



## Children, Young People & Education Committee

<b>Date:</b>	<b>Wednesday, 21 June 2023</b>
<b>Time:</b>	<b>6.00 p.m.</b>
<b>Venue:</b>	Committee Room One, Birkenhead Town Hall

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Please note that public seating is limited, therefore members of the public are encouraged to arrive in good time.

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This meeting will be webcast at  
<https://wirral.public-i.tv/core/portal/home>

## AGENDA

1. **WELCOME AND INTRODUCTION**
2. **APOLOGIES**
3. **MEMBERS CODE OF CONDUCT - DECLARATIONS OF INTERESTS**

Members are asked to consider whether they have any disclosable pecuniary interests and/or any other relevant interest in connection with any item(s) on this agenda and, if so, to declare them and state the nature of the interest.

#### **4. MINUTES (Pages 1 - 8)**

To approve the accuracy of the minutes of the meeting held on 7 March 2023.

#### **5. PUBLIC AND MEMBERS QUESTIONS**

##### **Public Questions**

Notice of question to be given in writing or by email by 12 noon, Friday 16 June 2023 to the Council's Monitoring Officer via this link: [Public Question Form](#) and to be dealt with in accordance with Standing Order 10.

##### **Statements and Petitions**

###### **Statements**

Notice of representations to be given in writing or by email by 12 noon, Friday 16 June 2023 to the Council's Monitoring Officer ([committeeservices@wirral.gov.uk](mailto:committeeservices@wirral.gov.uk)) and to be dealt with in accordance with Standing Order 11.

###### **Petitions**

Petitions may be presented to the Council if provided to Democratic and Member Services no later than 10 working days before the meeting, at the discretion of the Chair. The person presenting the petition will be allowed to address the meeting briefly (not exceeding three minutes) to outline the aims of the petition. The Chair will refer the matter to another appropriate body of the Council within whose terms of reference it falls without discussion, unless a relevant item appears elsewhere on the Agenda. If a petition contains more than 5,000 signatures, it will be debated at a subsequent meeting of Council for up to 15 minutes, at the discretion of the Mayor. Please telephone the Committee Services Officer if you have not received an acknowledgement of your question/statement by the deadline for submission.

##### **Questions by Members**

Questions by Members to be dealt with in accordance with Standing Orders 12.3 to 12.8.

#### **SECTION A - KEY AND OTHER DECISIONS**

#### **6. NEW CHILDREN AND YOUNG PEOPLES EMOTIONAL HEALTH AND WELLBEING MODEL (Pages 9 - 14)**

#### **7. SCHOOL CAPITAL PROGRAMME 2023-2024 (Pages 15 - 24)**

## **SECTION B - BUDGET REPORTS**

- 8. 2022/23 BUUDGET MONITORING FOR QUARTER FOUR (THE PERIOD TO 31 MAR 2023) OUTTURN (Pages 25 - 40)**
- 9. 2023/24 BUDGET AND BUDGET MONITORING PROCESSES (Pages 41 - 64)**

## **SECTION C - PERFORMANCE REPORTS**

- 10. CHILDRENS' SERVICES PERFORMANCE REPORT QUARTER FOUR (Pages 65 - 76)**

The Appendix may not be suitable to view for people with disabilities, users of assistive technology or mobile phone devices. Please contact [triciathomas@wirral.gov.uk](mailto:triciathomas@wirral.gov.uk) if you would like this document in an accessible format.

- 11. OFSTED SUMMARY REPORT 2022-2023 (Pages 77 - 92)**

The Appendix may not be suitable to view for people with disabilities, users of assistive technology or mobile phone devices. Please contact [jamesbackhouse@wirral.gov.uk](mailto:jamesbackhouse@wirral.gov.uk) if you would like this document in an accessible format.

## **SECTION D - REVIEWS/ REPORTS FOR INFORMATION**

- 12. ALL AGE DISABILITY SERVICE REVIEW (Pages 93 - 150)**

## **SECTION E - WORK PROGRAMME / OVERVIEW AND SCRUTINY**

- 13. APPOINTMENT OF PANELS, STATUTORY / ADVISORY COMMITTEES AND WORKING PARTIES 2023 / 2024 (Pages 151 - 158)**
- 14. WORK PROGRAMME (Pages 159 - 168)**

### **Terms of Reference**

The terms of reference for this committee can be found at the end of this agenda.

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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 7 March 2023

Present:

Councillor K Hodson (Chair)

Councillors	H Collinson	D Kenny
	C Cooke	S Powell-Wilde
	C Carubia	V Wilson
	C Povall	A Wright
	S Bennett	H Gorman (for E Gleaves)

64 **WELCOME AND INTRODUCTION**

The Chair welcomed everyone to the meeting as well as those watching the webcast.

65 **APOLOGIES**

Apologies for absence were received from Councillor Emily Gleaves.

66 **MEMBERS CODE OF CONDUCT - DECLARATIONS OF INTERESTS**

Members were asked to declare any disclosable pecuniary interests and any other relevant interest and to state the nature of the interest.

Councillor Sue Powell-Wilde declared a personal interest as a foster carer.

67 **MINUTES**

**Resolved – That the minutes of the meeting held on 24 January 2023 be approved as a correct record.**

68 **PUBLIC QUESTIONS**

The Chair informed the committee that no public questions had been received.

69 **STATEMENTS AND PETITIONS**

Mr Jon White delivered a statement on behalf of Inclusion 2024.

70 **MEMBER'S QUESTIONS**

The Chair informed the Committee that no questions from Members had been received.

71 **2022/23 BUDGET MONITORING FOR QUARTER THREE (THE PERIOD TO 31 DEC 2022)**

The Senior Finance Business Partner presented the report of the Director of Children, Families and Education. The report set out the financial monitoring information for the Children, Families and Education Committee as at quarter 3 (31 December) of 2022/23. The report provided Members with an overview of budget performance, including progress on the delivery of the 2022-23 saving programme and a summary of reserves to enable the Committee to take ownership of the budgets and provide robust challenge and scrutiny to Officers on the performance of those budgets.

It was outlined that the forecast outturn position for Children, Families and Education at the end of December 2022 (Quarter 3) was an adverse variance of £3.116m against a budget of £79.234m,

There had been significant movements since the last report for quarter 2, largely due to the continued trend of increasing numbers of children in care, after a period of reducing numbers, particularly in young people placed in high-cost residential settings and more recently into independent fostering. Previously reported costs of £1.1m from the employers proposed pay award, over and above the original 3% built into the 2022-23 budget and SEND Assisted Travel contract, demand and inflation pressures remained. Some mitigations had been taken to reduce the full impact of these adverse variances. The proposed reduction in national insurance contributions from November 2022 had been factored in, along with additional grant and income for the Early Help Service and use of specific reserves. The outturn position reflected delivery of most of the 2022/23 saving proposals.

**Resolved – That:**

- 1. the forecast revenue position presented at Quarter 3 be noted.**
- 2. the progress on delivery of the 2022-23 savings programme at Quarter 3 be noted.**
- 3. the forecast level of reserves at Quarter 3 be noted.**
- 4. the forecast capital position presented at Quarter 3 be noted.**

## 72 **QUARTER 3 PERFORMANCE REPORT AND FINANCIAL MONITORING**

The Head of Operations (Interim) presented the report of the Director for Children, Families and Education. The report provided the latest performance information for Children's Services. Where available, national, regional and statistical neighbour benchmarking data had been included in the report for comparison. The Performance Report (Appendix A) had been structured around eight indicator groups and the data contained in the report related to Quarter 3 of the 2022/23 financial year.

Members sought further information on a number of performance issues detailed within the report including criteria for missing children, persistent absences, health assessments and dental checks, social workers leaving the borough and the level of casework they had. Members were assured that robust systems had been put in place to track missing children and that the challenge of dealing with persistent absences was being worked on. A lot of work had taken place regarding initial health assessments with the assessments team and with health partners and IT issues had been identified and resolutions had been found. Members were also assured that work had been undertaken to improve the attendance of children at dental appointments. Officers noted that there had been a real issue with workforce retention for both Adult and Children's social care nationally. Work was ongoing with the Department for Education and officers from Wirral were staying involved with as much of this work.

**Resolved – That the content of the Performance Report attached in Appendix A be noted.**

## 73 **SEND TRANSFORMATION PROGRAMME UPDATE**

The Interim Deputy Director for Children's Services introduced the report of the Director of Children, Families and Education. The report updated Members on the progress of the Special Educational Needs and Disabilities (SEND) Transformation Programme. The report noted that in September 2022, the SEND Service implemented a refreshed Education Health and Care (EHC) Needs Assessment to Annual Review process, which included revised decision-making processes, increased capacity within the team, a new model for working with parent carers and families, and more rigorous performance oversight. Throughout quarter 3 (September to December 2022) the SEND Service had focused on improving service compliance, communication, and quality.

Members queried the assessment process, and alternative providers for Education, Health and Care Plans (EHCPs), officers noted that the assessment process can be initiated by services, parents or the young person. They noted that a very small number did not require a plan after being assessed. Officers clarified that it was a statutory requirement for Local

Authorities to carry out EHCPs and that schools could not bring in their own providers.

Members asked about numbers of children that had been placed in the last year and how many had disagreed with their placement. Officers noted that 267 children had been placed with 86% getting their preferred choice.

Clarification was sought over the term 'Assistant Educational Psychologist' and Members were informed that they would be trainee Educational Psychologists. It was noted that there was a pattern of trainees remaining with the organisation that they trained with and that it was hoped that this would be the case for these roles.

**Resolved – That:**

- 1. The Committee having reviewed and scrutinised the report, the progress made to date on the actions in the Wirral Statement of Action be noted; and**
- 2. A further monitoring report be received at a future date.**

**74 CHILDRENS PARTNERSHIP ACCOMMODATION PROGRAMME UPDATE REPORT**

The Assistant Director of Children and Families presented the report of the Director of Children, Families and Education. The report provided an update on the Children Partnership Accommodation Programme which had been established in August 2020 with the vision to “improve the local offer and availability of options of high quality provision that meets the need of children looked after”. The report noted that four projects sat within the programme, with the Director of Children, Families and Education as Senior Responsible Officer. These projects aimed to encourage resilience in the supply of placements locally. Officers across the Council from social care, commissioning, legal, procurement, finance, housing, assets, regeneration had made significant progress over the past 12 –18 months leading to a mixed model of enhancing provision locally.

Members congratulated officers on the work undertaken to date.

**Resolved – That:**

- 1. The contents of the report be noted; and**
- 2. The Director of Children, Families and Education be requested to bring an update report to the Committee on the progress of the Programme in 12 months.**

The 14-19 Strategy Head of Service presented the report of the Director of Children, Families and Education. The report informed Members of the complex post 16 education and learning landscape across Wirral.

Wirral young people making the transition at age 16 into further education and training had several options and pathways including school sixth form, further education (including study programme provision) and Apprenticeships. Post 16 opportunities were accessible in borough however, young people could choose to travel to learn in a neighbouring local authority or beyond.

Young people's post 16 participation rates in the Borough were currently at or above subregional and regional averages. Challenges currently exist with recognised apprenticeship participation where the position was one of building back following the national pandemic and structural national changes to the apprenticeship model of delivery.

The quality of locally delivered post 16 education delivered by Wirral based further education college's, school sixth forms and independent providers was in the main rated good or outstanding by Ofsted. Wirral had one school sixth form provision inspected as requires improvement.

Levels of attainment for Wirral young people at the age of 19 were comparable to national rates, with improvements made in the past 3 years for young people from Wirral's most deprived communities. The inequality attainment gap was at or below national averages.

Members queried if there was an increasing need for apprenticeships due to the various regeneration projects across Wirral. They were informed that there were a high number of apprentices coming through Wirral Met College.

Members asked if the figures for post 16 education included information on young people with special educational needs and disabilities. They were informed that there was further data available which would be shared with Members.

Members expressed concerns over T-Levels and what they meant to employers as qualifications. The 14-19 Strategy Head of Service stated that it was still early in their use but that they were becoming more recognised. He noted that it was a challenge to get young people to commit to a specific industry early on. He noted that a T-Level was equivalent to three A-Levels.

**Resolved – That:**

- 1. The report be noted.**

2. The services' plan to review the sufficiency of post 16 education options based on continued demographic growth for the next 4 to 5 years be given the support of the committee.

## 76 **PROGRESS ON CHILDREN LOOKED AFTER AND CARE LEAVERS STRATEGY 2022-2025**

The Permanence Service Head of Service presented the report of the Director of Children, Families and Education. The report provided Members with an overview of progress made to deliver the priorities as set out in the Children Looked After and Care Leavers Strategy, as agreed on 10th March 2022. The Strategy set out a vision to “ensure children looked after and care leavers are valued listened to and supported to be aspirational and achieve their full potential” and four key priorities to children looked after and care leavers. These priorities were:

1. Emotional and physical health and wellbeing – making sure you are happy and healthy all the way through your childhood and into adulthood.
2. Independence and transition to adulthood – Focussing on helping you learn ‘life skills’ from an early age and getting everything in place so you can be supported if you need it after you turn 18
3. Positive Lived Experiences – Making sure there are enough of the right people to look after you in suitable homes whether this is a short or long stay/time.
4. Education and Employment – Ensuring that you do well and have the right support in school and have the right opportunities to access employment.

Underpinning each priority would be the fundamental principle to listen to the ‘voice of the child and young people’.

The report highlighted progress which had been made since the report was approved in March 2022 and the role of the Corporate Parenting Board in oversight and monitoring of the priorities.

**Resolved – That the progress made to date be endorsed by the committee.**

## 77 **JOINT TARGETED AREA INSPECTION INTO CHILDREN AND FAMILIES WHO NEED HELP**

The Director of Children, Families and Education presented her report. The report summarised the findings of the joint targeted area inspection (JTAI) of the multiagency response to children and families who need help. The inspection took place from 12 to 16 December 2022. It was carried out by inspectors from Ofsted, the Care Quality Commission (CQC) and His

Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS).

The findings letter of the inspection, published on 16 February 2023 was included under Appendix A of the report.

Members noted that those present at a verbal summary of the report by the investigator had heard positive feedback and felt the investigator had been pleased with Wirral's progress. They felt that it made a significant difference for Members to see how much progress had been made over the past few years.

Members debated how best to get information to parents on the services available.

**Resolved – That the contents of the report be noted.**

## **78 THE PROVISION OF FOOD AND ACTIVITIES FOR CHILDREN IN SCHOOL HOLIDAYS DURING THE COVID 19 PANDEMIC AND BEYOND - WORKING GROUP FINDINGS REPORT**

The Head of Legal Services introduced the report of the Director of Children, Families and Education. The report noted that during the COVID 19 pandemic, the committee had agreed that a working group be established on the recommendation of the Policy and Resources Committee, who had agreed a proposal for a project co-ordinated on behalf of the Council by local charity Neo Community, working in partnership with schools and local community based feeding groups and organisations, to provide food and activities to children eligible for Free School Meals over the school holidays. This built upon learning from the operation of the Edsential Holiday Activity Fund over the summer, providing for adaptation of a successful model of delivery.

A recommendation arising from the December 2020 report, was that the committee establish a Working Group with key partners to explore options in relation to supporting children with free school meals in the medium to longer term. This report provided the final recommendations of the Working Group.

The Head of Legal Services noted that the report had been published with an incorrect recommendation and that recommendation three should read:

“the working group be dissolved and ongoing work of the HAF programme be reported to members on a regular basis.”

Members agreed this amended wording.

**Resolved – That:**

- 1. The work as reported to the Holiday Activity Fund working group undertaken by Edsential and Wirral Council be acknowledged and supported;**
- 2. The work undertaken to include children who are not entitled to free school meals and the long term planning to continue with this be noted and supported; and**
- 3. the working group be dissolved and ongoing work of the HAF programme be reported to members on a regular basis.**

**79 WORK PROGRAMME**

The Head of Legal Services introduced the report of the Director of Law and Governance which provided the Committee with an opportunity to plan and review its work across the municipal year.

**Resolved – That the work programme be noted.**





## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Wednesday, 21 June 2023

REPORT TITLE:	NEW CHILDREN AND YOUNG PEOPLE'S EMOTIONAL HEALTH AND WELLBEING MODEL
REPORT OF:	DIRECTOR FOR CHILDREN, EDUCATION AND FAMILIES

### REPORT SUMMARY

This report sets out the new local model to be jointly commissioned from April 2024. The joint commission between Children, Families and Education Services, Public Health and Wirral Place Integrated Care Board (ICB) will transform available support and will provide a more effective and co-ordinated approach to improve outcomes for children and young people.

The activities outlined in this report support the vision of the Wirral Plan 2021-2026, specifically the themes of 'Brighter Futures' and 'Active Lives' and Priority Area 3 of the Wirral Health and Wellbeing Strategy 2022-27 to 'Ensure the best start in life for all children and young people'.

The proposed actions affect all wards within the borough.

### RECOMMENDATION/S

The Children, Young People and Education Committee is requested to:

- 1 Note the report and to request any further updates as appropriate.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 To update Committee members on the transformation work taking place to remodel emotional health and wellbeing services through a joint commissioning approach aligning resources and creating a single point of access for children and young people.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Expanding the existing offer to become a collaborative partnership to include multiple organisations such as Child and Adolescent Mental Health Services (CAMHS), Integrated Front Door and 0-19 service. However, this does not address the issues of multiple waiting list management and improved coordination of services. The single point of access is a transformational project across the whole system of support for emotional health and wellbeing for children and young people. In order to meet the needs of children and young people more effectively, increase access, improve outcomes and provide value for money, it was agreed by key stakeholders that this support should be a joint commissioning venture rather than standalone commissions.

### **3.0 BACKGROUND INFORMATION**

- 3.1 A recent Children's Society report on wellbeing shows that children's happiness with their lives continues to decline in the UK. In Wirral, things are no different, as evidenced by the Emotional Health and Wellbeing Needs Assessment: a considerable number of children and young people are struggling with their emotional health and wellbeing. Stretched services, tight thresholds and long waiting lists can make it very hard for children and young people to get the help that they need when they need it. This is putting pressure on children, young people, families, communities and the many teams and organisations trying to help them.
- 3.2 Whilst there is a wide range of effective services supporting children and young people, the offer across Wirral is not well coordinated. Many services work independently, making it difficult for professionals, young people, and parents to navigate what is available. It also makes it very hard to understand the issues within specific areas in the system, as it is not possible to track a child or young person's journey through services – or understand what someone has accessed before they hit a crisis point.
- 3.3 The Children's Emotional Health and Wellbeing Transformation project is a partnership project between Children and Young People's services, Public Health and Wirral Place Integrated Care Board (ICB). The project intention is to bring emotional health and wellbeing services together to provide a single route to access support in Wirral, to make it easier for children and young people to get the support they need when they need it. The scope of this project is all services that support emotional health and wellbeing for 0-18s with a GP in Wirral and/or resident in Wirral.

- 3.4 An organisation called 'Capacity' who work with Public Services supporting social innovation have been commissioned to facilitate the project working through Wirral's Future in Mind steering group to understand the challenges in the existing system and design a more effective model of services. At various points, professionals with expertise in other areas have also supported the design of different elements. In addition to this, we have worked with different groups of children and young people to understand their priorities for this project, as well as to ask for and test ideas.
- 3.5 An Emotional Health and Wellbeing Needs Assessment has been completed to help inform and shape the provision of Wirral's future model and to prioritise and identify key areas for development and ensure that any decisions are based on the available evidence. The needs assessment includes quantitative data on emotional health and wellbeing in Wirral, alongside qualitative research involving key groups to best inform service development.
- 3.6 The new model will be in place from April 2024 and will focus on empowering children and young people to learn how to look after their wellbeing and make it easy to access extra support when they need it, as well as share their learning with their peers. A key element of the model will be a Single Point of Access (SPA) to provide a co-ordinated approach to support and prevent duplication/multiple referral routes etc.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 The cost of the project development phase including the commissioning of a digital agency to build the electronic platform is £493,806. This consists of a contribution from the Public Health Grant of £82,969, a contribution from the ICB of £140,000 and a contribution from Children's Services of £270,837. This will encompass the operationalising of the new model for the single point of access and the development of the pre-support offer.
- 4.2 The new model of services to deliver emotional health and wellbeing support will receive recurrent annual funding of £755,734. This is made up of £338,604 from Public Health and £417,130 from the ICB. This is an additional investment of £417,130 per year into emotional health and wellbeing services.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 The commissioning of the service detailed within this report are compliant with the Public Contract Regulations 2015 and Wirral Council Contract Procedure rules.
- 5.2 Wirral Place ICB will be the host procurement body for the ongoing commissioning arrangements as the strategic and financial weight of the project sits predominantly with the ICB's Health and Social Care agenda.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 Transfer of Undertakings (Protection of Employment) Regulations 2006 (T.U.P.E.) may be applicable. The incumbent provider will provide the Council with anonymised details of staff engaged in the provision of relevant services, who may be subject to TUPE. This information will be shared with the tender documentation. It is the responsibility of tenderers to liaise with incumbent suppliers to establish whether TUPE regulations apply to the contract and to ensure that TUPE information provided by incumbent suppliers is accurate.

## **7.0 RELEVANT RISKS**

- 7.1 It is necessary to commission the support highlighted in order to comply with the Public Contract Regulations 2015 and Wirral Council Contract Procedure rules. There is always a risk of disruption to service provision during service redesign, recommissioning and commencement of new services. To mitigate against this and minimise disruption, adequate time to plan for, and implement the mobilisation of new services, is built into the procurement process between contract award and commencement.
- 7.2 The procurement process is also subject to scrutiny and at risk of legal challenge. Particular regard is given to contract procedure rules and relevant legislation at all stages of the process. Wirral Place ICB will be the host procurement body as the strategic and financial weight of the project sits predominantly with the ICB's Health and Social Care agenda. The procurement will be supported by the Midlands and Lancashire Commissioning Support Unit (MLCSU), technical procurement team.
- 7.3 In the current challenging financial climate, the impact of any future reductions in budget or policy implications on the amount of funding available for emotional health and wellbeing services is unknown. The value and availability of the Public Health grant for 2024/25 onwards is not yet known. This risk will be mitigated by the insertion of appropriate termination clauses in the contracts.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 There has been extensive engagement and consultation with key stakeholders in order to inform the development and design of the future model. This has included:
- Engagement sessions with a wide range of stakeholders to understand their current strengths and challenges and gain insight into the issues that are affecting Wirral children and young people
  - Engagement with children, young people and parents/carers
  - Qualitative insight work with local children and young people to understand their needs and the ways support can be tailored to meet their needs
  - Worked through the Future in Mind Steering Group to shape the project
  - Strengthened everyone's understanding of what a more effective model needs to achieve by conducting an in-depth strategic needs assessment across partners (completed in August 2022 and updated in November 2022)

- Gained a solid understanding from key professionals of the appetite for a new way of working as well as potential barriers and challenges of the new model and Single Point of Access.
- Worked with diverse groups of professionals to generate and refine ideas about how the new model could work.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.
- 9.2 The Equality Impact Assessment for these decisions can be found at:  
<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments/equality-impact-assessments>

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 During the procurement process, bids will be evaluated on any social value added to the service. Bidders will need to consider and demonstrate how they can have a positive impact on Wirral's environment and climate.
- 10.2 The content and/or recommendations contained within this report are expected to have no direct impact on emissions of carbon dioxide.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 Community Wealth building is a new approach to economic development that proposes a more common-sense approach to how we create a good local economy. Emotional health and wellbeing is essential for resilient communities.

### **REPORT AUTHOR:**

**Carol Roche**  
**Joint Commissioning Lead**  
 email: [carolroche@wirral.gov.uk](mailto:carolroche@wirral.gov.uk)

### **APPENDICES**

None

### **BACKGROUND PAPERS**

Adult Social Care and Public Health Committee; Integration of Public Health Commissioning into the new Children and Young People's emotional health and wellbeing model; July 2023.

Wirral Children's Emotional Health and Wellbeing Needs Assessment; November 2022

NHS Cheshire and Merseyside Integrated Care Board: Finance, Investment and Resources Committee Meeting; Wirral's Children's Emotional Health and Wellbeing Transformation Project. April 2023

Variations of this report have been to:

- The Wirral Place Leadership Team
- The Wirral Borough Council Senior Leadership Team
- The Wirral Joint Health and Care Commissioning Executive Group
- The Wirral Strategy and Transformation Group
- The Partnership for Children, Young People and Families

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People and Education Committee in accordance with its Terms of Reference.

## **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>



## **CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE 21 JUNE 2023**

<b>REPORT TITLE:</b>	<b>SCHOOL CAPITAL PROGRAMME 2023 - 2024</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF REGENERATION AND PLACE</b>

### **REPORT SUMMARY**

The Department for Education (DfE) allocates grant funding each year to help maintain and improve the condition of school buildings and grounds. All local authorities must ensure that they have a sound Capital strategy for education services, making sure that facilities are sufficient, safe and offer the best teaching environment for pupils of all abilities.

This report gives details of the planned Capital work for Maintained Schools over the next 12 months and gives details of proposed spend of two capital grants (i) School Condition Allocation (SCA) and (ii) High Needs Provision Capital Allocation (HNPCA).

This report supports the Brighter Futures theme of the Wirral Plan 2021 - 26 and specifically the delivery of the school asset and sufficiency and SEND strategies.

This decision affects all Wards.

### **RECOMMENDATION/S**

The Children and Young People and Education Committee is recommended to approve that:

1. The identified projects are included in the Schools Capital Programme funded by the Department for Education.
2. Asset Management be requested to progress all project designs, tender documentation, and initiate project implementation. Noting that all projects over £100,000 will be required to present tender details and prices via Officer Decision Notices.

## SUPPORTING INFORMATION

### 1.0 REASON/S FOR RECOMMENDATION/S

- 1.1 The programme of works represents the priorities of condition requirements in the identified schools, based on condition surveys, feedback from schools and building experts.
- 1.2 Asset Management are in a strong position to prioritise the works by utilising both in-house and external resources and based on the degree of urgency of the identified works. This will be done in close collaboration with the Children, Family and Education Directorate.

### 2.0 OTHER OPTIONS CONSIDERED

- 2.1 Outsourcing all programme management is an option however, this could impact on continuity of works having already been completed by in-house and could prove difficult to co-ordinate other major regeneration projects planned for the Borough.
- 2.2 The Local Authority remains responsible for the delivery of the programme of work in maintained schools, to ensure their condition including safety and compliance, suitability and sufficiency. The grants would not be devolved to schools directly as this would place significant risk for procurement, health and safety and general project assurance on governing bodies.

### 3.0 BACKGROUND INFORMATION

- 3.1 The Department for Education provides a number of Capital grants for improvements, to the school stock, these are:

(i) School Condition Allocations (SCA), with funds paid to eligible bodies responsible for maintaining school buildings;

(ii) Condition Improvement Fund (CIF), a bidding round with funds paid directly to single academy trusts, small multi-academy trusts (MATs), small voluntary aided (VA) bodies and sixth form colleges;

(iii) Devolved Formula Capital (DFC) is allocated for individual schools and other eligible institutions to spend on small-scale capital projects that meet their own priorities;

(iv) High Needs Provision Capital Allocations (HNPCA), allocated to the Local Authority to improve the suitability and sufficiency of high needs provision in their area.

GRANT	2021/22	2022/23	2023/24
<b>SCHOOL CONDITION ALLOCATION (SCA)</b>	£3,720,684	£4,107,305	£4,132,191
<b>HIGH NEEDS PROVISION (HNP)</b>	£1,045,546	£2,870,617	£2,638,010
<b>BASIC NEED</b>	£0	£0	£381,049
<b>DEVOLVED FORMULA CAPITAL</b>	£588,108	£591,417	£591,445



- 3.2 Condition surveys are the main source of information which helps the Local Authority prioritise larger projects to be funded from the above grants: primarily the School Condition Allocation (SCA). Whilst the DfE surveys provide baseline information, these often do not reflect the issues with building fabric that schools have on a daily basis, the suitability of teaching and welfare arrangements or consideration of local pupil needs. A more detailed schedule of Condition Surveys has been recently commissioned and will provide more informed condition information which will be used in the prioritisation of Capital projects.

Asset Management has recently produced documents which will help headteachers and their Governing Bodies understand the process of raising building issues, apply for Capital funding and direct them to building guidance which is available. A retained technical group within the Council collaborates with schools and partner architectural and technical companies to deliver a wide range of schemes for maintained schools.

- 3.3 Criteria used by Asset Management to prioritise projects follows the DfE categories within condition reports, as follows:

Grade	Expression	Description
A	Good	As new and performing as intended and with regular maintenance continue to operate efficiently
B	Satisfactory	Performing as intended but exhibiting minor deterioration
C	Poor	Exhibiting major defects and/or not operating as intended and will require attention in the short term, although not immediate
D	Bad	Life expired and/or serious risk of imminent failure

Additional weightings are also used by Asset Management for inclusion within the prioritisation exercise i.e. Compliance, Capacity, Safeguarding, Accessibility, Health and Safety and Critical building issues.

- 3.4 Within the programme of works there are sums identified for generic remedial works such as asbestos removal/encapsulation, electrical safety works, boiler replacements, condition surveys and accessibility. These allocations are draw upon during the year as matters arise, we are not able to identify individual schools at this point in time who would benefit from this allocation.
- 3.5 Like many businesses the Council has experienced problems with delivering projects over the past couple of years, primarily due to the effects of the Covid pandemic which resulted in a shortage of building materials, reduced workforce availability, increased construction costs. More recent economic issues have affected the construction industry including soaring project costs and other related fees. Whilst the Capital Programme has slipped, good progress is now being made and many projects are scheduled to start, as shown in appendix 1.

A new project management system is currently being implemented which will provide headteachers and Governing Bodies with more accurate dates for the commencement of their Capital projects. Priority will be given for those building elements which have health and safety implications and providing sufficient pupil places.

- 3.6 Grant available for High Needs Provision will fund larger projects to address the sufficiency within our Special Educational Needs (SEND) sector and to provide suitable accommodation within mainstream school for SEND bases. Working with the Children, Family and Education Directorate and dedicated workstreams to review and anticipate the need for SEND school places, Asset Management will support the delivery of projects in a managed way.
- 3.7 The school rebuilding programme carries out major rebuilding and refurbishment projects at schools and sixth form college buildings across England, with buildings prioritised according to their condition. Bids were submitted for four Wirral schools to be included in this programme, these were: (i) Riverside Primary, Wallasey (ii) Mosslands School, Wallasey (iii) Pensby High School, Pensby and (iv) The Observatory School, Bidston. In 2022 it was confirmed that Riverside and Mosslands were to be included in the programme, the remaining two schools remain on the list for consideration.

We are currently at early stages of feasibility and design approval for the rebuilding of both schools. Working closely with the DfE, their partners for project management, architects, technical experts etc. Details will be provided to the Committee in due course of intended replacement designs and timescales for delivery. Both projects will be subject to the normal planning permissions, site surveys etc and all schools built under this programme will be net zero carbon.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 Capital Grants are received on an annual basis from the Department for Education, in the region of £6.0 to £7.0 million but vary from year to year and are often not confirmed until the start of the financial year, which can make project planning challenging.
- 4.2 For all projects identified within the Capital programme, detailed project specifications are prepared by architects and tenders are processed either via the Council's Tender Portal the Chest or through agreed Frameworks in accordance with the Council's Contract Procedure Rules.
- 4.3 Whilst professional fees are charged to individual projects, discussions are ongoing for wider project management support in order to deliver the programme of works on behalf of the Children's Department.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 The commission of the services are undertaken in accordance with The Public Contract Regulations 2015 and the Council's Contract Procedure Rules.

