



North Tyneside Council

Children, Education and Skills Sub Committee

13 November 2019

Thursday, 21 November 2019 0.01 Chamber - Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00 pm.**

Agenda Item		Page
1.	<p>Apologies for absence</p> <p>To receive apologies for absence from the meeting</p>	
2.	<p>Appointment of Substitutes</p> <p><i>To be informed of the appointment of any substitute members for the meeting.</i></p>	
3.	<p>To receive any declarations of interest</p> <p>You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest.</p> <p>You are also requested to complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting.</p> <p>You are also invited to disclose any dispensation from the requirement to declare any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda</p>	
4.	<p>Minutes</p> <p>To confirm the minutes of the meeting held on 12 September 2019</p>	1 - 4
5.	<p>Children's Social Work Assessment and Fostering Teams</p> <p>To receive an update on the work of the Children's Social Work Assessment and Fostering Teams</p>	5 - 10

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6.	<p>Child Sexual Exploitation Update</p> <p>To receive an update on any developments relating to child sexual exploitation in North Tyneside</p>	11 - 12
7.	<p>Troubled Families Programme</p> <p>To receive an update on Prevention and Early Help; including the Troubled Families Programme</p>	13 - 16
8.	<p>Special Educational Needs</p> <p>To receive an update on progress delivering the Local SEND Offer in North Tyneside.</p>	To Follow

Circulation overleaf ...

Members of the Overview, Scrutiny & Policy Development Committee

Councillor Trish Brady
Councillor Joanne Cassidy
Councillor Karen Lee
Councillor Andy Newman
Councillor Erin Parker-Leonard
Councillor Matthew Thirlaway (Chair)

Councillor Sean Brockbank
Councillor Nigel Huscroft
Councillor Maureen Madden
Councillor Pat Oliver (Deputy Chair)
Councillor Steven Phillips
Councillor Matt Wilson

Stephen Fallon
Michelle Ord
Michael Vine

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These minutes are draft until confirmed at the next meeting of the sub-committee

Children, Education and Skills Sub-Committee

12 September 2019

Present: Councillor M Thirlaway (Chair)
Councillors T Brady, S Brockbank, N Huscroft, M Madden,
A Newman, P Oliver, E Parker-Leonard, S Phillips and M
Wilson.

Mr S Fallon - Church Representative

CES08/09/19 Apologies

Apologies for absence were received from Councillor J Cassidy, Rev. M Vine, Church Representative and Mrs M Ord, Parent Governor Representative.

CES09/09/19 Substitute Members

There were no substitutes reported.

CES10/09/19 Declarations of Interest

Councillor E Parker-Leonard declared a registerable personal interest in Item 8, Corporate Parenting Overview, as she was a foster carer with another local authority.

CES11/09/19 Minutes

Resolved that the minutes of the previous meeting held on 11 July 2019 be confirmed as a correct record and signed by the Chair.

CES12/09/19 Behaviour Management and Exclusion Policies

The sub-committee received a report from officers in School Improvement which updated Members on the most recent information, patterns and trends in behaviour and exclusions of pupils.

Members were informed that the Keeping Children in School agenda had remained a focus for headteachers, school staff and local authority colleagues working with children and families. The number of fixed-term and permanent exclusions, including Looked After Children (LAC) and those with a special educational need or disability (SEND) continued to be well below the national average. It was noted that through the introduction of a graduated response, schools and settings have been supported to follow a common framework which provided appropriately staged support to pupils' individual needs.

The rate of fixed term exclusions in the most recent published data (2017-2018) were consistently better than the national average across all phases of education. In the primary phase the North East had a lower rate of fixed term exclusions than the national average and North Tyneside remained in the lowest 20% of local authorities for fixed term exclusions in primary schools. In the secondary phase of education, the rate of fixed term exclusions continued to increase nationally. The North East had shown the largest increase in fixed term exclusions by a region in the space of a year. However, North Tyneside's fixed term exclusion rate had decreased from the previous year and remained in the lowest 20% of local authorities.

