



## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds, LS1 1UR on  
Thursday, 12th November, 2015 at 9.45 am

*(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)*

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### MEMBERSHIP

#### Councillors

- S Bentley (Chair) - Weetwood;
- N Dawson - Morley South;
- C Dobson - Killingbeck and Seacroft;
- J Elliott - Morley South;
- C Gruen - Bramley and Stanningley;
- A Lamb - Wetherby;
- P Latty - Guiseley and Rawdon;
- A Ogilvie - Beeston and Holbeck;
- K Renshaw - Ardsley and Robin Hood;
- B Urry - Roundhay;
- F Venner - Kirkstall;

#### Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Mr A Graham - Church Representative (Church of England)
- Vacancy - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Ms J Hazelgrave - Parent Governor Representative (Special)

#### Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms K Jan - Teacher Representative
- Mrs S Hutchinson - Early Years Representative
- Ms T Kayani - Young Lives Leeds
- Ms C Bewsher - Looked After Children and Care Leavers

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**Agenda compiled by:**  
**Guy Close**  
**Scrutiny Support Unit**  
**Tel: 39 50878**

**Principal Scrutiny Advisor:**  
**Sandra Pentelow**  
**Tel: 24 74792**

# A G E N D A

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1			<p><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p><b>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</b></p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p><b>RESOLVED –</b> That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p><b>No exempt items have been identified.</b></p>	

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3			<p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstances shall be specified in the minutes.)</p>	
4			<p><b>DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS</b></p> <p>To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.</p>	
5			<p><b>APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES</b></p> <p>To receive any apologies for absence and notification of substitutes.</p>	
6			<p><b>MINUTES - 15 OCTOBER 2015</b></p> <p>To confirm as a correct record, the minutes of the meeting held on 15 October 2015.</p>	1 - 6
7			<p><b>SCRUTINY INQUIRY - PREPARING FOR THE FUTURE, SUPPORTING SPECIAL EDUCATIONAL NEEDS AND DISABLED YOUNG PEOPLE</b></p> <p>To receive a report from the Head of Scrutiny and Member Development presenting information as part of the Board's Inquiry into 'Preparing for the Future, Supporting Special Educational Needs and Disabled Young People'.</p>	7 - 10
8			<p><b>LEEDS SAFEGUARDING CHILDREN BOARD - ANNUAL REPORT 2014/15</b></p> <p>To receive a report from the Independent Chair of Leeds Safeguarding Children Board presenting an executive summary of the Leeds Safeguarding Children Annual Report 2014/2015.</p>	11 - 52

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9			<p><b>RECOMMENDATION TRACKING - PRIVATE FOSTERING</b></p> <p>To receive a report from the Head of Scrutiny and Member Development tracking the outstanding recommendations from the Board's Inquiry into Private Fostering.</p>	
10			<p><b>WORK SCHEDULE</b></p> <p>To agree the Board's work schedule for the remainder of the municipal year.</p>	53 - 78
11			<p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>Thursday, 17 December 2015 at 9.45am (pre-meeting for all Board Members at 9.15am)</p> <p><b>THIRD PARTY RECORDING</b></p> <p>Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda.</p> <p>Use of Recordings by Third Parties – code of practice</p> <ul style="list-style-type: none"> <li>a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title.</li> <li>b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.</li> </ul>	

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## SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 15TH OCTOBER, 2015

**PRESENT:** Councillor S Bentley in the Chair

Councillors B Anderson, N Dawson,  
C Dobson, J Elliott, C Gruen, H Hayden,  
J Jarosz, A Lamb and B Urry

### **CO-OPTED MEMBERS (VOTING)**

Mr A Graham – Church Representative (Church of England)

Mrs J Ward – Parent Governor Representative (Secondary)

Ms J Hazelgrave – Parent Governor Representative (SEN)

### **CO-OPTED MEMBERS (NON-VOTING)**

Ms C Foote – Teacher Representative

Ms K Jan – Teacher Representative

Ms T Kayani – Young Lives Leeds

Ms C Bewsher – Looked After Children and Care Leavers

### **29 Late Items**

There were no late items.

### **30 Declaration of Disclosable Pecuniary Interests**

There were no disclosable pecuniary interests declared to the meeting.

### **31 Apologies for Absence and Notification of Substitutes**

Apologies for absence were submitted by Councillors P Latty, A Ogilvie and F Venner. Notification had been received that Councillor B Anderson was to substitute for Councillor P Latty, Councillor J Jarosz for Councillor A Ogilvie and Councillor H Hayden for Councillor F Venner.

### **32 Minutes - 10 September 2015**

**RESOLVED** – That the minutes of the meeting held on 10 September 2015 be approved as a correct record.

### **33 Preparing for the Future, Supporting Special Educational Needs and Disabled Young People**

The Head of Scrutiny and Member Development submitted a report which presented information as part of the Board's Inquiry into 'Preparing for the Future, Supporting Special Educational Needs and Disabled Young People'.

The following information was appended to the report:

- Local Authority Disabled Children's Charter
- Responses to Every Disabled Child Matters (EDCM) Charter Commitments
- Making Leeds a great place to learn for all our children and young people: the Leeds Special Educational Needs and Disabilities (SEND) Strategy 2014-17
- Leeds Local Offer Annual Feedback Report
- Education Health Care Plan (EHCP) Review Report – Special Educational Needs Statutory Assessment and Provision (SENSAP), Complex Needs Service
- Children and Young people with SEND – Demographic information
- Leeds SEND attainment and attendance data
- National Sensory Impairment Partnership (NATSIP) benchmarking data.

The following were in attendance:

- Councillor Jane Dowson, Deputy Executive Member (Children and Families)
- Sue Rumbold, Chief Officer (Partnership Development and Business Support)
- Barbara Newton, Head of Service (Complex Needs)
- Andrew Eastwood, Head of Service (Learning Improvement)
- Hannah Lamplugh, Voice and Influence Lead.

The Board received a brief presentation on recent voice and influence work that had been undertaken, particularly in terms of improving services for children and young people with SEND.

The key areas of discussion were:

- Clarification sought about feedback on the EHCP. The Board was advised that feedback from partners and young people cohort had been positive. The Board requested a copy of the EHCP template and details about the action plan that was being developed.
- Confirmation of a multi-agency approach to the assessment process.
- The importance of tracking destinations and preparing SEND young people for adulthood. The Board sought clarification about restorative approaches to service provision by Adult Services and how this differed from Children's Services. The Board was advised about support available to those with severe complex needs and other vulnerable groups. In addition, the Board was advised that preparation for adulthood and the work of the Transitions team was being discussed at the December Scrutiny Board.
- The different settings to support SEND young people with their educational or life skills development.
- An emphasis on providing services with people and not to them.



- A rise in the number and complexity of children and young people with SEND and the challenges associated with balancing increased need, available resources and school places.
- Ensuring that young people felt empowered and involved in discussions about service delivery. The Board was advised that an advocacy service was in place to support this process where necessary.
- A request that the outcome of priorities identified by children and young people in a recent 'Make Your Mark' ballot be brought back to the Board.
- A further request that attendance and attainment data be included in the next inquiry session.
- Concern that some of the information contained within the SEND Strategy Action Plan was in need of updating. It was requested that an updated version be brought back to the Board.
- The Leeds Local Offer, 'You Said We Did' Annual Report 2015 regarding feedback about the local offer website and the documented response.

#### **RESOLVED –**

- (a) That the issues raised as part of the Board's Inquiry be noted.
- (b) That the above requests for information / updates be provided.

(Ms K Jan joined the meeting at 10.20am, during the consideration of this item.)

(Councillor J Elliott left the meeting at 11.15am and Ms C Bewsher at 11.40am, during the consideration of this item.)

#### **34 Leeds Residential Children's Homes review and update**

The Head of Service (Children Looked After) submitted a report which provided an update on the findings and recommendations of the Residential Review and progress towards modernising the provision for Leeds' children.

The following were in attendance:

- Councillor Jane Dowson, Deputy Executive Member (Children and Families)
- Sue Rumbold, Chief Officer (Partnership Development and Business Support)
- Rob Murray, Head of Service (Children Looked After)
- Jacquie Edhouse, Service Delivery Manager (Children's Homes).

The key areas of discussion were:

- Clarification that placements to external providers were required to be rated 'good' or 'outstanding'.

- The benefits of developing good practice with external providers and acting as a 'critical friend'.
- A request that the Board be kept updated on the outcomes of the review.
- Development of a model to increase the level of wrap around support across children's homes in Leeds.
- An update on the recruitment of foster carers and a more targeted approach to kinship care.
- The need to maintain existing school provision for children in need of care.
- A request that an update on respite care be included in future reporting.

## **RESOLVED –**

- (a) That the above requests for information / updates be provided
- (b) That the Board supports the following:

- The development of children's homes as an integral part of the Children's Services offer to vulnerable children and families in Leeds;
- The plan to provide small homes for up to four children which reflect the accommodation of a family home rather than an institution; and
- The refurbishment of the children's homes to reflect modern family living.

(Mr A Graham left the meeting at 11.55am, Ms K Jan at 11.55am, Ms T Kayani at 12 noon and Ms C Foote at 12.20pm.)

## **35 Work Schedule**

The Head of Scrutiny and Member Development submitted a report which invited Members to consider the Board's work schedule for the 2015/16 municipal year.

The following updates were provided:

- Confirmation that a joint working group with Adult Social Services, Public Health, NHS, was taking place next week to consider safeguarding arrangements in relation to taxi and private hire licensing.
- The Board was advised that consultation on BESD / SILC provision had been deferred by Executive Board. It was agreed that the Scrutiny Board's work schedule be amended accordingly.
- A request that the Board received an update on the review of Leeds Residential Children's Homes, possibly in early 2016/17 municipal year.
- Potential visits to SILCs and other educational settings as part of the Board's ongoing inquiry work.
- A request to receive information about the role of 'Empowering Parents Improving Choice' (EPIC).

**RESOLVED** – That subject to the above comments, the work schedule be approved.

**36 Date and Time of Next Meeting**

Thursday, 12 November 2015 at 9.45am. (Pre-meeting for all Board Members at 9.15am.

(The meeting concluded at 12.30pm)

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Report author: Sandra Pentelow  
Tel: 0113 2474792

## Report of the Head of Scrutiny and Member Development

### Report to Scrutiny Board (Children and Families)

**Date: 12 November 2015**

### **Subject: Preparing for the Future, Supporting Special Educational Needs and Disabled Young People**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

#### **1.0 Purpose of this report**

1.1 At its meeting on the 18<sup>th</sup> of June 2015, the Scrutiny Board considered potential sources of work for the 2015/16 municipal year. Following discussion with the Executive Board Member (Children and Families) and representatives from Childrens Services the Board expressed a desire to undertake an inquiry which would consider what it is like to grow up in Leeds if you are a child with special educational needs and/or a disability. Terms of reference were agreed by the Scrutiny Board on the 10<sup>th</sup> of September 2015. The Board resolved to initially scrutinise the needs of young people from year 9 onwards.

1.2 The purpose of the inquiry is to make an assessment of and, where appropriate, make recommendations on the following areas:

- The voice of the Child and their families and the extent to which Children, Young People and their families feel informed and involved in decisions affecting their lives particularly in preparing for adulthood.
- Learning and achievement from year 9 onwards. Education settings and the educational pathways available to generate opportunities for Children and Young people to obtain skills for life and/or qualifications.
- Promoting good school attendance.
- Increasing the number of SEND young people in education, employment or training
- Preparation for adulthood and transition support.

## **2.0 Submission of evidence – November 2015 Meeting**

2.1 In accordance with the terms of reference and during the 1<sup>st</sup> Session of the inquiry the Scrutiny Board has requested information on the following areas at this meeting:

- Updated Leeds SEND Strategy 2014-17 action plan
- Example of an Education Health and Care Plan
- Results of the 'Make Your Mark' Ballot
- The SEND Ofsted framework consultation
- Training of educational staff and school governors on SEN and Disability
- SEND attainment data at Key Stage 4 and beyond and the strategy for narrowing the attainment gap.
- The use of data to identify success in the various educational settings and the sharing of good practice.
- Suitable educational pathways for key stage 4 learners to provide skills for life and independence and qualifications for employment.
- Promoting good attendance of SEND children and young people in educational settings.

2.2 In addition to information attached evidence will also be submitted verbally to the Board.

2.3 In accordance with the inquiry terms of reference the following is scheduled to be subject to further scrutiny in December 2015.

### Looking forward to adult life

- Suitable educational pathways for post 16 learners to provide skills for life and independence and qualifications for employment.
- The Transitions Team and Specialist Transitions Advisors
- Transition planning, advice, support and challenges
- Careers Education, Information, Advice and Guidance
- Leaving school, positive destinations and preventing NEET
- Support to access work experience and meaningful employment

Visits to gather further evidence will also be undertaken by the Scrutiny Board to support this inquiry.

## **3.0 Recommendations**

The Scrutiny Board (Children's Services) is recommended to:

- a) Note and consider the documented information provided and presented verbally to the Board on the 12<sup>th</sup> November 2015.
- b) Make recommendations as deemed appropriate.
- c) Note that the terms of reference may incorporate additional information to extend the inquiry should the Children's Scrutiny Board identify any further scope for inquiry or request further witness or evidence during this session.

## **4.0 Background documents<sup>1</sup>**

None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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**Report of the Head of Complex Needs Service, Head of Learning Improvement and Voice and Influence Lead**

**Report to Scrutiny Board (Children & Families)**

**Date: 12<sup>th</sup> November 2015**

**Subject: Preparing for the Future, Supporting Special Educational Needs and Disabled Young People**



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**1.0 Summary of the Main Issues**

This report is intended to provide the Children and Families Scrutiny Board with background information to assist in the inquiry into the experience of children and young people with Special Educational Needs and disabilities growing up in Leeds. The content will supplement the information provided in the previous report from the 15<sup>th</sup> of October to explore the following issues in more detail:

- The training of educational staff/ governors on SEN and Disability
- SEND attainment data at KS4
- Achievement and Life Skill qualifications
- Promoting good attendance
- The SEND Ofsted framework
- EHCP (Education, Health and Care Plans)

**2.0 Recommendations**

The Scrutiny Board (Children and Families) is recommended to:

- 2.1 Focus its inquiry on the experience and attainment of children and young people who receive services at the statutory level i.e. those with a Statement, Learning Disability Assessment (LDA) or an Education Health Care Plan (EHCP). Recent government changes in the classification of children and young people requiring SEN

support or statutory services has impacted on the School Census data that the authority uses to identify type of need and severity of need in such a way that this large group is difficult to discuss with confidence.

- 2.2 Consider the experience of young people from Year 9 upwards in the first instance.
- 2.3 Consider what would be helpful in terms of visits, dialogue, and other means of engagement in exploring this issue in more depth.

## **Purpose of this report**

This report responds to the draft terms of reference for the Scrutiny Board's inquiry into Preparing for the Future, Supporting Special Educational Needs and Disabled Young People.

### **1.0 Main Issues**

#### **Training of educational governors on SEN and Disability**

- 1.1 The Governor Support Service recommends that each governing body has a SEND governor although this is not statutory. However, each governing body must have regard to the SEND Code of Practice which was drawn up to ensure that children's special educational needs and disabilities are picked up at the earliest point and provision put in place which promotes high standards of achievement.
- 1.2 The role of the special education needs and disabilities governor is to be knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed. The governor should also be satisfied that SEND provision is an integral part of the school development plan and that the quality of SEND provision is continually monitored. The role does not involve taking part in discussions concerning individual pupils.
- 1.3 SEND Training for governors is delivered by Kirsty Quayle, Monitoring Quality & Assurance Officer, in Complex Needs. The course will be led by senior inclusion and SEN improvement advisers. It will be particularly relevant to the SEN Governor or any governor interested in ensuring good provision for children with special educational needs. The course covers the compulsory knowledge required on the SEN Code of Practice.

Additional outcomes of the course outcomes are to:

- know what governors' statutory duties are as detailed in the SEN Code of Practice
- understand the roles and responsibilities of the SEN governor
- understand local initiatives in inclusion and SEN, and the impact they may have on the role of governors
- know how schools are funded for children with SEN

The feedback form issued at the end of each session asks participants to comment on how well each objective was covered in the session. Feedback from the January 2015 session included:

“I learnt an amazing amount”

“I found the course really useful”

“Trainer excellent – very open to questions”

## **2.0 Attainment**

- 2.1 Results at KS4 vary enormously in SILCs due to the range of disabilities and special needs catered for; some pupils may have severe communication problems and struggle to interact. Expectations and targets for the child therefore depend on the severity of the disability or special need.
- 2.2 Commonly used in Leeds SILCs is a piece of progress monitoring software called B- Squared. Teachers will use this programme to assess pupils’ progress towards targets every half term.
- 2.3 The information recorded on B- Squared can be used to track progress from pupils working at very low P levels to those working on the upper National Curriculum. Results can be displayed in reports and graphs, showing progression towards achieving skills. Reports are automatically updated, and track progress across any time period.
- 2.4 B-squared has a gap analysis tool which allows schools to identify vulnerable groups such as Pupil Premium and Free School Meals.
- 2.5 Pupils’ progress is discussed in regular department meetings to make sure that pupils are making the progress they expect.
- 2.6 At the end of the year this data can be exported to CASPA (Comparison and Analysis of Special Pupil Attainment) which allows nationwide comparisons with other Special Schools.
- 2.7 CASPA allows teachers to track progress from a selected ‘start’ point (results of 2010) and identify whether pupils are making better than expected progress, expected progress, or worse than expected progress, taking into account their age, previous progress, and category of need, when compared to the national cohort.
- 2.8 For example at Broomfield South SILC in the academic year 2014-15 they used CASPA to compare the progress of their pupils with that of similar pupils in similar schools throughout the country. The data, showed that:
  - 89% of pupils made expected or better than expected progress in English
  - 85% of pupils made expected or better than expected progress in Maths
  - 92% of pupils made expected or better than expected progress in PSHE
  - 89% of pupils made expected or better than expected progress overall.

## 2.9 Data at KS4 is also available for certain SEN categories:

The following data was extracted from final pupil-level data sourced from the Department for Education (DfE) and, in respect of the provisional 2015 data, the DfE's database 'Key to Success'. This data was then matched to determine the pupil's primary SEN need identified within the School Censuses for January 2012, 2013, 2014 and 2015 respectively.

2.9.1 General information on KS4 outcomes by SEN provision can be found here <http://teams.leeds.gov.uk/services/CSPI/SiteAssets/LODs.aspx>

2.9.2 When reviewing the following data presented a number of important points should be noted:-

- Special Educational Needs and Disability (SEND) provision reforms under the Children and Families Act 2014, introduced on 1 September 2014 (see appendix), led to the replacement, in September 2014, of the 'School Action' and 'School Action Plus' categories for the new category of 'SEN support'. This means there were changes in what has been collected by the DfE in January 2015 and a mixed economy of schools using both new and old codes;
- The data does not identify pupils who have Funding For Inclusion (FFI) allocated to them. Not every pupil categorised in the School Census as having SEND will have Funding For Inclusion (FFI) allocated, conversely not all pupils in receipt of a Statement or Education, Health and Care plan (EHCP) will receive FFI;
- Primary need is now collected for all pupils categorised as SEN. In previous years there was no requirement to provide a type of need for pupils who were at 'School Action'. From 2015 all SEN pupils require a type of SEN need for the School Census;
- There have been changes to the classification of type of need in 2015: the previous category of 'Behaviour, Emotional and Social Difficulties (BESD)' has been removed. A new category of 'Social, Emotional and Mental Health (SEMH)' has been introduced, although this is not a direct replacement. The category 'SEN support but no specialist assessment of type of need' was also introduced in 2015. There are 13 categories of Primary need;
- The cohorts involved each year are very small and therefore statistically insignificant;
- Direct comparison between the 2013/14 GCSE and equivalent results and those of previous years is problematic as two major reforms were implemented which have affected the calculation of KS4 performance data for 2013/14. This should be taken in to consideration when reviewing the 2013/14 results alongside previous years. These changes only apply to figures shown for 2013/14;

### 3.0 SEN Primary Need Categories

The table below presents the SEN primary need codes available for assigning to SEN pupils by a school in the January 2015 School Census.

#### 3.1 Table 1: School level SEN type codes

School level SEN type Code	Description
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
NSA	SEN support but no specialist assessment of type of need
OTH	Other Difficulty/Disability

*Source: DfE School Census guidance 2015 to 2016 (version 1.7 – September 2015)*

- 3.1.1 As previously mentioned there were changes to the classification of type of need in 2015: the previous code of 'Behaviour, Emotional and Social Difficulties (BESD)' has been removed. A new code 'Social, Emotional and Mental Health (SEMH)' has been introduced, although this is not a direct replacement. The code 'SEN support but no specialist assessment of type of need' was also introduced in 2015.

#### 3.2 Analysis of Leeds SEN cohort by Primary Need in 2012, 2013, 2014 and 2015

The table presents the breakdown of the Leeds SEN cohort for the number of pupils at the end of Key Stage 4 in years 2012, 2013, 2014 and 2015, by primary SEN need.

Cohort	2012	2013	2014	2015
SPLD	29	33	26	87
MLD	137	125	133	294
SLD	15	31	39	29
PMLD	9	5	9	3
SEMH	0	0	0	295
SLCN	41	51	42	53
HI	21	18	18	21
VI	8	6	8	13
MSI	0	1	2	1
NSA	0	0	0	2
PD	23	23	25	17
ASD	41	49	51	53
OTH	55	36	37	68
BESD	285	296	310	0
<b>Total</b>	<b>664</b>	<b>674</b>	<b>700</b>	<b>936</b>

Source: School Census January 2012, 2013, 2014 and 2015

### 3.3 Illustrated Example where GCSE results can be used to monitor progress.

3.3.1 Whilst there was some discussion in the last paper around the GCSE Results and the suitability of using them for children and young people in the SILC provisions, not all SEND pupils are in a specialist provision. The Hearing Impairment Team and the Visual Impairment team work through schools in the city. The tables below show a three year trend for these two groups over the last three years.

### 3.4 Pupils with Hearing Impairment not in SILCs 2012 to 2014 (3 years)

	National average	Leeds (cohort in brackets)
<i>CYP - Children and Young People</i>		
% of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	58%	52% (63)
% of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	57%	56% (63)
% of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	76%	78% (63)
% of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	44%	35% (63)
% of CYP achieving 5 or more A* - C grades at GCSE in any subjects	60%	60% (63)

3.4.1 This table shows a three year data set from summer 2012 to 2014 comparing KS4 outcomes for deaf and hearing impaired children in Leeds with a similar cohort nationally. The data from 2015 is not yet available. Children who are in special schools because of learning difficulties are excluded from the data sets. The national Hearing Impaired comparator comes from voluntary submissions from over 90 LAs. Hearing Impaired children nationally perform significantly worse than their hearing counterparts at each key stage. Children in the cohort frequently have additional SEND within the mainstream provision. The Leeds cohort is small and should be treated with caution. It is subject to significant year on year percentage variations.

The data presents a mixed picture for Leeds. The Sensory Service has identified that the greatest need for improvement is in increasing the number of pupils achieving a grade C in English. This is a recognised difficulty nationally for deaf children, but needs an even sharper focus in Leeds. The Sensory Service is using an OBA approach to improve outcomes in this area.

### 3.5 Pupils with visual impairment not in SILCs 2012 to 2014 (3 years)

	National average	Leeds (cohort in brackets)
<i>CYP - Children and Young People</i>		
% of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	62%	73% (15)
% of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	61%	40% (15)
% of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	75%	80% (15)
% of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	50%	47% (15)
% of CYP achieving 5 or more A* - C grades at GCSE in any subjects	64%	53% (15)

3.5.1 This table shows a three year data set from summer 2012 to 2014 comparing KS4 outcomes for visually impaired children in Leeds. It is calculated in a similar way to Hearing Impairment. It is worth remembering that a large number of the students in the cohorts have additional difficulties as well as their sensory impairments. The data below presents a mixed picture for Leeds. The Sensory Service has identified that the greatest need for improvement is in progress in Maths from KS2 to KS4. The Sensory Service is using an OBA approach to improve outcomes in this area.

The progress and attainment for Visual Impaired children at KS2 in Leeds are significantly above the national VI figures on all measures.

### **3.6 Summary**

- 3.6.1 Drawing conclusions on the year on year attainment of KS4 pupils by their SEN need is problematic. As previously mentioned, the cohorts involved each year are very small and comparisons on attainment between the SEN need categories cannot be made as each SEN need category is different from the next. Also, the individual pupils (and their needs and abilities) in each of the SEN need categories are different each year. Comparison is complicated by the fact that until 2015 the primary need classification for some SEN pupils in the School Census wasn't necessary.
- 3.6.2 There have been improvements in the % of pupils achieving the English Baccalaureate in the 'Hearing Impairment', 'Visual Impairment' and 'Physical Disability' cohorts.

