



North Tyneside Council

Children, Education and Skills Sub Committee

15 January 2020

Thursday, 23 January 2020 0.01 Chamber - Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00 pm.**

| Agenda Item | Page |
|---|----------------|
| 1. Apologies for absence | |
| To receive apologies for absence from the meeting. | |
| 2. Appointment of substitutes | |
| To be informed of the appointment of any substitute members for the meeting. | |
| 3. To receive any declarations of interest | |
| You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest. | |
| 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. | |
| 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. | |
| 4. Minutes | 5 - 12 |
| To confirm the minutes of the meeting held on 21 November 2019. | |
| 5. Changes to Local Safeguarding Arrangements | 13 - 20 |
| To update the Sub-Committee on the implementation of the new arrangements for safeguarding as required by the Children and Social Work Act and revised statutory guidance Working Together 2018 | |

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6. The Attainment of Looked After Children

21 - 26

To receive an overview of the educational outcomes and progress of the children in the care of North Tyneside Council

Circulation overleaf ...

Members of the Children, Education and Skills Sub 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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Children, Education and Skills Sub Committee

Thursday, 21 November 2019

Present: Councillor M Thirlaway (Chair)
Councillors J Cassidy, M Madden, S Phillips, N Huscroft,
J O'Shea, E Parker-Leonard and M Wilson

Mr S Fallon - Church Representative
Rev M Vine - Church Representative
Mrs M Ord - Parent Governor Representative

Apologies:

CE16/11/19 Apologies for absence

Apologies for absence were received from Councillors T Brady, S Brockbank and P Oliver

CE17/11/19 Appointment of Substitutes

Pursuant to the Council's Constitution the appointment of the following substitute Member was reported:

Councillor J O'Shea for Councillor T Brady

CE18/11/19 To receive any declarations of interest

Councillor E Parker-Leonard declared a registerable personal interest in Item 5, Children's Social Work Assessment and Fostering Teams, as she was a foster carer with another local authority.

Mr S Fallon declared a personal interest in Item 8, Special Educational Needs as he was a Head Teacher.

CE19/11/19 Minutes

Resolved that the minutes of the previous meeting held on 12 September 2019 be confirmed as a correct record and signed by the Chair.

CE20/11/19 Children's Social Work Assessment and Fostering Teams

The Sub-committee received a report from the Principal Social Worker and members of the Social Work Team on the work of the Children's social work assessment teams, including the fostering team, the workforce profile, the Assessed and Supported Year in Employment (ASYE) support available and the Post Qualifying (PQ) and other continuing professional development (CPD) opportunities to social work staff.

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

Within the Safe and Supported Area, there were currently six social work teams; each had one team manager and seven social workers. There was 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 were also practice educators.

The Safe and Supported teams managed a variety of case work including Child In Need, Child Protection, Looked After Children (both long term looked after children and those who had on-going legal proceedings), and also had cases where adoption was 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 a Safe and Supported Team was a complex one with risk management being evident in what they did to support families.

A Member enquired whether the fourteen social workers who had left the Council in a twelve month period had been given exit interviews and it was noted that the vast majority went to other Councils in the North East for progression and different salary packages. Local Authorities in the North East were in competition for social work staff and North Tyneside endeavoured to be an employer of choice, offering investment in training and attractive work conditions. North Tyneside was the only local authority in the north east who did not have agency social workers.

It was explained that the Fostering Service had two teams offering services to both mainstream and connected carers, which included assessments, training and post special guardianship order support and that 93% of looked after children were with local authority foster carers.

Reference was made to workloads and the Social workers stated that case work built up gradually, that it was a challenge sometimes but continuous support was available, case loads were risk assessed, concerns could be raised with line management and in the first year of employment an average of sixteen children were allocated to each Social worker.

It was noted that following assessment, transitions for clients and families to a longer term social work team were inevitable but it was sometimes frustrating for families when they had built up a relationship with a social worker and the social worker was changed and that continuity was important.

The Social Workers commented that they hoped that the Council would continue to manage the case loads and offer assistance from experienced workers and that good quality

training, salary and career progression and a friendly environment was important.

A Social worker noted that the support received from staff was excellent and they welcomed using the Signs of Safety model to help support families.

The Chair thanked Officers for the informative report and for members of the Social Work Team for attending the meeting.

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

CE21/11/19 Child Sexual Exploitation Update

The Sub-Committee received an update on the work being undertaken to tackle Child Sexual Exploitation (CSE) in North Tyneside. The Report provided information relating to what work was being undertaken across the Authority and with Partners.

North Tyneside Children's Services worked closely with the police who would co-ordinate a neighbourhood officer response and determine if a Child Abduction Warning Notice (CAWN) could be served on a property where a young person under 16 might be going and there were worries around exploitation. Should this disruption not work to reduce the worries, or the worries escalated then the case would be referred in to the Missing, Slavery (MDS), Exploitation and Trafficking (MSET) Panel for workers who had a worry that a child or young person was at risk through being missing, involved in slavery, being exploited or trafficked.

