Offer • High quality support services in all provision to enable parents, children and young people to achieve identified outcomes • High quality advisory and support services through Information, Advice and Guidance services (IAGS) • Clear and comprehensive routes of access to Co-ordinated Health & Social Care support including SEN support, CAF, Health Pathways including Emotional, Health & Mental Wellbeing and EHC Plan
Ensure an effective and responsive approach to assessing and meeting the needs of children and their families	<ul style="list-style-type: none"> • High quality and efficient SEN assessment, delivery, monitoring and administration at early years settings, schools and college provision with effective Local Authority, Health and Social Care contributions • Comprehensive support for children and young people in place leading to enhanced outcomes for all children and young people
Ensure the identification of early support for children with send	<ul style="list-style-type: none"> • Comprehensive early identification and support systems including Early Support, Portage, Outreach services and co-ordinated support in Early Years settings incorporating Health, Social Care and Education systems under a single co-ordinated system • Clear systems of support and advice to early years settings to ensure identification of needs and support including support from the Area SENCO
Ensure young people are well prepared for adulthood	<ul style="list-style-type: none"> • Clear and timely Preparing for Adulthood (PFA) Planning ensuring young people have a wide range of opportunities and achieve across all six areas of PFA • Clear and effective systems enabling young people to transition to adult education, Employment, Health and Social Care services based on their individual needs

Introduction

This document outlines the commitment of Thurrock Council and Thurrock's Clinical Commissioning Group (CCG) to address the areas of concern, which were identified in Thurrock's Local Area SEND Inspection, which took place 4th-8th March 2019.

The document highlighted three key areas:

- **Area of Concern 1:** Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have.
- **Area of Concern 2:** Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.
- **Area of Concern 3:** Education Health and Care Plans (EHC Plans) and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Our Written Statement of Action has been produced in partnership with the Thurrock Council, CCG and Public Health to ensure that all key partners are working together to address the weaknesses identified in the recent inspection. In addition, we have shared the document with our Children's Overview and Scrutiny board, young people, our parent groups, and a focus group of parents and carers recognising the importance of shared ownership and commitment to children and young people with SEND.

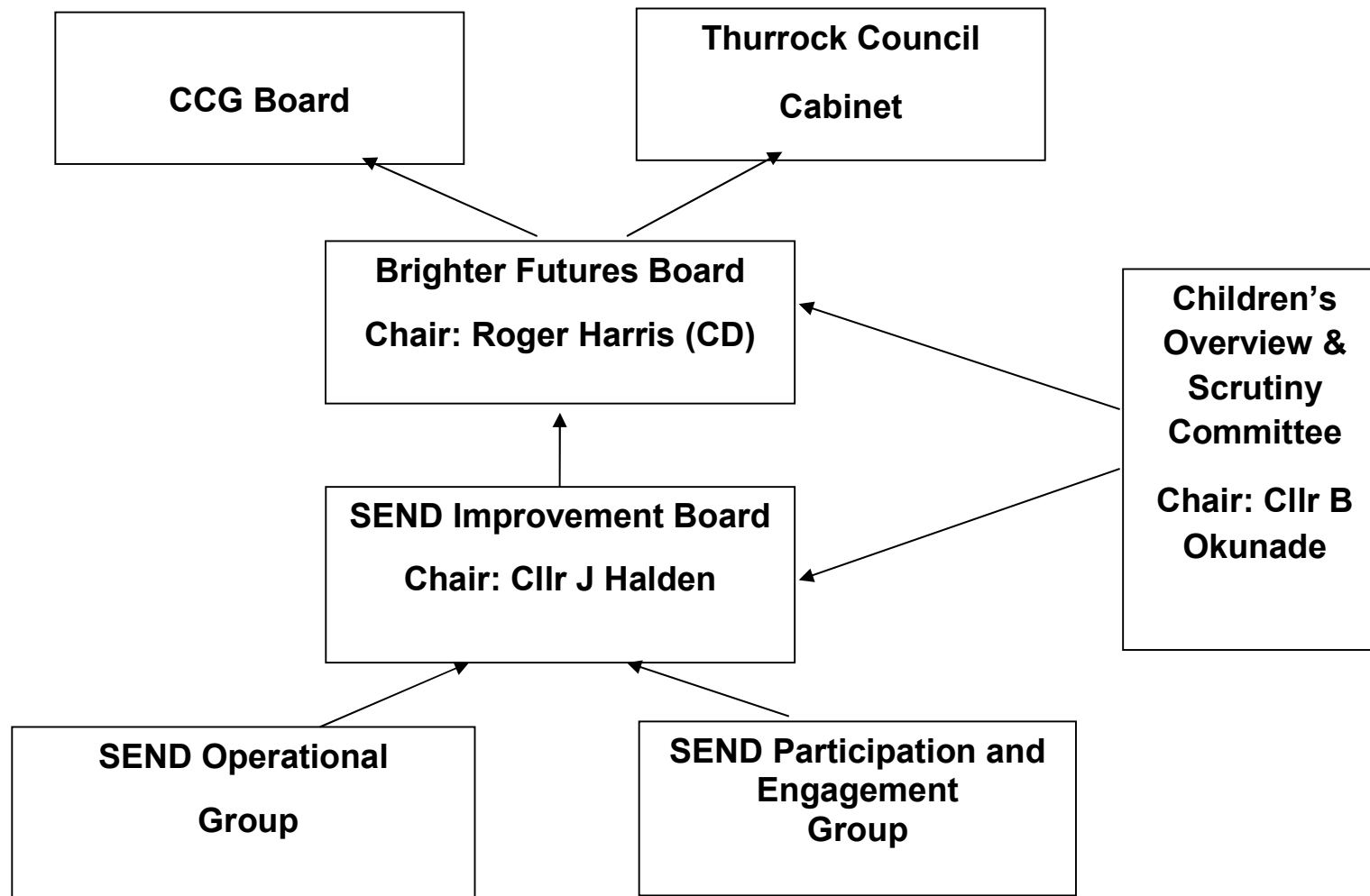
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health. Our Operational SEND Group will oversee our work Plans and monitor internal performance measures to ensure we have a robust system of quality assurance in place.

Thurrock has a long standing commitment to an inclusive system of education health care and support that actively enables access and full participation to all aspects of community life. This is in compliance with the Salamanca Statement and Framework for action on Special Needs (1994), the UN Convention on the Rights of the Child and is embedded in the Equality Act 2010.

Key responsible people

Portfolio Holder for Education & Health (PFH)	Cllr James Halden	CEO Thurrock Council	Lyn Carpenter
Leader of the Council	Cllr Rob Gledhill	Portfolio Holder Children & Adult Social Care	Cllr Susan Little
Chair Children's Services Overview & Scrutiny Committee	Cllr Bukky Okunade	Corporate Director (CD)	Roger Harris
Assistant Director, & Consultant in Public Health	Teresa Salami-Oru	Assistant Director Education & Skills (ADES)	Michele Lucas
Director Children's Social Care (DCSC)	Sheila Murphy	Strategic Lead Specialist Provision / Principal Educational Psychologist (SLSPPEP)	Malcolm Taylor
Strategic Lead School Effectiveness and SEND (SLSESEND)	Andrea Winstone	Post 16 Service Manager (P16SM)	Kate Kozlova-Boran
Strategic Lead Business Intelligence (SLBI)	Jackie Groom	Assistant Director for Integrated Commissioning for Children, Young People & Maternity	Helen Farmer
Chief Nurse, CCG	Jane Foster-Taylor	Strategic Lead for Children Services Commissioning (SLCSC)	Sue Green
Designated Clinical Officer (DCO)	Louise Warren		

SEND Governance Structure



Governance Structure

Thurrock Council working in partnership with Thurrock CCG and Parent Carer Forum has undertaken a review of its Governance of the SEND work across the Local Area.

Children's Overview and Scrutiny will monitor the impacts associated with this plan on bi-monthly basis.

Brighter Futures – Children's Partnership provides the overarching governance arrangements for SEND, work to address the issues within the written statement of action and the wider SEND strategy will be reported to the Brighter Futures – Children's Partnership on a six monthly basis.

SEND Improvement Board meets six weekly and is chaired by the Portfolio Holder for Education and Health. The membership is made up of senior management from across the Partnership including the CCG and Public Health and the Parent Carer Forum.

SEND Operational Group meets six weekly to ensure the work programme set out in the written statement of action and the wider SEND improvement priorities are on track ensuring effective action. This group reports to the SEND Improvement Board. Membership of this Group is cross partnership and includes operational leads from the LA, CCG, Public Health and Parent Carer representation.

The SEND Participation and Engagement group meets quarterly co-chaired with the Parent Carer Forum to enable a wide range of co-production including Health Education and Social Care across all areas of SEND improvement.

RAG RATING KEY

RED	The action has not yet started or there is significant delay in implementation. The action must be prioritised to bring it back on track to deliver.
AMBER	The action has been started but there is some delay in implementation. The action must be monitored to ensure the required improvement is delivered.
GREEN	The action is on track to be completed by the agreed date. Evidence is required to show that the improvement has been embedded and sustained.

Written Statement of Action

Area of concern 1: Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have.

Aim of this programme of work:

To ensure that the Local Authority knows where all children and young people are placed and what provision they are accessing. To develop processes to confirm the quality of provision and the welfare of children and young people placed in different settings particularly those placed by the out of the authority.

We will undertake a review of SEND, EHC Plan records and ensure that they are updated by the SEN team. This will be audited monthly by members of the senior manager team and reported through our performance management framework to Directors Board and the SEND Improvement Board.

KPIs / Targets for assessing overall success of the programme

- All EHC Plans are reviewed and quality assured to meet statutory assessment timelines

The system at any time can produce this information readily.

An accurate list of all C&YP with EHC Plans:-

- 46 - Where they are placed
- Date the EHC Plan was reviewed and when next review is due
- For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare
- Up to date information around children/young people who are “awaiting specialist provision”
- Clear processes in place to ensure we are tracking those that may be missing education

Area of Concern 1: Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have

Aims: To ensure that the Local Authority knows where all children and young people are placed and what provision they are accessing. To develop processes to confirm the quality of provision and the welfare of children and young people placed in different settings particularly those out of the authority.

Actions	Action completed by	Responsible Officer	Outcomes and measures																
<p>A1. Management oversight- Realignment of Education and Skills leadership so that there is an enhanced focus on quality and performance monitoring of provision</p> <p>a) Complete re-alignment documentation</p> <p>b) Consultation with management team members re the new structure.</p> <p>c) Realign duties to Strategic Leads and Post 16 Lead and amend job descriptions</p> <p>d) Strategic Leads and Post 16 Leads line managed by ADES</p> <p>e) Rigorous monitoring of the SEND services to ensure that outcomes and measures are met</p> <p>RAG rating</p> <table border="1"> <tr> <td>Oct 2019</td><td>Jan 2020</td><td>April 2020</td><td>July 2020</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Oct 2020</td><td>Jan 2021</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p>Completed July 2019</p> <p>Completed July 2019</p> <p>Completed July 2019</p> <p>Completed July 2019</p> <p>Ongoing</p>	<p>ADES</p> <p>ADES</p> <p>ADES</p> <p>ADES</p> <p>ADES</p>	<p>Outcomes</p> <p>Distributed leadership of service – service realigned into three areas Specialist provision, Operations and Post 16</p> <p>Service leads closely monitor and performance manage the SEND operational teams</p> <p>Service leads attend case management decision making panel</p> <p>Service leads visit each out of borough placement to QA</p> <p>There are clear lines of responsibility and reporting</p> <p>Rigorous monitoring improves performance of SEND team measured by timescales, feedback from parents and education establishments, % of plans audited that comply with the QA framework, % of annual reviews completed on time (see section 3)</p> <p>Quarterly report on performance to the SEND Board starting in October 2019</p> <p>And as a result:</p> <p>Local Authority (ADES) has effective oversight of where all children and young people with SEND are placed and the provision they are accessing thus ensuring they are achieving their outcomes</p> <p>Increased management capacity which will lead to closer scrutiny of all cases ensuring all children and young people are placed in appropriate provision</p>
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Oct 2020	Jan 2021																		