### **3.7 Special Educational Needs and Disability (SEND) Reforms**

- 3.7.1 The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014.
- 3.7.2 From September 2014, any child or young person newly referred to a local authority for assessment is considered under the new EHC (Education, Health and Care) plan assessment process. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996.
- 3.7.3 Since September 2014, Pupils with SEN are categorised as follows:
- SEN support - Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. This category replaces the former 'School Action' and 'School Action Plus' categories.
  - Statement/EHC plan  
A pupil has a statement of SEN or an EHC plan when a formal assessment has been made. A document is in place that sets out the child's needs and the extra help they should receive. An example of an EHC plan is attached as Appendix 5.
- 3.7.4 It is important to bear in mind that for many pupils with SEND GCSEs are not an appropriate measure. Other qualifications available include Functional Skills, in which pupils can be entered for exams every two months.
- 3.7.5 Edexcel Functional Skills are available in England from Entry 1 to Level 2. Here are the results in Functional Skills at KS5 2014-15 from a sample of three Leeds SILCs



	<b>E1</b>	<b>E2</b>	<b>E3</b>
<b>English</b>	6	3	1
<b>Mathematics</b>	3	8	1
<b>ICT</b>	2	3	1

	<b>E1</b>	<b>E2</b>	<b>E3</b>	<b>L1</b>	<b>L2</b>
<b>Reading</b>		4		1	1
<b>Writing</b>		4			
<b>Speaking &amp; Listening</b>				1	
<b>Mathematics</b>		4	1		

- 3.7.6 At another Leeds SILC, 20 KS4/5 students will complete functional skills in English and Mathematics this year and it is expected that they will all pass.
- 3.7.7 It is thought that these exams help pupils become accustomed to an exam environment and that they can help them build in confidence. It can be particularly helpful for those with brothers and sisters in main stream school because they feel a sense of normality in exam season when everyone else is sitting exams.
- 3.7.8 As well as Functional Skill courses pupils may also complete Entry Level Certificate Qualifications which are a pre-GCSE accredited qualification.

### **3.8 Educational Pathways for KS4 and Post 16 Learners**

- 3.8.1 Young people with SEND in Leeds have a variety of options available to them post 16 including; college, work experience programmes, vocational training and life skill courses. Many of those in SILCs will choose to stay in school until 19 years of age.
- 3.8.2 The Leeds Pathways website<sup>1</sup> provides young people with help, advice and information on careers, courses, supported learning, jobs and apprenticeships. The supported learning page has information about all of the different providers for more complex needs.<sup>2</sup>
- 3.8.3 There is a Post 16 High Needs Students Steering Group which is made up of representatives of post 16 education providers, partners from education, health and social care services (adults' and children's services). The steering group agreed that all post 16 education providers who access funding from LCC should be asked

<sup>1</sup> Leeds Pathways <http://www.leedspathways.org.uk>

<sup>2</sup> Post 16 education offer -

<http://www.leeds.gov.uk/docs/post%2016%20education%20offer%20document.pdf>

to publish simple details of their individual offer of support for children with SEND on their own websites and/or provide printed information.

3.8.4 SILC sixth forms provide individually-tailored pathways where SEND young people can gain a range of qualifications that prepare them for adult life. They are often also provided with opportunities to take on responsibilities. In addition, there are extensive community links which afford SEND young people work-related opportunities and, where appropriate, some gain the educational and social benefits of learning at a further education college. See 3.8.8 and 3.8.9 below for examples.

3.8.5 East SILC runs work related learning programmes for students as part of their post 16 provision. These are dependent on individual needs and interests and include:

- **Enterprise activities** – making seasonal objects to sell for example Mother's Day/Christmas presents and cards. These experiences build on design and technology skills, working under instruction, handling money and dealing with customers.
- Horticulture – growing plants to sell at school and also at a local market. These experiences build on science skills, working outdoors, working under instruction, handling money, and dealing with customers.
- Café – preparing food and serving customers in a café run in school. These experiences build on food technology skills, hygiene awareness, working under instruction, handling money, and dealing with customers.
- Soup and snack takeaway – preparing sandwiches and soup that are sold to staff. These experiences build on food technology skills, hygiene awareness, working under instruction, handling money, and dealing with customers.
- Tuck shop – healthy snacks sold around school. These experiences build on food technology skills, hygiene awareness, working under instruction, handling money, and dealing with customers.
- Technical support placement: bespoke work experience offered by our technical support team. These experiences build on ICT skills, working under instruction and using initiative.
- Music placement at partnership school – support with music sessions. These sessions build on music skills, working under instruction and using initiative.
- Child care: work experience within our early years setting. These experiences build on social communication, working under instruction and using initiative.
- Housekeeping: cleaning and setting tables in dining hall. These experiences build on functional maths skills, working under instruction and using initiative.

3.8.6 Work Experience placements are also organised at Broomfield SILC. Examples of placements include: Horticulture Assistant, Windmill Children's Centre Assistant, Lunchtime Assistant, Automo-Beales Motor Mechanics and Office Assistant. Where appropriate work experience can also lead to a qualification.

3.8.7 North West SILC offers three Learning Pathways for its students as they reach the end of year 11. As preparation for the move to KS5 not all subject areas are compulsory and therefore students have a range of options to choose from which are tailored to independence or employment pathways:

- **Pathway 1** – designed for students with complex and multiple learning needs, this pathway offers a flexible curriculum. EQUALS Moving On Courses of study include: World Study, Independent Living, Vocational Skills as well as Daily Literacy Programmes. Assessment is through P-Levels. The accreditation scheme enables students to be assessed and awarded nationally moderated certificates. The Barrs Court Specialist Curriculum is also offered, this is a ‘specialist curriculum’ written specifically for students with complex and multiple needs by Barrs Court School.
- **Pathway 2** – written for students operating at P-levels and has over 50 units of work covering 6 levels per unit. Students have the opportunity to experience a range of additional courses, as well as other community experiences and activities that will help them to choose a progression route post 19. The school works closely with The Vine, Leeds City College and other FE providers as well as partners such as Outside The Box Café & Guiseley Football Club. Numeracy and Communication will also be studied at the appropriate level.
- **Pathway 3** – designed for pupils working at low national curriculum levels. Core elements of this pathway are personal and social development (PSD) and functional skills (mathematics, English and ICT). These subjects are offered at an appropriate level of qualification from Entry Level 1 to Level 1. Nine vocational pathways are also available: Art & Design, Construction, Land Based Studies, Retail, Public Services, Sport & Leisure, Performing Arts and Business Administration.

3.8.8 Travel Independence is also recognised as an important skill requirement, particularly with regard to future employability. SILCs can access an independent travel programme which addresses issues such as road safety and the use of public transport.

3.8.9 Residential trips can also form an important part of life skill development. Typically these trips are 4/5 nights in length and focus on developing team building skills and confidence. Some of the more able pupils can plan their own agenda for trips which allows them to work together and make their own decisions.

3.8.10 A pilot of Supported Internships is underway this academic year 2015/16. A Supported Internship aims to help young people with learning difficulties and disabilities achieve sustainable paid employment by giving them the skills and experience they need through learning in the workplace. The internship forms part of the young person’s programme of study at their college or post 16 providers so is

unpaid and lasts approximately 6-12 months. The placement gives the young person the opportunity to show that they can perform a real job in a real workplace.

3.8.11 Post 16 provision within the city's SILCs is designed to develop confidence, self-reliance and independence skills through vocational, key skills, personal and social development teaching framework. Life skill courses form a large part of the preparation for adult life and employment. This is discussed in more detail in the life skill courses section below.

### **3.9 Life Skill Courses and Preparation for Adult Life**

3.9.1 Life skills form a key part of the curriculum in Leeds SILCs. They are taught via a variety of course providers. The life skill courses cater for a variety of needs meaning that each young person can take a course appropriate to their level.

3.9.2 Award Scheme Development and Accreditation Network (ASDAN) is frequently used in Leeds SILCs; they offer [programmes](#) and [qualifications](#) that explicitly grow skills for learning, skills for employment and skills for life. ASDAN offer four Preparing for Adulthood programmes, each suited to different SEN settings:

- [New Horizons](#): for learners aged 9-13 with special educational needs
- [Transition Challenge](#): for 14-16 year olds with severe and/or profound learning difficulties
- [Towards Independence](#): for young people (14+) and adults with moderate, severe, and profound and multiple learning difficulties
- [Workright](#): for young people (14+) and adults following a work-based programme of study.

*Details in Appendix 3*

3.9.3 ASDAN also offers Entry 1 level Qualifications in Personal Progress. These are made up of units which can be broadly divided into the following areas: Literacy/Numeracy/IT; Independent Living Skills; Personal Development; Community Participation; Preparation for Work; Units Particularly Accessible for Learners with PMLD. Last year 100% of students left West Oaks SEN specialist school and college with a Foundation Learning qualification Award in Personal Progress.

3.9.4 CERTA offers courses such as Independent Living and Using Employability Skills. Unit titles include: Living in the Community, Accessing Community Facilities, Household Skills, Personal Care, Looking after Yourself and Your Home, Rights and Responsibilities.

3.9.5 In KS5 students may complete National Open college Network (NOCN) Independent Living units in Personal Development, Accessing Facilities, Household Skills and Rights and Responsibilities.

### **3.10 Attendance**

3.10.1 As previously mentioned in the report from the 15<sup>th</sup> of October, children and young people with SEND in general, have a higher percentage of overall absence and persistent absence than non-SEND pupils. Nationally in 2013/14, pupils with a statement of special education needs (SEN) had an overall absence rate of 7.5% whereas pupils with no identified SEND had an overall absence rate of 4.1%, and the percentage of pupils with a statement of SEN that are persistent absentees (11%) is more than four times higher than the percentage for pupils with no identified SEND (2.6%). Further investigation is required as to whether pupil absenteeism is as a consequence of hospital care or social, emotional and mental health needs. The newly established SILC cluster recently held an Outcomes Based Accountability (OBA) event focussing on attendance issues.

3.10.2 All School Improvement Advisers (SIAs) look at attendance data for the schools that they work with and check whether there are any differences in attendance of different pupil groups such as gender, EAL, SEN, pupil premium etc. They also look at any potential impact on attainment and progress of these pupils / groups. Where there are issues these are discussed with head teachers and strategies to improve are discussed and agreed. These notes would be recorded in SIA reports which go to head teachers and chairs of governors following the visit.

3.10.3 Schools promote the importance of good attendance for all pupils including SEN. For all pupils they use a range of strategies which generally include: reporting whole school attendance in weekly assemblies and having best class attendance each week (this is usually noted in a prominent place where children and parents see it); awards for 100% attendance. Schools highlight the importance of good attendance and make sure expectations around this are clear to both children and parents. They are also fining parents whose children have unauthorised absence especially for holidays in term time – the percentage doing this has risen.

3.10.4 Schools also use text messaging so parents are alerted very early in the school day that their child has not arrived in school on time. Communicating by text has proved to be very effective. Schools will also telephone parents when children have not arrived in school on time, especially those with poor attendance records.

3.10.5 Most schools now have a member of staff who works with families and attendance is one of their briefs (often called Parent Support Worker, Family Liaison Officer, and Learning Mentor). These people work with children who have poor or erratic attendance. They will make house calls and establish positive relationships with families to identify barriers to children getting to school on time or poor attendance. There are examples of primary schools improving the attendance and punctuality of

vulnerable children by providing free places at before school clubs, giving them breakfast if parents have not found the time to do this. These members of staff have been found overall to have a positive impact on improving attendance. Many schools are able to use Pupil Premium funding to help pay for these staff and report the impact on their school websites.

### **3.11 The SEND Ofsted Framework**

3.11.1 From May 2016, Ofsted and the Care Quality Commission (CQC) will start their inspection of SEND. The new inspection framework will focus on how well, we as a city are identifying and meeting the needs of children and young people with SEND following the implementation of the Children and Families Act 2014.

3.11.2 The inspection is an area inspection of all SEND provision in Leeds. Leeds City Council will take a lead role in the inspection that will include children and young people (0 to 25) and their families, the local authority and partner agencies such as schools, health and the voluntary sector.

3.11.3 Two key questions that the inspection will focus on are how effective is Leeds in:

- Identifying the needs of children, young people with SEND and their families, and;
- Effectively meeting the needs of children, young people with SEND and their families.

3.11.4 It is expected that the inspection will also explore how well Leeds is doing in meeting the following outcomes for young people preparing for adulthood:

- Progress made towards high expectation targets
- Progress to higher education or employment
- Independent living
- Participating in society
- Being as healthy as possible in adult life

3.11.5 Co-production and the involvement of children and young people with SEND and their families in the review and development of services is likely to be another key theme of the inspection.

3.11.6 The inspection framework is currently out for consultation. Supporting documentation and access to the consultation questionnaire can be found on the DfE website [Local area SEND consultation - Consultations - GOV.UK](#). The consultation closes on 4 January 2016.

3.11.7 The Children & Families Steering Act Group is managing the preparation for the inspection. A sub group has been established to explore how Leeds is identifying

and meeting the needs of children and young people with SEND and their families across the city, taking a cluster based approach. A pack is being developed for rollout to the Local Authority Partners and the clusters that will help them to undertake self-evaluation in preparation for the inspection.

#### **4.0 Corporate Considerations**

#### **4.1 Consultation and Engagement**

4.1.1 Consultation and engagement information is included in the body of this report. Where further information is required relating to consultation and engagement more details can be requested from the relevant services.

#### **4.2 Equality and Diversity / Cohesion and Integration.**

4.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best City in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

4.2.2 It is stated that 'Among adults of working age, those with a disability are roughly half as likely to have degree level qualifications as those without, and lower qualifications levels impinge directly on employment prospects. The evidence suggests that young people with disabilities today are still significantly less likely than their counterparts to get good GCSEs and to enter higher education. Equality and diversity will be a consideration throughout the Scrutiny Inquiry and due regard will be given to equality through the use of evidence, written and verbal, outcomes from consultation and engagement activities.

4.2.3 The Scrutiny Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

4.2.4 Where an impact has been identified this will be reflected in the final inquiry report, post inquiry. Where a Scrutiny Board recommendation is agreed the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity, conducting impact assessments where it is deemed appropriate.

#### **4.3 Council Policies and Best Council Plan**

4.3.1 This inquiry will assist in achieving outcomes and priorities as defined in the Children and Young People's Plan 2015-2019; Child Friendly City Priority Plan and Leeds SEND Strategy 2014-17.

#### **4.4 Resources and Value for Money**

4.4.1 The level of investment in children and young people with SEND is considerable. It is therefore particularly important that these young people achieve the best possible life outcomes.

## **4.5 Legal Implications, Access to Information and Call In**

4.5.1 None

## **4.6 Risk Management**

4.6.1 There are no risk implications relating to this report. At the conclusion of the inquiry any identified risk will be reported in the final inquiry report.

## **5.0 Conclusions**

5.1 The number of children and young people with SEND in Leeds is significant and rising. In keeping with Leeds' aspiration to have a strong economy in a compassionate city, it is important that the potential of this group of citizens is maximised.

5.2 A new Ofsted framework for area inspection of SEND will test the extent to which young people with disabilities and special educational needs

- make progress towards high expectation targets
- progress to higher education or employment
- are able to live independently
- participate in society
- are as healthy as possible in adult life.

5.3 An enquiry by the Children and Families Scrutiny Board into the experience of these children and young people is therefore timely and will assist in determining what actions need to be taken by Leeds City Council and its partners to secure the best possible outcomes.

## **6.0 Recommendations**

The Scrutiny Board (Children and Families) is recommended to:

6.1 Focus its inquiry on the experience and attainment of children and young people who receive services at the statutory level i.e. those with a Statement, Learning Disability Assessment (LDA) or an Education Health Care Plan (EHCP). Recent government changes in the classification of children and young people requiring SEN support or statutory services have impacted on the School Census data that the authority uses to identify type of need and severity of need in such a way that this large group is difficult to discuss with confidence.

6.2 Consider the experience of young people from Year 9 upwards in the first instance.

6.3 Consider what would be helpful in terms of visits, dialogue, and other means of engagement in exploring this issue in more depth.

## **7.0 Background documents<sup>3</sup>**

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<sup>3</sup> The background documents listed in this section are available to download from the Council's website,



None

## **8.0 Appendices**

- 1) Copy of the updated SEND Action Plan
- 2) Attendance data
- 3) Details of Personal Progress courses
- 4) Ofsted Framework
- 5) Sample EHC Plan
- 6) Make your Mark Ballot Results.

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## **8.0 Appendices**

- 1) Copy of the updated SEND Action Plan**
- 2) Attendance data**
- 3) Details of Personal Progress courses**
- 4) Ofsted Framework**
- 5) Example of an EHCP Plan**
- 6) Results of the 'Make Your Mark' ballot**

## **APPENDIX 1 : Updated SEND Action Plan**

SEND Strategy Action Plan Report

SEND Strategy Action Plan Report 4

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1.1 Implement the Children and Families Act: EHC plans 4

1.2 Implement the Children and Families Act: personalisation and personal budgets: 5

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1.5 Analyse and monitor data re: progress of CYP with SEND and establish baselines and trajectories for improvement 6

1.6 Implement “Closing the gap” agenda for CYP with SEND 7

1.7 Establish and embed a coordinated Early Help multi-agency approach 8

1.8 Update and implement good practice protocols for transition for C and YP with SEND across each phase of education: 8

1.9 Establish and implement a work force reform programme re SEND and Early Support principles 9

2.1 Establish and implement a ‘core offer’ for SEND in all mainstream schools 9

2.2 Establish and implement a core offer for SEND in early years settings 9

2.3 Establish and implement the core offer of support in specialist schools: 10

2.4 Establish and implement a core offer for targeted services specific to areas and clusters for SEND for those aged 0-25 10

2.5 Establish and implement a core offer and a ‘high needs’ offer for SEND in post 16 education settings 10

2.6 Review partnership and resource provision and service level agreements 11

2.7 Establish coordinated planning process for the development of mainstream and specialist provision 0-25 12

2.8 Extend and develop capacity in generic special school provision 12

2.9 Implement specialist provision placement policy 13

2.10 Review services specific to physical and medical difficulties 13

2.11 Establish and disseminate strategy specific to supporting social emotional and mental health (SEMH) issues across the continuum 13

- 2.12 Review SEND service support to schools and settings 14
- 2.13 Facilitate SEND networks for schools and settings 15
- 2.14 Establish baseline measurements and maintain accurate yearly data sets of SEND need across the city to inform future capacity in education provision 15
- 3.1 Implement the Children and Families Act - Local Offer, EHC plan and personalisation working groups (please see 1.1-1.3 for specific detail) 15
- 3.2 Develop effective communication structures between services and people who use them 16
- 3.3 Develop and establish effective communication structures between services and schools and settings 17
- 3.4 Build on and develop existing parent/carer and C and YP's forums and communication networks 17
- 3.5 Support good practice and provide resources for good practice in supporting the voice and influence of C and YP with SEND in education settings 18
- 3.6 Establish a feedback loop regarding provision and services to inform future planning and commissioning 18

## **SEND Strategy Action Plan Report**

The SEND Strategy Action Plan is a Partnership Document. This report will summarise the milestones and recent progress. The numbers reference the SEND Strategy Action Plan.

### **Executive Summary:**

The SEND Strategy was approved in November 2014 the action plan is an overview document that allows the SEND Strategy Group to coordinate the activity from a multi-agency perspective. Many of the actions are governed by projects, programmes or strategies that are monitored internally.

This report provides a view of both progress to date and any recent progress.

### **1.1 Implement the Children and Families Act: EHC plans**

#### **Milestones:**

- The New EHC process was co-produced over the academic year beginning September 2013
- Briefings, videos and other communications about the SEND Reforms, including EHC plans have been delivered
- Current IT System 'SEN', the Tribal Synergy view of the Children's Service Database, has been upgraded and modified to support the new EHC process.
- Reports to monitor progress have been written. These will help identify choke points for service improvement.
- The EHC1 form has been amended following feedback from partners.
- Overwhelmingly positive ad hoc feedback from parents, schools, the DFE and other stakeholders.

#### **Recent Progress:**

- The first evaluation of the EHC process is complete. The report was completed in August following telephone interviews and direct surveys with families who had been through the new process. This feedback has informed changes implemented before the beginning of the autumn term.
- As part of the reforms, Leeds Schools can now have permission to securely access an electronic view of a child's record. Schools only have access to the information for children attending the setting or considering attending the setting. Since May 2015, the project team have called every Leeds school at least three times and e-mailed at least six times. 351 school users have been set up on the system: 142 schools have two users set up; 55 schools have one user and only 17 schools have no users yet.

## **1.2 Implement the Children and Families Act: personalisation and personal budgets:**

Milestones:

- The Personalisation Personal Budgets Group established and meeting monthly
- Draft policy for PB sent to Legal in Autumn
- Audit of current PB requests with SENSAP, Finance and FFI to inform future IT begun.
- Personalisation mini conferences in localities were held in May, June and September for managers and front line practitioners.

Recent Progress:

- The Personalisation and Direct Payments policy has been drafted, passed by Legal and is out for consultation. The projected publication date for the policy is November 2015.
- The Parent Handbook: Personalisation and Direct Payments has finished the first round of consultation and amendments. The projected publication date for the parent handbook is November 2015.

## **1.3 Implement the Children and Families Act: Local Offer**

Milestones:

- The Leeds Local Offer was co-produced beginning November 2013
- Briefings, videos and other communications about the SEND Reforms, including the Leeds Local Offer plans have been delivered
- A new IT product, Looking Local, was procured and went live on the last week in August 2014. Over 800 URLs of relevant webpages were available for the 1<sup>st</sup> of September.
- A specific “how to use the Leeds Local Offer” guide was developed and published
- The feedback and you-said we did pages were merged, in response to low traffic to both pages and feedback from Webmaster.
- The functionality to add PDFs exists.
- Statistics on the traffic to the Leeds City Council Web Pages and month-by month google analytics are available to monitor traffic to the external site.
- In response to feedback the site approach has changed from blacklisting content to whitelisting content. This means all content available has been actively added to the site.

Recent progress:

- The annual feedback report was published August 2015.

- Work continues to actively increase content; there are now 1,354 specific web page addresses in the Leeds Local Offer.

#### **1.4 Implement schools funding arrangements for all CYP with SEND 0-25:**

Milestones:

- School budgets were delivered on time in 2014
- New Funding for Inclusion (FFI) handbooks were circulated in summer term 2014, information is clear and the process is transparent. Schools, partners and stakeholders have access to the handbook through several different routes, including the Leeds Local Offer. There is an annual review cycle in place for revisions.
- FFI updates provided through the FFI Courier.
- Training on funding systems is delivered throughout the year to all schools, partners and stakeholders -The sessions are well attended and the impact of the training can be seen in the improved quality of requests that the FFI team receive for funding.
- The team have received positive feedback from schools, partners and stakeholders.
- School budgets were delivered on time in 2015
- Joint work is happening with various teams across Children's Services to respond to the Department for Education's introduction of assessing children without national curriculum levels.
- F band funding is being reviewed in line with the SEMH strategy developments.
- E band funding is being reviewed in line with mapping the expectation of support and provision for specific language impairment and Pragmatics.

Recent progress:

- School budgets are on track to be delivered on time in 2016
- ALS Funding panels are underway and additional panels have been added to the schedule to respond to the increase in numbers funded in Post 16 provision.
- A specific working group has met to consider the allocation of A band funding without reference to curriculum levels.
- The FFI team have delivered training to 462 participants; feedback continues to be positive.

#### **1.5 Analyse and monitor data re: progress of CYP with SEND and establish baselines and trajectories for improvement**

Milestones:



- Children's Services Performance have produced a range of progress data.
- The dashboard is with Performance and is Business as Usual (BAU).
- Ad hoc requests have received responses.
- The main annual reporting needs of the Complex Needs Service are now BAU for Information Management and Technology.
- Scoping Joint Strategic Needs Analysis (JSNA) reporting needs with Children's Services Performance has taken place. The report, covering Complex Needs generally and Adult Social Care with a sole focus on learning disability, was submitted in June to JSNA

Recent progress:

- The 2015 Joint Strategic Needs Analysis Report highlights the challenges for Leeds in mapping and responding to the increasing levels of need in the city.
- The categories 'school action' and 'school action plus' are no longer in use, but work has started to align the current and historic codes to allow us to continue to identify trends.
- There is a gap in attainment compared to national figures, but further analysis is required to make this gap meaningful; analysis will be undertaken split into primary identified need.
- The SEND Strategy Group received an update on the current data available for analysis, and the very specific gap: those children and young people working below the national curriculum levels. In the new assessment without levels, these CYP are still not represented. A working group has been established to explore how schools are recording, tracking and monitoring non-academic progress of pupils with SEND with the view of sharing best practice.

## **1.6 Implement "Closing the gap" agenda for CYP with SEND**

Milestones:

- School Improvement attended the SEND Strategy Steering Group and updated on the support they are providing to schools in Leeds.
- The 2015 Joint Strategic Needs Analysis Report included actions to improve information and support early identification of support requirements and trends. The changes to the categories have impacted on our ability to highlight trends for children with less complex need.

Recent progress:

- The SEND Strategy Group received an update on the work ongoing for children in mainstream but functioning at a low level, those children not attracting the top-up funding,

but potentially identified as pupil premium or pupil premium plus. There will be case studies produced on progress and how that is being shown, particularly in light of assessment without levels.

- A closing the gap conference is planned for the 26<sup>th</sup> of November with an emphasis on Teaching Assistant (TA) deployment for bigger impact. There are 100 places, half of which are already filled. There will also be other support offered on this topic by School Improvement.

### **1.7 Establish and embed a coordinated Early Help multi-agency approach**

Milestones:

- City wide Early Help offer written.
- The city wide Early Help offer was published January 2015.
- An Early Start Complex Needs Pathway Event was held in May for Health Visitors and Early Years professionals.

Recent progress:

- Development to incorporate Early Help into Frameworki, the Children's Social Care Database, is underway.