- 5.2 The award of contracts is made on lowest tender basis. The Council's Contract Procedure rules set out how contracts are to be awarded by the Council in accordance with the Procurement Strategy requirements.
- 5.3 The award will be underpinned by a formal contract which are drawn up by the Council's legal team.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 There are no direct staffing and ICT implications arising from this report.
- 6.2 Any works undertaken will improve the fabric of the asset held within the school estate portfolio. All alterations to assets are amended within the Council's Asset Management system.

## **7.0 RELEVANT RISKS**

- 7.1 Failure to deliver the Capital programme could have serious safety implications for the Council who has a statutory duty to provide a suitable and safe learning environment for Wirral children including those with Special Educational Needs.
- 7.2 Available resources could cause a delay in the delivery of identified projects within a 12-month period, if this is the case external support will be considered in addition to reviewing procurement methods.
- 7.3 For all projects, site and project delivery safety risks are assessed prior to the tender process starting. All projects will be managed under the Construction (Design & Management) Regulations and this includes direct communication with school management.
- 7.4 A new Fire Safety Act is being introduced, any changes within this piece of safety legislation will be identified and assessed within the scope of proposed works.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Engagement takes place internally between technical and education officers at design of specification stage. Should external consultants be required to support with the project delivery there will also be a defined level of engagement and consultation.
- 8.2 Planning approval is obtained where necessary and forms an essential part of the programme management. Building Control are involved in the approval of design elements in many of the projects that are to be delivered.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity. There are no known Equality Implications arising from this contract.

- 9.2 Projects within this programme will ensure that children's disabilities are met within the area and within a facility that meets their special needs. All site and new facilities provided will meet the requirements of the Equality Act 2010.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 Many of the projects being undertaken are extensive refurbishments and elements such as installation of electrical and mechanical services will support greener solutions for energy use through LED lights, controllable energy management system. Building insulation due to window and door replacement and general material and product specification will enhance the environmental quality of the asset. New boiler installations also support the Council's target of net Carbon zero by 2040 and other recommendations as set out in decarbonisation reports.
- 10.2 All internal architects have been trained in Carbon Literacy and maintain their knowledge through Continued Professional Development in line with their technical expertise.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 During the procurement phase companies will be checked that their business principles support the Council's Code of Practice for employment and training. Companies will also be required to evidence their local employment and reduction of long-term employment strategies.

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## **APPENDICES**

Appendix 1 - Project details for 2023/24 grant allocations and other works being delivered in 2023/24

## **BACKGROUND PAPERS**

DfE Condition surveys

## **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
Financial Monitoring Reports presented to: Children, Young People and Education Committee	15/6/2021 13/9/2021 23/11/2021 6/12/2022 21/6/2022 10/3/2022

## APPENDIX 1

### PROJECTS FOR DELIVERY FROM 2023/24 GRANT ALLOCATIONS

SCHOOL	PROJECT	BUDGET COST	SCA/HNP
Black Horse Hill Infants	Replace Wall to Nursery Building	£47,000	SCA
Devonshire Park	Accommodation adaptations	£100,000	SCA
Devonshire Park	Roof Works	(£100,000)	SCA
Greasby Infants	Toilet Refurbishment	£75,000	SCA
Greenleas	Hall Extension	£120,000	SCA
Hayfield	Kitchen works	£40,000	SCA
Heygarth	Toilet Refurbishment	£100,000	SCA
Higher Bebington Jnr	Replace 19 windows	£65,000	SCA
Kingsway Academy	Phase 2 of remodelling for transfer from Clare Mount (previously reported allocations)	£400,000	SCA
Lingham Primary	Flat roof installation	£100,000	SCA
Lingham Primary	Kitchen M&E Works	£50,000	SCA
Lingham Primary	Lintels and Spalled Brickwork	£150,000	SCA
Meadowside Special School	Renew full pitched roof including rainwater goods and fascia sans soffits	£300,000	SCA
Mendell	Multi Gender toilet	£20,000	SCA
Mersey Park	Upper Site roof	(£100,000)	SCA
New Brighton Primary	Entrance works	£100,000	SCA
Overchurch Infants	23 high level window replacement	£37,000	SCA
Pensby/Stanley	Roof guttering	(£20,000)	SCA
Raeburn Primary	F1 extension (school contribution included in budget cost)	£800,000	SCA + school
Well Lane	Acoustics	£35,000	SCA
Wirral Hospital School	MUGA Lights	£15,000	SCA
Woodlands Primary	Relocate staffroom and refurbish old staffroom into Yr4 classroom	£50,000	SCA
Woodlands Primary	Window replacement phase 2	£80,000	SCA

The Observatory School	Mobile Classrooms rationalisation.	(£200,000)	HNP
Ganneys Meadow Library	Former library classroom conversion	£100,000	HNP
Elleray Park/Pensby	Phase 3 + classroom extension	(£250,000)	HNP
Asbestos		£150,000	SCA
Boiler Replacements	Pensby/St Stanley St George's Primary Bidston Village (heating system) Irby Primary St Bridgets Mount Primary Eastway Primary Kingsway Primary	£500,000	SCA
Accessibility	Pensby/St Stanley Kingsway	£50,000	SCA
Condition Surveys		£100,000	SCA
Feasibility Studies	St Bridget's Primary (school contribution to be included in project cost)	£50,000	SCA + school
	<b>Anticipated Expenditure</b>	<b>£4,304,000</b>	

*Figures in brackets are estimated costs and detailed surveys are still to be undertaken; Above projects planned for delivery in 2023/24 and 2024/25 with progress being reported in quarterly budget monitoring reports.*

#### **CURRENT WORKS BEING DELIVERED IN 2023 FROM PREVIOUS YEARS**

<b>SCHOOL</b>	<b>PROJECT</b>	<b>BUDGET COST</b>	<b>SCA/HNP</b>
Barnston Primary	Roof replacement	£420,000	SCA
Bidston Avenue Primary	Pitched roof replacement (school contribution included in budget cost)	£400,000	SCA + school
Brookdale Primary	1) Flat roof inspection 2) Refurbish toilets	£52,000	SCA
Grove Street Primary	Refurbish and reconfigure various toilets	£54,000	SCA
Hoylake Holy Trinity Primary	Flat roof installation and insulation	£120,000	SCA
Kingsway Primary	1) Flat roof replacement 2) Kitchen refurbishment	£415,000	SCA
Leasowe Early Years	Flat roof to Roof A,B,C,D,E	£250,000	SCA
Pensby/St Stanley	Fire Alarm	£39,000	SCA
Castleway	Refurbishment	£1,600,000	SCA

Meadowside	Renew full pitched roof (phased)	£300,650	SCA
Pensby High	1) Kitchen refurbishment 2) Roof Replacement	£100,000 (£400,000)	SCA
St Georges Primary	Reconfigure existing hall into two new classrooms plus mezzanine floor for group resource study/working area.	£190,000	Basic Need
	<b>Anticipated Expenditure</b>	<b>£4,340,650</b>	

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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Wednesday, 21 June 2023

REPORT TITLE:	2022/23 BUDGET MONITORING FOR QUARTER FOUR (THE PERIOD TO 31 MARCH 2023) OUTTURN
REPORT OF:	DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION

### REPORT SUMMARY

This report sets out a summary of the year-end revenue and capital position for the 2022/23 financial year for the Children, Families and Education Committee. The report provides Members with an overview of budget performance, including progress on the delivery of the 2022-23 saving programme and a summary of reserves to enable the Committee to take ownership of the budgets and provide robust challenge and scrutiny to Officers on the performance of those budgets.

Managing a budget requires difficult decisions to ensure that a balanced position can be presented. Regular Member engagement, which this report forms part of, is considered essential in delivering effective governance and financial oversight.

The year-end revenue outturn for 2022/23, represents an adverse variance of £3.471m against revenue budget of £79.234m.

This matter affects all Wards within the Borough and is not a key decision.

The report contributes to the Wirral Plan 2021-2026 in supporting the organisation in meeting all Council priorities.

### RECOMMENDATION/S

The Children, Families and Education committee is recommended to:

1. Note the year-end revenue position of £3.471m adverse variance reported for 2022/23;
2. Note the progress on delivery of the 2022-23 savings programme;
3. Note the level of reserves at the end of 2022/23;
4. Note the capital position at the end of 2022/23.

## **SUPPORTING INFORMATION**

### **1.0 REASONS FOR RECOMMENDATIONS**

- 1.1 It is vitally important that the Council has robust processes in place to manage and monitor the in-year financial position, to ensure it delivers a balanced position at the end of the year.
- 1.2 Regular monitoring and reporting of the revenue budgets and savings achievements enables decisions to be taken in a timely manner, which may produce revenue benefits and will improve financial control of Wirral Council.
- 1.3 This report presents timely information on the Quarter 3 financial position for 2022/23.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 The Policy & Resources Committee has previously determined the budget monitoring process to follow and this report details the agreed course of action.
- 2.2 In striving to manage budgets, available options have been evaluated to maintain a balance between service delivery and a balanced budget.

### **3.0 BACKGROUND INFORMATION**

- 3.1 As at the end of March 2023 (Quarter 4), the outturn position Children, Families and Education is an adverse variance of £3.471m against a budget of £79.234m.
- 3.2 Over the year, there was a trend of increasing numbers of children in care, after a period of reducing numbers, particularly in young people placed in high-cost residential settings and more recently into independent fostering. This has now stabilised and numbers are beginning to reduce again.
- 3.3 Previously reported costs of £1.1m from the pay award, over and above the original 3% built into the 2022/23 budget and SEND Assisted Travel contract, demand and inflation pressures have also affected led to significant adverse variances. Some mitigations have been taken to reduce the full impact of these adverse variances. The reduction in national insurance contributions from November 2022, along with additional grant and income for the Early Help Service and use of specific reserves. The outturn position reflects delivery of most of the 2022/23 saving proposals.

**TABLE 1: 2022/23 Children, Families & Education-Service Budget & Forecast Outturn**

	Budget £000	Forecast Outturn £000	Variance (+ Fav / - Adv) £000      %		Adverse/ Favourable
Children and Families	50,141	54,178	-4,037	-8%	Adverse
Early Help and Prevention	11,196	10,065	1,131	10%	Favourable
Modernisation and Support	4,675	4,129	546	12%	Favourable
Schools – Core	13,222	14,333	-1,111	-8%	Adverse
<b>Directorate Surplus / (Deficit)</b>	<b>79,234</b>	<b>82,705</b>	<b>-3,471</b>	<b>-4%</b>	<b>Adverse</b>

- 3.4 **Children and Families:** The Service Area outturn is an adverse variance of £4.037m. Since the budgets were agreed at the start of the year, an increase in children in care rate with a post-covid impact on demand and inflationary price uplifts have placed significant pressures on the service. Increases in Residential Care and more recently independent fostering combined with the impact of the higher pay award adding further costs to the adverse position. The underlying pressures of the service that relate to cost of living /inflation, have been included in the Medium-Term Financial Plan (MTFP) and the 2023/24 budget.

The expenditure for this service includes £27.952m on care costs. Overall, performance data indicates that the Children Looked After (CLA) rate having been stable in previous years and declined over the last year increased during the year. This has now reduced in the last few months. An increase in care numbers was anticipated to occur in 2023/24 due to post covid impact, it now appears that this along with cost of living is impacting the service earlier resulting in the increase in CLA rate and pressures in costs.

**TABLE 2: Number of Children in Care**

Mar-21	Jun-21	Sep-21	Dec-21	Mar-22	Jun-22	Sep-22	Dec-22	Mar-23
821	819	814	795	786	770	789	804	766

- 3.5 **Early Help & Prevention:** A favourable variance of £1.131m is reported for 2022/23. The favourable variance is mainly due to staff vacancies and appointments at the lower range of the salary scale. In addition, the Family Matters service achieved the budgeted grant income and claimed the extra from the full activity grant. This was being invested and contributed to social care activities during the course of the year leading to an underspend in Early Help to mitigate the overspend in Childrens and Families. Further grant income in Contextual Safeguarding and Youth Offending Service has also contributed to the overall service.
- 3.6 **Modernisation and Support:** A favourable variance of £0.546m is reported for 2022/23. The favourable variance is mainly due to staff vacancies and appointments at the lower range of the salary scale. Commissioned services were reviewed during the year to release further efficiencies.
- 3.7 **Schools – core:** An adverse variance of £1.111m against a budget of £13.222m is reported for 2022/23. There is an adverse variance mainly in relation to the Children's Assisted Travel (£1.429m), which is due to the pressure from the contract renewal effective

from September 2022 and the pressure from the demand increase. The contracts have not been uplifted for the past 4 years, and together with the current inflation rate and the fuel price increase, the new contracts are significantly higher than anticipated. This adverse variance is partly offset by the favourable variances of Teacher Retirement Costs (£0.185m) and European Funded SEND Inclusion Programme (£0.185m).

### Budget Virements

3.8 There have been no budget virements requiring committee approval in quarter 4.

**TABLE 3: 2022/23 Children, Families and Education–Dedicated Schools Grant (DSG)**

	Budget £000	Forecast Outturn £000	Variance (+ Fav / - Adv) £000      %		Adverse/ Favourable
<b>DSG Expenditure:</b>					
Schools Block	119,142	118,519	623	1%	Favourable
Schools Block De-delegated	1,820	1,745	75	4%	Favourable
Central School Services Block	2,120	2,124	-4	0%	Adverse
High Needs	52,379	55,520	-3,141	-6%	Adverse
Early Years	20,184	20,983	-799	-4%	Adverse
<b>Total Gross Surplus / (Deficit)</b>	<b>195,645</b>	<b>198,891</b>	<b>-3,246</b>	<b>-2%</b>	<b>Adverse</b>
<b>DSG Income:</b>	-195,355	-195,818	463	0%	Favourable
<b>Movement in DSG Reserve</b>	-290	-3,667	3,377	-	
				1164%	
<b>Total Net Surplus / (Deficit)</b>	0	0	0	0%	

3.9 An adverse variance position for 2022/23 is resulting from the High Needs block with an adverse position of £3.141m. The adverse variance is mainly due to an increase in demand and complexity. Demand on this budget is expected to grow in line with the requests for Education.

3.10 **Schools Block:** A favourable variance of £0.623m is due to the academy conversion of three primary schools in the last quarter in 2022/23. The DSG grant income is reduced to balance off this variance.

3.11 **Early Years:** An adverse variance of £0.799m is reported for 2022/23 due to the actual activity hours being higher than budget expectation. The DSG Grant income budget for the Early Years is increased as the funding will be adjusted to match the actual activities.

3.12 **DSG income:** A favourable variance of £0.463m is reported for 2022/23 due to the grant adjustments in the Schools and Early Years blocks as above.

- 3.13 The 2021/22 financial year closed with a DSG reserve cumulative deficit position of £1.690m. The 22/23 budget include an anticipated in-year deficit balance of £0.290m to be added to the reserve balance, however, the outturn position is an adverse variance of £3.073m thus delivering a cumulative £4.763m deficit position at the end of 2022/23 This is mainly due to the pressure from High Needs block. It was announced in December 2022 that the statutory override that separated DSG deficits from the authority's wider finances was extended further 3 years and due to expire at the end of 2025/26.
- 3.14 In 2023-24, the Council is participating in the Delivering Better Value (DBV) in SEND (Special Educational Need and Disabilities) programme which is the DfE's support package to help local authorities maintain effective SEND services while functioning sustainably. The aim of the DBV programme is to improve delivery of SEND services for children and young people and to ensure that this is done so within budget.

**Progress on delivery of the 2022-23 savings programme.**

- 3.15 In terms of savings, £2.80m of the £3.150m savings targets were delivered in year. The table below summarises this progress by Directorate:

**TABLE 4: SUMMARY OF PROGRESS ON DELIVERY OF 2022-23 SAVINGS**

Directorate	Approved Saving	Delivered	Delivered through mitigation	Delayed/unachieved in year
Children, Families & Education	3.150	2.800	0.050	0.300

- 3.16 Full details on the progress on specific savings can be found in **Appendix 1**.

**Earmarked Reserves**

- 3.17 Earmarked reserves represent money that has been set aside for a clearly defined purpose, and which is available to meet future expenditure in that area. The use of earmarked reserves is only permitted with the approval of the Section 151 officer.

**TABLE 5: SUMMARY OF EARMARKED RESERVES**

Committee	Opening Balance £000	Forecast Use of Reserve £000	Forecast Contribution to Reserve £000	Closing Balance £000
Children, Families & Education	5,150	-1,489	0	3,661

- 3.18 **Appendix 2** provides the full list of all earmarked reserves.

### Capital Monitoring

- 3.19 The capital programme remains on target except the School Condition allocation which £4.5m has been reprofiled into future years. More details are below.

**TABLE 6: 2022/23 Children, Families and Education Committee – Capital Budget & Forecast Outturn**

Capital Programme	2022/23			2023/24	2024/25	2025/26
	Q3 Forecast £000	Q4 Actuals £000	Variance £000	Budget £000	Budget £000	Budget £000
Basic Needs	208	88	120	1,028	0	427
Children's System Development	313	347	-34	760	0	0
School Condition Allocation (SCA)	4,272	4,861	-589	9,198	2,500	2,500
Family support	0	0	0	157	0	0
High Needs Provision Capital	1,499	1,117	382	4,392	0	0
PFI	3	0	3	52	0	0
School remodelling and additional classrooms (School Place Planning)	43	45	-2	1	0	0
Special Educational Needs & Disabilities	200	321	-121	478	0	0
Transforming Care - Therapeutic Short Breaks	864	1	863	863	0	0
<b>TOTAL</b>	<b>7,402</b>	<b>6,780</b>	<b>622</b>	<b>16,929</b>	<b>2,500</b>	<b>2,927</b>

### 3.17 Scheme Updates:

- **School Condition Allocation (SCA)** – £2.4m of spend on Kingsway Academy adaptations/ Clarendon move phase 1 and Castleway & Leasowe Early Years schemes. £0.83m of spend on roof replacements for various schools. Still experiencing effects of the historic backlog in jobs and increased financial costs due to inflation rises and construction supply chain issues.
- **High Needs Provision Capital** – To deliver additional classroom provision for Special Educational Needs (SEN) pupils across several Special schools. Current programme includes number of high cost construction projects including 0.712m spend on Hayfield mobile classroom for SEN provision.
- **Transforming Care - Therapeutic Short Breaks**– This scheme involves the purchase of property. Awaiting probate on a property but are hoping the sale completes in this financial year.

## **4.0 FINANCIAL IMPLICATIONS**

- 4.1 This is the Quarter 3 budget monitoring report that provides information on the forecast outturn for the Council for 2022/23. The Council has robust methods for reporting and forecasting budgets in place and alongside formal Quarterly reporting to Policy & Resources and Service Committees, the financial position is routinely reported at Directorate Management Team meetings and corporately at the Strategic Leadership Team (SLT). In the event of any early warning highlighting pressures and potential overspends, the SLT take collective responsibility to identify solutions to resolve these to ensure a balanced budget can be reported at the end of the year.

## **5.0 LEGAL IMPLICATIONS**

- 5.1 The Council must set the budget in accordance with the provisions of the Local Government Finance Act 1992 and approval of a balanced budget each year is a statutory responsibility of the Council. Sections 25 to 29 of the Local Government Act 2003 impose duties on the Council in relation to how it sets and monitors its budget. These provisions require the Council to make prudent allowance for the risk and uncertainties in its budget and regularly monitor its finances during the year. The legislation leaves discretion to the Council about the allowances to be made and action to be taken.
- 5.2 The provisions of section 25, Local Government Act 2003 require that, when the Council is making the calculation of its budget requirement, it must have regard to the report of the chief finance (s.151) officer as to the robustness of the estimates made for the purposes of the calculations and the adequacy of the proposed financial reserves.
- 5.3 It is essential, as a matter of prudence that the financial position continues to be closely monitored. In particular, Members must satisfy themselves that sufficient mechanisms are in place to ensure both that savings are delivered, and that new expenditure is contained within the available resources. Accordingly, any proposals put forward must identify the realistic measures and mechanisms to produce those savings.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 At this time, there are no additional resource implications as these have already been identified for the proposals agreed and submitted. However, where the budget is unbalanced and further proposals are required, then there will be resource implications, and these will be addressed within the relevant business cases presented to the Committee.

## **7.0 RELEVANT RISKS**

- 7.1 The Council's ability to maintain a balanced budget for 2022/23 is dependent on a static financial position. This is an impossible scenario due to estimated figures being provided in the calculation for the 2022/23 budget, albeit the best estimates that were available at the time, plus any amount of internal and external factors that could impact on the budget position in year. Examples of which are the significant emerging inflationary and cost of living pressures, new legislation, increased demand, loss of income, increased funding, decreased funding, inability to recruit to posts, ongoing impact of the pandemic etc

- 7.2 A robust monitoring and management process for the 2022/23 budget is in place. If at any time during the year an adverse position is forecast, remedial action must be agreed and implemented immediately to ensure the budget can be brought back to balanced position.
- 7.3 The risk of this not being able to be achieved could mean that the Council does not have enough funding to offset its expenditure commitments for the year and therefore not be able report a balanced budget at the end of the year. This could result in the Section 151 Officer issuing a Section 114 notice.
- 7.4 A key risk to the Council's financial plans is that funding and demand assumptions in particular can change as more information becomes available. Significant inflation and cost of living pressures have already impacted the quarter 1 forecast position. and the impact of these pressures will be reviewed and considered in the MTFP as part of routine financial management.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Consultation has been carried out with the Senior Leadership Team (SLT) in arriving at the governance process for the 2022/23 budget monitoring process and the 2022/23 budget setting process. This report will also be shared and reviewed by the Independent Panel.
- 8.2 Since the budget was agreed at Full Council on 28 February, some proposals may have been the subject of further consultation with Members, Customer and Residents. The details of these are included within the individual business cases or are the subject of separate reports to the Committee.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.
- 9.2 At this time, there are no further equality implications as these have already been identified for the proposals agreed and submitted. However, where the budget is unbalanced and further proposals are required, then there may be equality implications associated with these, and these will be addressed within the relevant business cases presented to the Committee.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 This report has no direct environmental implications, however due regard is given as appropriate in respect of procurement and expenditure decision-making processes that contribute to the outturn position.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 In year activity will have incorporated community wealth implications. Consideration would have taken account of related matters across headings such as the following:



- **Progressive Procurement and Social Value**  
How we commission and procure goods and services. Encouraging contractors to deliver more benefits for the local area, such as good jobs, apprenticeship, training & skills opportunities, real living wage, minimising their environmental impact, and greater wellbeing.
- **More local & community ownership of the economy**  
Supporting more cooperatives and community businesses.  
Enabling greater opportunities for local businesses.  
Building on the experience of partnership working with voluntary, community and faith groups during the pandemic to further develop this sector.
- **Decent and Fair Employment**  
Paying all employees a fair and reasonable wage.
- **Making wealth work for local places**

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## **APPENDICES**

APPENDIX 1 – Progress on the delivery of the 2022-23 Saving Programme

APPENDIX 2 – Earmarked Reserves

APPENDIX 3 - Education Capital Progress Report

## **BACKGROUND PAPERS**

Wirral Borough Council Constitution

## **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Policy and Resources Committee 15 February 2023</b>	<b>15 February 2023</b>
<b>Policy and Resources Committee</b>	<b>18 January 2023</b>
<b>Policy and Resources Committee 09 November 2022</b>	<b>09 November 2022</b>
<b>Policy and Resources Committee</b>	<b>13 July 2022</b>
<b>Policy and Resources Committee</b>	<b>15 February 2022</b>
<b>Council</b>	<b>28 February 2022</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>7 March 2023</b>

<b>Children's, Young People &amp; Education Committee</b>	<b>6 December 2022</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>12 October 2022</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>21 June 2022</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>10 March 2022</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>13 September 2021</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>15 June 2021</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>11 Mar 2021</b>
<b>Children's, Young People &amp; Education Committee</b>	<b>15 January 2021</b>

## Appendix 1 - Progress on the delivery of the 2022-23 saving programme

Saving Proposal	Approved Saving	Delivered	Delivered through mitigation	Delayed/ unachieved in year	Comment
<b>Children Families &amp; Education</b>					
Reduction of Historic Teacher's Pensions Costs	£0.200m	£0.200m	£0.000m	£0.000m	Saving is fully achieved. This historic commitment reduces year on year as the cohort ages budget has been reduced accordingly.
Alternative Accommodation Provision for Children Looked After	£1.000m	£0.900m	£0.000m	£0.100m	Two projects were previously forecast to come on-stream towards the end of the financial year are now expected to be completed in the new financial year. Reserve funding has been utilised to mitigate the delay.
Utilisation of demand reserve for COVID pressures	£0.467m	£0.467m	£0.000m	£0.000m	Saving is fully achieved. Reserve has been drawdown and utilised.
Children's Services Redesign and posts deletion/closure	£0.294m	£0.294m	£0.000m	£0.000m	Saving is achieved. Redesign has been completed and posts deleted.

Saving Proposal	Approved Saving	Delivered	Delivered through mitigation	Delayed/ unachieved in year	Comment
Reduction in adoption orders	£0.050m	£0.000m	£0.050m	£0.000m	Approved saving has been delayed but will be achieved 2023-24. The savings was to be found by a reduction in Wirral's Adoption in Merseyside (AIM) budget allocation due to falling numbers of adoption placements, as a historic backlog has been cleared. Whilst some of this has come through in 2022/23, the full impact is expected to occur in 23/24. An update from in-year monitoring is that an underspend is reported for the Service Level Agreement (unrelated to placements). This will mitigate / offset the impact of the budgetary saving not being implemented as originally planned. The savings were delivered by underspend in AIM during the year.
Reduction in Looked After Children (LAC) numbers	£0.564m	£0.564m	£0.000m	£0.000m	Saving is achieved. Headline rate of LAC has fallen.
Review of Youth Offending Service (YOS)	£0.025m	£0.025m	£0.000m	£0.000m	Saving is fully achieved. Service has been redesigned and saving achieved.

Saving Proposal	Approved Saving	Delivered	Delivered through mitigation	Delayed/unachieved in year	Comment
Special Educational Needs (SEND) Transport Review	£0.150m	£0.050m	£0.000m	£0.100m	Working with families and young people is continuing to reconfigure services.
Increase funding for placements from CCG and SEND	£0.200m	£0.100m	£0.000m	£0.100m	There are ongoing discussions for funding from Integrated Care Boards (ICBs) and health partners. Wirral has been successful in bidding for capital funding for valuing care residential which is included in the accommodation strategy savings. We expect Health contribution towards the funding of the unit. A more detailed focus on individual placements is also increasing funding where appropriate. Funding is now actively explored on all new placements. With joint funding 50% contribution agreed for a recent high cost placement.
Redesign of Youth Offer	£0.200m	£0.200m	£0.000m	£0.000m	Saving is fully achieved. Youth redesign is implemented.
<b>Total Children Families &amp; Education</b>	<b>£3.150m</b>	<b>£2.800m</b>	<b>£0.050m</b>	<b>£0.300m</b>	

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## Appendix 2 - Children, Families and Education Earmarked Reserves 2022-23

<b>Reserve</b>	<b>Opening Balance £000</b>	<b>Use of Reserve £000</b>	<b>Contribution to Reserve £000</b>	<b>Closing Balance £000</b>
Intensive Family Intervention Project	505	-100	0	405
School Improvement -	1,094	-237	0	857
Schools Causing Concern	500	0	0	500
SEND OFSTED Inspection Improvement Action Plan	1,051	-171	0	880
Children's Centre – Outdoor Play	92	0	0	92
Help for Young People	36	-10	0	26
Looked After Children Education Services	211	-100	0	111
Local Safeguarding Children's Board	23	0	0	23
SEND - High Needs	248	-138	0	110
YOS - Remand & Mobile Youth Centre	157	-36	0	121
Early Help & Play Development	123	-6	0	117
DRIVE Safelives & Domestic Abuse Hub	50	0	0	50
Children's Transformation	32	-32	0	0
Children IT data system	127	0	0	127
Mersey & Cheshire ICS Pilot	20	0	0	20
Care Leaver Accommodation Development	358	-155	0	203
Wirral Apprentice Programme	53	-34	0	19
Looked after Children Placement Reserve	470	-470	0	0
<b>Total</b>	<b>5,150</b>	<b>-1,489</b>	<b>0</b>	<b>3,661</b>

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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Wednesday, 21<sup>st</sup> June 2023

REPORT TITLE:	2023/24 BUDGET AND BUDGET MONITORING PROCESSES
REPORT OF:	DIRECTOR OF FINANCE

### REPORT SUMMARY

This report sets out how the 2023/24 budget will be monitored through the Committee system, which will facilitate the Policy and Services Committees (the Committees) to take ownership of their specific budgets and present appropriate challenge and scrutiny of Officers on the management and performance of those budgets.

This matter relates to all Wards within the Borough and is not a key decision.

### RECOMMENDATIONS

It is recommended that the Children, Young People and Education Committee:

1. Note the process for in-year monitoring of the 2023/24 budget.
2. Agree to establish and appoint a Budget Monitoring Panel to comprise of the Committee Chair and Spokespersons, with sessions to be led by the relevant Director/Assistant Director.

## **SUPPORTING INFORMATION**

### **1.0 REASONS FOR RECOMMENDATIONS**

- 1.1 The 2023/24 Council budget was agreed at Full Council on 27 February 2023. This budget was made up of savings proposals, pressures/growth items and funding that were based on actual known figures or best estimates available at the time. At any point during the year, these estimated figures could change and need to be monitored closely to ensure, if adverse, mitigating actions can be taken immediately to ensure a balanced budget can be reported to the end of the year.
- 1.2 The Council has a legal responsibility to set an annual balanced budget, which sets out how financial resources are to be allocated and utilised. In order to successfully do so, engagement with members, staff and residents is undertaken. The recommendations in this report inform that approach.
- 1.3 Managing and setting a budget will require difficult decisions to ensure that a balanced position can be presented. Regular Member engagement, which this report forms part of, is considered essential in delivering effective governance and financial oversight.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 The proposals set out in this report are presented to allow for efficient and effective budget monitoring activity that can be conducted in a timely manner. As such, it is considered that to meet the business needs and address the challenges that the Council faces that no alternative options are viable or appropriate at this time.
- 2.2 Not engaging with the Committee at this time, on the matters set out, was an option that was available, however it is considered that involvement of Committees as soon as practical after the agreement of the 2023/24 budget will best assist in delivering the benefits detailed in paragraph 2.1.
- 2.3 In the event of the Section 151 Officer determining that a balanced financial position could not be presented, the Section 151 Officer would be required to issue a section 114 notice and report this to all Members of Full Council. The outcome of which could result in intervention by the Government.

### **3.0 BACKGROUND INFORMATION**

#### **Budget Monitoring Process**

- 3.1 On 27 February 2023 Full Council approved the 2023/24 budget, which included significant budget savings/efficiencies (details provided at Appendix A) in order to present a balanced position for the year.
- 3.2 The calculation of the 2023/24 budget was prepared using known figures or best estimates available at the time. At any point during the year, internal or external factors may influence a change in these estimates which could either have a

favourable or adverse impact on the ability to deliver a balanced position at financial year-end.