It was explained that the rates of fixed term exclusions in special schools were falling, both nationally and in the North East. Rates in North Tyneside however, continued to rise for the third year and across local authority performance was in the second quintile. Provisional information for 2018-19 suggested that this trend had now been reversed. There were no permanent exclusions from special schools in the borough during 2017/18 and there had not been one since 2006.

The report highlighted that rates of permanent exclusions in primary schools were very low, 0.03%. During 2017/18 North Tyneside had two permanent exclusions from primary schools, which placed the local authority among the second quintile of local authorities nationally. In the secondary phase of education, rates of permanent exclusion had levelled off after four years of increase. Rates in the North East continued to rise and at an accelerating rate. North Tyneside's rate of permanent exclusion had increased from 2016/17 to 2017/18 but remained in the lowest 20% of local authorities for permanent exclusions.

The report detailed, on the basis of provisional information, the reasons for permanent exclusion during 2018-19. These included physical assault against a pupil; physical assault against an adult; persistent disruptive behaviour; drug and alcohol; and verbal abuse against an adult. When looking at schools by deprivation measures, it was noted that schools serving pupils from the 10% most deprived areas have an average fixed term exclusion rate of 16%, compared to 6% for the 10% least deprived areas.

In relation to prevention measures, there were two Going the Extra Mile conferences that were well attended in 2018. Best practice from advisers and schools included the widely adopted THRIVE approach to de-escalation, using sport to raise self-esteem, resilience for teachers and self-regulation methods for children in the early years. The Early Years and School Improvement Service had led the development of best practice guides to support schools to develop effective behaviour policies and pupils' social and emotional mental health. The Education Psychology Service had led the training and accreditation of nationally recognised THRIVE practitioners in many North Tyneside school. The THRIVE approach was research based and provided a powerful way of working that supported children's social and emotional wellbeing.

Members of the sub-committee commented that reports on exclusions never addressed potential victims and the support that they received. Members highlighted the balance between working with a disruptive child to improve behaviour and the right of other pupils to have an undisrupted education. Officers explained that the purpose of the brief had been to focus on exclusions, but that further information in relation to support for victims could be presented at a future meeting. It was noted that all schools have bespoke behaviour and anti-bullying policies to protect students and that restorative work around reconciliation

would take place. In determining whether an exclusion would be an appropriate measure, Head teachers must consider the safety of other students in the school.

In relation to exclusions in primary schools, a member of the sub-committee suggested that issues could have related to undiagnosed problems and asked what support was in place to identify educational or behavioural support needs. The support available was graduated, with needs initially identified and resourced within school. If this did not meet needs, a referral for further support would then be made to the school support team. The aim was to ensure that anybody with additional needs was identified by Year 4.

The Chair thanked the officers for the report and for the work that they undertook. It was noted that a reason why exclusions in North Tyneside were comparatively low to the national picture was the positive working relationships between schools in the borough and the local authority.

It was **agreed** to note the contents of the report.

CES13/09/19 Special Educational Needs

The Chair reported that this item had been deferred as the presenting officer was unable to attend. Disappointment was expressed that the item had been deferred at short notice and that there was nobody available to deputise.

CES14/09/19 Corporate Parenting Overview

The sub-committee received a presentation from the Senior Manager, Safeguarding and Children's Services in relation to Corporate Parenting.

It was highlighted that all Councillors and Council Officers shared Corporate Parenting responsibility. This responsibility was also shared by partners, with the Clinical Commissioning Group needing to ensure the health needs of looked after children are promoted and Police Commissioners considering whether children in care are being supported to avoid offending. As a benchmark of what would be considered as good corporate parenting, Members and officers were encouraged to use the test 'would you consider it good enough for your own child'. It was important to get corporate parenting correct as children in care were already disadvantaged and it was essential for public care to compensate for this disadvantage rather than compound it.