### **1.8 Update and implement good practice protocols for transition for C and YP with SEND across each phase of education:**

Milestones:

- All Specialist Transitions Advisors (STAs) have CLA as a priority on their caseload and attend the annual reviews of these learners.
- STAs are discussing CLA learners at a minimum three times a year with school SENCOs and ensuring that there is a clear pathway of transition in place for them.
- Specific cohorts with EHCPs were analysed at transition: 2 year olds, Year 9, and 17 year olds.

Recent progress:

- Pathways between Children's Services and Adult Social Care (ASC) are currently being developed to ensure that children with special educational needs are effectively screened for eligibility of service under the Care Act 2014 at the adult point at 17.5 years. Those young people with a disability will be referred to the transitions team, who will assess and identify the correct adult pathway to provide social care support post 18. It has been identified that the transitions team will be able to recruit two additional staff to take into

account the increase in role and workload. The team works with young people who may not have had social workers and received services via the Common Assessment Framework. Under the current criteria these young people would not have been eligible for a service as they would not have had an allocated children's social worker. Nevertheless they can still have a level of need requiring adult services.

- An OBA was held in October 2015 about post 19 young people accessing specialist provision and their destinations.

### **1.9 Establish and implement a work force reform programme re SEND and Early Support principles**

Milestones:

- The learning and development plan is now at stage two, first workshop design.
- The Early Support Principles do and will feature in all developments.

Recent progress:

- The SEND mini conferences emphasised the Early Support Principles.
- The conferences were held in May, June and September and 153 people attended.

### **2.1 Establish and implement a 'core offer' for SEND in all mainstream schools**

Milestones:

- The core offer for mainstream schools has been agreed, written and published on an LCC web page, which is in the Leeds Local Offer.
- An audit of individual schools, and whether they have published their offer, was undertaken in November 2014.

Recent progress:

- The project team followed up between May and July 2015 on the November 2014 audit of schools to ensure that all schools have their offer published and in the Leeds Local Offer; only one school has not yet published an offer.

### **2.2 Establish and implement a core offer for SEND in early years settings**

Milestones:

- All Early Years settings have had guidance issued.
- The city wide core offer was published.
- Early Years Settings have not all published their core offer online.

- A clarification has been published and, where settings do not have a website, the Family Information Service will host the setting individual offers on their site.

Recent progress:

- Where providers accept Free Early Education (FEE) funding from Leeds City Council, there is an expectation that they will publish their SEND offer online. Where providers do not have their own website, the Family Information Service Website will host a document for them. This solution will allow the inclusion of their specific offer in the Leeds Local offer.

### **2.3 Establish and implement the core offer of support in specialist schools:**

Milestones:

- The core offer for specialist schools has been agreed, written and published on an LCC web page, which is in the Leeds Local Offer.
- An audit of individual schools, including the SILCs, and whether they have published their offer, was undertaken in November 2014.

Recent progress:

- The project team followed up between May and July 2015 on the November 2014 audit of schools to ensure that all schools, including SILCS, have their offer published and in the Leeds Local Offer; all SILCs have published an offer.

### **2.4 Establish and implement a core offer for targeted services specific to areas and clusters for SEND for those aged 0-25**

Milestones:

- Both Early Help and Targeted Services offers have been published on the Leeds Local Offer as PDFs.

Recent progress:

- In preparation for the Ofsted & Care Quality Commission (CQC) SEND inspection the cluster working group have agreed to develop a self-evaluation tool.

### **2.5 Establish and implement a core offer and a 'high needs' offer for SEND in post 16 education settings**

Milestones:

- The Multi Agency Post 16 Steering Group over saw the development and coproduction of the LAs expectations of post 16 providers in relation to SEND and Inclusion. This information is now part of the Leeds Local Offer.
- Post 16 providers have been given guidance on publishing their post 16 offer on the Leeds Local Offer and pathways website and been offered training and support centrally.

Following a review of the learning offer available to young people post 16 with SEN and how changes at a national and local level will impact on future provision in Leeds a post 16 provider and partner forum has been established to:

- Ensure the effective implementation of the new SEN system (EHCPs / ALS funding / encourage and support providers to ensure their offers are kept up to date and on the local offer etc.);
- Share details about the current provision offer and good practice;
- Develop links and progression pathways across provision and providers;
- Identify gaps in provision to meet the needs of young people; and
- Improve the progression, transition and outcomes for young people in further learning, employment and/or a meaningful adult life.
- Enable a collaborative approach to improving outcomes via increasing the number of post 16 HNS leavers entering into employment and supported internships and apprenticeships;
- The forum is supporting the effective implementation of the new SEN systems including EHCPs, ALS funding, and their published offers are in the Leeds Local Offer.

Further progress has been made on the proposals from the November 2014 OBA event with the post 16 provider and partner forum on increasing the number of post 16 & 19 High Needs Students (those with an EHCP) who leave education into the world of work.

- Permissions were given for colleagues to develop a partnership proposal exploring how we increase the numbers into the world of work through establishing a supported internship study programme in the City.

Recent progress:

- There is now a supported internship study pilot in the City.
- An OBA was held in October 2015 about post 19 young people accessing specialist provision and their destinations.

## **2.6 Review partnership and resource provision and service level agreements**

Milestones:

- All Service Level Agreements (SLAs) for Resourced Provision and Partnership provision have now been drafted and agreed by Legal.
- Commissioning asked for SLAs to be pre-drafted into the same format as standard SLAs that are drafted by LCC. This work is complete.

Recent progress:

- The final process for signing SLAs remains under discussion.

## **2.7 Establish coordinated planning process for the development of mainstream and specialist provision 0-25**

Milestones:

- Funding secured for 200 new specialist places through Government Grant.
- Joined up planning of specialist and mainstream places can be evidenced at the stakeholder events held over the past 12 months to discuss the need for primary school places. The need for specialist places will also be referenced at the planned secondary event.
- Schools that have expressed an interest in developing provision for children with SEND have put themselves forward and attended an event in March to scope proposals for additional specialist provision.

Recent progress:

- A new coordinator of SEN for the Capacity Planning and Sufficiency team has been appointed and is scheduled to meet with the SENSAP Team Lead in October 2015. Together they will look at a way forward for planning SEN places in mainstream schools.

## **2.8 Extend and develop capacity in generic special school provision**

Milestones:

- The build of additional generic SILC provision (200 new specialist places funded through the Government Grant) finished on time.
- An event was held January 2015 to address the support needs of children in the short term who require specialist places.
- Children who would potentially access the new generic SILC provision have been identified.
- Figures for intake at the expansion sites were agreed.

Recent progress:

- Starting figures for intake at the expansion sites are: 50 at Woodhouse Learning and 25 at South SILC for the school year 2015/16.

## **2.9 Implement specialist provision placement policy**

Milestones:

- Leeds decisions on placement are compliant with legal requirements.

Recent progress:

- The new Terms of Reference for review panel that detail our local specialist provision placement policy process are in draft.

## **2.10 Review services specific to physical and medical difficulties**

Milestones:

- Draft policy and report sent to CSLT in December 2014.
- Draft Policy approved by collective agreement April 2015 and published as final June 2015.
- Service Level Agreement (SLA) in place for the financial year 2015-2016.

Recent progress:

- Complete: SLA will be reviewed regularly by the Commissioning Team; Policy will be reviewed in line with relevant guidance (PG 505)

## **2.11 Establish and disseminate strategy specific to supporting social emotional and mental health (SEMH) issues across the continuum**

Milestones:

- SEMH Strategy Steering Group Established December 2014.
- A Data Working Group has been formed to support better management of information to inform sufficiency, capacity and planning and to better measure outcomes for our Children and Young People January 2015.
- SEMH Strategy Steering Group has co-produced a first draft of a new strategy.
- A consultation with all stakeholders to develop a city-wide was launched and engagement activities with practitioners, families and children and young people are underway.

- There has been agreement to place stronger emphasis on SEMH needs in the refreshed Children and Young People's Plan, to be published later in 2015.

#### Recent progress:

- Children's Services are continuing focused work on rapid developments to specialist SEMH provision.
- Improving the SEMH offer across education, health and social care has now been added as a priority to the Children and Young People's Plan
- Consultation on the draft SEMH strategy continues, and engagement activities with practitioners, families and CYP have been undertaken
- An event is planned for November to examine the work on the SEMH strategy to date, alongside a concurrent the review of Emotional Mental Health (EMH) services led by health partners. The event aims to consider the two areas of work, identify any synthesis and ensure work is joined up
- A review of the offer from Area inclusion Partnerships (AIPs), supported by an external consultant, has been undertaken. It concluded that, while the basic premise of schools-led, area –based targeted support for SEMH needs is still right for Leeds, the core purpose, governance, accountability and reporting structure for AIPs lacks clarity. The review concluded that improvements in these areas are necessary. Work is now underway to: co-produce a new more formal agreement between the LA and AIPs; develop a consistent approach to outcomes monitoring and reporting, including use of the Synergy system; and ensuring all AIPs publish details of their offer for their local schools in the Leeds Local Offer and on the Leeds Education Hub.
- Two new guides to the local offer for SEMH needs, including details of universal, targeted and specialist services across education, health and social care and the third sector, have been drafted. One is for families; one for practitioners. Both will be published as 'draft' in November 2015 and feedback sought before they are finalised.
- Scoping of the developments to specialist SEMH education provision in Leeds has been completed and a clear vision and proposal established. A report requesting permission to consult on proposals, and seeking funding, has been prepared for the Executive Board in November 2015.

## **2.12 Review SEND service support to schools and settings**

#### Milestones:

- Educational Psychology (EP) is trading both through the Clusters and directly to schools. Allocation of EP time outside of this is managed through Cluster allocations.
- Project support has been allocated to review the support to schools and settings.



- The review of support to schools and settings is ongoing with the Sensory Service.

Recent progress:

- The review of support to schools and settings is connected to the preparation for the Ofsted CQC SEND Inspection; a number of working groups, including a Cluster Working Group, will look at how we identify need and provide appropriate support.

### **2.13 Facilitate SEND networks for schools and settings**

Milestones:

- SENCO Network established September 2014 and meeting semi-annually with an additional annual conference.
- Internal review report presented to SEND Strategy Group June 2015

Recent progress:

- Complete, SENCO Network facilitation is business as usual (BAU) for the SENIT Team.

### **2.14 Establish baseline measurements and maintain accurate yearly data sets of SEND need across the city to inform future capacity in education provision**

Milestones:

- January Schools Census data has been analysed by Best Practice to provide trends in need from 2008-2015. This analysis was used to inform the Joint Strategic Needs Analysis (JSNA)
- Ad hoc data provided on request to transport and BESD.
- Collection and recording of needs data by the Complex Needs Service is now possible.

Recent progress:

- The Complex Needs Service teams are adapting and making use of the current database as part of ongoing service improvement.
- Following the JSNA, which brought together different information from different systems and from different agencies the Children's Services team are revisiting and working to improve how data is shared and progress towards one picture of the level of need.
- The Data and Intelligence Group for the Ofsted CQC SEND Area Inspection will be looking at the categories and how we identify children across our systems.

### **3.1 Implement the Children and Families Act - Local Offer, EHC plan and personalisation working groups (please see 1.1-1.3 for specific detail)**

Milestones:

- The Programme has moved into Phase Two; a report on Phase one was produced
- The Leeds Local Offer and Education Health and care plans have become BAU, with exception reporting for any issues that arise.

The programme in Phase Two is focused on:

- Joint commissioning with Health
- Short Breaks
- Provision for Autism
- Personalisation, including transitions, especially for Year 9
- Complaints
- Workforce development focused on writing outcomes
- Phase two is complete and the changes are now BAU.

Recent progress:

- The groups for implementing the SEND reforms have been restructured for consolidation of the implemented changes.
- Groups monitoring this consolidation and service improvement are being set up in preparation for the Ofsted CQC SEND Area inspection.
- This new Ofsted CQC SEND five year area inspection cycle starts from May 2016 and will focus on how we effectively identify SEND and meet needs

### **3.2 Develop effective communication structures between services and people who use them**

Milestones:

- SEND work will use Child Friendly Leeds Blog, Twitter and other social media rather than creating anything specific.
- SEND Reforms were, and continue to be, co-produced with EPIC and other parents and parents groups.
- Feedback through the Leeds Local Offer has been received from professionals and some parents and acted upon.
- Feedback through EPIC from parents has been received and acted upon.

Recent progress:

- Complete, as communication regarding our business improvement cycle is now BAU; when changes are considered they are co-produced.

### **3.3 Develop and establish effective communication structures between services and schools and settings**

Milestones:

- SENCO Network established September 2014 and meeting semi-annually with an additional annual conference.
- The Education Hub has an inclusion section on the front page.
- The FFI Courier, a newsletter about Funding for Inclusion, is produced and distributed termly.
- The Complex Needs Newsletter is now BAU for Corporate Communications

Recent progress:

- Complete, as effective communication structures exist and are maintained by Corporate Communications and specific Complex Needs Teams.

### **3.4 Build on and develop existing parent/carers and C and YP's forums and communication networks**

Milestones:

- Champions established in all Specialist and Resourced Provision settings; communication with this network is BAU for the VIC team.
- Youth forums are BAU for the VIC team.

The West Yorkshire Group (Local Offer) are exploring what we offer young people.

- Linking together through this wider forum to consult with more young people and develop a regional voice to influence development.
- Asking what information young people actually want and how they access that information.

Recent progress:

- The first evaluation of the EHC process is complete. The report was completed in August following telephone interviews and direct surveys with families who had been through the

new process. This feedback has informed changes implemented before the beginning of the autumn term.

The West Yorkshire Group (Local Offer) are exploring what we offer young people.

- A specific piece of work with deaf young people in Leeds is underway.

### **3.5 Support good practice and provide resources for good practice in supporting the voice and influence of C and YP with SEND in education settings**

Milestones:

- Toolkit published.
- Newsletter BAU for communications.
- Requests for the newsletter still come to the BP team inbox and are added to the list.
- The newsletter has moved to a bi-annual publication, available online only.

Recent progress:

- Complete, supporting the voice of children and young people in education settings is now BAU.

### **3.6 Establish a feedback loop regarding provision and services to inform future planning and commissioning**

Milestones:

- Pages in Leeds City Council for Leeds Local Offer Feedback developed for August 2014.
- Following review of site traffic, Feedback and “you said- we did” pages merged for November 2014
- Monthly reports on traffic sent to service leads.
- E-mails received from a small number of customers feeding back on the site itself.
- EPIC have received no adverse feedback; reported at the January SEND Steering Group.
- Responded to recent feedback from families and moved to white listing on the Leeds Local Offer.
- Telephone and postal surveys completed for EHCP process review with families that have completed the process.

Recent progress:

- Currently looking at the commissioning of alternative provisions.

## Appendix 2

### School attendance by SEND children and young people in the 2014/15 academic year

Version number:	V1
Date produced:	7 September 2015
Created by:	Becky Lawrence / Karen Abis
Contact details:	chs.performance.and.intelligence@leeds.gov.uk
Status:	Final
Filepath:	U:\CHILDRENS PERFORMANCE SERVICES\Work\Cross Cutting\Requests\2015\2015_09_07 SEND attendance
Protective marking:	Not restricted

The tables below show attendance for children and young people with SEN during the autumn and spring terms of the 2014/15 academic year. The data source is school census returns. SEND children includes those classified in the census as having 'SEN support' and those children who have an education, health and care plan. The analysis covers children and young people attending mainstream schools, not SILCs.

## Primary

The overall attendance rate by all primary pupils in Leeds schools in the autumn and spring terms of 2014/15 was 96.2 per cent. For young people in the SEND cohort (8,994 young people, compared to the whole cohort of 54,796), the attendance rate was 95.0 per cent. The table below shows for both groups what proportion of all absence is due to what reason.

Reason for absence	SEND pupils	All primary pupils
I - Authorised absence due to illness (NOT medical or dental etc appointments)	61.4%	65.1%
M - Authorised absence due to medical / dental appointments	7.6%	5.7%
R - Authorised absence due to religious observance	0.9%	1.1%
S - Authorised absence due to study leave	0.0%	0.0%
T - Authorised absence due to traveller absence	0.1%	0.2%
H - Authorised absence due to agreed family holiday	0.6%	0.9%
F - Authorised absence due to agreed extended family holiday	0.0%	0.0%
E - Authorised absence as pupil is excluded, with no alternative provision made	0.7%	0.2%
C - Authorised absence as pupil is absent due to other authorised circumstances	4.0%	3.9%
G - Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday	5.4%	8.0%
U - Unauthorised absence as pupil arrived after registers closed	3.3%	2.3%
O - Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description	13.7%	10.7%
N - Unauthorised absence as pupil missed sessions for a reason that has not yet been provided	2.3%	2.0%

Data source: school census

The most common reason for absence for all primary pupils and for primary-age SEND pupils is illness. Proportionally slightly more SEND absence is due to medical /dental appointments than is the case for all pupils. There is also a greater prevalence of lateness for SEND pupils than for the cohort as a whole and slightly more absence due to exclusion. The second-biggest reason for absence among SEND primary pupils is other unauthorised absence, and a greater proportion of all SEND absence is due to this reason than is the case for all primary pupils.

## Secondary

The overall attendance rate by all secondary pupils in Leeds schools in the autumn and spring terms of 2014/15 was 94.5 per cent. For young people in the SEND cohort (5,474 young people, compared to the whole cohort of 38,309), the attendance rate was 91.2 per cent. The table below shows for both groups what proportion of all absence is due to what reason.

Reason for absence	SEND pupils	All secondary pupils
I - Authorised absence due to Illness (NOT medical or dental etc appointments)	36.2%	49.6%
M - Authorised absence due to medical / dental appointments	5.2%	6.1%
R - Authorised absence due to religious observance	0.5%	0.6%
S - Authorised absence due to study leave	0.0%	0.0%
T - Authorised absence due to traveller absence	0.0%	0.0%
H - Authorised absence due to agreed family holiday	0.2%	0.3%
F - Authorised absence due to agreed extended family holiday	0.0%	0.0%
E - Authorised absence as pupil is excluded, with no alternative provision made	5.9%	3.8%
C - Authorised absence as pupil is absent due to other authorised circumstances	7.6%	5.8%
G - Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday	2.1%	3.3%
U - Unauthorised absence as pupil arrived after registers closed	1.4%	1.2%
O - Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description	38.6%	27.2%



Reason for absence	SEND pupils	All secondary pupils
N - Unauthorised absence as pupil missed sessions for a reason that has not yet been provided	2.2%	2.0%

Data source: school census

Amongst the cohort as a whole, illness is the most common reason for absence but this is not the case for secondary-age SEND pupils. The most common reason for absence among this group is other unauthorised absence. This means that we cannot know what over a third of all absence in the secondary SEND cohort is due to, but we do know that schools have not authorised this absence. There is also a greater prevalence of other authorised absence for secondary SEND pupils than for the cohort as a whole.

Illness is the second most common reason for absence for secondary SEND pupils, with 36.2 per cent of all absence due to this reason. There is proportionally more absence due to exclusion for secondary SEND pupils than for all pupils.

## Appendix 3

### Personal Progress Units

(categorised into topic areas)

#### Literacy/Numeracy/ICT

- o Developing communication skills
- o Developing reading skills
- o Developing writing skills
- o Providing personal information
- o Making requests and asking questions in familiar situations
- o Early mathematics: developing number skills
- o Early mathematics: position
- o Early mathematics: sequencing and sorting
- o Early mathematics: shape
- o Early mathematics: measure
- o Understanding what money is used for
- o Recognising time through regular events
- o Developing ICT skills

#### • Independent Living Skills

- o Developing independent living skills: having your say
- o Developing independent living skills: keeping safe
- o Developing independent skills: looking after your home
- o Developing independent living skills: being healthy
- o Developing independent skills: looking after yourself
- o Developing independent skills: personal presentation
- o Planning and preparing food for an event
- o Preparing drinks and snacks
- o Taking part in daily routine activities

#### • Personal Development

- o Dealing with problems
- o Rights and responsibilities
- o Developing learning skills: learn to learn
- o Getting on with other people
- o Developing self-awareness: all about me
- o Using interpersonal skills to contribute to positive relationships
- o Engaging in new creative activities

#### • Community Participation

- o Developing community participation skills: caring for the environment
- o Developing community participation skills: participating in sporting activities
- o Using a community facility over a period of time
- o Developing community participation skills: getting out and about
- o Developing community participation skills: personal enrichment
- o Travel within the community: going places
- o Using local health services

#### • Preparation for Work

- o Developing skills for the workplace: getting things done
- o Developing skills for the workplace: following instructions
- o Developing skills for the workplace: health and safety
- o Developing skills for the workplace: looking and acting the part
- o Developing skills for the workplace: looking after and caring for animals

- o Developing skills for the workplace: growing and caring for plants
- o Participating in a mini enterprise

• **Units particularly accessible for learners with PMLD (*working between P1-3 or at the earliest stages on the Achievement Continuum: Encounter – Supported Participation*)**

- o Encountering experiences: being part of things
- o Engaging with the world around you: technology
- o Engaging with the world around you: therapies
- o Engaging with the world around you: people
- o Engaging with the world around you: events
- o Engaging with the world around you: objects

Units can be combined in **any combination** to reach the total minimum credit value to attain a qualification.

# Ofsted and CQC consultation: inspection of local area SEND arrangements

Author Martin Rogers, LGiU/CSN Associate

Date 22 October 2015

## Summary

Ofsted and the Care Quality Commission are consulting (until 4 January 2016) on proposals for joint inspections, from May 2016, of the effectiveness with which local areas are fulfilling their new duties under the Children and Families Act 2014 to identify and meet the needs of disabled children and young people and those who have special educational needs (SEND) aged 0 to 25.

## Overview

The Children and Families Act 2014 (part 3) contains new duties regarding disability and special educational needs – explained in [The Code of Practice](#), statutory guidance issued by the DfE and Department of Health (see ‘Related briefings’). These came into force in September 2014 and place responsibility on the local area, which includes the local authority and health commissioners and providers, together with all of the area’s early years settings, schools and post-16 further education sector, to identify and meet the needs of disabled children and young people and those who have special educational needs aged 0 to 25.

The DfE has requested that Ofsted and the Care Quality Commission (CQC) inspect local areas on their effectiveness in fulfilling these duties. These will be a new form of inspection (under section 20 of the Children Act 2004), and the present consultation seeks views on proposals for how they will be conducted – which have been shaped by discussions over recent months held by Ofsted and CQC with young people, their parents and carers, disability and special educational need support groups, local authorities (LAs) and health groups about the most important responsibilities that should be inspected. The common themes to emerge from all groups were that inspection should evaluate whether disabled children and young people and those who have special educational needs are identified properly and whether their needs are met and their outcomes improve.

The consultation – which includes a young person’s questionnaire – closes on 4 January 2016; the outcomes will be published in early 2016, and the inspection programme will be launched in May 2016.

This briefing will be of interest to all elected and officers, and others, who are involved in local arrangements for the support of disabled children and young people and those with special educational needs. All such individuals are encouraged to respond to the consultation.

## Briefing in full

## Proposed inspection arrangements

All local areas will be inspected over a five-year period, from May 2016. Areas for inspection in a given year will be selected to ensure a spread across the country and will, where possible, take account of the timing of any other Ofsted or CQC inspection activity. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area's ability to fulfil its responsibilities, for example weaknesses found in the area's education inspections.

Inspection teams will usually consist of one of Her Majesty's Inspectors (HMI) from Ofsted, a Children's Services Inspector from CQC, and a trained inspector from a local authority (not from the area being inspected), who will have specialist knowledge of disability and special educational needs and have a health, social care or education background. It will be expected that the local area has a good understanding of how effective it is, including of any aspects that require development, and it is not expected that specific preparations for inspection will be required. Inspectors will report where evidence supports the area's own evaluation, and where it does not; they will also report on where an area does not have a good enough understanding of its effectiveness in identifying and meeting needs and improving outcomes.

Inspection will evaluate how effectively the local area meets its responsibilities for disabled children and young people and those who have special educational needs, including children and young people both with and without education, health and care plans. While the LA has the key leadership role within its area, it cannot implement the reforms on its own; success requires full involvement of the local area. The inspection will therefore evaluate the effectiveness of the local area as a whole – including the local authority, clinical commissioning groups (CCGs) and NHS England (for specialist services), early years settings, schools and the further education sector – in working together to identify children and young people early and appropriately, and in meeting these needs and improving outcomes. Inspectors will look at a wide range of groups of children and young people in different settings, including those in youth justice provision and not attending school. The evaluation of social care and health responsibilities will focus on how these services contribute to meeting the needs of children and young people who are being assessed for, or are subject to, education, health and care plans; the evaluation does not extend to a broad inspection of these services' responsibilities for all children and young with disabilities and special educational needs.

The inspection will last five days, and the Director of Children's Services (DCS) and the Chief Executive for the clinical commissioning groups (CCGs) will be notified two working days before it starts. Ofsted and CQC will publish an inspection report in the form of an outcome letter that will be sent to the LA, with a request to circulate it to early years and education settings and other services involved in meeting the needs of the area's children/young people with disabilities and/or special educational needs; a copy of the letter will also be sent to the Chief Executive of the CCG, with a request that it be circulated to healthcare services and settings as appropriate. The report will outline what inspectors looked at, with a summary of their findings including key strengths and areas requiring further development; there will be no overall graded judgement, but there will be recommendations, including any priority areas for action.