- 3.3 In order to ensure that a balanced position can be achieved, it is imperative that a robust process for monitoring and managing the budget is in place.
- 3.4 An internal officer governance process is in place, in line with past activity, to scrutinise and challenge budget performance in advance of financial forecasts being presented to the Committees. This process includes:
- Budget holders routinely reviewing budget reports and transactions for accuracy and completeness.
  - Regular meetings between budget holders and finance business partners (FBP) to review income and expenditure positions to date and to determine future commitments in order to present reliable forecasts.
  - Directorate Management Team (DMT) review of the outcomes of the budget holder/FBP meetings.
  - Scrutiny and challenge by DMTs as to the robustness of the figures and forecast presented in the context of Directorate-wide activity.
  - DMT agreement on appropriate remedial action where necessary.
  - Corporate Management Team review and challenge of the forecast position via the Operational Performance Group (OPG).
  - Referral and/or escalation to Investment and Change Board for organisational oversight in conjunction with other corporate initiatives. (Strategic Leadership and Corporate Management Team members).
  - Progress on savings items monitored through ICB.
  - Referral to quarterly Strategic Leadership Team performance meeting for Senior Officer scrutiny and agreement.
  - Presentation to Committees.
- 3.5 For the first meetings in the new municipal year, the Committees will receive confirmation of their budget position, detailed by function, to facilitate an understanding of income and expenditure monitoring against activity (see Appendix B).
- 3.6 The Committees will be responsible for ensuring that the budget is utilised effectively and responsibly and remains within the relevant budget envelope, identifying savings where appropriate to mitigate any adverse positions that may transpire in-year. Once the Annual Budget and related policy framework is approved it becomes the Council's decision and is effective immediately in respect of the relevant financial year in scope. The Council's Constitution provides that Policy and Service Committees and Officers are required to implement the Council's budget and policy framework as set out at Budget Council. In normal operating conditions, Policy and Service Committee may only take decisions which are fully consistent with the Council approved budget and policy framework. It is expected that Committee budgets will be effectively managed in-year within the agreed cash limited budget and value for money will be secured. Chief Officers must ensure that no commitments are made that would result in an approved budget being exceeded.
- 3.7 Policy and Resources Committee will be responsible for ensuring that the entire budget will be in balance, including providing mitigating actions to bring the budget back in line from any adverse variance position that may be forecast, which may take

the form of providing direction to other Service Committees. Policy and Resources Committee will be responsible for advising Full Council on organisation-wide financial activity.

- 3.8 To enable the Committees to manage and monitor budgets effectively in-year, a suite of detailed information will be provided on a quarterly basis, comprising:
- A revenue budget monitoring report for the preceding quarter that will include a full-year forecast.
  - Full list of budget savings proposals and the progress for their achievement.
  - Full list of reserves allocated to the Committee for future one-off commitments.
  - A capital budget monitoring report for the preceding quarter that will include a full-year forecast.
  - Other specific financial information relevant to the individual committee's decision-making process
- 3.9 This information will be made available at the earliest committee meeting, following the quarter end and completion of the internal governance process, detailed in paragraph 3.4. The anticipated timetable for reporting quarterly financial information to committee is:
- Quarter 1 (1 Apr – 30 Jun): July 23
  - Quarter 2 (1 Jul – 30 Sep): November 23
  - Quarter 3 (1 Oct – 31 Dec): February 24
  - Quarter 4 (1 Jan – 31 Mar): June 24
- 3.10 Each Committee is requested to establish a Budget monitoring panel to facilitate regular space to review the budget position in between scheduled committee meetings during stages of the financial year.
- 3.11 The Budget Monitoring Panel will comprise of the Committee Chair and Spokespersons, the relevant Director and Assistant Directors (as required), a Finance and Democratic Service representative.
- 3.12 The purpose of this group is to: -
- Ensure that Members are receiving the most current financial data and are monitoring the budget throughout the year.
  - Question the Director on the financial data before they are available to the wider committee membership and ahead of the scheduled Committee meeting.
  - Seek further explanatory information from the Director/Assistant Director where necessary.
  - Request that certain additional information is provided to the group.
  - Make suggestions as to how the information is presented.
  - Make links between financial performance and activity, to inform decision making of the Committee.
  - Inform the process of efficiency target setting and monitor performance against delivery of efficiency targets agreed.
- 3.13 The Committees have the autonomy (subject to delegation levels) to enact budget virements (transfers) from one function to another within their overall committee

budget envelope. Virements will also need to be agreed by the Section 151 Officer as there are certain conditions where budgets are not allowed to be transferred for the purposes of gaining a specific benefit e.g., where budgets from supplies budget headings are transferred to employee budget headings to take advantage of an uplift for pay inflation.

- 3.14 The Committees will be responsible for containing net expenditure within their overall budget envelope and not overspending. Where an adverse variance is forecast, each committee will be required to take remedial action, with detailed plans and timeframes, to bring the budget back in line and ensure that overspends are mitigated.
- 3.15 Where a committee has taken all possible steps for remedial action and is unable to fully mitigate an overspend, this must be reported to the Policy and Resources Committee who will then take an organisational-wide view of how this adverse variance will be managed. There must be immediate action agreed to ensure a deliverable, balanced forecast position can be reported, and this will be monitored on a monthly basis by the Policy and Resources Committee.
- 3.16 Whilst each committee is required to remain within its annual budget envelope, situations may transpire that demonstrate an in-year favourable forecast variance being reported to a Committee. Committees wishing to use any forecast underspend, must have approval from the P&R Committee.
- 3.17 The Council must not be in a situation where one Committee is forecasting an overspend, unable to mitigate it, and another Committee is forecasting an underspend and takes a decision to utilise this for unplanned growth purposes. The Policy and Resources Committee will be responsible for ensuring that operating in silos does not occur and that resources are aligned to Council objectives at all times.
- 3.18 The Policy and Resources Committee has ultimate responsibility for taking any necessary steps required to ensure a whole Council budget can report a balanced position throughout the year. The Section 151 Officer will be responsible for ensuring that any budget actions, proposals, and mitigations are achievable and legal.
- 3.19 In addition to the standard budget monitoring process, as outlined above, which will include reviews of savings related activity, in 2023/24 additional scrutiny will be provided to ensure that agreed savings are delivered in a timely manner, in line with the original proposal. Two specific review routes will exist to support financial oversight and the delivery of savings:
  - Finance Sub-Committee,
  - Chief Executive led savings delivery board (Star Chamber) and
- 3.20 The Finance Sub-Committee will meet to support the Policy and Resources Committee in its aims of providing strategic direction to the operation of the Council, to maintain a strategic overview of budgets and to provide a coordinating role across all other service committees through a 'whole council view' of budget monitoring.
- 3.21 A savings delivery board (Star Chamber) will be convened with the aim of facilitating regular, in-depth senior officer and member engagement on savings progress in

order to review and challenge activity to date, as well as plans to be subsequently actioned, in order to deliver on the savings proposals agreed by Full Council.

## **4.0 FINANCIAL IMPLICATIONS**

- 4.1 This report sets out the 2023/24 budget monitoring process and has no direct financial implications. The outcome of the process will, if not adhered to or a suitable alternative process agreed, will have significant financial implications. However, the proposals set out control environments and a timeline of activity deemed necessary as part of sound financial management regime.
- 4.2 If the 2023/24 budget cannot be balanced, this may result in a Section 114 report being issued by the Section 151 Officer - once issued there are immediate constraints on spending whereby no new expenditure is permitted, with the exception of that funding statutory services, including safeguarding vulnerable people, however existing commitments and contracts can continue to be honoured.
- 4.3 The Council delivers both statutory and non-statutory services at present – the requirement to eliminate subsidies provided to non-statutory services is considered to be a key requirement in delivering value for money and ensuring that finite resources are targeted on beneficial outcomes.
- 4.4 The FM Code requires the Council to demonstrate that the processes they have in place satisfy the principles of good financial management, based on the following six principles:
- Organisational Leadership – demonstrating a clear strategic direction based on a vision in which financial management is embedded into organisation culture.
  - Accountability – based on Medium-Term Financial Planning, that derives the annual budget process supported by effective risk management, quality supporting data and whole life costs.
  - Financial management - undertaken with transparency at its core using consistent, meaningful and understandable data, reported frequently with evidence of periodic officer actions and elected member decision making.
  - Professional standards - Adherence to professional standards is promoted by the leadership team and is evidenced.
  - Assurance - sources of assurance are recognised as an effective tool mainstreamed into financial management, including political scrutiny and the results of external audit, internal audit and inspection.
  - Sustainability - The long-term sustainability of local services is at the heart of all financial management processes and is evidenced by prudent use of public resources.

## **5.0 LEGAL IMPLICATIONS**

- 5.1 The Policy and Resources Committee, in consultation with the respective Policy and Service Committees, has been charged by Council to formulate a draft Medium Term Financial Plan (MTFP) and budget to recommend to the Council.

- 5.2 The Council must set the budget in accordance with the provisions of the Local Government Finance Act 1992 and approval of a balanced budget each year is a statutory responsibility of the Council. Sections 25 to 29 of the Local Government Act 2003 impose duties on the Council in relation to how it sets and monitors its budget. These provisions require the Council to make prudent allowance for the risk and uncertainties in its budget and regularly monitor its finances during the year. The legislation leaves discretion to the Council about the allowances to be made and action to be taken.
- 5.3 Once a budget is in place, Council has delegated responsibility to the Policy and Services Committees to implement it. The Committees **may not within, normal business operating conditions**, act contrary to the Budget without consent of Council other than in accordance with the Procedure Rules set out at Part 4(3) of the Constitution.
- 5.4 It is essential, as a matter of prudence that the financial position continues to be closely monitored. In particular, Members must satisfy themselves that sufficient mechanisms are in place to ensure both that agreed savings are delivered and that new expenditure is contained within the available resources. Accordingly, any proposals put forward must identify the realistic measures and mechanisms to produce those savings.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 At this time, there are no additional resource implications. There may be resource requirements of any action resulting in remedial or mitigating tasks if an adverse forecast is reported with regards the 2023/24 budget in year, however these will be reported at the appropriate time.

## **7.0 RELEVANT RISKS**

- 7.1 The Council's ability to maintain a balanced budget is dependent on a proactive approach due to estimated figures being provided in the calculation for the budget, albeit the best estimates available at the time, plus any amount of internal and external factors that could impact on the budget position in year. Examples of which are new legislation, increased demand, loss of income, increased funding, decreased funding, inability to recruit to posts, etc.
- 7.2 A robust monitoring and management process for the budget is in place. If at any time during the year an adverse position is forecast, remedial action must be agreed and implemented immediately to ensure the budget can be brought back to balanced position.
- 7.3 The risk of this not being able to be achieved could mean that the Council does not have enough funding to offset its expenditure commitments for the year and therefore not be able report a balanced budget at the end of the year. This could result in the Section 151 Officer issuing a Section 114 notice.

- 7.4 A key risk to the Council's financial plans is that funding and demand assumptions in particular can change as more information becomes available. As such, the MTFP is regularly reviewed and updated as part of routine financial management.
- 7.5 Under the system of retained Business Rates, Authorities benefit from a share of any increased revenues but are liable for at least a share of any falls in income (subject to safety net triggers) and any non-collection. This includes reductions arising from appeals relating to past years which partially fall on the Authority. These risks are mitigated through a combination of the operation of the Collection Fund, General Fund Balances, and a Business Rates Equalisation Reserve.
- 7.6 Assumptions have been made in the current budget outlook for income and funding from business rates and council tax and social care grants as the main sources of funding. If there is an adverse change to these assumptions as a result of government announcements, additional savings proposals or reduced expenditure would need to be identified as soon as possible to ensure a balanced five-year MTFP can be achieved. Committees will be kept updated with any announcements regarding the local government finance settlement through the year.
- 7.7 Sections 25 to 29 of the Local Government Act 2003 impose duties on the Council in relation to how it sets and monitors its budget. These provisions require the Council to make prudent allowance for the risk and uncertainties in its budget and regularly monitor its finances during the year. The legislation leaves discretion to the Council about the allowances to be made and action to be taken.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Consultation has been carried out with the Senior Leadership Team in arriving at the governance process for the 2023/24 budget monitoring process.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision, or activity.
- 9.2 There are no specific equality implications of this report regarding processes, however, it is recognised that some of the developing proposals for 2023/24 budget and beyond could have equality implications. Any implications will be considered, and any negative impacts will be mitigated where possible.
- 9.3 Equality implications will be assessed during planning, decision and implementation stages and will be recognised as an ongoing responsibility. Any equality implications will be reported to the Committees. Equality issues will be a conscious consideration and an integral part of the process.



## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 At this time, there are no additional environmental and climate implications as these have already been identified for the proposals agreed and submitted. However, where the budget is unbalanced and further proposals are required, then there may be environment and climate implications associated with these that will be addressed within the relevant business cases presented to the Committee.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 This report has no direct community wealth implications however any budget proposals to be developed should take account of related matters across headings such as the following:
- **Progressive Procurement and Social Value**  
How we commission and procure goods and services. Encouraging contractors to deliver more benefits for the local area, such as good jobs, apprenticeship, training & skills opportunities, real living wage, minimising their environmental impact, and greater wellbeing.
  - **More local & community ownership of the economy**  
Supporting more cooperatives and community businesses.  
Enabling greater opportunities for local businesses.  
Building on the experience of partnership working with voluntary, community and faith groups during the pandemic to further develop this sector.
  - **Decent and Fair Employment**  
Paying all employees, a fair and reasonable wage.
  - **Making wealth work for local places**

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## **APPENDICES**

Appendix A Savings agreed at full Council for 2023/24  
Appendix B Committee Budget Book details

## **BACKGROUND PAPERS**

Pressure and Growth Proposals  
Savings and Income Proposals  
CIPFA's Financial Management Code

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Environment, Climate Emergency and Transport Committee</b>	<b>14 March 2023</b>
<b>Tourism, Communities, Culture &amp; Leisure Committee</b>	<b>9 March 2023</b>
<b>Children, Young People &amp; Education Committee</b>	<b>8 March 2023</b>
<b>Economy Regeneration &amp; Development Committee</b>	<b>7 March 2023</b>
<b>Adult Social Care and Public Health Committee</b>	<b>6 March 2023</b>
<b>Full Council</b>	<b>27 February 2023</b>
<b>Policy and Resources Committee</b>	<b>14 February 2023</b>
<b>Policy and Resources Committee</b>	<b>18 January 2023</b>
<b>Policy and Resources Committee</b>	<b>9 November 2022</b>
<b>Policy and Resources Committee</b>	<b>5 October 2022</b>
<b>Policy and Resources Committee</b>	<b>7 September 2022</b>
<b>Policy and Resources Committee</b>	<b>13 July 2022</b>

## Appendix A – Savings agreed at full Council for 2023/24

Committee	23/24 Budget Saving (£m)
<b>Adult Social Care and Public Health</b>	
Adult Care & Health	
Review of all-age disability transition planning	-1.000
Review of services to support Independent Living	-4.935
<b>Adult Social Care and Public Health Total</b>	<b>-5.935</b>
<b>Children, Young People &amp; Education</b>	
Children, Families & Education	
Increase the number of children looked after placed in family settings as opposed to higher cost residential settings	-1.100
Redesign and restructure of the Assessment and Intervention Service	-0.655
Reduction in contributions to the Regional Adoption Agency in line with the average number of referrals	-0.100
Reduction in financial support to Kingsway High School	-0.134
Reduction in Teacher's pension liabilities to the council	-0.190
Reduction in Wirral's Looked After Children numbers	-0.410
Review of contracts within Children's Services	-0.250
Review of council's contribution towards European Funded Send Inclusion Programme	-0.220
Review of Supporting Families funding and Early Help budgets	-1.121
<b>Children, Young People &amp; Education TOTAL</b>	<b>-4.180</b>
<b>Economy Regeneration &amp; Housing</b>	
Regeneration & Place	
Capitalisation of salaries (Re-direction of qualifying salaries away from the council's central budget	-0.085
Decommissioning of the Solar Campus site and relocation of teams currently working from the facility.	-0.005
Increase eligible rechargeable costs for Building Control services	-0.080
Lease income from rental of floors 4 & 5 at Marris House	-0.136
One off rental income for partial leasing of Cheshire Lines office space	-0.146
Recharging of costs where eligible grant and fee income is rechargeable within Supported Housing services	-0.060
Recharging of staff costs where eligible grant funding is in place for Economic Growth projects	-0.072
Recharging of staff costs where eligible grant funding is in place for Homes for Ukraine Resettlement Programme	-0.593
Redesign and review of contract commissioning for Economic Growth	-0.065
Re-provision of homeless accommodation and review of community alarm grant	-0.137
Review of Housing Support service and Fuel Poverty contract	-0.088
Review of Merseytravel levy budget	-0.122
Stand down and disposal of a number of council owned buildings	-0.672
Standing down of Wallasey Town Hall for a 12-month period	-0.400
<b>Economy Regeneration &amp; Housing TOTAL</b>	<b>-2.660</b>

## Appendix A – Savings agreed at full Council for 2023/24

Committee	23/24 Budget Saving (£m)
<b>Environment, Climate Emergency &amp; Transport</b>	
Neighbourhood Services	
Capitalise Staff costs on infrastructure projects	-0.060
Expansion of the camping offer at Wirral Country Park	-0.010
Introduction of an environmental enforcement scheme	-0.150
Introduction of catering facilities at football playing fields	-0.020
Introduction of Electric Vehicle charging pilot scheme tariffs	-0.010
Introduction of large format digital screen advertising opportunities	-0.020
Introduction of Pet Memorial Garden	-0.010
Reintroduction of Christmas Markets at Birkenhead Park	-0.010
Restructure of the transport fleet	-0.030
Review of Cemeteries and Crematoria service income	-0.100
Review of Pest Control service income	-0.010
Review of Tree Management service	-0.050
Review of vehicle crossing provision	-0.015
<b>Environment, Climate Emergency &amp; Transport TOTAL</b>	<b>-0.495</b>
<b>Policy &amp; Resources</b>	
Chief Executive Office	
Corporate Office Restructure	-0.070
<u>Corporate</u>	
Apply vacancy factor to pay budgets	-2.300
Council wide budget adjustment	-0.340
Reprice pay budgets at Mid-point	-2.800
Review of enabling (back office) services across the council	-2.300
Review of senior management structure	-0.800
<u>Finance/ Resources</u>	
DSG Contribution to statutory functions	-1.200
Insurance reserve - one off	-1.000
Review of current payroll functions	-0.060
Review of digital systems within the Revenue and Benefits service	-0.100
Use of NNDR reserve - one off	-3.000
<b>Policy &amp; Resources TOTAL</b>	<b>-13.970</b>
<b>Tourism, Communities, Culture and Leisure</b>	
Neighbourhood Services	
Development of the events programme at Williamson Art Gallery	-0.070
Leisure Centre service review	-0.500
Review of current Neighbourhood Directorate assets/ buildings	-0.050
Review of Neighbourhoods Staffing Structure	-0.425
Various underspends across Neighbourhoods	-0.060
<b>Tourism, Communities, Culture and Leisure TOTAL</b>	<b>-1.105</b>
<b>GRAND TOTAL</b>	<b>-28.345</b>

## Appendix B Children Young People and Education Committee Budget Details

### REVENUE BUDGETS

Revenue Budgets are the monies the Council allocates for its day-to-day expenditure. It is the amount of money the Council requires to provide its services during the year.

Table 1 below, highlights how the revenue budgets are allocated across the Council Directorates.

**TABLE 1 2023/24 Children, Young People & Education**

<b>Service Area</b>	<b>Budget £000</b>
Children & Families	56,502
Early Help & Prevention	10,942
Modernisation & Support	2,782
Schools – Core	15,371
<b>Total Committee Budget</b>	<b>85,597</b>

### Service area summary narratives

#### Children & Families

##### Assistant Director - Children and Families

This includes the salary cost for the Heads of Service for each service area.

##### Assessment & Intervention Service

Made up of various teams which include:

- 7 Social work assessment and intervention teams
- 5 Child Protection Court Teams
- Integrated Front Door (IFD)
- Emergency Duty Team

IFD is a service that investigates referrals of a child or young person at risk of harm or abuse.

The principal responsibility of the Emergency Duty Team is to respond to out of hours referrals where intervention from the local authority is required to safeguard a vulnerable child or adult, and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

## **Appendix B Children Young People and Education Committee Budget Details**

Also includes Section 17 costs which provide support for children and families at times of crisis.

### Fostering, Adoption & Placement Commissioning

This includes the Fostering Teams which administer the fostering process and also the payment of fostering allowances to Foster-carers.

Special Guardianship allowance payments for children placed under special guardianship orders.

The Adoption in Merseyside scheme is administered under this area and looks after the costs of setting up new adopters, this scheme is in participation with other Local authorities in the city region.

This will also include the costs of any children who are adopted out of area.

Adoption allowances are also paid out from this area.

The biggest budget area is Placements and Placement commissioning, which includes placement of children with independent care providers, independent foster carers and independent placements within Wirral.

The Willow-tree In House Residential provision is also included within this service area.

The Staying Put allowances also come under this service area. They allow children who are leaving care to remain with their Foster-carers post the age of 18.

### Permanence Service

The looked after children permanence service is made up of 6 teams who look to establish children in permanent homes in order to reduce high-cost independent care provider placements.

Also includes Section 17 costs for children and families in crisis and Post 16 Children's accommodation and administers the Leaving Care Government grant scheme.

### Safeguarding QA & Practice Improvement

This area covers the Children's Safeguarding and Quality Assurance unit and the Practice improvement team.

The Local Safeguarding Children's is also managed under this service area.

## **Appendix B Children Young People and Education Committee Budget Details**

### **Early Help & Prevention**

#### Early Childhood

Early Childhood consists of Children's centres around Wirral that bring together a range of services for families and children from pre-birth to five. Children's centres are designed to give children a fun and safe environment to learn, develop, make friends and play. They give parents the chance to meet other parents from the local area and establish friendships.

#### Family Matters

Family Matters support children and young people and their families in partnership with other agencies. The support provided includes:

- Positive relationships/friendships
- Self-esteem and confidence building
- Encourage engagement in positive activities as part of the whole family
- Safety in and out of the family home
- Internet Safety
- Support accessing other services (youth, school, health, early childhood services)
- Online safety
- Parenting and boundaries
- Mediation
- Employment
- Housing
- Debt management support

#### Domestic Abuse

Domestic Abuse consists of 4 teams,

- Drive Project
- We can talk about domestic abuse program
- Family Safety Unit
- Early Intervention Team

The Drive Project is a 30-month project that started in February 2021, which challenges and supports high-harm, high-risk perpetrators to change whilst working closely with partner agencies – like the police and social services – to manage risk and disrupt abuse. 40% of this project is funded by the National Lottery.

We can talk about Domestic Abuse program started in November 2020. The program is about improving the experience of social care processes for those parents and children affected by domestic abuse so that they feel believed, supported, and empowered, whilst being appropriately safeguarded.

Family Safety Unit (FSU) is a team of Independent Domestic Violence Advocates. The FSU provides independent and impartial advice to any high-risk victim / survivor of domestic abuse.

## **Appendix B Children Young People and Education Committee Budget Details**

### Contextual Safeguarding and Youth Offending

Safeguarding and Youth Offending consists of 4 teams,

- Contextual safeguarding
- Wirral Youth Justice Service
- Outreach Team
- Compass Team

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adult and do not always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety. Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It is an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

Wirral Youth Justice Service provides a service for young people aged 10 to 17 who have been involved in offending behaviour. It is a multi-agency service, made up of social workers, youth justice workers and staff from education, police, probation, and health. The service includes:

- Supervision of young people who have been referred by the police for out of court disposal and those sentenced by the Court.
- Support to parents and carers.
- Out of Court Disposal (OCD) service for young people who have been arrested for less serious offences, admitted their guilt and it is agreed that diversion from the Criminal Justice Service is a more appropriate option.
- Prevention work.

Youth Outreach teams provide early help across Wirral borough engaging with young people who are often vulnerable to exploitation and criminality. The team engage and build positive relationships with young people to ensure they get the right support to help build skills and promote resilience.

The Compass Team Child is a dedicated resource to tackle child criminal exploitation and child sexual exploitation. The team is multi-agency and takes a problem-solving approach to improving the lives of children and young people in Wirral. The Compass Team will provide expert advice and guidance to colleagues and practitioners, as well as working directly on cases with higher levels of need.



## **Appendix B Children Young People and Education Committee Budget Details**

### Team around the School

Team around school is a partnership between schools and other agencies. Services can involve school nurses, social workers and after school activities.

### **Modernisation & Support**

Modernisation & Support consists of 3 sections,

- Business Management Support
- Modernisation
- Performance Improvement

Each section provides support to all the other services within Children's services including admin, partner contracts, service improvements and system support.

### **Schools – Core**

#### School Improvement

The school improvement service provides professional development and support to help schools develop their leadership, staff, and curriculum, so they can improve their results and performance.

The statutory functions of a LA in relation to school improvement are:

- moderating the teacher assessments carried out at the end of key stage 1 by schools (in reading, writing and mathematics) in at least 25% of maintained so appointing a person to complete the assessment moderations who has recent experience of provision of the National Curriculum in primary schools each school year and ensure that every school will be subject to moderation at least once every four years.
- appointing a person to complete the assessment moderations who has recent experience of provision of the National Curriculum in primary schools.
- having equivalent duties in respect of key stage 2.

In addition, there is the duty to:

- set up and carry out moderation arrangements in the Early Years in accordance with 2022 Early years foundation stage assessment and reporting arrangements.
- monitor the administration of the phonics screening check in accordance with Key stage 2 tests and phonics screening check: monitoring visits - GOV.UK.

## **Appendix B Children Young People and Education Committee Budget Details**

### Educational Psychologists

Educational Psychologists use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.

Educational psychologists also keep up to date with best practice, policy and research relating to how children learn and make sure this informs local policy and practice.

### SEN Assessments

This SEN Assessments team deliver the process that supports young people aged up to 25 with special education needs. The key element of this service is the education, health, and care (EHC) plan process. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

A young person can request an assessment themselves if they are aged 16 to 25. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents, and family friends.

### Education for looked after children

This service is responsible for promoting educational achievement of looked-after children. This includes:

- children currently looked after.
- children previously looked after.
- care leavers.

In delivering this service, Wirral appoints a 'virtual headteacher' who works at a strategic level, but not in a physical school building.

### Childrens Assisted Travel

This reflects the direct transportation costs resulting from the application of Wirral Council's Home to School Transport Policy. The policy reflects the statutory requirements placed on Local Authorities to provide financial assistance with home to school transport for 5–16-year-olds including those that have special educational needs and/or a disability (SEND) where eligibility criteria is met.

### Careers Education Information and Guidance

## **Appendix B Children Young People and Education Committee Budget Details**

This service is for eligible young people not in employment, education, or training. It aims to raise the aspirations of young people and support you into employment or learning. Career Connect delivers the service, providing face to face guidance as well as telephone support and online access to services.

### Lifelong Learning & Apprenticeships for Care leavers

The Lifelong Learning service offers courses for adults (19+). The primary aim of the service is to help adults with few, low or no qualifications into the job market. The service offers a range of high quality and affordable qualification based and community learning courses, and shorter workshop sessions (2-3hours) as an introduction to our longer courses. The operational activities of this service are wholly grant funded.

### Contractual obligations

In addition to service delivery budgets, contractual costs are also included in the schools – core overall budget as follows:

- Private Financing Initiative (PFI) – there are 9 PFI funded schools in Wirral. This budget funds the affordability gap which is the difference between the cost of PFI and the funding from PFI Grant and school contributions.

Teacher retirement Costs - the Council is responsible for the costs of the additional benefits awarded upon early retirement outside of the terms of the Teachers' Pension Scheme

## Appendix B Children Young People and Education Committee Budget Details

Table 2 below, provides a detailed breakdown of the service budgets.

**TABLE 2: 2022/23 Children, Young People & Education – Service budgets (Objective and Subjective combined)**

Service Area	Income £000	Employee £000	Non-Pay £000	Cost of care £000	Total Committee Budget £000
<b>Children &amp; Families</b>	<b>-1,375</b>	<b>21,567</b>	<b>7,328</b>	<b>28,982</b>	<b>56,502</b>
Assessment & Intervention Service	-722	9296	658	0	9,232
Assistant Director - Children and Families	-103	903	141	0	941
Fostering, Adoption & Placement Commissioning	-340	4,757	5,620	28,982	39,019
Permanence Service	-39	4,073	777	0	4,811
Safeguarding QA & Practice Improvement	-171	2,538	132	0	2,499
<b>Early Help &amp; Prevention</b>	<b>-3,421</b>	<b>12,155</b>	<b>2,208</b>	<b>0</b>	<b>10,942</b>
Early Childhood	-401	2,468	568	0	2,635
Family Matters	-1,155	3,599	128	0	2,572
Domestic Abuse	-548	1221	7	0	680
Contextual Safeguarding and Youth Offending	-816	2,332	219	0	1,735
Team around the School	-501	2,535	1,286	0	3,320
<b>Modernisation &amp; Support</b>	<b>-618</b>	<b>1789</b>	<b>1611</b>	<b>0</b>	<b>2782</b>
Business Management Support	-449	1,242	1,300	0	2,093
Modernisation	0	965	265	0	1,230
Performance Improvement	-162	633	19	0	490
Childrens Management	-7	-1051	27	0	-1,031

## Appendix B Children Young People and Education Committee Budget Details

<b>Service Area</b>	<b>Income £000</b>	<b>Employee £000</b>	<b>Non-Pay £000</b>	<b>Cost of care £000</b>	<b>Total Committee Budget £000</b>
<b>Schools – Core</b>	<b>-16,014</b>	<b>8,599</b>	<b>22,786</b>	<b>0</b>	<b>15,371</b>
School Improvement	-753	916	208	0	371
Educational Psychologists	-15	855	32	0	872
SEN Assessments	-436	1,970	36	0	1,570
Education for looked after children	-408	488	35	0	115
Childrens Assisted Travel	-315	0	5,969	0	5,654
Careers Education Information and Guidance	-378	708	785	0	1,115
Lifelong Learning & Apprenticeships for Care Leavers	-1,300	1008	292	0	0
Private Financing Initiative	-12,096	0	15,401	0	3,305
Teacher Retirement Costs	0	2,375	0	0	2,375
Services to Schools (Traded)	-313	279	28	0	-6
<b>Total Committee Budget</b>	<b>-19,439</b>	<b>41,994</b>	<b>33,326</b>	<b>23,704</b>	<b>85,597</b>

## Appendix B Children Young People and Education Committee Budget Details

### Dedicated Schools Grant (DSG)

In addition to Council funding, the DSG is provided by the Department for Education (DFE) to support Wirral's schools' budget. DSG is a ring-fenced grant solely to be used to deliver education.

Table 4 below highlights the planned expenditure for each of the different funding blocks and the finding analysis.

**TABLE 4 2023/24 Dedicated Schools Grant**

	<b>Budget £000</b>
<b>DSG Block costs:</b>	
Schools Block	121,681
Schools de-delegated	2,096
Central Schools Costs	2,058
High Needs	59,025
Early Years	21,430
<b>Total Expenditure</b>	<b>206,290</b>
<b>Funding:</b>	
DSG Grant income	-206,077
Use of DSG reserve	-213
<b>Total DSG Budget</b>	<b>0</b>

**Schools Block** - the total budget for all maintained mainstream schools.

**Schools De-delegated** - funds deducted from school's budget share and held centrally to fund relevant services.

**Central Schools Costs** - central functions carried out on behalf of maintained schools and academies e.g., School Admissions.

**High Needs Block** – budget for pupils and students aged 0 to 24, with high needs including special schools.

**The Early Years** – provision of early education to those 2 and 3/4-year-old children who are entitled to receive it free of charge.

**DSG Grant income** – the 2023-24 budgeted allocation.

**Use of the DSG reserve** - the unallocated element of the High Needs block that is to off-set the cumulative deficit reserve balance.

## Appendix B Children Young People and Education Committee Budget Details

### CAPITAL BUDGETS

Capital budgets are the monies allocated for spend on providing or improving non-current assets, which include land, buildings, and equipment, which will be of use or benefit in providing services for more than one financial year.