			Progress will be governed by SEND Improvement Board
<p>A2. Records and oversight of all Post 16 provision for CYP with SEND to be reviewed to ensure accuracy of placement for the young person in line with Ofsted Written Statement of Action</p> <p>a) Identify additional funding stream for additional capacity through a business case to Director's Board</p> <p>b) Recruit 2 additional post 16 officers with careers advice and guidance qualifications</p> <p>c) Create a quality assurance framework for post 16 provision using regional guidance to be developed further with Children , Young People, Parents /Carers and Partners</p> <p>d) Commission post 16 provision using the framework developed</p> <p>e) Agree KPIs with all post 16 providers to enable the officers to measure impact of provision</p> <p>f) In collaboration with South Essex College and Thurrock Adult Community College improve the post 16 offer locally, ensuring information from PFA meetings/ annual reviews taken into account</p> <p>g) The Action Plans for Young People undergoing transition with EHC Plans are collated by the Preparing for Adulthood Officer on a termly basis to inform the future provision</p> <p>h) Embed seamless pathways between Children's and Adult Social Services through</p>	<p>April 2020</p> <p>Completed July 2019</p> <p>Feb 2020</p> <p>Aug 2020</p> <p>Feb 2020</p> <p>April 2020</p> <p>Dec 2019</p> <p>Nov 2019</p>	<p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p>	<p>Outcomes</p> <p>Increased capacity in Post 16 team to address areas of identified concern in the Ofsted Inspection.</p> <p>New learning pathways and courses are developed locally for Preparing for Adulthood(PfA) building on current provision for young people</p> <p>All CYP from year 9+ have will have an annual PfA advisor attend their annual review will deliver CEIAG (Career education, information and guidance) to SEND YP in Year 9,10,11, 12, 13 and 14 to identify needs early on, consistently work on SMART career targets using the Careers Action Plan as the golden thread throughout the YP's journey.</p> <p>And as a result:</p> <p>CYP welfare and quality of education is regularly assessed and monitored</p> <p>Post 16 provision is commissioned based on intelligence from PfA sections of reviews of EHCPs</p> <p>Evidenced by:</p> <p>Development of new bespoke programmes to ensure learner needs are met.</p> <p>Improvement to the curriculum; internship opportunities; careers advice and access to employment and apprenticeships for young people.</p> <p>Additions to the post 16 curriculum for young people with SEND (both with EHCPs and at SEND support) for the academic year</p>

<p>PfA monthly meetings</p> <p>i) Create new career action plans appropriate to different year groups</p> <p>RAG rating</p> <table border="1"> <tr> <td>Oct 2019</td><td>Jan 2020</td><td>April 2020</td><td>July 2020</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Oct 2020</td><td>Jan 2021</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p>Sept 2019</p>	<p>P16SM</p>	<p>2020/21 compared with 2019/19.</p> <p>Increase in supported internship from baseline in the SEN2 return 2019 of 24.</p> <p>Increase in apprentices with EHCPs for the baseline in the SEN2 return 2019 of 19.</p> <p>Changes in the levels of YP aged 16-19 with EHCPs NEET from 2019 baseline. Changes in the overall level of YP who are NEET from 2019 baseline.</p> <p>Leaders know the whereabouts of all children and young people and what provision they have evidenced by records produced from the database/IT system.</p> <p>Young people meet their potential and have fulfilling lives and careers as evidenced by :-</p> <p>Young people have access to new bespoke programmes to meet learner needs.</p> <p>Improved access to the curriculum; internship opportunities; positive transitions from children to adult health services; careers advice and access to employment and apprenticeships; positive transitions from children's to adult's social care, access to housing and support for independent living.</p>
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<p>A3: Governance of SEND Service will be reviewed to ensure, there is effective oversight all children and young people.</p> <p>a) SEND Improvement Board and SEND Operational Board to be established</p> <p>b) Agree terms of reference for the boards and arrangements for communicating decisions and reporting lines</p> <p>c) Board to be Chaired by Portfolio Holder, and DCO, ADES, ADCS, CD attend board meetings</p> <p>d) Embed the operational aspects of governance structures, working groups and forums established by WSoA and already in existence in order to ensure aligned and effective implementation of WSoA.</p> <p>e) The board will hold performance of SEND department to account through monthly performance data monitoring</p> <p>RAG rating</p> <table border="1"> <tr> <td>Oct 2019</td><td>Jan 2020</td><td>April 2020</td><td>July 2020</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Oct 2020</td><td>Jan 2021</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p>Completed July 2019</p> <p>Completed July 2019</p> <p>Completed July 2019</p> <p>Jan 2020</p> <p>Jan 2020</p>	<p>ADES</p> <p>DCO</p> <p>ADCS</p> <p>CD</p>	<p>Outcomes and measures</p> <ul style="list-style-type: none"> Increased senior management oversight Challenging but realistic targets are set Clear lines of accountability Poor performance is challenged and addressed <p>And as a result:</p> <p>Membership agreed. The chair of the board is the PFH for Education and Health and OFSTED Regional Lead is also a member</p> <p>New board meeting on 14th June to oversee the development of the Written Statement of Action</p> <p>Board have met and signed off the re-submitted WSOA.</p> <p>The performance framework will demonstrate a system wide approach to children and young people with SEND</p> <p>Performance of department will improve and children and young people's experience of support arrangements for SEND will improve</p>
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<p>A4: Improve the accuracy and quality of record keeping</p> <p>a) Update all data currently held on the Synergy SEN Data base system to ensure annual review dates, placements/ schools/ year groups and other information is correct.</p> <p>b) Bi-weekly training programme in place for all SEND team in the processes for annual reviews/ case work/ recording/ customer service/ practice standards</p> <p>c) Train SEND caseworkers to use all the modules on the Synergy SEND system</p> <p>d) Embed SEND Children Missing Education (CME) processes and recording through CME monthly monitoring of cases.</p> <p>Distribute CME reporting and recording processes to SEND/ EWS/ Admissions/ Social Care/ schools</p> <p>RAG</p> <table border="1"> <tr> <td>Oct 2019</td><td>Jan 2020</td><td>April 2020</td><td>July 2020</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Oct 2020</td><td>Jan 2021</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p>Completed Sep 2019</p> <p>Completed July 2019</p> <p>Feb 2020</p> <p>Dec 2019</p> <p>Nov 2019</p>	<p>SLSESEND</p> <p>SLSESEND</p> <p>SLSESEND</p> <p>SLSPPEP</p> <p>SLSPPEP</p>	<p>Outcomes</p> <p>The system at any time can produce this information readily to support Children and Young People's outcomes.</p> <p>100% Records are accurate and up to date</p> <p>Staff training has commenced and is undertaken by all staff on a Bi-weekly basis</p> <p>An accurate list of all C&YP with EHC Plans:-</p> <ul style="list-style-type: none"> - Where they are placed - Date the EHC Plan was reviewed and when next review is due - For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare - Up to date information around children/young people who are "awaiting specialist provision" <p>And as a result:</p> <p>All current data on Synergy is complete and accurate.</p> <p>CME processes are clear and understood by all</p> <p>All partner agencies have copies of the revised CME process and have undertaken training or awareness raising on the new process</p> <p>Clear processes in place to ensure we are tracking those that may be missing</p> <p>20 week timescale for completing EHCPs is met in line with the SEND code of practice 2015</p> <p>All members of the SEND team will have completed a training programme to understand the current SEN team requirements for data recording and to understand how to input this data into</p>
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			<p>Synergy</p> <p>The Synergy system can produce all required information, accurately and in a timely manner</p> <p>CYP have timely annual reviews of the EHC Plans</p>								
<p>A5: SEND data integration project.</p> <p>a) Identify resources to Progress the Synergy Health Check work</p> <p>b) Recruit additional capacity for Synergy system</p> <p>c) Identify the current shortcomings in the current system</p> <p>d) Create an options appraisal for systems integration</p> <p>e) Identify appropriate system providers</p> <p>f) Review and update data management system</p> <p>g) Research the introduction of Synergy or other line EHC PLAN system</p> <p>h) Introduce an online EHC Plan system that is user friendly for parents/ CYP/ stakeholders-ensuring training is in place for all from system provider</p> <p>RAG</p> <table border="1"> <tr> <th>Oct 2019</th><th>Jan 2020</th><th>April 2020</th><th>July 2020</th></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					<p>Completed July 2019</p> <p>Completed Oct 2019</p> <p>Completed Sep 2019</p> <p>Completed Sep 2019</p> <p>Completed Oct 2019</p> <p>Completed Oct 2019</p> <p>Dec 2019</p> <p>March 2020</p>	<p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p>	<p>Outcomes</p> <p>A fully integrated system that supports the work of the SEND service and provide better outcomes for young people.</p> <p>And as a result</p> <p>System is being used to full capacity</p> <p>Records are up to date and accurate</p> <p>Workflows in place to remind caseworkers and managers of tasks</p> <p>The team performance improves</p> <p>The system to include views and wishes of parents/carers/ CYP is on line and user friendly and enables all to give feedback to inform service development</p>
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Area of Concern 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

Aim of this programme of work:-

- (i) **Ensure relevant governing bodies (e.g. SEND Improvement Board and Health and Wellbeing Board) have access to a range of indicators relating to outcomes, service quality and performance to assess how well the local area is meeting the needs of C&YP with SEND**
- (ii) **Ensure the development and application of the performance framework engages children and young people with SEND and their parents**
- (iii) **Ensure there is a robust quality assurance framework for those children and young people with EHCPs placed outside Thurrock that ensures they make progress, promotes their independence and ensures their wellbeing and safety.**
- (iv) **Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision**
- (v) **Ensure key services for C&YP operate within a high quality QA framework that embeds co-production – particularly with regard to the drafting and review of EHCPs (section 3 below, post 16 provision, provision for children and young people placed out of borough. This will be compliant with the SEND Code of Practice (2015).**

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KPI's/Targets for assessing overall success of the programme:-

- a) Developing a strategic data dashboard covering education, health and social care provision which includes outcomes and indicators of service quality and performance for use by strategic managers and governing bodies responsible for overseeing the provision of services of C&YP with SEND and taking policy/commissioning decisions (see area concern 1)
- b) Developing a QA framework for key aspects of service delivery with a range of partners with priority being given to the following:
 - EHC Plans include the views, wishes and feelings of children, young people, their families and carers
 - EHC Plans are clear, concise, understandable and accessible
 - EHC Plans set out how partners will co-ordinate and work together to support the child, young person, parent and carers
 - EHC Plans clearly identify need and include specific outcomes

The framework will also be inclusive of those placed in independent/non maintained/residential settings and special circumstances.

- c) Reviewing post 16 local offer and how it links into the adult social care transitional pathway.

Area of Concern 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

Aims: Ensure relevant governing bodies (e.g. SEND Improvement Board and Health and Wellbeing Board) have access to a range of indicators relating to outcomes, service quality and performance to assess how well the local area is meeting the needs of C&YP with SEND and key services for C&YP operate within a newly refreshed QA framework.

Ensure the development and application of the performance framework engages children and young people with SEND and their parents.

Ensure there is a robust quality assurance framework for those children and young people with EHCPs placed outside Thurrock that ensures they make progress, promotes their independence and ensures their wellbeing and safety.

Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision.

Actions				Action Completed by	Responsible Officer	Outcomes and measures
B1: Develop a strategic performance monitoring dashboard engaging parents/carers in its development and review				March 2020	SLSP	Outcomes A framework that will: Enable the governing bodies (and the public) to know how well the local area is discharging its duties in meeting the needs of C & YP with SEND across education, health and social care. Identify priority areas for improvement. Evidenced by: The notes of the SEND Participation and Engagement Group, and other governing bodies that the indicators are regularly reviewed and any implications are discussed and used to guide service improvements
a) Review possible indicators and their availability						
b) Consult with stakeholders and the key indicators for inclusion in dashboard including engaging parent carers to ensure a strong ethos around co production						
c) Use an interim dashboard of key indicators and d) revise and finalise following consultation						
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Oct 2019	Jan 2020	April 2020	July 2020			

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Area of Concern 3: EHC Plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Aim of this programme of work

To ensure that the Local Authority and other partners produce a Plan that clearly articulate the needs of the child/young person having taking into consideration the voice of children/young people developed in partnership with Education. Health and Social Care. Annual review to be completed within timeframes and clearly reflect the views of children/young people, parents/carers and educational providers.