The sub-committee was informed that there were 303 Looked After Children in North Tyneside. There were slightly more male than female children in care and 51 of the children were under the age of 5. Children may come into care for a number of reasons including abuse, neglect, complex disability needs or unaccompanied asylum seekers. Members were informed of the breakdown of where children in care were living, which included in a children's home, with foster carers or in supported accommodation. It was noted that there were currently not enough foster carers within the borough and work was taking place around improving recruitment.

The sub-committee was informed that an Ofsted inspection in 2017 found that services for looked after children were good and outstanding for care leavers and that children become looked after when it is in their best interests. Findings also demonstrated that educational

progress for looked after children was positive and a significant majority of pupils made expected levels of progress.

A member of the sub-committee asked how services could go from being good to outstanding. It was acknowledged that there were too many changes in social workers and that foster carers did not always receive the level of training that they should. Improving in these areas could further improve the good service rating.

The sub-committee was informed that children in care had been consulted on what they would like to see from a corporate parent. This included getting involved in events that celebrate achievement for young people, keeping young people informed of the decisions made about them and arranging for young people to deliver tips or training.

It was **agreed** to note the content of the presentation.

CES15/09/19 Work Programme 2019-20

The sub-committee received a report which asked Members to consider and agree a work programme for the municipal year 2019/20.

A proposed outline work programme was attached at Appendix 1. Members of the sub-committee were invited to raise any other topics relevant to the remit of the sub-committee that they thought should be included in the work programme. Additional topics raised would be scheduled accordingly in consultation with the Chair and Deputy Chair.

It was raised that, at the previous meeting, a suggestion had been put forward that the sub-committee look at skills shortages in the borough. It had since become apparent that this was to be looked at by Economic Prosperity Sub-committee and therefore the suggestion was withdrawn from the work programme.

It was highlighted that, in relation to topics for in-depth review, a suggestion had been put forward to look at early intervention to help children be ready for school. It was agreed that this topic be included in the work programme and a sub-group be established to undertake this piece of work.

It was **agreed** 1) to establish a sub-group in relation to Early Intervention and 2) work with relevant officers to draft an appropriate scope for the study.

Meeting: Children, Education and Skills Sub-Committee

Date: 21 November 2019

Title: Children's Social Work Assessment and Fostering Teams

Author: Pam McArdle, Principal Social Worker

Service: Children's Services

Wards affected: All

1. Purpose of Report

To receive an update on what the work involves, experience of frontline staff, experience of ASYE (Assessed and Supported Year in Employment), supervision, barriers.

2. Introduction

This report will provide an overview of the work of the social work assessment teams, including the fostering team, the workforce profile, the ASYE support available and the Post Qualifying (PQ) and other CPD opportunities to social work staff.

3. Details

The workforce profile for this report includes details of the number of registered social work staff in each team, the length of time they have been qualified, their status as progressed or non-progressed, their post qualifying qualifications, including Practice Education which enables the teams to provide social work student assessed placements.

The social work teams are organised to follow the journey of a child or young person who is referred to children's services. The Model of practice embedded in children's social care is Signs of Safety which focuses on the strengths and relationships within families.

Multi- Agency Safeguarding Hub (Front Door)

The Multi-Agency Safeguarding Hub (MASH) was launched in October 2017 to coordinate support and protection services for children and vulnerable adults.

It is led by North Tyneside Council in partnership with other multi-agency professionals, including police, health, education etc. the hub which is based at North Tyneside Council's head office, brings together professionals in one team to deal with issues quickly and effectively. The hub model aims to improve information sharing between the partners so that safeguarding concerns can be identified earlier and managed more effectively.

In North Tyneside, the Social Work Assessment Team consists of three statutory assessment teams which are small in size consisting of five social workers per team which allows a culture of high support and focuses on the wellbeing of staff. Regular, reflective personal and group supervision sessions take place in order to promote professional development and growth of workers and there is a strong, supportive culture of peer support.