**TABLE 5 2023/24 Children, Young People & Education – Capital Budgets**

	<b>2023/24 Budget £000</b>	<b>2024/25 Budget £000</b>	<b>2025/26 Budget £000</b>
Condition/modernisation (SCA)	9,198	2,500	2,500
Basic Needs	1,028		427
School remodelling and additional classrooms (School Place Planning)	1		
Children's System Development	760		
Family support	157		
High Needs Provision Capital	4,392		
PFI	52		
SEN and disabilities (new grant)	478		
Transforming Care - Therapeutic Short Breaks	863		
<b>Total Capital Budget</b>	<b>16,929</b>	<b>2,500</b>	<b>2,927</b>

## Appendix B Children Young People and Education Committee Budget Details

### RESERVES

Earmarked reserves are amounts set aside for specific purposes or projects.

**TABLE 6 2023/24 Children, Young People & Education – Reserve position**

	Opening balance £000
<b>Service reserves:</b>	
Intensive Family Intervention Project	405
Early Help & Play Development	117
Children's Centre – Outdoor Play	92
DRIVE Safelives & Domestic Abuse Hub	50
YOS - Remand & Mobile Youth Centre	121
Local Safeguarding Children's Board	23
Children IT data system	127
Mersey & Cheshire ICS Pilot	20
School Improvement	857
Schools Causing Concern	500
SEND OFSTED Inspection Improvement Action Plan	880
Help for Young People	26
Looked After Children Education Services	111
SEND - High Needs	110
Care Leaver Accommodation Development	203
Wirral Apprentice Programme	19
<b>Total Reserves</b>	<b>3,661</b>
 <b>Dedicated Schools Grant</b>	
Deficit DSG reserve	-4,763





## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Wednesday 21<sup>st</sup> June 2023

REPORT TITLE:	CHILDREN'S SERVICES PERFORMANCE REPORT (QUARTER 4)
REPORT OF:	DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION

### REPORT SUMMARY

This report provides the latest performance information for Children's Services. The design and content of the report was developed following discussions with the Chair of the Children, Young People & Education Committee and party spokes at a Performance Monitoring workshop back in March 2021.

This matter affects all Wards within the Borough and supports the Wirral Plan priority of Brighter Futures for all.

This is not a key decision.

### RECOMMENDATION/S

The Children, Young People and Education Committee is recommended to note the content of the Performance Report attached in Appendix A and highlight any areas requiring further clarification or action.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 To ensure Members of the Children, Young People & Education Committee have the opportunity to monitor, review and challenge performance of the Council's Children's Services Directorate.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 This report has been developed in conjunction with the Chair of the Children, Young People & Education Committee and party spokes. Various options were considered before agreeing on a quarterly Performance Report, supported by automated Children's Services data reports.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Performance Report (Appendix A) has been structured around eight indicator groups. The data contained in the report relates to Quarter 4 2022/23 (period ending Mar-23). Where Quarter 4 data was not available, the most recent information has been provided.
- 3.2 Where available, national, regional and statistical neighbour benchmarking data has been included in the report so comparisons can be made.
- 3.3 The supporting narrative in the report has been strengthened with Assistant Directors and Heads of Service from Children's Services providing a narrative to explain trends or changes in performance.
- 3.4 In addition to the Performance Report, an interactive dashboard has been created in Power BI, the Council's business intelligence system. The dashboard is structured around the same indicator groups as detailed in the Performance Report. The Power BI reports can be accessed via the Councillors App.

### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are no direct financial implications arising from this report.

### **5.0 LEGAL IMPLICATIONS**

- 5.1 There are no direct legal implications arising from this report.

### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 There are none arising from this report.

### **7.0 RELEVANT RISKS**

- 7.1 Information on the key risks faced by the organisation and Directorate and the associated mitigations and planned actions are included in the Corporate and Directorate Risk Registers. This report has no direct implications related to risk.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 A Performance monitoring session was held with the chair of the Children, Young People & Education Committee, and party spokes on 4<sup>th</sup> March 2021 to review current performance monitoring arrangements and to define a new, improved approach.
- 8.2 A further Performance Management workshop was held on 12<sup>th</sup> July 2022 with the newly appointed Chair of the Children, Young People & Education Committee, and party spokes where they received a demonstration of Power BI and shown what data is available via the interactive reports.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision, or activity. There are no equality issues arising from this report.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 There are no environmental or climate implications generated by the recommendations in this report.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 Children's Services generally impacts positively on community wealth through commissioning arrangements of local providers to support and improve the lives of some of our most vulnerable residents.

Parents benefit from early years funding for their children from the age of two. Parents and schools can also benefit from additional funding for those pupils who are eligible for free school meals.

We monitor the number of young people in employment, education or training. Those young people in employment will receive a paid salary whilst some of those in training, such as apprenticeships, will receive a reduced salary whilst they are studying.

**REPORT AUTHOR:**     **Tricia Thomas**  
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email: [triciathomas@wirral.gov.uk](mailto:triciathomas@wirral.gov.uk)

## **APPENDICES**

Appendix A: Children's Service Performance Report

## BACKGROUND PAPERS

Data and performance information held in Children's Services Management Information Systems and accessed via the Council's business intelligence system Power BI.

## TERMS OF REFERENCE

This report is being considered by the Children, Young People & Education Committee in accordance with Section 3.2(f) of its Terms of Reference, providing a view of performance, budget monitoring and risk management in relation to the Committee's functions.

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Children, Young People & Education Committee Children's Services Q3 Performance Report	07/03/2023
Children, Young People & Education Committee Children's Services Q2 Performance Report	12/10/2022
Children, Young People & Education Committee Children's Services Q1 Performance Report	21/06/2022
Children, Young People & Education Committee Children's Services Q4 Performance Report	10/03/2022
Children, Young People & Education Committee Children's Services Q3 Performance Report	23/11/2021
Children, Young People & Education Committee Children's Services Q2 Performance Report	13/09/2021
Children, Young People & Education Committee Children's Services Q1 Performance Report	15/06/2021
Children, Young People & Education Committee Children's Services Performance Management	17/03/2020
Children & Families Overview and Scrutiny Committee 2019/20 Q3 Wirral Plan Performance	11/11/2019



# CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

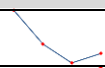
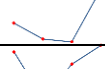
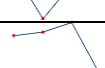
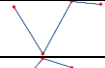

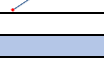
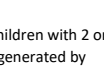
Wednesday 21st June 2023

<b>REPORT TITLE:</b>	CHILDREN'S SERVICES PERFORMANCE REPORT
<b>REPORT OF:</b>	DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION

## Children, Young People & Education Committee - indicator sets

<b>Demand</b>	<b>Keeping children safe</b>	<b>Looking after children well</b>	<b>Schools</b>
<b>Education</b>	<b>SEND</b>	<b>Workforce</b>	<b>Budget</b> (under development)

**Demand**

	Year-End			2022/23				National (21/22)	North West (21/22)	Stat Neighbours (21/22)	Trend
	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4				
Social care contacts	15086	10149	10732	3231	3056	2958	3007	-	-	-	
Early Help contacts	9973	12199	11128	2290	2104	2070	2684	-	-	-	
Referrals to social care	3997	3030	3254	882	737	844	902	-	-	-	
% of domestic abuse referrals to children's social care	23.2%	23.5%	27.3%	26.2%	26.7%	28.1%	20.4%	-	-	-	
Child In Need rate per 10,000 population	369.0	379.9	380.8	389.3	378.5	390.6	389.9	334.3	384.3	440.7	
Child Protection rate per 10,000 population	41.9	47.0	56.9	55.6	56.7	56.4	55.0	42.1	48.5	55.4	
Children Looked After rate per 10,000 population	120.0	122.0	120.0	114.2	116.3	120.0	115.8	70.0	97.0	104.7	

**Supporting narrative**
Contacts

During Q4 social contact numbers have remained fairly stable and the year-to-date (YTD) figures end on 12,245 which is an increase of 14% from the same time last year. Children with 2 or more contacts in this period stands at 234 (YTD 872) and Incident Significant Event Forms 1621 (YTD 7037). Just over a third of all contacts received during this period were generated by Merseyside Police with a fifth involving domestic abuse concerns which is a 7% decrease from Q3.

Referrals

Conversion rates from contact to referral remains stable at around a third however our rate of referrals per 10,000 (495.8) is well below stat neighbours (576), North West (548) and national (538).

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















The rate of CIN at the end of Q4 per 10,000 was 389.9 which places us in line with our target range (387.9 – 431.9). The % of children subject of a Child Protection Plan per 10,000 0- 17 population remains slightly above our target range of 47.7 - 54.7 at 55.0. However, this is a slight reduction from our 21/22 year end figures of 57.4.

CP

During this quarter 88 children have become subject to a child protection plan. The percentage of children subject to repeat plans (ever) has increased slightly from 29.7% in Q3 to 34.1% (equating to 30 children). Three of the children became subject to a second CPP within 12 months of their previous plan ending.

Our rate of children subject of a Child Protection Plan per 10,000 0- 17 population remains slightly above our target range of 47.7 - 54.7 at 55.0. However, this is a slight reduction from our 21/22 year end figures.

**Keeping children safe**

	Year-End			2022/23				National (21/22)	North West (21/22)	Stat Neighbours (21/22)	Trend
	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4				
% of Early Help cases closed with outcomes met	80.3%	91.6%	83.6%	85.3%	77.5%	84.1%	88.7%	-	-	-	
% Repeat referrals within 12 months period	27.6%	23.5%	21.5%	24.9%	25.8%	22.7%	20.3%	21.5%	22.0%	19.9%	
% Assessments completed within timescale	82.6%	78.8%	81.1%	83.0%	76.0%	71.0%	72.0%	84.5%	81.2%	83.9%	
Children who were subject to a section 47 enquiry Rate per 10,000 YTD	182.2	179.7	201.2	51.6	105.0	160.6	209.5	180.1	189.0	245.1	
% of children who were subject to a section 47 enquiry that led to an Initial Child Protection Conference (ICPC)	31.8%	35.7%	37.4%	31.9%	42.8%	23.5%	34.5%	-	-	-	
% Initial Child Protection Conference (ICPC) taking place in the month and within timescales	76.4%	57.6%	75.6%	76.5%	50.8%	63.3%	47.4%	79.2%	78.9%	79.9%	
Child Protection Plans ceased Rate per 10,000 YTD	75.8	51.3	61.7	15.7	31.0	48.8	61.5	52.2	57.5	68.7	
% of children on second or subsequent Child Protection Plan	19.4%	28.7%	23.0%	32.7%	23.6%	33.6%	34.1%	23.3%	23.7%	22.5%	
% of visits completed within statutory timescale - Child in Need (CIN)	-	-	82.8%	77.0%	76.0%	79.7%	78.9%	-	-	-	
% of visits completed within statutory timescale - Child Protection (CP)	-	-	81.4%	84.0%	82.2%	90.5%	74.7%	-	-	-	
% of visits completed within statutory timescale - Children Looked After (CLA)	-	-	90.5%	90.6%	93.5%	92.0%	90.8%	-	-	-	
Reduce first time entrants into the criminal justice system (rate per 100,000)	254	219	114	82	79	99	Not available	-	-	-	
Reduce young people re-offending (%)	50	40	41.9	Not published	37.5%	35.3%	Not available	-	-	-	
Reduce the use of Custody (rate per 1,000)	0.30	0.07	0.16	0.10	0.16	0.13	Not available	-	-	-	
Children currently open to MACE (Multi-Agency Child Exploitation)				49	53	53	51				
Children removed from MACE due to lowered risk				17	13	12	23				

**Repeat referrals**

Repeat referrals during Q4 stands at 20.8%. Despite a continued reduction in repeat referrals in in Q3 and Q4 our YTD figure remains above our target range of 19.1 – 21.5. Data analysis identifies a high proportion have domestic abuse concerns as the referral reason. Domestic abuse also accounts for more than half of all repeat referrals for the same reason during this quarter.

**Assessments**

The percentage of assessments completed within timescales during Q4 was 72.4% which is a slight increase in performance from Q3. This brings our year end figure to 75.5. RAG rated red and low compared to stat neighbours (target range of 84.1% - 86.7%).

There continues to be a number of vacancies across the social work teams which will impact upon capacity to work within defined timescales. This area of performance will continue to be monitored during regular service performance meetings.

**S47 enquiries**

During Q4 there has been a slight decline in the number of S47 investigations in comparison to Q3 (375 in Q3 – 332 in Q4). Of these 31% were completed jointly by children's social care and police and the remaining 69% undertaken single agency by children's social care. Approximately 34.93% progressed to ICPC and 50% of S47 enquiries have an outcome of continue with assessment.

**Initial Child Protection conferences**

The percentage of ICPCs completed in timescales has declined during Q4 to 47.4% and remains below national, northwest and statistical neighbours. Realignment of roles within the Safeguarding Unit impacted upon IRO capacity but we have now completed the realignment of roles and therefore anticipate improvement in performance. Other primary factors that have impacted performance during this quarter is availability of the parent/primary carer and late notifications to the safeguarding unit. Performance will be reviewed at monthly Performance Management & Quality Assurance Meetings.

**Child Protection Plans ceased, repeats and rate per 10,000**

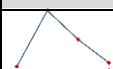
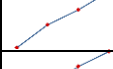
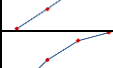

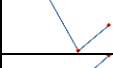
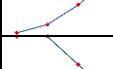
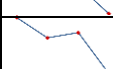
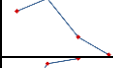
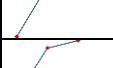

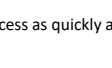
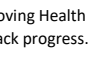
During Q4 86 children had their CP plan ended. Of these 13 children ended their CP plan due to becoming looked after. The majority of CP plans ended during Q4 evidenced a reduction of risk that could be supported through the provision of a child in need plan.

During this quarter 97 children have become subject to a child protection plan. The percentage of children subject to repeat plans has increased slightly from 29.7% in Q3 to 34.1% (equating to 30 children).

**Statutory Visits**

We have seen a slight dip but consistent performance during Q4 regarding our children being seen, with Q4 performance for CP being 88.37%. There are currently 421 children in need of which 84.0% have had their plan reviewed within timescales.

**Looking after children well**

	Year-End			2022/23				National (21/22)	North West (21/22)	Stat Neighbours (21/22)	Trend
	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4				
% CLA visits completed within timescale	-	-	90.5%	90.6%	93.5%	92.0%	90.8%	-	-	-	
% Completed health assessment reviews YTD	87.0%	87.0%	91.0%	50.6%	67.2%	78.2%	91.5%	89.0%	92.0%	93.7%	
% Completed dental checks YTD	88.0%	31.0%	86.0%	17.8%	37.2%	58.2%	73.1%	70.0%	74.0%	73.8%	
% Completed Strengths & Difficulties Questionnaire (SDQ) YTD	97.0%	98.0%	96.0%	67.1%	82.5%	92.9%	97.3%	77.0%	82.0%	84.0%	
% of CLA adopted in year	17.0%	15.0%	8.0%	17.7%	10.4%	13.2%	11.1%	10.0%	10.0%	11.9%	
% of CLA placed with Foster carers	71.0%	71.0%	71.0%	70.3%	70.3%	67.5%	68.8%	70.0%	66.0%	69.0%	
Timeliness of Adoption process A10 (426 days national target) Average days	486	363	809	496	519	575	652	not published	not published	not published	
% Care leavers in suitable accommodation (Age 19-21)	95.0%	92.0%	94.0%	98.0%	98.0%	97.0%	96.0%	88.0%	90.0%	90.3%	
% Care leavers in Education , Employment or Training (EET) (Age 19-21)	48.0%	56.0%	54.0%	61.9%	60.7%	61.0%	58.6%	55.0%	52.0%	52.6%	
Missing Episodes	1477	918	1385	341	360	303	277	-	-	-	
CAMHS referrals seen within 6 weeks	43.7%	67.6%	67.6%	15.7%	67.8%	73.3%		-	-	-	
CAMHS referrals seen within 18 weeks	64.9%	96.4%	96.4%	50.3%	85.1%	90.8%		-	-	-	

**Supporting narrative**

There has been a slight drop in performance around CLA visits and this is likely to represent high caseloads and some children not moving through the court process as quickly as desirable due to a lack of legal personnel around discharge. This has been escalated.

Health assessment and dental reviews is still an issue (although the data around dentals has improved) and has been escalated across services. A meeting 'Improving Health outcomes' in collaboration with health is being held on the 17th May to resolve some of the barriers and a performance meeting at the end of the month will track progress.

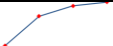
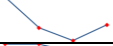


As for SDQ's, compliance remains strong and around adoptions the timeliness for some children remains an issue and is being met via monthly tracking meetings alongside Adoption In Merseyside (AIM).





Numbers of children placed in foster care has shown a slight increase which is welcome, particularly at a time when numbers of CLA are reducing.









Unfortunately there is no up to date CAMHS data to report because CWP are experiencing issues with their new data recording system. We expect this to be resolved shortly.



**Education**

	Year-End				2022/23				Trend
	2018/19	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4	
% of under 5's who are engaged with the Early Years Service	68	76	45	51.11	40.25	42.53	43.34	43.64	
% of under 5's who have sustained engagement the Early Years Service (3 of more)	60	62	58	60.5	50.6	47.66	46.44	47.94	
% of 2 year olds benefitting from funded early education	78	78	76	83	87.05	87.05	85.4	77.89	
% of 3 year olds benefitting from funded early education	86	86	90	91	89.42	89.42	91.13	90.96	

	2017/18	2018/19	2019/20	2020/21	2021/22	Current National	Trend
% of schools rated 'good' or 'outstanding' by Ofsted	84%	85%	83%	83%	81.60	88.0%	
% of children in good or better schools as rated by Ofsted	84%	86%	84%	84%	84.80%	87%	
% of early years settings good or better	94%	96%	98%	98%	97%	97%	
% of young people aged 16 and 17 who are Not in Employment, Education or Training (NEET) or Not Known		4.90%	5.00%	5.10%	4.10%	4.70%	

	2017/18	2018/19	2021/22	Current National	Trend
Foundation Stage - % achieving a good level of development	70.5%	69.3%	62.9%	65.2%	
Foundation Stage - % of children who are looked after achieving a good level of development	52.2%	59.5%	48.10%	41%	
The gap in progress between disadvantaged pupils and their peers achieving good level of development in early years foundation stage profile	17.7	23.5	20.2	18.7	
% Achievement gap between pupils eligible for free school meals and their peers achieving a Good Level of Development in the Early Years Foundation Stage Profile	18%	23%	21.5%	20%	
% achieving expected standard in reading, writing and maths at Key Stage 2	60%	60%	52%	59%	
% Achievement gap between pupils eligible for free school meals and their peers achieving the 'expected standard' in English, reading, English writing and mathematics at the end of key stage 2	23%	22%	24.1%	23%	
The gap in progress between disadvantaged pupils and their peers at Key Stage 4	0.73	0.84	0.92	0.7	
Progress 8 Score for Wirral	0.03	0.01	-0.03	-0.06	

**Supporting narrative**

Two year funding has dipped due to the reduced time parents have to choose and set up a placement prior to headcount as it is so early in this short term following the Christmas break. This dip was anticipated and continued assertive outreach and promotion work continues to ensure an increase for the summer term.

Three year funding continues to increase as the year progresses with ongoing promotion work.










Early years providers receiving good or above inspection judgements has dipped, recruitment and retention of staff is a big factor and the quality team are using a variety of methods to engage providers, particularly the seldom heard from. Children's Centre engagement and sustained contact has increased across the quarter, with a continuing high demand around speech and language support and 1:1 support in the home in relation to behaviour and routines support.







Attainment across all age ranges has fallen at both a national and Wirral level compared to 2019 outcomes - for this reason outcomes between 2022 and 2019 should not be compared.





In relation to GLD, the gap to national has narrowed to 2.3% compared to the 2019 gap to national. Further work is being supported across schools where GLD outcomes have been identified as needing support.

In relation to KS2 outcomes, the gap to national in 2022 has widened to 7% compared to the 2019 gap. Focused work is taking place in relation to writing across schools where outcomes for this area is significantly below the national figure. In relation to Maths at both KS1 and KS2, outcomes are below the national figure. Working with the Maths Hub, in depth analysis at the question level is being undertaken to understand the key strands that need further support in relation to numeracy.

**Special Educational Needs & Disabilities (SEND)**

	Year-End			2022/23				Current National	Current North West	Current Stat neighbours	Trend
	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4				
% Education and Health Care Plans (EHCP) issued within 20 week timescale (Excluding Exceptions)	37	58	24	40	39	38	49	58	62.5	80.44	
% of requests that went to tribunal	7.63	9.47	8.23	-	-	6.11	1.69	-	-	-	
% of Children Looked After with (EHCP) Education and Health Care Plan	6.93	8.68	9.26	17.7	18.3	19.3	19.9	-	-	-	
% of Children In Need with (EHCP) Education and Health Care Plan	14.12	17.59	16.45	21.7	22.1	20.8	20.8	-	-	-	
% of Child Protection with (EHCP) Education and Health Care Plan	5.93	5.93	6.45	7.8	8.9	10.3	8.8	-	-	-	
% of Early Help Episodes with (SEND) Special Educational needs and disabilities	25.77	25.82	26.44	28.98	29.8	29.4	30.4	-	-	-	
% of Children Looked After with (SEN) Special Educational Need support	18.29	18.22	19.29	18.2	17.6	16.2	16.1	-	-	-	
% of Children In Need with (SEN) Special Educational Need support	11.66	15.83	16.2	14.3	13.7	15.6	14.3	-	-	-	
% of Child Protection with (SEN) Special Educational Need support	23.32	19.88	21.51	21.6	18.3	17.9	21.2	-	-	-	

	Year-End			Term			Trend
	2019/20	2020/21	2021/22	2021/22 Summer	2022/23 Autumn	2022/23 Spring	
(EHCP) Education and Health Care Plan- Overall School Attendance %	88.9	90.6	88.9	88	87	87.7	
(EHCP) Education and Health Care Plan Overall Persistent absence %	31.2	25.6	37.1	38.2	40.3	33.3	
Number of pupils with (EHCP) Education and Health Care Plan who are electively home educated	10	18	12	12	8	12	
(SEN) Special Educational Need support - Overall School Attendance %	92.3	93.4	91	89.3	89	90.2	
(SEN) Special Educational Need support - Overall Persistent absence %	23.8	19.3	28.6	33.8	37	28.7	
Number of pupils with (SEN) Special Educational Need support who are electively home educated	2	39	54	54	54	62	

	2016/17	2017/18	2018/19	2021/22	Current National	Current North West	Current Stat neighbours	Trend
Key Stage 2 (RWM) Reading, Writing, Maths EHCP - % at Expected Level	2.9	6	2.2	2.5	7.2	6.4	Available Q3	
Key Stage 4 Overall Progress 8 Score - (EHCP) Education and Health Care Plan	-1.08	-0.85	-1.12	-1.33	-1.33	-1.44	-1.52	
Key Stage 2 Reading, Writing, Maths (SEN) Special Educational Need support - % at Expected Level	18	21	23	20.7	21.1	20.3	Available Q3	
Key Stage 4 Overall Progress 8 Score - (SEN) Special Educational Need support	-0.36	-0.29	-0.42	-0.46	-0.47	-0.58	-0.57	

**Supporting narrative**

At the end of Q4, the 20 week compliance rate showed a significant upturn, resulting in an increase in the cumulative percentage to 49% at the end of this period. This is Wirral Local Authority's highest 20 week compliance figure since 2020. Setting this within the context of the national average taking a slight downward trend, Wirral has made significant progress to now sit within reach of this. It is worth noting that the monthly percentage return for March (84%) is the highest monthly return since 2017. It should also be considered that these figures were achieved as part of core business as usual while, alongside this, the considerable task of reviewing and finalising 277 year six EHC Plans as part of the year six/seven transition process was taking place. The statutory deadline for this piece of work is set at 15th February each year, occupying a central position in the quarter, thus placing additional pressure on service delivery. The percentage of these year six plans finalised on time with a named secondary school placement was 100%.

The SEND team have continued to focus on completing assessments for those cases that have surpassed the 20 week completion time. With a separate team identified to focus on this piece of work, the historic back log figure has reduced from 247 to eight with the remaining eight all due to be finalised imminently. There has also been a concerted effort to resolve cases surpassing 30 and 52 weeks with these figures regularly reported to the DfE. At the end of the last quarter there were four cases over 70 weeks and this figure has now halved to two cases. Many of these cases have been finalised through our coproduction approach which has proven to be very well received by parents, who have reported to feel a real ownership of the process.

Monthly output in regard to the number of overall plans being finalised remains higher than Q4 from the previous year. Finalised Education, Health and Care Plans figures for January, February and March in 2022 were 26, 52 and 41 respectively and this has increased to 58, 39 and 51 respectively for the same quarter of this year.

A continued increase in requests for assessment can be seen year on year. The number of requests at the end of Q4 in 2023 was 18% higher than that of the previous year.






Performance management is overseen through one to one check ins and whole team case management meetings. This provides an opportunity for scrutiny of individual cases and tracking of the reasons why some may become 'stuck' with potential solutions sought for the barriers that may be preventing these cases moving within expected timescales. The lack of educational psychology (EP) advice continues to present a difficulty. An extension to the external provider contract for EP advice should help facilitate more submissions on time.






The overarching Priority Plan as well as a SEND Assessment Team Action Plan continue to clearly identify priorities for the next six to nine months. Focus areas are the timeliness and quality of EHC Plans, communication and workforce development.

The SEND team have all undertaken mandatory training during Q4 in relation to:

- Working with Parents
- SEND Update Training
- Coproduction

**Schools**

	Year-end			2022/23				Current National	Trend
	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4		
% School capacity - places available vs pupil numbers (school)	89.8	89.6	90.1	-	-	-	-	-	
% Exclusions - suspensions	3.31	4.06	8.60	1.36	0.97	1.95	6.5	4.25	
% Exclusions - permanent	0.04	0.04	0.12	0.019	0.017	0.035	0.12	0.05	
Number of children known to be electively home educated	171	275	254	258	266	283	306	-	
Number of Pupils who are not in receipt of full-time education and subject of an agreed part time timetable (Indicator once named - Pupils who are missing more than 25hrs of education a week (CME25))	-	171	254	253	62	86	106	-	

	Year-end			Term			Current National	Trend
	2019/20	2020/21	2021/22	2021/22 Summer Term	2022/23 Autumn Term	2022/23 Spring Term		
% of school age pupils eligible for (FSM) Free school meal	21.5	24	27.59	27.59	27.74	28.06	20.8	
Overall School Attendance %	94.3	94.9	93.3	91.4	91.6	92.6	94.3	
Overall Unauthorised Absence %	1.4	1.5	1.9	2.8	2.1	2.6	1.5	
Overall Persistent Absence %	15.9	14.0	20.1	26.2	28.5	24.6	17.6	
Overall School Attendance Open to Social Care %	-	-	-	-	82.6	83.9	-	

**Supporting narrative**

Elective Home Education (EHE) monitoring teachers continue to complete annual reviews of the work being undertaken by EHE cohort to ensure that they are receiving suitable education. EHE Lead and the monitoring teachers continue to link in with EHCP Co-ordinators/Reviewing Officers, family support workers and social workers as and when appropriate. At the end of Q4 2022/23, there was a total of 306 children known to be in receipt of EHE arrangements: 101 primary aged children & 205 secondary aged children with one of the main contributing factors being mental health.

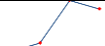


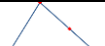
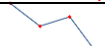
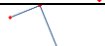
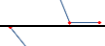

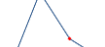


Wirral Attendance Service continues to create a culture where EHE is only a positive choice and benefits the needs of the child and not a solution for poor school attendance or behaviour. EHE advisory teachers have worked to strengthen relationships with difficult to reach parents, changing the mindset has led to positive communication.

There is a growing need for Part Time Timetables to be constantly reviewed and monitored to ensure CYP can access their right to a full time education. The current figure for Part Time Timetables at the end of Q4 2022/23 is 106. We encourage schools to use these as a short term measure and for them to be reviewed a maximum of 6 weekly.

Overall Attendance for Spring Term 2022/23. Wirral data is from DfE Spring Data. National data is from the new DfE Daily Collections. Whilst nationally there is a 79% sign up to this, locally we have 95% of schools signed up and we continue to encourage others to do so. In line with the new DfE guidance relating to school attendance, we are beginning the process of establishing working relationships with our independent schools. This will also include encouraging them to sign up to the new DfE Daily Data Collections. The new guidance also introduced a new category of severely absent young people. These are young people with attendance below 50% and schools are required to have a plan for these young people.

Illness was identified as the main reason for absence when the Attendance Service was formed in Autumn 2019. The three year trend shows, the schools are tackling this area through a combination of whole school approach, including support and challenge to parents and where appropriate, enforcement measures. The evidence for this can be seen in our 360 degree reviews. We will continue to work with and coach our schools to challenge absence. This approach ties in with the DfE guidance for school attendance. The DfE have recently published guidance for schools to support children who are absent due to mental health. Part of this guidance covers requesting medical evidence from GPs etc. We may need to do some work with health colleagues on this.

**Workforce**

	Year-End			2022/23				National	North West	Statistical Neighbours	Trend
	2019/20	2020/21	2021/22	Q1	Q2	Q3	Q4				
Vacancy rate – number of posts currently vacant / total no of posts <b>Social Workers</b>	31%	31%	30%	20%	21%	26%	25%	-	-	-	
Agency rate – positions filled by agency staff <b>Social Workers</b>	15%	11%	22%	15%	13%	17%	21%	-	-	-	
New starters - <b>Social Workers</b>	19	29	20	5	13	8	7	-	-	-	
Retention of staff – number of leavers - <b>Social Workers</b>	8	16	33	6	15	10	5	-	-	-	
Average FTE days lost to sickness absence - <b>Social Workers</b>	16.75	10.88	16.46	4.4	3.69	3.98	2.75		-	-	
Average caseload for social worker	14.6	14.2	15.5	16	16.2	15	15	16.3	17.9	17	
Vacancy rate – number of posts currently vacant / total no of posts <b>Children's Services Directorate</b>	25%	17%	20%	16%	15%	14%	15%	-	-	-	
Agency rate – positions filled by agency staff <b>Children's Services Directorate</b>	6.80%	5.30%	6.29%	6.00%	6.80%	6.30%	6.10%	-	-	-	
New starters - <b>Children's Services Directorate</b>	112	88	98	20	27	20	26	-	-	-	
Retention of staff – number of leavers - <b>Children's Services Directorate</b>	95	57.5	102	22	26	15.5	22.5	-	-	-	
Average FTE days lost to sickness absence <b>Children's Services Directorate</b>	14.54	10.92	12.55	2.86	2.75	3.28	3.17	-	-	-	

**Supporting narrative**

The Q4 data is showing that in all the metrics above, the data is heading in the right direction for Children's as a whole but particularly for social care. The vacancy rate has remained steady for social workers throughout the year, and although the agency rate has increased, as a service we need to see this whilst we still have empty social worker posts, as this will hopefully have a positive impact on the average caseloads and also reduction of sickness. Looking at sickness, the outturn for the whole year for social workers (which isn't shown above), is around 14.8 days lost per FTE in social care, if you contrast that with last years March outturn of 16.46 days lost, then this shows the impact the social care workforce strategy is having.

**Budget**
**Supporting narrative**

Under development - further work required to align performance and financial reporting.



**21<sup>st</sup> June 2023**

**CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE**

<b>Report Title:</b>	<b>SUMMARY OF OFSTED INSPECTIONS ACADEMIC YEAR 2022-2023</b>
<b>Report of:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION</b>

## **REPORT SUMMARY**

The Office for Standards in Education, Children Services and Skills (OFSTED) summary report 2023 gives an outline of all inspections that have taken place across for the academic year 2022-2023 and that have been published at the point of report writing. The attached summary document (appendix 1) gives a summary of the school inspected, the date, overall outcome and areas for development.

OFSTED is the regulatory body that oversees the standards across all maintained schools and academies. The remit for inspection falls under the Education 2005; The Education and inspection 2006; the Education and Skills Act 2008 and the childcare act 2006.