KPI's / Targets for assessing overall success of the programme

EHC PLANS:

- Page 60
- Improved staffing capacity to meet statutory requirements
 - Strengthening management oversight to ensure that we are clearly sited on EHC PLAN progress
 - Developing or revising the QA framework (to include practice standards and parent feedback and feedback from children and young people)
 - Skills audit and training Plan being developed this will include Leadership Skills.
 - Training of staff to include:
 - (i) caseworkers in the SEND team on how to successfully bring out the key point from specialist and other assessments to ensure this information is an integral part of the Plan as well as being included in the appendices)
 - (ii) social care staff
 - (iii) health staff
 - (iv) SENCOs

Increase in EHC Plans completed within 20 weeks from the 2018 baseline to be at least at the national average

Increase in new EHC Plans that meet standards established in the new QA framework (baseline date January 2020) when the QA framework will be operational

% of parents/carers who report on the feedback form that:

- They felt fully involved in the process
- They felt the communication was good
- They felt the EHC Plan accurately reflected their child's and young person's needs

- They felt the outcomes were good
- They felt the provision would meet their child's and young person's needs
- Baseline established autumn 2019

Feedback from education establishments:

% who felt the EHC Plan accurately reflected needs

% who felt the outcomes were clear

% who felt the EHC Plan would improve access to teaching and learning and improve progress

Baseline established December 2019

Review of EHC PLANS

% of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others)

% of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan

% of parents/carers who reported that:

- They were fully involved in the review
- They were satisfied with the outcome
- They were fully involved in the preparing for adulthood transition
- Baseline established

Area of Concern 3: EHC Plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Aims: To ensure that the Local Authority and other partners produce a Plan that clearly articulate the needs of the child/young person having taking into consideration the voice of children/young people developed in partnership with Education. Health and Social Care. Annual review to be completed within timeframes and clearly reflect the views of children/young people, parents/carers and educational providers

Actions	Action Completed by	Responsible Officer	Outcomes and measures
<p>C1: Quality of EHC Plans to ensure they meet the needs of children and young person and enable them to meet their identified outcomes.</p> <p>a) Examine current EHC Plan and Annual Review processes within the Council and identify where:</p> <ul style="list-style-type: none"> Improvements in processes can be introduced Improvements in communication can be introduced Improvements in timescales can be introduced <p>b) Identify where additional capacity is required</p> <ul style="list-style-type: none"> Identify what is an appropriate case load for a SEND caseworkers <p>c) Identify training needs of each individual caseworker/manager</p> <ul style="list-style-type: none"> All caseworkers to complete SEND Caseworker L3 and L4 courses Through bi-weekly training ensure all 	<p>Dec 19</p> <p>Completed July 2019</p> <p>Completed Oct 2019</p> <p>Completed Sep 2019</p> <p>Dec 2019</p> <p>Completed Sep 2019</p> <p>Dec 2019</p> <p>July 2020</p> <p>Jan 2020</p>	<p>SLSPPEP</p> <p>SLSESEND</p> <p>SLSESEND</p>	<p>Outcomes:</p> <p>EHC plans are fit for purpose</p> <p>The area delivers its statutory duties to CYP with SEND in a timely, transparent and person centred way.</p> <p>Information gathered through EHC assessments and annual reviews is shared consistently and transparently with CYP with SEND and their families</p> <p>Children and young people and their families confirm that their views and aspirations are shared across services within the area to ensure that they only have to tell it once</p> <p>Person centred outcomes are identified by key professionals working with the child or young person</p> <p>Leaders are aware of the training and development needs of the staff and put in place appropriate and timely interventions to support their development</p> <p>Key SEND transition points are Planned in a timely manner and meet the needs of the CYP/ learner</p> <p>Baseline data captured in Autumn 2019.</p>

SEND team are aware of non-negotiables and appropriate training is delivered and commissioned including SEN law

- Introduce minimum practice standards to operational team based on customer service practice standards
- d) Complete audit of SEN output/ team and write business case for increasing the number of caseworkers in order that caseworkers have a manageable case load
- Undertake Customer service quality framework assessment and produce and action plan with clear deliverable outcomes.

**Completed
Oct 2019**

**Completed
Sept 2019**

July 2020

SLSESEND

And as a result:

The number of complaints received by the service will be reduced from previous year

The number of complaints upheld will be reduced from previous year

The local authority has fewer appeals and tribunals upheld in comparison to previous years baseline for 2018

Increase in EHC Plans completed within 20 weeks from the 2018 baseline

Increase in new EHC Plans that meet standards established in the new QA framework (baseline date January 2020) when the QA framework will be operational

Survey data evidences that there is an increase from autumn 2019 baseline in percentage of parents/carers who report on the feedback form that:

- They felt fully involved in the process
- They felt the communication was good
- They felt the EHC Plan accurately reflected their child's and young person's needs
- They felt the outcomes were good
- They felt the provision would meet their child's and young person's needs

Feedback from education establishments: from autumn 2019 baseline

Increase in % who felt the EHC Plan accurately reflected needs

Increase in % who felt the outcomes were clear

Oct 2019	Jan 2020	April 2020	July 2020
Oct 2020	Jan 2021		

[illegible]

This Written Statement of Action has been written in consultation with:

Children's Overview and Scrutiny

Parent Carer Forum - CaPa

Director's Board

Clinical Commissioning Group

Head teachers and College Principals

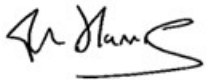
SEND Improvement Board

SEND Operational Group

SEND Engagement and Participation Group

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Roger Harris
Corporate Director

X



Mandy Ansell
Chief Officer, Thurrock Clinical Commissioni...

4 February 2020		ITEM: 9
Children's Services Overview and Scrutiny Committee		
Schools' Performance		
Wards and communities affected: All		Key Decision: N/A
Report of: Andrea Winstone, Strategic Lead, School Effectiveness and SEND		
Accountable Assistant Director: Michele Lucas, Assistant Director, Education and Skills		
Accountable Director: Roger Harris, Corporate Director Adults, Housing and Health and Interim Director, Children's Services		
This report is public		

Executive Summary

Thurrock continues to see an improving picture in attainment and progress outcomes for the majority of its children and young people in the early years and primary settings.

THE youngest pupils continue to do well compared to those nationally; with a higher proportion achieving a good level of development compared to those nationally. A Good level of development is the expected standard for children at the end of their reception year.

There has been significant improvement in the outcomes for pupils who are disadvantaged. In particular in the Early Years where more disadvantaged pupils achieved a good level of development in Thurrock compared with disadvantaged pupils nationally. (See below 4.5)

There have seen some significant improvements in Key Stage 2 (end of primary school) outcomes for the second year running. More pupils in Thurrock achieved the expected standard at the end of Primary than their peers nationally.

Pupils in Thurrock have also made on average better progress between the end of Key Stage 1 (age 7) and the end of Key Stage 2 (age 11) than the national averages. Therefore more pupils are entering secondary school at the expected or better standard than the national averages. (See Below 7.4)

However the Council recognises that more work needs to be done in secondary schools where fewer of our young people achieve 5 and above in English and Maths at GCSE compared to the national average. (See below 8.8)

Some of the schools will qualify for additional support from the Department for Education and or the Teaching schools. The Council will continue to offer challenge and support to all schools through the Annual Conversations to identify areas for development and support required from the Teaching Schools.

1. Recommendation(s)

- 1.1 Children's Overview & Scrutiny notes the provisional outcomes of the summer 2019 tests and examinations and commends schools, pupils, and parents/carers on their achievements.**
- 1.2 Children's Overview & Scrutiny consider how they would like to review progress of learners with SEND in light of the Ofsted Written Statement of Action.**

2. Introduction and background

- 2.1 The outcomes for Thurrock schools and academies is improving year on year. The target is to be above the national averages in the end of year assessments in Reception, phonics in year 1, end of year 2 in key stage 1, end of year 6 in key stage 2, end of year 11 in key stage 4 and end of year 13 in key stage 5.

GLD (End of Reception- 5 year old)

KS1 (7 years old)

KS2 (11 years old)

KS4 (16 years old)

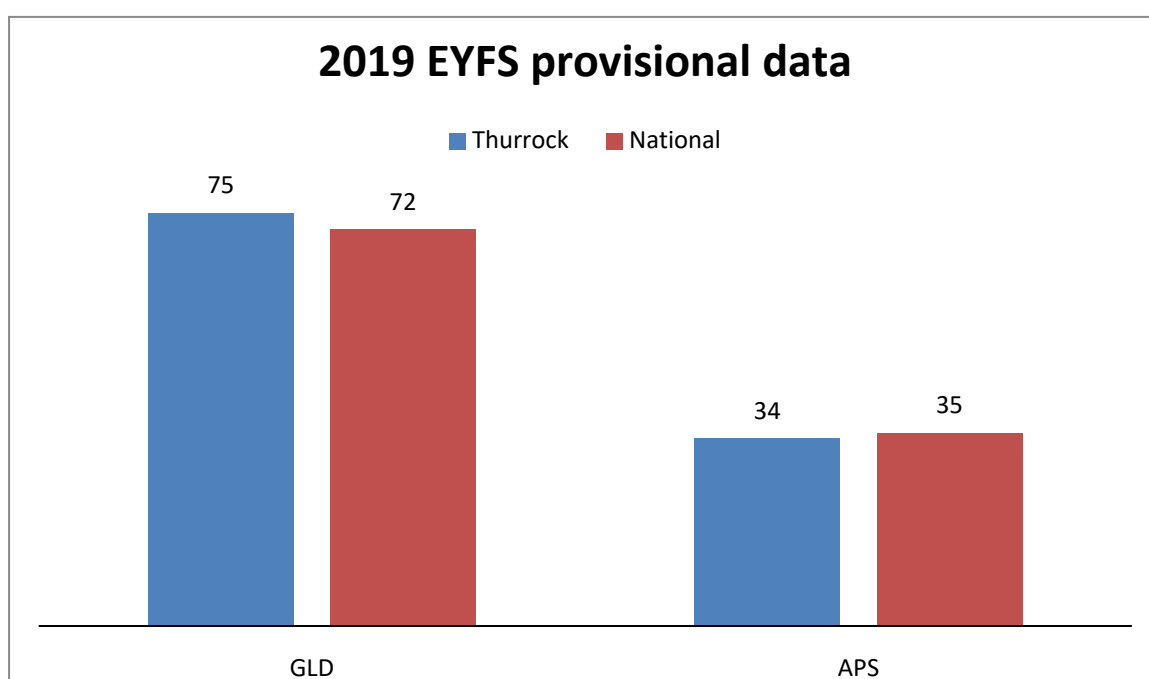
KS5 (18 years old)

- 2.2 As a result of a continued support for Early Years teaching & moderation in schools, outcomes at the end of **Reception (GLD – Good Levels of Development)** are above national for the seventh year in a row.
- 2.3 **Primary KS1** assessments have been reported as a standard since 2016 and therefore this year's data can be compared to the previous year's. The results continue to be based on teacher assessments which are informed by statutory end of key stage standardised assessment tasks (SATs). They also include a combined reading, writing and maths measure, in line with KS2 results.
- 2.4 **Primary KS2** results of standardised assessment tasks are used to determine how pupils have attained and made progress in mathematics, reading and grammar, punctuation and spelling. Teachers also make teacher assessments in writing and science. A combined measure of the reading test, maths tests and writing teacher assessment is also included.
- 2.5 **Secondary KS4** - the recently introduced Progress 8 measures schools not only on the results pupils achieve, but on how much progress they have made since they started secondary school. These have replaced the previous

measure of five good GSCE grades. Attainment 8 measures pupils' attainment across 8 qualifications including maths and English. A grade 4 in a single subject is considered a 'standard' pass whilst a grade 5 is a 'strong' pass. The key measure of combined English (EN) and mathematics (MA) is being used by the Department of Education this year and will be supplemented to include Progress 8 and Attainment 8.