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

In North Tyneside Children's Services, the case recording system allowed for identification of children who were at risk of being missing involved in slavery, exploitation or potentially were being trafficked and regular reports allowed for active review and monitoring of cases. This enabled discussion in supervision; appropriate referrals being progressed, or disruptive action progressed.

There was 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.

In recognition of the need to better understand Child Criminal Exploitation (CCE) across the Borough, the Police had commissioned a problem profile. This would inform the Council's response moving forward.

Under the new North Tyneside Safeguarding Children's Partnership arrangements a report would be provided to the Quality of Practice Standing Group. This group would 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 received a six-

monthly report on missing episodes.

On average there were ten young people who were at risk of sexual exploitation in North Tyneside.

Members enquired about comparative figures of child sexual exploitation with other local authorities and it was confirmed that the larger metropolitan Boroughs tended to have a greater number and more complex cases.

The Sub-committee was informed that in relation to the close proximity and porous borders with the other local authorities in the North East, Operation Sanctuary was a joint working arrangement with police and social work colleagues to share knowledge, information and intelligence on named persons. The Youth Offending Team also shared information with colleagues and the joint working arrangements and close working relationships, including the work with the North of Tyne was a big strength.

It was reported that any safeguarding concerns in North Tyneside needed to be raised/signposted to the multi agency safeguarding hub and Members noted that training had been set up for taxi drivers to raise awareness of how to escalate concerns.

Intelligence had been received that the Metro Transport System was being utilised to move drugs and this information was being communicated to partner agencies to raise the profile of criminal exploitation.

Members expressed concerns regarding criminal activity taking place on the Metro System which was unregulated and in response the Sub-committee was advised that the Youth Justice Team had regular meetings with the Metro and Nexus and were building relationships with the Community Protection Team.

The Chair thanked Officers for the informative report and for attendance at the meeting.

It was **agreed** to note the contents of the report and that an Update on the Youth Justice Team be circulated to the Committee.

CE22/11/19 Troubled Families Programme

The Committee considered a report on Prevention and Early Help; including the Troubled Families Programme and the objectives for the final five months of the programme.

The Teams had 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 was now mainstreamed into the work, the Teams had continued to evidence the progress of the families to be able to claim the Payment by Results (PBR).

In order to maximise the income from the Programme, the Teams were 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 changes by the families could be evidenced. The Teams had attached over the expected number of families, with 3000 families attached to the Programme. 'Additional' families would continue to be

supported in the same way, in line with service transformation work, showing how the approach had been mainstreamed.

The last claims deadline for PBR had a cut-off date of 31 August 2019, to enable cases to be audited. At this point the Team had currently claimed for (78%) with a trajectory of claiming 100% by March 2020, which was the end of the programme.

In terms of Service Transformation, the Teams had continued to demonstrate the differences that had been made to not only how they worked, but also the use of data. Due to the developments, the policy and performance lead had been invited to showcase the systems and processes at several events in other parts of the country. This had been well received and these systems were not just used within Early Help, but also the wider Council.

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

The Teams had also passed the 'spot check' from the MHCLG, where they conducted an unplanned visit and drilled down on cases.

The Troubled Families Programme had not only been part of the way in which the Teams had shaped the identification of and intervention with the most vulnerable families; but also enabled the Council to look at how work could be undertaken with partners in a different way to ensure support offered to these families was done so at the earliest opportunity. It had also been used to inform and improve the approach as well as the use of data. This was something the team would continue to develop, to be able to show the impact of the early help work across the borough.

It had now been confirmed by MHCLG that the Programme would continue for an extension of a further 12 months (until March 2021). However the Teams were waiting to hear what this would look like as there were some changes to the Programme.

There was some discussion about continuity for the service when this significant funding ceased and reassurance was given that North Tyneside had continued to invest in Early Help and funding also came from different grants.

The Chair thanked Officers for the informative report and for attending the meeting.

It was **agreed** to

- (1) note the progress of the work undertaken to deliver Prevention and Early Help and to achieve the Troubled Families programme outcomes.
- (2) that the Sub-Committee was satisfied as to the effectiveness of the approach and ability to demonstrate improved outcomes for families
- (3) that the North Tyneside Vulnerable Families Outcomes Plan be circulated to all Members of the Sub-Committee.

The Sub-Committee received a Report on Special Educational Needs and Disability.

The Children and Families Act 2014 had reformed legislation relating to children and young people with special educational needs and disability (SEND). The Act outlined a new SEND Code of Practice (2015) and statutory guidance for organisations that worked with and supported children and young people with SEND.

The Children and Families Act described that a child or young person had a special educational need if they had a learning difficulty or disability which called for special educational provision to be made for them. Special educational provision was provision that was additional to or different from that which would normally be provided for children and young people of the same age in a mainstream education setting.