The OFSTED inspection is intended to provide relevant information to parents, to promote school improvement and hold schools accountable for their activity. The inspection will also consider whether the schools is meeting its statutory responsibility in relation to safeguarding - Keeping Children Safe in Education KCSIE 2022.

Schools on Wirral are supported by the local authority in preparation for inspection by the school's effectiveness team and the annual training offer linked to the Wirral School Improvement strategy 2021-2024.

This matter affects all Wards within the Borough and the actions taken link to the Wirral plan 2021-2026 – Brighter Futures

This is not a key decision.

## **RECOMMENDATION/S**

The Children, Young People and Education Committee is recommended to:

- 1) Note the report; and
- 2) Support the Services' approach to supporting schools in readiness for inspection through the School Improvement Strategy 2021-2024.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The OFSTED summary report 2023 has been produced to summarise the inspections that have taken place on Wirral since the beginning of the academic year. To outline the areas for development Wirral schools are focused on following the inspection taking place and understand the support in place to support schools in readiness for inspection. The report will be shared annually to allow oversight of school inspections by the council committee for Children's, Education and Families

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 We could do nothing, but this would not allow members and Wirral residents to have the oversight of inspection outcomes in Wirral schools during the current academic year.

### **3.0 BACKGROUND INFORMATION**

- 3.1 Wirral Local Authority has 125 state funded schools (maintained schools and academies) that are subject to inspection by OFSTED under sections 5 and 8 of the Education Act 1999. A section 5 inspection is known as a graded inspection, and this will lead to a judgement of the overall effectiveness of the school at the conclusion of the inspection. Whereas a section 8 inspection is ungraded and will only take place at a school that has been grade good or outstanding previously. The outcome of a section 8 inspection is to confirm if the school continues to be good or outstanding.
- 3.2 Of the 125 schools on Wirral, currently 107 schools - 86% are rated good or better. Wirral has no schools that have an overall effectiveness of inadequate. When compared with national figures, across England, 88.2% of schools are good or better and across the North West, 88.6% are good or better.
- 3.3 An OFSTED within a state funded school will normally last for two days for both graded and ungraded inspections, the exception being ungraded inspections of good or outstanding primary or maintained nursery schools with fewer than 150 pupils, this will normally last one day.
- 3.4 During a graded inspection, schools will be graded in 4 areas;
- The Quality of Education
  - Behaviour and Attitudes
  - Personal Development
  - Leadership and Management

Where applicable, inspectors will also make a judgement on the effectiveness of early years or sixth-form provision within a school.

Inspectors will then make a judgement on the overall effectiveness of the schools based on the outcomes of these areas.

- 3.5 The Quality of Education outcome will focus on the construction, delivery, and impact of the curriculum on pupils. Inspectors will look at how the curriculum has been planned and sequenced, with the opportunity for pupils to access the full breadth of

the national curriculum. They will consider the teachers' knowledge of a subject area and the support they receive from leaders within the school. They will look at how assessment is used to sequence and check pupils understanding. The expectation of the good curriculum offer is that all pupils achieve well and are ready for their next stage of education, employment, or training.

- 3.6 Behaviour and attitudes will focus on the conduct and behaviour of pupils around the school environment and how these expectations are applied consistently and fairly. They inspection will look at how committed pupils are to learning, how they respond to setback and take pride in their achievements. Attendance and punctuality will be analysed to see the impact this has on pupils' progress.
- 3.7 Personal Development will focus on how the curriculum extends beyond the academic, allowing pupils to explore their interests and talents. Inspectors will look at how the schools supports pupils to be resilient, confident, and how to keep physically & mentally healthy.
- 3.8 Finally, Leadership & Management will look at the clear vision and ambition leaders at all levels have for the school. The inspection will identify how this approach supports an inclusive education and training for all, driven by shared values and. The inspection will look at how leaders oversee the programmes of study for all pupils and how staff training & development is supported. The inspectors will speak with the relevant bodies responsible for governance, to make sure the relevant oversight of the school is effective. The inspection will also confirm the school is complying with its statutory duties, for example, the Equality Act, Prevent strategy and safeguarding responsibilities as outlined in KCSiE 2022.
- 3.9 The Overall Effectiveness will then be determined based on the evidence found regarding what it is like to be a pupil at this school/college. They will consider standard of education, along with the training offered is good or better. If any areas are not at least good, they will then consider if the school is requiring improvement or inadequate.
- 3.10 If a school is judged to be inadequate, the school will be placed in the following 2 categories of concern.
  - Special measures – This means the school is failing to provide pupils an acceptable standard of education and is not showing the capacity to make the improvements needed.
  - Serious weaknesses – This means that the school's performance requires significant improvement but only meet one, or neither, of the conditions for special measures.
- 3.11 For maintained schools judged to be inadequate and placed in a category of concern, they will be issues with an academy order, requiring the school to become a new sponsored academy.
- 3.12 For schools that are judged to good or outstanding, they would expect the inspection to be in 4 years' time. Schools judged not be good or better will be re-inspected within 30 months.
- 3.13 The local authority will speak with the lead inspector as part of the inspection process. The oversight the local authority holds depends on whether the school is

maintained or an academy. In relation to academies, the local authority discussion will be focused on safeguarding or escalations to the local authority. For maintained schools, the discussion will be much more in depth, with the LA having responsibility for school improvement, health & safety, finance, and where applicable governance.

- 3.14 To support all schools on Wirral, the Head of School Effectiveness has a team of three senior schools' advisors. They oversee approximately 40 schools each, they are the contact for the lead inspector to discuss individual schools. In relation to maintained schools, they will offer support in relation to school improvement, strategic priorities. Where applicable, the lead inspector can escalate any concerns to the Assistant Director: Education.
- 3.15 Following inspection outcomes, the key areas for development are collated to develop key themes for improvement across Wirral, which is then incorporated into the annual Continuing Professional Development (CPD) offer for schools and the refinement of the school improvement strategy each year.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are no financial implications arising directly from this report.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 A school judged to be inadequate and requiring special measures will be issued with an academy order by the Secretary of State for Education. The academy order will have the requirement for the school to join a Multi Academy Trust and no longer be responsible to the local authority as a maintained school.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 The outcomes of OFSTED inspections support the Head of School Effectiveness in the deployment of resources where necessary, where areas for development are identified. The necessary challenge to underperforming schools is coordinated in partnership by the Head of School Effectiveness and three Senior School Advisors combined with support from external School Assurance Professionals.
- 6.2 Any specific concerns raised outside of school improvement, for example Health & Safety will be raised by the Assistant Director: Education will the relevant LA officer as appropriate.

#### **7.0 RELEVANT RISKS**

- 7.1 The Corporate Risk Register has been refreshed in line with the new Wirral Plan 2021-2026 to ensure that any risks to delivery are understood and mitigating actions are put in place as appropriate.
- 7.2 The OFSTED outcomes of Wirral's schools need to be aligned to the refreshed Wirral school improvement strategy. If Wirral schools are not deemed to be offering a satisfactory education provision, this could impact on young people and this could impact on progression into further employment and training.



## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 In 2023, The Challenge Partnership Board will review any work commissioned to improve standards in schools identified as underperforming. Discussion in relation to the best mechanisms for support will be discussed with the Wirral Association of Secondary Headteachers.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision, or activity. An EIA will be completed in line with the refresh of the school improvement strategy.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 There are no environmental or climate implications from this report.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 It is important the OFSTED outcomes of Wirral schools are analysed to support the local authority to prioritise its resources in the relevant areas. This will support improving outcomes for young people, allowing them to be more successful and links to the Wirral Plan 2021-2026 – Bright futures for all young people.

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## **APPENDICES**

Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

## **BACKGROUND PAPERS**

[OFSTED Education inspection framework](#)

[Keeping Children Safe in Education 2022](#)

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People and Education Committee in accordance with section a of its Terms of Reference:

(a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council.

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Children's, Families and Education committee</b>	<b>13<sup>th</sup> September 2021</b>
<b>Children's, Families and Education committee</b>	<b>6<sup>th</sup> December 2022</b>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

School	Date	Overall Ofsted judgement	Areas of inspection framework that are graded individually					Areas for development
			Quality of Education	Behaviour and attitudes	Personal Development	Leadership and Management	EY / 6 <sup>th</sup> form	
Grove Street	Oct-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>Leaders should ensure that teachers are equally well trained to assess what pupils know and can do across the full range of curriculum subjects.</li> </ul>
South Wirral High School	Oct-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>Leaders must ensure that they provide staff with high-quality training on how to effectively check pupils' learning. This is so that teachers can ensure that pupils' learning is secure before they are introduced to new content.</li> <li>Leaders should ensure that teachers are sufficiently well trained to use the information that they receive to adapt their delivery of the curriculum to meet the needs of pupils with SEND.</li> </ul>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

Eastway Primary School	Oct-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders must set out all the knowledge that they wish pupils to learn in these remaining subjects.</li> <li>• Leaders must ensure that these pupils have sufficient opportunity to develop their fluency in reading, alongside their phonic knowledge.</li> </ul>
Holy Cross RC Primary School	Oct-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should work with families and external agencies to improve attendance so that all pupils benefit fully from the good quality of education and care that the school provides.</li> <li>• Leaders should review how the development of vocabulary is integrated into each subject so that this aspect of literacy does not limit how well pupils achieve.</li> </ul>
St Joseph's RC Primary School  ( Bhead)	Nov-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should finalise their curriculum thinking to ensure that all staff know what to teach and when across all subjects.</li> <li>• Senior leaders should ensure that subject leaders receive the training and guidance that they need to support teachers to deliver the curriculum more effectively in these subjects.</li> </ul>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

West Kirby Grammar School	Nov-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should ensure that subject leaders are fully equipped to support teachers to deliver the curriculum consistently well.</li> <li>• As leaders finalise their curriculum thinking, they should ensure that teachers use assessment strategies more effectively in these subjects</li> </ul>
Wirral Boys Grammar School	Nov-22	Good	G	O	O	G	O	<ul style="list-style-type: none"> <li>• Leaders should ensure that teachers are clear about the knowledge that pupils and students will learn and that teachers deliver these curriculums effectively.</li> </ul>
Bedford Drive Primary School	Nov-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should finalise their curriculum thinking in these subjects so that teachers are clear about what pupils should be learning and when this content should be taught.</li> <li>• Leaders should ensure that staff are supported well to adapt how they deliver the curriculum for pupils with SEND so that this group of pupils can learn the same ambitious curriculum as well as their peers.</li> </ul>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

St John Plessington Catholic College	Nov-22	Good	G	RI	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should ensure that teachers use assessment strategies effectively to check that pupils' knowledge is secure before moving on to new learning.</li> <li>• Leaders should ensure that all staff implement the new behaviour policy consistently well, so that these pupils develop positive attitudes towards staff and each other</li> </ul>
Castleway Primary School	Nov-22	Requires Improvement	RI	G	G	G	RI	<ul style="list-style-type: none"> <li>• Leaders should check that the support these pupils receive focuses sharply on their particular difficulties. Leaders should also ensure that these pupils practise their reading regularly so that they develop fluency and confidence in their reading.</li> <li>• Leaders should ensure that subject leaders are sufficiently well trained to improve the delivery of the curriculum in their subjects to enable all pupils to achieve well.</li> <li>• Leaders should ensure that they communicate with parents and carers and take effective action to improve pupils' attendance so that these pupils attend school more often.</li> <li>• Leaders must ensure that the curriculum in the early years sets out the important knowledge and vocabulary that children need to know and remember as the foundation for their future learning</li> </ul>
Prenton High High School for Girls	Nov-22	Good	Ungraded					

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

Weatherhead High School	Nov-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should ensure that teachers identify and address misconceptions effectively so that pupils and students build their knowledge well over time.</li> <li>• Leaders should ensure that they support these pupils to improve their rates of attendance.</li> </ul>
Our Lady and St Edward's RC Primary School	Nov-22	Good	G	G	G	G	G	<ul style="list-style-type: none"> <li>• Leaders should ensure that teachers have the strategies that they need to check that pupils are knowing and remembering more over time.</li> <li>• Leaders should ensure that all staff abide by the agreed approach to managing pupils' behaviour.</li> </ul>
Wirral Girls Grammar School	Dec-22	Outstanding	O	O	O	O	O	
Sacred Heart	Jan-22	Good	Ungraded					<ul style="list-style-type: none"> <li>• In a minority of subjects, leaders' systems for assessing how well pupils are learning new subject knowledge have not been finalised. As a result, some teachers are not fully clear about what pupils know and can do. This hinders how well pupils are making connections between different topics. Leaders should finalise how teachers should use assessment systems in these remaining subjects.</li> </ul>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

Heygarth	Feb-22	Good	Ungraded	<ul style="list-style-type: none"> <li>• Leaders should ensure that these pupils receive appropriate support to practise new sounds so that they can become confident and fluent readers.</li> <li>• Leaders should ensure that staff check pupils' understanding of earlier learning before moving onto more sophisticated concepts.</li> </ul>
Raeburn	Feb-22	Good	Ungraded	<ul style="list-style-type: none"> <li>• Leaders should ensure that they are clear about the knowledge and skills that pupils should learn in these subjects.</li> </ul>
Foxfield	Feb-22	Good	Ungraded	<ul style="list-style-type: none"> <li>• Leaders should make certain that teachers provide these pupils with reading books which contain letters and sounds that pupils know well, so that they can develop better fluency and accuracy in their reading.</li> </ul>



Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

<div>Page 89</div> <div>Coop Academy Portland</div>	Feb-23	Requires Improvement	RI	G	G	RI	I	<ul style="list-style-type: none"> <li>• Trustees and governors must ensure that leadership capacity within the school is strengthened to continue to improve the school, particularly the curriculum from the early years to Year 6.</li> <li>• Leaders should ensure that they finalise what pupils should know and remember in these subjects from the early years to Year 6.</li> <li>• Leaders should make sure that pupils, particularly those who struggle the most with reading, receive appropriate support from well-trained staff so that they catch up quickly.</li> <li>• Leaders must ensure that staff in the early years are clear about the important knowledge and vocabulary that children need to know and remember in readiness for their future learning. In addition, leaders should ensure that staff in the early years are equipped to deliver the curriculum effectively.</li> </ul>
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Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

<div>Page 90</div> <div>The Priory CE</div>	Feb-23	Requires Improvement	RI	G	G	RI	RI	<ul style="list-style-type: none"> <li>• Leaders should ensure that there is greater clarity about what pupils will learn across the curriculum.</li> <li>• Leaders must ensure that the curriculum in the early years sets out the important knowledge and vocabulary that children need to know and remember in readiness for their future learning. In addition, leaders should ensure that staff in the early years are able to deliver the curriculum effectively.</li> <li>• Leaders should take action to reduce levels of absence for all pupils.</li> </ul>
Ladymount Primary School	Feb-23	Good	Ungraded - next inspection will be graded					<ul style="list-style-type: none"> <li>• Leaders should finalise the design of the curriculum in the early years and ensure that children are well-prepared for key stage 1.</li> <li>• Leaders should review the processes in place for recording, and responding to, any concerns about pupils' welfare.</li> </ul>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

West Kirby Primary School	Mar-23	Good	Ungraded					<ul style="list-style-type: none"> <li>Leaders should ensure that staff are fully equipped to design learning that helps pupils to develop a rich body of subject knowledge across the curriculum.</li> </ul>
St Georges Primary School	Mar-23	Good	Ungraded					<ul style="list-style-type: none"> <li>Leaders should identify what pupils should know and remember through the curriculum.</li> <li>Leaders should ensure that, in these subjects, the key stage 2 curriculum enables pupils to build on what they already know and can do.</li> </ul>
Manor Primary School	Mar-23	Requires Improvement	RI	G	G	RI	G	<ul style="list-style-type: none"> <li>Leaders should ensure that they adapt the delivery of the curriculum to address the gaps that pupils have in their knowledge, skills and understanding of different subjects.</li> <li>Leaders must ensure that teachers deliver all the essential information that has been identified in each curriculum area. They must also ensure that teachers choose the most appropriate pedagogical activities to fully meet pupils' learning needs.</li> <li>Leaders should ensure that the systems that they use to check how well pupils are learning knowledge are fully effective.</li> <li>Leaders should improve the attendance rates of those pupils who fail to attend school as often as they should.</li> </ul>

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

Pensby High School	Mar-23	Good	Ungraded	<ul style="list-style-type: none"> <li>As leaders further develop their assessment systems, they should ensure that these systems match the knowledge defined in the curriculum.</li> <li>Leaders should ensure that they support these pupils to continue to improve their rates of attendance.</li> </ul>
St Andrews	Mar-23	Outstanding	Ungraded - next inspection will be graded	<ul style="list-style-type: none"> <li>Leaders should ensure that they identify the building blocks of knowledge that pupils need to learn so that teachers can plan learning that helps pupils to know and remember more.</li> <li>Leaders should ensure that targets identify the precise support required so that pupils with SEND can maximise their learning</li> </ul>
Stanley	Mar-23	Good	Ungraded	<ul style="list-style-type: none"> <li>Leaders should ensure that the curriculum clearly identifies the small building blocks of knowledge that pupils will acquire as they progress through the school.</li> <li>Leaders should ensure that staff use teaching activities that are well matched to developing the knowledge and skills that pupils need to acquire.</li> </ul>

Key terms

O – Outstanding

G – Good

RI – Requires Improvement

I - Inadequate



## Children, Young People & Education Committee

21 JUNE 2023

REPORT TITLE:	ALL AGE DISABILITY SERVICE REVIEW
REPORT OF:	DIRECTOR OF CARE AND HEALTH

### REPORT SUMMARY

The purpose of this report is to present to the Children, Young People & Education Committee the findings and recommendations for greater alignment of All Age Disability Service. The scoping, initiation, planning and engagement phase is complete.

The recommendations within this report support the delivery of the Wirral Plan - 'Equity for People and Place 2021-2026' with particular focus to the key theme of 'Active and Healthy Lifestyle', with the right care, at the right time with the best possible outcomes for adults with care and support needs. They also underpin the Wirral Health and Well-being Strategy 2022-2027 for people to live and age well.

This report is not a key decision. It affects all wards.

### RECOMMENDATION/S

The Children, Young People & Education Committee is recommended to note the priorities and indicative timeframe, as listed in Appendix 4 to this report.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 There is a greater reliance in Wirral on more traditional care services, which leads to Wirral being a higher spend Council on disability services. This can also mean that outcomes achieved for people with disabilities do not always help them to achieve aspirational targets or to be as independent as they could be. This can be improved through better alignment, joining up planning, and collaboration between services. The experiences of people supported across the life course would be greatly improved by focussing upon their aspirations and life goals in a more effective and clear manner.
- 1.2 Wirral is a high spend Council on adults with a disability and there are opportunities to optimise outcomes for people.
- 1.3 Effectively supporting young people and their families through transition from Children's to Adult's Services will reduce reliance on more traditional and intensive accommodation-based services. It will enable effective planning to meet housing and employment needs alongside education and training opportunities. This should contribute to improving outcomes for individuals and families.
- 1.4 Four main themes have emerged from engagement with those who have lived experience either as people supported, carers or practitioners of the system. A summary of these engagements and graphic visualisations of engagement sessions can be found in Appendix 1 of this report. The four emerging themes are:
  - a. Starting Earlier from 14 and better joined up planning;
  - b. Housing Options;
  - c. Training, Volunteering and Employment; and
  - d. Better, Accessible & Relevant Information for people, parents and carers.
- 1.5 The deliverables and milestone plan set out in this report are aligned with these themes in appendix 4.

### **2.0 OTHER OPTIONS CONSIDERED**

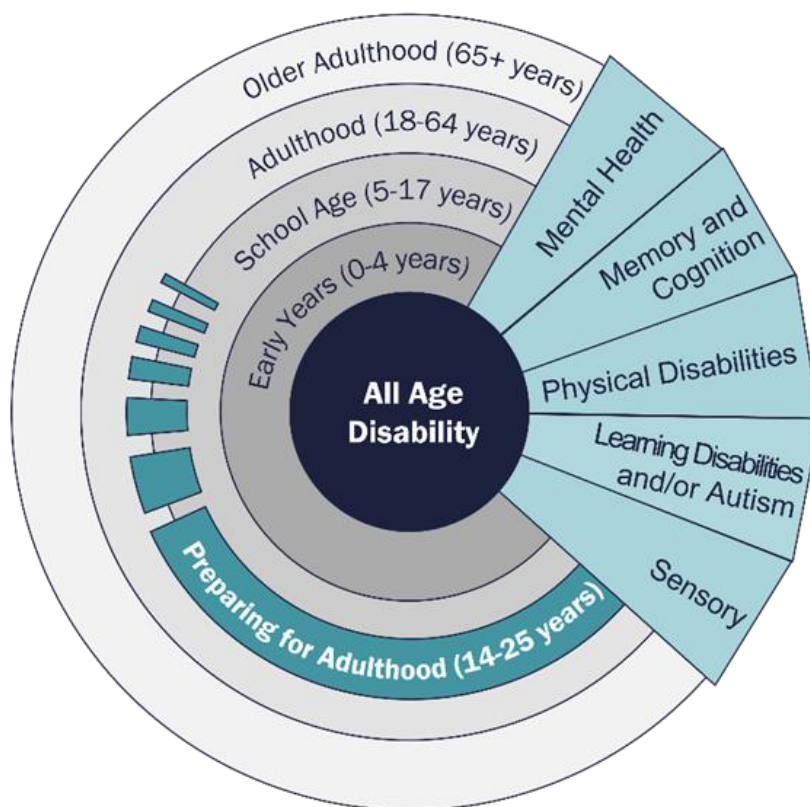
- 2.1 Not to review All Age Disability Service. This would not deliver the best outcome for people with disabilities and their families/carers.
- 2.2 Not to review All Age Disability Service. This would not deliver cost avoidance opportunities and will impact on the delivery of efficiencies identified for this service area set for 2023/24.

### **3.0 BACKGROUND INFORMATION**

- 3.1 In January 2023, the All-Age Disability Review initiation, planning, and engagement commenced and was completed as planned in March 2023. The report presented to this Committee in March 2023 provided a progress update on this phase of the review.

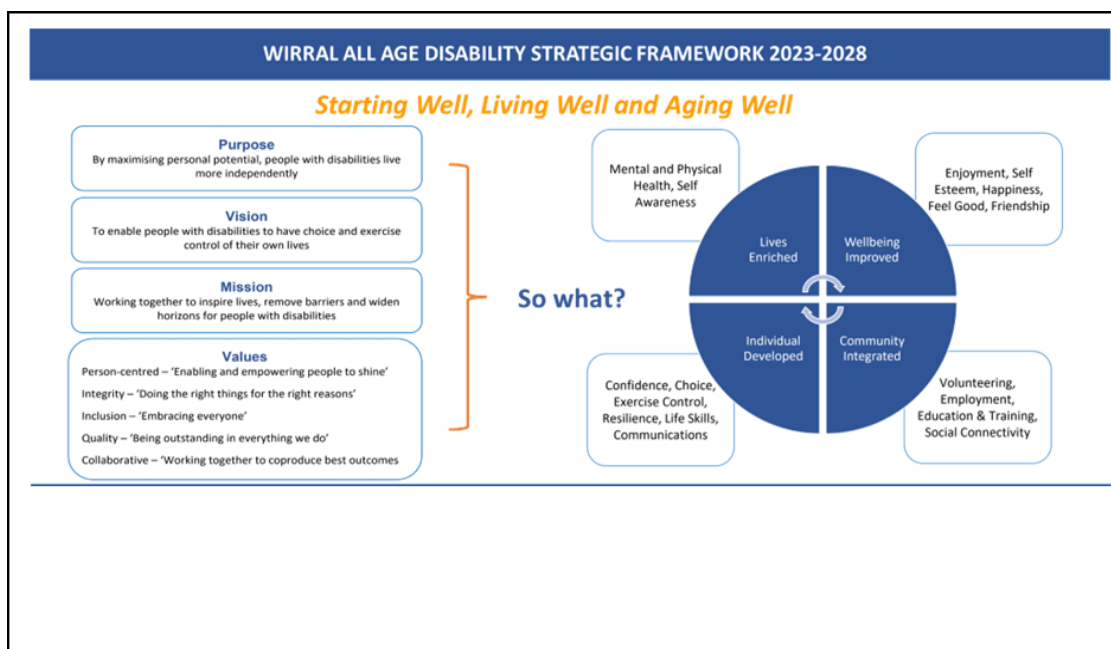
- 3.2 Diagram 1 represents the overall scope of the All Age Disability Review. A review of this scale is significant, the first phase focused on Preparing for Adulthood (14-25 years). Future areas will be identified as strategic priorities for the All-Age Disability Partnership Board.

Diagram 1:



- 3.3 In April 2023, the draft All-Age Disability Strategic Framework 2023-2028 was produced outlining the purpose, vision, mission, values, and outcomes as illustrated in Diagram 2. This is currently under further co-development by the All-Age Disability Partnership Board to align its strategic priorities.

Diagram 2:



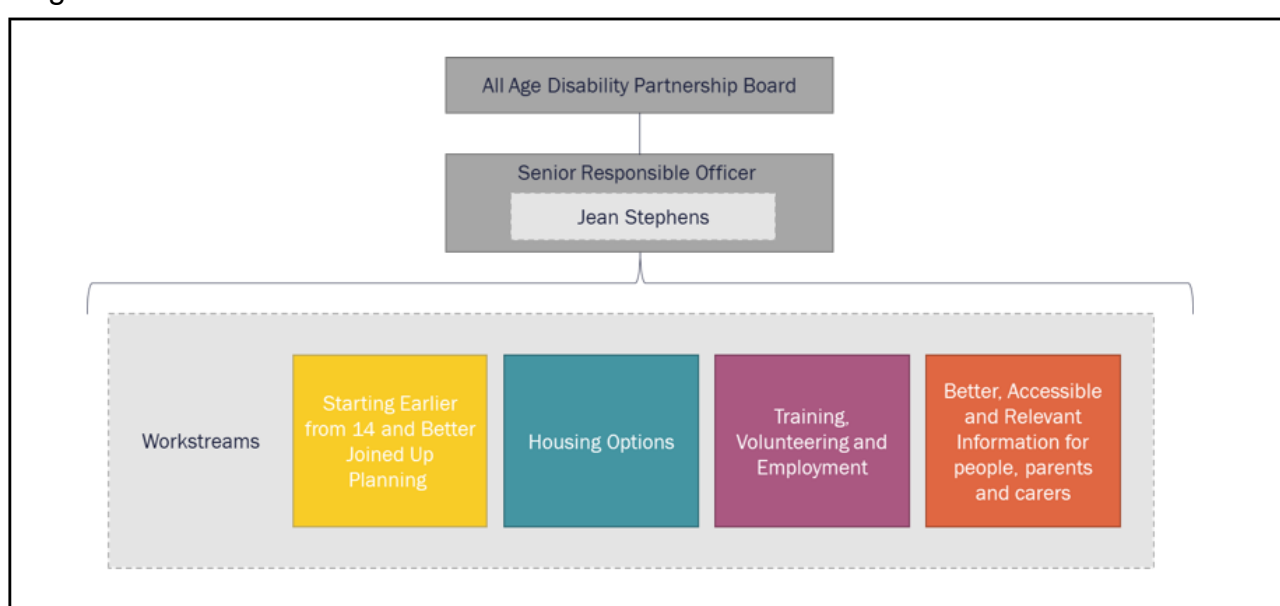
- 3.4 The review has focused on 4 keys design principles:
- Coproduction and collaboration placing people with disability at the heart of everything we do;
  - Utilising data, insight, and intelligence, as well as best practice examples;
  - Embracing strength-based practices, developing, and improving personalised care and support; and
  - Enabling greater social value and economic benefits by better ways of working.
- 3.5 The four emerging themes outlined in 1.4 of this report were identified and the focus on preparing for adulthood a review of practice has been completed (as set out in Appendix 2 to this report). The findings of the review and the engagement with key stakeholders and people with lived experience have shaped the recommendations within this report.
- 3.6 The Preparing for Adulthood outcomes are as follows:
- Increase the number of 18–25-year-olds in supported employment;
  - Increase in the number of Education Health Care Plans with specific reference to employment and accommodation plans;
  - Increase the number of 18–25-year-olds utilising a direct payment;
  - Increase reports of having choice and feeling in control over lives;
  - Reduce the number of 18–25-year-olds in out of area placements;



- f. Increase in the range of community accommodation options for people with a learning disability and/or autism; and
- g. Increase in the number of 18–25-year-olds with care and support needs utilising technology in their day-to-day care.

- 3.7 Achieving these outcomes will provide an evidence base to support CQC inspection (see Appendix 3 to this report).
- 3.8 The key milestone deliverables and indicative timelines are noted in Appendix 4
- 3.9 The review will be overseen by the All-Age Disability Partnership Board. See Diagram 3 for a diagram of the governance structure.

Diagram 3:



## 4.0 FINANCIAL IMPLICATIONS

- 4.1 A £1M efficiency target was set for 2023/24 as part of the current Financial Plan. The additional efficiency target for 2023 is challenging and the review will not necessarily deliver this fully, however, the care packages review target will be increased and used to deliver the specific savings.
- 4.2 The implementation stage of All Age Disability Review will focus on cost avoidance opportunities, enabling the organisation to effectively manage demand. The practice review included in Appendix 2 provides evidence of cost avoidance opportunities, as an example, through the development of a supported employment framework. The cost avoidance opportunities associated with the review will be quantified following further analysis of local data.

## **5.0 LEGAL IMPLICATIONS**

- 5.1 The Council has a legal duty to assess the needs of people who may need care and support, to promote independence and wellbeing, and can apply discretion as to how to meet those needs identified.
- 5.2 All proposed changes will need to be in line with statutory requirements, including The Mental Health Act 1983, The Care Act 2014, and The Health and Care Act 2022.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 Recognising the current capacity challenges within the Council, resources will be realigned to support the deliverables noted in Appendix 4. As the programme progresses, if additional resources are required these will be subject to a separate report.

## **7.0 RELEVANT RISKS**

- 7.1 There is low risk presented by the plan to review All Age Disability services for people who need care and support under the Care Act.
- 7.2 There is a risk due to delays in commencing the review which may impact on future cost avoidance opportunities.
- 7.3 There is a risk that on completion of the review, implementing changes may require more than a year to implement due to capacity constraints.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Stakeholders and experts by experience have been engaged in identifying the themes outlined in this report. The graphic illustrations from the engagement events are included in Appendix 1. Co-production and collaboration are at the heart of the implementation plan and engagement with key stakeholders and experts by experience will be engagement in the implementation of the recommendations. Where applicable, consultation will be undertaken.
- 8.2 The initial findings for the review were presented to Committee Members from the Adult Social Care and Public Health Committee and Children, Young People and Education Committee in the form of an internal workshop – copy of the presentation given is included in Appendix 5.
- 8.3 The final report will be shared also to the Children, Young People and Education Committee.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 An Equality Impact Assessment (EIA) has been produced and will continue to be updated as part of the implementation of the proposed deliverables in Appendix 1.

This is located here: <https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments/equality-impact-assessments-january-202-6>.

- 9.2 Consideration will also be given to the need for an EIA for any individual areas of work within the review where this is identified.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 Consideration will be given to environmental and climate implications in the planning and implementation of the review, and in its recommendations.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 Care provider organisations employ significant numbers of Wirral residents who contribute to the local economy. People with a disability having greater opportunity to reach their aspirations for work, housing, leisure, learning and volunteering will positively impact on the vibrancy and development of local communities and economies.

