

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 **2 February 2021**

Due to government guidance on social-distancing and COVID-19 virus the Children's Services Overview and Scrutiny Committee on 2 February 2021 will be held virtually online. Arrangements have been made for the press and public to watch the meeting live via the Council's online webcast channel at www.thurrock.gov.uk/webcast

Membership:

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

Kim James, Chief Operating Officer, HealthWatch Thurrock
Nicola Cranch, Parent Governor Representative
Sally Khawaja, Parent Governor Representative

Substitutes:

Councillors Daniel Chukwu, Garry Hague, Steve Liddiard and Joycelyn Redsell

Agenda

Open to Public and Press

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To approve as a correct record the minutes of the Extraordinary Children's Services Overview and Scrutiny Committee meeting held on 12 November 2020 and the Children's Services Overview and Scrutiny Committee meeting held on 1 December 2020.

3 Items of Urgent Business

To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.

4 Declaration of Interests

5 Youth Cabinet Update

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Queries regarding this Agenda or notification of apologies:

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

Agenda published on: **25 January 2021**

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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 Extraordinary Children's Services Overview and Scrutiny Committee held on 12 November 2020 at 7.00 pm

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

Lynda Pritchard, Church of England Representative
Nicola Cranch, Parent Governor Representative
Sally Khawaja, Parent Governor Representative

In attendance:

Sheila Murphy, Corporate Director of Children's Services
Michele Lucas, Assistant Director of Education and Skills
Sarah Williams, Service Manager, Education Support Service
Alison Picknell, School Effectiveness and Early Years Manager
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.

28. Items of Urgent Business

There were no items of urgent business.

29. Declaration of Interests

Lynda Pritchard declared that she worked for Thurrock Council in SEND.

30. Pupil Place Plan Update (2020-2024)

The report on pages 5 – 64 of the Agenda was presented by Sarah Williams.

The Chair noted that appendix 1 highlighted a higher number of red cells Tilbury regarding the Published Admission Numbers (PAN) and questioned if discussions or plans were in place to resolve this. Sarah Williams explained that most of the schools in Tilbury were part of the gateway learning community and the service had been in conversations with schools to consider bulge classes and potential expansion where land was available.

Councillor Muldowney sought clarification on the data within the report as she noted an inconsistency in data in regards to children arriving into Thurrock from outside the country and from other parts of the country. Sarah Williams explained that the Pupil Placement Plan (PPP) was produced in the summer and the service had worked on the plan after this. The most up to date data had been used so was different to what had been published in the PPP.

Sarah Williams would look back at the data at the time the PPP was produced and the current data and clarify this back to Committee Members.

The Committee asked that the report be brought back to Committee as an annual report. Councillor Muldowney questioned whether the two new primary inclusion bases were fully subscribed and the extent of the exclusion issues in Thurrock and if there were enough resources to meet that need. Michele Lucas explained work was being undertaken around predictive indicators and that exclusions were relatively low for this term but could change. She went on to say that schools had been doing well since pupils had returned after lockdown and in following government guidelines for the COVID-19 pandemic. Schools would continue to be monitored and supported. The need for inclusion places were met last year and there were good partnership arrangements in place with schools.

The Vice-Chair questioned if there was a contingency plan for pupils arriving in Thurrock who had no available school places and if they were placed in schools outside of the Borough. Sarah Williams answered that the service aimed to keep children within Thurrock's schools and was continuously monitoring the number of children in Thurrock against the number of school places. Schools were supportive and this academic year, some schools were able to open bulge classes where there had been an extra number of children without school places.

Councillor Okunade asked how schools were managing to fit children into primary schools considering the social distancing measures that were currently in place. Sarah Williams answered that schools had taken risk assessments to ensure children were able to fit into classrooms safely and within their bubbles. If there were no available spaces, the next nearest school place would be offered but children were in the school places that parents had requested.

Sally Khawaja asked whether siblings had been separated due to no available school place in the same schools. Sarah Williams answered that the service tried to place siblings together particularly where it was part of the school's admissions criteria but where it was not possible, parents chose to stay on the school's waiting list or they were offered an alternative nearby school that would be able to take siblings in.

The Committee discussed giving schools recognition of their work and officers confirmed that schools were appreciated and that the service had an important partnership with schools. The service was in regular contact with Headteachers and recognised the school's hard work.

RESOLVED:

Overview and Scrutiny Committee was asked to review the PPP recognising the additional schools places that will be required going forward.

31. School Capital Programme Update 2020/21

The report on pages 65 – 116 of the Agenda was presented by Sarah Williams.

Councillor Okunade commented on the importance of adequate provision and that it was a necessity and the statutory responsibility of the Council so supported the recommendations.

The Committee questioned whether the service had considered the social distancing measures in the provision plans of extra buildings in schools as it was likely that the COVID-19 pandemic would still be ongoing. The Committee also questioned if money would be procured from the EU and whether the service had considered the number of children that could come from new housing developments. It was difficult to predict the number of children coming into the Borough and the Committee sought clarification on whether other factors, besides previous years' data, were used to predict and forecast the potential number of children in future years.

Sarah Williams answered that social distancing measures were being considered in school expansion works and were also looking at how to improve spacing in current schools. She explained that school funds were not procured from the EU and was from the basic needs allocation which was only allowed for the School Capital Programme. Children that could come from housing developments were forecasted and fed back to the Planning Department on potential planning developments which was also fed back to national government. The service worked closed with the Planning Department to consider potential housing developments to forecast the potential number of children but 1 bed homes were not counted although a child could potentially live within a 1 bed home. It was hard to predict the number of families that could move into Thurrock.

RESOLVED:

- 1.1 That O&S supported the recommendation to Cabinet that a provisional School Capital Programme budget of £8 million as set out in this report be approved.**
- 1.2 That O&S supported the recommendation to Cabinet to approve the commencement of the procurement process in accordance with Council & EU procurement procedures to appoint Architect led multi discipline designers and Project Teams, for the next School Capital Programme and appoint the Principal Contractors to take forward the proposed schemes.**

32. Thurrock Childcare Sufficiency Annual Assessment 2020

The report on pages 117 – 150 of the Agenda was presented by Michele Lucas.

The Chair questioned how the Thurrock Childcare Sufficiency Annual Assessment was promoted to parents. Michele Lucas explained that this was publicised on the Council's website and that the Early Years Team provided supporting information to Children's Centres and parents when they called enquiring about Early Years places. She went on to say that the early years setting was critical in helping children to move onto the next step of school.

Councillor Muldowney commented that she had read that the Early Years provision was under threat because not many places had been taken up during the COVID-19 pandemic. She would have liked to see an analysis on whether Thurrock's childcare provision would be impacted and was aware that the 30 hours childcare funding was already underfunded. She queried whether there would be enough early places to deliver the childcare provision when the economy improved. Officers explained that the Early Years Team was working closely with schools and providers to support their sustainability. The number of places available were not reliant on schools only and was a mixed economy that included private providers, childminders and schools. Since the COVID-19 pandemic, the Early Years sector had been strengthened and the service had supported the Borough's Early Years Providers with funds to help stabilise the market and had match funded nursery providers where it looked as though they would receive less government funds than they did in the autumn term 2019. The Committee asked for an update report to be brought back.

Councillor Okunade commented that not many schools offered the 30 hours childcare entitlement and questioned how schools could be expected to offer this as it was not a statutory requirement. Councillor Rigby questioned whether the 15 and 30 hours childcare entitlement were issues of payments as it meant providers received less funds. Michele Lucas explained that private providers offered more 30 hours childcare funded places and some schools offered this as well to help children settle into the school's system but there were other factors which would be detailed in the future report. On payment issues, she said that the challenge was the funding allocated which was set by national government. However, most private providers operated on a mixed system where it included private payments and the childcare entitlement hours.

RESOLVED:

That Children's Services O&S noted the Annual Childcare Sufficiency Assessment 2020.

33. Inspire 2019/2020 Report

The report on pages 151 – 158 of the Agenda was presented by Michele Lucas.

The Chair questioned whether young people were supported and taught to manage personal finances and if the third property for care leavers as mentioned in paragraph 2.10 had been purchased yet. Michele Lucas

answered that Councillor Hebb had supported programmes around finance management as part of the Inspire offer which were available in the Thurrock Adult Community College and offered to schools. The third property for care leavers had not been purchased yet and would be covered in a Head Start Housing report that would be brought to Committee at a later date.

Councillor Muldowney highlighted concerns of the high unemployment figure in Thurrock and the impact to young people. She sought clarification on the impact to apprenticeships and how secure college funding was. She noted that the Kickstart programme offered jobs to young people but were for 6 month contracts and was concerned that there would be no job opportunities at the end and felt apprenticeships would be better supported.

Michele Lucas explained that it was hoped that the Kickstart programme would have jobs available at the end and that it would enable some apprenticeships to be made available again. She mentioned that an academy trust was creating 30 placements for the Kickstart programme which would also have job roles available once it ended. She went on to say that the Economic Vulnerability Task Group were looking into solutions for youth unemployment and other organisations were creating placements but the key point was to ensure young people were equipped with the right skills for when job opportunities became available. The service was working with training providers to ensure that young people were supported and the Council was looking to support the Borough's vulnerable groups with supported internships that could potentially lead to apprenticeship programmes. She went on to say that the Council's voluntary services had also been looking into opportunities for young people in small voluntary organisations.

Councillor Rigby sought clarification on why the number of 18 – 24 year olds claiming benefits were higher in Thurrock than other parts of the country. Michele Lucas answered that Thurrock had a higher number of retail opportunities where more 18 – 24 year olds were employed there and also there was the factor of young people finishing their degrees and returning home to Thurrock.

RESOLVED:

1.1 O&S to scrutinise the work that has been undertaken by Inspire in 2019-2020 and offer challenge and support.

1.2 O&S to consider how they could support the various Inspire services, especially when faced with the challenges of the pandemic.

34. Work Programme

The following items were added to the work programme:

- Pupil Place Plan Annual Report.
- Update on Thurrock Childcare Sufficiency.
- Head Start Housing Annual Review.

The meeting finished at 8.45 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**

Minutes of the Meeting of the Children's Services Overview and Scrutiny Committee held on 1 December 2020 at 7.00 pm

Present: Councillors Alex Anderson (Chair), Jennifer Smith (Vice-Chair), Abbie Akinbohun, Sara Muldowney, Elizabeth Rigby and Steve Liddiard (Substitute) (substitute for Bukky Okunade)

Nicola Cranch, Parent Governor Representative
Sally Khawaja, Parent Governor Representative

Apologies: Councillors Bukky Okunade
Lynda Pritchard, Church of England Representative

In attendance: Sheila Murphy, Corporate Director of Children's Services
Michele Lucas, Assistant Director of Education and Skills
Joseph Tynan, Interim Assistant Director of Children's Services
Priscilla Bruce-Annan, Local Safeguarding Children's Partnership Business Manager
Roberta Fontaine, Youth Worker
Lucia Lucioni, Youth Cabinet Member
Alicia Jones, Youth Cabinet Member
Adam Shea, Youth Cabinet Member
Wendy Le, Democratic Services Officer

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

35. Minutes

Regarding page 7 of the Agenda, Councillor Muldowney said that she had agreed that the NEET figure was low but that the figure of 12% referred to Thurrock's youth unemployment rate.

Subject to this amendment, the minutes of the Children's Services Overview and Scrutiny Committee held on 6 October 2020 was approved as a true and correct record.

The exempt and public minutes of the Extraordinary Children's Services Overview and Scrutiny Committee held on 19 October 2020 was approved as a true and correct record.

36. Items of Urgent Business

There were no items of urgent business.

37. Declaration of Interests

Councillor Liddiard declared that he was a foster carer.

38. Youth Cabinet Update (verbal)

The Youth Cabinet had provided a Briefing Note and said that:

- They had been working on Make Your Mark and figures were not as well receive this time due to the COVID-19 pandemic.
- They had been working with mental health services on creating a questionnaire on young people accessing mental health services.
- A member of the Youth Cabinet now sat on the Music Hub Board to provide youth representation.
- They were developing the Curriculum For Life programme to introduce to schools and was working on a website for this. This had been discussed with head teachers who had provided positive feedback with some schools planning to take the programme on board.
- They had helped Brighter Futures' strategy by providing young people's views of impacts to their health and wellbeing.

The Committee were pleased to hear the projects that had been undertaken particularly with music as arts subjects had fallen in the curriculum. The Youth Cabinet were asked to consider the issues that a young person would face as a result of the pandemic and what young people's thoughts were of the future following on from this. The Youth Cabinet would provide feedback on this at the next Committee meeting.

(Clerk's note – the Youth Cabinet Update Briefing Note can be found via <https://democracy.thurrock.gov.uk/ieListDocuments.aspx?CId=131&MId=5892&Ver=4>)

39. Items Raised by Thurrock Local Safeguarding Children Partnership (verbal)

As the new Thurrock LSCP Manager, Priscilla Bruce-Annan gave an introduction of her working background and how she had come into her current role. The Committee welcomed her into the role and was pleased to hear the passion she had for her work.

40. SEND Inspection Outcome - Written Statement of Action Update

The report on pages 23 – 64 of the Agenda was presented by Michele Lucas. She also updated the Committee on the Parent Carer Forum concerns which had been raised by Members at the last Committee meeting. She said that the service had hosted a number of engagement events with support from a national organisation called Contact. A range of different times for the events were set up to enable as many people to engage as possible and it was identified that the local offer needed refreshing which was covered in the

report. There were also five parents who were keen to start a new parent carer forum and it would take some time to set the Forum up.

The Chair was pleased to see that there were no outstanding 'red' actions from October 2020 and noted that there had been several actions that had been 'amber' throughout the plan. He noted the one outstanding red action due for completion in January 2021 and questioned the process of outstanding actions. Michele Lucas explained that the service had been working hard to turn 'amber' actions into 'green' and that there were component parts attached to some of these actions. She gave the example of the Data Integration Project where the data systems had been brought together but the Portal Project would take longer as it involved a whole system change. She went on to say that the service would see in January 2021 what actions would be completed to move into 'green'.

Councillor Muldowney was pleased to see the progress made in regards to a parent carer forum and she had attended the events and thought they were well structured. She noted the 'amber' actions but thought the service had made good progress.

RESOLVED:

O&S scrutinised the work that had been undertaken during the period outlined in the report and offered support and challenge.

41. Fees and Charges Pricing Strategy 2021/22

The report on pages 65 – 78 of the Agenda was presented by Michele Lucas.

Noting the three main categories outlined in the report, the Chair questioned how Thurrock compared to other Local Authorities (LAs) on pricing. Michele Lucas answered that Grangewaters's pricing was deliberately charged lower than competitors as the service aimed to support families instead of just trying to recover costs. Nurseries were priced in line with competitors as it linked to the national funding formula and Thurrock's nurseries did not attract fee paying parents which was why the service had the nurseries in Tilbury to support parents on low income. The TACC had come into the service last year and prices had been kept at a reasonable level as small community groups preferred to use council owned spaces so the service wished to continue to support the community to ensure costs were covered.