Prior to the Children and Families Act, children and young people with SEND were supported in schools with a Statement of Special Educational Need. These were particularly focussed on meeting the educational needs of children without sufficient rigour and focus upon the health and social care needs of children. The Children and Families Act required of Authorities, by April 2018, to transfer all eligible children and young people 0 - 25 years with a Statement of Special Educational Need, to an Education, Health and Care Plan (EHCP). North Tyneside had met this requirement within timescale

The SEND Code of Practice (2015) required Authorities to complete a statutory assessment to determine whether an EHCP should be issued, within 20 weeks of request. Working with health, education and social care partners, the Authority's SEND Support Service lead and coordinated the support of all children with an EHCP and was required to ensure that annual reviews and appropriate monitoring of their support took place. The SEND Support Service was one component of North Tyneside's multi-agency SEND network; schools, colleagues, NHS commissioners and providers, all had statutory duties within the code.

In addition to children and young people with an EHCP, there were children with special educational needs who received SEN support. This SEN support met the needs of children and young people's education needs only.

North Tyneside had a current 0-25 population of just over 57,000, of them 5200 had a special educational need and disability, 1500 had an EHCP, an increase of 13% since May 2018 and 3700 received SEN support, an increase of 10% since May 2018.

To meet the rising demand of children and young people with SEND the Authority had recruited to the position of Assistant Director for Whole Life Disability and SEND, strengthening the leadership of the SEND agenda, integrating education and social care services through the life course; and strengthened capacity in operational staff within the SEND Support Service; an additional £350k of permanent funding had been allocated, enabling recruitment of an additional seven SEND Officers, responsible for the statutory assessment and review of EHCPs with the Authority now employing 10 SEND officers.

To strengthen services to children and young people throughout the statutory assessment and review process, the Authority had co-produced, with parents, carers and partners, a new SEND Support Service operating model, established in September 2019. This model strengthened the focus on listening to and identifying every opportunity for children with SEND to share their voices and experiences; the benefits to children and young people of effective relationship-based practice and recognised the impact of service provision for children and young people.

Throughout a young person's educational journey, there was an aspirational team around the individual, supporting them to achieve the best possible educational and other related outcomes and Members welcomed the changes made to the process for referral.

The local authority, Care Commissioning Group (CCG) and North Tyneside Parent Carer Forum had completed a Partnership Self-Assessment, supporting the collective assessment of the impact of the partnership's delivery of services.

The North Tyneside SEND partnership had commissioned an independent peer review of its SEND system and services, in order to review and analyse the strengths and areas for development of services in North Tyneside to identify, assess and meet needs of children and young people with SEND and to improve their outcomes.

The Peer Review identified that strategic planning and leadership was strong, which had a positive impact on the planning for predicted need and delivery of services and there was strong evidence of effective joint working between the local authority, CCG and other partners.

In October 2018, approximately 55% of children had plans completed within the 20 week assessment process timescale and timeliness was improving due to the Support Service Operating Model, however the Care Plans relied on collaboration with the Council's Social Care Team and Partner Agencies including the Trust and CCG.

Members sought clarification on how many children had plans completed within the 20 week assessment process timescale over a twelve month period and in response the Sub-Committee was advised that figures would be circulated.

Members were advised that all Authorities, education providers, NHS and other related services, would take part in at least one Ofsted and CQC Local Area SEND Inspection between 2015 and 2020. North Tyneside had yet to receive this inspection but once the inspection had taken place, the Report would be circulated to the Committee.

One of the priorities would be to evidence the impact of the SEND Support Service, further build on joint commissioning and increase partnership work.

It was **agreed** to note the contents of the report and additional information on the number of Plans completed over a twelve month period be circulated to the Committee.

Meeting: Children Education and Skills Sub-Committee

Date: 23rd January 2020

Title: Multi-agency Safeguarding Arrangements (MASA)

Author: Richard Burrows Independent Advisor to the North Tyneside Children Partnership

Service:

Wards affected:

1. Purpose of Report

To provide members with an update on the implementation of the new arrangements for Safeguarding as required by the Children and Social Work Act and revised statutory guidance 'Working Together' 2018.

To identify for members consideration, areas of interest in relation to the scrutiny of the arrangements.

2. Introduction

The Children and Social Work Act and the subsequent revision of the statutory guidance has resulted in changes to how joint working arrangements to protect children and promote their welfare are put in place. As well as how these arrangements are subject to scrutiny and assurance, so as to ensure that they are effective and result in improvement as a result of learning.

In North Tyneside a plan published on the 26th June 2019 and the arrangements came into place on the 29th September 2019.

<https://www.northtynesidescp.org.uk/masa-new-multi-agency-safeguarding-arrangements/>

These arrangements replaced the requirement for a statutory Board and Independent Chair. Responsibility and accountability for the delivery of the requirements of the statutory guidance, now rests with what are termed the three Statutory Partners who are the Local Authority, the Chief Constable and the Clinical Commissioning Group. Changes to the guidance reflect the political and policy imperative to achieve the following:

- Strong and effective local arrangements for agencies to work together to protect children and promote their welfare
- Strengthen multi agency working and improve practice where excellence is the norm
- Partner agencies hold each other to account effectively
- Early identification of new safeguarding issues
- Learning is promoted and embedded
- Information is shared and used effectively
- The public can feel confident that children are protected from harm

(Source HM Government DFE response to Working Together consultation).

This has been described as a move to a more “permissive” approach as former arrangements were felt to be “prescriptive”. This creates the provision for Statutory Partners to exercise some discretion as to how they want the new arrangements to operate.