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## **APPENDICES**

Appendix 1 – Engagement Summaries and Graphic Visualisations from Engagement Sessions

Appendix 2 – Best Practice Review Findings Report

Appendix 3 – CQC Inspection Contributions

Appendix 4 – Indicative Project Timeline

Appendix 5 – Presentation given to Committee Members from the Adult Social Care and Public Health Committee and Children, Young People and Education Committee

## **BACKGROUND PAPERS**

Wirral Adult Care and Health Market Position Statement:  
<https://www.merseysidemarketpositionstatement.co.uk/#section-1>

## **TERMS OF REFERENCE**

This report is being considered at the Children, Young People and Education Committee in accordance with Section 2.2(a) adult social care matters (e.g., people aged 18 or over with eligible social care needs and their carers).

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
Adult Social Care and Public Health Committee	13 June 2023
Adult Social Care and Public Health Committee	6 March 2023
Adult Social Care and Public Health Committee	14 June 2022

## ALL AGE DISABILITY SERVICE REVIEW

### APPENDIX 1: ENGAGEMENT SUMMARIES AND GRAPHIC VISUALISATIONS FROM ENGAGEMENT SESSIONS

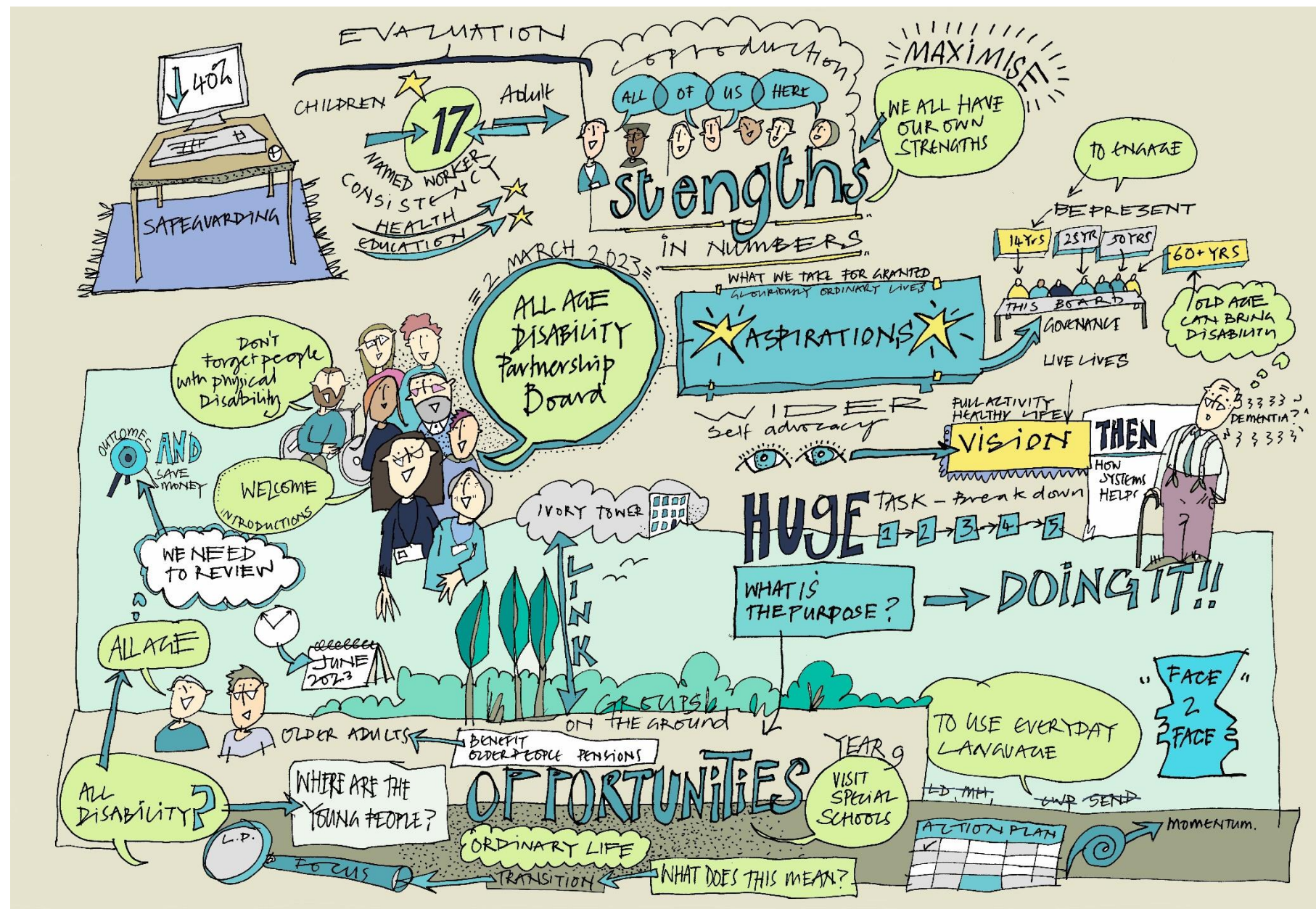
Group	Attendance	Date and Location
21 individual 1:1s with key stakeholders involved in the planning and delivery of disability services across Wirral	<p>The people included Heads of Service, Assistant Directors, Commissioners and Data and Finance Representatives from organisations including:</p> <ul style="list-style-type: none"> <li>• Wirral Council</li> <li>• Cheshire and Merseyside Integrated Care Board</li> <li>• Cheshire and Wirral Partnership NHS Foundation Trust</li> <li>• Wirral Community Health and Care NHS Trust.</li> </ul>	Online meetings between January and March 2023
All Age Disability Partnership Board	<p>Representation from:</p> <ul style="list-style-type: none"> <li>• Wirral Council</li> <li>• Mencap</li> <li>• Together All Are Able</li> <li>• Public with lived experience</li> <li>• Cheshire and Merseyside Integrated Care Board</li> <li>• Cheshire and Wirral Partnership NHS Trust</li> </ul> <p>+ 5 other organisations</p>	Online on 2 <sup>nd</sup> March 2022
Workshop with Practitioners from Wirral's Disability Services	<p>8 representatives attended from:</p> <ul style="list-style-type: none"> <li>• Adults Social Care at CWP</li> <li>• Cheshire and Merseyside Integrated Care Board</li> <li>• Childrens SEND Services</li> <li>• Day Services</li> <li>• Department of Work and Pensions</li> <li>• Supported Education</li> </ul>	Online on 3 <sup>rd</sup> March 2023

Workshop with Adults with Disabilities	22 attendees joined from day services	In person at the Floral Pavilion on 3 <sup>rd</sup> March 2023
SEND Parent Carer Forum	8 attendees from Wirral Council and Parent Carer Representatives	Online on 10 <sup>th</sup> March 2023
SEND Parent Carer Conference	18 Parent/Carers and Wirral Council	In person at The Lauries on 31 <sup>st</sup> March 2023

**SEE THE GRAPHIC VISUALISATIONS FROM THESE SESSIONS (WHERE APPLICABLE) BELOW**

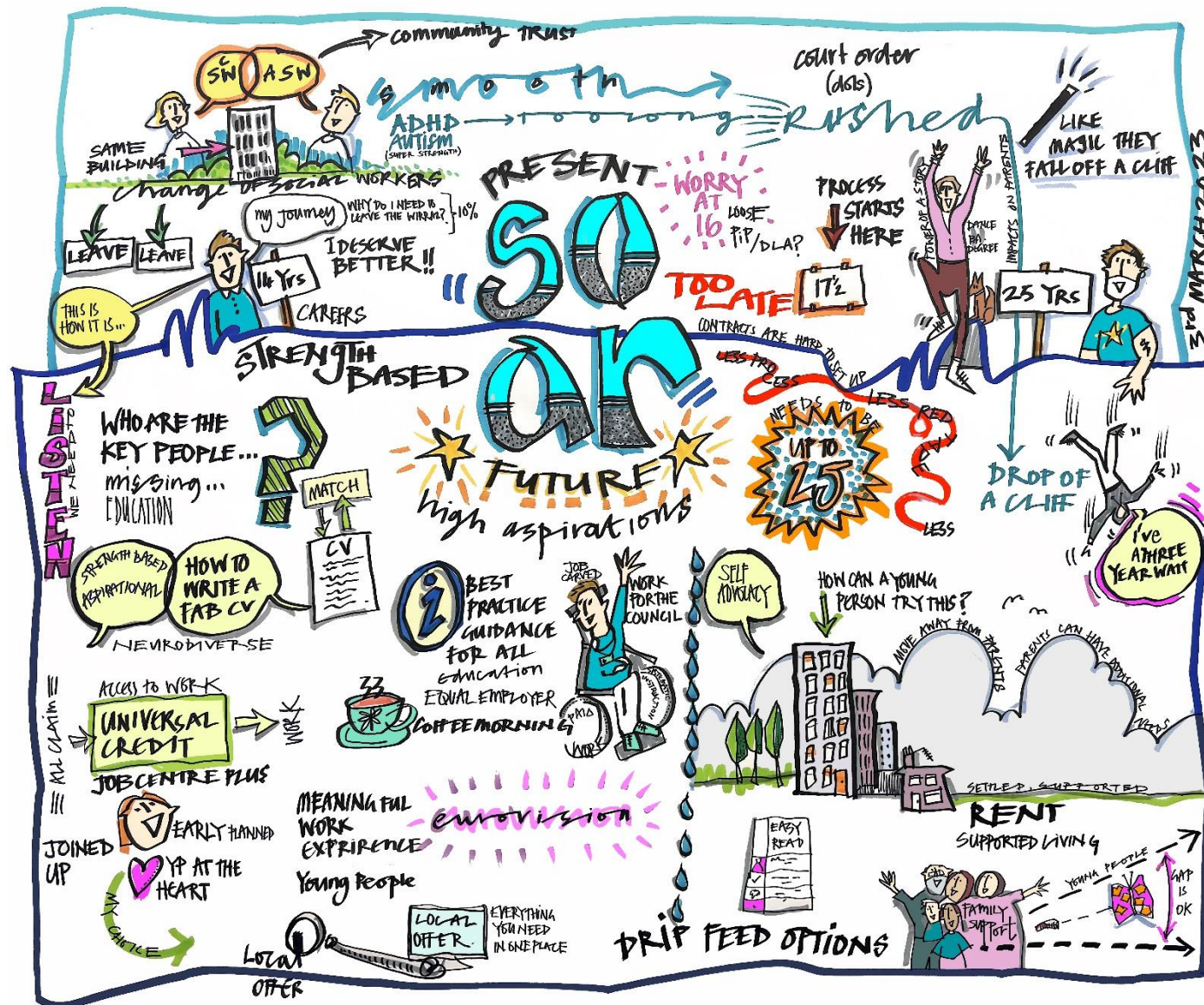


# ALL AGE DISABILITY PARTNERSHIP BOARD





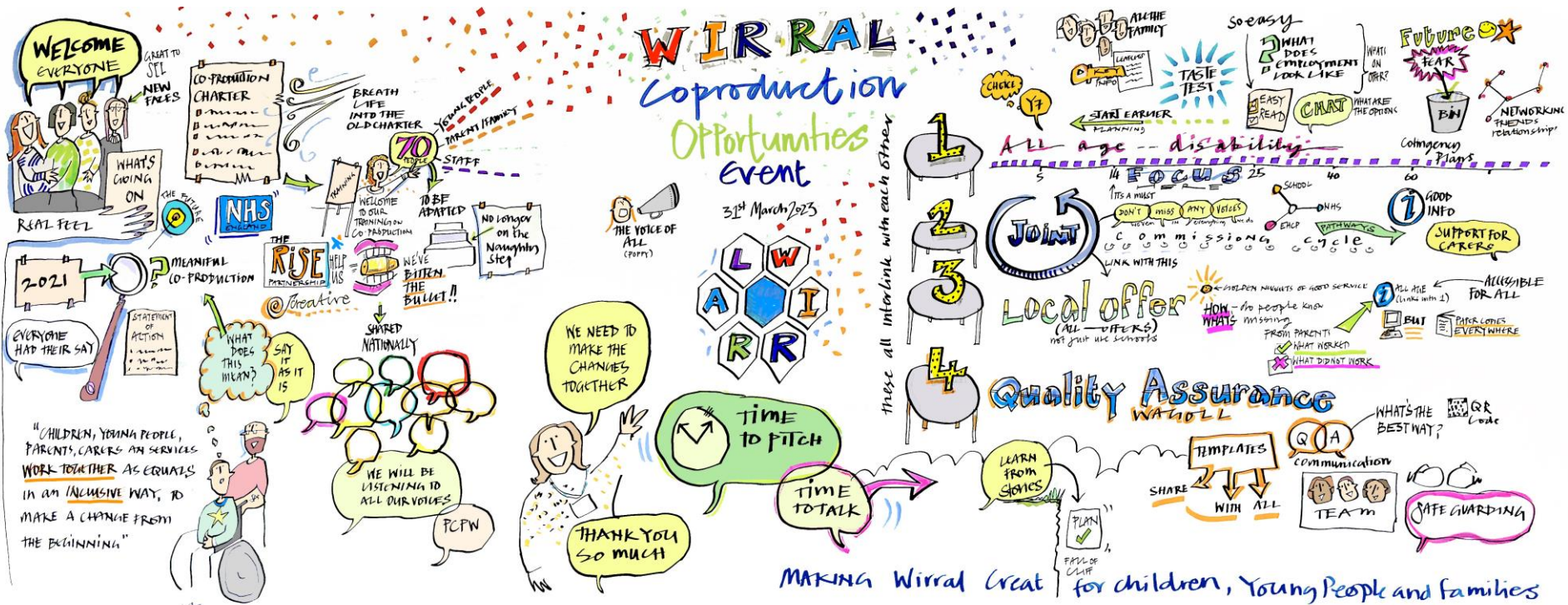
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# All Age Disability Review: Best Practice Findings

Date:

Reference number: WCAALD&A23001

Relevant client contacts: Jean Stephens (SRO)

Authors: Donna Dean and Clare Steele

Author contact: [donna@facilitateconsultancy.com](mailto:donna@facilitateconsultancy.com)



## 1 Introduction

- 1.1 In January 2023, Facilitate Consultancy were commissioned to conduct a comprehensive review of disability services across Wirral. The review was commissioned by Jean Stephens, Assistant Director of Wirral Council's All Age Independence and Provider Services. The focus of the review is to gain a greater understanding of how individuals transition through the system.
- 1.2 On 6<sup>th</sup> April 2023, a Research Briefing titled 'Learning Disabilities: policies to reduce inpatient care' was published by the House of Commons Library<sup>1</sup>. The main themes of this briefing are varied, with most being less relevant to this review of transitions across learning disabilities and/or autism services. However, this paper is still useful reading to contextualise this review within wider policy changes relating to services for people with learning disabilities, particularly NHS England's 'Building the Right Support' plans, developed in partnership with the Local Government Association and the Directors of Adult Social Services (ADASS).
- 1.3 Similarly, in early April 2023 Social Work England published its new strategy for 2023 to 2026<sup>2</sup>. This strategy makes no explicit mention of services for those disabilities, however, again offers useful context for wider policy changes. Particularly noteworthy are the strategic themes, which are: Prevention and Impact, Regulation and Protection and Delivery and Improvement.
- 1.4 This report summarises the findings of a best practice review, highlighting examples of case studies from across the UK. The report also outlines existing work happening/has happened within Wirral, as well as refers to national guidance (from both government and non-government organisations).

## 2 Preparing for Adulthood

- 2.1 The National Strategy for Autistic Children, Young People and Adults (2021-26) sets out the need to support people through times of transitions, especially as individuals leave school and enter adulthood. These times are periods of high uncertainty for both individuals and their parents and/or carers, and programmes of 'Preparing for Adulthood' are designed to ease the transition and alleviate this uncertainty.

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<sup>1</sup> <https://researchbriefings.files.parliament.uk/documents/SN07058/SN07058.pdf>

<sup>2</sup> [https://www.socialworkengland.org.uk/media/4666/swe\\_strategy.pdf](https://www.socialworkengland.org.uk/media/4666/swe_strategy.pdf)

- 2.2 Four council cases studies relating to Preparing for Adulthood services have been reviewed. These included Plymouth, Hammersmith and Fulham, Durham and Darlington. These examples discuss the coproduction of strategies and the services that have been developed. However, these programmes have not released any significant evidence on outcomes, mostly due to the recent nature of implementation. This section instead discusses the National Development Team for Inclusion's (NDTi) Preparing for Adulthood Programme, and the plethora of recommendations, resources and tools available online. It also highlights Durham Council's excellent Preparing for Adulthood Toolkit that ought to be used as an example of good practice.

## **2.3 National Development Team for Inclusion (NDTi) Preparing for Adulthood Programme**

- 2.3.1 Sponsored by the Department for Education (DfE), a national 'Preparing for Adulthood' programme was developed with involvement from Mott MacDonald, the National Development Team for Inclusion (NDTi) and the Council for Disabled Children. The programme was designed to bring together expertise and experience of working with young people with special educational needs and disabilities (SEND) and their families, aiming to support young people into adulthood with four main areas of support:

- (i) paid employment,
- (ii) good health,
- (iii) independent living, and
- (iv) friends, relationships and community inclusion"<sup>3</sup>.

- 2.3.2 As part of this programme, working with regional SEND leads, the DfE and other partners, the NDTi identified 4 key messages to support the above four pathways to improving life chances:

- (i) Personalising approaches (person centred practices in all aspects of support)
- (ii) Developing a shared vision (between young people, families and all key partners)
- (iii) Improve post-16 options and support (leading to improvement across the 4 themes identified)
- (iv) Raise aspirations (for a fulfilling adult life through sharing clear information of what has already worked for others)

- 2.3.3 The programme ended in March 2022, with no changes to the information or helpline happening since then. However, a range of tools and guides remain accessible on the NDTi's website<sup>4</sup>. These online resources cover a plethora of themes, including person-centred planning, Education, Health and Care (EHC) planning, and Local Offers, and should be explored by the teams for each project associated with developing a Preparing for Adulthood service for Wirral.

## **2.4 Durham Council's Preparing for Adulthood Outcomes Toolkit<sup>5</sup>**

- 2.4.1 In May 2021, Durham Council published a very comprehensive toolkit for Preparing for Adulthood that mirrors the recommendations for the NDTi programme above. The toolkit promotes consideration of the four pathways as part of education, health and care planning for ages 0-25.

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<sup>3</sup> <https://www.ndti.org.uk/projects/preparing-for-adulthood#:~:text=Focusing%20on%20four%20pathways%3A%20employment,and%20friends%2C%20family%20and%20community.>

<sup>4</sup> <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

<sup>5</sup> <https://www.durham.gov.uk/media/31190/PfA-Outcomes-across-the-age-range-0-25-for-children-and-young-people-with-SEND/pdf/PFAToolkitMay2021.pdf?m=637774287736730000>

- 2.4.2 The toolkit acts as a 'checklist' of what is to be considered as part of a young person's education, health and care plan (EHCP) as they prepare to transition. It is formatted as lists of things a person should be able to do (if they are able/it is appropriate) by theme within the 4 pathways. These themes are summarised in Table 1.

2.4.3 Table 1

Health and Wellbeing	Friends, Relationships and Community
<ul style="list-style-type: none"> <li>• General health</li> <li>• Diet</li> <li>• Puberty, relationships, and sex education</li> <li>• Smoking, drugs and alcohol</li> <li>• Mental health</li> <li>• Physical and sensory processing</li> </ul>	<ul style="list-style-type: none"> <li>• Social interactions</li> <li>• Legal and criminal justice system</li> <li>• Accessing services</li> <li>• Keeping safe online</li> <li>• Keeping safe in the community</li> </ul>
Independent Living	Life and employment skills
<ul style="list-style-type: none"> <li>• Self-care</li> <li>• Managing money</li> <li>• In the home</li> <li>• Living arrangements, including budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Practical literacy</li> <li>• Practical numeracy</li> <li>• Learning skills</li> <li>• Practical communication</li> <li>• Managing transitions</li> <li>• Pathways to employment</li> </ul>

- 2.4.4 The majority of the themes in Table 1 would be covered through appropriate information, advice and guidance. However, developing provision for pathways to employment and housing options for independent living require greater amounts of work. The following two chapters are reviews of best practice and advice from the NDTi for the development of a supported employment programme, and assessment of housing options.

### 3 Supported Employment

- 3.1 The British Association for Supported Employment (BASE) describes supported employment as:
- “a personalised model for supporting people with significant disabilities to secure and retain paid employment. The model uses a partnership strategy to enable people with disabilities to achieve sustainable long-term employment and businesses to employ valuable workers.”<sup>6</sup>
- 3.2 For context, in 2021, 3.1% of adults with a learning disability are in paid employment in Wirral. This compares to 5.1% across England<sup>7</sup>. There are many barriers faced by people with a learning disability and/or autism to accessing employment, as outlined by Mencap<sup>8</sup>:
- (i) A lack of the good quality support needed to get and obtain a job,

<sup>6</sup> <https://www.base-uk.org/what-supported-employment>

<sup>7</sup> <https://digital.nhs.uk/data-and-information/publications/statistical/adult-social-care-outcomes-framework-ascof/2021-22>

<sup>8</sup> <https://www.mencap.org.uk/about-us/what-we-think/employment-what-we-think>

- (ii) A lack of support to build skills and confidence,
- (iii) Employers' attitudes, including stigma,
- (iv) A lack of understanding as to what people with a learning disability can do when they have the right support.

### **3.3 Wirral Council's Appreciative Inquiry in Supported Employment**

3.3.1 An Appreciative Inquiry into Supported Employment for people with a learning disability and/or neurodiverse condition was completed by Wirral's Professional Standard's team (report published December 2022)<sup>9</sup>.

3.3.2 Building on The Wirral Plan (2020) and Wirral's Economic Strategy 2021-2026, the report suggest there is a need to develop a Supported Employment programme. It also explores best practice, drawing upon a number of case studies from across the UK, as well as summarises activity relating to supported employment that is already happening across the Wirral. The report also offers a small evidence-based cost-benefit argument and translates this into potential fiscal savings calculations for Wirral. Finally, the report makes 10 recommendations for Wirral, summarised below; however please refer to the report for the full detail of these recommendations.

3.3.3 Summarised recommendations from the Inquiry report:

- (i) Develop an Employers Forum to share knowledge.
- (ii) Consider commissioning needs for developing a Supported Employment Service and Job Coaching Programme.
- (iii) Lead on modelling good practice and innovate work placements.
- (iv) Continue the development of workshops to deliver in schools regarding employment.
- (v) Ensure availability of specialist training to practitioners within the Supported Employment service
- (vi) Identify a cohort of people currently accessing day services as good candidates for supported employment opportunities.
- (vii) Consider existing supply chains and encourage contracts to commit to develop for opportunities for employment.
- (viii) Create an information hub to share information and awareness of supported employment opportunities.
- (ix) Raise the profile of the Supported into Employment project within Wirral's Chamber of Commerce and Wirral councils Regeneration and Place services.
- (x) Ensure ongoing support for people once in a paid opportunity to ensure job retention.

3.4 It is proposed that this report forms the foundations of next steps moving forward across Wirral, and its recommendations endorsed. However, as part of this best practice review, Facilitate Consultancy have identified a number of additional case studies. The following case studies from Wolverhampton, Barts Health NHS Trust, and Blackpool offer a deepened fiscal argument, and lessons learned/examples of practice that should be considered alongside the findings of the Appreciative Inquiry when coproducing a Supported Employment Service.

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<sup>9</sup> Wirral Professional Standards Team (2022) Appreciative Inquiry: Support into Employment for people with a learning disability and or/neurodiverse condition. Published December 2022.

### **3.5 'Employment is Everyone's Business' in Wolverhampton<sup>10</sup>**

- 3.5.1 As part of Department for Education funded project, Wolverhampton developed a highly successful, coproduced employment pathway for young people (16-25) with SEND. The project increased the paid employment rate among those known to adult social care from 2% to 9.7% in its first 3 years, as well as evidence significant financial benefits and improved outcomes for the young people involved.
- 3.5.2 A range of core activity happened as part of the pathway development:
- (i) Workshops to raise the aspirations of what young people with SEND can bring to the workplace, for the individual, businesses and the Council
  - (ii) Workshops to embed vocation profiles and employment as an aspiration within in Education, Health and Care Plans
  - (iii) Developing a supported internship offer
  - (iv) Writing service specification for an adult social care commissioned supported employment service
  - (v) Developing partnership in education with the supported employment service
- 3.5.3 The case study – provided by the NDTI – outlines a strong financial argument through their achievements. Across six costed examples (see in full in Appendix 1), Wolverhampton evidenced a £47,522 annual saving from small initial employment support costs. For example, it cost £60 to support an individual into work, that reduced his care package from 12 hours of care a week, costing £9,160 annually, to receiving only a Direct Payment of £2,797 for a personal assistant. In another case, a care package costing £13,555 annually was reduced to £0 for social care by investing £660 in a job coach.
- 3.5.4 These potential for savings based on small investments mirror the case set out within Wirral's Appreciative Inquiry and further the argument for invest-to-save via development of a Supported Employment Service.

### **3.6 Barts Health NHS Trust and Embedded Job Coaches**

- 3.6.1 In 2019, Barts Health NHS Trust employed an embedded job coach to support young people who had previously completed supported internships, supporting them remain in an employed position. This job coach provided support to young people from time to time as they adapt to new managers, environments and skills, or needed help with personal issues that affected work. Barts Health found that young people were often contacting their previous internship support person, and to ensure to allow internship support staff to focus on supporting their existing cohort, capacity to support individuals past the period of their internship was necessary.
- 3.6.2 The role was funded by Access to Work and then outsourced to an external company who provided the job coaching.
- 3.6.3 Through the programme, 54 people with learning disabilities and/or autism were successfully supported to remain in employment, with emphasis placed on successful job retention past the short term. Please note the Trust do not specify over what time period this success was, however, the case study was published June 2021, so is likely over 1 to 2 years. This success is attributed to the flexible and varied nature of this role:
- (i) The role worked flexibly, not tied to nine-to-five hours, term times or fixed working days.

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<sup>10</sup>

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/Case%20Study%20Wolverhampton.pdf>



- (ii) The individual offered a vast range of support not just for young people, but also employers, including workplace assessments for new settings that young people will move into; teaching and refreshing skills; mentoring as required; and assistance with applying for Access to Work funding.
- 3.6.4 These lessons on flexibility and the wide range of support offered by the Job Coach should be considered when developing a Job Coaching programme, which was a recommendation from the Appreciative Inquiry.

### **3.7 Blackpool's Care Leaver Employment Adviser (CLEA) Project<sup>11</sup>**

- 3.7.1 This project, starting January 2020, provides a dedicated worker for up to 30 young people (16-25) at any one time, who have been looked after by the Council, including, but not exclusively, those with learning disabilities and/or autism. Support is provided to the young person beyond matching them to an opportunity to ensure their role is sustainable and confidence is built. Referrals were made from within Children's services.
- 3.7.2 The role was initially funded via the HR department raising monies by outsourcing HR services, before the Council secured permanent status for the post after 1 year.
- 3.7.3 The project has had good results in terms of outcomes: the CLEA exceeded targets for services uptake, with 42 young people starting work. This translated to a 6% increase in the percentage of care experience young people who were in Education, Employment and Training (EET) between December 2020 (47%) and December 2021 (53%).
- 3.7.4 Several lessons learnt were set out by Blackpool that should form considerations for Wirral as part of the Job Coaching programme that was recommended by the Appreciative Inquiry. The lessons learned are as follows:
  - (i) Don't over specify qualification requirements to allow for a 'way in'
  - (ii) The strength of the relationships between the Employment Adviser and the young person is key to success: being able to offer consider time to build trust, including help address multiple challenges faced by the young person (e.g., housing).
  - (iii) It often takes 18 months for positive outcomes to be achieved to help accommodate phased integration and transition into timekeeping routines.

### **3.8 Building awareness amongst employers**

- 3.8.1 According to the National Strategy for Autistic Children, Young People and Adults for 2021 to 2026<sup>12</sup>, 31% of employers stated autistic employees would require too much support. This presents a significant barrier to finding employment opportunities for young people with learning disabilities and/or autism. A systematic review of 193 studies by Mencap explores the benefits for employers of employing people with learning disabilities and evidence that lack of awareness is a significant barrier to employers attitudes<sup>13</sup>

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<sup>11</sup> <https://www.local.gov.uk/case-studies/blackpool-council-care-leaver-employment-adviser-project>

<sup>12</sup> <https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>

<sup>13</sup> <https://www.mencap.org.uk/sites/default/files/2017-06/2017.061%20Benefits%20of%20employing%20PWLD%255b1%255d%20%281%29.pdf>

- 3.8.2 A press release from the Department of Work and Pensions on 2<sup>nd</sup> April 2023<sup>14</sup> announced a new review to be launched by the Government that looks to boost employment prospects of autistic people. This review will focus on supporting employers to recruit and retain autistic people, and, amongst other issues, will consider working practices/initiatives to reduce stigma.
- 3.8.3 Wirral Council's Appreciative Inquiry briefly discusses the support that ought to be provided to employers, however, does not explicitly discuss raising awareness of the benefits to employers as part of the wider package of support. Following a review of best practice in 2011, the Department of Health recommended promoting a business case to employers these benefits of a diverse workforce<sup>15</sup>, which Wirral could achieve through drawing upon the findings of Mencap, and the DWP review, once these findings become available. As part of this, employers can be encouraged to participate in the Government's Disability Confident Employer Scheme, which is accessible even to smaller businesses, and helps employers to think differently about disability and take action<sup>16</sup>.
- 3.9 Conclusions**
- 3.9.1 In summary, there is a good, evidenced set of recommendations from the Appreciative Inquiry that ought to be endorsed and put into action. However, this review has revealed several additional case studies that strengthen argument for an employment for an employment support service. In support of this, it is therefore proposed that, in the first instance, Wirral develop a strategic framework for supported employment.

## 4 Housing Options

- 4.1 It has historically been that across England that Supported Living has become the most predominant provision for those with learning disabilities and/or autism. Like across England, Wirral currently relies on Supported Living care for most accommodation-based services for those with learning disabilities and autism, with small cohorts of people also placed within residential settings or with Shared Lives programmes.
- 4.2 The Social Care Institute for Excellence (SCIE) defines supported living as schemes that provide personal care to people as part of the support they need to live in their own homes, where the contractual arrangement for care is separate to that for the accommodation<sup>17</sup>. Supported Living is classified as a 'high level of support'<sup>16</sup>. Reliance on placements with higher levels of care has limiting effects on choice and control for the individuals involved and is also costly for councils, so alternative provision ought to be commissioned.
- 4.3 Mencap sets out a range of housing options for people with disabilities:

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<sup>14</sup> <https://www.gov.uk/government/news/new-review-to-boost-employment-prospects-of-autistic-people>

<sup>15</sup> <https://www.base-uk.org/sites/default/files/pdfs/best-practice-guidance-for-local-commissioners.pdf>

<sup>16</sup> <https://www.gov.uk/government/collections/disability-confident-campaign>

<sup>17</sup> <https://www.scie.org.uk/housing/role-of-housing/promising-practice/models/supported-living>

- (i) Shared ownership via HOLD scheme (an LGA and ADASS scheme where ownership is shared with a housing association)<sup>18</sup>
- (ii) Shared ownership with other people (either up to 4 in shared mortgage; or more than 4 via setting up a company)
- (iii) Shared Lives (matching with host family)
- (iv) Mainstream private rental market
- (v) Extra care and sheltered housing (that can either be bought or rented via above routes).
- (vi) Supported Living
- (vii) Residential

4.4 Four council strategies and/or schemes relating to housing were reviewed for best practice. During this review process, it became apparent that there is a lack of an evidence base for the outcomes for programmes relating to housing. This is likely due to the recent nature of most programmes, and the longevity associated with commissioning and implementing changes housing provision. The best earlier example would be Wigan's Learning Disability Housing Strategy 2009-14; however, it appears as though no outcomes or lessons learned have been published. Rotherham Council's strategic assessment of the accommodation with support needs for people with learning disability, autism and mental health conditions (2020-2030) is also listed as a case study on the Local Government Association's website, however no actual evidence base is offered so the case is not discussed within this report.