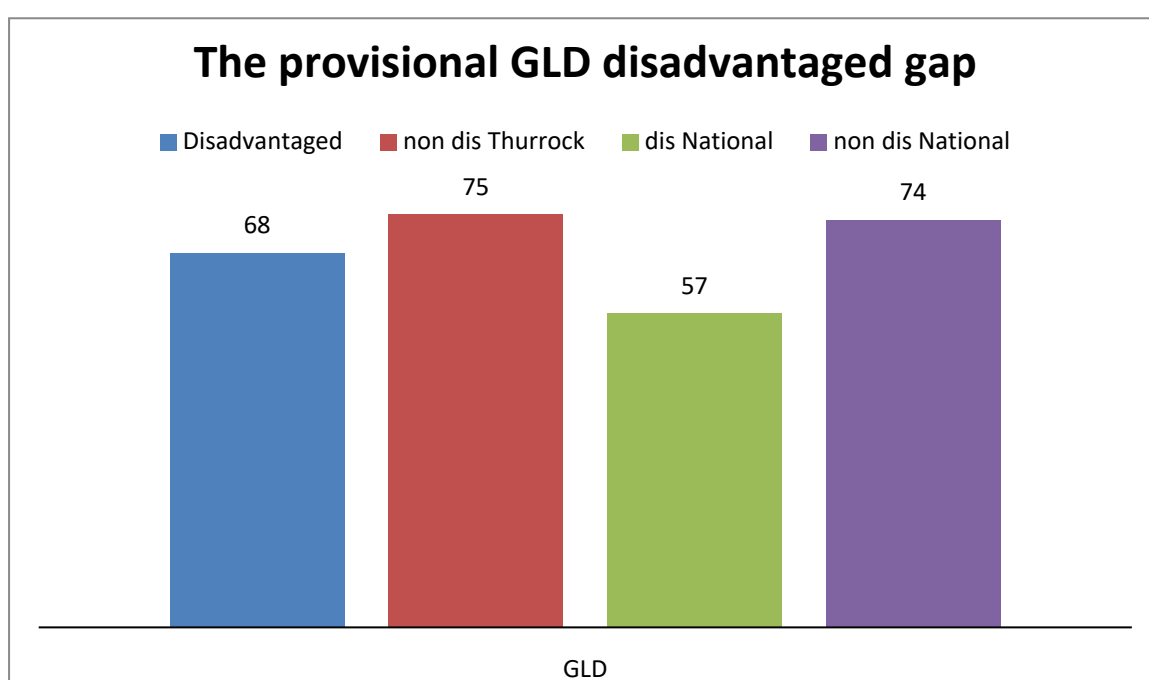
3. Early Years Foundation Stage (EYFS age 5)

- 3.1 The Good Level of Development (GLD) measure is awarded at the end of EYFS (Reception year), when a pupil has achieved at least expected in the prime areas of learning and in literacy and maths.
- 3.2 Early indications suggest that GLD in Thurrock has remained higher than the national average. (NA 72% and Thurrock 75%). This is broadly in-line with the previous year.



- 3.3 To reach the percentage of children making a good level of development (GLD), each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not reached the level or exceeded it and points are awarded accordingly in a range 17 – 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.
- 3.4 The provision GLD result for Thurrock is very encouraging as it puts the borough scores above the national and above others in the East of England region. This is an outcome of significant investment in school improvement staff for this phase and expertise in training and supporting staff in schools and settings.

- 3.5 The disadvantaged gap measures the percentage gap in GLD between the children eligible for free school meals and all other pupils. The target is to close the gap to ensure disadvantaged pupils achieve at least as well as their peers. The national gap remains high at 17%, whilst the gap for Thurrock pupils is 7%. This is the same as the previous year and demonstrates that more disadvantaged children achieve a good level of development in Thurrock compared to the national average.
- 3.6 There has been a focus in Early Years to improve the outcomes for the disadvantaged pupils and to close the attainment gap between disadvantaged children and their non-disadvantaged peers. The Government has provided schools and settings with additional Early Years Pupil Premium Funding to schools for this purpose. Schools and settings in Thurrock have worked well to close the gap.



- 3.7 The above chart demonstrates that more disadvantaged children in early years in Thurrock achieve a good level of development than their peers nationally. The gap between disadvantaged pupils and non-disadvantaged pupils in **Thurrock is 7%** compared to the **national gap which is 17%**. The narrow gap evidences the strength of early years in Thurrock, where almost every early education and childcare provider is judged to be at least good by Ofsted and therefore provide good early education for the high proportion of children that attend.

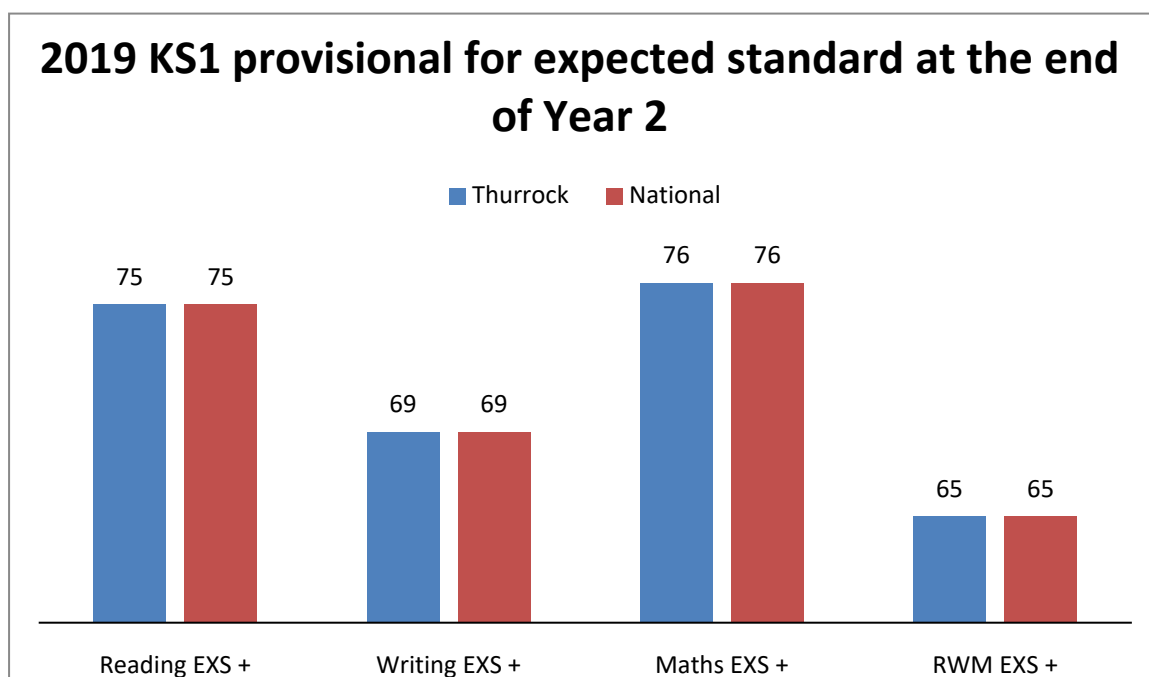
4. Year 1 Phonics (age 6)

- 4.1 The year 1 phonics screening check is undertaken in June by all year 1 pupils and those pupils in year 2 who did not achieve age related expectations whilst in year 1. The percentage of children who reached the expected standard remains fairly stable at 83% which is higher than the national average of 82%.

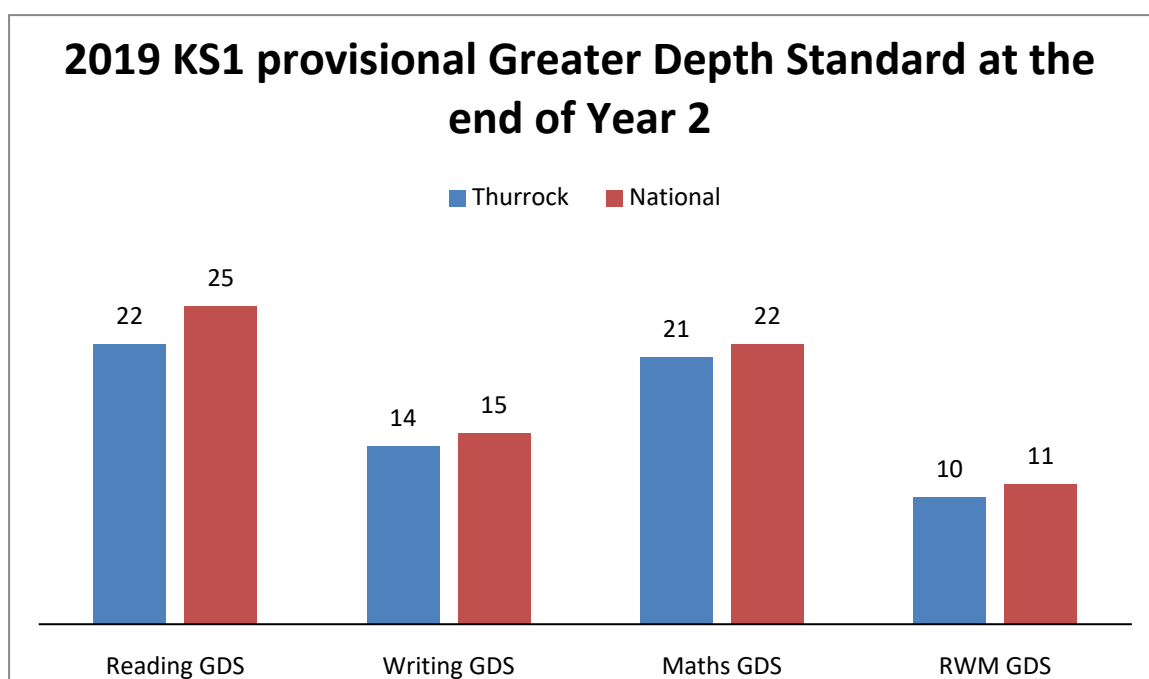
This data evidences that a high proportion of six years olds met the expected standard in phonics in year 1.

5. Key Stage 1 (age 7, year 2)

- 5.1 The results are still based on teacher assessments which are informed by standardised assessment tasks(SATs) in reading and maths.



- 5.2 Thurrock results are in line with the national averages.

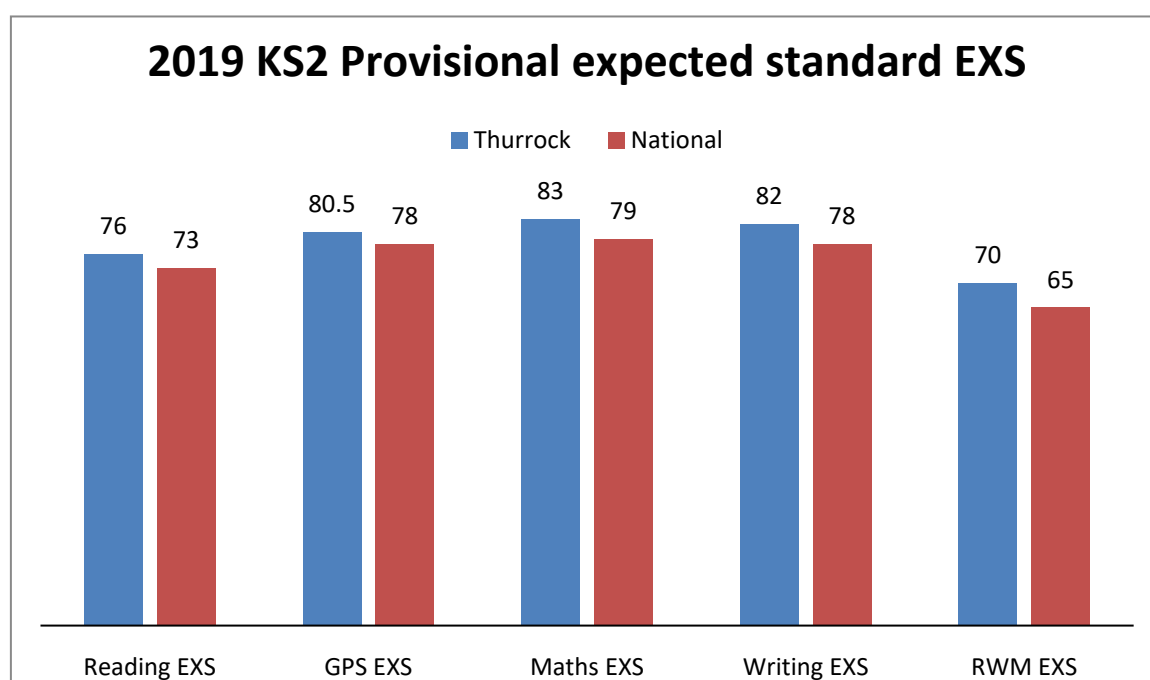


GDS- Greater Depth Standard, EXS – Expected Standard, RWM – % of children who achieved in all 3 measures of reading, writing & maths combined.

- 5.3 The percentage of pupils achieving the greater depth is broadly in line with the national average. This is as a result of greater teacher confidence in the revised curriculum and a focus on ensuring more pupils achieve greater depth.

6. Key Stage 2 (age 11, year 6)

- 6.1 End of KS2 results have continued to improve. The outcomes for Thurrock are now better than national averages in all areas.