It is important to note that there remains a legislative imperative on all agencies that work with children to be able to demonstrate how they comply with the requirements of the Children Act (2004). The Statutory Partners need to be able to evidence how they safeguard children and young people and how they work jointly with other agencies, within common policies, procedures and ways of working.

In their plan the Statutory Partners reflected their intention to build on the strengths of joint working locally and regionally. They also acknowledged the role the former LSCB played in supporting high standards, providing challenge and contributing to partnership working that valued learning and embraced the importance of being accountable on the basis of objective assurance and an independent perspective.

The retention of a form of partnership was identified through consultation as being important. In order to reflect past learning, a new partnership has been formed (North Tyneside Children Partnership) which looks to combine the strengths of the previous Children Young People’s Partnership and the LSCB. This will provide a focus on overall outcomes for children and young people in the borough and integrate assurance and learning to ensure that all priorities and outcomes are widely owned. This partnership will also develop an approach to learning and assurance that ensures there is a focus on joint working to protect children and promote their welfare. In order that the Statutory Partners can meet their statutory requirements.

Given the flexibilities in the new arrangements it is pertinent to observe that the approach in North Tyneside draws on the experience of a number of early adopters in other parts of England, and as such seeks to be innovative and reflect the aspiration for high standards by all concerned.

Nationally there is recognition that the scope and pace of change may result in some differences in local arrangements, and that the move away from previous structures and approaches will require careful monitoring. This is reflected in the local plan which sees the first year as one of cautious and incremental transition, it places a high value on continuity and recognises risk, in terms of not being in a position to mobilise an effective partnership and joint working response for safeguarding children and young people.

The new partnership is directly accountable to the North Tyneside Strategic Partnership and will develop effective lines of report and sharing with other partnerships. The Statutory Partners have established regular meetings to provide a lead for implementation and a work plan will address

key delivery and development issues. This includes the need to produce a report within 12 months outlining progress, learning and impact. This report will also itemise further changes that may be needed.

There is a requirement for the provision of independent scrutiny, but the guidance is not specific as to what form this should take. For the interim period (i.e. the first year) a role of Independent Advisor has been created to provide the statutory partners and the partnership with support and advice. This role is also responsible for the development and operation of the means to look into the effectiveness of practice and how joint working arrangements are acting on learning.

Multi-agency groups have been formed and are establishing work programmes and a new model for how best to focus on practice and learning. These groups will reflect the need for transition and continuity whilst developing the new approach. In developing the approach, it is intended to draw on regional arrangements and exemplars from elsewhere in the country. An important driver locally is to create a closer focus and connection with front line practice, whilst enabling all agencies to provide evidence of contribution and learning from joint working arrangements.

As previously there is a concern to be inclusive in considering the different perspectives partners and practitioners can legitimately have when it comes to doing their best for children and young people. The new arrangements will continue to benefit from the various ways in which the voices of children and young people are heard. Additionally, to reflect and support a more defined approach to safeguarding that compliments involving practitioners a new approach to looking at things through the “lived experiences“ of children and young people who experience harm, neglect, abuse and exploitation is being developed.

There continues to be a requirement to undertake what were called Serious Case Reviews and are now called Child Safeguarding Practice Reviews. As with other aspects of the new arrangements the decision and responsibility rests with the Statutory Partners. To this end a Case Review group will be convened to assist and support this requirement.

Key milestones are being met on the basis of the agreed need to proceed with a degree of caution, given the nature of the changes and the level of local ambition. At this point nationally and locally it is too early to be able to compare and contrast emerging learning, but publication of reports will help with this. Nationally most, if not all, of the new arrangements have retained a partnership model, although the governance and mandate of these varies. Many have retained what could be seen as a LSCB by another name, but this most likely reflects a transitional intention. Others have adopted an approach that shares some characteristics of the North Tyneside arrangements, independent roles have been retained in most places and these appear to range from a continuity model i.e. the retention of an independent Chair with decision making responsibilities, an independent role focused on scrutiny (often entitled Independent Scrutineer) and other hybrid or bespoke roles, such as the option taken in North Tyneside.

The remainder of the report will address key issues and areas that the initial learning (locally and nationally) suggests will support Statutory Partners, agencies involved in the partnership and more general requirements placed on all those who work with children and young people. This may also provide some assistance for members in determining how best they may want to contribute to learning, scrutiny and assurance, from their perspective and responsibilities.

3. Details

3.1 The likely measures we will use to determine progress and effectiveness of the new arrangements. The Guidance states that the following should be addressed:

To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. (Working Together 2018 p73)

The purpose of these local arrangements is to support and enable local organisations and agencies to work together in a system where:

- Children are safeguarded and their welfare promoted partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children
- Organisations and agencies challenge appropriately and hold one another to account effectively
- There is early identification and analysis of new safeguarding issues and emerging threats learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.