The Committee commented that the increase in fees were needed and that they were small and fair. Councillor Muldowney sought more detail in regards to paragraph 3.5 and the operation hours of the 30 hours of childcare which she expressed concern about. She sought reassurance that parents who needed this provision would still have this. She also noted that although the increases were small in this service, there were increases across all services in the Council which would add up and raised concerns of financial hardships for some people who would be affected by the increases overall. Michele Lucas said that the nurseries in Tilbury and Grays were targeted towards

single parents and the service liaised with employers to ensure that the 30 hours provision covered hours outside the core hours of 9am to 5pm particularly for jobs that were worked in shift patterns. The service intended to ensure that there was a strong Early Years provision to support parents who wanted to get back into work.

RESOLVED:

1.1 That Children's Services Overview and Scrutiny Committee noted the revised fees and charges proposals including those no longer applicable.

1.2 That Children's Services Overview and Scrutiny Committee noted 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.

42. Children's Social Care Performance

The report on pages 79 – 92 of the Agenda was presented by Joe Tynan.

The Chair commented that it was important to highlight Missing Episodes of Children Looked After (CLA) and that it was good to see that there was a downward trend occurring. He hoped that it would continue.

Referring to paragraph 5.3, Councillor Muldowney noted the good progress that was being made on Child Protection Plans (CPP). She noted that the chart showed that the service was at a higher percentage than two years ago and she questioned what factors had contributed to this and sought more detail into the assessment of this. Joe Tynan said that Repeat CPP was currently a key focus for the service and where a Repeat CPP was being considered, this was discussed with a Senior Manager. He went on to give examples of where an identified risk would be reduced so that it no longer met the criteria or need for a CPP but could come back several months later due to a change in circumstances. This would highlight a concern that advice had been given at the time to the family but had not worked and the service would then look to escalate and a Repeat CPP would then be needed which would imply the first CPP had not been as effective. The service would look to see if another strategy was needed to support the family to make the needs changes to reduce the risk. The Repeat CPP were often reviewed to look at whether there was any learning from the Child Protection Chairs and the decisions making which had been found to be consistent. The guidance was that the service should support families on CPPs for a minimum of three months but the service had made the decision to support families for six months. Where the same concern came back to the service or increased, the service would look to undertake a Repeat CPP or seek legal advice depending on the level of risk involved.

RESOLVED:

That Members reviewed the areas of improvement in Children’s Social Care and work undertaken to date to manage demand for statutory social care services.

43. LSCP Independent Peer Review

The report (found via <https://democracy.thurrock.gov.uk/ieListDocuments.aspx?CId=131&MId=5892&Ver=4>) was presented by Sheila Murphy.

The Chair welcomed the review and questioned when the action plan would be presented to Committee. He also questioned what the feedback from the statutory partners were in relation to the review. Sheila Murphy answered that the team had already started on the action plan and this would be ready for the next meeting. She said that the report was a multi agency report which had been shared with the statutory partners who formed the LSCP and that they had been pleased with the review. The action plan would highlight the actions taken against the recommendations from the review of which most were easily resolved but some would require more time such as looking for an Independent Chair/Scrutineer and the issue of getting equal funds across the three statutory partners. Councillor Muldowney also welcomed the review and looked forward to seeing the action plan come back to Committee.

RESOLVED:

- 1.1 O&S commented on the independent review of the LSCP and support acting upon the recommendations of the independent review.**
- 1.2 O&S supported the establishment of an Independent Chair to help further the partnerships work and provide the critical friend function to all partners.**

O&S requested a year’s review to ensure that the partnership has the capacity to proactively review relevant cases of concern, and not just formal SCR’s/LPR’s.

44. Work Programme

Democratic Services informed the Committee that an additional report, Emotional Health and Wellbeing had been added to 2 February 2021.

The LSCP Action Plan was added to the 2 February 2021 meeting.

The meeting finished at 8.09 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

2 February 2021	ITEM: 6
Children’s Services Overview and Scrutiny Committee	
Update on the Serious Case Review (SCR) Sam and Kyle - Action Plan	
Wards and communities affected: All	Key Decision: N/A
Report of: Priscilla Bruce-Annan, Local Safeguarding Children Partnership Business Manager	
Accountable Assistant Director: Joe Tynan Assistant Director Children’s Social Care and Early Offer	
Accountable Director: Sheila Murphy, Corporate Director of Children’s Services	
This report is public.	

Executive Summary

Following the publication of Serious Case Review called “Sam and Kyle” in July 2020, the full report and action plan were presented to the Members of the Children’s Services Overview and Scrutiny Committee on 6 October 2020.

The purpose of this document is to provide Overview and Scrutiny Committee Members with the progress made in relation to action plan arising from the recommendations from the Serious Case Review (SCR) Sam and Kyle. The action plan and progress on each recommendation can be found in appendix 1

1. Recommendation(s)

- 1.1 **That the Committee acknowledge the progress to date against the Action Plan.**
- 1.2 **That the Committee provide oversight and challenge to ensure the actions are having impact across the agencies**

2. Introduction and Background

- 2.1 Thurrock Local Safeguarding Children Partnership (LSCP) commissioned a Serious Case Review (SCR) into the circumstances surrounding the support and service provision to two young children, referred to in this report as ‘Sam and Kyle’.

- 2.2 Sam was born in January 2016 and sadly died in January 2018 at home. There is a sibling, Kyle, born in October 2012. There was no presumption of non-accidental injuries or harm and Essex Police took no further action in relation to Sam's death. The SCR was agreed by the LSCP and the remit was to cover the period of time from when Kyle was born through to Sam's death. The death of Sam was the initial trigger for undertaking the review, but it was agreed that more useful learning across agencies, would be generated by extending the scope of the review to consider both children and their experiences over a longer period.
- 2.3 The Serious Case Review lists five recommendations for agency services improvement, these recommendations form the basis of the LSCP action plan (Appendix 1). It is a multi-agency action plan developed through the LSCP. Representatives from key agencies have identified actions required to address the recommendations of the SCR. The action plan has been ratified through the LSCP Learning Practice Review Group, Management Executive Board and Statutory Partners.
- 2.4 The recommendations from the Serious Case Review are listed below for ease of reference
1. *“Thurrock Safeguarding Children Partnership should review within the next six months its procedure for the escalation of concerns and for resolving differences of view between professional and agencies. This should especially consider where there are challenges to the thresholds applied to cases which involve a number of agencies, and where there are persistent concerns about either neglect and/or parental engagement.*
 2. *“Thurrock Safeguarding Children Partnership should develop a series of practice workshops to be run between agencies to explore and build on better co-operation and understanding of handling complex or persistent cases. Case studies should be used – such as this Review - and the development of joint or group supervision approaches should be explored. This should be viewed as an opportunity to strengthen understanding between services and encourage wider joint working and sharing of relevant information about concerns.*
 3. *“Thurrock Safeguarding Children Partnership should, using the principles within the Signs of Safety approach, review interagency procedures for establishing agreement with families of written care plans involving all those working with a child, with shared, clear and practical objectives that can be monitored– especially in persistent cases of poor parenting and neglect.*
 4. *“Thurrock Safeguarding Children Partnership should consider auditing the operation of the Prevention and Support Service programme to establish the extent to which the positive evaluation in the 2019 Ofsted report has been sustained and strengthened*

5. *“Thurrock Safeguarding Children Partnership is recommended to encourage the continued development of the Signs of Safety approach, and the use of the Graded Care Profile 2 for use across agencies and professional groups.”*
- 2.5 Good progress has been made against the plan, which identifies agreed areas of focus for actions, with timescales for completion or implementation. These actions are all RAG rated. All actions in recommendation 5 have been completed and implemented. Work continues to drive forward actions within the remaining 4 recommendations. For detail against all the actions please see Appendix 1.
- 2.6 Although key agencies within the partnership have met and discussed in detail the action plan arising from the recommendations, the speed and ease of implementation has been effected by the challenges and restrictions imposed by the pandemic. The action plan is now gaining grip across the partnership and there is a solid, clear pathway to achieve the outcomes desired for each recommendation.

3. Issues, Options and Analysis of Options

- 3.1 None

4. Reasons for Recommendation

- 4.1 To inform members of the action plan in place to address the learning arising from the Serious Case Review. The action plan is a multi- agency document which is monitored through the LSCP.

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

- 5.1 N/A

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

- 6.1 N/A

7. Implications

7.1 Financial

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

There are no substantial financial implications arising from the action plan which have not been accounted for in the LSCP budgets and delivery plan.

The LSCP is funded by the three statutory partners and small contributions from other members of the partnership

7.2 Legal

Implications verified by: **Uwa Adedeji**
Interim Acting Team Leader, Children's Safeguarding

The Children and Social Work Act 2017 and Working Together 2018 dissolved the requirement for Local Safeguarding Children's Boards (LSCB). The three Strategic Partners, determined under the Children and Social Work Act 2017, comprise Thurrock Council, Essex Police and Thurrock Clinical Commissioning Group (CCG). Thurrock's new arrangements as the LSCP, came into effect on the 7th May 2019.

The statutory criteria for a serious child safeguarding case is set out in Children Act 2004 (as amended by the Children and Social Work Act 2017) with statutory guidance in Working Together 2018. The commission and oversight of the review of these cases, (a local child safeguarding practice review formerly Serious Case Review) and the auditing and monitoring of the 'programme of action' following the findings of the review continues to be the role of the LSCP.

Independent scrutiny is required by the Act as a part of the local safeguarding arrangements.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project Monitoring Officer

Supporting our children and young people who are disadvantaged is a key strategic priority for Thurrock Council. The Partnership promotes practice to achieve equality, inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy. All Partners are signed up to these principles.

7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder, or Impact on Looked After Children)

N/A

8. 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):

- Serious Case Review Sam and Kyle, published July 2020
<https://www.thurrocklscp.org.uk/lscp/child-safeguarding-practice-reviews/current-reviews>

9. Appendices to the report

- Appendix 1 – Sam & Kyle Serious Case Review Action Plan

Report Author:

Priscilla Bruce-Annan

Business Manager

Thurrock Local Safeguarding Children Partnership

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Appendix 1 - SCR Sam and Kyle Action Plan

Recommendation	Actions	Timescale for Plan in Place	Lead	Progress/Comments	RAG Rating	Timescale for Completion/Implementation
1 Thurrock Safeguarding Children Partnership should review within the next six months its procedure for the escalation of concerns and for resolving differences of view between professional and agencies. This should especially consider where there are challenges to the thresholds applied to cases which involve a number of agencies, and where there are persistent concerns about either neglect and/or parental engagement	1. Escalation Policy finalised in July 2020 to be reviewed in the light of the recommendation and recirculated across the Partnership.	30.12.2020	Sub-Group of the Learning and Practice Review Group to lead on this work on behalf of all agencies, supported by the LSCP Business Team	Escalation Policy to be circulated to all organisations. Organisations to acknowledge receipt and provide comment on how this is to be taken forward within their organisation. Deadline for comment 20.01.2021.		15.02.2021
	2. Individual agencies to report on how the escalation policy is implemented and identify good practice and areas of learning.			Feedback from agencies on implementation, good practice and areas of learning.		15.02.2021
	3. Terms of Reference for Practice Standards Multi-Agency Meeting to be agreed at the next Learning and Practice Review Group meeting. The Practice Standards Meeting will address issues of concern and learning points can be raised across agencies to improve inter-agency communication. When the Terms of Reference are agreed the Practice Standards Meetings can be established in December.			Scoping meeting of Practice Standards Group (PSG) held 18.11.20. Draft Terms of Reference was considered at Learning Practice Review Group (LPRG) 02.12.20. Date of first meeting is being finalised to be followed by a programme of dates set for the year.		Date of first meeting
2 Thurrock Safeguarding Children Partnership should develop a series of practice workshops to be run between agencies to explore and build on better co-operation and understanding of handling complex or persistent cases. Case studies should be used - such as this Review - and the development of joint or group supervision approaches should be explored. This should be viewed as an opportunity to strengthen understanding between services and encourage wider joint working and sharing of relevant information about concerns.	1. Inter-Agency Reflective Practice sessions three times a year focussing on the learning from specific case/s to be presented and delivered jointly across agencies.	Plan in place by 31.12.2020	Sub-Group of the Learning and Practice Review Group to lead on this work on behalf of all agencies, supported by the LSCP Business Team	Three sessions to be held. Topics agreed at the Learning Practice Review Group are Neglect, Transition & Transfers and Unexplained Bruising dates be arranged in Spring, Summer and Autumn 2021.		31.12.2021
	2. Arrange debriefing after a particular case where there is learning so that can be shared etc. To be agreed between at least two agencies - learning points reported to the LSCP.			Learning video/podcast, briefing on a page, summary/booklet of the review and a learning event presented by author/other specialist presenter. Reviewer engaged and learning to be disseminated in February 2021		26.02.2021
	3. Create and implement models of Multi-Agency group supervision.			An initial meeting of the Learning Practice Review sub-group/Task and Finish group was held in November 2020. The sub-group will reconvene in January 2021 to discuss various practice models and agree a pilot to be evaluated with a view to roll out.		31.05.2021
3 Thurrock Safeguarding Children Partnership should, using the principles within the Signs of Safety approach, review interagency procedures for establishing agreement with families of written care plans involving all those working with a child, with shared, clear and practical objectives that can be monitored - especially in persistent cases of poor parenting and neglect.	1. Review guidance within the Southend, Essex and Thurrock (SET) Procedures and re-circulate to Partner agencies.	Complete preparation work by 30.12.20 and audit by end of Feb 2021	LSCP and all agencies	Relevant sections of the SET Procedures document to be reviewed and shared with partner agencies as a reminder. Learning and Practice Review Sub-group meeting in January 2021 to take this forward.		31.05.2021
	2. Multi-Agency Signs of Safety training is scheduled before end December 2020 and will focus on the co-production of plans with children, young people and their families.			Multi-agency partners working with Domestic Violence, Child Exploitation/ Missing and Multi-agency Safeguarding Hub have received Signs of Safety training, which covered the co-production of plans.		31.12.2021
	3. Complete audit of plans via the Audit Group - to ascertain if the plans are Multi-Agency and have been created with families.			3 Children in Need cases where Neglect is a major factor will be audited and discussed at the Audit Group meeting on 11th February 2021. Feedback to be shared with the Learning Practice Review Group.		31.05.2021
	4. LSCP to work with key safeguarding leads to establish how the practice of shared written care plans can be embedded by all agencies working with Thurrock Children			Findings from audit to be shared with Practice Standards Group to embed into practice across agencies.		31.05.2021

4	Thurrock Safeguarding Children Partnership should consider auditing the operation of the Prevention and Support Service programme to establish the extent to which the positive evaluation in the 2019 Ofsted report has been sustained and strengthened.	1. Children's Social Care Quality Assurance Team to complete a dip sample within the next 2 months of the Prevention and Support Service (PASS) cases.	CSC dip sample audit by end November 2020. Multi-Agency case review March 2021	Children's Social Care, LSCP and all agencies	Children's Social Care conducted a dip sample audit where the outcomes were discussed at round table discussion with CSC managers. This was conducted throughout November and December 2020. Subsequent audit and round table discussions will involve key partner agencies, on a quarterly basis.		
		2. Whole day multi agency case review session to focus on PASS cases involving key practitioners - to be planned for March 2021 - this will be led by the LSCP.			Multi-agency panel to be convened as a pilot to review one PASS case. Provisional date arranged to take place in February 2021.		31.03.2021
5	Thurrock Safeguarding Children Partnership is recommended to encourage the continued development of the Signs of Safety approach, and the use of the Graded Care Profile 2 for use across agencies and professional groups.	1. Signs of Safety Conference (SoS) on 21st October 2020.	To be in place by end of 2020	LSCP and Partner agencies	Completed.		
		2. Multi-Agency Signs of Safety training for MARAC, MASH + Child Exploitation/Missing in place Autumn 2020			Completed.		
		3. Graded Care Profile 2 (GCP2) training in place commencing Autumn 2020.			Completed.		
		4. Graded Care Profile 2 trainers to offer desk side assistance on specific cases in relation to neglect.			Desk side and virtual assistance offered across partnership agencies.		
		5. Dedicated Signs of Safety and Graded Care Profile 2 training to be led by Signs of Safety Consultant to be in place by Jan 2021.			Date set for 15th March 2021.		
		6. All agencies to view Graded Care Profile 2 training as a priority for relevant staff.			Presentation delivered to Management Executive Board on 20th December 2020, to initiate the re-launch of Graded Care Profile in Thurrock.		