The team works with children, young people and their families under the remits of Child Protection, Child in Need and Children in Care. As a result of this the team often finds itself intervening with families at times of crisis, along with assessing and supporting families to find the correct services and support for them, and in line with Signs of Safety practice strengthening family's wider networks to create and build upon safety for children and young people.

Social Workers within the team are responsible for carrying out Single Assessments, Child Protection Enquiries, Care Planning and managing risk. They are also expected to carry out review meetings and initial case conferences and attend court when initiating legal proceedings against parents when there are immediate risks of harm towards children. Workers are able to develop good assessment writing skills, work with and prioritise timescales and develop the ability to intervene and build meaningful and supportive relationships with children and families on a short term and crisis basis.

Some of the main themes and issues resulting in involvement and intervention with children and their families are around domestic abuse, mental health, child exploitation, substance misuse and family dynamics breaking down. The team operates in a multi-agency arena working with a range of professionals and agencies such as police, health, education and other disciplines involved in the social care system. These professionals are integral to the team's case work with families, as well as being a regular source of referrals.

Safe & Supported teams

Safe and Supported currently have six social work teams; each have one team manager and seven social workers. There is a variety of experience across the teams ranging from a large cohort of newly qualified social workers undertaking their ASYE to progressed social workers who are also practice educators.

The Safe and Supported teams manage a variety of case work including Child In Need, Child Protection, Looked After Children (both long term looked after children and those who we have on-going legal proceedings for), we also have cases where adoption is being progressed and Private Law applications to determine where and with whom a child should live following parents separating or to support applications for one parent to see their child should there be family discord.

The role of the social worker in Safe and Supported is a complex one with risk management being evident in what they do to support families.

There is also a Family Time service that supports the time that children and young people spend with their parents or carers should there be concerns for the child's welfare. This service supports this time to be productive and safe for children as well as trying to support the family to develop skills in parenting and play.

Children's Disability Team

The Children's Disability Team (CDT) is a small specialist team of social workers who provide advice and support to children and young people with severe and complex disabilities until the age of 18. The term disability covers a broad spectrum of needs and it is not always easy to define what severe and complex means as it can be different for different people. Typically, the CDT provide support to children and young people whose ability to stay safe, to enjoy and to achieve is significantly impaired by their disability and would be further impaired without the provision of services. The pathway to the CDT is via a Single Assessment as a Child in Need undertaken by the Front Door

Fostering Team

The Fostering Service separated from the Adoption Service in January 2018 in preparation for the regional adoption agency- Adopt North East launching.

When the services separated two new team managers were appointed and during the past 18 months the team has gradually introduced two distinct service areas. The service has two small teams offering services to both mainstream and connected carers, which includes assessments, training and post Special Guardianship Order support.

Social workers within the connected carers service are responsible for assessing and supervising connected people who present as potential carers for children and young people requiring alternative care arrangements. These assessments can be either short viability assessments or full assessments required by the court. The Social Workers also assess Special Guardians who request support post Order to support them in the care that they provide.

Social Workers within the mainstream service are responsible for recruiting, assessing and supervising foster carers who are not connected to the children and young people they care for. All assessments for both connected persons and mainstream foster carers are presented to the Fostering Panel which sits twice a month. The Panel is supported in its role by the Fostering Service by way of regular training and yearly appraisals of panel members. Additionally, each panel is supported by a Fostering Manager in the role of Panel Advisor.

The Fostering Team provides a wide range of training opportunities to both connected people and mainstream foster carers. This supports the carers by equipping them to meet the needs of the children and young people they care for including those with additional and complex needs.

The Fostering Service continue to provide a dedicated 24 hour advice and support telephone service to all foster carers. This enables all members of the fostering community to speak immediately and directly to a specialist fostering social worker.