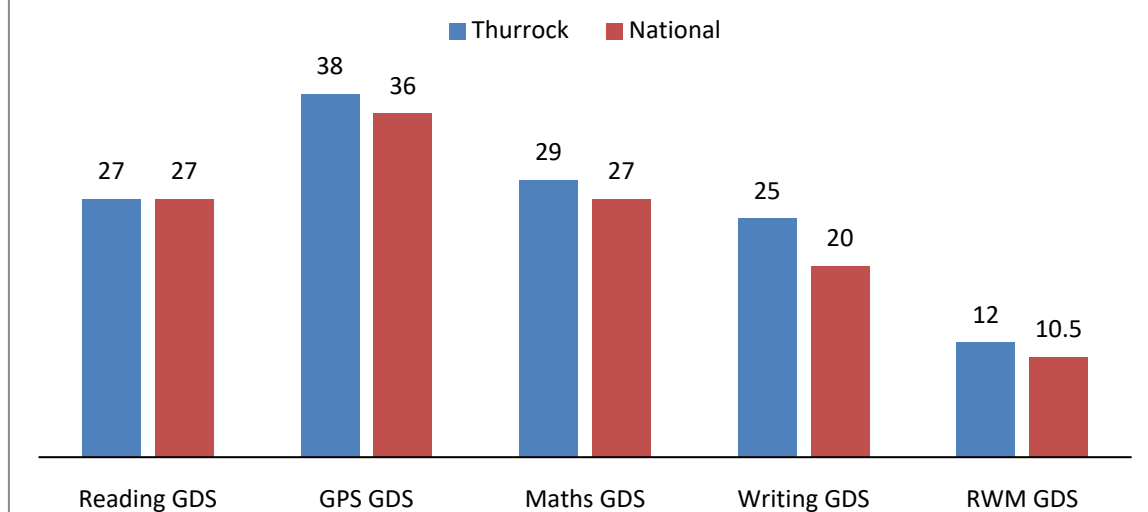


EXS- Expected standard, GPS – Grammar, Punctuation & spelling
RWM – Reading, writing & maths combined – pupils who have achieved the expected standard in all 3 areas

- 6.2 The four year trend, (2016-2019) for the percentage of pupils achieving the expected standard in reading shows a 17 percentage point increase.
The four year trend for the percentage of pupils achieving the expected standard in Grammar, Punctuation and Spelling demonstrates a 9 percentage point increase.

The four year trend for the percentage of pupils achieving the expected standard maths demonstrates 15 percentage point increase.
The four year trend for the percentage of pupils achieving the expected standard in writing demonstrates a 6 percentage point increase.

2019 KS2 provisional greater depth standard GDS at the end of Year 6



6.3 The percentage of pupils achieving greater depth has improved in all measures since 2017 and in most areas, (except reading which is in line) are now better than national. This is the first time in Thurrock that the combined measure of Reading, Writing and Maths combined measure has exceeded the national averages by 5%.

6.4 Between the end of their KS1 and the end of KS2 Pupils in Thurrock on average made better than expected progress than their peers nationally, evidenced through a positive progress score.

7. GCSE KS4 (age 16, year 11) provisional results

7.1 The nine number scale does not directly compare with the 8 letter scale and a grade 4 is equivalent to the old "C" grade.

New grading structure	Former grading structure
9	A*
8	
7	
6	A
5	
4	
3	B
2	
1	
	C
	D
	E
	F

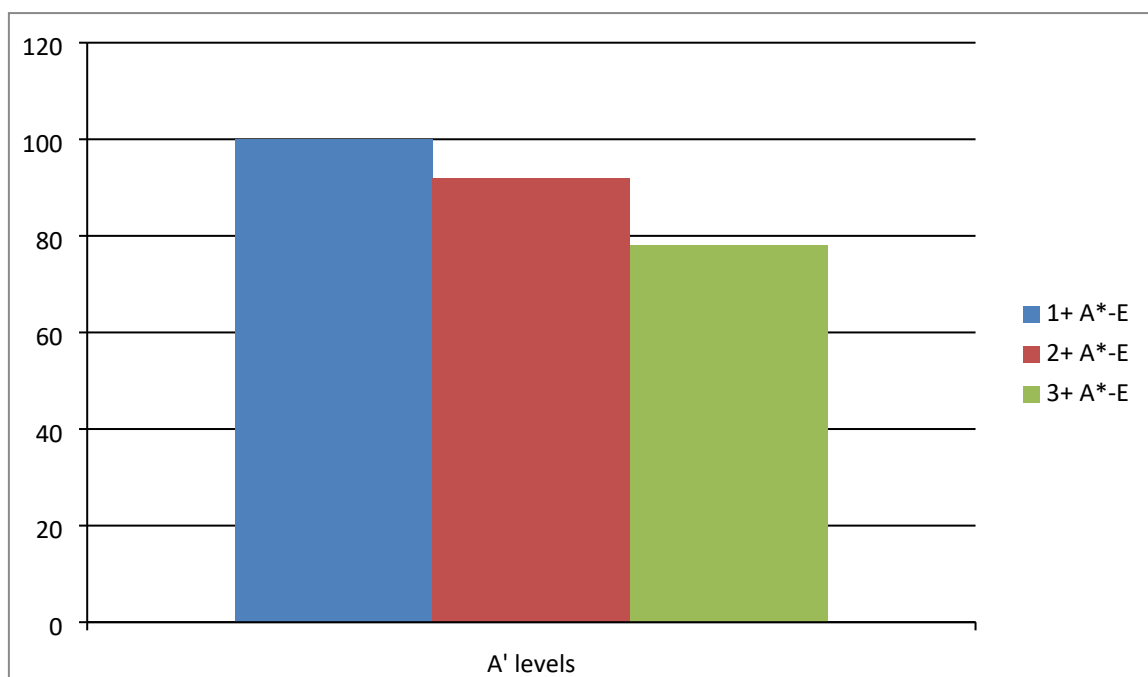
	G
U	U

- 7.2 Provisional GCSE data suggests that 73% of the pupils in Thurrock achieved a grade 4+ in English and 67% achieved a grade 4+ in maths (standard pass).
- 7.3 60% of students achieved a grade 4+ in both English and maths combined compared to 66% nationally.
- 7.4 The percentage of pupils achieving a grade 5+ in English and maths combined (strong pass) is lower than the national average. (Thurrock 38% compared to National 43%)
- 7.5 Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a value added measure, which means that pupils' results are compared to the results of other pupils with the same prior attainment.
- 7.6 Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other approved non-GCSE qualifications.
- 7.7 The strategic priority for 2019-20 is to ensure Thurrock's young people achieve above the national average and that disadvantaged pupils make accelerated progress, so narrowing the gap, ensuring better further education and career opportunities for all young people in the borough.
- 7.8 KS4 Performance Indicators

	Thurrock	National
Attainment 8	43.5	46.7
Progress 8	-0.07	-0.02
9-5 English & Maths	38.1	43.3
9-5 English	54.9	60.7
9-5 Maths	45	49.2

8. Key stage 5 (age 18) 'A' level results

The chart below shows the % of young people who were entered for A levels and passed more than 1, more than 2 or more than 3 'A' levels



- 8.1 There are three schools that entered 234 students for 'A' levels in 2019 which was 31% more than in 2018. Of these, 100% passed at least one 'A' level, 78% passed at least two 'A' levels and 66% passed at least 3 'A' levels.
- 8.2 Thurrock Careers continues to offer impartial information advice and guidance about future career pathways. There is always a Personal Adviser (PA) available for support in school and opportunities for further help can be obtained through The Inspire Youth Hub.

9. Conclusion

- 9.1 Pupils and those who support them in and beyond school are to be praised for the progress that has been made again this year. It is important that the good progress in many areas is now built on to ensure that in every subject, at every age, improvement which outstrips the national standard is made. Detailed analysis of data to target support and extensive use of school-to-school mechanisms in addition to interventions commissioned by the School Improvement Team, Teaching Schools and external consultants has proven to be effective.
- 9.2 Recruitment and retention of highly skilled teachers, leaders and governors remains a contributing factor where schools have found it more difficult to improve standards. The high rate of in year admissions is also a contributing factor.
- 9.3 In response, a framework for school effectiveness has been developed and through this we hope to identify concerns and broker improvement to prevent schools falling into a category. The Assistant Director for Education & Skills with her senior education colleagues will be continuing the annual conversation with each school/ academy and free school in the borough in

order to ensure a good understanding of strengths and areas of concern. Schools will be encouraged to work more collaboratively to share good practice and to engage with the CPD and school improvement offers from the three teaching schools.

10. Reasons for Recommendation

- 10.1 Our new Education Support Strategy sets out how we are working with our community of schools to ensure that educational outcomes and pathways meet children and young people's needs.

11. Impact on Corporate Policies, Priorities, Performance and Community Impact

- 11.1 This report relates to the council priority Prosperity - a borough which enables everyone to achieve their aspirations - vocational and academic education, skills and job opportunities for all.

12. Implications

12.1 Financial

Implications verified by: **David May**
Strategic Lead Finance

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are:-

- i) A duty is imposed on the Council by S13A of the Education Act (EA)
 - ii) 1996 duty to promote high standards and the fulfilment of potential.
 - iii) S22(3)(a) of the Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement.
- The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

12.2 Legal

Implications verified by: **Lindsay Marks**
Deputy Head of Legal Social Care and Education

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are: -

i) A duty is imposed on the Council by Section 13A Education Act 1996 to promote high standards and the fulfilment of potential.

iii) Section 22(3)(a) Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement. The vulnerable and gender data will not be available until November and therefore, we are unable to include implications at this point in time.

12.3 Diversity and Equality

Implications verified by: **Rebecca Lee**
Team Manager – Community Development and Equalities

While there are no direct implications arising from this report. It is important to note the statement at section 8.8 that sets out a commitment to ensuring Thurrock's young people achieve above the national average, that disadvantaged pupils make accelerated progress, so narrowing the gap, ensuring better further education, and career opportunities are available for all young people in the borough.

12.4 Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental

None.

13. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None.

14. Appendices to the report

None.

Report Author:

Andrea Winstone

Strategic Lead School Effectiveness and SEND

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4 February 2020		ITEM: 10
Children's Services Overview and Scrutiny Committee		
Fees and Charges Pricing Strategy 2020/21		
Wards and communities affected: All		Key Decision: N/A
Report of: Kelly McMillan, Business Development Project Manager		
Accountable Assistant Directors: Sheila Murphy, Assistant Director of Children's Social Care and Early Help; and Michele Lucas, Assistant Director of Education and Skills		
Accountable Director: Roger Harris, Corporate Director Adults, Health Housing and Interim Director, Children's Services		
This report is Public		

Executive Summary

This report specifically sets out the charges in relation to services within the remit of this Overview and Scrutiny Committee. Charges will take effect from the 1 April 2020 unless otherwise stated. In preparing the proposed fees and charges, Directorates have worked within the charging framework and commercial principles set out Section Three of the report.

Further director delegated authority will be sought via Cabinet to allow Fees and Charges to be varied within financial year in response to legal, regulatory or commercial requirements.

The full list of proposed charges is detailed in Appendix 1, and the proposed deletion of current fees and charges are detailed in Appendix 2 to this report.

1. Recommendations

- 1.1 That Children's Services Overview and Scrutiny Committee note the revised fees and charges proposals including those no longer applicable.**
- 1.2 That Children's Services Overview and Scrutiny Committee note that director delegated authority will be sought via Cabinet to allow Fees & Charges to be varied within a financial year in response to commercial requirements.**

2. Introduction and Background

2.1 The paper describes the fees and charges approach for the services within the Children's Services Overview and Scrutiny Committee remit for 2020/21 and will set a framework for certain pricing principles moving forward into future financial years.

2.2 The paper provides narrative for the following areas:

Placement Support- Oaktree
Summer Playscheme for Disabled Children
Admissions & Welfare
Early Years Education and Childcare
Learning & Skills – Grangewaters
Music services
Thurrock Adult Community College

3. Thurrock Charging Policy

3.1 The strategic ambition for Thurrock is to adopt a policy on fees and a charge that is aligned to the wider commercial strategy and ensures that all discretionary services are operated within a framework of cost recovery.

3.2 Furthermore, for future years, while reviewing charges, services will also consider the level of demand for the service, the market dynamics and how the charging policy helps to meet other service objectives. A full market analysis is undertaken on a yearly basis to ensure that we are still competitive in the wider market.

3.3 When considering the pricing strategy for 2020/21 some key questions were considered.

- Where can we apply a tiered/premium pricing structure
- How sensitive are customers to price (are there areas where a price freeze is relevant)
- What new charges might we want to introduce for this financial year
- How do our charges compare with neighbouring boroughs
- How do our charges compare to neighbouring boroughs and private sector competitors (particularly in those instances where customers have choice)
- How can we influence channel shift
- Can we set charges to recover costs
- What do our competitors charges
- How sensitive is demand to price
- Statutory services may have discretionary elements that we can influence
- Do we take deposits, charge cancellation fees, charge an admin fee for duplicate services (e.g. lost certificates.)