2 February 2021	ITEM: 7
Children’s Services Overview and Scrutiny Committee	
Update on the LSCP Peer Review Action Plan	
Wards and communities affected: All	Key Decision: N/A
Report of: Priscilla Bruce-Annan, Local Safeguarding Children Partnership Business Manager	
Accountable Assistant Director: Joe Tynan Assistant Director Children’s Social Care and Early Offer	
Accountable Director: Sheila Murphy, Corporate Director of Children’s Services	
This report is public.	

Executive Summary

The Local Safeguarding Children’s Partnership commissioned an independent peer review which took place in August 2020. The report and recommendations arising from the peer review were presented to the Overview and Scrutiny Committee on the 1st December 2020. The LSCP were asked to present the action plan at the next meeting and the action plan is attached in Appendix 1

1. Recommendation(s)

1.1 That the Committee provide comment and challenge to the Action Plan and recognise progress to date.

2. Introduction and Background

2.1 The independent review was commissioned by the LSCP. This is the expectation in the government guidance which sets out the requirement to have an annual peer review or independent review of the safeguarding partnership arrangements.

2.2 The full independent external report was presented to the Committee on 1st December 2020 to ensure Members had an opportunity to comment on the activities of the LSCP and to review the recommendations made to the LSCP in the independent review.

2.3 The independent review considered how effectively the LSCP arrangements are working for children and families as well as for practitioners, and how well the safeguarding partners are providing strong leadership across the

partnership. The review also identified any gaps in the partnership working and recommend actions to be taken to ensure the partnership is working as effectively as possible. This independent review acted as a constructive critical friend, in order to promote reflection to drive continuous improvement within the Partnership.

2.4 The independent review was asked to consider the following issues for the LSCP and to provide recommendations for the LSCP to consider:

- To review the current structure of the LSCP; is it fit for purpose any suggested improvements?
- To review the work on Managed Reviews and Learning Practice Reviews; how effective are they? Are they timely and if not, suggestions to bring them back in line with 6 months required in Working Together (2018). Are lessons learned from the Reviews, do they enhance practice in the Partnership?
- How to secure independent overview of the partnership; to propose options for independent scrutiny of the LSCP
- Review of the current working groups for effectiveness and outcomes
- To review the current funding arrangements of the LSCP and to propose alternative funding models
- In reviewing the partnership are any gaps identified in partnership working. To suggest ways that the partnership can close any identified gaps
- To highlight any good examples of performance of the LSCP
- How will we know we are being effective?

2.5 The recommendations fell broadly into 5 areas

- Finance
- Governance and business support structures
- Learning and Improvement
- Quality Assurance and data
- Shared Priorities & Engagement

2.6 The action plan indicates progress has been made particularly in the following areas

- There is agreement among the strategic partners that the LSCP should have an independent chair who will also undertake some of the independent scrutiny which is essential to maintain constant improvement. The advert will go out in January 2021
- There is a revised Learning and Improvement frame work which is being circulated for comments from partners
- The Quality Assurance and Data set is being developed
- There are plans to pilot multi-agency audit models and learning events

- 2.7 The partnership between agencies working collaboratively to bring about improved outcomes for children has been enhanced by the independent review. Partners are extensively involved in crafting the developments based on the road map outlined by the recommendations but this does require detailed discussions to ensure the vision is jointly held.
- 2.8 The progress of the action plan will be regularly monitored by the strategic partners and independent chair (when appointed).

3. Issues, Options and Analysis of Options

- 3.1 None

4. Reasons for Recommendation

- 4.1 To inform members of the action plan in place to address the recommendations arising from the LSCP Independent Peer review. The action plan is a multi- agency document which is monitored through the LSCP Strategic Partners.

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

- 5.1 N/A

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

- 6.1 N/A

7. Implications

7.1 Financial

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

There are no financial implications arising from the action plan which have not been accounted for in the LSCP budgets and delivery plan. The LSCP is funded by the three statutory partners and small contributions from other members of the partnership

7.2 Legal

Implications verified by: **Judith Knight**
Interim Deputy Head of Legal (Education and Social Care)

The Children and Social Work Act 2017 and Working Together 2018 dissolved the requirement for Local Safeguarding Children's Boards (LSCB). The three Strategic Partners, determined under the Children and Social Work Act 2017, comprise Thurrock Council, Essex Police and Thurrock Clinical Commissioning Group (CCG). Thurrock's new arrangements as the LSCP, came into effect on the 7th May 2019.

Independent scrutiny is required by the Act as a part of the local safeguarding arrangements.

7.3 **Diversity and Equality**

Implications verified by: **Roxanne Scanlon**
**Community Engagement and Project
Monitoring Officer**

Supporting our children and young people who are disadvantaged is a key strategic priority for Thurrock Council. The Partnership promotes practice to achieve equality, inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy. All Partners are signed up to these principles.

7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder, or Impact on Looked After Children)

N/A

8. **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): <https://democracy.thurrock.gov.uk/mqConvert2PDF.aspx?ID=29148>

Appendices to the report

- Appendix 1 – LSCP Independent Peer review action plan

Report Author:

Priscilla Bruce-Annan
Business Manager
Thurrock Local Safeguarding Children Partnership

Appendix 1 Peer Review Action Plan

Category	Recommendation	Specific Actions	Response	Lead	Timescale	RAG Rating
Governance & Business Support Structures	1 Consider deputies on Strategic Group to bring strategic /operational leads together	Strategic Partners to identify deputies who can attend the Strategic Group alongside them	Deputies have now been invited to attend these meetings going forward.	Strategic Partners	31/10/2020	Green
Governance & Business Support Structures	2 Multi-agency Safeguarding Hub (MASH) steering group subgroup - governance through LSCP	The MASH Steering Group to become one of the LSCP Sub-Groups	Initial meeting to be held with MASH Steering Group chair to be convened in February 2021	LSCP Business Manager	31/03/2021	Red
Shared Priorities/Engagement	3 Shared and agreed priorities across Partnerships in Thurrock	Produce a Priorities Outcome Booklet which shows the priorities for the LSCP, Safeguarding Adults Board (SAB), Community Safety Partnership (CSP) and Health and Well Being Board (H&WBB) - updates can be provided and the report can be shared with the different partnerships	Initial scoping meeting between the four boards to be agreed for February 2021, with a view a to producing a draft to be agreed by each board.	LSCP Business Team	31/03/2021	Red
Shared Priorities/Engagement	4 Protocol to reduce duplication and streamline processes across partnership groups e.g. Safeguarding Adults Reviews (SARs)/Local Safeguarding Practice Reviews (LSPRs)/Domestic Homicide Reviews (DHRs)	Develop a protocol across the partnerships in Thurrock	Initial scoping meeting between the three agencies to be convened in February 2021, with a view to developing a draft protocol.	LSCP Business Team	31/03/2021	Red
Shared Priorities/Engagement	5 Develop wider role of SET	To be agreed.	This action is awaiting the appointment of an Independent Chair & Scruitneer to be taken forward. Position to be filled by April 2021. Job advert to go out in January 2021.	Independent Chair & Scruitneer	31/05/2021	Red
Learning and Improvement	6 Consider different models to involve frontline staff/schools e.g. learning hubs	Consultation to be undertaken with front line staff and then the learning hub developed following the results from this	A survey is being developed to be sent out to frontline staff in January 2021.	LSCP Business Manager	28/02/2021	Yellow
Learning and Improvement	7 Revise Learning and Improvement Framework	The Learning and Practice Review Group to revise the Learning and Improvement Framework	A draft has been considered by the Learning Practice Review Group in December 2020 and returned with comments. The final document is to be agreed at LPRG meeting 2nd February 2021.	Learning and Practice Review Group	31/01/2021	Yellow
Quality Assurance and Data	8 Agree a multiagency dataset based on priority areas, plus regular reporting on safeguarding proxy indicators with analysis	Look at collating a small selection of data across the Partnership - this can then be built on and developed further	The LSCP is exploring collecting a data set from a range of key agencies. Once the set has been identified and agreed a template will be designed.	LSCP Business Team	31/04/2021	Yellow
Quality Assurance and Data	9 Develop different audit models - consider different types e.g. questionnaires following implementation of new policies/processes, deep dives, quality conversations, single agency safeguarding audits, scrutiny topics	This can be started by - Undertaking surveys in different areas, the first one could be around the Threshold Document. - Ask agencies to provide information in relation to single agency audits within specific areas and produce a booklet of the learning which can be shared with staff. - Have deep dive audits twice a year, to involve front line staff.	An initial meeting between LSCP Business Manager and Statutory Partner for Essex Police has been set for January 2021 to explore and discuss audit models with a view to agreeing a pilot around the Threshold Document.	LSCP Business Manager & Strategic Partner for Essex Police	31/04/2021	Yellow

Quality Assurance and Data	10	Review process Section11/Section175 - online, strategic and operational/alternating	In relation to Section157/175s - a front line survey be undertaken with education staff. In relation to the submission of the 157/175 - a consultation to be held with Senior Members of the Schools as to any changes they wish to make to update the audit request	This is currently been discussed at Southend, Essex and Thurrock (SET) level to standardise assessment forms, timescales/rotation and explore new formats initial meeting held October 2020. The next meeting is progress this is due to be held in February 2021.	LSCP Business Manager	31/04/2021	
Quality Assurance and Data	11	Agree an audit schedule - re-audit some areas on annual basis for evidence of impact on priority areas	- Prepare an audit schedule for agreement by the Strategic Partners. - Following each audit, look at showing the outcomes from these audits. At the end of the audit cycle, the outcomes than be reviewed.	A draft audit schedule is being devised to be shared with Strategic Partners in February 2021.	LSCP Business Team	31/03/2021	
Shared Priorities/Engagement	12	Ensure children and young people, families and practitioners involved in audits.	Audit Group to agree a way that this can be taken forward.	This is to be discussed at the next LPRG meeting with a view to forming a Task & Finish Group to progress this action. Current proposals include contacting families, Focus Groups on chosen topics.	Audit Group	31/03/2021	
Finance	13	Agree budget needed including contingency for Local Child Safeguarding Practice Review (LCSPR)	Strategic Partners to discuss and agree budget.	Strategic Partners met in December 2020 to discuss and agree budget including contingency for LCSPRs. A further meeting will take place 19th January 2021.	Strategic Partners	28/02/2021	
Finance	14	Consider bid to schools forum for contribution towards partnership	Strategic Partners to discuss and agree a way forward.	Strategic Partners met in December 2020 to consider a bid to schools forum. A further meeting will take place on 19th January 2021.	Strategic Partners	31/01/2021	
Finance	15	Health and Police gradually increase their contribution over next two years to ensure equity of funding	Strategic Partners to discuss and agree a plan around this.	Strategic Partners met in December 2020 to discuss contribution increase over the next 2 years, where Partners will equally contribute 33.3% to the LSCP budget by 2022/23. Request letters to be sent to Partner agencies in January 2021.	Strategic Partners	31/01/2021	
Governance & Business Support Structures	16	Review functions of business unit	Business Manager to review the current roles within the team against future work expectation/delivery plan. Bench mark activity with similar sized LSCPs in the Eastern Region and produce a Review of the Business Team Report.	LSCP Business Team initial function scoping session January 2021.	LSCP Business Manager	31/03/2021	
Learning and Improvement	17	Training - consider developing across SET sharing costs	Initial discussions with SET Business Managers January 2021. Consider joint training to be delivered across SET February 2021 Prepare and share proposal for joint training with Strategic Partners March 2021.	This is currently being discussed and proposed within the Eastern Region. An meeting to hold initial discussions with SET Business Managers to be convened in January 2021.	LSCP Business Team	31/03/2021	
Learning and Improvement	18	Develop more immediate models of practice reviews	The LSCP to explore what is being done in other areas and collate examples of good practice - January 2021. Discuss at Eastern Region meeting February - 2021 Deliver a Practice Review learning event - March 2021	This is on the agenda at the Eastern Region Group for further discussion. Initial ideas are Learning Events, Learning Review Author Presentations, learning videos, short briefings, briefing on a page and Review summary booklets.	LSCP Business Team	31/03/2021	

Learning and Improvement	19	Embedded in system/video/induction packs	Explore, collate and consider training topic and suitable trainers - January 2021. Produce an agreed list of videos to be recorded - February 2021. Videos to be created and shared with agencies - March 2021.	The LSCP is currently working on training briefings that can also form part of new starters induction packs across agencies. Discussions to be had at Learning Practice Review Group on how this can be embedded into training and induction processes across agencies. It is envisaged that this will be embedded by October 2021.	LSCP Business Team	31/10/2021	
Quality Assurance and Data	20	Monitoring recommendations and agencies actions/ audit outcomes and actions	Initial discussions at Practice Standards Group - February 2021. Develop and finalise draft with monitoring grid - April 2021 Share with PSG for feedback and agree final ready for implementation - May 2021	Each group currently has an action matrix. This is to be reviewed and developed further to include a monitoring grid. Current proposal is that it is reviewed via the newly created Practice Standards Group (PSG). To be initially discussed at the PSG meeting in February 2021.	LSCP Business Team	31/05/2021	
Learning and Improvement	21	Explore learning across SET	Links with 17	This is linked closely with recommendations 5 and 17 and will be achieved in line with those recommendations.	LSCP Business Team	31/03/2021	
Shared Priorities/ Engagement	22	Use existing structures - school groups, young peoples council to promote engagement with C&YP	Initial meeting with Lead for the Youth Council, Children in Care Council, Inspire and Youth Participation Officer to scope ideas February 2021.	Initial meeting with Lead for the Youth Council, Children in Care Council, Inspire and Youth Participation Officer to be convened in February 2021.	LSCP Business Team	31/07/2021	
Shared Priorities/ Engagement	23	Questionnaire - 'you said, we did'	Initial meeting with Lead for the Youth Council, Children in Care Council, Inspire and Youth Participation Officer to scope ideas February 2021.	Initial meeting with Lead for the Youth Council, Children in Care Council, Inspire and Youth Participation Officer to be convened in February 2021.	LSCP Business Team	28/02/2021	
Shared Priorities/ Engagement	24	Recruit community voice as lay member	Explore and gather information on where and how this has been done well in Eastern Region/other areas - February 2021 Produce literature/JD on expectations and benefits of being a Lay/Community Member - March 2021 Launch recruitment project for Lay/Community Member - March 2021. Lay Member recruited and in post April 2021.	Research where this has been done well in other areas.	LSCP Business Manager	31/04/2021	
Shared Priorities/ Engagement	25	Specific work on faith group/community outreach	Start with a basic survey in libraries and Community Hubs. Do a survey with the Faith Forum - possibly linked with Adults	Initial scoping meetings held in December 2020 and January 2021.	LSCP Business Manager & Strategic Partner for Essex Police	01/06/2021	
Governance & Business Support Structures	26	Thurrock LSCP to consider the appointment of an Independent Chair and Scrutineer	Strategic Partners have initial discussions.	Strategic Partners agreed to appoint an Independent Chair/Scutineer - November 2020. Job description agreed, evaluated and signed off - December 2020 Job advert and interview process agreed by Strategic Partners - January 2021. Independent Chair/Scutineer recruited and in post - April 2021.	Strategic Partners	31/03/2021	

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2 February 2021		ITEM: 8
Children's Services Overview and Scrutiny Committee		
SEND Inspection Outcome - Written Statement of Action Update		
Wards and communities affected: All	Key Decision: Non Key	
Report of: Michele Lucas, Assistant Director, Education and Skills		
Accountable Assistant Director: Michele Lucas, Assistant Director, Education and Skills		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report outlines the progress on the work identified within the Special Education Needs and Disabilities (SEND) Written Statement of Action, which was agreed by Ofsted in October 2019. It includes an update against the key areas identified in Appendix One.