Children's Social Work Workforce as at 31.10.19

Summary for MASH, Social Work Assessment Teams, Safe & Supported Teams and Fostering

Role:	Headcount
• Senior Manager	3
• Senior Social Worker (LADO)	1

<ul style="list-style-type: none"> • Service Manager • First Line Manager • Social Worker • Principal Social Worker • Student Social Worker • Apprentice Social Worker 	<p>1</p> <p>17 (15 FTE)</p> <p>87</p> <p>1</p> <p>2</p> <p>2</p>
TOTAL	114
Number of years qualified:	
<ul style="list-style-type: none"> • ASYE (Newly Qualified) • Less than 2 years • 2-5 years • 5-10 years • 10-20 years • 20 years + 	<p>27</p> <p>3</p> <p>22</p> <p>22</p> <p>20</p> <p>7</p>
Maternity Leave	5
Number of Leavers in 12 month period	14
Number of vacancies	1
Number of Non Progressed Social Workers	33
Number of Progressed Social Workers who have completed post qualifying training	27
Number of Practice Educators – Stage 1	10
Number of Practice Educators – Stage 2	7

ASYE Programme

There are currently 27 ASYEs and they commence a 12 month programme as soon as their HCPC registration is confirmed. This Programme is in line with that required by the Sector Skills Council, Skills for Care. 10 are due to complete their ASYE programme within the next 3 months. This programme supports the learning and development of the newly qualified social workers and stipulates the regularity of supervision, i.e. weekly for the first 6 weeks, fortnightly up to the 6 month review and then monthly. There is also a 10% reduction in the workload and 10% time allocated for their development. The ASYE is required to undertake a Self-Assessment against the Knowledge and Skills Statements which helps them to identify their experience and their specific learning needs.

The ASYEs attend Group supervision every two weeks with the Principal Social Worker (PSW) and a Team Manager as well as a monthly support session supported by the PSW. Additional reflective supervision is also available by the PSW. Critical reflective supervision enables the ASYEs to focus on the WHY of their interventions with families.

Quality Assurance of ASYE Programme

All completed ASYE portfolios are read at a Moderation Panel. This is attended by the PSW and a Team Manager. The contents of the portfolio are checked for completion and the quality

of the ASYEs critical reflection, observations and feedback from others should demonstrate their overall progression and development. The Assessors reviews are also scrutinized. A feedback mechanism has recently been implemented which will assist the organisation to learn and develop the offer provided to ASYEs.

Post Qualifying Training (PQ)

9 social workers will commence a PQ module in Safeguarding Children at Northumbria University in January 2020. This provides further learning and an opportunity for the social workers to reflect on their practice. The PQ module is a pre-requisite for Progression.

Progression Route

Social workers who have completed the PQ in Safeguarding children can apply, with the support of their manager to become Progressed social workers. This recognises that the social worker can work with more complex situations with less management scrutiny. A Panel, consisting of a Senior Manager, the Principal Social Worker and a Team Manager invites the social worker to discuss a family they are working with, which demonstrates their capabilities against the Professional Capabilities Framework for social workers at the experienced level and their development against the Knowledge and Skills Statements for children and families social workers.

Practice Education (PE 1 and PE2)

There are currently 10 Practice Educators at Stage 1 and a further 7 with Stage 2. 2 Social workers have commenced PE Stage 1 at Northumbria University and will have student social workers on placement with them in December 2019. They will be supported by Practice Educators with PE Stage 2. We have grown the number of PE2s in the last 18 months which enables more social workers to undertake the PE1, the assessment of these students is overseen by a PE2.

Social Work Apprentices

There are 2 apprentices who have commenced the Integrated Social Work Degree at Sunderland University in September 2019. They are in the work place for 80% of their time, working alongside a mentor, and 20% is dedicated to off site learning.

Student Social Workers

There are currently 2 final year students on placement and 4 more will be commencing in December

Practice Quality Assurance

- **Brief Case Review**

A 'Brief Case Review' (BCR) is a brief review by a Manager of the case recording for a particular child, focused on a specific theme. It is part of the audit activity by Managers in Early Help and Children's Social Care. It is intentionally brief, enabling a number of cases to be audited thematically in a relatively short period of time enabling 'snapshot' assurance across multiple cases in relation to particular area of practice.