- Can we offer a discount for early booking or repeat customers.

3.4 For Children's Services charges are tiered depending on the service area:

- **Grangewaters** – have tiered charges based on the number of activities, length of stay, accommodation, catering, and the number/age of people taking part in the activities.
- **Nurseries** – charges are tiered around the ages of the children, and the times the children are in attendance.
- **Adult Community College** – have tiered charges based on the community engagement and learner abilities to pay the full cost for the programmes.

3.5 The following key changes occurred for 2020/21 fees and charges:

- Certain nursery place charges have in some cases increased above inflation to take account of the actual costs of service delivery, which are dependent on the ages involved and corresponding staffing ratios. These will be in line with central government grant funding.
- New nursery place charges for 0-2 years and babies have been introduced.
- Nursery after school charges have been removed as this is no longer economically viable to provide, due to market competition.
- Grangewaters charges have increased in line with forecast inflation.
- Thurrock Adult Community College have been integrated into the Council's fees and charges process. Small increases in community hire which is still significantly below market rates.

4. Proposals and Issues

4.1 The fees and charges for each service area have been considered and the main considerations are set out below.

4.2 To allow the Council services to better respond to changes in the commercial environment for fees and charges; delegated authority will be sought through Cabinet to permit the Director of the Service Area jointly with the Director of Finance to vary service charges within financial year due to commercial considerations.

- This will allow service areas, providing services on a traded basis to vary their fees and charges to reflect commercial and operational considerations that impact the cost recoverability calculations.
- Any changes to Fees and Charges due to commercial considerations will require the consultation with, and agreement of, the relevant Portfolio Holder.

4.3 Summer Playscheme for Disabled Children.

The Short Break and Outreach Service has been operating a Summer Playscheme for Disabled Children for many years. The service provides activities for children that cannot access mainstream holiday clubs due their complex and special needs. The service runs for 4 days per week for 4 weeks of the summer holidays and accommodates 50 children every day. Parents are charged a fee to assist with the high cost of the scheme, which is used to fund towards the high level/ ratio of staff needed to provide a safe service. The fees do not cover the overall cost of the service and the deficit is covered by the Directorate. Sponsorship of the service is being considered to cover the shortfall for 2020/2021 as recommended by the recent Children's Service reviews.

4.4 Adult College.

Is funded from the Education and Skills Funding Agency (ESFA) and this funding is attached to individual learners. Ongoing work linked to the business plan continually looks to identify ways in which the college could provide additional course ranges that can be charged for. Further it is a requirement of the funding source that any excess income generated must be used to subsidise courses for residents, which meet and contribute too, the Thurrock Council priorities for vulnerable groups. Small increases in community hire which is still significantly below market rates.

4.5 Music Service.

Has various strands of work subject to different charging models, key areas are:

- Individual and small group tuition is currently based on £32.70 hour (2019-2020), and will increase to £33.70 for 2020/21. The actual charge depends therefore on the length of the session and the number of children involved in it. This charge covers on average the cost of the tutor, on-costs and travel. It is the expectation of the Grant and the Music Education Plan that access and affordability are key to the activities of the HUB. Under the model we operate, pupils on free school meals (KS2 upwards) and Pupil Premium attract a 50% reduction in the fees and Instrument Hire charges.
- First Access Whole Class programmes - a set of charges are published to schools leading up to the annual sign up for new programmes each September.
- Variants for the Wider Opportunities, which is part subsidised by the grant, include the number of classes in a year group (hence the number of groups to be sent each week); 1 Music Tutor or 2; 1 term or a whole year programme. In some cases, mixed year groups access this provision.
- Variants for the Further Opportunities programme, which is not subsidised as such, are equally 'bespoke'.

Main fee areas:

- Instrument Loan/Hire: From April 2020 will be increased from £25 to £26 per term for most instruments and from £12.50 to £13 for some of the less expensive instruments (such as guitars) for pupils learning through the Music HUB. This strand of income will potentially enable the instrument maintenance programme to be enhanced; currently a proportion of the music services grant funding is assigned to instrument repairs/maintenance. The first term of loan/hire of the first instrument learned is free, and again those that qualify receive a no-cost loan. The Council has comprehensive all risks insurance of the instruments.
- Exams: The fees are set by the National Examining Boards such as ABRSM. A small administrative fee and accompaniment costs (50% covered by the grant) are added.
- Ensembles: currently these are free to pupils, covered by the grant.

Whilst access is key, the Music HUB needs to be in a position to review these charges and the service offerings to respond appropriately to the requirements of the Grant and the National Plan for Music Education, in order to keep the operation commercially viable.

4.6 Music Services – Whole Class Provision.

Options offered for the whole class provision range from one term with one Music Tutor at no cost to schools (funded by the ACE Grant) to a whole year with two Music Tutors (including the one term, one Music Tutor grant funded element). There are indications that pressures on school budgets are likely to result in some changes to the pattern of engagement with the whole class provision leading to a reduction in income generation from this strand.

4.7 Early Years Education and Childcare.

Fees and Charges.

The Nursery Service has produced a detailed recovery plan which sets out how they will ensure that they remain cost neutral for 2020/21. Providing early years opportunities is a key strategic driver within the local authority and we remain committed to ensuring early years provision.

This policy introduces an extremely high income threshold for eligibility on the new scheme. Meaning that the additional 15 hours of funded childcare is available for families where both parents are working and each earns less than £100,000 a year; and the expectation is this will probable result in significant increase in demand whilst reducing private sector client base and income levels.

4.7.1 Service Development

The nursery service has a significant cost overhead, with staff making up 80% of service costs and at rates which are not competitive to those paid in the private sector i.e. Council is paying higher basic salary levels.

Therefore, to develop the service the area will need to fully analyse the following options:

- Operational hours will need to be reviewed around core 30 hours; which will allow the service to charge parents for periods normally used by commuters and working parents.
- Consultation with major local employers to align working hours.
- Developing a tiered service model, linked to above.
- Changing some staff patterns to accommodate a wider operational window.
- Increase use of apprentices and trainee staff as vacancies arise.
- Development/Expansion of 0 year to 2 year childcare services as potential income stream (in progress and planned for Spring opening).

4.8 Learning & Skills – Grangewaters.

Fees and Charges

The service is expecting to achieve target for FY19/20 and remain cost neutral to the Council, and has contingency measures to reduce spend if income targets are unable to be met.

4.8.1 Supporting this is marketing and sales activities to develop the quieter winter months, this is continuing to identify further income potential and Grangewaters are anticipating that this will continue to improve Grangewaters financial income position in coming years.

4.8.2 Grangewaters undertook a benchmarking exercise in 2017, and increased its charges for 2019/20 to reflect this. Increases for 2020/21 will be in line with forecast RPI indexation of 2.9% (subject to rounding) to ensure continued cost model recovery, and Grangewaters considers that this increase will not adversely impact on current market share.

4.8.3 We also offer a number of incentives for early bookings and repeat bookings, and these are taken into account within the financial reporting model. These are adapted within year to reflect and incentivise uptake of services during quiet and off-peak periods.

4.8.4 Service Development.

Grangewaters continues to develop a number of business plans to increase our income revenue – recognising that Grangewaters needs to remain cost neutral.

4.8.5 Our training facilities are being used by the Councils training and development teams; and we are developing further ideas linking these in with a variety of council services, to increase business opportunities over the coming years. Capital funding has also been secured to enhance the current training

facilities.

In addition, a Business Development proposal is being submitted for consideration by management on the future investment and development of the site; this will include the expansion of general facilities, improved access, accommodation, dedicated training centre and increasing the small business start-up area.

5. Reasons for Recommendations

- 5.1 The setting of appropriate fees and charges will enable the Council to generate essential income for the funding of Council services. The approval of reviewed fees and charges will also ensure that the Council is competitive with other service providers and neighbouring councils. The ability to vary charges within financial year will enable services to more flexible adapt to changing economic conditions.
- 5.2 The granting of delegated authority to vary these charges within financial year will allow the Council to better respond to the needs of the communities, legal requirements, regulatory changes and commercial challenges.

6. Consultation (including Overview and Scrutiny, if applicable)

- 6.1 Consultations will be progressed where there is specific need. However, with regard all other items, the proposals in this report do not affect any specific parts of the borough. Fees and charges are known to customers before they make use of the services they are buying.

7. Impact on Children's Services policies, priorities, performance and community impact

- 7.1 The changes in these fees and charges may impact the community; however it must be taken into consideration that these price rises include inflation and no profit will be made on the running of these discretionary services.

8. Implications

8.1 Financial

Implications verified by: **Joanne Freeman**
Finance Manager

The effect of any changes to fees and charges on individual income targets will be determined as part of the 2020-21 budget setting process in which Corporate Finance and service areas will review anticipated level of demand, fee increases, previous performance and potential associated costs. Future reports will set out the 2020-21 targets across all directorates.

8.2 Legal

Implications verified by: **Tim Hallam**

**Acting Head of Law, Assistant Director of Law
& Governance**

Fees and charges generally fall into three categories – Statutory, Regulatory and Discretionary. Statutory charges are set in statute and cannot be altered by law since the charges have been determined by Central government and all authorities will be applying the same charge.

Regulatory charges relate to services where, if the Council provides the service, it is obliged to set a fee which the Council can determine itself in accordance with a regulatory framework. Charges have to be reasonable and must be applied across the borough.

Discretionary charges relate to services which the Council can provide if they choose to do so. This is a local policy decision. The Local Government Act 2003 gives the Council power to charge for discretionary services, with some limited exceptions. This may include charges for new and innovative services utilising the Council's general power of competence under section 1 of the Localism Act 2011. The income from charges, taking one financial year with another, must not exceed the cost of provision. A clear and justifiable framework of principles should be followed in terms of deciding when to charge and how much, and the process for reviewing charges.

A service may wish to consider whether they may utilise this power to provide a service that may benefit residents, businesses and other service users, meet the Council priorities and generate income.

Decisions on setting charges and fees are subject to the Council's decision making structures. Most charging decisions are the responsibility of Cabinet, where there are key decisions. Some fees are set by full Council.

8.3 Diversity and Equality

Implications verified by: **Rebecca Lee**

**Team Manager – Community Development and
Equalities**

The Council is responsible for promoting equality of opportunity in the provision of services and employment as set out in the Equality Act 2010 and Public Sector Equality Duty. Decisions on setting charges and fees are subject to Community Equality Impact Assessment process and the Council's wider decision making structures to determine impact on protected groups and related concessions that may be available.

8.4 **Other implications (where significant)** – i.e. Staff, Health, Sustainability, Crime and Disorder)

None

9. **Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):**

None

10. **Appendices to the report**

- Appendix 1 – Schedule of Proposed Fees and Charges for 2020/21
- Appendix 2 – Schedule of Fees and Charges no longer applicable

Report Author:

Kelly McMillan

Business Development Project Manager

Commercial

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APPENDIX 1

Name of fee or Charge	Directorate	Overview and Scrutiny Committee	Owner	Statutory/Discretionary Charge	VAT Status 19/20	Charge excl. VAT 2019/20	VAT Amount 2019/20	Charge incl. VAT 2019/20	VAT Status 20/21	Charge excl. VAT 2020/21	VAT Amount 2020/21	Charge incl. VAT 2020/21	Change from last year (incl. VAT)	Change from last year (% incl. VAT)	New, Removed, Unchanged
Qualification Courses for 19+	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
Adult learners not in full time education elsewhere standard rate course	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 4.85		£ 4.85		£ 5.10	£ -	£ 5.10	£ 0.25	+5.15%	INCREASED
as above - weighted rate course eg hairdressing floristry, courses requiring hired external venues or where courses do not target priority learners	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 6.50		£ 6.50		£ 6.80	£ -	£ 6.80	£ 0.30	+4.62%	INCREASED
Adult learners in receipt of JSA ESA Universal Credit	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		FREE		FREE		Free of Charge	£ -	Free of Charge	£ -	-	UNCHANGED
Adult learners in receipt of other state benefits who earn less than £330 per month	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		FREE		FREE		Free of Charge	£ -	Free of Charge	£ -	-	UNCHANGED
Adult learners 24+ joining courses Level 3 & above	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		VARIABLE		VARIABLE		Variable Charge	£ -	Variable Charge	£ -	-	UNCHANGED
Adult learners 19+ in full time education elsewhere or who do not meet residency eligibility	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 12.50		£ 12.50		£ 13.25	£ -	£ 13.25	£ 0.75	+6.00%	INCREASED
Community Learning for learners 19+	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
Tuition fee standard rate (universal Offer)	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 4.85		£ 4.85		£ 5.10	£ -	£ 5.10	£ 0.25	+5.15%	INCREASED
Concessionary rate (adults in receipt of state benefit and over 65)	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 3.20		£ 3.20		£ 3.40	£ -	£ 3.40	£ 0.20	+6.25%	INCREASED
Weighted courses / or where courses do not target priority learners	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 6.50		£ 6.50		£ 6.80	£ -	£ 6.80	£ 0.30	+4.62%	INCREASED
Concessionary rate (adults in receipt of state benefit and over 65)	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 4.00		£ 4.00		£ 4.20	£ -	£ 4.20	£ 0.20	+5.00%	INCREASED
Tuition fee for supported learning course	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 4.00		£ 4.00		£ 4.20	£ -	£ 4.20	£ 0.20	+5.00%	INCREASED
Family Learning English Maths & Language	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		FREE		FREE		FREE	£ -	Free of Charge	£ -	-	UNCHANGED
Family Learning wider FL per session	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		FREE		FREE		FREE	£ -	Free of Charge	£ -	-	UNCHANGED
Tuition Fee taster courses per session	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 15.00		£ 15.00		£ 15.75	£ -	£ 15.75	£ 0.75	+5.00%	INCREASED