The reporting period for this report is 1st December 2020 to Mid-January 2021

Whilst the report will focus on the WSoA, we have reported to the Committee around the wider system approach. Improvement is being undertaken to ensure that we are listening and co-producing with parents/carers and young people in the delivery of SEND services. This reporting period has also seen some of the key benefits around the merging of the SEND systems to ensure we have a single view across Education & Skills thus avoiding some of the challenges that were identified within the WSoA regarding the accuracy of data.

Outlined below are the Ofsted WSoA recommendations:

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

- Action 3, is about the quality of Education and Health Care (EHC) plans and Annual Reviews and is broken down into the following strands:
 - Strand 1: 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.
 - Strand 2: Professionals are not routinely informed of requests to submit written information within specified timescales.
 - Strand 3: 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.
 - Strand 4: 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.

1. Recommendation(s)

1.1 O&S to scrutinise the work that has been undertaken during the period outlined in the report and offer support and challenge.

2. Introduction and Background

- 2.1 This report builds on the work that has been presented to O&S in previous committee meetings. Detailed progress against the WSoA's action plan is provided in Appendix One.
- 2.2 The SEND Improvement Board, chaired by the Portfolio Holder for Education, is overseeing both the WSoA and the wider issues identified within the inspection outcome letter. The SEND Improvement Board is a multi-agency partnership recognising that this change programme includes both health and social care.
- 2.3 The SEND Operational Group provides regular updates to the SEND Improvement Board, which in turn reports back to Children's Overview & Scrutiny. Feedback provided by both O&S and the SEND Improvement Board is actioned within appendix One. A number of actions in the WSoA continue to be impacted by COVID-19 and a revised timeline plan, with revised dates, was taken to SEND Improvement Board by the SEND Operational Group. The revised dates were agreed by the SEND Improvement Board and are reported on in the WSoA plan in Appendix One.
- 2.4 Ofsted have begun a limited SEND inspection programme between September 2020 and March 2021. These short inspections are focussed on safeguarding and work during COVID in SEND and do not include the full inspection framework. It is not known when we will receive a SEND Inspection

visit to assess the progress we have made against the WSoA. We will ensure that we keep O&S updated when Ofsted restart the full inspection programme.

- 2.5 The Ofsted Regional Lead for SEND will be undertaking a review of the progress against the WSoA in the middle of February 2021 – whilst this review will not be ready for February’s O&S meeting it will be reported in the new municipal year.

3. Issues, Options and Analysis of Options

- 3.1 The Council has a statutory duty to support children and young people with additional needs and as such we are working with a range of partners including health, social care and schools/colleges to ensure that we use a whole system approach to ensure smooth transition pathways.
- 3.2 Appendix One gives an update around the key objectives within the WSoA, including the impact of the work and progress against those actions. These have been RAG rated to clearly show our improvement journey.
- 3.3 This report builds on the previous report and identifies areas that have been challenging during COVID 19, revised timescales have been agreed with SEND Improvement Board to mitigate the delays in implementation.
- 3.4 We have reported in previous committee meetings some of the challenges around both parent/carer and young people’s engagement and, as set out previously, we secured some additional capacity to support with this - outlined below is the work that has been undertaken to-date:-
- 3.4.1 As outlined in the December meeting, four engagement events have been held with parent/carers to begin the development of the new parent/carer forum. This work has continued and we have a core group of six parents who are keen to support this development. In the meeting I attended with the Portfolio Holder, we outlined the lack of awareness around the Local Offer. I can confirm to the committee that we have commissioned a new provider to review and update our Local Offer, and this is being undertaken in conjunction with parents/carers and young people and we are aiming for a launch by mid-March 2021. This is an exciting development and builds on the feedback we have received regarding our Local Offer from a range of stakeholders.
- 3.4.2 The service is very keen to make sure that the voice of the child/young person is at the heart of everything we do and provides a sound basis for the development of our provision. With this in mind, a range of focus groups, feedback sessions have been organised as well as the service contacting our SEND learners to hear their views on their provision and their thoughts on our Local Offer. Four exciting videos have now been commissioned and delivered providing an exciting start to our Local Offer.
- 3.4.3 The Annual Review Process – as reported in December 2020 - we have identified additional capacity to address the backlogs and we have seen improvement in this area. We continue to monitor this closely as this has the

potential to be impacted as a result of Covid and how our key partners can engage in the process if they are, for example, redeployed back to other roles due to the pandemic.

- 3.4.4 The quality of EHC plans is an area that we are working hard to address. It is worth noting to the committee that plans have many professionals contributing to them e.g. SENCo's in schools, health and social care and we have been undertaking multi agency training to ensure that we have a consistent approach to the writing and agreeing of plans. The system in place to review plans on a monthly basis is showing a steady increase in the quality of plans and this, coupled with the additional training being undertaken, should allow our improvement around the quality of plans to continue.

4. Reason for Recommendation

- 4.1 Children's Overview and Scrutiny have a clear and accountable governance and 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 members to consider how they would like us report back on progress.

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

- 5.1 Children's Services Overview and Scrutiny Committee

6. Impact On Corporate Policies, Priorities, Performance And Community Impact

- 6.1 This report contributes to the following corporate priorities:

Create a great place for learning and opportunity.

7. Implications

7.1 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 and young people with SEND. 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 increased demand in EHC plans.

7.2 Legal

Implications verified by: **Judith Knight**
Interim Deputy Head of Legal (Education and Social Care)

The Council is subject to various duties under the Children and Families Act 2014 in relation to children with special educational needs. These duties are set out in more detail in The Special Educational Needs and Disability Regulations 2014 SI 2014/1530. The regulations set out various timescales for particular steps such as decisions to make and review EHC plans.

7.3 Diversity and Equality

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

Supporting our children and young people who have special educational needs and disabilities is a key strategic priority for Thurrock Council. The service continues to promote practice to achieve equality, inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy. 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 recruited an Inclusion Support Officer who will be working with local stakeholders to enable us to gain feedback on service delivery and how we can ensure it is linked to service transformation.

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

None

8. Appendices to this report:

- Appendix 1 - Written Statement of Action – progress update – 1st December – mid January

Report Author:

Michele Lucas

Assistant Director, Education and Skills

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Appendix One – December to mid-January 2021

SEND LOCAL AREA

Written Statement of Action

Author: Michele Lucas, Assistant Director Education and Skills

September 2019

Version 10

SEND Strategy Priorities 2019-22

<p>Ensure that children and families are at the heart of an effective send system</p>	<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 though 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
<p>Ensure every child and young person is making good progress and attends a good place to learn</p>	<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
<p>Ensure children and families are well supported</p>	<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
<p>Ensure an effective and responsive approach to assessing and meeting the needs of children and their families</p>	<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
<p>Ensure the identification of early support for children with send</p>	<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
<p>Ensure young people are well prepared for adulthood</p>	<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.

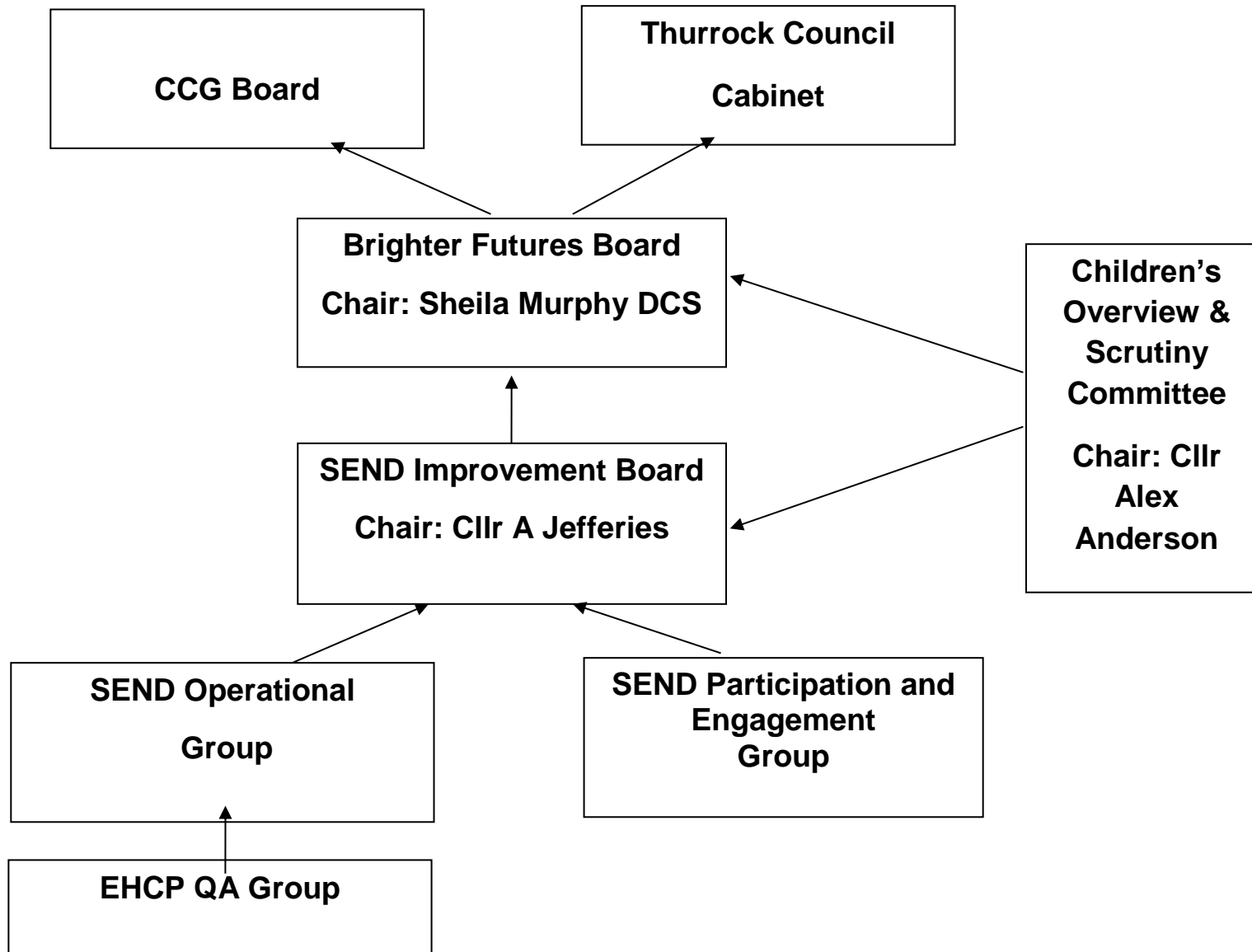
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health. 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 Andrew Jefferies	CEO Thurrock Council	Lyn Carpenter
Leader of the Council	Cllr Rob Gledhill	Portfolio Holder Children & Adult Social Care	Cllr James Halden
Chair Children's Services Overview & Scrutiny Committee	Cllr Alex Anderson	Corporate Director (CD)	Sheila Murphy
Assistant Director, & Consultant in Public Health	Teresa Salami-Oru	Assistant Director Education & Skills (ADES)	Michele Lucas
Assistant Director Children's Social Care	Joe Tynan	Strategic Lead Specialist Provision / Principal Educational Psychologist (SLSPPEP)	Malcolm Taylor
Strategic Lead School Effectiveness and SEND (SLSESEND)	Andrea Winstone	Strategic Lead Employability and Skills (SLES) previously P16SM	Kate Kozlova-Boran
Strategic Lead Business Intelligence (SLBI)	Mandy Moore	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.

EHCP Quality Assurance Group – this group meets monthly and will oversee the QA process of EHCP's it will report into the operational group and quarterly reports will be provided to the SEND Improvement Board.

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.
BLUE	The action has been completed and is now fully embedded.

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 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:-

- 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>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" data-bbox="114 1034 752 1283"> <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>April 2021</td> <td>July 2021</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	April 2021	July 2021					<p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>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</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>
Oct 2019	Jan 2020	April 2020	July 2020																
Oct 2020	Jan 2021	April 2021	July 2021																

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Progress will be governed by SEND Improvement Board

A1 progress update – December to Mid-January 2021:

Actions **a) - d)** around the management realignment have been completed. Action **e)** remains ongoing with evidence of current progress outlined below.

1. EHC Plans completed within 20 week timeframe for November was 75.9%. There was a total of 2 EHC plans that will be reported as Valid Exceptions. Valid Exceptions are granted when an EHC Plan is finalised after 20 weeks due to exceptional circumstances (schools closed for more than four weeks/ parents requesting a delay/ halt in the process/ delays due to Covid-19). With the Government announcement of a national lockdown due to the increases in the number of Covid the number of valid exceptions could potentially change – we will continue to monitor this closely as this can potentially lead to a decrease in plans completed within the 20 week timeframe.
2. COVID action plan developed around delays to some actions – this has been reviewed and timelines and have amended with approval from SEND Board. This is reported back via the SEND Operational Group and then onto the SEND Improvement Board. An ongoing risk remains around the current position due to COVID 19 and the potential for further disruption with schools having to self-isolate specific year groups as a result of the pandemic. This was reviewed at the October SEND Improvement Board. The Board recognised that engagement remains a key risk and as such deep dive of these activities will be presented to the January 2021 SEND Improvement Board.
3. Clear management oversight relating to specialist provision – QA of all provision has been undertaken and recommendations have been implemented around the plans – a further report was provided to the board in November which outlined the schedule of visits over the coming academic year. This will identify an action any feedback around the educational offer provided keeping the clear focus on the outcomes for the child/young person. We are continuing to monitor closely all of our out of borough placements to ensure the children are continuing to receive good educational opportunities whilst we remain in the national lockdown.