A Brief Case Review is a 'desk-top' activity, based solely upon an audit of the recording contained within the case record, as well as providing some management oversight of the quality of case recording.

- **Collaborative Case Reviews**

This method of auditing has recently been introduced and focuses on 'core dimensions of effective practice'. It is intended to be undertaken jointly by the worker and the manager. The core dimensions are based on eight practice standards which have been developed in line with the Signs of Safety approach. These are:

- Children will be listened to and we will act on what they tell us;
- Children will have people important to them involved in helping to keep and make them safe;
- Children will have their safety clearly understood;
- Children will have a Safety Plan which tells those who need to know how to keep them safe;
- Children will only have help for as long as they need it (so they can get on with their own lives);
- Children will be able to understand all the things written about them;
- Children will have help which follows the rules;
- Children have help from Workers who get the advice and support they need to do a good job.

4. Background Information

The following documents have been used in the compilation of this report and may be inspected at the offices of the author.

Workforce data as at October 2019. The Supervision Policy and Quality Practice Assurance framework.

5. Appendices

None provided.

Meeting: Children, Education and Skills Sub-Committee

Date: 21st November 2019

Title: Child Sexual Exploitation

Author: Victoria McLeod

Service: Children Young People and Learning

Wards affected: All

1. Purpose of Report

The purpose of this report is to provide an update and overview of the current context in relation to Child Sexual Exploitation (CSE) in North Tyneside Children's Services and the mechanism by which we review children who are at risk of CSE.

2. Introduction

The National Working Group for Sexually Exploited Children and Young People developed the definition of child sexual exploitation which is now used by the government and other organisations:

"Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur using technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability".

3. Details

Within North Tyneside we have MSET processes in place – The definition of which stands for Missing, Slavery (MDS), Exploitation and Trafficking (MSET). We have a process by which workers who have a worry that a child or young person is at risk through being missing, involved in slavery, being exploited or trafficked and having put in place disruption plans with multi agency partners will be referred in to MSET.

Pre-MSET meets once a month to review referrals and agree actions. The meeting consists of police, a senior manager in children's services, residential managers and Local Authority Designated Officer (LADO). All referrals are screened and discussed around what work has been undertaken to disrupt and what further work could be recommended. If it is agreed to progress to the full MSET panel, then the meeting is held the following week with full multi agency attendance.

Prior to progressing to MSET and through robust planning we try and disrupt any worries that we have in relation to children and young people. We work closely with the police who will co-ordinate things such as a neighbourhood officer response and determine if a Child Abduction Warning Notice (CAWN) can be served on a property where a young person under 16 may be going and there are worries around exploitation. Should this disruption not work to reduce the worries, or the worries escalate then the case would be referred in to MSET.

Our Case recording system allows for identification of children who are at risk of being Missing involved in slavery, exploitation or potentially are being trafficked and regular reports allow for active review and monitoring of cases. This enables discussion in Supervision; appropriate referrals being progressed, or disruptive action progressed. There is currently scoping taking place around having a multi-agency data set which would better facilitate strategic and operational understanding of the extent of the worries and the impact of the arrangements.

There is a growing awareness of Child Criminal Exploitation (CCE) and while we are seeing some cases we have not as yet got the information to understand the extent of the issues. In recognition of the need to better understand CCE across the borough, the Police have commissioned a problem profile. This will inform our response moving forward.

Under the new North Tyneside Safeguarding Children Partnership arrangements a report will be provided to the Quality of Practice Standing Group. This group will meet every two months and have oversight of the Local Authority response and provide any further recommendations for this area. The Corporate Parenting Forum also receives a six-monthly report on missing episodes.