#### 4.5 **Campbell Tickell's Housing Needs Assessment for Cheshire and Merseyside<sup>19</sup>**

4.5.1 In late 2022, Campbell Tickell undertook a needs assessment of housing with support for people with learning disabilities and/or autism across Cheshire and Merseyside. According to this report, there are currently 347 commissioned supported living units within Wirral, and, based on population predictions, an extra 259 units will be required over the next 10 years. This demonstrates the need for Wirral to complete an analysis of its supported living provision, as to assess demand and alternatives as part of building a housing strategy. As part of this, analysis ought to explore the number of people who receive supported living care but could (for instance) own their own home, rather than rent.

#### 4.6 **Cheshire and Merseyside ADASS and the Housing Advisors Programme**

4.6.1 In addition to the Campbell Tickell Housing Needs Assessment, work has progressed on the development of a Cheshire and Merseyside strategy for housing for those with learning disabilities and/or autism. With funding secured via the Local Government Association's Housing Advisors Programme<sup>20</sup>, it is recommended that Wirral Council assist with the development of this strategy. Once this phase is complete, the Council should then develop a local delivery plan that meets the needs and outcomes for Wirral residents.

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<sup>18</sup>

[https://www.local.gov.uk/sites/default/files/documents/HOLD%20and%20shared%20ownership%20and%20step%20by%20step%20guide\\_FINAL.pdf](https://www.local.gov.uk/sites/default/files/documents/HOLD%20and%20shared%20ownership%20and%20step%20by%20step%20guide_FINAL.pdf)

<sup>19</sup> Campbell Tickell (2022) Housing with support needs assessment for people with learning disability and/or autism. Presentation by Shaun Bennett.

<sup>20</sup> <https://www.local.gov.uk/our-support/housing-advisers-programme-hap#:~:text=Our%20Housing%20Advisers%20Programme%20is,flexible%2C%20and%20locally%20led.>

#### **4.7 Lancashire County Council and Modernising Supported Housing<sup>21</sup>**

4.7.1 Lancashire County Council have conducted a similar housing needs assessment; however, this assessment was more focussed on the savings that can be brought through supported living, rather than through commissioning fewer intensive forms of care. Despite this, the case study offers a few statistics worthy of note here:

- (i) Like Wirral, Lancashire is historically a high spend authority on learning disabilities, with over 1500 adults with a learning disability and/or autism receiving care, mainly in shared households (averaging £928 weekly gross cost).
- (ii) The assessment concluded that 498 additional units of supported housing would be required by 2030/31
- (iii) Analysis of the cost of care and support in self-contained accommodation highlighted a cost difference of between 20-30% compared to average weekly cost of care in a shared household.
- (iv) Lancashire Council quote evidence from 'another council that implemented an apartment scheme model', stating average weekly savings of £295 (for those moving from shared housing) and £600 (for those moving from residential care) per person. However, it must be noted that Lancashire do not state which council they are referring to.

#### **4.8 Conclusions**

4.8.1 From this review, it is evident there are alternative housing options that Wirral ought to explore as part of developing a strategy for housing for people with learning disabilities and/or autism. Whilst there is a small evidence base for these schemes, the work of Campbell Tickell reiterates this need based upon the 259 extra units that will be required over the next 10 years if alternatives are not identified.

## **5 Conclusions**

5.1 This report has summarised the noteworthy evidence and strategies based upon an exploration of best practice relating to transitions for young people disabilities. It has explored Preparing for Adulthood broadly, before evaluating a supported employment service, and the options for alternative housing.

5.2 Following this review, and in consideration of Wirral Council's All Age Disability Strategic Framework 2023-2028 (see Appendix 3) the following is recommended:

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<sup>21</sup> <https://www.local.gov.uk/case-studies/modernising-supported-housing-adults-disabilities-lancashire-development-county-wide>

- (i) Update the information, advice and guidance for young people, parents and carers on Preparing for Adulthood, ensuring co-design with people supported and their parents and/or carers. This should be done by drawing upon the resources provided on the NDTi's website and involve the codesign of a toolkit similar to Durham's to be utilised in the education, care and health planning processes.
- (ii) Develop a Supported Employment strategic framework and subsequent implementation plan that builds upon the findings of both this review and the December 2022 Appreciative Inquiry.
- (iii) Contribute to the development of a Cheshire and Merseyside learning disabilities and/or autism housing strategy. This programme will enable exploration of housing options beyond supported living and has already secured funding. A local delivery plan should then be developed aligning with this strategy.

5.3 The Local Government Association published several lessons learned on the enabling/limiting factors to achieving good outcomes via community services for people with learning disabilities and/or autism. These were developed from several peer reviews across 22 councils, Transforming Care Partnerships, individual SROs and Integrated Care Boards. These lessons learned, attached in Appendix 2, are helpful tools to that will enable Wirral can fulfil its aim to improve outcomes during the design and implementation of changes to services following the above recommendations.

## 6 Appendices

### 6.1 Appendix 1: Wolverhampton Fiscal Case

Person	Cost per year for social care before employment	Initial employment support costs	Post-employment costs per year for social care	Savings for social care annually	Savings for social care over 25 years
Ms W has a learning disability and received carer support. She now works 8 hours weekly and no longer requires social care support	£2,080	£570	£0	£2,080	£51,430
Mr S has a learning disability and received 12 hours of domiciliary care weekly. He now works 18.5 hours and had a direct payment for a personal assistant	£9,160	£60	£2,797	£6,363	£159,015
Mr C has cerebral palsy and a learning disability, and previously received 7-days-a-week care. He now works 15.5 hours and requires no social care support.	£13,555	£660	£0	£1,355	£322,375
Mr H has autism and received intensive 24-hr care. He now works 16 hours a week and received low level support	£30,758	£2,700	£26,026	£7,732	£115,600
Mr R has a learning disability and received supported living support. He now has job for 10 hours a week with Job Coach 50% of the time, paid for by Access to Work. Social care support reduced	£25,116	£1,980	£15,943	£9,173	£227,345
Mr M has autism and a learning disability and did require 7-days a week care, He now works 4 hours with reduced social care need.	£13,555	£1,260	£1,936	£11,619	£1,164,980
<b>Totals</b>	<b>£94,224</b>		<b>£46,702</b>	<b>£38,322</b>	<b>£1,164,980</b>



6.2 Appendix 2: Local Government Association: Lessons Learned from Building the Right Support Presentation (Sector Led Improvement for those with Autism and Learning Disabilities 2019-22)

**Areas achieving good outcomes\* in the community for autistic people and people with a learning disability**

- Leaders from all local agencies commit to ensuring that individuals can participate in their local community – including being in education or employment. Co-production is visible at all levels of planning and service development.
- NHS community services, NHS community mental health services, social care, SEND and education work together to support individuals to stay active and visible in their local community. This includes working together to help individuals stay in education or employment, joint work to help individuals keep their tenancies and intensive support is available when needed.
- The community service offer from NHS is well developed. Health and social care work together to diversify and extend local provision to meet the Building the Right Support specifications. Gaps in the local provision, workforce pressures and limits on the supply of housing are understood by all partners with joint plans in place to mitigate these.

**Areas achieving good outcomes\* in the community for autistic people and people with a learning disability**

- There is joint ownership of clinical and forensic risks in the community and a shared understanding of the different roles of NHS specialist community services, NHS Mental Health Services and social care provision in supporting high risk individuals. Co-production with individuals to establish bespoke strategies is embedded in practice.
- Pragmatic and creative approaches to making the money work –recognising that all partners are struggling to meet demand within existing resources.
- Practitioners and commissioners have a good understanding of the legal framework for their work supporting people with a learning disability and autistic people – and this includes balancing individual rights and risks. The thresholds for admission to a mental health inpatient bed reflect current clinical guidance.

\*Good outcomes include numbers receiving health checks/ health checks with action plans, employment rates, living with family or independently, mental health inpatient rates

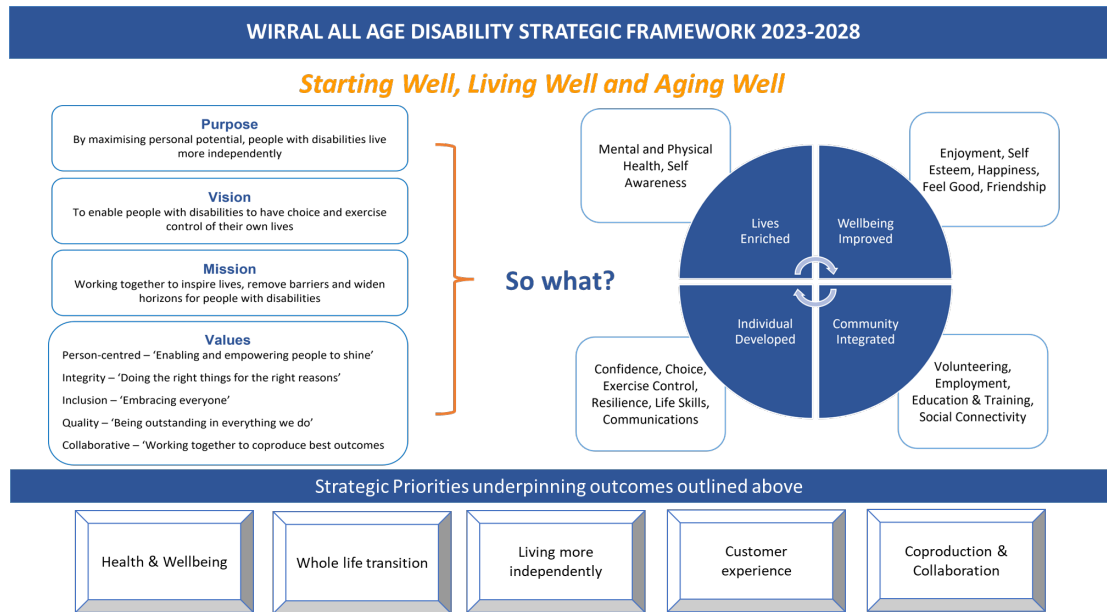
**Areas that struggle to consistently secure good outcomes\* for autistic people and people with a learning disability.**

- Senior leaders do not have a clear shared vision for working with people with a learning disability and autistic people to develop new services and improve the existing ones.
- Early intervention and prevention resources – including access to intensive support services is patchy. Individuals can often become caught between different eligibility criteria and have to wait for a crisis before any services are provided.
- There has been limited development of integrated community services to meet the Building the Right Support specifications and, often, local partners have not worked together to understand gaps and prioritise service development.
- There is patchy and inconsistent understanding of the statutory framework within which the NHS and councils should support people with a learning disability and autistic people in the community and as inpatients.

**Areas that struggle to consistently secure good outcomes\* for autistic people and people with a learning disability.**

- Disputes about which agency funds what and why they should fund it are frequent. Joint discussions about using resources more effectively and taking a medium to longer term view on managing demand do not happen. There are long-standing misunderstandings within NHS commissioners and with councils/ NHS providers about funding sources and obligations.
- Forensic and clinical risks are not consistently translated into community risk management plans. Individuals are rarely involved in developing ways of managing risk. Social workers and AMHPs are not always involved in developing community plans.
- Approaches to implementing reasonable adaptations and adjustments to services are not consistent – with learning from Mortality Reviews and admissions deep dives not being used to drive changes in how services operate.

6.3 Appendix 3: Wirral All Age Disability Strategic Framework 2023-2028 draft





# CQC Inspection Contributions

The workstreams will contribute in some way to the following criteria from the CQCs self assessment checklists:



Checklist 1: Working with People – Assessing Needs



Checklist 2: Working with People – Supporting people to live healthier lives



Checklist 3: Working with People – Equity in experiences and outcomes



Checklist 4: Providing Support – Care provision, integration and continuity



Checklist 5: Providing Support – Partnerships and communities



Checklist 6: Ensuring safety – Safe systems, pathways and transitions



Checklist 8: Leadership – Governance, management and sustainability



Checklist 9: Leadership – Learning, improvement and innovation

# CQC Inspection Contributions

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The below represent some of the most pertinent actions these workstreams will contribute towards	
Checklist 1	People's care and support reflects their right to choose, builds on strengths and assets, reflects what they want to achieve and how they wish to live their lives.
Checklist 2	The local authority has a clear, co-produced strategy to prevent, delay or reduce care and support needs and a coherent and adequately resourced delivery plan. The plan is informed by data about the local population, including the Joint Strategic Needs Assessment and it seeks to address local priorities and inequalities.
	People most at risk of a decline in their independence and wellbeing are identified and prioritised for care and support.
Checklist 3	The local authority is proactive in engaging with people more likely to have poor care, seldom heard groups and communities to understand the specific barriers to care and support experienced by them; LA works with those groups to co-produce actions to <b>remove barriers</b> .
Checklist 4	The local authority works with local stakeholders to understand the care and support needs of people and communities [and] use this to shape and develop the market so that people have access to a diverse range of local support options to meet their care and support needs that are safe, effective, affordable and high-quality.
	Commissioning strategies are co-produced with stakeholders
Checklist 6	The local authority carries out effective and timely transition assessment and planning when young people and carers move from children's to adult services to ensure a seamless, co-ordinated and person-centred process. There is a clear understanding of responsibilities, including funding arrangements.
Checklist 9	The local authority designs the system and services around people who need care and support and unpaid carers and the outcomes that are important to them. Services are developed by working with people and their communities. Individuals and communities are involved in decisions at all levels of the system.
	Co-production is embedded throughout the local authority's work

## ALL AGE DISABILITY SERVICE REVIEW

### APPENDIX 4: INDICATIVE PROJECT TIMELINE UNTIL MARCH 2024

Deliverables	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24
Contribute to Cheshire and Merseyside's Learning Disabilities and/or Autism Housing Strategy										
Establish an All Age Disability co-production group for Preparing for Adulthood										
Desk top review of 25 EHC cases aged 14 to 18 to provide baseline data on quantify future avoidance opportunities.										
Review Cheshire and Merseyside's Learning Disabilities and/or Autism Housing Strategy										
Co-design the EHCP pathway from education, health and children's social care										
Refresh transitions policy (currently 2016)										
Develop and refresh an All Age Disability Strategy										
Develop a supported employment strategic framework										
Update information, advice and guidance for young people, parents and carers on Preparing for Adulthood										
Develop a local delivery plan for Learning Disabilities and/or Autism housing aligned to Cheshire and Merseyside strategy										
Co-design the ASC contribution to the EHCP process by year group										

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# All Age Disability Review

**Jean Stephens**

Assistant Director of All Age  
Independence and Provider Services

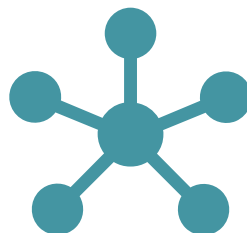
# Purpose of Session

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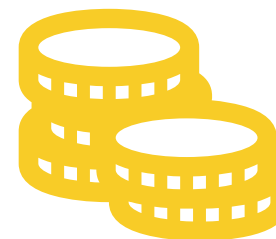
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To provide a progress update on the All Age Disability Review



To provide emerging themes from the stakeholder engagement sessions backed up by data and intelligence



To provide supported employment example in terms of cost avoidance

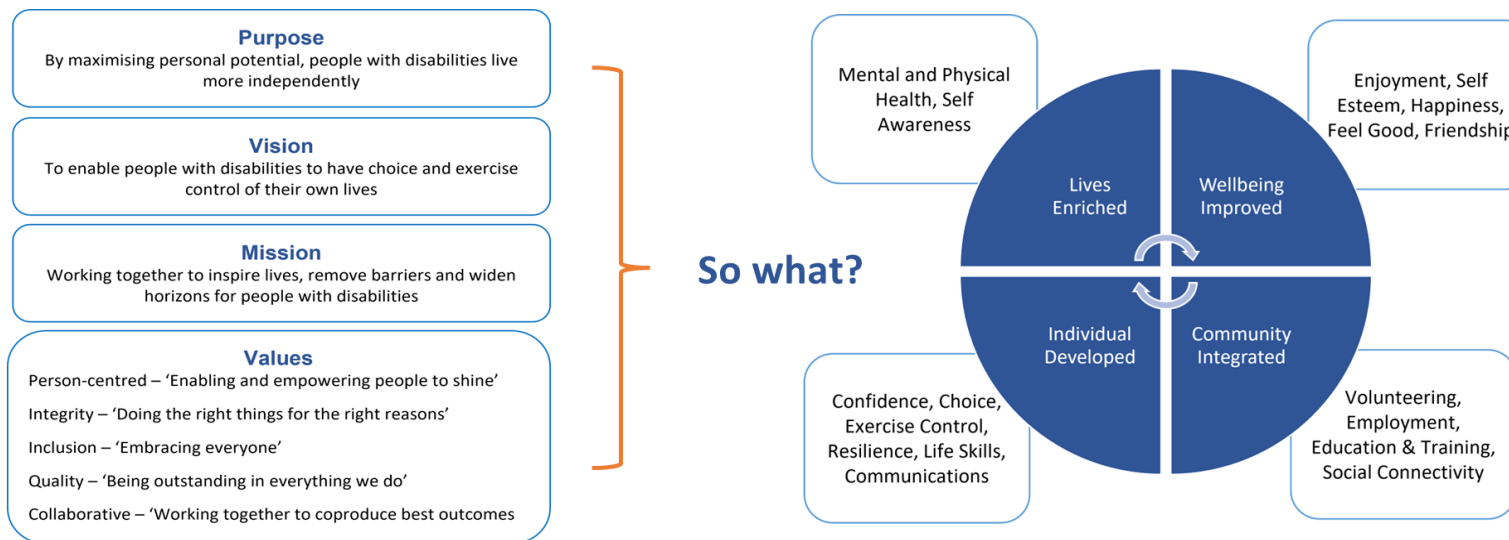


To describe the next steps

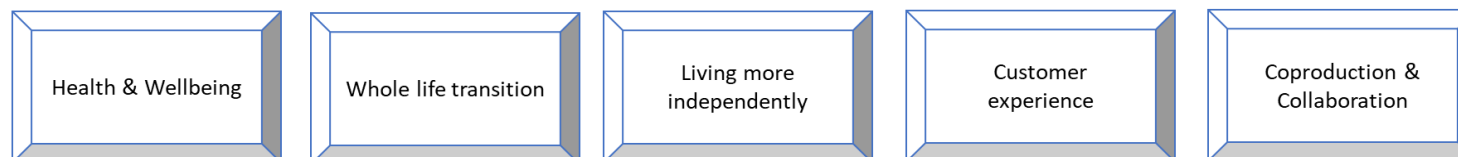
# Strategic Overview

## WIRRAL ALL AGE DISABILITY STRATEGIC FRAMEWORK 2023-2028

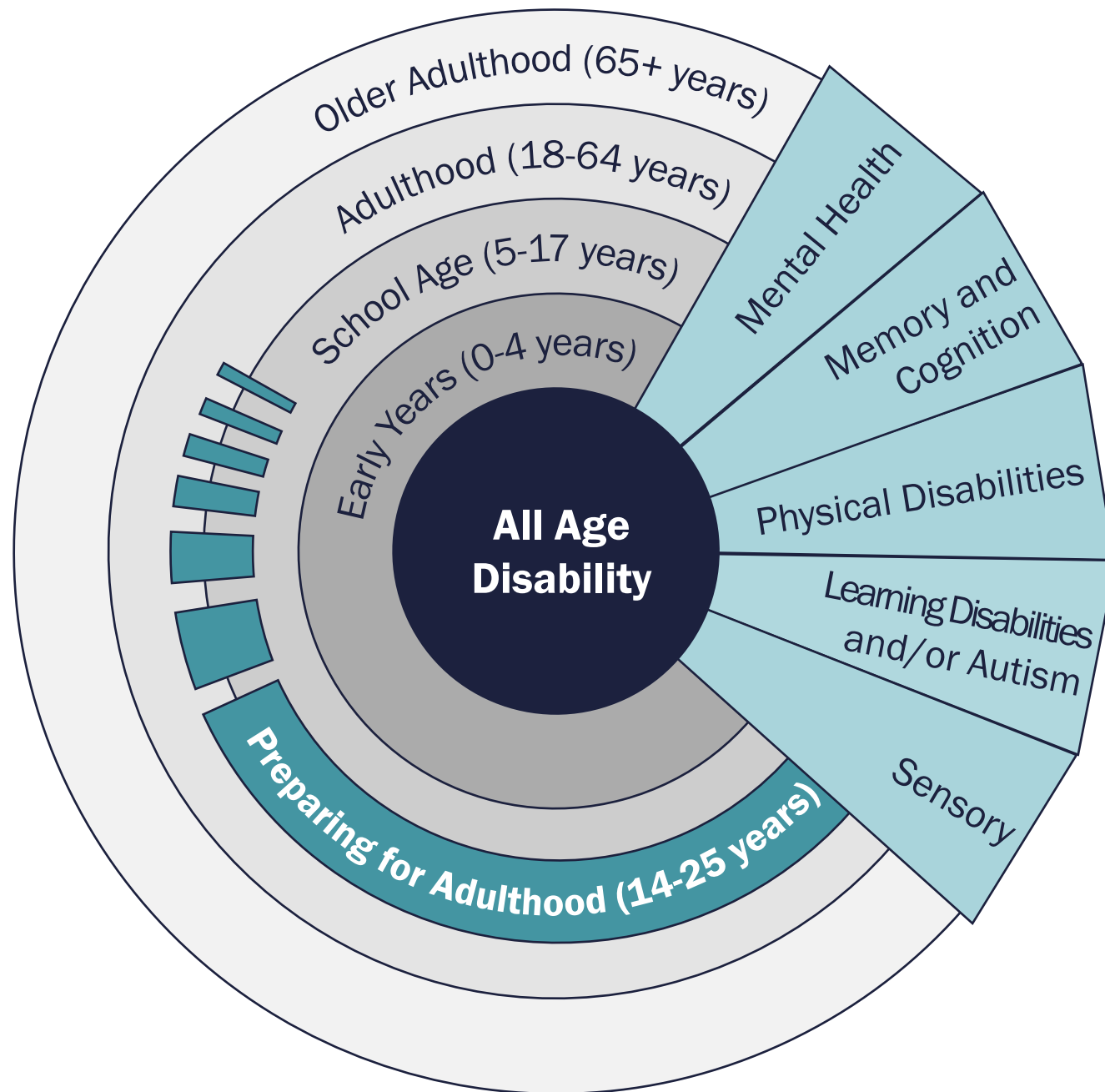
### Starting Well, Living Well and Aging Well



### Strategic Priorities underpinning outcomes outlined above



# Scope





# Guiding Principles



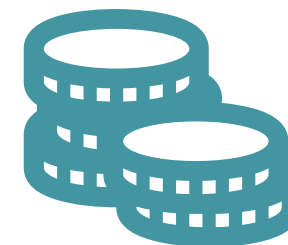
Coproduction and collaboration placing people with disability at the heart of everything we do



Utilising data, insight, and intelligence, as well as best practice examples



Embracing strength-based practices, developing, and improving personalised care and support



Enable greater social value and economic benefits by better ways of working

# Population Snapshot



**776**

**Adults** with disabilities have open package(s) of care

**67**

Of these **adults** are aged **18-25**, averaging **8** people per age group



**200**

Young people aged **14-17** are known to **Children's Social Care** across all teams

**62**

Of these are known to the Children's and Families **Disability Teams**, averaging 15 per age group



**841**

Young people aged **14-17** have an **EHCP**, averaging **200** per age group

**47**

Young people are known to **both** the C&F Disability Teams and have an EHCP (approx.)

# Population Snapshot



Over the last 3 years, an average of

**61**

young people have transitioned each year from Children's Social Care to Adults Social Care

This figure only accounts for transitions from Children's Social Care



There is an average of

**8**

young people within each age group who have an open package of care.

This suggests an attrition rate of 87.1% between those who transition (61) and those who remain with care packages (8)

# Engagements to Date

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**21**

## **1:1s with Key Stakeholders (Jan-March)**

Including: Heads of service, Assistant directors, Commissioners, and Data and Finance from across:

- Wirral Council
- Cheshire and Merseyside Integrated Care Board
- Cheshire and Wirral Partnership NHS Trust
- Wirral Community Health and Care NHS Trust



## **All Age Disability Partnership Board**

Representation from:

- Wirral Council
  - Mencap
  - Together All Are Able
  - Public with lived experience
  - Cheshire and Merseyside Integrated Care Board
  - Cheshire and Wirral Partnership NHS Trust
- + 5 other organisations



## **Workshop with Practitioners from Disability Services**

8 representatives from:

- Adults Social Care at CWP
- Cheshire and Merseyside ICB
- Childrens SEND
- Day Services
- DWP
- Supported Education

# Engagements to Date (cont.)



## Workshop with Adults with Disabilities

- 22 attendees from day services across Wirral
- Held in the Floral Pavilion



## SEND Parent Carers Forum

- 8 representatives from:
- Wirral Council
  - Parent/Carer Representatives



## SEND Parent/Carer Conference

- Representation from:
- 18 Parent / Carers
  - Wirral Council

# Emerging Themes

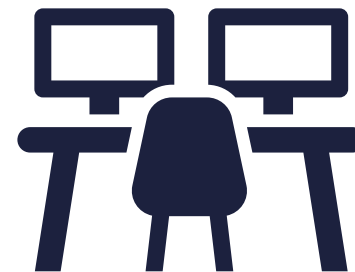
4 main themes emerged from engagement with those who have lived experience – either as people supported, carers or practitioners – of the system. The graphic visualisation of engagement sessions can be found in Appendix 1. The four emerging themes are:



**Starting  
Earlier from 14  
and better joined  
up planning**



**Housing Options**



**Training,  
Volunteering and  
Employment**



**Better, Accessible &  
Relevant Information  
for people, parents  
and carers**

# Deliverables for Transitions



Contribute to the development of a Cheshire & Merseyside leading disabilities and/or autism housing strategy



Develop a local delivery plan for learning disabilities and/or autism housing aligned to Cheshire & Merseyside strategy



Co-design the ASC contribution to the EHCP process by year group.



Co-design the ECHP pathway from Education, Health and Children's Social Care



Update Information, Advice and guidance for young people, **parents** and carers on preparing for adulthood



Refresh transitions policy (currently 2016)



Develop and **Refresh** an All Age Disability strategy



Establish **All Age Disability** codesign group **for PFA** (aligns with workstream 3 of the SEND SOA)



Quantify future **cost avoidance opportunities**



Develop a supported employment strategic framework

# Outcomes

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Increase the number of 18–25-year-olds in supported employment



Increase in the number of EHCPs with specific reference to employment and accommodation plans



Increase the number of 18–25-year-olds utilising a direct payment



Increased reports of having choice and feeling in control over lives



Reduce the number of 18–25-year-olds in out of area placements



Increase in the range of community accommodation options for people with a learning disability and/or autism



Increase in the number of care packaged for 18–25-year-olds utilising technology in their day-to-day care

Achieving these outcomes will provide an evidence base to support CQC inspection (see Appendix 2)



# Example: Supported Employment

for People with Learning Disabilities



**52**

Young people aged 18-25 with a learning disability as their Primary Support Reason have open packages of care

**26**

Of these are listed as unemployed

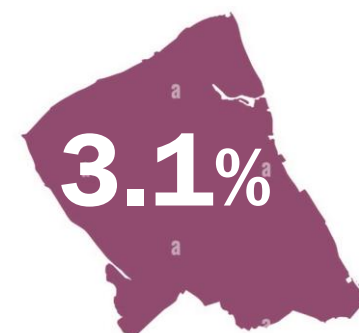
**26**

Have no data available

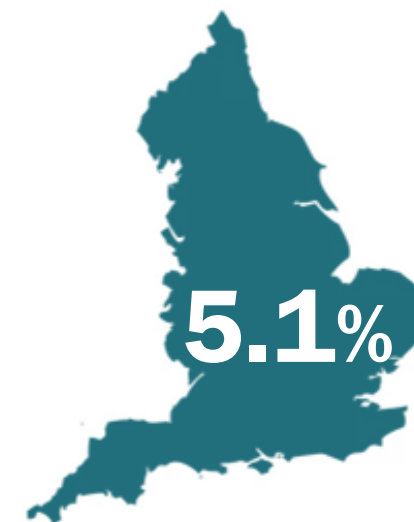
**0**

Are listed as in employment

In 2021:



Of people with a learning disability **in Wirral** are were in paid employment



Of people with a learning disability **in England** are were in paid employment (NHS Digital, 2021)

# Example: Supported Employment

for People with Learning Disabilities

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If Wirral aim to bring rates of employment into line with national average,

**approximately 3**

of 52 in the 18-25 cohort would be in paid employment

If Wirral aim to bring rates beyond nation average

**approximately 8**

of 52 in the 18-25 cohort would be in paid employment.