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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

- a) Identify additional funding stream for additional capacity through a business case to Director's Board
- b) Recruit 3 additional post 16 officers with careers advice and guidance qualifications and 1 tracking officer
- c) Create a quality assurance framework for post 16 provision using regional guidance to be

April 2020

P16SM

July 2019

P16SM

Outcomes

Increased capacity in Post 16 team to address areas of identified concern in the Ofsted Inspection.

New learning pathways and courses are developed locally for Preparing for Adulthood(PfA) building on current provision for young people

All CYP from year 9+ 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

<p>developed further with Children , Young People, Parents /Carers and Partners</p> <p>d) Commission post 16 provision using the framework developed – action date</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, USP 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>Embed seamless pathways between Children’s and Adult Social Services through PFA monthly meetings</p> <p>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 style="background-color: #4CAF50;"></td> <td style="background-color: #4CAF50;"></td> <td style="background-color: #FFC107;"></td> <td style="background-color: #FFC107;"></td> </tr> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2021</td> <td>July 2021</td> </tr> <tr> <td style="background-color: #FFC107;"></td> <td style="background-color: #4CAF50;"></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2019	Jan 2020	April 2021	July 2021					<p>January 2021</p> <p>August 2020 August 2021</p> <p>Feb 2020 Jan 2021</p> <p>April 2020 Oct 2020</p> <p>Dec 2019</p> <p>Nov 2019</p> <p>Sept 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>using the Careers Action Plan as the golden thread throughout the YP’s journey. Reporting on destinations of YP is robust.</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 2020/21 compared with 2019/20.</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>
	Oct 2019	Jan 2020	April 2020	July 2020															
Oct 2019	Jan 2020	April 2021	July 2021																

			<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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A2 Progress update: December 2020- January 2021: A number of actions [(a) (b) (g) (h) (i)] have been completed. However, we have had some issues around timescales due to COVID restrictions for actions [(c) (d) (e) (f)]. These revised timescales have been approved by the SEND improvement board in July 2020 and below is an overview of the activity which has taken place including information around support for young people during the current national lockdown and subsequent closure of face to face learning for children & young people apart from key worker and vulnerable groups.

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1. Post 16 providers have established focus groups in their institutions to enable the voice of the YP to be heard, this has been actioned and a partnership agreement has been developed. Information from the partnership agreements will inform practice from January 2021.
2. Current work is progressing to ensure we are able to support young people with the newly established internship opportunities that will be generated in 2021 – which are addressing the issues around post 16 opportunities. The People's Board have approved the apprenticeship and supported internship programme which will commence in January 2021 – this will link into Kick Start programme which will offer 6 months paid work placements for young people.
3. In response to direct feedback from parents around understanding the post 16 offer available locally, Four videos has been produced around our post-16 provisions at TACC and SEC. These will be added to the Local Offer in January 2021.
4. The QA framework has been drawn up, consulted on with Social Care and Health and is a standing item on the QA Local Offer Strategy Group Meeting which will be held on January 28th. The QA framework will form the basis of annual conversations with Post 16 providers during the LA's annual conversation with post 16 providers. These annual conversation will have an education, Social Care and Health focus thus ensuring we are looking at all aspects of the EHC Plan.
5. Further meetings between Education, Social Care and Health and PATT service have resulted in an innovative Parent Forum to provide advocacy service, training and updates from LA and partner organisations to parents of SEND YP as well as careers delivery to SEND YP.
6. The Local Offer is being enhanced through an innovative website (funded by LA) to provide employability skills to all SEND YP in the borough with the outcome of a digital CV showcasing their soft skills promoting employability.
7. **16-18** year old SEND Not in Education Employment or Training/Unknown is currently at 3% which is significantly below the Eastern Region of 7.9% (September 2020 is the latest comparative data) and National of 10% (September 2020 is the latest comparative data) and shows a positive picture.

8. **16-25** year old SEND learners Not in Education Employment and Training is currently at 13.2% - national statistic is at 63.4% due to Thurrock having a strong tracking team which enables us to have a clear data set around where our young people are. This figure relates to a wider cohort than the 16-18 year olds.

<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>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Jan 2020</p> <p>Jan 2020</p>	<p>ADES</p> <p>DCO</p> <p>ADCS</p> <p>CD</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>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 style="background-color: #92d050;"></td> <td style="background-color: #6495ed;"></td> <td style="background-color: #6495ed;"></td> <td style="background-color: #6495ed;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td>April 2021</td> <td>July 2021</td> </tr> <tr> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021							
Oct 2019	Jan 2020	April 2020	July 2020																
Oct 2020	Jan 2021	April 2021	July 2021																
<p>A3 Progress update December to Mid-January 2021:</p> <p>All action points [(a) – (e)] have been completed. Governance has been strengthened with the development of the SEND operational group and the SEND Improvement Board as well as Children Overview & Scrutiny and the Health & Wellbeing Board holding the SEND Partnership to account.</p> <ol style="list-style-type: none"> Operational Group meetings on a monthly basis with the SEND Improvement Board meeting every 4 weeks providing support and challenge. The Board have moved to monthly meetings to ensure they are robustly tracking progress. These groups are made up of a health, social care and schools to ensure we have a whole systems approach to monitoring progress. Children’s Overview and Scrutiny are provided with regular reports and have informed changes in practice – an example of this relates to a question from O&S around one of the letters that the SEND team produce and the inclusion of a website – this has been actioned. <p>Impact</p> <ol style="list-style-type: none"> Monthly data returns demonstrate that the % EHCPs finalised within the 20 weeks timescales has remained above the published data for England (60%) and our statistical neighbours and the East of England averages (65%). In 2020 we achieved 74% of all EHC plans being finalised within 20 weeks. Between 1 January 2020 and 31 December 2020 the SEN Service finalised 201 new EHC Plans in total. 																			
<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</p>	<p style="background-color: #00b0f0; color: white; padding: 2px;">Sep 2019</p>	<p>SLSESEND</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>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>e) Distribute CME reporting and recording processes to SEND/ EWS/ Admissions/ Social Care/ schools</p>	<p>July 2019</p> <p>Feb 2020</p> <p>Dec 2019</p> <p>Nov 2019</p>	<p>SLSESEND</p> <p>SLSESEND</p> <p>SLSPPEP</p> <p>SLSPPEP</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 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>
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Oct 2019	Jan 2020	April 2020	July 2020
Oct 2020	Jan 2021	April 2021	July 2021

A4 Progress update – December to Mid-January 2021:

All actions [(a) – (e)] have been completed. Please see below for an overview of the systems work that has been undertaken

1. Strategic Lead and caseworker supervisors continue to review case files on Synergy – EHCP/ Children Missing Education, Elected Home Educated and Post 20 year olds. The reviews have highlighted some actions that caseworkers need to undertake – these have been followed up and actioned.
2. Data cleansing activities are ongoing- review of anomalies is ongoing and system is being updated – to ensure that the data is accurate and current thus addressing some of the Ofsted concerns around data quality.
3. Staff training was rescheduled during December to allow for data cleansing work to be carried out. Annual review data has been checked by each caseworker and any anomalies are being checked by case worker supervisors. This will enable an accurate report of when each annual review is due, has taken place and paperwork completed, final amended EHCP sent. A weekly report is provided to the ADES around the progress relating to annual reviews

Impact:

4. Casefiles and data is more accurate and caseworkers are able to inform schools which annual reviews are due, update and amend plans in a timely manner and identify where plans need amending thus allowing annual reviews to be completed within timescales.
5. Staff have a better understanding of some of the difficulties faced by some of the children they represent. Staff have a clear understanding of the revised processes/ letters automatically generated by the system. Fewer letters are needed. More person centred approach via agreed phone calls at each step of the process and letters are more person centred for families.

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5: SEND data integration project.

			Outcomes
Identify resources to Progress the Synergy Health Check work	July 2019	SLBI	<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>
b) Recruit additional capacity for Synergy system	Oct 2019	SLBI	
c) Identify the current shortcomings in the current system	Sep 2019	SLBI	
d) Create an options appraisal for systems integration	Sep 2019	SLBI	
e) Identify appropriate system providers		SLBI	
f) Review and update data management system	Oct 2109	SLBI	
g) Research the introduction of Synergy or other line EHC PLAN system	Oct 2019	SLBI	

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				Dec 2019	SLBI	
RAG				March 2020		
Oct 2019	Jan 2020	April 2020	July 2020			
Oct 2020	Jan 2021	April 2021	July 2021			

A5 Progress update – December to Mid-January 2021

Actions [(a) – (g)] have been completed. The systems integration project will be completed in two phases.

1. Whilst this was originally indicated red against the original timescale of March 2020 the SEN data merge is now complete and the second phase (Portals) is a new IT project in its own right. A link with key operational staff has been established to begin documentation of the current business process and Business Analysis workshops will arranged with the service once the demo with Medway Council has been received. The workshops will be needed to collate the business process requirements, which will be required to inform the portal configuration, to ensure that the implementation ‘adds value’ The deadline date of March 21 has therefore been applied for completion of portal implementation plan with informed portal project dates to be confirmed to the board once the business analysis workshops are complete. This has therefore been changed to ‘amber’ for January 21 and will be amended to ‘green’ once the workshops are physically confirmed.

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.**
Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision
- (iv) **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								
<p>B1: Develop a strategic performance monitoring dashboard engaging parents/carers in its development and review</p> <p>Review possible indicators and their availability</p> <p>Consult with stakeholders and the key indicators for inclusion in dashboard including engaging parent carers to ensure a strong ethos around co production</p> <p>c) Use an interim dashboard of key indicators and revise and finalise following consultation</p> <p>RAG</p> <table border="1" data-bbox="100 1189 779 1337"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					<p>March 2020</p> <p>March 2020</p> <p>Sept 2020</p> <p>March 2020</p> <p>Sept 2020</p>	<p>SLSP</p> <p>SLSP</p> <p>SLSP</p>	<p>Outcomes</p> <p>A framework that will:</p> <p>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.</p> <p>Identify priority areas for improvement.</p> <p>Evidenced by:</p> <p>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</p>
Oct 2019	Jan 2020	April 2020	July 2020								

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Oct 2020	Jan 2021	April 2021	July 2021			

B1 Progress update:- December to Mid-January 2021

Action **(a)** has been completed. Actions **(b)** and **(c)** have been delayed due to COVID 19. We are working with partners including parents and carers to review the data sets. Outlined below is an overview of the work that has been undertaken to date.

1. The enhanced data set was presented to the Participation and Engagement Group, SEND Operational Group and SEND Improvement Board in November and approved. This will enable the capture of more data to inform the ongoing development of practice and included health and social care data and goes through our internal quality data checking.

<p>B2: Enable the voice of Parents/Carers to ensure the quality assurance of all areas of support for Children and young people with SEND</p> <p>1899 @ 58</p> <p>a) Write, publish and complete the strategy and action plans of the Engagement and Communication Strategy informed by a range of partners.</p> <p>b) In line with the Integrated Commissioning Framework for SEND, ensure all commissioning is co-designed with children, young people and parents</p> <p>c) New SEND Inclusion Support officer recruited whose role is to use the feedback from parents/carers children and young people to embed our quality assurance framework</p> <p>d) Support the development of the Parent Carer Forum (CAPA) to increase its scope and reach</p>	<p>March 2020</p> <p>Oct 2020</p> <p>March 2020</p> <p>March 2020</p> <p>March 2020</p>	<p>SLSPPEP</p> <p>SLCSC</p> <p>SLSPPEP</p> <p>SLSPPEP</p>	<p>Outcomes</p> <p>Engagement & participation Plan in place with the action plans evidencing partnership with parents/carers and young people. Established links in place with key partners identifying priorities to inform the new engagement strategy. Strategy will enable the engagement & participation with parents/carers and young people</p> <p>There is a clear offer in place for all children and young people focussed on achieving meaningful outcomes, which has been developed through joint commissioning and co-production with CYP and their parents/carers.</p> <p>Feedback from quality assurance activities with parents/carers children and young people leads to identified areas of improvement in SEND provision.</p> <p>Increase in the engagement from parents/carers of CYP attending mainstream provision as well as Special Schools. Evidenced by membership numbers of the parent carer forum from January 2019 baseline.</p> <p>The leadership/governing bodies in Thurrock are assured they are considering performance indicators that reflect aspects of service</p>
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<p>to children and young people attending mainstream as well as special schools.</p> <p>e) Ensure parent/carers are involved in the development and review of the multi-agency performance dashboard to ensure it reports on areas they feel are most important to their children.</p> <p>RAG rating</p> <table border="1" data-bbox="107 507 768 758"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: red;"></td> <td style="background-color: red;"></td> <td style="background-color: red;"></td> <td style="background-color: red;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td>April 2021</td> <td>July 2021</td> </tr> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021					<p>Dec 2020</p> <p>April 2020</p> <p>Dec2020</p>	<p>SLBI</p>	<p>quality that are important for parent/carers and children with SEND Improved pathways and outcomes for CYP with SEND and meaningful training and employment opportunities are accessed</p> <p>And as a result.</p> <p>There will be clear evidence of improved outcomes achieved across all aspect of the SEND system</p> <p>Services will have improvements identified and acted on based on Parent/Carer, CYP feedback.</p> <p>Post 16 bespoke programmes are designed to create innovative pathways for young adults which will lead to a greater level of independence</p>
Oct 2019	Jan 2020	April 2020	July 2020																
Oct 2020	Jan 2021	April 2021	July 2021																

2022 Progress update: – December to Mid-January 2021

Action (c) has been completed. However, actions [(a) (b) (d) and (e)] are delayed due to the closure of CaPa the parent carer forum in the Summer of 2020, O&S have been kept informed of other engagement work that has been undertaken during this period. Below is an outline of the work that has been completed with parents and carers including the work around the development of the new parent/carers forum. Whilst this is an important group we have taken the opportunity over this reporting period to meet with parents around the refresh of the SEND strategic priorities and we are aiming to launch the refreshed document in June 2021.

1. Parent Carer Forum

The work with Contact the national DfE funded organisation that supports Parent Carer Forums through the regional and national network is in place. The Associate has worked closely with the administrator from CaPa in closing the remaining CaPa work and transferring to a holding Facebook contact supported by Contact to develop a new Parent Carer Forum. Contact has consulted with local parent organisations including PATT the advice and support service to plan the next steps in developing a new Parent Carer Forum.

Consultation activities took place during November. Four virtual events have taken place and we are using this as a platform for the development of the new Parent/Carer forum. The key focus of this work has been on the Local Offer.

The steering group of parents for a new Parent Carer Forum has been established from the consultation meetings that have taken place. This new steering group consists of parents with children of a range of ages and different needs and are linked into other local SEND groups. This group is now working with Contact to develop the new Parent Carer Forum and establish the priorities for this group.

B3: Engagement with children/young people

- a) New Pupil/Student Engagement Strategy and Implementation Plan to be written and published.
- b) Collect the views of parents/carers/ CYP with SEND through the new engagement portal as a baseline and continue to measure throughout the service transformation
- c) PFH and ADES will host a minimum of four engagement events a year for parents/carers/ CYP to gain feedback in relation to service development.
- d) Participatory Joint Strategic Needs Assessment refresh looking at the lived experience of children and young people and their families

March 2020

December 2020

Nov 2019

August 2020

Dec 2020

April 2021

Outcomes

Strategy, Engagement Plan will be co-produced by young people will be in place and demonstrate the impact of children/young people's views on services.