4. Background Information

The following link can be used to access the North Tyneside Safeguarding Children Partnership website which contains relevant information around Child Sexual Exploitation

<https://www.northtynesidescp.org.uk/professional/child-sexual-exploitation/>

5. Appendices

Agenda Item 7

Meeting: Children, Education and Skills Sub-Committee

Date: 21st November 2019

Title: An update of the Early Help Offer and the Troubled Families Programme 2015-2020

Authors: Lesley Davies Tel. 643 6462

Service: Children, Young People & Learning

Wards affected: All

1. Purpose:

To update the Children, Education and Skills Sub-committee on Prevention and Early Help; including the Troubled Families Programme and the objectives for the final 5 months of the programme.

2. Recommendation(s):

It is recommended that the Sub-committee:

- a) Note the progress of work to date undertaken to deliver Prevention and Early Help and to achieve the Troubled Families programme outcomes;
- b) Assess the effectiveness of the approach and ability to demonstrate improved outcomes for families.

3. Update

From the previous update in February 2019, the teams have continued to work positively with families supporting them to embed sustained changes, to help them to be equipped to adapt positively to challenging life experiences.

Even though the approach is now mainstreamed into our work, we have continued to evidence the progress of the families to be able to claim the Payment by Results (PBR). As discussed in the previous update, the two remaining areas we need to deliver on are the PBR and service transformation.

Payment by Results

In order to maximise the income from this programme we are expected to work with and 'turn around' a minimum of 1480 families. With income being available at the

identification and attachment phase; as well as when sustained changed by the families can be evidenced.

As of 24/10/19 we have identified and attached over our expected number of families; with 2,264 families attached to the programme. 'Additional' families will be continued to be supported in the same way, in line with our service transformation work, showing how we have mainstreamed the approach.

The last claims deadline for PBR had a cut-off date of 31/08/19, to enable cases to be audited. At this point we had currently claimed for 1,156 families (78%) with a trajectory of claiming a 100% of the 1480 by March 2020, which is the end of the programme.

We have 2 claims windows left where we have forecast the following claims:

31st December 2019 – cumulative total of 1391 (88%)

31st March 2020 – cumulative total of 1480 (100%)

The window in December is known to be a smaller claim opportunity due to the school data not being available until January. All cases regardless of presenting issues must demonstrate school attendance of above 90%, for all school age children in the family, across 3 full school terms. Therefore, for some families, the data from this current school term would be needed.

Service transformation

We have continued to be able to demonstrate the differences we have made to not only how we work, but also our use of data. Due to the developments we have made, our policy and performance lead has been invited to showcase our systems at several events in other parts of the country. This has been well received and has showcased our systems and processes. These systems are not just used within Early Help, but also the wider council.

A further accolade has been received from regional leads from the Ministry of Housing Communities and Local Government (MHCLG), visiting to see the work we do and the service transformation we have achieved.

We also passed our 'spot check' from the MHCLG, where they conducted an unplanned visit and drill down on cases, to ensure we are doing what we say we do. Feedback from the inspection was particularly complementary to the workers they spoke to and said

'..... The conversations we had really brought to life the great work they do as part of your programme in North Tyneside. They were able to tell us about the families, the intervention they received and the outcomes and we are confident that they are working in a whole family way.'

4. Conclusion

To date the Troubled Families Programme has not only been part of the way in which we have shaped the identification of and intervention with the most vulnerable families; but also enabled us to look at how we work with partners in a different way to ensure support offered to these families is done so at the earliest opportunity. It has been used to inform

and improve our approach as well as our use of data. This is something we are continuing to develop, to be able to show the impact of the early help work across the borough.

It has now been confirmed by MHCLG that the programme will continue for an extension of a further 12 months (until March 2021). However, we are waiting to hear what this will look like as we understand they may make some changes to the programme. We will continue the service transformation in line with the Councils priorities to ensure families' in the borough receive the most appropriate support possible at the earliest opportunity.

5. Appendices

None provided.

6. Background Information

The North Tyneside Outcome Plan (NTOP) is available upon request to the author of this Report.

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