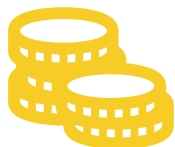
(This is based on an average of 16.2% employment rate across the top 10 performing LAs)

# Example: Supported Employment

for People with Learning Disabilities



Wolverhampton is a good example the potential savings from a cohort of this size



Across 6 costed examples, Wolverhampton evidenced a £47,522 annual saving from small initial employment support costs



In the first 3 years of the programme, they improved employment rate of those known to adult social care from: 2% → 9.7%

Cost per year for social care before employment	Initial employment support costs	Post-employment costs per year for social care	Savings for social care over 25 years
£2,080	£570	£0	£51,430
£9,160	£60	£2797	£159,015
£13,555	£660	£0	£322,375
£30,758	£2700	£26,026	£115,600
£25,116	£1980	£15,943	£227,345
£13,555	£1260	£1,936	£28,9215
<b>£94,224</b>		<b>£46,702</b>	<b>£1,164,980</b>

Please note: savings do not take into account inflation in cost of social care per year

Post-employment costs do not include follow on employment support where it is covered by Access to Work Payments

# Ask of the Group

- ✓ To note the progress, level of engagement to date and the contribution to CQC inspection
- ✓ To endorse the 10 deliverables identified from the review emerging themes
- ✓ To acknowledge the supported employment example and its potential for cost avoidance
- ✓ To support and commit to the next steps
  - ✓ Production of project plan and milestones for the 10 deliverables with identified resources required
  - ✓ To integrate this work into the All Age Disability Partnership Board Governance Arrangements
  - ✓ To establish a coproduction group 'Preparing for Adulthood'
  - ✓ To present a final report and implementation plan to the Adults Care and Public Health Committee for approval and to the Children's, Families and Education Committee

# Thank You!

## Any Questions?

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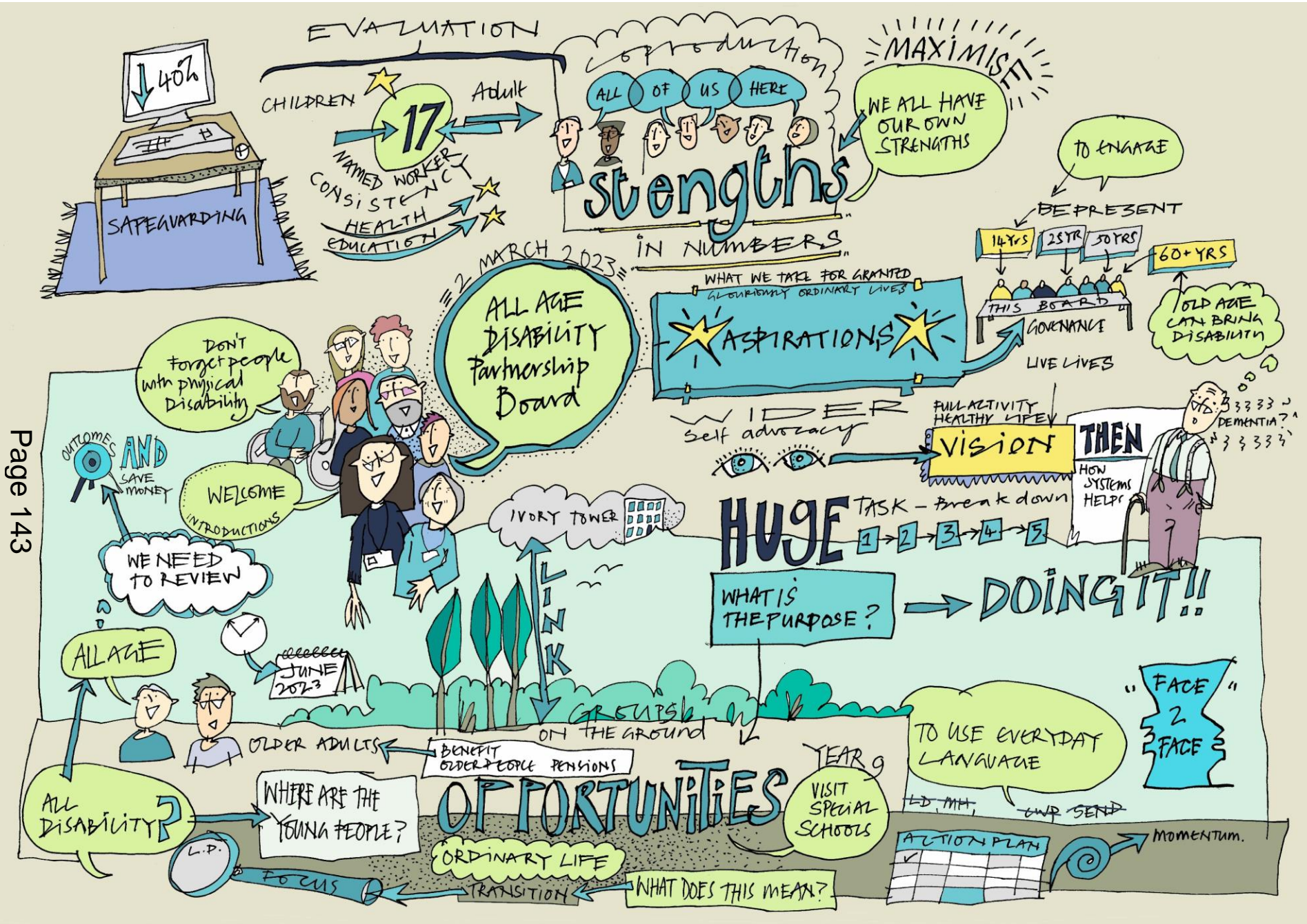
For any further information, please contact Jean Stephens (Assistant Director of All Age Independence and Provider Services)

[jeanstephens@wirral.gov.uk](mailto:jeanstephens@wirral.gov.uk)

# **Appendix 1:** **Graphic Visualisation from** **Engagement Sessions**

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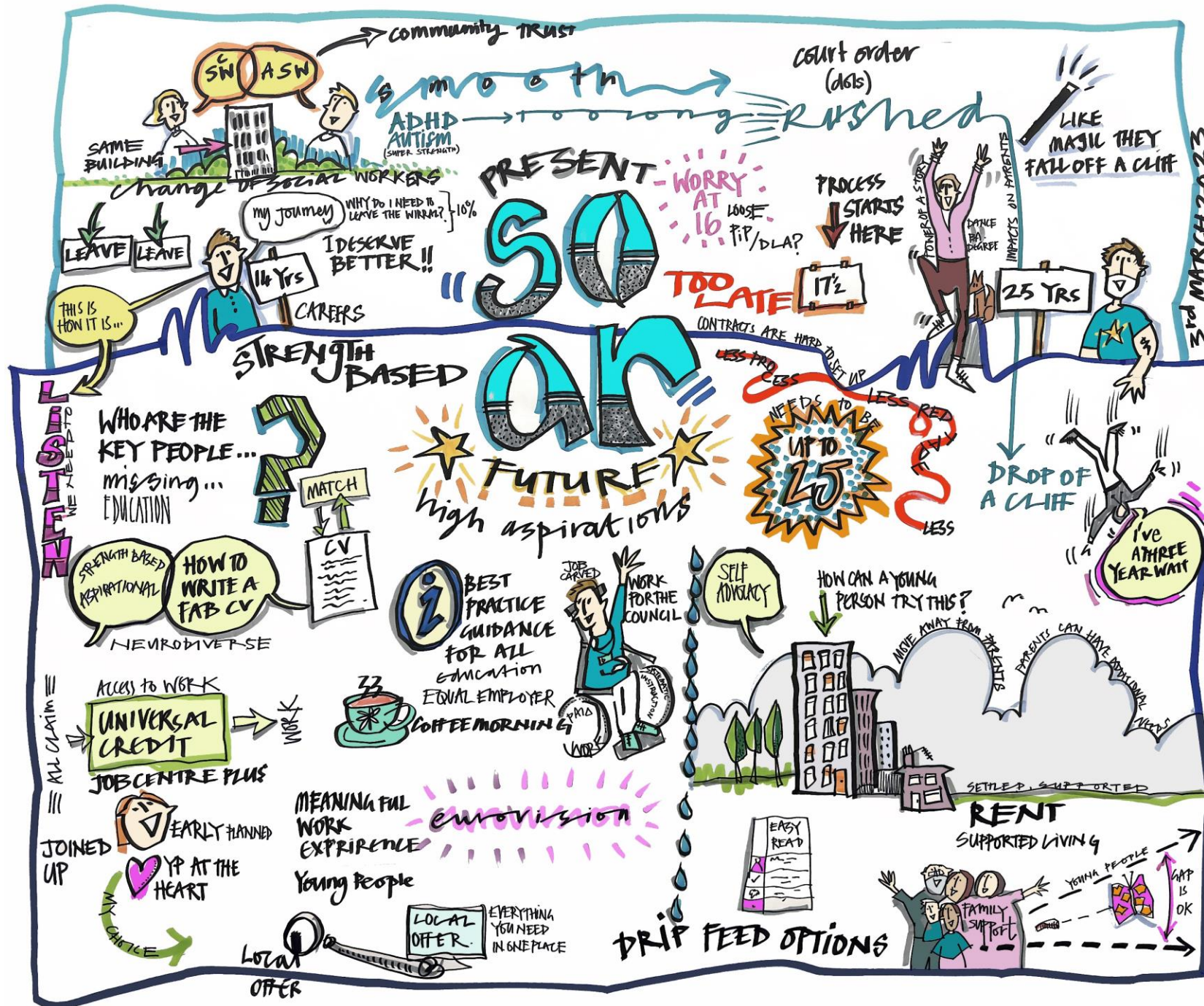


All Age Disability Partnership Board

On MS Teams

50 minutes

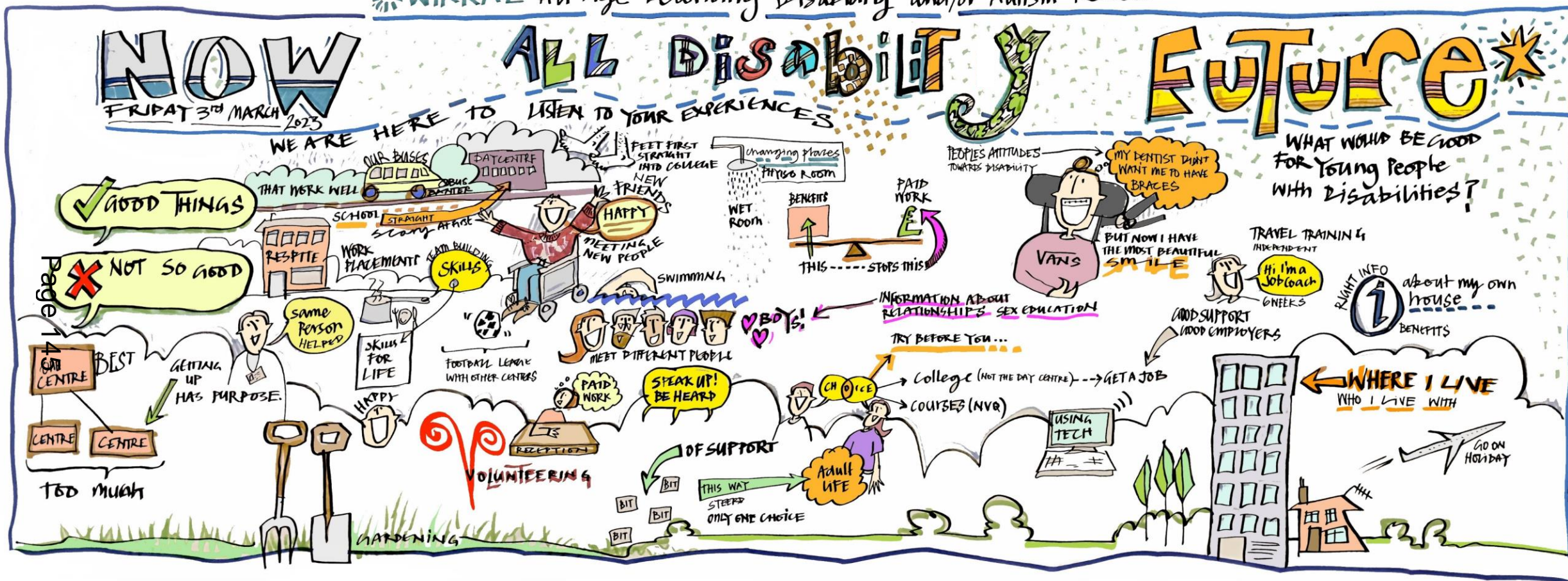




Workshop with  
Practitioners  
On MS Teams  
2 hours



# WIRRAL All Age Learning Disability and/or Autism Review

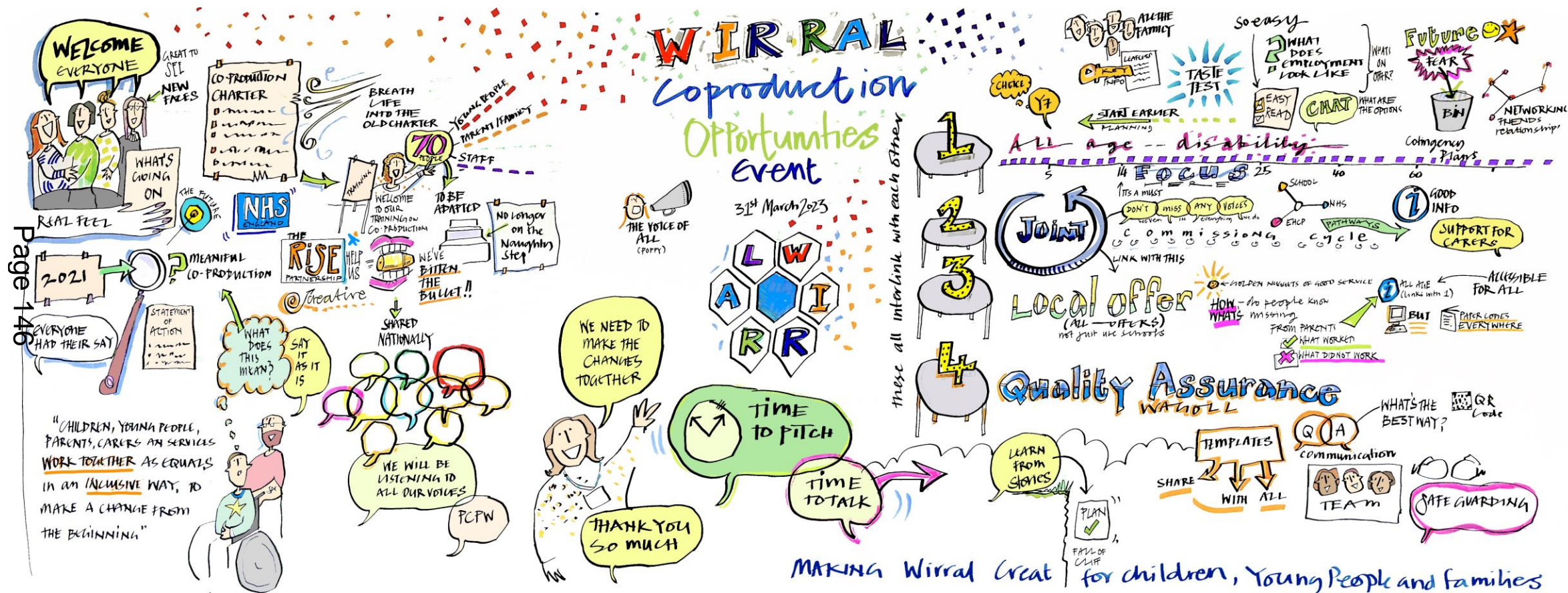


Workshop with Adults with Learning Disabilities and/or Autism

In Person at the Floral Pavilion

2 hours





SEND Parent and Carers Conference

In Person at the The Lauries

2 hours

# Appendix 2: CQC Inspection Contributions

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# CQC Inspection Contributions

The workstreams will contribute in some way to the following criteria from the CQCs self assessment checklists:

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Checklist 1: Working with People – Assessing Needs



Checklist 2: Working with People – Supporting people to live healthier lives



Checklist 3: Working with People – Equity in experiences and outcomes



Checklist 4: Providing Support – Care provision, integration and continuity



Checklist 5: Providing Support – Partnerships and communities



Checklist 6: Ensuring safety – Safe systems, pathways and transitions



Checklist 8: Leadership – Governance, management and sustainability



Checklist 9: Leadership – Learning, improvement and innovation

# CQC Inspection Contributions

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The below represent some of the most pertinent actions these workstreams will contribute towards	
Checklist 1	People's care and support reflects their right to choose, builds on strengths and assets, reflects what they want to achieve and how they wish to live their lives.
Checklist 2	The local authority has a clear, co-produced strategy to prevent, delay or reduce care and support needs and a coherent and adequately resourced delivery plan. The plan is informed by data about the local population, including the Joint Strategic Needs Assessment and it seeks to address local priorities and inequalities.
	People most at risk of a decline in their independence and wellbeing are identified and prioritised for care and support.
Checklist 3	The local authority is proactive in engaging with people more likely to have poor care, seldom heard groups and communities to understand the specific barriers to care and support experienced by them; LA works with those groups to co-produce actions to <b>remove barriers</b> .
Checklist 4	The local authority works with local stakeholders to understand the care and support needs of people and communities [and] use this to shape and develop the market so that people have access to a diverse range of local support options to meet their care and support needs that are safe, effective, affordable and high-quality.
	Commissioning strategies are co-produced with stakeholders
Checklist 6	The local authority carries out effective and timely transition assessment and planning when young people and carers move from children's to adult services to ensure a seamless, co-ordinated and person-centred process. There is a clear understanding of responsibilities, including funding arrangements.
Checklist 9	The local authority designs the system and services around people who need care and support and unpaid carers and the outcomes that are important to them. Services are developed by working with people and their communities. Individuals and communities are involved in decisions at all levels of the system.
	Co-production is embedded throughout the local authority's work

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## CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE

Wednesday, 21 June 2023

<b>REPORT TITLE:</b>	<b>APPOINTMENT OF PANELS, STATUTORY / ADVISORY COMMITTEES AND WORKING PARTIES 2023/2024</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF LAW AND GOVERNANCE</b>

### REPORT SUMMARY

The purpose of this report is to enable the Children, Young People and Education Committee to review the continuing need for various panels, statutory / advisory committees and working parties, and to appoint members and named deputies to serve on those (including the statutory committees and panels) that are to be retained in 2023/2024.

### RECOMMENDATION/S

The Children, Young People and Education Committee is recommended to:

- (1) authorise the Monitoring Officer as proper officer to carry out the wishes of the Group Leaders in allocating Members to membership of the Statutory and Advisory Committees listed in the report and to appoint those Members with effect from the date at which the proper officer is advised of the names of such Members.
- (2) note the current constitution and membership of the School Appeals Panel.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The Committee is required to appoint the membership of various panels, statutory / advisory committees and working parties, which fall under its remit at the start of each Municipal Year.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Other options considered include appointing a different number of members to the statutory and advisory bodies.

### **3.0 BACKGROUND INFORMATION**

#### **Statutory Committees and Panels**

- 3.1 The following statutory committees and panels, all of which have full delegated authority, were retained during 2022/2023.

##### **(i). School Appeals Panel**

To consider, as part of a statutory review process, appeals against decisions by the Local Authority (or the Governors of voluntary or aided schools) concerning the allocation of places in primary and secondary schools, and decisions by governing bodies concerning the exclusion of pupils.

The School Appeals Panel is drawn from a “pool” of lay members or members with experience in education. However, Councillors are ineligible to serve on the Appeals Panels for schools under local authority control.

##### **(ii). Standing Advisory Committee on Religious Education (SACRE)**

SACRE is responsible for advising the local authority on matters concerning the teaching of religious education and collective acts of worship; it decides on applications for determination of cases in which requirements for Christian collective worship are not to apply; and may require the local authority to review its agreed syllabus. The membership should be politically proportionate, with 6 members being 2 Labour, 2 Conservative, 1 Green and 1 Liberal Democrat.

##### **(iii). Wirral Schools Forum (Funding Consultative Group)**

The Forum makes recommendations in respect of the allocation of funding to schools and academies from the Dedicated Schools Grant (DSG) received from the DfE. The Forum must be consulted on any changes to Schools and Early Years funding formulae, arrangements for the education of pupils with special educational needs and funding to meet statutory duties or other agreed commitments. In the composition of the Forum, the Council's three



representatives act only as observers. The membership should be politically proportionate, with 3 members being 1 Labour, 1 Conservative and 1 Green.

### **Advisory Committees and Working Parties**

- 3.2 The following is a list of advisory and consultative bodies that were retained or created in 2022/2023 to assist the Committee in its work.

**(i). Young People's Advisory Group**

To act as a forum for young people to raise their issues and concerns with local elected members, showcasing youth work delivery across the four constituencies of Wirral.

**(ii). Corporate Parenting Panel**

Under its Terms of Reference, the Children, Young People and Education Committee is responsible for the appointment of a Sub-Committee and Working Group of five (5) or more members of the Children, Young People and Education Committee. The membership should be politically proportionate, with 5 members being 2 Labour, 2 Conservative, 1 Green. Furthermore [two] non-voting co-opted young people with recent (within the last five years) direct experience of being looked after by or receiving services as a care leaver from the Council should be appointed. The Panel has delegated authority to exercise responsibility for the Council's functions relating to the delivery by or on behalf of the Council, of Corporate Parenting functions with the exception to policy decisions which will remain with the Children and Young People's Committee.

**(iii). Schools' JCC (formerly Headteachers and Teachers JCC)**

To meet with teachers and school representatives to discuss educational issues.

- 3.3 Please see Appendix One for details of the 2022-2023 membership to these panels, statutory / advisory committees and working parties.

## **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are none arising directly from this report.

## **5.0 LEGAL IMPLICATIONS**

- 5.1 There is a requirement under the Council's Constitution to appoint Members to various panels, advisory committees and working parties.
- 5.2 There is a requirement under the Admission Appeals Code 2012 to appoint an Independent Appeal Panel to consider Admission Appeals and Exclusion Reviews.

5.3 There is a requirement under the Schools Forum (England) Regulations 2012 for Local Authorities to constitute a Schools Forum.

## **6.0 RESOURCE IMPLICATIONS: ICT; STAFFING AND ASSETS**

6.1 There are none arising directly from this report.

## **7.0 RELEVANT RISKS**

7.1 There is a requirement under the Council's Constitution to appoint Members to various panels, advisory committees and working parties.

## **8.0 ENGAGEMENT / CONSULTATION**

8.1 It is for political groups to decide how they wish to allocate their committee places.

## **9.0 EQUALITIES IMPLICATIONS**

9.1 There are none arising directly from this report.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

10.1 There are none arising directly from this report.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

10.1 There are none arising directly from this report.

**REPORT AUTHOR:** Dan Sharples  
Democracy Business Manager  
telephone: 0151 666 3791  
email: danielsharples@wirral.gov.uk

## **APPENDICES**

Appendix One: Statutory and Advisory Committee membership for the last municipal year, 2022/23.

## **BACKGROUND PAPERS**

Previous reports on the appointment of panels, statutory / advisory committees and working parties and amendments made during the year and the Council's Constitution.

Local Government Association Corporate Parenting Resource Park  
Admission Appeals Code 2012

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Children, Young People and Education Committee</b>	<b>21 June 2022</b>
<b>Council</b>	<b>25 May 2022</b>
<b>Children, Young People and Education Committee</b>	<b>15 June 2021</b>
<b>Council</b>	<b>26 May 2021</b>
<b>Council</b>	<b>28 September 2020</b>
<b>Council</b>	<b>14 May 2019</b>

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## STATUTORY AND ADVISORY COMMITTEES, WORKING PARTIES AND PANELS – MEMBERSHIP FOR 2022/2023

### (1) STATUTORY COMMITTEES AND PANELS

#### (i). School Appeals Panel

Richard Agar, Phil Alcock, John Butler, Hayley Brown, Helen Brennan, David Buckley, Holly Burnett, Clare Calkin, Jenny Chapman-Brown, Penny Croft, Robin Duffield, Diane Darker, Paula Dixon, Barbara Egan, Jessica English, Lyn Eaton, Marion Flanagan, Julie Griffiths, Alison Gollins, Rosaleen Grant, Peter Haworth, Ravi Halebeedu Narayana, Colin Harwood, Jane Hunter, Joanne Henharen, Lynn Ireland, Michael Jones, Robert Jones, Gwendoline Kokborg, Steve Kell, Matthew Lloyd Evans, Val Maher, Isobel McDonald Davies, Peter Mawdsley, Terry McKeown, Keryn Malthouse, Neil Orme, Catherine Oakes, Wendy Pullin, Sally Reynolds, Ruth Rogers, Sue Stratton Symes, Keith Shannon, Phil Sheridan David Spencer, Margaret Smith, Angela Stowell-Smith, Susan Smith, Vicki Shaw, Brenda Taylor, Brenda Thompson, Christine Taylor, Jack Thomas, Robert Thomas, Jenny Turner, Danielle Vernon, Ann Wells, Moira Whelligan-Fell, Barbara Weir, Andrew Welsh, Ruth Winterton, Hilary Welsh, Kathleen Wylde and Jenny Young

#### (ii). Standing Advisory Committee on Religious Education (SACRE)

Councillors	Helen Collinson Daisy Kenny	Deputy –
Councillors	Cherry Povall Alison Wright	Deputy – Councillor Kathy Hodson
Councillor	Chris Cooke	Deputy -
Councillor	Chris Carubia	Deputy –

#### (iii). Wirral Schools Forum (Funding Consultative Group)

Observers

Councillor	Helen Collinson
Councillor	Vida Wilson
Councillor	Chris Cooke

### (2) ADVISORY COMMITTEES AND WORKING PARTIES

#### (i). Young People's Advisory Group

Councillors	Helen Collinson Sue Powell-Wilde Daisy Kenny
-------------	--

Councillors     Alison Wright  
                         Vida Wilson

Councillors     Emily Gleaves  
                         Chris Cooke

**(ii). Corporate Parenting Panel**

Councillors     Helen Collinson  
                         Sue Powell-Wilde

Councillors     Alison Wright  
                         Kathy Hodson

Councillor       Chris Cooke

**(iii). Schools' Joint Consultative Committee**

Councillors     TBC

Councillors     Kathy Hodson  
                         Cherry Povall



## CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE

WEDNESDAY 21 JUNE 2023

REPORT TITLE:	CHILDREN, YOUNG PEOPLE AND EDUCATION WORK PROGRAMME
REPORT OF:	DIRECTOR OF LAW AND GOVERNANCE

### REPORT SUMMARY

The Children, Young People and Education Committee, in co-operation with the other Policy and Service Committees, is responsible for proposing and delivering an annual committee work programme. This work programme should align with the corporate priorities of the Council, in particular the delivery of the key decisions which are within the remit of the Committee.

It is envisaged that the work programme will be formed from a combination of key decisions, standing items and requested officer reports. This report provides the Committee with an opportunity to plan and regularly review its work across the municipal year. The work programme for the Children, Young People and Education Committee is attached as Appendix 1 to this report.

Following the whole-Council elections, the newly composited Committee is invited to review the 2023-24 work programme moving into the 2-23-24 municipal year. It is proposed that issues on the existing work programme that are for information purposes only can be considered via other means, such as briefing notes or workshops

### RECOMMENDATION

The Children, Young People and Education Committee is recommended to:

- (1) note and comment on the proposed Children, Young People and Education Committee work programme for the remainder of the 2023/24 municipal year.
- (2) review its items for future consideration on the work programme.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 To ensure Members of the Children, Young People and Education Committee have the opportunity to contribute to the delivery of the annual work programme.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 A number of workplan formats were explored, with the current framework open to amendment to match the requirements of the Committee.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The work programme should align with the priorities of the Council and its partners. The programme will be informed by:

- The Council Plan
- The Council's transformation programme
- The Council's Forward Plan
- Service performance information
- Risk management information
- Public or service user feedback
- Referrals from Council

### **Terms of Reference**

The Children, Young People and Education Committee is responsible for services which help keep children and young people safe and fulfil their potential. It incorporates schools and attainment, and social care for children and families. It has a particular focus on those children who are in care, and for whom the Council has corporate parenting responsibility. The Committee is charged by full Council to undertake responsibility for: -

- (a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council;
- (b) the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education;
- (c) working with all schools (including academies) in relation to raising standards of attainment and developing opportunities;
- (d) leading for the Council and its partners in the discharge the Council's functions as Corporate Parent for its children in care and care leavers;
- (e) any other functions comprised in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;



- (f) providing a view of performance, budget monitoring and risk management in relation to the Committee's functions;
- (g) undertaking the development and implementation of policy in relation to the Committee's functions, incorporating the assessment of outcomes, review of effectiveness and formulation of recommendations to the Council, partners and other bodies, which shall include any decision relating to:
  - child protection;
  - children's centres;
  - education, schools and settings;
  - looked after children;
  - mental health services;
  - safeguarding;
  - special educational needs and disability (SEND);
  - youth offending services;
  - youth services; and
  - social and education transport

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 This report is for information and planning purposes only, therefore there are no direct financial implication arising. However, there may be financial implications arising as a result of work programme items.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 There are no direct legal implications arising from this report. However, there may be legal implications arising as a result of work programme items.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 There are no direct implications to Staffing, ICT or Assets.

#### **7.0 RELEVANT RISKS**

- 7.1 The Committee's ability to undertake its responsibility to provide strategic direction to the operation of the Council, make decisions on policies, co-ordinate spend, and maintain a strategic overview of outcomes, performance, risk management and budgets may be compromised if it does not have the opportunity to plan and regularly review its work across the municipal year.

#### **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Not applicable.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.

This report is for information to Members and there are no direct equality implications.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 This report is for information to Members and there are no direct environment and climate implications.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 This report is for information to Members and there are no direct community wealth implications.

**REPORT AUTHOR:** Bryn Griffiths  
Senior Democratic Services Officer  
Phone: 0151 691 8117  
email: bryngriffiths@wirral.gov.uk

## **APPENDICES**

Appendix 1: Children, Young People and Education Committee Work Plan

### **BACKGROUND PAPERS**

Wirral Council Constitution

Forward Plan

The Council's transformation programme

### **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Children, Young People and Education Committee</b>	<b>20 October 2020</b>
	<b>1 December 2020</b>
	<b>28 January 2021</b>
	<b>11 March 2021</b>
	<b>15 June 2021</b>
	<b>4 October 2021</b>
	<b>27 October 2021</b>
	<b>23 November 2021</b>
	<b>31 January 2022</b>
	<b>10 March 2022</b>
	<b>21 June 2022</b>
	<b>19 July 2022</b>

	<b>19 September 2022</b> <b>12 October 2022</b> <b>6 December 2022</b> <b>24 January 2023</b> <b>7 March 2023</b>
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**CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE  
WORK PROGRAMME 2023/24**

**KEY DECISIONS BETWEEN JULY AND OCTOBER 2023**

<b>Item</b>	<b>Brief Description</b>	<b>Committee Meeting</b>	<b>Lead Departmental Officer</b>
Acceptance of Lifelong Learning Service 2023/24 academic year grant funding.	The Committee is recommended to accept grant funds from the Liverpool City Region Combined Authority (Adult Education Budget) to support the delivery of the local 2023/24 Lifelong Learning service delivery. The confirmed academic year grant allocation is £1,322,591.37.	March 2023	Simone White

**ADDITIONAL AGENDA ITEMS – WAITING TO BE SCHEDULED**

<b>Item</b>	<b>Approximate timescale</b>	<b>Lead Departmental Officer</b>
Child and adolescent mental health	July 2023	Carol Roche/ Darren Birks
Early Years quality assurance and sufficiency	July 2023	James Backhouse
Breaking the Cycle update reports x 2	TBC	Elizabeth Hartley
Update on Government White Paper ‘opportunities for all’	TBC	James Backhouse

## STANDING ITEMS AND MONITORING REPORTS

Item	Reporting Frequency	Lead Departmental Officer
Performance and Financial Monitoring Report	Quarterly June September December March	Tricia Thomas
Budget Update	Quarterly June September November February/March	Nicholas Ajaegbu
Annual Review of Ofsted inspections in Wirral Schools	Every June	James Backhouse
Reappointment of School Appeals Panel Members	Every June	
Children's Committee Work Programme Update	Each Meeting	Committee Team
Summary of Standards	September 23	James Backhouse
Safeguarding Partnership Annual Report	Every Jan	David Robbins
Safeguarding Fostering and Adoption	Annually (first meeting of the municipal year)	
Lifelong Learning Annual Performance report	Every Sept	Paul Smith
Admission Arrangements	Every Jan	Sally Gibbs

## WORK PROGRAMME ACTIVITIES OUTSIDE COMMITTEE

Item	Format	Timescale	Lead Officer	Progress
<b>Working Groups/ Sub Committees</b>				
Corporate Parenting Panel	committee	Ongoing	Hannah Myers	
Working Group: Food and Activities during school holidays	Working group	Report back in December	Mark Camborne	
Workshop – Statutory Duties (School Budget)	Workshop	TBC	Simone White	
Child Poverty Strategy	Workshop	October 22	Simone White	
Youth Justice Review Outcomes	Workshop	November 21	Elizabeth Hartley	

Integrated front door/ Police visits etc	Visit	TBC	Simone White	
School Budget Update – inc traded services & Designated School's Grant	Workshop	TBC	Simone White	
PFI Options ( Kingsway) – Chair and Spokes	Presentation	TBC	Hannah Myers	
Budget Monitoring Panel	Monthly meeting	TBC	Nicholas Ajaegby	
LADO	Workshop/ presentation	TBC	Kerry Mehta	
Capital Programme – to be integrated within budget workshop				
<b>Task and Finish Reviews</b>				
-	-	--		-
<b>Spotlight Sessions and Workshops</b>				
County Lines Action Update	Workshop	2021/22	Simone White/Tony Kirk	

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## **Children, Young People and Education Committee – Terms of Reference**

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- (b) the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education;
- (c) working with all schools (including academies) in relation to raising standards of attainment and developing opportunities;
- (d) leading for the Council and its partners in the discharge the Council's functions as Corporate Parent for its children in care and care leavers;
- (e) any other functions comprised in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;
- (f) providing a view of performance, budget monitoring and risk management in relation to the Committee's functions;
- (g) undertaking the development and implementation of policy in relation to the Committee's functions, incorporating the assessment of outcomes, review of effectiveness and formulation of recommendations to the Council, partners and other bodies, which shall include any decision relating to:
  - child protection;
  - children's centres;
  - education, schools and settings;
  - looked after children;
  - mental health services;
  - safeguarding;
  - special educational needs and disability (SEND);
  - youth offending services;
  - youth services; and
  - social and education transport

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