Information is shared effectively to facilitate more accurate and timely decision making for children and families. In order to work together effectively, the safeguarding partners with other local organisations and agencies should develop processes that:

- facilitate and drive action beyond usual institutional and agency constraints and boundaries
- ensure the effective protection of children is founded on practitioners developing lasting and trusting relationships with children and their families (Working Together 2018 8&9 p73)

3.2 These are broad measures of success and given a degree of local flexibility in terms of form, process and focus. As implementation progresses there will be a need to identify more specific local measures that align with the approach being adopted. The work plans and themes being set presently will most likely form the basis for this and as such will be a focus for the role of independent advisor and cross over with any lines of enquiry identified by members. Examples of this may include:

- Given the adoption by the Statutory Partners of three themes (early help, contextual safeguarding and neglect) the Partnership will take reports at various points in the year.
- It has been agreed that the annual Section 11 self-assessment process for schools and colleges will be maintained and this produces a pro-active picture of how children and young people are being safeguarded where they are educated. (Proposals are also being developed to extend this approach to the community and voluntary sector and early years settings.
- There will continue to be a focus on practice by looking at cases and parts of joint working processes to identify good practice and to test out evidence that might suggest there is scope for further improvement.

3.3 In relation to leadership, previously there was a clearer line of accountability in terms of the need for there to be effective joint working arrangements in place and for there to be an effective LSCB and Independent Chair to provide a place and a basis for checking, challenging and learning from outcomes. This rested with the Local Authority. The new guidance requires an effective tri partite arrangement and the guidance states:

- The three safeguarding partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents (Working Together 2018 6 p72)

And

- All three safeguarding partners have equal and joint responsibility for local safeguarding arrangements. In situations that require a clear, single point of leadership, all three safeguarding partners should decide who would take the lead on issues that arise. (Working Together 2018 12 p74)

It will be important to be assured that there is the means to evaluate the learning from the new leadership arrangements. This may include relevant scrutiny and assurance process within the organisational and contextual setting of each of the three statutory partners.

It is likely that the annual report and the application of independent scrutiny will contribute to the this. As the arrangements develop it may be that the three statutory partners identify how their respective internal governance arrangements may contribute to overall effectiveness and learning.

3.4 The Children and Young Peoples Plan

The new Partnership has resolved to review and update the current plan, with a view to supporting the development of the new arrangements and to further articulate the original vision and aspiration. As before this will continue to provide a key point of reference and a bridge between the commitments made and outcomes identified.

3.5 Voice of children and young people

The new partnership will continue to benefit from the arrangements in place to provide children and young people with an opportunity to be heard and to influence priorities and outcomes. In terms of safeguarding arrangements, it is the intention to develop a particular approach that reflects the need to recognise and learn from the experiences of children who are vulnerable and who have experienced harm, neglect, abuse and exploitation. This will draw on wider learning that is emerging and is often referred to as “lived experience”. If successful, this will add a new perspective to the understanding of abuse and therefore how joint working arrangements could be developed to reflect this. There are parallels with the approaches to Children who are Looked After and the wider intention to ensure that the new arrangements are focused on joint working practice.

3.4 Child Safeguarding Practice Reviews

The revised arrangements locally reflect the regionally agreed approach to ensure consistency and promote easier and more accessible learning.

Serious Case Reviews (SCRs) commissioned before the implementation date of the new Partnership are subject to an interim arrangement as these remain the responsibility of the existing LSCB. In North Tyneside these arrangements relate to three SCRs. Two of the Reviews are completed and have been published. A third, SCR Emma is scheduled for completion in February 2020.

Following the implementation of the new arrangements the responsibility for how the system learns lessons from serious child safeguarding incidents lies at a national level with the Child Safeguarding Practice Review Panel and at a local level with the safeguarding partners. The three safeguarding partners are required to make arrangements to:

- Identify serious child safeguarding cases which raise issues of importance in relation to the area
- Commission and oversee the review of those cases, where they consider it appropriate for a review to be undertaken.

In North Tyneside, the Case Review Group will meet as required to deliver the local review process. The group's role is to:

- Consider cases referred to it, oversee the rapid review process through Rapid Review panels, and ensure immediate safeguarding action is taken if required and share any immediate learning.
- Report findings to the National Child Safeguarding Practice Review Panel.
- Commission and oversee local case safeguarding practice reviews. Leadership of practice reviews should be independent of the agencies involved.
- Ensure clarity, high quality and consistency in practice in carrying out case reviews and ensure that the partnership learn lessons that can improve the response to children and families

It is understood that members have requested an update re decisions made regarding cases under the new arrangements and this can be found in appendix A

The undertaking of reviews will continue to be an important element in how all can be assured that learning is identified and acted on. The other elements of the new arrangements compliment and should clarify the need to undertake formal reviews.

3.5 Understanding local needs, vulnerabilities, risks and threats.

The new arrangements present an opportunity to develop in conjunction with existing ways of identifying needs etc, to strengthen our understanding in terms of risks and threats, in order to demonstrate that joint working is proactive as well as responsive. As the new arrangements and partnership it is likely that evaluating progress from this perspective will be important, and it is to be expected that post the first report and review this may benefit from further investment and development.