This will include workshops with the Youth Cabinet, training and implementation of peer ambassadors and pupil workshops.

Governed by SEND Improvement Board & Thurrock's Youth Cabinet

To gain greater clarity on how engagement with schools can be improved

And as a result:

CYP's voice will inform service transformation and be central to their EHC Plan

Co-production will work at:

- a) Strategic level e.g. JSNA, Joint Commissioning strategy, Capital Programme
- b) Service level e.g. reviews and redesign of the Health , Education or care services delivery
- c) Individual Level e.g. plans will be based on individual needs identified from a person-centred approach.

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RAG rating

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

B3 Progress update:- December to Mid-January 2021

Action **(b)** has been completed and action **(d)** is on track to be completed. As Report previously to Children’s O&S Actions **(a)** and **(c)** have been delayed due to COVID 19. The Inspire Youth Team hosted a number of sessions during this reporting period to gather the voice of our children and young people which are outlined below.

1. The work on pupil engagement has been developed so that it is linked to the broader engagement work that takes place across children’s services. Work has been undertaken with the Inspire Youth Team and young people in the development of a participation and engagement strategy for children and young people to ensure there is a key focus on children with SEND.
2. Work in place with the Youth Service has continued including the completion of focus groups during this reporting period developing the plan of engagement work. These have taken place in conjunction with the Adult College with students on specialist programmes including Prince’s Trust TIL and MINT (SEND post 16 programmes). This plan is being reviewed by the Youth Cabinet and will be going to the SEND Improvement Board in January.

<p>B4: Quality of provision – Non-Maintained Special Schools and Independent Special schools. Process of out of borough visits and quality assurance of placements to be reviewed and strengthened via rigorous QA visits and QA framework</p> <p>a) Commissioning activity for individual placements include the voice of the child/young person within each specification</p> <p>b) Ensure there is an up to date record of placements containing a planning schedule to ensure all placements are monitored annually including quality assurance process.</p> <p>c) Introduce new KPI monitoring framework for all independent schools through a commissioning framework.</p>	<p>Aug 2020</p> <p>Jan 2020</p> <p>Aug 2020</p>	<p>SLSPPEP</p> <p>SLPPEP</p> <p>SLCSC</p>	<p>Outcomes</p> <p>100% of all out of borough provisions are visited utilising the quality assurance framework developed by Health, Social Care and Education.</p> <p>Planning schedule of monitoring visits in place, updated on a monthly basis</p> <p>All out of borough placements will be visited once a year ensuring that all provision is meeting the needs of the children and young people attending. More frequent visits will be undertaken where there is a need</p> <p>KPI’s developed linking with national best practice</p> <p>As a result:</p> <p>Provision is identified as meeting the KPI and appropriate actions taken with providers to address any identified underperformance as evidenced by notes of visit and records of follow up actions</p> <p>All CYP with SEND attend a good or better educational provision – no RI and inadequate providers will be used as new placements as evidenced by department records on placement.</p>
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RAG rating						
Oct 2019	Jan 2020	April 2020	July 2020			
Oct 2020	Jan 2021	April 2021	July 2021			

B4 Progress update – December to Mid-January 2021

Action **(b)** has been completed. Actions **(a)** and **(c)** remain ongoing with some delay due to COVID 19. An outline of the work undertaken is below.

1. Full review of out of borough placements and updated information on Synergy completed in August 2020 ensuring that we are clear where our children and young people are, new dates have been agreed for the coming academic year.
2. New Quality Assurance Framework for individual placements has been implemented in autumn 2020 and includes specific consultation with young people to ensure the voice of the child/young person is an integral part of this process. Feedback is being fed back into the service via training events Information from pupils where visits took place as part of the QA framework visits, led to discussions with providers where appropriate to ensure the needs of individuals were being met and any general issues for the provider are being addressed an example of this was a young person was interested in reviewing the local offer to get a greater understanding of what was on offer during school holidays for young people with SEND.
3. SEND Improvement Board has approved a new timetable of QA visits for the academic year 2020/21 – due to the current national lockdown we have contact all out of borough schools to check how our children and young people are engaging with education in the current national lockdown.
4. Quality Assurance visits have taken place 11th and 18th December a quarterly report is provided to the SEND Improvement Board to identify key points of learning – the visits undertaken have not identified any areas of concern.

B5: Commissioning of provision			Outcomes
a) Produce and sign off with Providers new Service Level Partnership Agreements for local provision - ensuring all are updated with appropriate KPI's in place.	April 2020 July 2020	SLSPPEP	KPIs informs information re quality of provision and service delivery therefore is evidenced as meeting the needs of the CYP attending. Governed by SEND Operational Group & SEND Improvement Board
b) Implement the Integrated Commissioning Framework for SEND, which will ensure there is a fully planned and consistent approach to	Aug 2020	SLCSC	As a result: QA of provision has senior management oversight and the children and young people are accessing appropriate quality provision

<p>the commissioning of all special school placements.</p> <p>c) Audit of provision to be reported to SEND Improvement Board</p> <p>RAG rating</p> <table border="1" data-bbox="112 406 772 662"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> <tr> <th>Oct 2020</th> <th>Jan 2021</th> <th>April 2021</th> <th>July 2021</th> </tr> <tr> <td style="background-color: yellow;"></td> <td style="background-color: lightgreen;"></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021					<p>Oct 2020</p> <p>Aug 2020</p>	<p>SLSPPEP</p>	<p>monitoring reviews and feedback from children, young people, carers and parents</p>
Oct 2019	Jan 2020	April 2020	July 2020																
Oct 2020	Jan 2021	April 2021	July 2021																

5 Progress update:- December to Mid-January 2021

All actions have started but we have experienced some delay due to COVID 19. Outlined below is work that has been undertaken with regards to these actions.

1. All commissioning visits for in borough resource bases have been completed with agreements on the numbers of pupil places to be commissioned from September 2021 for 2021/2022. Increase in potential numbers of pupil places agreed for two bases, which will be allocated, based on emerging demand and funded directly in the first instance. Designated Schools Funding remains a key area of risk due to the high level of demand for out of borough placements and the increase year on year around requests for EHCP's. We are preparing a DSG high needs recovery plan which will be signed off by our Schools Forum in March 2021.
2. Budget allocation for commissioned places agreed with all Mainstream Resource Bases, Special Schools and Alternative Provision including an inflation increase for 2021/2022. DSG spend on commissioned places agreed by Schools' Forum.
3. New Service Partnership Agreement structure has been agreed with schools and reported to Schools' Forum. General Key Performance Indicators have been agreed. Further work completed with Speech and Language / Autism Bases on specific key performance indicators.

4. New commissioning post has been appointed with a start date of February 2021. This post will support the sufficiency planning and identification and work with individual placements to ensure the quality of service delivery.
5. Interim arrangements for additional places at Treetops School prior to opening of Treetops Free School in place using new accommodation. Arrangements for the new admissions covering the Free School interim accommodation is now arranged for February with two urgent admissions already completed into the main school.

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:

- 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 	<p>Dec 2019</p> <p>July 2019</p> <p>Oct 2019</p> <p>Sep 2019</p> <p>Dec 2019</p> <p>Sep 2019</p> <p>Dec 2019</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>

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RAG rating

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

- Through bi-weekly training ensure all 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.

July 2020

Jan 2020

Oct 2019

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

			Increase in % who felt the EHC Plan would improve access to teaching and learning and improve progress
C1 Progress update – December to Mid-January 2021			
<p>All actions have been completed, except for one aspect of action (c). This has been impacted due to COVID 19 and the lack of level 3 and 4 training nationally. The quality of EHCP's was an area that Ofsted outlined in the WSoA – to address this the following work has been undertaken to ensure that the quality of EHCP plans improves.</p> <ol style="list-style-type: none"> 1. Caseworkers who are enrolled on Nasen Casework Award have completed their first one day workshop in January 2021 2. Person centred planning work is continuing with developments to EHCP processes. We are looking at holding meetings at earlier stages in the process, which will ensure EHCPs are more person centred and the process is more streamlined. This work is ongoing and will support some of the whole system change we are looking to introduce over the coming academic year. 			
C2: Revise and Review the Annual Review Process to ensure that EHC Plans are appropriately updated. Refresh and co-produce the annual review process for CYP with EHC Plans to ensure it gathers information on progress towards outcomes and informs joint commissioning decisions and that annual reviews take place within timescales and where necessary Plans are amended b) Agree joint area approach to statutory decision making- initiation and case management panels – agree and publish new terms of reference and membership c) Revise existing templates, process and guidance for completing multi-agency contributions to EHC needs assessment d) Recruit to Vacant appeals and Tribunals post			Review of EHC PLANS
	Dec 2020	SLSESEND	Increase in % of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others) from Autumn 2019 baseline Increase in % of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan Increase in % of parents/carers who reported that: <ul style="list-style-type: none"> - 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
	Sept 2019	SLSPPEP	
	Dec 2019	SLSESEND	
	Sept 2020	SLSESEND	

<p>e) Establish EHC Plan quality assurance process, schedules for quality assurance of EHC Plan, which allows the area to evaluate the strengths and weaknesses of EHC Plans (new and amended) quarterly quality assurance of EHC Plan to be undertaken by SEND Operational Board</p> <p>f) Put in place protocols that ensure prompt and appropriate contributions are received when drafting EHC Plans from Education, Health and Care. This will include compliance and escalation to relevant service managers and senior leads.</p> <p>g) Key issues report to be used by to SL SE SEND to inform staff development needs</p> <p>Using Enhance training materials to implement guidance for completion of sections of EHC Plans</p> <p>Using engagement portal survey parents/carers/ CYP on their experience of the EHC Plan/ annual review process- gather a baseline in Autumn 19 and then repeat quarterly to evidence improvements/ direction of travel</p> <p>RAG rating</p> <table border="1"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Oct 2020</th> <th>Jan 2021</th> <th>April 2021</th> <th>July 2021</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021					<p>Nov 2019</p>	<p>SLSPPEP</p>	
	Oct 2019	Jan 2020	April 2020	July 2020															
	Oct 2020	Jan 2021	April 2021	July 2021															
	<p>Jan 2020</p>	<p>SLSESEND</p>																	
	<p>Feb 2020</p>	<p>SLSESEND</p>																	
	<p>Oct 2019- July 2020</p>	<p>SLSPPEP</p>																	
	<p>Oct 2019</p>																		

C2 Progress update – December to Mid-January 2021

Whilst a number of these actions [(a) – (i)] have been completed we are still dealing with historical delays in relation to the annual review process as a result this remains amber until we can evidence progress against the backlog of AR's but further evidence is needed to ensure the work has been fully embedded. The timeframes for annual reviews continues to be a challenge. Outlined below is work that has been undertaken to address this with a view to the backlog being cleared by May 2021

1. Strategic Lead and Case Work Supervisors continue to review to ensure there is a clear understanding by management of priorities and caseworkers can be held to account. The reviews carried out so far have shown that case files are up to date and caseworkers are completing the required actions to move them forward.
2. EHCP QA process continues and QA overarching framework developed a report which will be prepared for SEND Improvement Board for February 2021.
3. Strategic Lead's met with Enhance EHCP writing company used by Thurrock – as a result Enhance will contribute to/ participate in monthly QA meetings so that feedback is direct and timely and improvements can be made where necessary do they attend these meetings? - Enhance continue to work with us to improve the EHCPs based on feedback from QA work.
4. Strategic Lead met with Treetops EY team who were writing EY EHCPs. Due to the increase in numbers and quality of plans it was agreed all EY plans would be written by SEN Service case workers from November 2020 with oversight from supervisors/ experienced EHCP writers – this will support an improvement in the Early Years EHCPs the QA work undertaken in December has seen an improvement in the early years plans.

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

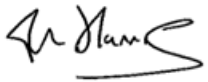
SEND Improvement Board

SEND Operational Group

SEND Engagement and Participation Group

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Roger Harris
Corporate Director

X



Mandy Ansell
Chief Officer, Thurrock Clinical Commissioni...

2 February 2021	ITEM: 9
Children’s Services Overview and Scrutiny Committee	
Thurrock School Wellbeing Service	
Wards and communities affected: All	Key Decision: N/A
Report of: Jackie Hourihan, Team Lead, School Wellbeing Service	
Accountable Assistant Director: Michele Lucas, Assistant Director, Education and Skills	
Accountable Director: Sheila Murphy, Corporate Director of Children’s Services	
This report is Public	

Executive Summary

The School Wellbeing Service (SWS) is a partnership model between Thurrock Childrens’ Services, Thurrock Public Health, Thurrock Clinical Commissioning Group and local schools and academies. The universal service focuses on prevention by promoting protective factors and reducing factors, in order to strengthen and improve the emotional wellbeing of school aged children and young people, as well as supporting families and school staff. The service works in partnership with schools to enhance staff skills and knowledge whilst integrating and embedding best practice to create mentally healthy environments for Children and Young People (CYP), school staff and the wider community. The service has continued to adjust its delivery model based on the changing context in schools as a consequence of the Covid-19 pandemic.

1. Recommendation(s)

1.1 Children’s Overview & Scrutiny to note the work that has taken place.

2. Introduction and Background

2.1 Background information from Childrens O&S report October 2020. This report provides an update on the service delivery of the School Wellbeing Service in the context of the complex school circumstance arising from the Covid-19 pandemic.

2.2 The issue of CYP’s mental health in Thurrock was highlighted within the 2016/17 Brighter Futures Survey. From local research and discussions with CYP, schools and families, it is clear that there is an increasing need for more mental health support for CYP. The development of the Thurrock School

Wellbeing Service was a clear recommendation from the Thurrock Mental Health Summit in May 2018.

- 2.3 Increasing pressure is being placed on schools to cope with emerging mental health difficulties and there is a rising demand for treatment services. However, it is evident that there is a great deal of support and innovative practice already taking place across the locality to try and address CYP's mental health needs. The SWS is working in partnership with schools and local mental health services to deliver evidence based interventions and programmes. This universal, preventative and sustainable model focuses on increasing CYP's resilience by promoting protective factors and reducing risk factors.
- 2.4 The School Wellbeing Service will integrate, embed and strengthen existing services to provide training, workshops and reflective discussions to school staff. It is the intention that the SWS will provide an opportunity for schools to extend and enhance their existing work on promoting good mental health and supporting those who are experiencing difficulties, knowing when to provide universal, targeted support or when to refer to a local specialist service.

3. Issues, Options and Analysis of Options

- 3.1 This is a three year funded programme and we will need to consider how we can ensure this work is embedded in mainstream delivery. The external evaluation will provide an evidence base of impact of the service overtime. The evaluation being carried out in partnership with the University of East Anglia, has been amended to ensure there is a balance of effective evaluation whilst enabling service delivery to take place to all schools.

4. Aim of the service

- 4.1 To transform the way that emotional wellbeing and mental health support is delivered in schools and academies. This will be achieved by supporting schools to create mentally healthy environments for students and staff by tackling problems quickly, working preventatively and intervening at an earlier stage with meaningful and effective interventions that promote positive wellbeing, allowing CYP to become emotionally available to access education, make academic progress and thrive.