Ofsted will determine, under revised [Children Act 2004 \(Joint Area Reviews\) Regulations 2015](#) (SI 1792, no. 2015, coming into force on 9 November 2015), whether a written statement of proposed action should be made and, if so, by whom; if it is so decided, Ofsted and CQC will pay particular attention to how the local area (not just the LA) intends to respond to the inspection's findings. Any further action by Ofsted and CQC – from requesting further detail on steps to be taken through to further inspection – will be determined by the inspection findings and the statement of proposed action.

## **The proposals for inspections**

### **Proposal 1**

**Inspectors will evaluate how effectively the local area identifies disabled children and young people and those who have special educational needs.** The evaluation will consider how children and young people's needs are identified and assessed, and also how well the needs of the whole area, which form the basis of the provision described in the area's published local offer, are identified. It is proposed to take account of the following aspects for children and young people who may require additional support and those who may require an education, health and care plan:

- how timely was the identification and assessment from when concerns were raised
- how useful was the information provided from the assessment in helping to understand the child or young person's needs, identify targets for their progress and plan the help and support required
- how well was (i) the child/young person and (ii) their parents and carers involved in the assessment
- did the child/young person's education setting and other professionals work well together during the assessment
- how effectively do arrangements provide evidence of how children/young people's needs have been identified?

### **Proposal 2**

**Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of disabled children/young people and those with special educational needs.** This evaluation includes children and young people's progress towards their next stage of education or employment, independent living, participating in society and being as healthy as possible; inspectors will look at children and young people's individual needs and their different starting points. The evaluation will take into account how effectively individual children and young people's needs are met and their outcomes improved and how satisfied they and their parents and carers are. It will also consider how effectively the needs of the area as a whole are met and outcomes improved. It is proposed to take account of the following:

- how satisfied is the child or young person that their needs are being met and in the progress they have made, and how satisfied are their parents and carers
- how well have children/young people's needs been met and their outcomes improved
- how effectively do the arrangements in place provide evidence that children/young people's needs have been met and that their outcomes have improved?

The range of ways by which the area is meeting children/young people's needs will be considered, including the effectiveness of early intervention, personal budgets, short break care, the use of specialist support, therapeutic and health professionals and the published local offer.

### **Proposal 3**

**A wide range of information will be used to evaluate the effectiveness of local area arrangements to identify disabled children and young people and those who have special educational needs; and to meet their needs and improve their outcomes.** Inspectors will:

- gather the views of children/young people and of parents and carers
- meet with key managers from the area's education, health and social care services
- visit a sample of early years and education settings and providers to discuss their contribution to meeting the area's responsibilities (this will include looking at students' files and information on progress, but *not* include observation of teaching and learning activity)
- visit health settings, and discuss with managers and practitioners how the area fulfils its responsibilities and how they contribute to this (this will include reviewing health files and information about how practitioners contribute to assessments and education, health and care plans)
- take into account the findings of recent inspections by Ofsted and CQC, and any complaints made to them relating to special educational needs and disability
- take account of other available information, including the outcomes for children/young people in national assessments and their destinations after leaving school; local and national data and evaluation; the published local offer; performance of the area towards meeting timescales, including for statutory assessment; information about appeals to the First-tier Tribunal (Special Educational Needs and Disability); and local area's self-evaluation of its effectiveness.

#### **Proposal 4**

**A wide range of ways will be used during the inspection to obtain the views of disabled children and young people and those who have special educational needs, and their parents and carers.** Ofsted and CQC want to make sure that their evaluations are informed by the views of children/young people with disabilities and/or special educational needs, and their parents and carers. These will be established through a wide range of means, including:

- meeting with children/young people and their parents and carers during visits to nurseries, schools and colleges at the time of the inspection
- meeting with established groups of children and young people and their parents and carers in the area
- online questionnaires and social media during the inspection
- looking at information already gathered by the local area, such as through local consultations and surveys.

#### **Comment**

Having introduced, in a very short period, new arrangements for the provision of support to disabled children and young people and those who have special educational needs, the Government has asked Ofsted and CQC to inspect how effectively local areas are fulfilling their new responsibilities. Following a period of discussion with interested parties, this consultation seeks views on the proposals which emerged about how the inspections should be undertaken; it includes a questionnaire for children and young people, in line with the intention that their views will be a significant aspect of the inspections themselves. Comments on the proposal are required by 4 January 2016.

#### **External links**

Ofsted and CQC [Local area SEND consultation website](#)

Government consultation response [Joint targeted reviews of services to protect children](#) on proposed amendments to the provisions of the Joint Area Review Regulations

## **Related briefings**

[SEN and Disability transitional arrangements – draft DfE guidance](#) (June 2014)

**For further information, please visit [www.lgiu.org.uk](http://www.lgiu.org.uk) or email [john.fowler@lgiu.org.uk](mailto:john.fowler@lgiu.org.uk)**



Leeds City Council  
Education, Health and Care Plan for  
XXXXX (DOB: XXXXX)

# XXXXX's Plan





In accordance with section 36 of the Children and Families Act 2014 this Education, Health and Care plan (EHC plan) has been made by Leeds City Council in respect of XXXXX.

When assessing XXXXX's special educational, health and care needs, outcomes and provision, the local authority took into consideration the evidence and advice set out in Section K of this EHC plan.

**These are the people who have contributed to this EHC plan:**

<b>Name:</b>	<b>Role:</b>	<b>Contact details:</b>
XXXXX	Pupil	N/A
XXXXX	Parent	XXXXX
XXXXX	Educational Psychologist	XXXXX
XXXXX	SENCO / Assistant Head	XXXXX
XXXXX	Health Visitor	XXXXX
XXXXX	Occupational Therapist	XXXXX
XXXXX	Physiotherapist	XXXXX
XXXXX	Speech & Language Therapist	XXXXX
XXXXX	Community Paediatrician	XXXXX
XXXXX	Social Worker	XXXXX
XXXXX	Paediatric Endocrinologist	XXXXX

**First EHC Plan dated: 17/7/2015**

**Leeds City Council  
Education, Health and Care Plan for  
XXXXX (DOB: XXXXX)**

In accordance with section 36 of the Children and Families Act 2014 this Education, Health and Care plan (EHC plan) has been made by Leeds City Council in respect of XXXXX.

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XXXXX	Parent	XXXXX
XXXXX	Educational Psychologist	XXXXX
XXXXX	SENCO / Assistant Head	XXXXX
XXXXX	Health Visitor	XXXXX
XXXXX	Occupational Therapist	XXXXX
XXXXX	Physiotherapist	XXXXX
XXXXX	Speech & Language Therapist	XXXXX
XXXXX	Community Paediatrician	XXXXX
XXXXX	Social Worker	XXXXX
XXXXX	Paediatric Endocrinologist	XXXXX

**First EHC Plan dated: 17/7/2015**

**Note about the front cover:** XXXXX chose to have a photo of his dog, Scrap, on the front cover.

## Section A: XXXXX's details

## Section A: XXXXX's views and aspirations

<b>Family Name:</b> XXXXX		<b>First Names:</b> XXXXX	
<b>Address:</b> XXXXX		<b>DOB:</b> XXXXX	
		<b>Telephone/Email:</b> XXXXX	
<b>Gender:</b> XXXXX	<b>Ethnicity:</b> XXXXX	<b>Religion:</b> XXXXX	
<b>NHS No:</b> XXXXX	<b>Synergy ref:</b> XXXXX	<b>Framework-i ref:</b> XXXXX	
<b>UPN No:</b> XXXXX	<b>CAF No:</b> XXXXX	<b>Other ref(s):</b> N/A	

<b>Persons with parental responsibility:</b> XXXXX	<b>Relationship:</b> XXXXX	<b>Contact details (if different):</b> XXXXX
<b>Who is the initial point of contact, and how do they prefer to be contacted?</b> XXXXX		
<b>Language used at home:</b> XXXXX		
<b>Details of any interpretation/access support needed for the family:</b> N/A		
<b>Please check the box if the child or young person a looked after child:</b> <input type="checkbox"/>		
<b>If so, or if there is any other input from social services, the name and details of the child or young person's social worker and the detail of their input:</b> N/A		
XXXXX is currently subject to a Child In Need plan, the social worker is XXXXX (contact XXXXX)		

The following comments were submitted by the Educational Psychologist as part of their EHC1 advice:

*“XXXXX has positive relationships with staff, and tells me that he really enjoys attending XXXXX School. He particularly likes music, carpet time (when reading stories, but not doing numbers) and playing outside. XXXXX also said that he likes it when he is allowed to play outdoors with a small group of peers in the foundation stage play area because “they have cool things there” (he told me liked the big apparatus and particularly the tyre swing).*

*During observations XXXXX appeared happy to access several different activities e.g. spelling games, physiotherapy activities, choosing time and a less-structured session to celebrate Bonfire Night. XXXXX dislikes transitions between activities and communicates this to staff through a variety of verbal (repeating “no thank you, no thank you” over and over) and nonverbal (lying on the floor, holding on to the desk) means.*

*Within the sessions I observed XXXXX demonstrated his enjoyment by laughing, smiling, and he was also observed to flap his hands when he is excited.*

*We talked about what was important to him and with some additional scaffolds he said that his family, his friends and Scrap the dog were the most important things to him. He was unable to name friends and described them as “the boys and girls”. He would like to live with his mum and brother XXXXX “forever”. XXXXX said that he would like, one day, to become a teacher like his grandma, although he didn’t want to teach maths because it’s “way too tricky”.*

The following picture was drawn by XXXXX under the title “My favourite things”. When his teaching assistant discussed what he had drawn, XXXXX described that he had drawn “me in the playground with the swings and my house is there too. But I can’t draw tyres or dogs”





## Section A: All about XXXXX

### **Current context:**

XXXXX lives with his mother and has no contact with his father. Ms XXXXX ended the relationship with XXXXX's father when he was five months old and they now live in a 'safe house' due to domestic violence. Their home address is confidential and should not be shared.

XXXXX has a diagnosis of Autism Spectrum Condition, and some delay in his communication and language skills. He also has a number of medical needs which have some impact on his learning.

XXXXX is known to a range of health teams, including: Physiotherapy Service, Occupational Therapy Service, Speech & Language Therapy Service, Paediatric Endocrinologist, Paediatric Neurologist, as well as a social worker who supports in the home.

XXXXX has attended XXXXX School since September 2013.

### **What do people like and admire about XXXXX?**

- The strategies he has recently employed to be able to cope better with change
- His perseverance – he is very strong-willed
- He is a happy boy and shows pleasure in lots of activities
- His giggles, cuddle times with mum and watching films together
- Very observant
- He is very handsome

### **What's important to XXXXX?**

- His mum and wider family
- His key worker
- His mum reading to him
- Listening to music
- Routine and structure
- Being involved in decision making
- Outdoor play – loves his time in the Foundation Stage playground
- Quick responses to issues as they present themselves

### **What's important for XXXXX?**

- Routine, structure, visual timetable
- Adult support to ensure his health care needs are met
- XXXXX needs to follow a physiotherapy programme to help develop his gross motor skills
- Clear and consistent boundaries, implemented across all settings
- To further develop his ability to make and maintain friendships

### **What's working well for XXXXX?**

- He is beginning to make links with his current peer group
- He is beginning to develop better resilience and ability to cope with changes (although this is slow)
- XXXXX has a fantastic 1:1 support worker
- Provision in the School meets XXXXX's needs and there are clear ideas for developing this in the future
- XXXXX is accessing and enjoying nursery

- Use of a visual timetable and communication book
- Very good communication between all professionals and mum

**What's not working so well for XXXXX?**

- There are safeguarding concerns regarding XXXXX's potential contact with his half-siblings as he becomes older and integrates better within the community
- His ability to engage can vary from day-to-day
- Lack of academic progress despite all the support in school
- XXXXX can sometimes choose not to engage in activities



## Section B: XXXXX's special educational needs

### **Cognition and learning**

XXXXX engages well in school for the majority of the time and reports that he is happy there and enjoys his lessons. He has a good understanding of words and letters and he particularly enjoys the weekly spelling games in his class. In tasks of his choosing, or those which are linked to his areas of interest, he has good attention and motivation. XXXXX can display good play skills with adults and he has a lively imagination, which he displays through good role play. He enjoys looking at books with adults and doing jobs. He has the following areas of need:

- B1: XXXX struggles to maintain attention to adult-directed tasks. He finds it difficult to concentrate, listen and follow class instructions and his behaviour in class can be very unpredictable. XXXXX is highly active, physically moving around constantly and this state of activity generally prevents meaningful engagement in learning tasks for extended periods of time. XXXXXs engagement in unstructured learning tasks is better, with engagement for up to 35 minutes.
- B2: Whilst XXXXX's understanding of tasks is good he does not like to write and any attempts to persuade him to do so are met with confrontation. In addition, XXXXX is extremely averse to anything that looks or feels like an assessment (for example tests, observations) and therefore any assessments must be taken on a very informal and discreet basis. Therefore it is very difficult to achieve wholly accurate formal assessments of his actual abilities.
- B3: XXXXX is best able to participate in learning activities when there is constant verbal interaction and engagement with an adult, and he responds negatively when he loses the adult's attention.

### **Communication and interaction**

Having received an extremely high level of support from a Speech and Language Therapist throughout his early year's education and Key Stage 1, XXXXX has made excellent progress with his expressive and receptive language skills to the point where he no longer requires an ongoing therapy input. He has the following areas of need:

- B4: XXXXX's expressive skills are still not quite as strong as his understanding; and at times his expressive difficulties are noticeable, particularly if he is tired or at times of distress. In particular he can have difficulties with word-finding and sentence formulation.
- B5: In line with his diagnosis of Autism Spectrum Condition he has particular difficulties with pragmatics skills and social interaction. Whilst XXXXX is aware of 'how' to hold a conversation this is a very formulaic and basic understanding and he is unable to respond appropriate to any nuances in the interaction, or if something unexpected is introduced, such as a third person.

### **Social, emotional and mental health**

XXXXX is a happy boy who enjoys being with familiar adults. He has lovely interaction with his immediate and wider family, his key worker and those who he knows well.

- B6: Although he is beginning to engage with other children, his preference is for adult interaction and will continue to require support and scaffolding to be able to interact with his peers.

B7: XXXXX appears to find transitions difficult and at such times he can display frustration. He can also choose not to engage in activities and this can lead to an escalation in his behaviour. More recently this has improved following a focus on developing self-coping strategies.

### **Physical and/or sensory needs**

XXXXX is described as generally fit and healthy, and he is a very active and energetic young man who is very keen on physical activity and sport. He has the following areas of need:

B8: XXXXX has a diagnosis of juvenile osteoporosis, which can affect his mood, tiredness, stiffness and he is sometimes in pain. Consequently any physical activity must be carefully planned and differentiated. XXXXX particularly enjoys physical activity and so his movement and exertion should be carefully considered by professionals over time.

B9: XXXXX has good fine motor skills but needs to continue to ensure that he is using appropriate equipment and resources in order to maintain his healthy bone growth and to prevent longer-term pain or other injury.

B10: XXXXX has been prescribed glasses and with these he should have normal vision, although he is reluctant to wear them in school.

### **Independence and/or self-care skills**

XXXXX is very determined and likes to be as independent as possible. He is fully independent in all self-care activities such as dressing, washing and eating/drinking. He has the following needs in this area:

B11: XXXXX is dependent on adults for his safety in the setting and in order to access outdoor provision.

## **Section C: XXXXX's health needs**

- C1: XXXXX has a diagnosis of juvenile osteoporosis which is a bone disease of unknown cause. He is currently undergoing genetic testing to determine the cause of this which will be able to help determine the most effective treatment.
- C2: Until recently XXXXX suffered from regular bedwetting which it was thought was linked to his anxieties. XXXXX received support from the school nursing team and CAMHS with regard to this issue and there have been no incidents since May 2015.

## Section D: XXXXX's social care needs

- D1: The family are currently supported by a social worker with regard to helping XXXXX's mum to overcome difficulties in the community with his birth father. XXXXX does not know the identity of his birth father and due to his special educational needs it is not yet an appropriate time to broach the issue. This is regularly reviewed between XXXXX's mum and the appropriate professionals.

## Sections E to H2: XXXXX's outcomes and provision

**Section E** refers to the child or young person's outcomes. If an element of provision is labelled **Section F**, this refers to the special educational provision required by the child/young person. If labelled **Section G**, this refers to any health provision reasonably required by the learning difficulties or disabilities which result in the child/young person having SEN. If labelled **Section H1**, this refers to any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Act 1970. If labelled **Section H2**, this refers to any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

The contributors to this EHC plan agree to work together to implement the specified provision, with the purposes of enabling XXXXX to achieve the following outcomes. At each annual review XXXXX's progress toward meeting these outcomes will be discussed. In addition to the outcomes below, those working with XXXXX may agree shorter term targets, or steps, toward achieving the outcomes that are not part of the EHC plan, for example through the use of an Individual Support Plan or similar. These can be reviewed and, if necessary, amended regularly to ensure that the individual remains on track to achieve the outcomes specified below.

**Outcome 1:** By July 2016, XXXXX will engage with learning tasks for 75% of the time and make two sublevels of progress in English, Maths and Science.

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	A quiet corner in the classroom that XXXXX feels safe so that he can complete learning tasks	School	Ongoing
F	Support from a 1:1 worker so that XXXXX can access the curriculum.	School	Ongoing
F	Differentiated activities and curriculum that suit his kinaesthetic learning style.	School	Daily
F	Clear instructions for tasks he has to complete	School	Ongoing
F	A visual timetable so that XXXXX knows what and how many tasks he is expected to complete	School	Daily
F	Clear Individual Education Plan (IEP) targets or similar.	School	Ongoing
F	Learning activities, devised to accommodate his needs and help him make progress in Literacy and Numeracy and to encourage XXXXX to engage successfully with learning.	School	Daily
F	Opportunities to move and shift to different activities under the direction of adults.	School	Ongoing
F	Monitoring of his attention span and increase this through short burst input with varied materials	School	Termly

F	Create opportunities for XXXXX to extend his attention during activities and in communication with adults.	School	Ongoing
F	Implement strategies to positively redirect his attention	School	Ongoing

**Outcome 2:** By December 2015, XXXXX will follow staff instructions for 65% of the time with no more than two adult prompts.

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	Daily level book to record his level of behaviour for the day.	School Setting	Daily
F	Clear instructions, verbal and visual for tasks he has to complete.	School Setting	Daily
F	Clear Individual Behaviour Programme (IBP) targets.	School Setting	Daily

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**Outcome 3:** By July 2016, XXXXX will develop his social interaction skills such that he is able to identify a friend in his class with whom he has a reciprocal relationship

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
	XXX will have a weekly friendship group with other children in his class	School	Weekly
	XXXX will have time social stories as part of his friendship group and which concentrates on positive friendships	School	Weekly
	School will follow the PSHE curriculum making it relevant and meaningful for XXXX and concentrating on the areas around making and keeping friendships	School	ongoing

	XXXx will have a named buddy who can spend time with XXXX in the playground and include XXXX in games with other class mates	School	Ongoing

**Outcome 4:** By July 2016 XXXXX will have continued to develop his physical skills such that he is able to do 5 pull ups on the monkey bars (this outcome was suggested by XXXXX himself)

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	A set of exercises to be drawn up develop XXXX upper strength and opportunities to practice developing his physical skills	School Staff Physiotherapist	Daily Half- termly
F	Regular finger exercises to strengthen his grip	School staff Occupational Therapist oversight	Daily Half termly
F	Equipment (writing slope) etc. to be used for all written tasks throughout the school day	School	Daily
F	Regular physical exercise in addition to break and lunch times in short bursts throughout the day	School staff	15 minutes twice daily

## Section I: XXXXX's placement

This school or setting is named in line with the parents' or young person's preference under Section 39 of the Children and Families Act 2014 unless otherwise stated.

### The type of educational setting where XXXXX's needs will be met:

Any local maintained mainstream primary school

### The name of the educational setting where XXXXX will be placed:

XXXXX Primary School

## Section J: XXXXX's personal budget

Provision in this EHC plan that is being provided through a personal budget:	Personal budget value:
N/A	N/A
<b>TOTAL:</b>	N/A

## Section K: Advice and Information

Advice and Information received from:	Dated:
EHC1 – XXXXX School	12/1/2015
EHC1 – Educational Psychologist	17/6/2015
EHC1 – Speech & Language Therapist	5/3/2015
EHC1 – Consultant Community Paediatrician	Undated
EHC1 – Occupational Therapist	Undated
EHC1 - Physiotherapist	18/6/2015
Letter from Consultant Community Paediatrician	2/4/2015
EHC1 – Health Visitor	17/6/2015
Part 1C of EHC1 – Consultant Paediatric Endocrinologist	Undated

## Arrangements for reviewing this EHC plan

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. The first review **must** be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review (or six monthly for children who are under statutory school age). A review can be held at any time if there is a change of circumstances or significant concern about the child or young person's progress. For children who are looked after the annual review should, if possible and appropriate, coincide with one of the reviews in their Care Plan and in particular the personal education plan (PEP) element of the Care Plan.

All reviews taking place from Year 9 at the latest and onwards **must** include a focus on preparing for adulthood, including employment, independent living and participation in society.

For further information about the annual review process, please refer to the *SEND Code of Practice: 0-25 years (2014)*, para 9.166 onwards.

<b>Date by which this plan will be reviewed:</b>	17/7/2016
<b>The person responsible for co-ordinating the review of this plan is:</b>	Headteacher – XXXXX Primary School
<b>Contact details:</b>	XXXXX

<b>Author:</b> SEN Casework Officer (a duly authorised officer of the Local Authority).	
<b>Signed:</b>	<b>Date:</b>



**Leeds**  
CITY COUNCIL





## Appendix 6 : Outcomes from the 'Make Your Mark' ballot.

### Yorkshire & Humberside Turnouts since 2011

LA Name	Population age 11-18	Ballots 2011	Turnout out for 2011	Ballots 2012	Turnout out for 2012	Ballots 2013	Turnout out for 2013	Ballots 2014	Turnout out for 2014	Ballots 2015	Turnout out for 2015
Barnsley	22,831	0	0.00%	1,471	6.44%	1,471	6.44%	11,049	48.39%	8,951	39.21%
Bradford	53,911	0	0.00%	10,170	18.86%	10,170	18.86%	17,196	31.90%	1,476	2.74%
Calderdale	20,578	54	0.26%	1,767	8.59%	1,767	8.59%	6,605	32.10%	6,869	33.38%
Doncaster	28,741	607	2.11%	1,850	6.44%	1,850	6.44%	7,436	25.87%	3,582	12.46%
East Riding of Yorkshire	32,255	0	0.00%	0	0.00%	0	0.00%	9,014	27.95%	8,702	26.98%
Kingston Upon Hull, City of	24,628	0	0.00%	2,820	11.45%	2,820	11.45%	3,034	12.32%	0	0.00%
Kirklees	41,666	0	0.00%	264	0.63%	264	0.63%	407	0.98%	1,078	2.59%
Leeds	69,314	512	0.74%	5,408	7.80%	5,408	7.80%	19,716	28.44%	16,343	23.58%
North East Lincolnshire	16,290	428	2.63%	716	4.40%	716	4.40%	1,903	11.68%	3,674	22.55%
North Lincolnshire	15,730	0	0.00%	233	1.48%	233	1.48%	3,330	21.17%	6,135	39.00%
North Yorkshire	59,979	463	0.77%	4,913	8.19%	4,913	8.19%	3,430	5.72%	6,790	11.32%
Rotherham	25,957	7	0.03%	1,029	3.96%	1,029	3.96%	4,660	17.95%	5,468	21.07%
Sheffield	48,854	108	0.22%	1,957	4.01%	1,957	4.01%	10,354	21.19%	12,922	26.45%
Wakefield	31,907	1,140	3.57%	2,826	8.86%	2,826	8.86%	6,048	18.96%	12,389	38.83%
York	16,606	58	0.35%	556	3.35%	556	3.35%	4,966	29.90%	0	0.00%

### Yorkshire & Humberside

	Barnsley	Bradford	Calderdale	City of York	Doncaster	East Riding	Kingston Upon Hull	Kirklees	Leeds	North East Lincolnshire	North Lincolnshire	North Yorkshire	Rotherham	Sheffield	Wakefield	TOTAL	
1. Votes at 16	528	102	566	176	588		154	85	4,216	276	623	385	379	900	906	9,884	
2. A curriculum to prepare us for life	1,202	48	900	624	1,174		303	123	633	393	815	1,335	699	1,528	2,004	11,781	
3. The end of austerity and child poverty	323	237	520	361	770		136	90	1,415	208	333	541	358	826	970	7,088	
4. Transport	2,165	160	910	379	1,062		299	126	1,028	455	640	772	1,207	2,252	1,209	12,664	
5. Climate change	279	50	279	266	318		88	58	458	128	231	407	313	727	534	4,136	
6. Mental health	803	148	829	424	945		354	88	2,306	520	729	613	635	1,576	1,559	11,529	
7. Fund our youth services	154	27	241	103	734		152	18	1,173	91	152	240	181	339	496	4,101	
8. Living wage	2,526	377	1,473	788	1,829		542	293	1,100	1,145	1,486	1,469	1,001	2,639	2,729	19,397	
9. Tackling racism	429	260	659	266	741		168	162	3,196	234	622	605	375	1,259	1,127	10,103	
10. Extended special needs support	542	67	492	195	541		164	35	818	224	504	423	320	876	855	6,056	
<b>TOTAL</b>	<b>8,951</b>	<b>1,476</b>	<b>6,869</b>	<b>3,582</b>	<b>8,702</b>	<b>0</b>	<b>2,360</b>	<b>1,078</b>	<b>16,343</b>	<b>3,674</b>	<b>6,135</b>	<b>6,790</b>	<b>5,468</b>	<b>12,922</b>	<b>12,389</b>	<b>96,739</b>	
																<b>TOTAL NO OF BALLOTS</b>	<b>96,739</b>

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Report author: Phil Coneron  
Tel: 0113 3957297

## Report of Mark Peel, Independent Chair Leeds Safeguarding Children Board

### Report to Scrutiny Board (Children's Services)

**Date: 12 November 2015**

**Subject: Leeds Safeguarding Children Board – Annual Report 2014/15**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## 1.0 Purpose of this report

1.1 Leeds Safeguarding Children Board (LSCB) is a statutory body established under the Children Act 2004 and 'Working Together to Safeguard Children (2010)'. It is independently chaired and consists of senior representatives of all the principle stakeholders working together to safeguard children and young people in the City.