3.6 Concluding observations

The implementation of the new arrangements is at an early stage. The Statutory Partners in North Tyneside have embraced the opportunities this represents on the basis of a considered and careful approach. This recognises the need to remain focused on the high levels of jeopardy safeguarding represents, not least for local children and young people. As before being assured that the complexity and real challenges of effective joint working arrangements are effective is not a simple task. Notwithstanding the local choices, there is an inherent level of risk in the changes required by legislation and guidance especially regarding adjustments in terms of leadership, accountability and the role of independence.

Effective safeguarding requires ownership and investment at every level and across the many places where children and young people live and come into contact with risk. It is also important to note that whilst the role of the LA has changed in respect of the new arrangements their role in

terms of the substance of the larger part of the statutory guidance has not in terms of the key responsibilities for child protection. There remains the need to be able to step away from this in terms of the requirements of the arrangements.

At this point developments are likely to benefit from close monitoring, degrees of challenges including an independent perspective, in order to realise the potential and opportunity to develop and maintain a meaningful and effective perspective on being assured that children and young people are protected and that their welfare is promoted.

4. Background Information

The following documents have been used in the compilation of this report:
North Tyneside Safeguarding Children Partnership (NTSCP) published plan, June 2019.

Appendices

A. The case of Child A

Child A died at the age of 3 weeks on 6 October 2019. He had been stabbed several times by his father and sadly died of his injuries. Father also stabbed Child A's mother during the same incident and she has physically recovered from her injuries. Father pleaded guilty to his sons murder and has subsequently been convicted.

Following Child A's death a Rapid Review meeting was held in line with the new statutory requirements. On the basis of the information shared, the Rapid Review Panel unanimously agreed that the criteria for a local case safeguarding practice review (LCSPR) were not met and that no other type of review was required other than the statutory Child Death Review (which has commenced and is ongoing), as there was no significant learning identified and no concerns with regard to agencies and practitioners working together or sharing information.

The family were not known to Children's Social Care, the police, probation or mental health services. The information shared indicates that the family received care and support from Midwifery, Health visiting and GP services, there was no significant learning identified and information was shared appropriately.

The decision not to undertake a Review was endorsed by the three statutory Safeguarding Partners.

The National Panel has agreed with the decision not to commission a local child safeguarding practice review (LCSPR). However, they have asked the Partners to consider whether there is any learning to be gained through the mother's experience of this tragic incident. The Panels correspondence has been discussed with the Case Review Team who considers cases on behalf of the three Partners who have recommended there is no learning to be gained. The Panels response will also be considered by the Child Death Review Panel as part of their review of the death of AS.

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Meeting: Children, Education and Skills Sub-committee

Date: 23rd January 2020

Title: The Attainment of Looked After Children

Author: Jane Pickthall, Head of The Virtual School Tel: 8366

Service: Children's Services

Wards affected: All

1. Purpose of Report

The purpose of this report is to provide the Children, Education and Skills Sub-committee with an overview of the educational outcomes and progress of the children in the care of North Tyneside Council.

2. Recommendations

The sub-committee is recommended to note the information contained within this report.

3. Information

- 3.1 As Corporate Parents we have a statutory duty to promote the education of looked after children in the care of North Tyneside Council. We also have an extended remit to provide advice and information to schools and families relating to the education of previously looked after children (who have achieved permanence through adoption, special guardianship or a child arrangements order).
- 3.2 The Virtual School sits within The RHELAC (Raising the Health and Education of Looked After Children) Team and together with our health colleagues we closely monitor the holistic needs of our looked after children. The Virtual School has a small team of teachers that provide support, mainly in schools, to help pupils fill gaps in their knowledge and give them a boost in preparation for exams and assessments. Over the last few years we have also developed our psychological support through educational psychologists and counsellors to help our pupils manage their mental health needs that can sometimes be a barrier to learning.
- 3.3 The Virtual School Head manages the Pupil Premium Plus for looked after children and this partly funds the support available within our team. We also use the funding to provide ICT equipment, fund extra tuition or fund educational visits. Schools also receive a direct allocation of £1200 per looked after child each year to provide additional support in school too.
- 3.4 We closely monitor the progress and attendance of our looked after children through their Personal Education Plans and our termly data collection from schools. The Virtual School has a performance officer who supports with presenting the data ready for analysis so

that we can allocate support where needed, identify any gaps in provision and hold schools to account when pupils don't appear to be making enough progress.

4. Educational Outcomes 2019

4.1 The Department for Education (DfE) national data set for looked after children's outcomes does not get published until March. NCER (National Consortium for Examination Results) have worked with local authorities to ensure data was uploaded timely this year so virtual school heads had access to data at almost the same time as other school heads.