5. Service Objectives, Outcomes and Actions

5.1

Service Objective	Outcomes	Action / Outputs	Golden Thread	Delivery Date
All schools in Thurrock will receive mental health awareness training delivered by the SWS.	Schools will have attended and participated in wellbeing and mental health training.	SWS will deliver wellbeing and mental health training sessions to provide evidence based programmes that will enable staff to promote positive wellbeing. Schools will receive a bespoke package of support meeting their specific needs.	P1a P1b P1c	From October 2019
CYP will be able to access preventative programmes, resources and support in regards to wellbeing and mental health within their school environment.	Mental Health Leads and other school staff will have the relevant resources to effectively support students. CYP have ease of access to effective support and resources within the school environment.	SWS will work closely with the Mental Health Leads. SWS will support schools in the development of their individualised Mental Health Action plan. SWS will work in partnership with schools to deliver bespoke training session to the Mental Health Leads and other relevant staff. Mental health awareness training will be offered to all school staff via a CPD session. The SWS will work with schools to promote student wellbeing champions, they will receive support from the schools allocated SWS Practitioner. SWS will broker outside agencies to provide further specialist support when required.	P1a P1b P1c	From October 2019
Parents and Carers to access wellbeing and mental health awareness training.	Parents and Carers to feel more informed about mental health and how to access further support if required.	SWS will work in partnership with schools to offer Parent/Carer workshops.	P1a P1b P1c	From October 2019
SWS will report into the Brighter Futures Board.	Brighter Futures to be fully informed of the progress, delivery and outcomes of the SWS.	To continue to work in partnership with the Brighter Futures Board and the SWS Partnership Board. The SWS will submit a written report twice per year.	P1a P1b P1c	From October 2019

6. Key Performance Indicators

- 6.1 Key performance Indicators (KPIs) have been identified which enable the service to measure progress. They will also help to determine whether action has been taken, ensuring that the service has been embedded within the locality and that it has been effective in strengthening the universal preventative approach that schools adopt when supporting Children and Young People's wellbeing and mental health:

Service KPI Scorecard	
All schools in Thurrock to complete a needs assessment	95%
All schools to complete a Mental Health Action Plan	80%
SWS to deliver mental health awareness and relevant training to all schools and academies	95%
SWS to work with the SWS partnership board members to explore all funding opportunities	£20,000

7. Improvement Areas and progress

- 7.1 The School Wellbeing Service launched on the 15th October 2019. The action plan details 5 improvement areas, please see the table below for details on each area and the progress that has been made to date. In response to the Covid-19 pandemic, the School Wellbeing Service have adapted their approach to supporting schools. The SWS has worked in partnership with the Educational Psychology Services to create a support line for School staff, parents/carers and professionals to access during lockdown.

Improvement area	Progress
1. Establishment of the School Wellbeing Service.	<p>All posts within the School Wellbeing Service have been successfully recruited to. The service has restructured from January 2021 with an interim Team Lead position being established following the resignation of the existing Team Lead moving to a promoted post.</p> <p>All schools and academies within Thurrock have been informed of their allocated SWS practitioner who has established a working relationship with the school.</p> <p>The SWS have liaised with all local services and charities that provide wellbeing and mental health support to children, young people and their families (both universal and targeted services). This has included additional mapping activities and joint service activities to ensure effective working across the wider field of wellbeing and mental health.</p>

	<p>The SWS have established a Thurrock CYP Mental Health Network (school mental health leads and representatives from services and charities). These meetings have been well supported by schools.</p>
<p>2. Schools will receive a tailored programme of support, resources and training that meets the wellbeing needs of their students, families and staff.</p>	<p>Every school within the locality have been informed of their allocated SWS Practitioner and have identified a Mental Health Lead within the Senior Management Team of the school, who has been the main point of contact for the SWS. All schools have had renewed contact by the SWS link from January 2021 to discuss the current issues and plan actions for support.</p> <p>Since the start of the academic year 2020/21 the focus of the SWS has been to facilitate the delivery of the Brighter Futures Survey (BFS) for all schools and academies. Due to the restrictions relating to Covid-19, the SWS have had to adapt the delivery of the BFS, students have completed the survey either online or on paper 30 schools and academies have completed the BFS and 20 have scheduled to deliver the survey at the start of the spring term. In total there have been 2,200 survey returns to date from schools which have provided a valuable insight into the needs of staff and pupils concerning wellbeing.</p> <p>In light of Covid-19 and the impact it has had and continues to have on student and staff wellbeing, the schools action plans have been reviewed and have been reintroduced to schools including action points that relate to the current mental health needs of students and staff during the pandemic. The recent contact with schools have led to an identification of new needs from the new lockdown and support is being put in place with regard to this.</p> <p>The SWS have continued to work in partnership with local organisations and charities, during the first lockdown and the school closures the SWS worked with MIND and the NELFT Mental Health Support teams (MHSTs) to create a series of wellbeing resources for CYP, Parents/Carers and school staff. From January 2021, the SWS will be reviewing all of these materials with the Educational Psychology Service and relaunching</p>

	<p>these for schools in the second week of term to ensure they are easily available and schools are informed of the support on offer</p> <p>There has been close liaison with the new Mental Health Support Teams (Health Trust service) to ensure the join up of work at both whole school and individual level. Information has been developed to show schools how these services operate and the joint working arrangements.</p> <p>The SWS have worked with the Educational Psychology Service to develop a Covid-19 wellbeing support line for parents/carers and school staff, since the launch of the line the service have provided support to a significant number of school staff. New communications will be going out to parents to ensure they are fully aware of this service and are encouraged to take it up.</p> <p>The SWS continue to work in partnership with the University of East Anglia in regards to the service evaluation. Careful consideration has been given to the evaluation with regards to the impact of Covid-19 leading to a new evaluation programme of pre and post measures as opposed to control groups.</p>
<p>3. A School Wellbeing Service pledge has been developed to allow schools to show their commitment to working in partnership with the service.</p>	<p>Schools have been introduced to the Pledge during their Action Planning meetings, and at the launch. This is part of the action planning process and is being reviewed from January 2021 with schools to ensure a whole school approach is in place to support wellbeing.</p>
<p>4. Transforming the way that wellbeing and mental health support is delivered in education, by providing a platform for CYP's to take a lead on promoting positive wellbeing within their school/academy and community.</p>	<p>The SWS continue to link in with the Youth Cabinet and other local youth forums to obtain and highlight the voice of the CYP with regards to promoting good mental health and highlighting areas of support. This important link has also allowed the SWS to improve their approach to ensure that it is needs led. There will be an ongoing programme of work to ensure the engagement with young people continues.</p> <p>A number of the SWS programmes and interventions have been reviewed by students from both primary and secondary schools to</p>

	<p>ensure that they are accessible, informative and effective.</p> <p>In addition to this, an identification and signposting service has been developed to support care leavers in accessing appropriate wellbeing and mental health services</p> <p>Specific support has been delivered as part of the Local Authority's Christmas event for Looked After Children which included an engaging presentation by the SWS of a number of key issues in relation to wellbeing which was well received by the young people and led to greater understanding of how to look after themselves.</p>
<p>5. To facilitate the reduction of permanent exclusions (related to mental health) that are being made in the locality by schools and academies.</p>	<p>The SWS have been working with N-Act Theatre company to create a programme of support to increase awareness of the mental health and wellbeing needs of CYP who are at risk of permanent exclusion. Due to Covid-19 and the lockdowns, N-Act Theatre company staff have been furloughed and work had to pause on the project. However, this has provided time to reflect on the approach and ensure that the SMT of schools are consulted with during the development of the programme. Prior to the first lockdown, a great deal of work had been completed with students who are at risk of permanent exclusion in both primary and secondary schools to obtain their voice and experiences. Conversations also took place with parents/carers and school staff to obtain a holistic approach. This work will be picked up again at the earliest opportunity to ensure its completion.</p>

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

8.1 Children's Services Overview and Scrutiny Committee

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

9.1 This report contributes to the following corporate priorities:

People – a borough where people of all ages are proud to work and play, live and stay.

Prosperity – a borough which enable everyone to achieve their aspirations.

10. Implications

10.1 Financial

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

There are no financial implications. The School Wellbeing Service has been funded from the LA, Public Health, CCG and Schools. This funding has been identified for three years. We will need to consider how the work can be continued going forward. Funding streams will need to be identified by the School Wellbeing Partnership Board.

10.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Law

There are no legal implications directly arising from this report. The committee is asked to note the content of the report.

10.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project Monitoring Officer

Mental Health is key barrier for many children and young people and has a direct impact on how they can become community based citizens. This programme is looking to address some of the inequalities around mental health and offer tools for schools to develop and build resilience. The evaluation of this programme is central to how we can look at this as a whole system approach.

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

None

11. Appendices

- Appendix 1 - School Wellbeing Service Summary of Service Offer

Report Author:

Jackie Hourihan

Team Lead,
School Wellbeing Service

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Appendix 1

School Wellbeing Service

Summary of Service Offer

Allocated practitioner:

Each school will receive an allocated member of the SWS who will be their point of contact for the service

School MH lead:

Each school will identify a member of senior management who will be the Mental Health Lead, this will be someone who can facilitate grassroots change

Mental Health Action Plan:

Each school will receive a detailed plan of the interventions that the SWS will deliver. The plan will highlight the actions that need to be completed (by who and when). We have structured the action plan points around the 8 principles promote emotional health and wellbeing in schools and colleges as highlighted by PHE, 2015

Brighter Futures Survey:

The BF survey will be delivered to year 4, 5, 7, 8, 9, and 10 students. This will be facilitated by the schools allocated SWS practitioner, who will work in partnership with the schools Mental Health Lead

Access to the support line:

Parents/carers and school staff can access the SWS support line to discuss any concerns or worries that they have with regards to their child's wellbeing and/or mental health. The line is supervised from 8:00am – 18:00pm Monday to Friday.

Mental Health Network meeting (1 per term)

Prior to lockdown these meetings took place face to face, all mental health leads, colleagues from health and social care will be invited to the next meeting which will take place virtually via Microsoft Teams.

The meeting is a platform to share best practice with regards to promoting positive wellbeing and creating mentally healthy environments for students, school staff and the wider community.

5 ways to wellbeing (1/2 termly bulletin)

An e-bulletin will be created by the SWS with support from the Educational Psychology Service promoting the 5 ways to wellbeing. There will be 3 sections students/pupils, school staff and parents/carers.

Copy of the Thurrock Thrive model (updated termly)

The Thurrock Thrive model is a visual aid for schools highlighting all the local and national services that provide emotional wellbeing and mental health support. As well as highlighting the services available there will be information on how to access the service including referral routes.

Self-harm management toolkit training for school staff:

The training will be split into 2x2hour sessions, staff will also be able to access follow up sessions with their allocated practitioner. The training will provide school staff with the knowledge, information and skills to support CYP who are engaging in self harming behaviours, whilst working with them and their families to identify the best support systems/services.

Self-harm management toolkit for parents/carers:

Workshops will be available for parents and carers to increase their awareness of the topics covered in the SET Self-Harm management toolkit. Workshops can be delivered at school, children's centres, health centre, etc.

Parent/carer plus workshops:

The SWS will offer a range of workshops exploring ways to promoting good/positive wellbeing for the whole family. These can be delivered in school or at a convenient venue in the community

Interventions to be delivered to students in partnership with schools (managing emotional triggers, anger management, anxiety management, self-esteem)

The below interventions will be delivered over 6-8 1 hour sessions in school. School staff will receive the information, resources and skills to enable them to deliver the interventions. The allocated SWS practitioner will co-facilitate the first few interventions with school staff to ensure they feel confident and competent in delivering the programmes

- **Managing Emotional Triggers:** This programme embraces the viewpoint that aggression is primarily learned behaviour; learned by observation, imitation, direct experience and rehearsal. Its theory base lies in cognitive-behavioural theories making the necessary links between thoughts, feelings and action. This training is based upon the assumption that any and every aggressive act has multiple causes both within and external to the young person. Staff will be able to work with CYP to identify internal and external triggers and practicing alternative appropriate responses
 - Staff will be provided with the necessary tools and activities to work through MET training with YP.
 - The programme contains 10 sessions (1hour/session) and SWS will go through the training and how staff can use this with their students as a weekly intervention.
- **Starving the Anxiety Gremlin:** This training will guide staff through how to effectively use activities and strategies from the 'Starving the Anxiety Gremlin' book with CYP. This training is based on Cognitive Behavioural Therapy' and

will provide staff working with children the strategies they will need to help children develop an understanding of anxiety and how to effectively manage it.

- There are 2 workbooks- one targeted for children aged 5-9, and the other for children aged 10 +
 - The workbook provided can be used with groups, whole class or as a 1-2-1 intervention.
 - Schools will be provided a copy of the book, as well as handouts provided from the training.
 - Training will ideally be done in 6 1 hour sessions (please speak with your practitioner about this)
- **Starving the Anger Gremlin:** This training will guide staff through how to effectively use the 'Starving the Anger Gremlin' book with CYP. This training is based on Cognitive Behavioural Therapy and will provide staff working with children the strategies they will need to help children manage their emotions effectively. Staff will be provided with a range of activities to use with the children when working through the book.
 - There are 2 workbooks- one targeted for children aged 5-9, and the other for children aged 10 +
 - The workbook provided can be used with groups, whole class or as a 1-2-1 intervention.
 - Schools will be provided a copy of the book, as well as handouts provided from the training.
 - Training will ideally be done in 6 1 hour sessions (please speak with your practitioner about this)
 - **Banish your self-esteem Thief:** This training will guide staff through how to effectively use the 'Banish your Self-Esteem Thief' book with CYP as an intervention. This training is based on Cognitive Behaviour Therapy and staff will be provided with strategies on building positive self-esteem for young people. The training will provide staff with the ability to understand what self-esteem is and what may influence their own self-esteem. Staff will be guided through the range of activities to use with CYP when working through the book.
 - The training and workbook are targeted for CYP aged 10+
 - The workbook provided can be used with groups, whole class or as a 1-2-1 intervention.
 - Schools will be provided a copy of the book, as well as handouts provided from the training.
 - Training will ideally be done in 6 1 hour sessions (please speak with your practitioner about this)
 - **Emotion Coaching:** SWS are currently developing with the Educational Psychology Service the delivery of this to schools in Thurrock. Emotion coaching is a skill that is valuable to any professional working with children and young people. It emphasises a use of the following techniques in order to help students understand their feelings, triggers and how to regulate:
 - Empathy**
 - Validation**
 - Setting limits**
 - Problem-solving**

As a result Young people learn how to respond more appropriately to situations that create an emotional response. Emotional coaching is a skill to be embedded into everyday practice.

Reflective sessions for school staff:

School staff will have the opportunity to attend regular reflective sessions. These will take place in the school at a time and frequency that is agreed by the schools Mental Health Lead. These can be either 1:1 or group sessions. They will provide a confidential space for staff to reflect on their practice, the sessions will utilise reflective cycles and coaching frameworks.

Student Mental Health Champions:

Schools will identify 6-10 students (numbers will vary dependant on school size and whether It is a primary or secondary school) who will champion good mental health amongst students. They will receive basic awareness about mental health and know which staff members they can sign post students to if they are experiencing difficulties.