Its statutory objectives are to:

- Co-ordinate local work to safeguard and promote the welfare of children
- To ensure the effectiveness of that work

1.2 Attached is the executive summary of the Leeds Safeguarding Children Annual Report 2014/2015 for consideration by the Scrutiny Board (Children's Services). The report, published on the 30.09.15. highlights the degree of progress made over 2014/15 and the challenges arising for 2015/16.

## 2.0 Recommendations

2.1 The Scrutiny Board (Children's Services) is recommended to:

- Consider and note the information contained within the LSCB Annual Report and make recommendations to support and challenge the children's safeguarding partnership in Leeds and LSCB as deemed appropriate.

## 3.0 Background documents<sup>1</sup>

<sup>1</sup> The background documents listed in this section are available to download from the Council's website,

None

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unless they contain confidential or exempt information. The list of background documents does not include published works.



Leeds  
Safeguarding  
Children Board



# LSCB ANNUAL REPORT 2014/15

## EXECUTIVE SUMMARY



# Contents

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Foreword

Introduction

Context and Strategic Overview

Effectiveness of safeguarding arrangements in Leeds

Effectiveness of the LSCB

Summary and whole system analysis

Challenges for 2015/16



## Jane Held, Independent Chair of Leeds Safeguarding Children Board (2010-15)

# Foreword

I am delighted to be able to present to the Board and all partners as well as to the children, young people, families and communities, my last Annual Report as the Independent Chair of the Leeds Safeguarding Board.

For the second year running we have a good story to tell about the work of the Leeds Safeguarding Children Board and in this report we set out the progress made locally over the year.

There will always be a lot to do, and many challenges ahead, but the report demonstrates the good work that was done by the Board and through all Board partners to protect children and young people and promote their welfare in 2014/15.

Central to our work is the Student LSCB, and the young people who are members of it. They have challenged us, worked with us, set their own key priorities and, over the year, influenced what we do and how we do it. We have also been externally

inspected by Ofsted and found to be good, which provides independent verification of the progress we have made.

Leeds continues to be a city that is ambitious for its children and young people, and has invested in children because they see children as being the economic future of the City.


Despite the challenges of public sector expenditure pressures, and a constantly changing policy world, across the partnership we have collectively in Leeds “kept the faith” in terms of being both a child friendly city and a City that is the best place to grow up. Our leadership has remained stable, our vision enduring and our multi-agency commitment to shared principles, behaviours and ways of working retained.

This report shows how that collective ambition and strong leadership coupled with high support and high challenge by the LSCB, has had a significant impact

on the outcomes achieved for its children and young people.

The LSCB too is steadily continuing to build on the progress of previous years in improving in its ability to both support that progress and actively scrutinise and challenge it. Despite the challenges, I am able to say with confidence that in Leeds, children’s welfare is a priority for every organisation and that safeguarding children and young people is central to being a Child Friendly City.

The more we improve the more we realise just how much more we have to do. Over the next year our key challenge is to move from a “good” organisation and partnership towards being great. I am incredibly proud to have had the privilege of being the LSCB Chair for the last 5 years, and I know that children over the next few years will get an even better deal than they do now, where their safety is more assured, their opportunities realised and their welfare maximised wherever they live in Leeds.



“Leeds continues to be a city that is ambitious for its children and young people, and has invested in children because they see children as being the economic future of the City.”





# Introduction

Leeds Safeguarding Children Board (LSCB) is a statutory body established under the Children Act 2004. It is independently chaired (as required by statute) and consists of senior representatives of all the principle stakeholders working together to safeguard children and young people in the City. Its statutory objectives are to:

- Co-ordinate local work to safeguard and promote the welfare of children and young people
- To ensure the effectiveness of that work

Working Together (2015) requires each Local Safeguarding Children Board to produce and publish an Annual Report evaluating the effectiveness of safeguarding in the local area. The guidance states that the Annual Report 'should provide a rigorous and


transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action'. The Report should:

- Recognise achievements and progress made as well as identifying challenges
- Demonstrate the extent to which the functions of the LSCB are being effectively discharged
- Include an account of progress made in implementing actions from Serious Case Reviews
- Provide robust challenge to the work of the Children's and Families Trust Board.

This Executive Summary Report summarises the progress made by Leeds LSCB in 2014/15 through and with its partners and analyses the effectiveness of:

- Safeguarding arrangements in the city
- The LSCB itself in supporting and coordinating safeguarding arrangements and in monitoring and challenging those who provide them.

It is a summary of the full Annual Report which is available on the LSCB website along with significant amounts of additional information attached as appendices.

A young girl with dark hair in a ponytail, wearing a red t-shirt, is smiling and looking to her right while writing in a notebook with a green marker. She is sitting at a desk with a yellow pencil holder containing several pencils. In the background, other children are blurred, and there are green apples on the desk.

“Services in Leeds for children and young people have been on a steady journey of improvement since 2009”

# Context and strategic overview

Leeds is the second largest city council in England, with a population that has increased rapidly in recent years. The population of children and young people aged 0-19 is 186,000. Within this, the number of very young children (0-4 year olds) has increased faster with over 10,000 children being born in Leeds every year and the city has a significantly higher proportion of 15–25 year olds compared to both the regional and national averages, with a total population of 289,000 0-25 year olds living in the city.

Leeds is a very diverse city, with over 130 nationalities included in a minority ethnic population of 19%. The proportion of pupils in Leeds schools that are of minority ethnic heritage has increased since 2005 to 28.1%. A higher proportion of primary than secondary pupils are of minority ethnic heritage. Some 16% of pupils have English as an additional language and over 170 languages are

recorded as spoken in Leeds schools. The largest minority ethnic groups in the city are the Indian and Pakistani communities, but more recently there has also been a significant increase in economic migration, mainly from Eastern Europe.

Overall around 33,000 children and young people live in poverty (20% of those aged 0 – 16). There is significant variation in the circumstances of children and young people living in Leeds, with 37% living in the 20% most deprived areas of the city and 26% in the 10% most deprived areas in the country. In some areas the proportion of children and young people subject to Child Protection Plans is three times the Leeds average, low birth weight twice as high and obesity rates 50% higher than average.

Within that context the City's services for children and young people have been on a steady journey of improvement. Assessed as inadequate by Ofsted in

2009, each year since has seen a step change in the quality and effectiveness of its services. Improvement has been driven through:

- The City's ambition to become a Child Friendly City
- The Children and Young People's Plan, which has provided stability, sustained focus and strength of purpose based on shared principles
- The use of a restorative practice approach (working *with* children, young people and their families).

# Implementing the Children and Young People's Plan

As a key stakeholder, the LSCB has contributed to the development of a new Children and Young People's Plan for 2015 – 19, which has built on the key elements of the previous plan and highlights three underpinning behaviours:

- Listening and responding to the voice of the child
- A Restorative Practice approach: doing with not for or to children, young people and their families
- An Outcomes Based Accountability approach which asks is anyone better off as a result of work undertaken.

The objectives of the plan are clear, with an appropriate focus on keeping children and young people safe from harm.

There is a partnership agreement that the children's safeguarding system needs to be 're-balanced' in order to improve outcomes for children and young people and this is articulated through one of three 'obsessions'; to safely and appropriately reduce the number of children and young people who are 'looked after.' The development and implementation of the Early Help approach (to ensure that children and young people receive the right service at the right time) is already having a positive impact and will be developed further during 2015-18.

This approach is supported and monitored by the LSCB through annual reports and challenges to other strategic bodies in the city.

## LSCB Partners

The Public Sector continues to face the challenges of financial restriction and increasing demand for services that were identified and considered in the 2014 Annual Report. In their annual safeguarding reports to the LSCB, partner agencies have identified the key challenges that they are facing and the steps that they are taking to respond to them. Common challenges identified include:

- Engaging more effectively with children and young people in the review and planning of services
- Responding to budget pressures, undertaking further restructuring of services and demonstrating value for money
- Better evidencing of outcomes for children and young people and developing an outcomes focus to care planning
- Contributing to the implementation and embedding of the Think Family, Work Family protocol
- Supporting the further development of the Front Door Safeguarding Hub and evaluating the impact of multi-agency engagement in this
- Considering how best to contribute to multi-agency approaches to Children in Need.

All partners stress the importance of good multi-agency working in responding effectively to the needs of vulnerable children and young people and in improving outcomes for them. Common areas of development and progress made includes:

- Embedding a restorative culture
- Engaging with the Early Help approach
- Developing more comprehensive and robust quality assurance and audit processes
- Establishing a more qualitative approach to auditing, focusing on outcomes for children and young people as well as compliance with procedures and timescales
- Reviewing the effectiveness of commissioned services
- Learning from complaints and compliments.

# The effectiveness of safeguarding arrangements in Leeds

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In order to evaluate the effectiveness of arrangements to safeguard and promote the welfare of children and young people in Leeds, evidence is drawn from a wide range of sources which are analysed together to assess the whole system:

- Engagement with children and young people
- Monitoring and reviewing
- Performance management and quality assurance:
  - How much did we do?
  - How well did we do it?
  - What difference has it made?
- External inspections and reviews.



# Engagement of children and young people

Young people (students at Leeds City College), through the 'Student LSCB' (Voice & Influence sub group), have attended and presented at Board meetings throughout 2014/15, contributing to its work through:

- Involvement in the selection of lay members and a new independent LSCB Chair
- Seeking assurance from partners about safeguarding arrangements from a young person's perspective
- Assisting in the delivery of workshops at the LSCB annual conference
- Developing campaigns on behalf of West Yorkshire LSCBs and Police Force which raised awareness about the dangers of:
  - On line grooming ('Who are you really talking to?')
  - Sexting ('Think before you send') which targets teenagers on the consequences of sending inappropriate images of themselves.
- Evaluating the accessibility for children and young people of complaints processes used by partners
- Making proposals for partners to consider establishing young people's advisory groups in order to support the making of short videos to highlight key issues from a young person's perspective.

All the annual safeguarding reports from partners talk

about the importance of engaging with children and young people when reviewing and planning services. There is a consensus that more needs to be done in this area, but also evidence that initiatives are being developed and implemented eg:

- Involvement in the Children's Commissioner's take over day in November 2014
- The establishment of formal structures to capture young people's views on shaping services
- Engagement with other strategic bodies
- Undertaking surveys of young people's views about services and developing action plans to respond to the results
- Improving the collation and assessment of existing feedback from young people to more easily identify areas for improvement
- Establishing children and young people's sections on websites.



# Monitoring and reviewing

## Reviewing Child deaths

The Child Death Overview Panel continues to see an overall reduction in the number of deaths of children and young people in the city (although there was a slight increase in 2014/15). This is an encouraging trend, in line with that experienced nationally, to which the work of many sectors, agencies and organisations has contributed.

By far the greatest number of deaths occurs to very young babies aged under a month, with babies of very young mothers and of non-white ethnicity being at greatest risk. From a public health perspective, the single factor most amenable to change in the neonatal age group is tobacco, with nearly a quarter of all neonatal deaths occurring to babies whose mothers smoked during pregnancy. Smoking is, of course, also a contributory factor across many other prominent causes of death such as sudden infant death and deaths from infections. There is no doubt that efforts to prevent smoking need to be maintained and renewed.

Among older children, once again two particular areas emerge as priorities for preventive action. The first of these is traumatic accidental injuries, of which the biggest group is road traffic accidents with around half of victims being pedestrians and nearly a quarter motorcyclists. The other priority area is the prevention of sudden infant deaths, with household smoking and bottle feeding being the two most common risk factors amenable to preventive action. The pattern may well now be familiar, but there is no place for complacency. Indeed, it is only through renewed efforts to address these issues that a sustained downward trend in childhood deaths will be sustained.

Recommendations have been made and progressed in support of public health campaigns to draw attention in the wider community to these risks.

## Managing Allegations against professionals

The Designated Officer team (based in the Local Authority) is well established and provides a co-ordination role for partners dealing with allegations made against professionals. The 2014/15 annual report highlighted that:

- The number of notifications to the service increased by 20% to 521
  - 80% of these were from agencies which have the most contact with or access to children and young people (eg education, foster carers, early years settings, residential provision)
  - 40% of notifications relate to allegations of physical abuse and 17% to inappropriate behaviour (including ICT/internet use).
- 35% of notifications received resulted in Initial Allegations Management Meetings, where there is a clear indication that a child or young person has suffered significant harm or that the behaviour of a professional may pose a significant risk to a child.
- 13% of notifications resulted in a Police investigation and to date there have been 4 criminal convictions.

## *Learning from Serious Incidents involving Children and Young People*

One of the key functions of the LSCB is to ensure that lessons are learnt from the circumstances of serious child care incidents that will improve future practice and reduce the risk of such incidents re-occurring in the future. In 2014/15 the LSCB published two Serious Case Reviews (available on the LSCB website) and completed 3 Local Learning Lessons Reviews. The learning from these reviews can be summarised as:

- Child protection processes must be undertaken in a timely manner (eg Strategy Meetings, child abuse investigations) and informed by good sharing of information between agencies.
- Techniques and interpretation of findings in child protection medicals to be consistent with Royal College of Paediatricians and Child Health guidelines.
- To be effective assessments must be multi-agency and timely with good analyses and inclusion of the child's wishes and feelings.
- Professionals from different agencies to be better able to effectively challenge each other.
- Core groups need improve the effectiveness of child protection plans and avoid 'drift'.
- Where Child in Need Plans prove to be ineffective the timely consideration of child protection processes need to be considered.
- Better co-ordination of multi-agency services is required when care leavers are leading an unsettled and chaotic life characterised by frequent and recurring crises.
- Greater clarity is required about the use of witness protection schemes to ensure they do not have the unintended consequence of hindering information sharing and multi-agency working.
- It is important that professionals with relevant information and understanding about a case input and attend Child Protection Conferences as appropriate.



# Performance Management and Quality Assurance

## Partner Compliance with Statutory Safeguarding Requirements

Effective practice to safeguard children and young people is dependent on partners having appropriate policies, procedures and arrangements in place to support their staff. Section 11 of the Children Act 2004 and sections 175 and 157 of the Education Act 2002 set out the requirements for agencies and form the basis for regular self-auditing of compliance.

A full self-assessment of statutory partners' compliance with s(11) responsibilities was undertaken in April / May 2014 which demonstrated a journey of improvement since their previous full Section 11 assessment in 2012/13. Overall, full compliance against the standards was demonstrated in 92% of the returns, with partial compliance in 7% and no compliance in 1%. Partner agency annual safeguarding reports include issues raised by the assessment and work undertaken to respond.

The key themes identified as requiring review or improvement by organisations included:

- Seeking the views of children and families when the organisation is developing a new service or piece of work is an area for development.
- The need to ensure that staff are encouraged and required to attend child protection and safeguarding training (as appropriate)
- To ensure that children are being made aware of their right to be safe from abuse.

Agencies commissioned by statutory partners (often from the third sector) are also required to undertake self-assessments, with 186 being completed by March 2015 and a further 125 in progress. Assessments are dip sampled by commissioning organisations.

All partners that submit a Section 11 self-assessment also provide an action plan on how they will address areas that they have identified as requiring improvement or review. In 2015/16 the Performance Management sub group is undertaking a thematic evaluation of partners' assessments focusing on arrangements for children and young people with complex needs.

Schools complete a self-assessment against the requirements of s(175) of the Education Act 2002 which provides the starting point for supporting all schools to ensure safeguarding arrangements are secure. In 2013/14 there was a 100% return which identified that:

- Over 93% have updated and relevant policy and procedures in place
- 98% have identified designated staff and governors with key responsibilities for safeguarding
- 98% have head teachers trained in 'safer recruitment'.

The Children's Services Integrated Safeguarding Unit (Education Safeguarding Team) collates the returns from schools and provides advice and support as requested.

## *Evaluating the Child's Journey through the Safeguarding System*

Reviewing how the safeguarding system responds when concerns are identified about vulnerable children and young people throws light on how they may become the subject of statutory intervention and contributes to an understanding of the extent to which Early Help services are effective in addressing and managing risk and need.

The development of a Children's Services multi-agency Duty and Advice team has supported front line practice to ensure that children's and family's needs are met with an appropriate and proportional response. A skilled team of multi-agency professionals from social care, health and police are co-located, which has strengthened decision making where there are concerns about a child or young person. Weekly multi-agency referral reviews look at the consistency of decision making at the front door. Increased practitioner confidence in contacting the duty and advice team was evidenced in the LSCB practitioner questionnaire (2014).

Crucial to ensuring that children and young people receive the right service at the right time is the development and implementation of the Leeds 'Early Help Approach' which was launched by the LSCB in May 2014 and is underpinned by multi-agency locality (cluster) arrangements. There are currently 25 Cluster partnerships within Leeds based around a family of schools within a locality. Evidence from the clusters demonstrates earlier engagement with families is growing and numbers of children and young people accessing support from local cluster guidance and support meetings are increasing year on year. The number of children and young people supported through Early Help Assessments during 2014/15 was 1,110, a significant increase from 400 in 2013/14. Family Intervention Service worked with 452 children and the Troubled Families team has seen sustainable change in 2,190 families they have worked with.

The LSCB review of cluster working identified a children's workforce 'clearly committed to improve the lives of children, young people and families. Cluster managers are very supportive of their staff and operate a 'high support, high challenge' management style. Nevertheless, concerns were raised about how consistent services were across the city and the continuing pressure to prioritise statutory cases which limits the ability to respond on an early help basis.

Challenges have been highlighted in working effectively in a multi-agency environment and the need to engage more effectively with Adult Services where there is compromised parenting through drug / alcohol / domestic violence and mental health issues. This emphasised the need to embed the relaunched Think Family Work Family protocol.

The Early Help approach will receive a considerable boost in 2015/16 with the implementation of an expanded Family Group Conference service facilitated by Children's Services successful Innovations Fund bid.

## *Children and Young People subject to a Child Protection Plan*

The overall number of children and young people subject to a child protection plan (because they are at risk of suffering significant harm) can also give an indication of the effectiveness of the system as a whole. The number in Leeds increased steadily from 2009 – 2011 to a level (1,171) considerably higher than for comparator authorities. The introduction of the Strengthening Families Approach helped to stabilise and then gradually reduce the number of children and young people requiring this level of statutory intervention. At the end of 2014/15 the number stood at 641, a level slightly lower than for statistical neighbours.

The LSCB has been keen to be assured that this reduction is happening in a safe and appropriate manner. A series of multi-agency audits 2012 – 15 indicate that the quality of services and outcomes for this group are steadily improving.

There is an increased focus on including the views of children and young people to ensure that risk and how to manage it is more clearly identified and to receive feedback from them and their families about the effectiveness of child protection conferences.

However, both the Her Majesty's Inspectorate of Constabulary and Ofsted noted that that attendance at child protection conferences by key professionals needed to be more consistent. The Children's Services Integrated Safeguarding unit is exploring how to improve the invite process to ensure that key professionals are invited contribute to conferences in a timely way. This will be a key area for the LSCB to monitor during 2015/16.

## Children and Young People who are Looked After

Similarly, the number of children and young people who need to be 'looked after' in Leeds had increased steadily up to 2012 (1474), a figure significantly higher than for statutory neighbours. The implementation of the Children and Young People's Plan (2011-15) has been successful in progressing one of its obsessions (to safely and appropriately reduce this number) to 1,259 at the end of 2014/15. Moreover, there is clear evidence, through LSCB auditing and external inspection that services provided to this group are of a high quality.

Performance reports to the LSCB have noted:

- Improved placement stability with children and young people subject to less moves while in care.
- Better use of kinship care, foster carers
- Less children and young people placed out of local authority area
- All children and young people who are looked after have an allocated social worker
- Independent reviewing officers provide robust oversight of care plans.

The independent Reviewing Service is promoting the inclusion of children and young people's views in reviewing and planning processes through direct contact and increasing their contributions to review meetings. 75% of care plans are judged to fully reflect the views of children and young people.

However, the need to support children and young people who are looked after through their transition to adulthood remains an area that needs further work, with improvements required in case recording and multi-agency working with care leavers. Reports to the LSCB have set out improved multi-agency arrangements to support care leavers, the impact of which will be monitored in 2015/16.

## Children and Young People suffering or at risk of Sexual Exploitation

The partnership has maintained a strong focus on improving structures, policies, procedures and multi-agency practice in order to respond more effectively to the needs of this group.

In the Autumn of 2014 the Independent Chair of the LSCB led a review of partnership arrangements and the effectiveness of responses to sexual exploitation, concluding :

'That whilst we have made steady progress in tackling sexual exploitation there is a significant amount still to do. We can be confident that we have done some positive work and that we respond to those at the highest risk. We have increased the resources deployed to support those young people. However we do not know "what we do not know" and there are significant areas of work we need to develop. These include: getting a better understanding of our data and intelligence, identifying what good disruption activity could look like, how better to ensure frontline staff are trained about signs and indicators and young people are aware of what sexual exploitation is and how to avoid it. Work needs to be further developed in schools, and how best to engage with communities to ensure they themselves act preventatively'.

During 2014/15 there has been a significant increase in the number of referrals relating to children and young people who are experiencing / at risk of being sexually exploited. External inspection confirmed that this was more likely to represent an increased awareness of the nature and scale of the abuse rather than an increase in victimisation.

Multi-agency working and information sharing has been significantly enhanced through:

- A focus on disruption and investigation, resulting in a number of successful court cases and conviction of perpetrators
- The deployment of resources to increase capacity to respond more effectively to exploitation and related forms of abuse through the establishment of a multi-agency team (The Safe Project) , a Risk and Vulnerability team and an enhanced intelligence capability.
- Piloting safeguarding training for taxi drivers as part of the licensing process

- Collaboration with other LSCBs, Local authorities and the Police & Crime Commissioner for West Yorkshire to improve regional working and launch campaigns aimed at parents, children and young people.

The annual report of the Child sexual exploitation sub group concluded that there is evidence of:

- Increasing awareness across the partnership
- Improved identification
- More consistency in multi-agency assessments
- Engaging with the broader nature of the challenge – not just responding to ‘high risk’.

Addressing sexual exploitation remains a key priority for the LSCB in 2015/16.

Numbers for children and young people who are missing from education have increased annually for the last 3 years but an improved process involving locality based staff has been able to keep pace with this. The use of restorative techniques with families and schools has helped to resolve fractured relationships between schools and parents. More than 120 children have made transitions back into school over the last four terms.

There is a close relationship between children and young people being reported as missing and the risk of sexual exploitation. In acknowledgment of this, the Children’s Services Integrated Safeguarding Unit and the Partnership Safeguarding Intelligence Hub are in the early stages of developing the ability to cross reference and match the data of those children and young people who are reported missing from home or care against those identified as at risk of, or experiencing sexual exploitation.

Page 94 *Children and Young People who Go Missing*

A broader definition and more proactive approach has been developed to respond more effectively to children and young people who go missing in a range of circumstances; from: home/care, education, and the view of universal services; and that these need to be linked to: honour based violence, forced marriage, female genital mutilation, radicalisation / extremism and modern day slavery. In 2014/15 progress has been made to finalise the Missing Strategy and initiate a partnership action plan to address these issues. The sub group is progressing this work in 2015/16

Awareness is being raised across the partnership about the nature and scale of the challenge, which is reflected through increased reporting of missing incidents over the last three years. A new return interview service was launched in April 2015 which will facilitate a more coordinated response to children and young people who go missing and enable more robust data collection and the monitoring of performance indicators.

## External Inspections and Reviews

There have been a number of external inspections across the partnership in 2014/15, providing a useful independent measure of how well safeguarding children and young people is being carried out in Leeds. There have been a number with particular relevance for the partnership as a whole.

In January 2015 Ofsted undertook an unannounced inspection of services for children in need of help and protection; children looked after and care leavers and a review of the effectiveness of Leeds Safeguarding Children Board. Ofsted judgements were 'Good' in all areas with an 'Outstanding' judgement for leadership, management and governance. The report noted that 'There have been significant improvements in every part of the local authority's arrangements for safeguarding children and young people.'

Significantly, despite extensive auditing of cases, no children and young people were referred to the Local Authority as being at immediate risk of significant harm.

There were no priority or immediate actions the local authority needed to address, with 15 areas for improvement noted. Robust action plans have been developed to address these and regular updates on implementation will be provided to the Performance Management sub group during the year.


Within Ofsted's new schools inspection framework are judgements on 'behaviour and safety' and this takes into account safeguarding. In Leeds 68 schools were inspected during 2014/15. 78% were judged either 'good' or 'outstanding' with 22% 'requires improvement'. There were no schools judged as 'inadequate'.