4.2 Early Years Foundation Stage

| | Eligible | Ineligible | CLA Matches | ACHIEVED AT LEAST EXPECTED | | | | | | | | | | | |
|--|----------|------------|-------------|----------------------------|-------------------|-------|-------|-------|-------------|-------|-------|-------|-------|----------------|-----------|
| | | | | GLD ^{1 2} | Avg. Total Pts.Sc | COM | PHY | PSE | Prime Goals | LIT | MAT | UTW | EXP | Specific Goals | All Goals |
| NCER National (CLA) | 1,080 | 10 | 100.0% | 48.0% | 30.2 | 64.0% | 71.0% | 64.0% | 57.0% | 51.0% | 59.0% | 68.0% | 73.0% | 49.0% | 47.0% |
| Local Authority - North Tyneside (all schools) | 2,384 | 2 | - | 72.0% | 35.0 | 82.6% | 87.0% | 84.5% | 79.8% | 73.9% | 78.6% | 84.1% | 85.9% | 71.8% | 70.9% |
| Virtual School - North Tyneside | 7 | 0 | 100.0% | 71.4% | 32.3 | 85.7% | 85.7% | 85.7% | 85.7% | 71.4% | 85.7% | 85.7% | 85.7% | 71.4% | 71.4% |

The 7 looked after children in our early years OC2 cohort (in care for 12+ months) outperformed both looked after children nationally and their non-looked after peers in North Tyneside. Of the two that didn't achieve the expected standard, one only missed by 2 points and the other is below in most areas and further assessment will be undertaken.

4.3 Phonics

| Estab. Name | Cohort | No Score | Mark | | | | | APS | Outcome | | | | |
|--|--------|----------|-------|-------|-------|-------|-------|------|---------|------|------|-------|--------|
| | | | 0-15 | 16-23 | 24-31 | 32-36 | 37-40 | | Q | A | D | WT | WA |
| NCER National (CLA) | 1,300 | 7.0% | 15.0% | 8.0% | 7.0% | 29.0% | 35.0% | 29.8 | 0.0% | 0.0% | 6.0% | 29.0% | 64.0% |
| Local Authority - North Tyneside (all schools) | 2,327 | 1.8% | 7.1% | 3.5% | 4.1% | 27.3% | 56.0% | 34.0 | 0.0% | 0.3% | 1.6% | 14.8% | 83.4% |
| Virtual School - North Tyneside | 4 | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% | 36.0 | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |

Whilst there are only 4 children in this cohort, they all passed their Phonics test. They also had a higher average point score than the other cohorts. This is the second year 100% of our OC2 cohort have passed their Phonics Check. We have invested in a Reading Recovery teacher who has supported our pupils that met the criteria and provided intensive support in reading and

writing. This enables the pupils to make accelerated progress and catch up with their peers. We feel it is important for children to learn to read as they are then able to access all other subjects at school. The evidence base around Reading Recovery is very strong and we will continue to use this approach as although it is quite an expensive intervention we feel it is well worth the investment.

Key Stage 1

| | Cohort ** | CLA Matches | READING | | WRITING | | MATHS | | SCIENCE | | RWM* | RWMS* |
|--|--------------|----------------|---------|-------|---------|-------|-------|-------|---------|-------|-------|-------|
| | | | <EXS | ≥EXS | <EXS | ≥EXS | <EXS | ≥EXS | <EXS | ≥EXS | ≥EXS | ≥EXS |
| | | | | | | | | | | | | |
| NCER National (CLA) | 1,570 | 100.0% | 47.0% | 52.0% | 57.0% | 42.0% | 50.0% | 49.0% | 40.0% | 59.0% | 37.0% | 37.0% |
| Local Authority - North Tyneside (all schools) | 2,354 | 0.7% | 22.0% | 78.0% | 28.0% | 72.0% | 21.9% | 78.0% | 15.3% | 84.7% | 67.5% | 67.3% |
| Virtual School - North Tyneside | 7 | 100.0% | 14.3% | 85.7% | 42.9% | 57.1% | 14.3% | 85.7% | 14.3% | 85.7% | 57.1% | 57.1% |

The 7 pupils in this cohort also out-performed their non-looked after peers in Reading, Maths and Science but 3 did not meet the expected standard in writing which has impacted on the Reading, Writing, Maths (RWM) achievement. Looked after children nationally have lower writing scores and writing has been an area of focus for us for many years. We believe this is a combination of poor fine motor skills from neglect in their early life, poorer vocabulary and a lack of experiences to write about. We now have an occupational therapist within the team and hope that she will support with handwriting. The Reading Recovery Programme also supports with writing and hopefully those that have benefitted from this intervention will see further improvements in the future.

Key Stage 2

| | Cohort | CLA Matches | RWM* | | READING | | | WRITING TA | | | MATHS | | | GPS | | | | | |
|--|--------|----------------|-------|-------|---------|-------|-------|------------|-------|-------|-------|--------|-------|-------|-------|--------|-------|-------|------|
| | | | ≥ Exp | High | Avg SS | < Exp | ≥ Exp | High | Exp | ≥ Exp | High | Avg SS | < Exp | ≥ Exp | High | Avg SS | < Exp | ≥ Exp | High |
| | | | | | | | | | | | | | | | | | | | |
| NCER National (CLA) | 2,560 | 100.0% | 36.0% | 2.0% | 100.1 | 51.0% | 49.0% | 12.0% | 51.0% | 6.0% | 100.1 | 48.0% | 51.0% | 9.0% | 101.5 | 46.0% | 53.0% | 15.0% | |
| Local Authority - North Tyneside (all schools) | 2,457 | 0.8% | 66.7% | 11.4% | 104.9 | 24.3% | 75.2% | 27.3% | 79.9% | 24.6% | 105.3 | 19.7% | 79.8% | 26.7% | 106.4 | 21.2% | 78.4% | 35.6% | |
| Virtual School - North Tyneside | 4 | 100.0% | 50.0% | 0.0% | 80.25 | 0.0% | 75.0% | 0.0% | 50.0% | 0.0% | 76.25 | 50.0% | 50.0% | 0.0% | 51.0 | 75.0% | 25.0% | 0.0% | |