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Community Led learning targeted provision, community engagement upto 12 hours	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		FREE		FREE		FREE	£ -	Free of Charge	£ -	-	UNCHANGED
non eligible learners	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 12.50		£ 12.50		£ 13.25	£ -	£ 13.25	£ 0.75	+6.00%	INCREASED
LETTINGS/SOCIAL MEMBERSHIP	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
Commercial Rate charge per hour	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
Hall	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 75.00		£ 75.00		£ 78.75	£ -	£ 78.75	£ 3.75	+5.00%	INCREASED
Large Room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 40.00		£ 40.00		£ 42.00	£ -	£ 42.00	£ 2.00	+5.00%	INCREASED
small room/meeting room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 30.00		£ 30.00		£ 31.50	£ -	£ 31.50	£ 1.50	+5.00%	INCREASED
IT Room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 60.00		£ 60.00		£ 63.00	£ -	£ 63.00	£ 3.00	+5.00%	INCREASED
Thurrock Council/Charitable Organisations	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
Hall	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 56.25		£ 56.25		£ 59.10	£ -	£ 59.10	£ 2.85	+5.07%	INCREASED
Large Room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 30.00		£ 30.00		£ 31.50	£ -	£ 31.50	£ 1.50	+5.00%	INCREASED
small room/meeting room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 22.50		£ 22.50		£ 23.65	£ -	£ 23.65	£ 1.15	+5.11%	INCREASED
IT Room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 45.00		£ 45.00		£ 47.25	£ -	£ 47.25	£ 2.25	+5.00%	INCREASED
Hall or Room - outside opening hours (Monday & Friday evening)	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 78.75		£ 78.75		£ 82.75	£ -	£ 82.75	£ 4.00	+5.08%	INCREASED
Saturday only	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 100.00		£ 100.00		£ 105.00	£ -	£ 105.00	£ 5.00	+5.00%	INCREASED

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Social Membership Groups during opening hours (term time).	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
Hall	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 10.25		£ 10.25		£ 10.80	£ -	£ 10.80	£ 0.55	+5.37%	INCREASED
Room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 8.00		£ 8.00		£ 8.40	£ -	£ 8.40	£ 0.40	+5.00%	INCREASED
Hall or room - Outside of opening hours	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 32.50		£ 32.50		£ 34.15	£ -	£ 34.15	£ 1.65	+5.08%	INCREASED
Social Area	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		FREE		FREE		FREE	£ -	Free of Charge	£ -	-	UNCHANGED
Pre School Fees	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D							£ -	£ -	£ -	-	
2-3 year olds charge is per session (3hours)	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 18.00		£ 18.00		£ 19.00	£ -	£ 19.00	£ 1.00	+5.56%	INCREASED
3-5 year olds	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 17.00		£ 17.00		£ 17.85	£ -	£ 17.85	£ 0.85	+5.00%	INCREASED
Lunch club	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		£ 3.50		£ 3.50		£ 3.60	£ -	£ 3.60	£ 0.10	+2.86%	INCREASED
Children's Care and Targeted Outcomes - Children with disabilities - Summer Play Scheme - Per day, per child (If funding is secured then the charge will reduce)	Adults, housing and Health	Children's	Clare Moore	D	O	£ 17.50	£ -	£ 17.50	O	£ 18.00	£ -	£ 18.00	£ 0.50	+2.86%	INCREASED
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - 14-18 years old (1.5 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 151.00	£ -	£ 151.00	E	£ 153.40	£ -	£ 153.40	£ 2.40	+1.59%	INCREASED
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - 14-18 years old (3 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 276.00	£ -	£ 276.00	E	£ 284.00	£ -	£ 284.00	£ 8.00	+2.90%	INCREASED
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - Under 14 years old (1.5 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 151.00	£ -	£ 151.00	E	£ 155.50	£ -	£ 155.50	£ 4.50	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - Under 14 years old (3 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 276.00	£ -	£ 276.00	E	£ 284.00	£ -	£ 284.00	£ 8.00	+2.90%	INCREASED
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Grangewaters Angling Club	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 6,650.00	£ -	£ 6,650.00	E	£ 6,982.50	£ -	£ 6,982.50	£ 332.50	+5.00%	INCREASED

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Learning and Universal Outcomes - Grangewaters - Club Use of Site - Grangewaters Working Newfoundlands (Per dog, per visit)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 5.25	£ -	£ 5.25	E	£ 5.50	£ -	£ 5.50	£ 0.25	+4.76%	INCREASED
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Leonberger Dog Training Club (Per dog, per visit)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 5.25	£ -	£ 5.25	E	£ 5.50	£ -	£ 5.50	£ 0.25	+4.76%	INCREASED
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Thurrock Angling Club	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 9,725.00	£ -	£ 9,725.00	E	£ 10,211.00	£ -	£ 10,211.00	£ 486.00	+5.00%	INCREASED
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Thurrock Motorboat & Waterski Club (Per visit)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 205.00	£ -	£ 205.00	E	£ 215.25	£ -	£ 215.25	£ 10.25	+5.00%	INCREASED
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (1.5 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 56.00	£ -	£ 56.00	E	£ 57.68	£ -	£ 57.68	£ 1.68	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (3 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 97.00	£ -	£ 97.00	E	£ 99.90	£ -	£ 99.90	£ 2.90	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (4.5 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 135.00	£ -	£ 135.00	E	£ 139.00	£ -	£ 139.00	£ 4.00	+2.96%	INCREASED
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (6 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 168.00	£ -	£ 168.00	E	£ 173.00	£ -	£ 173.00	£ 5.00	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters - Day visits (Groups aged 19 and over, excluding corporate bookings) - Up to 10 people (Full day, 4 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 418.00	£ -	£ 418.00	E	£ 430.00	£ -	£ 430.00	£ 12.00	+2.87%	INCREASED
Learning and Universal Outcomes - Grangewaters - Day visits (Groups aged 19 and over, excluding corporate bookings) - Up to 10 people (Half day, 2 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 227.00	£ -	£ 227.00	E	£ 233.00	£ -	£ 233.00	£ 6.00	+2.64%	INCREASED
Learning and Universal Outcomes - Grangewaters - Day visits (Groups aged 19 and over, excluding corporate bookings) - Up to 10 people (Single session)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 124.00	£ -	£ 124.00	E	£ 127.70	£ -	£ 127.70	£ 3.70	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters - Day visits (Groups up to and including 18 years) - Up to 10 people (Single session)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 124.00	£ -	£ 124.00	E	£ 127.70	£ -	£ 127.70	£ 3.70	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters - Day visits (Groups up to and including 18 years) - Up to 10 people (Full day, 4 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 418.00	£ -	£ 418.00	E	£ 430.00	£ -	£ 430.00	£ 12.00	+2.87%	INCREASED
Learning and Universal Outcomes - Grangewaters - Day visits (Groups up to and including 18 years) - Up to 10 people (Half day, 2 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 227.00	£ -	£ 227.00	E	£ 233.00	£ -	£ 233.00	£ 6.00	+2.64%	INCREASED
Learning and Universal Outcomes - Duke of Edinburgh's Award Expedition packages (per person per day)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 40.00	£ -	£ 40.00	E	£ 41.20	£ -	£ 41.20	£ 1.20	+3.00%	INCREASED

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Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 2 children (Full day, 4 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 314.00	£ -	£ 314.00	E	£ 323.40	£ -	£ 323.40	£ 9.40	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 2 children (Half day, 2 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 178.00	£ -	£ 178.00	E	£ 183.30	£ -	£ 183.30	£ 5.30	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 2 children (Single session)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 97.00	£ -	£ 97.00	E	£ 99.90	£ -	£ 99.90	£ 2.90	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 4 children (Full day, 4 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 324.00	£ -	£ 324.00	E	£ 333.70	£ -	£ 333.70	£ 9.70	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 4 children (Half day, 2 sessions)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 194.00	£ -	£ 194.00	E	£ 199.80	£ -	£ 199.80	£ 5.80	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 4 children (Single session)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 110.00	£ -	£ 110.00	E	£ 113.30	£ -	£ 113.30	£ 3.30	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters - School Holiday Periods Only - Activity Sessions (per session per person charge)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 8.00	£ -	£ 8.00	E	£ 8.25	£ -	£ 8.25	£ 0.25	+3.13%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Accommodation only (per person per night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 17.00	£ -	£ 17.00	E	£ 17.50	£ -	£ 17.50	£ 0.50	+2.94%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (2 days, 1 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 141.00	£ -	£ 141.00	E	£ 145.20	£ -	£ 145.20	£ 4.20	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (3 days, 2 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 217.00	£ -	£ 217.00	E	£ 223.50	£ -	£ 223.50	£ 6.50	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (4 days, 3 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 297.00	£ -	£ 297.00	E	£ 305.90	£ -	£ 305.90	£ 8.90	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (5 days, 4 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 372.00	£ -	£ 372.00	E	£ 383.10	£ -	£ 383.10	£ 11.10	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (2 days, 1 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 97.50	£ -	£ 97.50	E	£ 100.40	£ -	£ 100.40	£ 2.90	+2.97%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (3 days, 2 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 151.00	£ -	£ 151.00	E	£ 155.50	£ -	£ 155.50	£ 4.50	+2.98%	INCREASED

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Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (4 days, 3 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 212.00	£ -	£ 212.00	E	£ 218.30	£ -	£ 218.30	£ 6.30	+2.97%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (5 days, 4 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 264.00	£ -	£ 264.00	E	£ 271.90	£ -	£ 271.90	£ 7.90	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Camping - Per person per night	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 6.00	£ -	£ 6.00	E	£ 6.20	£ -	£ 6.20	£ 0.20	+3.33%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (2 days, 1 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 141.00	£ -	£ 141.00	E	£ 145.20	£ -	£ 145.20	£ 4.20	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (3 days, 2 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 217.00	£ -	£ 217.00	E	£ 223.50	£ -	£ 223.50	£ 6.50	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (4 days, 3 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 297.00	£ -	£ 297.00	E	£ 305.90	£ -	£ 305.90	£ 8.90	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (5 days, 4 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 372.00	£ -	£ 372.00	E	£ 383.10	£ -	£ 383.10	£ 11.10	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (2 days, 1 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 97.50	£ -	£ 97.50	E	£ 100.40	£ -	£ 100.40	£ 2.90	+2.97%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (3 days, 2 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 151.00	£ -	£ 151.00	E	£ 155.50	£ -	£ 155.50	£ 4.50	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (4 days, 3 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 212.00	£ -	£ 212.00	E	£ 218.30	£ -	£ 218.30	£ 6.30	+2.97%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (5 days, 4 night)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 264.00	£ -	£ 264.00	E	£ 271.90	£ -	£ 271.90	£ 7.90	+2.99%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Catering Package (Breakfast, Lunch and Evening Meal) - Minimum 10 Persons - Charge is per person per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 21.00	£ -	£ 21.00	E	£ 21.60	£ -	£ 21.60	£ 0.60	+2.86%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Training Lodge / Dining Cabins - Full Day Charge	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 65.00	£ -	£ 65.00	E	£ 67.00	£ -	£ 67.00	£ 2.00	+3.08%	INCREASED

