



# Children, Young People & Education Committee

<b>Date:</b>	<b>Tuesday, 1 December 2020</b>
<b>Time:</b>	<b>6.00 p.m.</b>
<b>Venue:</b>	<b>Microsoft Teams</b>

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## AGENDA

1. WELCOME AND INTRODUCTION
2. APOLOGIES
3. MEMBERS CODE OF CONDUCT - DECLARATION OF INTERESTS
4. MINUTES FROM THE PREVIOUS COMMITTEE (Pages 1 - 6)
5. PUBLIC AND MEMBER QUESTIONS
  - 5A - PUBLIC QUESTIONS
  - 5B- STATEMENTS AND PETITIONS
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- SECTION A - KEY AND OTHER DECISIONS
6. PROPOSED RECOMMISSIONING OF PUBLIC HEALTH SERVICES FOR CHILDREN AND YOUNG PEOPLE (Pages 7 - 12)
7. SEND STRATEGY (Pages 13 - 50)
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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 20 October 2020

Present: Councillor W Clements (Chair)

Councillors K Cannon S Spoor  
C Carubia P Stuart  
M McLaughlin T Usher  
Cherry Povall A Wright  
J Robinson

### 1 WELCOME AND INTRODUCTION

The Chair welcomed Members of the Children, Young People and Education Committee, Officers and viewing members of the public to the online, virtual meeting.

### 2 APOLOGIES

A roll call of Councillors was undertaken by the Head of Legal Services. All Members of the Committee recorded as present.

### 3 MEMBERS CODE OF CONDUCT - DECLARATION OF INTEREST

Members were asked to consider whether they had 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 what they were.

The following declarations were made:

Councillor Sarah Spoor	Personal interest by virtue of her parent representative on PCPW, a parent support group and her employment in a Liverpool City Region school.
Councillor Alison Wright	Personal interest by virtue of her membership of St Bridget's Educational Trust
Councillor Chris Carubia	Personal interest by virtue of his position as Chair of Governors of a Primary School.
Legal Advice	The Head of Legal Services informed the Committee that given that the majority of Elected Members would hold positions as School Governors at Wirral Schools, it was personal choice should they wish to individually declare. The Chair further advised the Committee that give such appointments were recorded on the Council Website, under Members Registers of Interest, Councillors need not formally declare at this or subsequent meetings, unless they wished.

#### 4 PUBLIC AND MEMBER QUESTIONS

The Head of Legal Services informed the Children, Young People and Education Committee that no Public questions, or requests to make a statement had been received.

#### 5 EARLY HELP MODEL

Elizabeth Hartley, Assistant Director Early Help and Prevention, introduced the report of the Director of Children, Family and Education that provided the Children, Young People and Education Committee with an overview of the developing early help model. It provided details of insight work undertaken in the first year of the Community Matters initiative, described the emerging model and its key components, relationship to the wider children's services system and outlined the year two work plan and pilot activity. Appendix 1 to the report contained the Year 1 Discovery Work Plan, Appendix 2 - Why Community Matters report, Appendix 3 - Next Steps summary and Appendix 4 - Elements of the Early Help Model.

The report informed that the early help model sought to contribute to the following priorities of Wirral Council's Plan 2025:

- Working for brighter futures for children, young people and their families by breaking the cycle of poor outcomes and raising the aspirations of every child in Wirral.
- Working for safe and pleasant communities where residents feel safe, and where they want to live and raise their families.

The Assistant Director Early Help and Prevention highlighted the most important piece of learning from Year 1 had been that stakeholders perceive early help as 'a service', something that was 'accessed' and 'delivered to' children and families, rather than something that we can all do. Stakeholders perceived early help as sitting in the third ring, *Support Services Network*. It was the intention of the new model to push early help into the inner rings of *Child and Family Network* and *Community Network*, through a model based on influencing behaviour change.

Members questioned the Assistant Director Early Help and Prevention on a number of matters highlighted in her report. The Assistant Director responded accordingly.

Moved by Councillor Tom Usher and formally seconded by the Chair, it was:

#### **RESOLVED – That**

- 1) **the progress made since January 2019, through the Community Matters initiative, to develop an innovative new early help model be noted; and**

**2) the approach and ongoing developmental work and pilot activity be supported.**

**6 DOMESTIC ABUSE STRATEGY**

Elizabeth Hartley, Assistant Director Early Help and Prevention, introduced the report of the Director of Children, Family and Education that provided Members with an introduction to the 5-year partnership strategy, *Domestic abuse - No excuse*. Appendix 1 to the report contained Domestic abuse – No excuse Strategy 2020-25 and Appendix 2 contained the Domestic abuse – No excuse Delivery Plan 2020-25.

The report provided an overview of the co-production process, strategic priorities, delivery plan, and phased approach to reducing domestic abuse whilst improving support for people affected. The report and strategy were aligned to the priorities of Wirral Council's Plan 2025:

- Working for brighter futures for our children, young people and their families by breaking the cycle of poor outcomes and raising the aspirations of every child in Wirral.
- Working for safe and pleasant communities where our residents feel safe, and where they want to live and raise their families.