SWS are able to train MHST in delivery of the programme. SWS to facilitate the delivery of this to the year 5 and 6 students at Abbots Hall during- we could potentially co-facilitate this with the MHST.

Student Mental Health champions will regularly meet with their SWS allocated practitioner to highlight their voice and ensure that support, interventions and programmes continue to be needs led.

Wellbeing for Educational Resilience Programme

The wellbeing for educational Resiliency Programme (renamed in Thurrock from Wellbeing for Educational Recovery Project) is DfE funded and aims to provide training and support to state-funded schools and colleges. This will enable education staff to continue promoting wellbeing and mental health of pupils and staff as a whole school approach when they have returned to school. Staff members from both the SWS and the EPS have attended this training. There are 7 sections and all will be put on SLA websites for schools staff to access.

2 February 2021	ITEM: 10
Children’s Services Overview and Scrutiny Committee	
Emotional Wellbeing and Mental Health Service Re-Procurement	
Wards and communities affected: All	Key Decision: N/A
Report of: Catherine Wilson, Strategic Lead, Commissioning and Procurement, Adults, Health and Housing and Sue Green, Strategic Lead, Integrated Commissioning and Transformation, Children’s Services	
Accountable Assistant Director: Michele Lucas – Assistant Director, Education and Skills	
Accountable Director: Sheila Murphy, Corporate Director of Children Services	
This report is Public	

Executive Summary

This paper sets out the options in commissioning emotional wellbeing and mental health support for children and young people. The current commissioning arrangements have been in place since 2015.

We recognise that we will face significant challenges in meeting the increasing demand for emotional wellbeing and mental health services as a result of the COVID-19 restrictions. The work to transform how mental health services are offered that has already commenced will provide the opportunity to take a whole systems approach to delivery that will better help ensure that we make best use of the resources available.

The current services to support children and young people’s emotional wellbeing and mental health in Thurrock are provided through a collaborative commissioning arrangement across Thurrock, Essex and Southend. This arrangement has led to an improved single point of access and seamless access to services in different tiers of need. This is particularly the case for access to tier two and tier three services which were previously accessed through different referral systems, often resulting in delays for children and young people in receiving support. The current commissioned service ends in 2022 and this report outlines the proposals for the collaborative re-procurement of this service to ensure we have continued support for children and young people in place.

The provision of a pan Thurrock, Essex and Southend Emotional Wellbeing and Mental Health Service brings together the budgets of the three local authorities and

seven Clinical Commissioning Groups (CCGs). This includes the financial contribution of £205k (subject to inflationary increases) from Thurrock Council.

It is the recommendation of the commissioner that Thurrock agrees to continue to work as part of the Collaborative Commissioning Forum to re-commission an integrated Emotional Wellbeing and Mental Health Service from 2022, thus ensuring we continue to provide a strong strategic overview across Thurrock, Essex and Southend economies of scale and the collaborative understanding of the view of all three local authorities and seven CCGs.

1. Recommendation(s)

- 1.1 That members consider the continuation of the collaborative commissioning arrangements in place and support the financial contribution from Thurrock Council as set out in the paper**
- 1.2 That members agree to the recommendation to Cabinet for the re-procurement of the tier two and tier three Emotional Wellbeing and Mental Health Service through the collaborative commissioning arrangements.**

2. Introduction and Background

- 2.1 Children and young people's emotional wellbeing and mental health services are provided through a collaborative commissioning arrangement across Thurrock, Essex and Southend. This arrangement has been in place since 2015 and has led to an improved single point of access and seamless access to services in different tiers of need.
- 2.2 The current commissioned service ends in 2022 and this report outlines the proposals for the collaborative re-procurement of this to achieve delivery commencement at the end of the current contract in 2022.

3. Issues, Options and Analysis of Options

- 3.1 There has been universal acknowledgment in policy over the past ten years of the challenges faced by children and young people in developing resilience and psychological wellbeing. For those children and young people with diagnosable mental health problems and their families/carers and the agencies that support them, the challenges are greater. It is known that 50% of lifetime mental illness (except dementia) begins by the age of 14 and 75% by age 18.
- 3.2 The provision of a pan Thurrock, Essex and Southend Emotional Wellbeing and Mental Health Service brings together the budgets of the three local authorities and seven Clinical Commissioning Groups and as such enables larger economies of scale.

- 3.3 It is proposed that there is a continuation of the jointly commissioned approach for the delivery of children and young people's Emotional Wellbeing and Mental Health Service. This includes the continuation of £205k per annum (subject to inflationary increases) contribution from Thurrock Council to an overall annual budget of approximately £21m, including from the Thurrock Clinical Commissioning Group, with whom we work closely.
- 3.4 As there is no delegation of commissioning functions to the lead for the proposed project, West Essex CCG, from Local Authorities or CCGs, there are no pooled funds created. There is no requirement to enter into partnership agreement under s75 of the NHS Act 2006 for Local Authorities.
- 3.5 The proposal for the term of this project is seven years with the option to extend for a further three years. This is in line with the scale and size of the project.
- 3.6 The contract covers a minimum of 35% of children in Thurrock to have access to the service, this is the same access rate for all locality areas covered by the service specification.
- 3.7 The proposed specification requires the following key principles are factored in to the delivery of the service:
- 3.7.1. An integrated responsive and evidence based Tier 2 and Tier 3 Emotional Wellbeing and Mental Health Service across Thurrock, Essex and Southend to all children and young people aged from 0 until their 18th birthday, or 25th birthday for those service users with Special Educational Needs (SEN) and/or disabilities, including those with Education Health and Care (EHC) plans, and who require longer term mental health support (these may involve adult services where applicable and appropriate). Ensure those children and young people aged 18 years needing long term mental health support receive appropriate provision to meet their needs and have a smooth transition to adult mental health services where they meet the criteria for acceptance into adult services.
- 3.7.2. Equitable service provision for those children and young people from the more vulnerable groups, prioritised based on their mental health clinical presentation.
- 3.7.3. To provide assessment and treatment compliant with national and local standards for children and young people with emotional wellbeing and mental health disorders who meet the acceptance criteria for the service, who also present with complex physical health needs including learning disability, autistic spectrum disorder, attention deficit and hyperactivity disorder, to improve access and multi-agency intervention.

- 3.7.4. Children/Young People Misusing Substances and/or with a gambling addiction to work in partnership at appropriate levels and where clinically specified for mental health treatment.
- 3.7.5. CCG locality based Child and Adolescent Mental Health Services through the Emotional Wellbeing and Mental Health Service – including a team working in Thurrock.
- 3.7.6. A single point of access to carry out screening and appropriate directing and/or signposting for those that do not meet the acceptance criteria into other appropriate services for emotional wellbeing and mental health needs.
- 3.7.7. Out of hours and emergency care available 24/7, 365 days per year. A crisis intervention and intensive support team, which aims to prevent hospital admission for those children and young people whose mental health state requires an urgent response within 24 hours.
- 3.7.8. Offer a first appointment to all children and young people who meet the referral criteria. This first appointment, unless in unscheduled or urgent care, should be as soon as possible and no later than 4 weeks.
- 3.7.9. Provide interventions and treatments, where required and agreed with children, young people and families/carers, as soon as possible, and no later than 18 weeks from first referral, with the median experienced wait for treatment being no longer than 12 weeks.
- 3.8 Consideration has been given to the best way to provide support to children and young people, however any change to how we commission as an individual authority will reduce the availability of a seamless service and single point of access due to the level of funding available by the local authority.
- 3.9 It is recommended by the commissioner that Thurrock agrees to continue to work as part of the Collaborative to re-commission an integrated Emotional Wellbeing and Mental Health Service from 2022 with a strategic overview across Thurrock, Essex and Southend. This provides economies of scale and the collaborative understanding the view of all three local authorities and seven CCGs whilst retaining local support.
- 3.10 The changes in the health landscape being considered across Thurrock, Essex and Southend with place based commissioning being at the forefront mean that a collaborative commissioning agreement will support the ability to work across these systems. Place based outcomes via the locality teams will allow for:
- A strengthening of place-based clinical leadership
 - Accountability and quality of local health services
 - Development of relationships with local public and third sector

- Delivery of education and training opportunities to interested parties such as GPs, schools
- Working with key strategic partners in the locality areas

3.11 The ongoing provision of emotional wellbeing and mental health services for children and young people will support the work to transform the offer and better offer a seamless pathway between adult and children's support where appropriate. The work to transform mental health services through a whole systems approach that is already underway includes a focus on these aspects.

4. Reasons for Recommendation

4.1 This recommendation provides the opportunity to:

- Continue to work collaboratively across all three local authorities and seven CCGs.
- Continue to build on the successes and learning of the collaborative since 2015 and look at the legacy of the work already undertaken to support children and young people.
- A joined up and integrated service for children, young people, families and other professionals in the system, with a single point of access and well-connected system of support.
- Economies of scale due to being part of a collaborative of ten partners and further enhance and refine delivery models.

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

5.1 The proposal has been discussed across the Collaborative Commissioning Forum, and with the Children's Directorate Management Team. Local work to transform the Mental Health offer through a whole system approach is ongoing and this will include a focus on the pathway between children's and adult services. As this work develops, discussion will be held at the Brighter Futures Board and Health and Wellbeing Board as appropriate.

5.2 If agreed, the joint approach will include consultation with children and young people locally, especially those from vulnerable groups throughout the procurement process.

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

6.1 This commissioning supports the following corporate priority:

People – a borough where people of all ages are proud to work and play, live and stay.

This supports delivery of:

- 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.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance – Children’s Services

The costs of providing safe and effective interventions associated with supporting children and young people in the community with crisis support or outreach can be considerably less than those associated with inpatient care. The provision of mental health services through a collaborative approach brings economies of scale and provides a wider range of access to services. Earlier access to services and the reduction of delays in access prevents longer term need and therefore a reduction in costs.

7.2 Legal

Implications verified by: **Courage Emovon**
Principal Lawyer / Manager – Contracts & Procurement Team

The Council have a statutory obligation to provide for the Health and wellbeing of its local residents and the proposals in this report reflects that duty and obligation.

The NHS Long Term Plan published in January 2019, restated the Government’s commitment to deliver the recommendations in The Five Year Forward View for Mental Health and set out further measures to improve the provision of, and access to, mental health services for children and young people.

Whilst the recommendations in this report support the delivery of mental health support for children and young people, it is noted that Legal services will be on hand to advise on any issues arising from the recommendations as and when required.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**

Community Engagement and Project Monitoring Officer – Adult’s, Housing and Health

Under the Equalities Act 2010 Local Authorities and CCGs have a duty to have regard to the need to:

(a) Eliminate unlawful discrimination, harassment and victimisation and other behaviour prohibited by the Act. In summary, the Act makes discrimination etc. on the grounds of a protected characteristic unlawful.

(b) Advance equality of opportunity between people who share a protected characteristic and those who do not.

(c) Foster good relations between people who share a protected characteristic and those who do not including tackling prejudice and promoting understanding.

The protected characteristics are age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, gender, and sexual orientation. The Act states that ‘marriage and civil partnership’ is not a relevant protected characteristic for (b) or (c) although it is relevant for (a).

The initial equality impact assessment completed as a part of this exercise indicates that the proposals in this report will not have a disproportionately adverse impact on any people with a particular characteristic. A full equality impact assessment will be completed as a part of the procurement process.

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

None

8. 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

9. Appendices to the report

- None

Report Author:

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Children's Services

**Children's Services Overview and Scrutiny Committee
Work Programme 2020/21**

Dates of Meetings: 7 July 2020, 6 October 2020, 19 October 2020 (EXEMPT session), 12 November 2020 (Extraordinary meeting), 1 December 2020 and 2 February 2021

Topic	Lead Officer	Requested by Officer/Member
7 July 2020		
Portfolio Holder Update (Verbal)	Cllr James Halden	Members
Safeguarding Children During COVID-19	Joseph Tynan	Officer
Education during COVID-19 Update (Verbal)	Michele Lucas	Chair
Youth Cabinet Verbal Update	Roberta Fontaine	Standing Item
Update on Thurrock Children's Services Continuous Development Plan	Joseph Tynan	Members
Annual Report of the Director of Public Health, 2019/20: Serious Youth Violence and Vulnerability	Ian Wake	Officer
Thurrock Council Home to School Travel and Transport Policy - Update	Temi Fawehinmi	Officer
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Members

Update on the Free School Programme	Michele Lucas/Sarah Williams	Members
Work Programme	Democratic Services	Standing item
6 October 2020		
Youth Cabinet Verbal Update	Roberta Fontaine	Standing Item
PFH Update	Cllr Halden	Members
Items Raised by Thurrock Local Safeguarding Partnership Board – Serious Case Review	Jane Foster-Taylor (Thurrock CCG)	Standing Item
2019/20 Annual Complaints and Representations Report – Children’s Social Care	Lee Henley	Officer
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Members
Thurrock School Wellbeing Service	Gemma Fitzgerald	Standing item
Council Tax Exemption for Foster Carers	Joe Tynan	Officer
Work Programme	Democratic Services	Standing item
19 October 2020 (EXEMPT MEETING)		
Review of High Risk Notifications (EXEMPT)		Officer
12 November 2020 – Extraordinary meeting		
Pupil Place Plan Update (2020-2024)	Sarah Williams	Officer
School Capital Programme Update 2020/21	Sarah Williams	Officer

Thurrock Childcare Sufficiency Annual Assessment 2020	Sharon Bushnell	Officer
Inspire 2019/2020 Report	Michele Lucas	Members
1 December 2020		
Youth Cabinet Verbal Update	Roberta Fontaine	Standing Item
Items Raised by Thurrock Local Safeguarding Partnership Board	Priscilla Bruce-Annan	Standing Item/Members
SEND Inspection Outcome - WSOA Update	Michele Lucas	Standing item
Fees and Charges Pricing Strategy 2021/22	Kelly McMillan	Officer
Children's Social Care Performance	Joe Tynan	Officer
Independent Review of the Local Safeguarding Children's Partnership (LSCP)	Sheila Murphy	Officer
Work Programme	Democratic Services	Standing item
2 February 2021		
Youth Cabinet Verbal Update	Roberta Fontaine	Standing Item
Items Raised by Thurrock Local Safeguarding Partnership Board - Update on the Serious Case Review (SCR): Sam and Kyle - Action Plan	Priscilla Bruce-Annan	Standing Item
Update on the LSCP Peer Review Action Plan	Priscilla Bruce-Annan	Officers
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Standing item

Thurrock School Wellbeing Service Update	Malcolm Taylor	Members
Emotional Wellbeing and Mental Health Service Re-procurement	Catherine Wilson/Sue Green	Officer
Work Programme	Democratic Services	Standing item
To be confirmed		
Children Looked After Needs Assessment	Teresa Salami-Oru	Officer
Pupil Place Plan Annual Report	Sarah Williams	Members
Update on Thurrock Childcare Sufficiency	Andrea Winstone	Members
Head Start Housing Annual Review	Michele Lucas	Officer
Update on the Progress of the Recommendations in the Annual Public Health Report of Serious Youth Violence and Vulnerability – <i>To be added for next municipal year</i>	Ian Wake	Members