85.6% of child minders inspected in Leeds were judged either 'good' or 'outstanding' with 14% 'requires improvement' Only 0.4% was judged 'inadequate'. Within Day Care settings 91% of those inspected were judged either 'good' or 'outstanding' with 8% 'requires improvement' with 1% 'inadequate'. Early Years settings that are judged inadequate are visited and supported by Leeds City Council Integrated Safeguarding Unit Education and Early Start Safeguarding Unit.

Her Majesty's Inspectorate of Police undertook as part of a national inspection and inspection of West Yorkshire Police into on the experiences, progress and outcomes for children who need help and protection. The inspectors raised some concerns about the approach in Leeds to child sexual exploitation, the operation of the Children's Services Front Door, police engagement in child protection conferences and the management and detention of children and young people in custody.

Despite not recognising the circumstances described in the report relating to sexual exploitation and the front door, the LSCB put in place a work plan to review arrangements and identify actions as appropriate. The subsequent Ofsted inspection provided reassurance in a number of areas and work is underway to address outstanding issues. Remand foster care placements are now available for young people as an alternative to detention in police custody.

In 2014/15 national and local enquiries into the abusive activities of Jimmy Savile were also brought to a conclusion and published. In February 2015, themes and lessons learnt from the NHS investigations into matters relating to Jimmy Savile (Lampard, 2015) was published, Leeds Teaching Hospitals Trust, Leeds Community Healthcare Trust and Leeds and York Partnership Foundation Trust have reviewed the recommendations and actioned as appropriate. Assurance and progress against actions has been received from these trusts and reviewed by the Clinical Commissioning Groups. The National Safeguarding Steering Group will monitor progress of the recommendations on a quarterly basis through NHS England regional and local Quality Surveillance Groups.

A photograph of a woman with long brown hair, wearing a red top and pink pants, sitting on the floor and reading a colorful book to a young child. The child is wearing a pink polo shirt and patterned pants. They are in a bright, indoor setting, possibly a living room or playroom, with a white table and chairs visible in the background. A semi-transparent grey box containing text is overlaid on the right side of the image.

“The LSCB has effective leadership and has been instrumental in developing a strong support and challenge culture.”

# The effectiveness of the Leeds Safeguarding Children Board



## How the Board undertakes it's work

During 2014/15 the Board has continued to meet bi-monthly, with the Executive meeting on the intervening months. The annual review process (April to July) culminated in the Annual Review Meeting on 16 July 2015 to review progress made, the impact the Board is having and to confirm priorities for itself and other strategic boards for 2015/16. Board meetings are well attended (75% by primary representatives) and employ a mixture of approaches to ensure the active engagement of participants and the efficient consideration of business.

The work of the LSCB is largely undertaken through the sub / reference / task group structure, supported by the Business Unit and is heavily reliant on the input of staff from all partner agencies. The commitment shown by agencies and their staff is testament to the seriousness with which the LSCB is viewed and the shared intent across the partnership to improve multi-agency working, services and outcomes for children and young people.

Significant developments in 2014/15 included:

- Revised governance arrangements for the Serious Case Review subcommittee, to ensure clear lines of accountability when making decisions about undertaking reviews
- Concluding the work of the Front Door reference Group and handing strategic oversight of ongoing developments to the Safer Leeds Executive
- Progressing the work and influence of the Secure Settings sub group
- Implementing the work plan of the Sudden Unexpected Death In Childhood Reference Group.

Progress on the objectives and tasks within the LSCB Business Plan are monitored through Executive Group meetings and reported on a regular basis to the Board. In 2014/15 the plan comprised 182 tasks, of which 89% have been completed or are proceeding on time. As in previous years those tasks that remain ongoing or are identified as requiring increased attention have been considered for inclusion in the Business Plan for 2015/16.

## Promoting Effective Partnership Working

The LSCB is responsible for the co-ordination of local work to safeguard and promote the welfare of children and young people and thus to develop and maintain effective multi-agency working, at both strategic and operational levels.

The Board engages with other strategic bodies in Leeds and collaborates on the development of common issues. Its annual report is presented to the other key boards in the city and includes specific challenges from the LSCB.

The launch of two major initiatives in 2014/15 (The Early Help Approach and the Think Family Work Family Protocol) was the result of intensive multi-agency consultation and input from across both the Children's and Adult's partnerships. The Early Help Approach is being embedded in multi-agency working and practice whilst the implementation of Think Family Work Family protocol has been identified by all strategic bodies as a priority for 2015/16. The LSCB has set up a multi-agency strategic steering group, supported by a full time worker jointly seconded to the Business Unit and Families First to progress this. A full launch is planned for the Autumn 2015 with a focus on engaging further with Adult Services.

Since 2012/13 the LSCB has been promoting the need for practitioners to appropriately challenge each other in order to facilitate more effective multi-agency working and better planning and reviewing of progress made with children and young people. In 2014/15 the LSCB Concerns Resolution Process was updated and relaunched, providing a framework for practitioners to air and resolve any concerns about how individual cases are being collectively managed.

A restorative approach to multi-agency working is being promoted across the partnership, with the underpinning framework of policies, procedures and processes being regularly reviewed and updated.



## Communicating and Raising Awareness

A central part of the leadership role of the LSCB is to ensure that key safeguarding messages and emerging lessons from its activity are disseminated quickly and effectively across the partnership so that front-line staff can act on them, develop their practice and multi-agency working accordingly and improve outcomes for children and young people. While the Business Unit underpins and operates communication between the components of the Board, the Communications task group leads and shapes the dissemination of the work of the Board across the partnership via the LSCB website and the LSCB e-bulletin. Over 1,000 practitioners are signed up to receiving monthly e-bulletins. The LSCB now has a social media presence via Twitter and Facebook with over 500 followers. This has proved invaluable in widely disseminating LSCB campaigns and drawing attention to the range of information available on the LSCB website. The campaign to raise awareness about on line grooming resulted in over 4,000 hits from social media activity and 5,000 direct hits on the website.

The following areas for work have been identified for 2015/16:

- To develop a framework for evaluating the impact of communication activity undertaken by the Board and its partners
- To build on current campaigns about child sexual exploitation and include the related issue of children and young people who go missing
- To increase the number of practitioners who are signed up to the monthly e-bulletin.

## Holding Partners to account for Safeguarding Practice

The LSCB maintains an overview of the quality, timeliness and effectiveness of safeguarding practice through its Performance & Quality Management System, the undertaking of Reviews and the findings from the Child Death Overview Panel. Performance and Quality reports are presented to the Board on a quarterly basis and the Annual Performance Report (received in June) provides the basis for the analysis of the effectiveness of partnership safeguarding arrangements and practice summarised above. Areas identified for action in 2015/16 include:

- To broaden the range of performance data collected and analysed from across the partnership.
- To monitor the effectiveness of the Think Family, Work Family protocol
- To further develop the support and challenge culture within the Performance Management sub group.

The Quality Assurance and Audit Programme includes a range of methods in order to inform the Board of the quality of multi-agency practice and identify areas for improvement. This has been central in providing assurance that during a time of significant change across the partnership and the introduction of new ways of multi-agency working that risk for individual children and young people continues to be safely and appropriately managed.

## Learning and Improving

The LSCB seeks to actively lead the partnership in identifying areas of safeguarding working and practice that need to be improved and to ensure that action is taken as a result. This work is coordinated through the Leeds Framework for Learning and Improvement which comprises:

- A partnership approach to learning and improving
- Transparency and public accountability
- Clarity about the responsibilities of partners
- Learning methodologies (including responding to child deaths and undertaking Serious Case Reviews and Local Learning Lesson Reviews)
- Planning and implementing improvements
- Disseminating lessons learnt and changes required
- Monitoring the impact of changes made.

The annual review of the impact of learning and improvement activity provides assurance that lessons are responded to through actions which are then monitored. There is considerable evidence of positive impact on policies, procedures and multi-agency working, with more to do in order to link such improvements to outcomes for children and young people.

## The Annual Review

The LSCB Annual Review process runs from April to July, with the Board receiving and considering:

- Reports from sub and reference groups
- Safeguarding reports from partners
- Reports from other strategic bodies
- The Annual Performance and Quality Report
- The Annual Strategic Performance Report.
- The findings from Board member assessments.

Discussions within the review process indicate that overall the Board is performing well and identified a number of areas for further improvement:

- To work more closely with other strategic boards to deliver the shared agenda for helping and protecting children, young people and families
- Partners to more effectively hold each other to account for their contribution to the safety and protection of children and young people
- To use the views and experiences of children and young people in Leeds to more effectively and consistently to improve practice, influence change and shape services.
- To more consistently use evidence of children's experiences as a key measure of the difference in outcomes being made through local services.

## OFSTED Inspection Findings

In January 2015 the LSCB was inspected by Ofsted as part of the Inspection of services for children in need of help and protection, children looked after and care leavers. Its report was published in March. Ofsted stated that the arrangements in place to evaluate the effectiveness of what is done by the authority and board partners to safeguard and promote the welfare of children are 'good'. The LSCB is 'good' because it:

- Fulfils its statutory responsibilities and coordinates the work of partners
- Scrutinises, analyses and improves multi-agency working
- Has effective leadership and holds partners to account
- Operates robust performance management and quality assurance arrangements
- Has been instrumental in developing a strong support and challenge culture
- Is influential in:
  - Work to re-balance the safeguarding system
  - Ensuring a strong focus on sexual exploitation and children and young people who go missing.
- Has a strong focus on the voice and influence of children and young people through an innovative Student LSCB.

5 areas for improvement were identified:

- Report on the effectiveness of all key partner agencies, through broader performance management datasets in order that all safeguarding activity is measured and evaluated in addition to children's social care.
- Develop improved intelligence and analysis of child sexual exploitation hotspots to inform disruption efforts.
- Collate and aggregate intelligence from return interviews of missing children to inform child sexual exploitation intelligence and analysis.
- Accelerate efforts to both understand and evaluate the effectiveness of safeguarding in some harder to reach religious settings and Black and minority ethnic, third and community sector groups engaging with children, with particular awareness of the possibility of radicalisation in some religious and cultural settings.
- Scrutinise the absence of serious incident notifications from partner agencies to ensure that the criteria are well understood and effectively in operation.

An action plan has been developed to address these areas requiring improvement which has been included in the business plan for 2015/16.



## Responding to challenges

As part of its responsibility to hold other strategic bodies to account for their role in safeguarding children and young people, the LSCB presents them with annual challenges.


The Children and Families Trust Board has reported good progress in responding to the following challenges in 2014/15:

- To strengthen the voice of the child in the delivery and planning of services
- To embed the Early Help Approach
- To maintain momentum in developing effective multi-agency services for care leavers
- To further promote the co-ordination of effective multi-agency child protection plans
- To establish a more coordinated partnership response to adolescent mental ill health, self-harm and suicide behaviours
- To intervene effectively to reduce the incidence of sexual exploitation

The Trust Board, the Adult Safeguarding Board, the Safer Leeds Executive and the Health & Wellbeing Board all identified the need for more work to effectively implement the revised Think family, Work Family protocol.

For 2014/15 the LSCB set itself 24 challenges (or high priorities) and can report good progress on 12 of these. A number of areas require more / ongoing work, including:

- Transitions between children's and adult mental health services
- Ensuring all adult and children's services embed the safeguarding of children and young people
- Improving engagement with the education sector and faith and community groups
- Responding to issues of radicalisation, child trafficking, female genital mutilation and forced marriage
- Undertaking a more comprehensive evaluation of the effectiveness of Early Help services
- Evaluating the quality of services and outcomes for 3 groups of vulnerable children and young people; those in secure settings, at risk of sexual exploitation, who are disabled / have complex needs.
- To further develop the partnership approach to children and young people who go missing.

A photograph of several children in a classroom setting, focused on their work at computer stations. The children are wearing school uniforms. The image is slightly blurred, emphasizing the children's concentration. A semi-transparent text box is overlaid on the lower portion of the image.

Are we doing the right things?  
Are we making sufficient progress?  
Are we managing risk safely and appropriately?  
Is the LSCB making sufficient progress?  
What impact is the Board having?

# Summary and whole system analysis



## Are we doing the right things?

The Partnership responded to previous Ofsted inspections of multi-agency safeguarding arrangements by embarking on an 'improvement journey' based on an ambitious but sustainable strategic plan underpinned by political and professional support and co-operation. Central to this is a partnership agreement that the children's safeguarding system needs to be 'rebalanced' in order to improve outcomes for children and young people by intervening earlier and more effectively in the life of a problem. This involves:

- A restorative approach to working with children, young people and their families
- A commitment to a culture of continuous improvement
- An early help approach to providing 'the right service at the right time'
- A reduction in the need for statutory intervention.

The findings in the Ofsted Inspection report of March 2015 highlighted that:

- Clear priorities for children's services are outlined in the Children and Young People's Plan and driven by an active Children's Trust
- Priorities are strategically aligned with the overall local authority plan, the Health and Wellbeing Strategy, and the Safer Communities Strategy
- Cross-cutting priorities and the 'three obsessions' are facilitating a shared ambition for children across the city and providing a sharp focus for strategic and operational thinking.

The review of the Children & Young People's plan 2011-15 identified a positive impact on outcomes for children and young people, and the framework of obsessions, outcomes and priorities has been retained for the 2015-19 Plan.

## Are we making sufficient progress?

There is evidence that good progress continues to be made to rebalance the safeguarding system:

- There has been a significant rise in the use of Early Help services
- An increase in the number of Early Help Assessments
- The establishment and growth of Family Group Conferences

Overall the need for statutory intervention is reducing:

- Gradually falling numbers of children and young people who need to be Looked After.
- The number of children and young people subject to child protection plans continues to fall, with Leeds becoming more in line with national comparators.
- However the number of children and young people becoming subject to a child protection plan has remained constant over 2013 – 15.

Despite the continuing reduction in the number of children and young people requiring statutory intervention, more work is being undertaken to assess and respond where there are concerns about a child:

- More referrals are being accepted by Children's Social Work Service
- More child abuse investigations are being carried out
- More Initial Child Protection Conferences are being held.

A particular focus in 2014/15 has been to better understand and improve the partnership response to child sexual exploitation. Reviews undertaken indicate that whilst good progress is being made, momentum needs to be maintained in 2015/16; there remains much more to do.

## Are we managing risk safely and appropriately?

The LSCB has considered the following factors in assuring itself that practice and multi-agency working is appropriate and safe:

- Findings from external inspections
- Partner compliance with statutory duties to ensure arrangements are in place to effectively safeguard and promote the welfare of children and young people

- Performance data and trends
- Quality Assurance Processes
- Findings from Audits.

All the data we have indicates good attention is paid to managing risk appropriately and safely within the frameworks in place.





## Is the LSCB making sufficient progress?

The Board monitors progress against its objectives, self-challenges and responsibilities through a variety of methods eg:

- The Business Plan which indicates that 89% of tasks were completed or proceeding on time
- The Performance Management System, which indicates improving partner compliance with safeguarding requirements, the continued re-balancing of the children's safeguarding system and assurance that the quality of multi-agency interventions with children and young people is steadily improving
- The review of work to address self-challenges, which indicates that progress had been made on all but 1 of the 24 set for 2014/15
- The Annual Review process, which included Board members' assessments that overall 88% of tasks and responsibilities are being progressed.

The Ofsted inspection judgment of 'good' in March 2015 provides external assurance that the Board is making good progress. The report highlighted:

- Leadership of the partnership and the development of a support and challenge culture
- Alignment of strategic priorities with those of other strategic bodies
- Contribution to developing the corporate objective of Leeds becoming a child friendly city
- Clear work programmes driving forward business plans
- Use of a learning and improvement framework to review the impact of learning
- Increasing the voice of the child in the work of the Board.

The LSCB continues to make good progress in implementing its plans and responding to emerging issues. Regular evaluation of progress routinely identifies areas for improvement and where more needs to be done.

## What Impact is the Board having?

The Leeds Learning and Improvement Framework brings together:

- The safeguarding lessons learnt from the full range of the work of the LSCB and partners
- The actions that are being taken to improve services
- The impact on practice, multi-agency working and outcomes for children and young people.

There is good evidence of significant impact on the development of policies and procedures which underpin practice and multi-agency working. Although these are technically 'outputs', they help to consolidate and improve the functioning of the children's safeguarding system in order to better support vulnerable children and young people.

The Board has undertaken a leadership role in prompting partners to engage in changes to the way in which professionals work together and with children, young people and their families in order to improve outcomes through earlier and more effective intervention. This is contributing to improving outcomes for children and young people evidenced in the gradual reduction in the number of child deaths and the need for statutory intervention and the increase in Early Help services.



# Challenges for 2015/16

From the annual review process the LSCB has identified a series of challenges for strategic bodies and for itself to address in 2015/16. These are designed to maintain and increase the current momentum for positive change in the development and delivery of multi-agency services to safeguard and promote the welfare of children and young people in Leeds.

An overarching challenge for all strategic boards is to work more collaboratively together to address areas of common / interlinked issues and concerns.

# Challenges to strategic bodies for 2015/16

## *For the Children and Families Trust Board*

The following challenge was presented to and accepted by the Children and Families Trust Board on 7th July 2015:

To maintain progress in safely rebalancing the children's safeguarding system in Leeds in line with the partnership's commitment to ensuring that vulnerable children and young people receive the right service at the right time and that this contributes to improving outcomes and reducing the need for statutory intervention.

This progress to be maintained and embedded further through:

- Maintaining an overview of the individual agency and shared allocation (and re-allocation as a result of collective changes to meet priorities differently) of resources across the partnership to support the further development of the Leeds Early Help Approach
- Promoting the implementation of
  - The 'Think Family Work Family' protocol (a continuing challenge from 2014/15)
  - The Family Group Conference system
- Ensuring that workforce development across the partnership keeps pace with the scale of change to be implemented within the safeguarding system
- Supporting Clusters in the development and delivery of Early Help Services.

## *For the Health & Well Being Board*

To consider how best to use the LSCB's intelligence about the impact of compromised parenting on children and young people in reducing health inequalities.

## *For the Leeds Safeguarding Adult Board*

To ensure there is:

- Effective embedding across the adult partnership of the Think Family, Work Family protocol
- A developing shared understanding of the issues relating to 'transitions' for vulnerable children and young people who may not have care and support needs from children's to adults' services.

## *For the Safer Leeds Executive*

To ensure there is:

- Effective embedding across the adult partnership of the Think Family, Work Family protocol
- A developing shared understanding of the issues relating to 'transitions' for vulnerable children and young people from children's to adults' services.

# Challenges the LSCB is setting itself for 2015/16

The LSCB has adopted an overall challenge for itself in 2015/16:

**To be ambitious for the children and young people in Leeds and moving what we do with and for them from 'good' to 'great'.**

Supporting this are 9 specific challenges:

- (1) To focus on our ability to 'Know the Story – Challenge the Practice' and better hold partners to account for improving safeguarding practice. Key elements of this are:
  - Increasing the consistency of partner attendance at the Performance Management Sub Group
  - Improving the challenge and consequent analysis in PMSG deliberations
  - Undertaking the annual review of the data base that underpins the LSCB Performance Management Framework (to ensure relevant data from all partners is captured appropriately)
  - To make clear the cost / resource implications of the enhanced audit methodologies.
- (2) To further promote the 'voice of the child' in the work of the Board and Partners.
- (3) To maintain an overview of work undertaken by the partnership to safely re-balance the children's safeguarding system as outlined in Working Together 2015. To include a focus on:
  - The use of Child In Need Plans
  - The quality of Early Help interventions
- (4) To develop a focus on safeguarding and promoting the wellbeing of children and young people undergoing key transitions
- (5) To further develop and embed the partnership response to children and young people who are suffering / at risk of sexual exploitation and / or 'go missing.'
- (6) To develop the partnership response to radicalisation.
- (7) To further promote the emotional health and wellbeing of children and young people and ensure that all who self-harm have access to mental health services
- (8) To further promote and embed the restorative approach in the work of the partnership eg:
  - Implementation of the Think Family, Work Family protocol
  - The expansion of family group conferences
- (9) To undertake Board meetings in a SMARTer way.



# Conclusion

Overall, looking back over 2014-15 the Board through all its partners delivered a strong, effective and challenging programme of work designed to consistently and continuously improve what it is like to be a child growing up in Leeds.

This report demonstrates the range of work and the impact it has had, as well as the Board's ambition to be even better at meeting its statutory objectives and functions.

Whilst there is, as always, a lot to still to do, 2014-15 was a year which culminated in a strong Ofsted report, much improved internal and external challenge between partners on the Board, a strong degree of shared ownership and excellent co-operation. The journey over the last 5 years has been one of steady forward progress, coupled with growing mutuality of purpose, and respect. As a consequence the Board is able to set its priorities for 2015-18 with confidence.

The challenges the Board have agreed to pose across the system are based on sound evidence and good data, and are designed to keep partners focused on the complex issues that need resolved. The greatest challenge of all is maintaining the progress of the last 5 years, in a challenging public sector environment, through a time of policy changes and new national priorities without losing sight of what matters – the children of the City.

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LSCB Board Members 2014/15

Name	Organisation	Job Title
Jane Held (Chair)	N/A	Independent Chair of the LSCB
Diane Hampshire (vice Chair)	Leeds West CCG (Clinical Commissioning Group)	Director of Nursing and Quality  Chair, standing Serious Case Review sub committee
Councillor Judith Blake	Leeds City Council	Executive Lead Member for Children's Services and Chair of Children's Trust Board
Nigel Richardson	Leeds City Council Children's Services	Director of Children's Services
Stephen Walker	Leeds City Council Children's Services	Deputy Director of Children's Services  Chair Policy & procedures sub group Chair Child Sexual Exploitation & Missing sub group
Paul Brennan	Leeds City Council Children's Services	Deputy Director of Children's Services
Sam Prince	Leeds Community Healthcare NHS Trust	Executive Director of Operations  Chair, Performance management sub group
Chris Buller	NHS Leeds & York Partnership Foundation Trust	Named Doctor and Consultant Psychiatrist
Suzanne Hinchliffe	Leeds Teaching Hospital Trust	Chief Nurse
Sam Millar	West Yorkshire Police	Superintendent
Rebecca Gilmour	Leeds Youth Offending Service	Acting Service Manager  Chair, Secure Settings sub group
Lisa Parker	West Yorkshire Community Rehabilitation	Head of Leeds Community Rehabilitation Company

<b>Name</b>	<b>Organisation</b>	<b>Job Title</b>
	Company	
Andrew Chandler	National Probation Service	Head of Leeds LDU/Cluster
Amandip Johal	CAFCASS	Service Manager, Locality Team Leeds
Dennis Holmes	Leeds Safeguarding Adults Partnership	Chief Officer
Marcella Goligher	Wetherby Young Offender Institution	Governor
Peter Harris	Headteacher Forum	Headteacher Forum/ Farsley Farfield Primary School Chair, Education reference group
Simon Flowers	2 <sup>nd</sup> Headteacher Rep	Headteacher Forum/Principal Carr Manor Community School
Mariya Naylor	Yorkshire Place 2 B	Service Manager Chair, Third Sector reference group
Sharda Parthasarathi	NSPCC	Service Manager for Bradford and Leeds
Sharon Yellin	Public Health Leeds City Council	Consultant in Public Health Medicine, NHS Leeds Chair, Child Death Overview Panel
Dee Reid	Leeds City Council	Head of Communications, Chair, Communications Task and Finish Group
Heather Whitehead	Further Education	Leeds City College
Ellie Monkhouse	Leeds North CCG & Leeds South and East CCG (Clinical Commissioning Group)	Director of Nursing and Quality
Maureen Kelly	Clinical Commissioning Groups	Head of Safeguarding and Senior Designated Nurse for Leeds CCGs



<b>Name</b>	<b>Organisation</b>	<b>Job Title</b>
		Chair, Learning & Development subgroup
Rob McCartney	Environment & Neighbourhoods	Head of Housing Support
Bridget Emery	Public Health	Chief Officer Strategy & Commissioning
Michele Tynan	Leeds City Council Adult Social Care	Chief Officer Access & Care
Sarah Tidswell	Lay member	
Hena Hashmi	Lay member	
Karen Rodger	NHS England	Patient Experience Manger

#### **Professional Advisors to the LSCB**

<b>Name</b>	<b>Organisation</b>	<b>Role</b>
Bryan Gocke	LSCB Business Unit	LSCB Manager
Stephen Boorman	Leeds City Council	Legal Advisor
Amanda Thomas & Donald Hodge	Leeds Community Health	Designated Doctors (Safeguarding)

#### **Secretariat and Support**

<b>Name</b>	<b>Organisation</b>	<b>Job title</b>
Heather Vevers	LSCB Business Unit	Senior Support Officer

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# LSCB Structure

<b>Leeds Safeguarding Children Board (LSCB) Independent Chair – Jane Held</b>
LSCB is a statutory board with the core duty to ensure there are adequate arrangements in place across local agencies to protect children from harm

<b>LSCB Executive Group Jane Held</b>
The Executive Group drives the work of the LSCB, ensuring that its statutory functions are met and priorities are progressed.

<b>Serious Case Review (SCR) Sub-Committee Diane Hampshire</b>
The sub-committee considers cases for review and makes recommendations to the Chair as to whether criteria are met for undertaking a review, makes decisions about the process for reviews and oversees each one.

<b>Child Death Overview Panel Chair – Dr Sharon Yellin</b>
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The Panel aims to understand better how and why children in Leeds die and use the findings to take action to prevent other deaths and improve the health, wellbeing and safety of children and young people.