The Key Stage 2 Cohort only includes 4 children that have been in care for more than 12 months (as of March 19). This makes statistical analysis difficult. 50% of the OC2 cohort achieved the expected standard in Reading, Writing and Maths which is higher than looked after children nationally. Of the 4 pupils included above, one was disapplied due to his Special Educational Needs and another has an Education, Health and Care Plan (EHCP) for Social, Emotional and Mental Health (SEMH) and due to his emotional needs did not complete the Grammar, Punctuation and Spelling test but did achieve expected standard in Reading (but just missed his Maths).

Key Stage 4 OC2 Outcomes (24 in cohort)

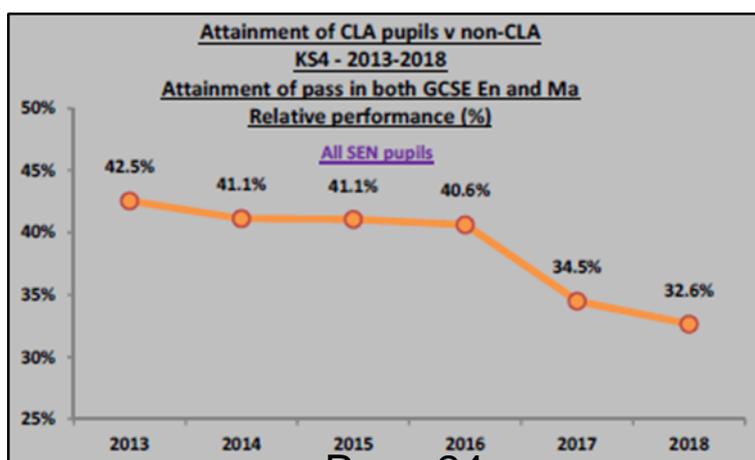
The NCER data for this cohort has too many gaps currently to be included in this report due to the numbers we had in independent residential provision that have not been uploaded to the system yet.

Our Key Stage 4 cohorts are always significantly larger than our other cohorts due to the number of adolescents entering care. 33% entered care during Key Stage 4, making it difficult to fill knowledge gaps in time for the exams.

| | Grade 4+ | Grade 5+ |
|--------------------------------|----------|----------|
| Maths | 30% | 9% |
| English | 22% | 9% |
| Maths and English (The Basics) | 13% | 0 |

Whilst the number achieving 'the Basics' at Grade 4+ is lower than previously, 22% only missed by one grade. The changes in the GCSE grading system has made it much harder for our pupils to meet the Grade 5+ benchmark that schools are now judged on. We are now doing some targeted work with Key Stage 3 pupils to fill gaps in their mathematical knowledge. Through identifying gaps and teaching pupils the areas they were struggling with we are seeing pupils accelerate their progress. In the past we have perhaps not paid enough attention to Key Stage 3 and hopefully through this work they will be more prepared for the increased expectations at Key Stage 4.

This year's cohort had 25% with an Education, Health and Care Plan which also impacted on our outcomes. The National Association of Virtual School Heads has analysed some of the national data and have found that the new Maths and English GCSEs are much harder to achieve for looked after children with identified Special Educational Needs (SEN). Below is a graph showing the relative attainment of looked after children with non-looked after children with SEN. As you can see, since the changes in 2016 the outcomes for looked after children have declined.



Ref. NAVSH 2019

Key Stage 5

Our Post-16 cohort take many different routes to employment. Only 3 looked after children completed A Levels this year and all of them achieved the grades they required to go to university. Others achieve well by taking a vocational route at Tyne Met and Newcastle College and we have an increasing number securing apprenticeships within the council. The Government has announced we will get some Pupil Premium Plus for looked after children in Further Education but we are awaiting further news about this. This is a group we are keen to do more work with so additional funding will be helpful.

Summary

Overall, we are very proud of the achievements of our looked after children this year. Our younger pupils have demonstrated that being in care does not necessarily need to be a barrier to achieving. Our Early Years Foundation Stage and Phonics outcomes were higher than pupils who are not in care and at Key Stage 1 in Reading and Maths, this was also the case. Although our cohort sizes are small, this is still an impressive achievement.

We recognise our Key Stage 4 cohort provides us with more challenge and although outcomes were not as high as we would have liked, many missed achieving the Grade 4s by only one grade. The new higher Grade 5 benchmark will be a challenge for those that have missed significant parts of their education prior to entering care and any instability at home or school impacts on progress. The new GCSEs themselves appear to more challenging for our pupils but we can see the impact of the strategies we have been using in the predicted outcomes of this year's cohort.

5. Background documents

'Promoting the Education of Looked After Children and Previously Looked After Children' DfE Guidance February 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

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