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Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Training Lodge / Dining Cabins - Half Day Charge	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 37.00	£ -	£ 37.00	E	£ 38.10	£ -	£ 38.10	£ 1.10	+2.97%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Training Lodge / Dining Cabins - Hourly Charge (minimum 2 hours)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 14.00	£ -	£ 14.00	E	£ 14.40	£ -	£ 14.40	£ 0.40	+2.86%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Celebration Groups up to 10 people - Single Activity	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 146.00	£ -	£ 146.00	E	£ 153.30	£ -	£ 153.30	£ 7.30	+5.00%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Celebration Groups up to 10 people - Double Activity	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 264.00	£ -	£ 264.00	E	£ 271.90	£ -	£ 271.90	£ 7.90	+2.99%	INCREASED
Learning and Universal Outcomes - Nursery Places - Hourly rate 3 - 5 year olds	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 5.70	£ -	£ 5.70	E	£ 5.90	£ -	£ 5.90	£ 0.20	+3.51%	INCREASED
Learning and Universal Outcomes - Nursery Places - Hourly rate 2 year olds	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 6.00	£ -	£ 6.00	E	£ 6.20	£ -	£ 6.20	£ 0.20	+3.33%	INCREASED
Learning and Universal Outcomes - Nursery Places - Babies 8am - 1pm or 1pm -6pm -per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 32.50	£ -	£ 32.50	E	£ 33.50	£ -	£ 33.50	£ 1.00	+3.08%	INCREASED
Learning and Universal Outcomes - Nursery Places - Babies 8am - 1pm or 1pm -6pm -per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 162.50	£ -	£ 162.50	E	£ 167.40	£ -	£ 167.40	£ 4.90	+3.02%	INCREASED
Learning and Universal Outcomes - Nursery Places - Babies Full placement costs 8am to 6.15pm- per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 65.00	£ -	£ 65.00	E	£ 67.00	£ -	£ 67.00	£ 2.00	+3.08%	INCREASED
Learning and Universal Outcomes - Nursery Places - Babies Full placement costs 8am to 6.15pm- per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 300.00	£ -	£ 300.00	E	£ 310.00	£ -	£ 310.00	£ 10.00	+3.33%	INCREASED
Learning and Universal Outcomes - Nursery Places - 2-3- year-olds 8am - 1pm or 1pm -6pm -per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 30.00	£ -	£ 30.00	E	£ 31.00	£ -	£ 31.00	£ 1.00	+3.33%	INCREASED
Learning and Universal Outcomes - Nursery Places - 2-3- year-olds 8am - 1pm or 1pm -6pm -per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 145.00	£ -	£ 145.00	E	£ 149.30	£ -	£ 149.30	£ 4.30	+2.97%	INCREASED
Learning and Universal Outcomes - Nursery Places - 2-3 year-olds Full placement costs per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 280.00	£ -	£ 280.00	E	£ 288.00	£ -	£ 288.00	£ 8.00	+2.86%	INCREASED
Learning and Universal Outcomes - Nursery Places - 2-3 year-olds Full placement costs per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 55.00	£ -	£ 55.00	E	£ 56.65	£ -	£ 56.65	£ 1.65	+3.00%	INCREASED
Learning and Universal Outcomes - Nursery Places - cooked lunch each	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 3.25	£ -	£ 3.25	E	£ 3.35	£ -	£ 3.35	£ 0.10	+3.08%	INCREASED

Name of fee or Charge	Directorate	Overview and Scrutiny Committee	Owner	Statutory/Discretionary Charge	VAT Status 19/20	Charge excl. VAT 2019/20	VAT Amount 2019/20	Charge incl. VAT 2019/20	VAT Status 20/21	Charge excl. VAT 2020/21	VAT Amount 2020/21	Charge incl. VAT 2020/21	Change from last year (incl. VAT)	Change from last year (% incl. VAT)	New, Removed, Unchanged
Learning and Universal Outcomes - Nursery Places - 3-5- year-olds 8am - 1pm or 1pm -6pm -per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 28.50	£ -	£ 28.50	E	£ 29.35	£ -	£ 29.35	£ 0.85	+2.98%	INCREASED
Learning and Universal Outcomes - Nursery Places - 3-5- year-olds 8am - 1pm or 1pm -6pm -per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 142.50	£ -	£ 142.50	E	£ 146.80	£ -	£ 146.80	£ 4.30	+3.02%	INCREASED
Learning and Universal Outcomes - Nursery Places - 3-5 year-olds Full placement costs per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 280.00	£ -	£ 280.00	E	£ 288.40	£ -	£ 288.40	£ 8.40	+3.00%	INCREASED
Learning and Universal Outcomes - Nursery Places - 3-5 year-olds Full placement costs per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 62.00	£ -	£ 62.00	E	£ 63.90	£ -	£ 63.90	£ 1.90	+3.06%	INCREASED
Learning and Universal Outcomes - Nursery Places - Hourly rate babies 0-2 year olds	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 6.50	£ -	£ 6.50	E	£ 6.70	£ -	£ 6.70	£ 0.20	+3.08%	INCREASED
Learning and Universal Outcomes - Nursery Places - Babies 9am -1pm or 1pm -5pm -per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 28.00	£ -	£ 28.00	E	£ 28.90	£ -	£ 28.90	£ 0.90	+3.21%	INCREASED
Music Services - Loan of Musical Instruments for pupils studying through the Music Hub (Ranged fee dependent on instrument)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£12.50 - £25.00	£ -	£12.50 - £25.00	E	£13 - £26	£ -	£13 - £26	£ -	-	INCREASED
Music Services - Loan of Musical Instruments for external hirers (Ranged fee dependent on instrument)	Adults, housing and Health	Children's	Michelle Lucas	D	E	£20.00 - £100.00	£ -	£20.00 - £100.00	E	£20.60 - £103	£ -	£20.60 - £103	£ -	-	INCREASED
Individual and small group tuition (fee pro-rata dependent on duration and numbers) - per hour charge	Adults, housing and Health	Children's	Michelle Lucas	D	E	£32.70 (variable pro-rata)	£ -	£32.70 (variable pro-rata)	E	£33.70 (Variable Pro-rata)	£ -	£33.70 (Variable Pro-rata)	£ -	-	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - First Person - 1.5 Hour Session	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 49.00	£ -	£ 49.00	E	£ 50.50	£ -	£ 50.50	£ 1.50	+3.06%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - First Person - 3 Hour Session	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 84.00	£ -	£ 84.00	E	£ 86.50	£ -	£ 86.50	£ 2.50	+2.98%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - First Person - 4.5 Hour Session	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 110.00	£ -	£ 110.00	E	£ 113.30	£ -	£ 113.30	£ 3.30	+3.00%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - Additional Person - 1.5 Hour Session	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 27.00	£ -	£ 27.00	E	£ 27.80	£ -	£ 27.80	£ 0.80	+2.96%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - Additional Person - 3 Hour Session	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 44.00	£ -	£ 44.00	E	£ 45.30	£ -	£ 45.30	£ 1.30	+2.95%	INCREASED
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - Additional Person - 4.5 Hour Session	Adults, housing and Health	Children's	Michelle Lucas	D	E	£ 60.00	£ -	£ 60.00	E	£ 61.80	£ -	£ 61.80	£ 1.80	+3.00%	INCREASED

APPENDIX 2

Name of fee or Charge	Directorate	Overview and Scrutiny Committee	Owner	Statutory/ Discretionary Charge	VAT Status 19/20	Charge excl. VAT 2019/20	VAT Amount 2019/20	Charge incl. VAT 2019/20	VAT Status 20/21	Charge excl. VAT 2020/21	VAT Amount 2020/21	Charge incl. VAT 2020/21	Change from last year (incl. VAT)	Change from last year (% incl. VAT)	New, Removed, Unchanged
Thursday Friday evening + Sat hall or room	Adults, housing and Health	Children's	Michele Lucas/Jaki Bradley	D		remove		remove		REMOVED	£ -	removed	£ -	-	REMOVED
Learning and Universal Outcomes - After School Club - Holiday Club - Per day	Adults, housing and Health	Children's	Andrea Winston	D	E	REMOVED	£ -	£ -	E	REMOVED	£ -	£ -	£ -	-	REMOVED
Learning and Universal Outcomes - Nursery Places- After school club per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	REMOVED	£ -	£ -	E	REMOVED	£ -	£ -	£ -	-	REMOVED
Learning and Universal Outcomes - Nursery Places - After school club per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	REMOVED	£ -	£ -	E	REMOVED	£ -	£ -	£ -	-	REMOVED
Learning and Universal Outcomes - Nursery Places -Holiday club per day	Adults, housing and Health	Children's	Michelle Lucas	D	E	REMOVED	£ -	£ -	E	REMOVED	£ -	£ -	£ -	-	REMOVED
Learning and Universal Outcomes - Nursery Places -Holiday club per week	Adults, housing and Health	Children's	Michelle Lucas	D	E	REMOVED	£ -	£ -	E	REMOVED	£ -	£ -	£ -	-	REMOVED
Learning and Universal Outcomes - Nursery Places -non- core hours premium hourly rate	Adults, housing and Health	Children's	Michelle Lucas	D	E	REMOVED	£ -	£ -	E	REMOVED	£ -	£ -	£ -	-	REMOVED

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**Children's Services Overview and Scrutiny Committee
Work Programme 2019/20**

Dates of Meetings: 2 July 2019, 8 October 2019, 3 December 2019, 4 February 2020

Topic	Lead Officer	Requested by Officer/Member
2 July 2019		
Thurrock New Multi-Agency Safeguarding Arrangements	Alan Cotgrove	Standing item
Youth Cabinet Update	Pat Kielty	Standing Item
SEND Inspection Outcome	Michele Lucas	Chair
Semi Independent Supported Accommodation Sufficiency	Sue Green	Officer
Fostering and Adoption Annual Panel Report	Janet Simon	Officer
Children's Social Care Performance	Jackie Groom/Mandy Moore	Standing item
Extraordinary Meeting – 25 July 2019		
Draft Written Statement of Actions	Michele Lucas	Chair
8 October 2019		
Youth Cabinet Update	Pat Kielty	Standing Item
2018/19 Annual Complaints and Representations Report – Children's	Lee Henley	Officer

Social Care		
Thurrock Local Safeguarding Children Partnership - Performance Report May - August 2019	Alan Cotgrove	Officer
Education Support Strategy O&S Report Oct 2019	Michele Lucas	Officer
Written Statement of Actions Progress Review – Verbal update	Michele Lucas	Officer
Independent Reviewing Officer Annual Report	Ruth Murdock	Officer
Local Authority Designated Officer (LADO) Annual Report 2018-19	Ruth Murdock	Officer
Local Offer to Care Leavers	Janet Simon	Officer
Children's Social Care Performance Report	Jackie Groom/Mandy Moore	Standing item
Work Programme	Democratic Services	Standing item
3 December 2019 – CANCELLED		
Youth Cabinet Update	Pat Kielty	Standing Item
Items Raised by LSCP	Alan Cotgrove	Standing item
Outcome of Inspection of Local Authority Children's Services (Verbal update if inspection report is not ready)	Roger Harris/Sheila Murphy	Officer
Written Statement of Actions Progress Review	Michele Lucas	Members
Children's Social Care Performance Report	Jackie Groom/Mandy Moore	Standing item
Work Programme	Democratic Services	Standing item

4 February 2020		
Youth Cabinet Update	Pat Kiely	Standing Item
Items Raised by LSCP	Alan Cotgrove	Standing item
Outcome of Inspection of Local Authority Children's Services	Roger Harris/Sheila Murphy	Officer
Post 18 Autism Support Tender – moved to Health and Wellbeing Overview and Scrutiny Committee	Allison Buchanan	Officer
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Members
Schools' Performance	Andrea Winstone	Officer/ Corporate O&S Chair
Fees and Charges Pricing Strategy 2020/21	Kelly McMillan	Officer
Children's Social Care Performance Report (will be covered in Inspection report)	Jackie Groom/Mandy Moore	Standing item
Work Programme	Democratic Services	Standing item
FOR NEXT MUNICIPAL YEAR		
Inspire Update	Michele Lucas	Members
Update on School Wellbeing Service	Gemma Fitzgerald	Members
Childcare Sufficiency – TBC with ML	Sharon Bushnell	Officer
Children Looked After Needs Assessment	Teresa Salami-Oru	Officer

Update on Free School Programme	Michele Lucas/Sarah Williams	Members
Tuition Support Services	Temi Fawehinmi	Officer
Home to School Travel and Transport Policy	Temi Fawehinmi/Michele Lucas	Officer