<b>Learning and Development Sub Group Chair – Maureen Kelly</b>
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The group is responsible for ensuring that high-quality, up to date, effective and child-focused multi-agency training is provided alongside single-agency safeguarding training.

<b>Safeguarding in Secure Settings Subgroup Chair – Rebecca Gilmour</b>
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This group considers safeguarding issues for children and young people within secure settings. This includes the two secure settings within Leeds, Wetherby YOI and Eastmoor Secure Childrens Home, as well as other secure setting such as police custody.

<b>Performance Management Sub Group Chair – Sam Prince</b>
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The group receives and analyses performance data from agencies in relation to the safeguarding agenda. It monitors progress on LSCB priorities and ensures a programme is in place to audit and evaluate multi-agency safeguarding practice.

<b>Policy and Procedure Sub Group Chair – Steve Walker</b>
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The group develops policies and procedures for safeguarding and promoting the welfare of children and young people, taking into account national and sub-regional work. It aims to ensure there is agreement and understanding across agencies about policies and procedures.

<b>Student LSCB (Young Person’s Voice &amp; Influence Sub Group)</b>
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This group provides a child and young person’s perspective on the work of the LSCB.

<b>Task groups</b>
<ul style="list-style-type: none"> <li>• Communications, Chair – Dee Reid</li> </ul>

<b>Subject Specific</b>
<ul style="list-style-type: none"> <li>• Child Sexual Exploitation, Chair – Steve Walker</li> </ul>

<b>Reference Groups (RG)</b>
<ul style="list-style-type: none"> <li>• Third Sector RG, Chair – Mariya Naylor</li> <li>• Education RG, Chair – Peter Harris</li> </ul>

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**Report of the Head of Scrutiny and Member Development**

**Report to Scrutiny Board (Children & Families)**

**Date: 12 November 2015**

**Subject: Recommendation Tracking – Private Fostering**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Summary of main issues**

1. This report sets out the progress made in responding to the recommendations arising from the previous Scrutiny review of Private Fostering published on the 17<sup>th</sup> of January 2013.
  
2. The Scrutiny recommendation tracking system allows the Scrutiny Board to monitor progress and identify completed recommendations; those progressing to plan; and those where there is either an obstacle or progress is not adequate. The Board will then be able to take further action as appropriate.

**Recommendations**

3. Members are asked to:
  - Agree those recommendations which no longer require monitoring;
  - Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.
  - Note the recommendations where satisfactory progress is being made.
  - Consider overall progress against the desired outcomes identified by the Board.

## **1 Purpose of this report**

- 1.1 This report sets out the progress made in responding to the recommendations arising from the previous Scrutiny review of Private Fostering.

## **2 Background information**

- 2.1 It was agreed in June 2012 that the Childrens and Families Scrutiny Board would conduct an inquiry which would look at Private Fostering arrangements.
- 2.2 At its meeting in January 2013, the Scrutiny Board agreed a report summarising its observations, conclusions and recommendations. A number of desired outcomes were highlighted when the Scrutiny Board made its recommendation these are:
- That raising standards in providing support for Children and their Carers subject to a Private Fostering Arrangement remains a priority and that service delivery improvements are monitored.
  - That every organisation in Leeds that has regular contact with children, their families and Carers are aware of their statutory responsibilities, are in a position to identify if a private foster care arrangement is in place or likely to arise and are fully aware of the referral routes and key contacts so that cases can be reported.
  - That children in Leeds are aware of Private Fostering and how they can seek help and support should they need it.
  - To raise awareness of Private Fostering arrangements with faith and community groups.
- 2.3 The Board received the Director of Childrens Services and LSCB responses to the recommendations made by the Scrutiny Board at the March 2013 meeting and updates on progress were provided at the July 2013 and July 2014 meetings when it was acknowledged that of the 4 recommendations, 2 and 3 required further review.
- 2.4 The Scrutiny recommendation tracking system allows the Board to monitor progress and identify completed recommendations; those progressing to plan; and those where there is either an obstacle or progress is not adequate. The Board will then be able to take further action as appropriate.

## **3 Main issues**

- 3.1 A standard set of criteria has been produced to enable the Board to assess progress. These are presented in the form of a flow chart at Appendix 1. The questions in the flow chart should help to decide whether a recommendation has been completed, and if not whether further action is required.
- 3.2 To assist Members with this task the Principal Scrutiny Adviser, in liaison with the Chair, has given a draft status for each recommendation. The Board is asked to confirm whether these assessments are appropriate and to change them where they are not. Details of progress against each recommendation are set out within the table at Appendix 2.

## **4 Corporate Considerations**

### **4.1 Consultation and Engagement**

4.1.1 Where internal or external consultation processes have been undertaken with regard to responding to the Scrutiny Board's recommendations, details of any such consultation will be referenced against the relevant recommendation within the table at Appendix 2.

4.1.2 The Executive Board Member for Children's Services has been consulted on the response to the recommendations.

### **4.2 Equality and Diversity/Cohesion and Integration**

4.2.1 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced against the relevant recommendation within the table at Appendix 2.

### **4.3 Council Policies and City Priorities**

4.3.1 This section is not relevant to this report.

### **4.4 Resources and Value for Money**

4.4.1 Details of any significant resource and financial implications linked to the Scrutiny recommendations will be referenced against the relevant recommendation within the table at Appendix 2.

### **4.5 Legal Implications, Access to Information and Call In**

4.5.1 This report does not contain any exempt or confidential information.

### **4.6 Risk Management**

4.6.1 This section is not relevant to this report.

## **5 Conclusions**

5.1 During the last 12 months we have made a number of improvements including:

- An actively delivered, robust and workable Communications Strategy
- The number of notifications of privately fostering arrangements has risen significantly.
- The number of Private Fostering arrangements worked throughout the year has increased to 77, the highest figure to date.
- Improved communication with the UK Border Agency, Children's Centres, The Fire Service, Health Visiting Teams and Education Guardianship Agencies. Further communication is planned with Leeds Children's Hospital Safeguarding Team.
- Practice Standards have been revised and circulated to all social work teams.

5.2 The following issues have made it hard for us to improve as much as we would like to:

- The continuing problem of the misunderstanding of the term 'Private Fostering'. (A term chosen by Central Government).
- Late notification of Private Fostering arrangements. This sometimes causes late assessments and thus delayed decision making.

5.3 Areas for development and improvement:

There a number of areas which we intend to focus on in the coming year in order to seek improvements in the service. These include:-

- Increased liaison with partner agencies, e.g. The Leeds Children's Hospital.
- Arrangements are in place for closer working with the newly formed Child Sexual Exploitation Team.
- Private Fostering Workers are being trained in issues relating to Female Genital Mutilation and other related topics.
- Continued awareness raising with Social Workers and other childcare professionals so that they will be better able to identify privately fostered children.

5.4 The Scrutiny recommendation tracking system allows the Board to monitor progress and identify completed recommendations. Progress in responding to those recommendations arising from the Scrutiny review of External Placements is detailed within the table at Appendix 2 for Members' consideration.

## **6 Recommendations**

6.1 Members are asked to:

- Agree those recommendations which no longer require monitoring;
- Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.
- Note the recommendations where satisfactory progress is being made.
- Consider overall progress against the desired outcomes identified by the Board.

## **7 Background documents<sup>1</sup>**

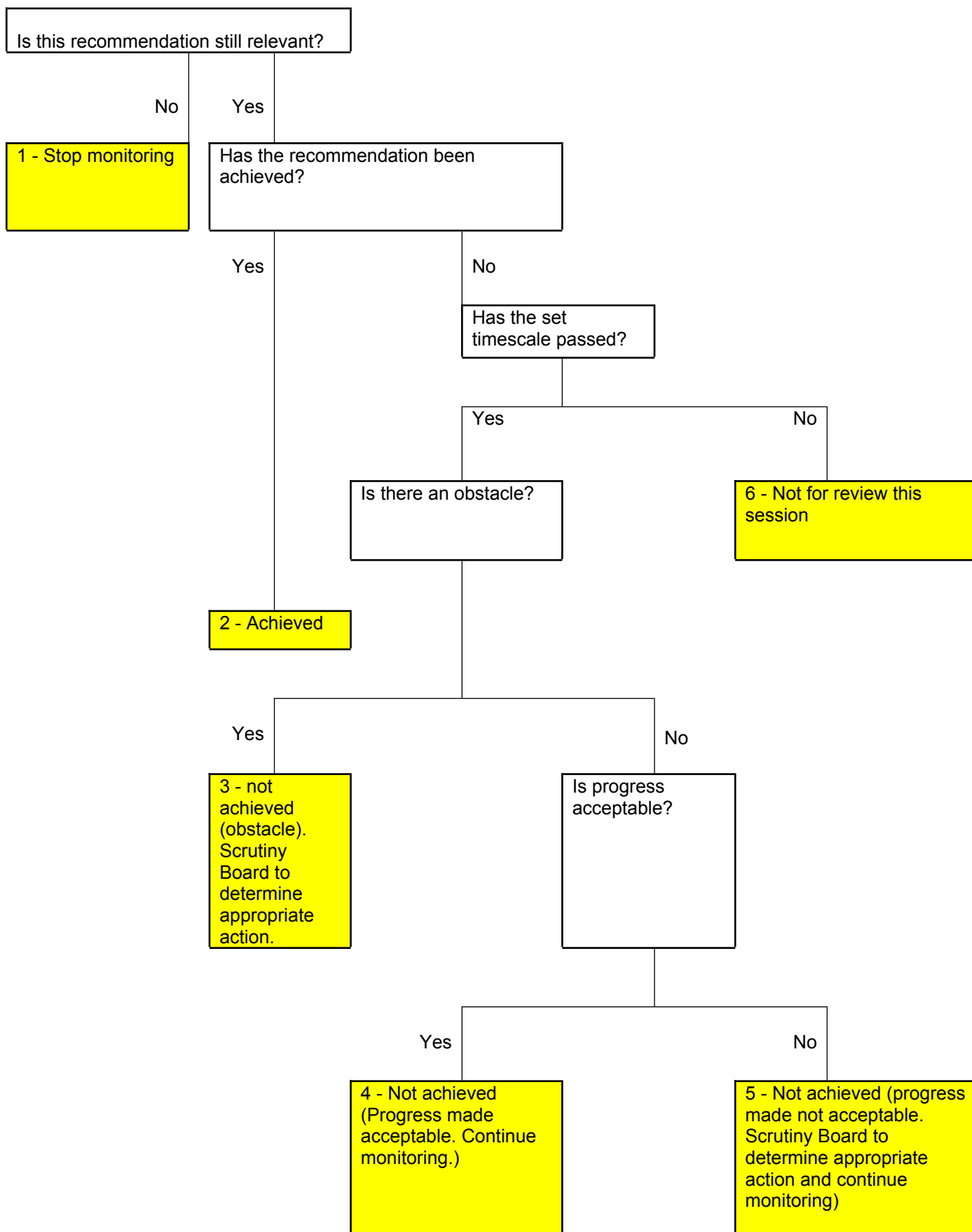
7.1 None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.



**Recommendation tracking flowchart and classifications:**  
**Questions to be Considered by Scrutiny Boards**



## Review of Private Fostering Inquiry (12 November 2015)

Categories

- 1 - Stop monitoring
- 2 - Achieved
- 3 - Not achieved (Obstacle)
- 4 - Not achieved (Progress made acceptable. Continue monitoring)
- 5 - Not achieved (Progress made not acceptable. Continue monitoring)
- 6 - Not for review this session

Recommendation for monitoring	Evidence of progress and contextual information	Status (categories 1 – 6) (to be completed by Scrutiny)	Complete
<p>Page 24</p> <p><b>Recommendation 2</b></p> <p><b>That the Director of Children’s Services commissions and implements a more extensive Private Fostering communication, training and education plan aimed at statutory, voluntary and commissioned services who come into contact with children. This should aim to deliver the necessary skills required to identify a private fostering arrangement, provide knowledge about their statutory responsibilities and referral routes in order to report a private fostering arrangement.</b></p>	<p><b>July 13 position:</b></p> <p>The Private Fostering communications strategy 2013/14 has been completed jointly by the Service, Corporate Communications and with assistance from the LSCB Communications Team. (A copy is was attached to the report.) This is a comprehensive document drawing together aims and objectives, key messages, stakeholders and communication channels. The Strategy is supported by a detailed Marketing and Communications Plan as well as a detailed Communications Action Plan to address the scrutiny board enquiry and recommendations. (see attached Strategy for full details). The plan is a rolling programme of training and publicity events as well as rebranding all the publicity materials and more specific one off actions.</p> <p>New leaflets and posters are being prepared, which will be made available to a wide range of organisations as well as on line, posted on the web page dedicated to Private Fostering. The Child Friendly</p>		

City Leeds logo and “Somebody Else’s Child” strap line are being used as key messages.

As under reporting continues to be a concern for the local authority the strengthened communications strategy identifies a wide range of key stakeholders who will be targeted and advice and training for these key groups will be provided. The development of a multi-agency approach to private fostering and improved communication with professional groups will facilitate improved recognition and reporting of private fostering arrangements.

It has recently been Private Fostering week and as part of this week, the service has used the Council’s Insite carousel to publicise Private Fostering; a press release was sent out using an example of a successful private fostering placement to illustrate what private fostering is. This involved the young person directly along with his carer. The story was posted on the Foster4Leeds Website face book and Twitter account, which in turn was picked up by BAAF and shared with all their followers. A question and answer forum was set up using the Twitter account and this in turn was tweeted to an estimated 30,000 followers.

**July 2014:**

As a result of the improved Communications Strategy and Plan the notification reporting figures have increased significantly this year with 52 new notifications and a significant increase in the number of open cases – 24 in June 2014 compared with 14 last year. Over the entire year the cases of 63 privately fostered children were actively worked. Contact with 2 local education guardianship exchange services this year has been productive in terms of establishing working relationships in order to improve notification requirements. However there are difficulties presented in terms of receiving notifications in good time, due the volume of children that may come into the country at any one time and the short window in which to

conduct the assessments. The government is considering whether such arrangements will be taken out of the private Fostering Regulations and dealt with in a different way but as yet there are no changes to the Regulations.

The “Private Fostering one minute guide” has now been published and is available on SharePoint and is included on the Private Fostering website. It has been sent electronically to every School Governor with a request that Private Fostering is discussed and promoted at School Governor’s Meetings. It has also been sent electronically to every School Head Teacher in Leeds (250 schools) with a request that Private Fostering is discussed and promoted during team meetings and consideration given to identifying any privately fostered children within school.

In February of this year a schools audit took place, requiring all schools to send information they might have on children who were being cared for in private fostering arrangements.

**November 15:** As a result of the improved Communications Strategy and Plan the notification reporting figures have increased significantly this year with 78 notifications and a significant increase in the number of open cases – 32 at 31 March 2015 (compared to 20 in March 2014).

Private Fostering Practice Standards have been written and circulated to Team Managers and Social Workers. The private fostering workers are visiting Team Managers meetings with a view to cascading greater knowledge and understanding regarding the individual responsibilities of Social Workers and Team Managers. All Private Foster Carers, parents and Privately Fostered Children receive a copy of the relevant Information leaflets regarding private fostering.

**Recommendation 3**

**That the Director of Children’s Services investigates how the information regarding private fostering can be disseminated effectively to young people in Leeds. This information should also advise them who they can speak to if they need help and support.**

**July 13 position:**

The Private fostering worker has been working directly with one young person who is privately fostered in order to get ideas of how best to communicate with young people who are privately fostered. His story may be also be used by the Breeze website as well as the LSCB communications team in order to access a much wider network linked directly to young people. A meeting is being arranged with the Children’s Voice and Influence team to develop further how we can best communicate directly with children who are privately fostered

**July 2014 position:**

We have been able to engage young people in improving our communication materials, including an interview with a young person to be posted on the website. Through the Voice and Influence group we are working with young people to create further publicity materials for the website and to use in schools. On July 9<sup>th</sup> 2014 there will be a “Flashmob” held in the Trinity Centre promoting Private Fostering. This kind of media event should attract young people as well as other people in the shopping arcade.

**November 15 Position:**

Specific leaflets for privately fostered children are in the pipeline and are expected to be available by end November 2015. We continue to work with young people to ensure their voices are heard. During Regulation 8 visits privately fostered children are seen and spoken with alone and their views are represented in the records of these visits.



## Report of the Head of Scrutiny and Member Development

### Report to Scrutiny Board (Children's Services)

**Date: 12 November 2015**

**Subject: Work Schedule**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## 1 Purpose of this report

1.1 The purpose of this report is to consider the Scrutiny Board's work schedule for the forthcoming municipal year.

## 2 Main Issues

2.1 A draft work schedule is attached as appendix 1. The work programme has been provisionally completed pending on going discussions with the Board. The work schedule will be subject to change throughout the municipal year.

2.2 When considering the draft work programme effort should be undertaken to:

- Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue
- Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
- Avoid pure "information items" except where that information is being received as part of a policy/scrutiny review
- Seek advice about available resources and relevant timings taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place
- Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year

2.3 Also attached as appendix 2 is the minutes of Executive Board for 21 October 2015

### **3. Recommendations**

3.1 Members are asked to:

- a) Consider the draft work schedule and make amendments as appropriate.
- b) Note the Executive Board minutes

4. **Background papers**<sup>1</sup> - None used

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.



## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	18 June	23 July - Full	August
<b>Inquiries</b>			
<b>Annual work programme setting - Board initiated pieces of Scrutiny work (if applicable)</b>	Consider potential areas of review	Extended work programme discussion	
<b>Budget</b>		Budget Update 2014/15 outturn and 2015/16 update  Plan for use of £4.8m of innovation fund.	
<b>Policy Review</b>		Basic Need Update and sufficiency of Early Years Provision  Public Request for Scrutiny	
<b>Recommendation Tracking</b>			
<b>Performance Monitoring</b>		Performance Report	
<b>Working Groups</b>			

\*Prepared by S Pentelow

Key: SB – Scrutiny Board (Children's Services) Meeting

WG – Working Group Meeting

## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	10 September	15 October	12 November - Full
<b>Inquiries</b>	Agree scope of review for ** SEND Children – what is it like growing up in Leeds?	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Young People)	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Young People)
<b>Recommendation Tracking</b>	NEET a) recommendation tracking b) supporting Care Leavers c) geographical challenges  Focus on Disability and SEN- preparing for and providing a destination in EET		Private Fostering Inquiry
<b>Policy Review</b>	Improving School Attendance (with tracking)	Re-organisation of Children's Home Provision - Update	
<b>Performance Monitoring</b>			Leeds Safeguarding Children – Annual Report
<b>Working Groups</b>	Safeguarding in Taxi and Private Hire Licensing – joint with Adult Social Services, Public Health, NHS and Scrutiny Board		Post 16 SEN School Transport Date to be confirmed.

\* Prepared by S Pentelow

## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	17 December - Full	January	February
<b>Inquiries</b>	Agree scope of review for ** SEND Children – what is it like growing up in Leeds? (Younger Years)	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Young People)	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Younger Years)
<b>Budget</b>	Initial Budget Proposals 2016/17 and Budget Update  Cluster Funding Arrangements Development Update.		
<b>Policy Review</b>	BESD/ SILC provision consultation (scheduled for Exec Board permission to consult Nov)		
<b>Recommendation Tracking</b>			Cluster Inquiry Tracking
<b>Performance Monitoring</b>	Performance Report  Targeted Youth Services	Universal Activity Funding – performance, consistency and delivery since the delegation of responsibility and budgets to Community Committees	
<b>Working Groups</b>	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Young People)	Cluster Recommendation Tracking - Visits?	Learning for Leeds - Basic Need Update (post Jan -pre secondary offers 1 March)

\* Prepared by S Pentelow

**Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year**

Schedule of meetings/visits during 2015/16			
Area of review	March	April	May
<b>Inquiries</b>	<b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Younger Years)	<b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Younger Years)	
<b>Budget and Policy Framework</b>			
<b>Recommendation Tracking</b>			
<b>Performance Monitoring</b>			
<b>Working Groups</b>			

## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Unscheduled - required :

- School Transport Statement for final policy– Exec Board
- CSE working group
- Maths and English – recommendation tracking – (to come with directors response to Learning Improvement Inquiry)
- SEND part 2 (Early identification of Dyslexia and Dyspraxia)

For information - TaMHS and CAMHS report back to the Adult Social Services, Public Health, NHS and Scrutiny Board

Updated - November 2015

\*Prepared by S Pentelow

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## EXECUTIVE BOARD

WEDNESDAY, 21ST OCTOBER, 2015

**PRESENT:** Councillor J Blake in the Chair

Councillors D Coupar, M Dobson, S Golton,  
J Lewis, R Lewis, L Mulherin, M Rafique  
and L Yeadon

**SUBSTITUTE MEMBER:** Councillor J Procter

**APOLOGIES:** Councillor A Carter

**56 Substitute Member**

Under the terms of Executive and Decision Making Procedure Rule 3.1.6, Councillor J Procter was invited to attend the meeting on behalf of Councillor A Carter, who had submitted his apologies for absence from the meeting.

**57 Exempt Information - Possible Exclusion of the Press and Public**

**RESOLVED** – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) Appendix 3 to the report entitled, 'The Regeneration of the New Briggate Area', referred to in Minute No. 71 is designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the information contained within the submitted appendix relates to the financial or business affairs of a particular organisation and of the Council. It is considered that the public interest in maintaining the content of the appendix as exempt from publication outweighs the public interest in disclosing the information, due to the impact that disclosing the information would have on the Council and third parties.
- (b) Appendix 2 to the report entitled, 'East Leeds Extension Update and Next Steps', referred to in Minute No. 74 is designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the information contained within the submitted appendix relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is

Draft minutes to be approved at the meeting  
to be held on Wednesday, 18th November, 2015

considered that since this information was obtained through initial one to one discussions for the acquisition of the property/land, then it is not in the public interest to disclose this information at this point in time.

Also, it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

#### **58 Late Items**

There were no late items as such, however, prior to the meeting Board Members were provided with the following for their consideration:

- Correspondence which clarified that in relation to agenda item 16 (The Regeneration of the New Briggate Area), those references in paragraph 5.1, Recommendation 4(a) and Recommendation 6.1(a) should read *26-32 Merrion Street*, rather than *26-32 Merrion Way* (Minute No. 71 refers);
- An updated version of the covering report and appendix 3 to agenda item 18 (The Community Infrastructure Levy: Spending of the Neighbourhood Fund and Other Spending Matters) (Minute No. 73 refers);
- An updated version of appendix B to agenda item 20 (Learning Places Programme: Capital Programme Update) (Minute No. 75 refers).

#### **59 Declaration of Disclosable Pecuniary Interests**

There were no Disclosable Pecuniary Interests declared at the meeting, however in relation to the agenda item entitled, 'The Regeneration of the New Briggate Area', Councillors J Procter and Yeadon drew the Board's attention to their respective positions on the Leeds Grand Theatre and Opera House Board of Management (Minute No. 71 refers).

#### **60 Minutes**

**RESOLVED** – That the minutes of the previous meeting held on 23<sup>rd</sup> September 2015 be approved as a correct record.

### **COMMUNITIES**

#### **61 Long Term Strategic Partnership with Leeds City Credit Union**

The Assistant Chief Executive (Citizens and Communities) submitted a report which provided an update on the Council's continued joint work with Leeds City Credit Union (LCCU) to tackle poverty in Leeds. In addition, the report also presented the long-term strategy for ongoing partnership working and



specifically, set out the options available in respect of the Council's continuing financial support and future investment in such matters.

Members welcomed the contents of the submitted report, placed on record their thanks for the valuable and innovative work being undertaken in this area and highlighted how such work provided a key example of civic enterprise.

**RESOLVED -**

- (a) That the significant progress made and the projects developed through the partnership between the Council and Leeds City Credit Union, which has helped in the delivery of the Council's strategic objectives on financial inclusion and poverty alleviation be noted and welcomed, and that the ongoing strategic approach towards the partnership work also be welcomed;
- (b) That authority be given to the Council entering into an agreement with the Credit Union in connection with the continuing support from the Council to the Credit Union, with the approval of the terms of such an agreement being delegated to the Assistant Chief Executive (Citizens and Communities);
- (c) That approval be given to the re-scheduling of the loan to the Credit Union, as set out in paragraph 3.38 of the submitted report, with the detailed arrangements being subject to determination by the Assistant Chief Executive (Citizens and Communities).

**62 Re-location of Red Hall Horticultural Nursery to Whinmoor Grange**  
Further to Minute No. 76, 4<sup>th</sup> September 2013, the Director of Environment and Housing submitted a report regarding the latest designs and costs relating to the relocation of the Parks and Countryside horticultural nursery from Red Hall to Whinmoor Grange along with the relocation of other operational services currently based at Red Hall. In addition, the report sought approval of an injection into the capital scheme and subsequent expenditure of £6.5m for the construction and relocation works from Red Hall to Whinmoor Grange.

The Board paid tribute to the valuable work undertaken by the horticultural nursery service. Furthermore, Members emphasised the ongoing partnership work taking place between the service and community organisations across the city and highlighted the need for such partnership working to continue and develop further with the help of the proposed new facility.

A Member raised the issue of the proposed entry point to the facility and highlighted the need to ensure that it remained in keeping with the wider area.

**RESOLVED –**

- (a) That an injection of £6.5m into Capital Scheme No. 32415/000/000 be approved;

- (b) That expenditure of up to £6.5m to design and build a replacement horticultural nursery for Leeds City Council Parks and Countryside at Whinmoor Grange and for the relocation of other services from the existing Red Hall depot, be approved, subject to planning approval and Local Growth Fund loan agreement;
- (c) That in accordance with Contracts Procedure Rule 3.1.8, approval be given to the selection of a single stage develop and construct procurement approach via an open non-EU procurement, in order to obtain a specialist contractor to undertake the proposed construction of a horticultural nursery glasshouse at Whinmoor Grange, with the evaluation criteria of 70% of marks for the lowest compliant cost and 30% of marks for quality criteria;
- (d) That the current designs, as detailed at appendix 1 to the submitted report, and the costs for Whinmoor Grange nursery, be approved, subject to the necessary planning approval;
- (e) That it be noted that the Chief Officer (Parks and Countryside) will be responsible for the implementation of such matters, and to ensure that the Parks and Countryside service vacate the Red Hall site by the end of 2016.

### **63 Commissioning a new model for the delivery of Supporting People Services**

The Director of Environment and Housing submitted a report providing a performance summary of the Housing Related Support commissioned programme during 2014/15 and updating the Board on the review and progress made towards developing a new model for the city which included the intended outcomes and benefits. In addition, the report sought the Board's input and guidance on the model and forward work programme.

Members welcomed the proposed key principles and features of the new model, with reference being made to the person centred approach and the potential establishment of a triage system.

#### **RESOLVED –**

- (a) That the progress of the review, as detailed within the submitted report, be noted;
- (b) That approval be given to proceed with the recommendations within the submitted report for the re-procurement / re-contracting of housing related support services in the context of the proposed key principles and features of a new model to a maximum budget of £10.4 million;
- (c) That it be noted that the Director of Environment and Housing will use his delegated authority in order to take commissioning and decommissioning decisions which will be a direct consequence of this key decision. (For example, approval of the detailed specifications for the procurement and subsequent contract awards, which will be at

most significant operational decisions. This is subject to the decisions being in line with the key principles and features as described within the submitted Executive Board report).

## **ENVIRONMENTAL PROTECTION AND COMMUNITY SAFETY**

### **64 Improving Air Quality within the City**

Further to Minute No. 139, 17<sup>th</sup> December 2014, the Director of Environment and Housing and the Director of Public Health submitted a joint report providing an update on the progress which had been made since the submission of the previous report. In addition, the report also provided details of health implications arising from air quality levels, on the West Yorkshire Low Emission Strategy Paper, Leeds' action plan and also on a number of current and related funding opportunities.

Responding to Members' enquiries, officers provided an update on the range of actions currently being taken to improve air quality in Leeds. In addition, it was highlighted that further monitoring of air quality levels was to be undertaken which would enable more quantifiable actions to be identified, and it was noted that such information would be presented to the Board for consideration.

Furthermore, Members highlighted the pivotal role to be played by the public in improving air quality levels in Leeds, and emphasised the vital importance of raising the public awareness and understanding of such matters.

#### **RESOLVED –**

- (a) That the raising of the public's awareness and understanding of such matters be identified as a key priority in the approach towards improving air quality levels in Leeds;
- (b) That the progress which the Council has made to date and its plan for the expansion of its own alternative fuel vehicles and associated infrastructure, be noted;
- (c) That the West Yorkshire Low Emissions Strategy (WYLES) and Leeds' Air Quality Action Plan, be endorsed;
- (d) That the PM2.5 targets for 2020 and 2030, as referred to within paragraph 3.6 of the submitted report be adopted;
- (e) That the allocation of parking spaces for electric vehicles in Council car parks, to be implemented by the end of the financial year as part of the 'Cutting Carbon and Improving Air Quality' breakthrough project, be supported;
- (f) That the enforcement of the planning conditions on new developments to increase charging infrastructure across the city be supported, which is an on-going action that falls under the Chief Planning Officer's responsibility to monitor all new developments;

- (g) That the establishment of walking and cycling friendly infrastructure be supported, with the use of appropriate planning conditions to ensure that new developments support alternative modes of transport;
- (h) That support be given to further work being undertaken to determine the scope and number of potential Clean Air Zones required within the city in order to ensure that compliance with EU directives is met as a minimum, and which will look to improve public health outcomes for the citizens of Leeds;
- (i) That it be noted that the Director of Environment and Housing will oversee the delivery of the study and will submit a progress report to Executive Board as part of the breakthrough project's annual report.

(Under the provisions of Council Procedure Rule 16.5, Councillor S Golton required it to be recorded that he abstained from voting on the matters referred to within this minute)

## **ECONOMY AND CULTURE**

### **65 Strong Economy, Compassionate City**

The Chief Executive submitted a report which presented the Council's vision for a strong economy and compassionate city and highlighted the actions being taken to sustain and accelerate the economic progress that the city has achieved, whilst also ensuring that all people and communities in Leeds contributed towards and benefitted from such economic success.

Responding to Members' enquiries, it was noted that the update report, scheduled to be submitted to the Board in Spring 2016 would provide further information on the actions being taken in the areas of social enterprise and also inward investment.

Members highlighted the linkages between the Council's breakthrough projects and the vision to have a strong economy and be a compassionate city. Also, the Board considered the role played by the Government in the development of the city's economy. Furthermore, emphasis was placed upon the important contribution made by Leeds' cultural offer towards the Council's overarching vision.

### **RESOLVED –**

That the following be approved:-

#### **Tackling Low Pay**

- i) **Living wage city** – Leeds City Council will work with partners to develop a Living Wage City campaign to encourage employers to pay the Living Wage as accredited by the National Living Wage Foundation. The aim should be to significantly increase the number of Living Wage businesses in Leeds over the next year.

- ii) **Supporting people to get better jobs** – Leeds City Council will work with the Leeds City Region Enterprise Partnership, the Chamber of Commerce and education and training providers in order to develop proposals to create a careers advice and in-work progression service, and support for employers, aimed at helping people move out of low paid work into better jobs.

#### **Regenerating places**

- iii) **A new approach to regeneration** – the Council will identify a rolling programme of prioritised schemes in deprived areas, with an emphasis upon bringing together the approach to supporting people and communities with interventions to deliver positive physical development and change, with a particular focus on early intervention to tackle the causes of poverty. A report recommending the details of the approach be submitted to Executive Board by early 2016.

#### **A life ready for learning – putting children at the heart of the growth strategy**

- iv) **Strengthening business engagement in schools** – The Council will work with business leaders, head teachers, universities and colleges and leading experts and enterprises in the third sector to look at how to build on existing work to strengthen business engagement in Leeds schools, with the aim of ensuring that all secondary schools, particularly those with a high proportion of pupils from deprived areas, have strong partnerships with business.
- v) **Enhancing careers advice and guidance for young people** – The Council will work with business leaders, head teachers, universities and colleges, leading experts in the third sector, and the national Careers and Enterprise Company to look at how to strengthen independent careers advice in schools, with the aim of ensuring that all secondary schools are offering good quality careers advice.

#### **Supporting business to invest in growth and communities**

- vi) **Key Account Management** – the Key Account Management approach to working with businesses should be extended across the Council and a wider range of businesses in order to strengthen the approach to promoting business growth and community investment, with the aim of ensuring regular contact with 150 businesses that are significant strategically.
- vii) **Promoting community investment** – the Council works with other organisations and business leaders in order to develop an initiative to encourage more businesses in Leeds to commit to investing in their workforce and their local communities, with the aim being for 50 businesses to strengthen their community investment work.

### **Creating quality places and spaces**

- viii) **Creating quality places and spaces** – we will continue to seek to improve the quality of design of new development, including through refreshing the ‘Neighbourhoods for Living’ design guidance document.
- ix) **Securing good jobs and skills outcomes from major development and infrastructure projects** – we will set out how we will build on the achievements and learning over recent years to set out how we can strengthen our approach to using major developments and infrastructure projects to support training and jobs for local people. A report setting out the details of this approach be submitted to Executive Board by early 2016.

### **Backing innovators and entrepreneurs**

- x) **Keeping graduates in Leeds** – we will develop an initiative to improve levels of graduate retention in Leeds, including interventions to help tackle skills shortages and fill vacancies at graduate level in the digital sector, and a Leeds graduate careers fair and clearing system to connect students to future job opportunities in Leeds. A report setting out the details of this approach be submitted to Executive Board by early 2016.
- xi) **Backing innovators** – we will develop an initiative to support the future growth of innovative businesses that have been incubated by Universities and other bodies, and are now looking to grow and move on to new business space and employ more people. A paper setting out the details of this approach should be submitted to Executive Board by early 2016.
- xii) **Backing entrepreneurs** – we will develop a new enterprise programme using European Funds to provide support for people starting new businesses. We will also provide support for small business accelerators in the city, including the proposed digital business accelerator.

### **Next Steps**

- xiii) That it be noted that the Chief Executive, supported by the Chief Officer Economy and Regeneration, is responsible for the implementation of such matters, and will update Executive Board on progress in spring 2016.

## **66 Medium Term Financial Strategy 2016/17 - 2019/20**

The Deputy Chief Executive submitted a report setting out the principles and assumptions underlying the proposed financial strategy for the Council covering the years 2016/17 to 2019/20.

Members were provided with the timescales and framework for the preparation of the 2016/17 Initial Budget Proposals which were scheduled to be presented to the Board in December 2015 and which would inform the Council’s future priorities and strategies. It was also noted that announcements regarding the Government’s Spending Review and details of

the Local Government Settlement would not be released until November and December 2015 respectively.

Furthermore, the Board was provided with an update on the current position regarding the Public Health grant and the implications arising from the in-year reduction which was announced in June 2015. Also, cross-party support was sought in relation to raising the Council's concerns on the current in-year grant reduction, and also in respect of the Council's future allocation of Public Health grant.

**RESOLVED** – That the Medium Term Financial Strategy for 2016/17 – 2019/20 be approved, and that agreement be given for the assumptions and principles, as outlined within the submitted report, being used as a basis for the detailed preparation of the Initial Budget Proposals for 2016/17 and which will inform the Council's future priorities and strategies.

## **RESOURCES AND STRATEGY**

### **67 Financial Health Monitoring 2015/16 - Month 5**

The Deputy Chief Executive submitted a report setting out the Council's projected financial position for 2015/16 together with other key financial indicators, after 5 months of the financial year.

Responding to a Member's enquiry, it was undertaken that the Member in question would be provided with an update on the financial position regarding the healthy schools initiative and also the Early Years service. Furthermore, officers undertook to provide an update to the same Member on the projected shortfall in advertising income.

**RESOLVED** - That the projected financial position of the Council for 2015/16, as detailed within the submitted report, be noted.

### **68 Gambling Act 2005 Statement of Licensing Policy**

Further to Minute No. 29, 15<sup>th</sup> July 2015, the Assistant Chief Executive (Citizens and Communities) submitted a report on the Statement of Licensing Policy in respect of the Gambling Act 2005. The report included the comments of the Scrutiny Board (Citizens and Communities) and recommended that the matter be referred to full Council for formal approval, in accordance with the Council's Budget and Policy Framework Procedure Rules.

In considering the report, emphasis was placed upon the importance of the national lobby regarding the impact of gambling and also on the introduction of Local Area Profiles and the proposed involvement of Community Committees in the development of such profiles.

**RESOLVED** – That the contents of the submitted report be noted, which includes the comments of the Scrutiny Board (Citizens and Communities), and that the matter be referred to full Council for the purposes of formal approval.

(In accordance with the Council's Executive and Decision Making Procedure Rules, the matters referred to within this minute were not eligible for Call In as the power to Call In decisions does not extend to those decisions made in accordance with the Budget and Policy Framework Procedure Rules, which includes those resolutions above)

## **EMPLOYMENT, ENTERPRISE AND OPPORTUNITY**

### **69 Equality Update: Improvement Priorities 2016-2010, and the Equality Framework Re-accreditation**

The Assistant Chief Executive (Citizens and Communities) submitted a report setting out the approach taken to develop the Equality Improvement Priorities 2016-20 and how these priorities supported the ambitions of the city. In addition, the report also outlined the plans for the Council's reassessment against the Equality Framework for Local Government, in which the local authority currently held an 'excellent' accreditation.

Members welcomed the contents of the submitted report, and it was emphasised that equality improvement was a key priority for the Council. In addition, it was acknowledged that a proactive approach needed to continue in order to ensure that the Council was an attractive employer to all communities.

Responding to a Member's specific enquiry, an update was provided on the actions being taken to promote the Council as an employer at graduate level.

#### **RESOLVED -**

- (a) That the contents of the submitted report, be noted;
- (b) That the contents of the Equality Framework narrative be noted, and that an update on the outcomes and actions arising be provided to Executive Board in Spring 2016;
- (c) That the Equality Improvement Priorities 2016-20 be endorsed, and that it be noted that annual reports will be provided on progress against these.

## **REGENERATION, TRANSPORT AND PLANNING**

### **70 An Approach to Street Design and the Public Realm in Leeds City Centre**

The Director of City Development submitted a report outlining an approach towards street design and the public realm. The report identified some key principles to ensure schemes were designed and implemented within agreed corporate parameters and objectives, and included artist impressions of how the city centre may look if such an approach was adopted. Additionally, the submitted report included a prioritised programme for public realm improvements in the city centre.

Members discussed the potential approach towards the promotion of more pedestrian accessible spaces in the city centre and the impact of such an



approach. In addition, the Board considered the benefits of simplistic and consistent designs and also the sources of funding which could be used for such initiatives.

In conclusion, emphasis was placed upon the need for the associated consultation exercise which was proposed to be as comprehensive and inclusive as possible.

**RESOLVED –**

- (a) That the principle of the Council developing a strategic plan for public realm improvements in the City Centre, based upon the principles as outlined in paragraph 3.7 of the submitted report, be endorsed;
- (b) That approval be given to the Council consulting and engaging with stakeholders on potential schemes to be brought forward, based upon the design ideas and opportunities document, as detailed at Appendix 1 to the submitted report;
- (c) That subject to the outcome of the consultation, officers be requested to submit a report to a future Executive Board outlining a proposal plan of public realm improvements, costings and funding, and that it be noted that the Head of Strategic Projects, City Development, will be responsible for the submission of this report.

**71 The Regeneration of the New Briggate Area**

The Director of City Development submitted a report regarding the issues and opportunities related to the regeneration of the New Briggate area. The report identified how the area could be re-energised through partnership working between the Council and other stakeholders.

It was noted that prior to the meeting, correspondence had been circulated to Board Members clarifying that those references in paragraph 5.1, Recommendation 4(a) and Recommendation 6.1(a) should read *26-32 Merrion Street*, rather than *26-32 Merrion Way*.

Following consideration of Appendix 3 to the submitted report, designated as exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

**RESOLVED –**

- (a) That approval be given to 26-32 Merrion Street being declared surplus and marketed, with the property being added to the capital receipt programme. In addition, it also be agreed that the approval for the terms of any such disposal be delegated to the Director of City Development;
- (b) That in principle support be given to the invitation of proposals for the potential development of the pay and display car park and the re-ordering of the public open space at Belgrave Gardens, for further

consideration by the Council, in order to provide an additional capital receipt;

- (c) That officers be requested to undertake an initial 'expressions of interest' marketing exercise for the lease of 34-40 New Briggate (i.e. the vacant shops under The Grand and Howard Assembly Rooms) with a reverse premium payment available (as detailed within the exempt Appendix 3 to the submitted report);
- (d) That officers be requested to develop an initial feasibility scheme for improvements to the public realm of New Briggate and the immediate surrounding area;
- (e) That officers be requested to continue partnership working and improvements to the public realm in order to stimulate the regeneration of this area, and to develop options above and beyond the 'match funding' of any contribution by the Council; and
- (f) That officers be requested to report back to Executive Board on progress in due course;
- (g) That it be noted that the Head of Land and Property will be responsible for the implementation of matters relating to resolutions a), b) and c) above and that the Head of Strategic Projects, City Development, will be responsible for the implementation of matters regarding resolutions d), e) and f) above.

## **72 Our Transport Vision for a 21st Century Leeds**

The Director of City Development submitted a report setting out a transport vision for Leeds as a prosperous, liveable, healthy and sustainable 21st century city. In addition, the report recognised the challenges and complexities of changing the way we travel into and around the city in order to create a more people friendly and productive urban core, identifying the key policy principles that the Council would need to adopt in order to deliver a transport system fit for a Leeds as a 21<sup>st</sup> century city.

Members discussed the range of initiatives which were currently being used to address the volume of car journeys within the city centre, and also considered the issue of car parking provision and the role which such provision could play in the overall transport vision.

When considering the suite of reports which had been submitted to the Board regarding pedestrian movement, transport and the public realm, it was suggested that when such matters were presented to the Board in the future, consideration be given to them being presented as one package.

### **RESOLVED –**

- (a) That the transport vision, as outlined in paragraph 3.11 of the submitted report be approved, and that the key policy principles, as

presented within the paragraphs (a) – (i) of the same report, be adopted;

- (b) That officers be requested to use the vision and principles to work with the West Yorkshire Combined Authority in order to help shape the Single Transport Plan, and that as part of this, develop a compelling ambition for investment in an integrated mass transit network with supporting strategic park and ride infrastructure, and HS2 connectivity package;
- (c) That officers be requested to submit a report to Executive Board in 2016 which reviews the long term options for the Leeds Inner Ring Road;
- (d) That in accordance with the Leeds Core Strategy Local Development Framework, officers be requested to submit a Car Parking Supplementary Planning Document to Executive Board for the purposes of adoption during 2016;
- (e) That in partnership with the Communications Team and the West Yorkshire Combined Authority, officers be requested to develop a holistic transport communications strategy, compatible with social media that engages key stakeholders, government, and the general public in a city wide conversation;
- (f) That the Director of City Development be instructed to co-ordinate the work, as detailed within the resolutions above, with an update being submitted to Executive Board in 2016.

### **73 The Leeds Community Infrastructure Levy - Spending of the Neighbourhood Fund and Other Spending Matters**

Further to Minute No. 156, 11<sup>th</sup> February 2015, the Director of City Development and the Assistant Chief Executive (Citizens and Communities) submitted a joint report detailing the process undertaken to generate spending guidance for Community Committees in making decisions on the Community Infrastructure Levy (CIL) Neighbourhood Fund, with a number of potential options being presented for consideration. Additionally, the report also proposed some minor changes to the Regulation 123 List and the withdrawal of the Council's policy allowing discretionary charitable relief for investment activities to address and clarify some implementation issues following 6 months of charging.

Prior to the meeting, Board Members had been provided with an updated version of the covering report and appendix 3, for their consideration, which superseded the versions contained within the original agenda papers.

Responding to an enquiry, the Board was provided with details of how receipts from CIL could potentially be brought forward and incorporated into the Council's budget process.

Having discussed the issue of the CIL neighbourhood fund being allocated to the local Community Committee in those areas where there was no town or parish council, it was highlighted that such matters were already being discussed with Community Committee Chairs, and it was noted that Executive Board would be kept fully informed as discussions in this area continued.

**RESOLVED –**

- (a) That approval be given to the CIL neighbourhood fund spending guidance for use by Community Committees, as set out in Appendix 1 to the submitted report;
- (b) That the proposed minor changes to the Regulation 123 List, as set out in Appendix 2 to the submitted report be agreed, that it be noted that such changes will be subject to local consultation and that the Chief Planning Officer be authorised to consider any representations made and to make any further amendments considered necessary as a result of the consultation, prior to the implementation of the revised list;
- (c) That approval be given to the removal of the Council's policy allowing discretionary charitable relief for investment activities, to take effect from 1 December 2015;
- (d) That the amendment to the Community Committee Executive Delegation Scheme, as set out within Appendix 3 to the submitted report, as revised and circulated to Board Members prior to the meeting, be approved, noting that the delegation is shared with the Assistant Chief Executive (Citizens and Communities);
- (e) That it be noted that the Chief Planning Officer will be responsible for the implementation of such matters.

**74 East Leeds Extension update and next steps**

The Director of City Development submitted a report regarding the progress made in planning for the delivery of major housing growth and infrastructure investment in the East Leeds Extension. The report also sought specific approval on a number of matters which would enable the investment to progress.

Members noted how the East Leeds Orbital Road was a key piece of infrastructure which was integral to the East Leeds Extension development, and as such, raised concerns regarding the lead role that the Council was being required to take in order to ensure that the Orbital Road was delivered.

Following consideration of Appendix 2 to the submitted report, designated as exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

**RESOLVED –**

- (a) That the submitted report, together with the positive progress made by the Council in its enabling activities to bring forward the major strategic growth area of the East Leeds Extension and the major infrastructure project for the East Leeds Orbital Road, be noted;
- (b) That in principle approval be given to the Council continuing to develop a funding case for the costs of the East Leeds Orbital Road through the West Yorkshire Plus Transport Fund, prudential borrowing and developer contributions, with the Council also continuing to explore alternative means of financing;
- (c) That the commitment to the East Leeds Orbital Road Roof Tax be reaffirmed as the principle mechanism through which developer contributions will be secured from the East Leeds Extension towards the delivery costs of the East Leeds Orbital Road, as set out in paragraphs 3.1.6 – 3.1.8 of the submitted report;
- (d) That the programme for the planning, procurement and construction of the East Leeds Orbital Road, as set out in paragraphs 3.1.10 – 3.1.13 of the submitted report be noted, and that approval be given for the Chief Officer (Highways and Transportation) to submit a detailed planning application for the project, in consultation with the Executive Member for Regeneration, Transport and Planning;
- (e) That the progress made in assembling land to facilitate the route of the East Leeds Orbital Road at the Northern Quadrant be noted, and that the recommendations, as detailed within the exempt Appendix 2 to the submitted report, be approved;
- (f) That it be noted that the Council will make land available on the Red Hall site for the initial A58 junction infrastructure which will enable access to the Northern Quadrant site, as set out in paragraphs 3.3.12 – 3.3.14 of the submitted report, subject to the discharge of relevant statutory processes by the Head of Land and Property and the delegated approval of the Director of City Development;
- (g) That approval be given for the Chief Planning Officer to prepare and publish a Draft Planning Brief for Red Hall, with the detailed timetable to be agreed with the Executive Member for Regeneration, Transport and Planning;
- (h) That approval be given to the approach towards marketing and disposal of the Red Hall site, as set out in paragraphs 3.4.18 – 3.4.22 of the submitted report, with the details to be confirmed by the Director of City Development in consultation with the Executive Member for Regeneration, Transport and Planning;
- (i) That approval be given for the Chief Planning Officer to prepare and publish a Draft Development Framework for the Southern and Middle

Quadrants, with the detailed timetable to be agreed with the Executive Member for Regeneration, Transport and Planning;

- (j) That a co-ordinated programme of public and stakeholder engagement for the East Leeds Extension from November 2015 be approved, which will include public consultation on the East Leeds Orbital Road, Red Hall and the Southern & Middle Quadrants, with the details being confirmed by the Head of Regeneration in consultation with the Executive Member for Regeneration, Transport and Planning and also Ward Members.

## **CHILDREN AND FAMILIES**

### **75 Learning Places Programme - Capital Programme Update**

Further to Minute No. 187, 22<sup>nd</sup> April 2015, the Director of Children's Services, the Deputy Chief Executive and the Director of City Development submitted a joint report presenting an update on the three year strategy for providing sufficient school places in the city, and also on the progress made in respect of the projects currently forming part of the Learning Places Programme. In addition, the report sought the Board's approval for further authority to spend on the programme, and provided an update on the applications submitted and approved for access to the programme risk fund.

Prior to the meeting, Board Members had been provided with an updated version of appendix B to the submitted report, for their consideration, which superseded the version contained within the original agenda papers.

Responding to a Member's enquiry, the Board received an update on the outcomes of the research undertaken by Leeds Beckett University regarding the relationship between the size of a school and the educational outcomes, and it was undertaken that full details would be provided to the Member in question.

The Board also received an update on the continued work of the cross-party steering group, with emphasis being placed upon the Council's commitment to continue such work on a cross-party basis.

In discussing the approach being taken by the Council in respect of the Learning Places Programme, it was highlighted that although all available options would be considered as part of the strategy to ensure there were sufficient good quality learning places in Leeds, the key priority was to ensure that the specific needs of the local community were met.

### **RESOLVED –**

- (a) That additional authority to spend on the Learning Places programme for the Roundhay scheme, with a value of £13m, be approved, which resets the overall approval of the schemes currently in the programme to £56.355m;

- (b) That approval be given for the balance of the programme risk fund to be reset to £5.635m, in order to facilitate effective risk management at programme level;
- (c) That approval be given for any savings made on applications to the programme risk fund being returned to the risk fund in order to support the continued management of programme risks;
- (d) That the scale of identified need at primary level, and the indicative financial implications of £146m, be noted;
- (e) That the projected funding deficit which currently stands at £69.5m and is based on Education Funding Agency (EFA) rates, be noted, and that it also be noted that this figure is likely to increase due to a number of factors, as set out in paragraph 4.4.5 of the submitted report;
- (f) That it be noted that the Head of Learning Systems continues to have client responsibility for the programme, and that the Chief Officer, Projects, Programmes and Procurement Unit continues to be responsible for the delivery of the projects in the Learning Places programme.

**DATE OF PUBLICATION:** FRIDAY, 23<sup>RD</sup> OCTOBER 2015

**LAST DATE FOR CALL IN  
OF ELIGIBLE DECISIONS:** 5.00 P.M., FRIDAY, 30<sup>TH</sup> OCTOBER 2015

(Scrutiny Support will notify Directors of any items called in by 12.00noon on Monday, 2<sup>nd</sup> November 2015)

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