Members were informed that in Wirral during the period 01 February 2019 to 21 January 2020, there had been 8,410 individuals known to have been affected by domestic abuse. This included 2,786 who were victims, 2,844 perpetrators and 2,780 children who had been referred to Children's Services due to being impacted by domestic abuse. These individuals required access to a co-ordinated, accessible and effective support offer, which the partnership domestic abuse strategy would enable.

The report highlighted that domestic abuse was an important issue for all public services, with far-reaching implications and high cost to both the public purse and life chances. A strategic approach to reduce the prevalence and impact of domestic abuse in Wirral required a strong partnership strategy and delivery plan.

Members were further informed that the previous partnership strategy, Zero Tolerance to Domestic Abuse, had been one of a suite of pledge strategies relating to the Wirral Plan 2020, which had now reached its conclusion.

Members noted that there was a requirement to build on the work of the previous strategy with a new approach aligned to the Wirral Plan 2025.

Members questioned the Assistant Director Early Help and Prevention on a number of matters highlighted in her report. The Assistant Director responded accordingly.

The Children, Young People and Education Committee expressed their full support of the strategy and thanked the officer for all the work that had been undertaken, requesting that further updates be provided to this Committee at the appropriate time.

Moved by Councillor Tom Usher, seconded by Councillor Kate Cannon, it was:

**RESOLVED – That**

- 1) the partnership strategy ‘Domestic abuse - No excuse’ be supported;**
- 2) the partnership delivery plan be noted and endorsed; and**
- 3) the partnership strategy be brought back to this committee at appropriate stages of review and implementation.**

**7 2021/22 BUDGET PROCESS**

Paul Boyce, Director of Children, Families and Education introduced his report that provided the Children, Young People and Education Committee with details of the process for budget setting as a transition year for 2021/22 and described the financial position for 2021/22, which as at Quarter 1 was deficit of £45m, and the actions being put in place to mitigate the gap.

These actions included a 5 STAGE phased approach and included the timeline for the 2021/22 budget setting process when budget proposals were presented to the Policy and Resources Committee for the recommendation to Full Council to set the 2021/22 budget.

Members were apprised that as this was a transition year, proposals had been identified and would continue to be presented to the Committee by Officers. The Committee was however encouraged to identify its own proposals for Officers to work up, if within the timescale, to be included for the 2021/22 Budget. For future years this would become the usual process and throughout the year the Committee would be identifying proposals for Officers to work up for the following years budget. Members noted that a workshop session in respect of the budget was scheduled to take place at the conclusion of the formal committee meeting.

Following presentation of his report, Members questioned the Director of Children, Families and Education on a number of matters as highlighted in his report. The Director responded accordingly.

Moved by the Chair, seconded in a number of places, it was:

**RESOLVED – That the Council’s current financial position and process for the 2021/22 budget in this transition year be noted.**

**8 BUDGET AND PERFORMANCE MONITORING**

Paul Boyce, Director of Children, Families and Education introduced the report of the Assistant Director: Corporate Office that Members gave consideration to a report that informed that through the development of Wirral Council’s new Governance arrangements and the approval of the Wirral Plan 2025 (currently being refreshed to reflect strategic priorities, as a result of Covid-19) the Authority had committed to developing a budget and

performance monitoring framework, which honoured the Council's dedication to a more accountable, transparent way of conducting business, policy formation and decision making. The Adult Social Care and Health Performance Report Q2 2020/21 was attached as an appendix to the report.

It was proposed that the Performance Framework be modelled on the Covid Dashboard set up at the start of the Coronavirus pandemic. This would enable clear and accessible data to be presented in a timely and meaningful way. There was a very wide range of data sets that could be included in the Dashboard, and it was proposed that the specific selection would be co-created with members to ensure it was of most relevance and benefit to members.

This was aligned with this is the Wirral Plan 2025. The Plan was currently being refreshed to reflect the Covid-19 situation and emerging Recovery Plans. This Plan would set out what the Council could commit to delivering over the next 5 years. Wirral's public services: the Wirral Partnership had a shared duty to improve the quality of life for residents and the report set out the ambition for the Borough including its economy, residents and services. The report set out the ambition for:

- A prosperous, inclusive economy where local people could get good jobs and achieve their aspirations.
- A sustainable borough that was not only environmentally friendly but one which played its part in urgently responding to the environment and climate crisis
- Brighter futures for young people and families – regardless of their background or where they live
- Safe, vibrant communities where people want to live and raise their families
- Services which help people live happy, healthy, independent, and active lives, with public services there to support them when they need it.

Moved by the Chair, seconded by Councillor Moira McLaughlin, it was:

**RESOLVED – That**

- 1) to ensure that Governance in Wirral allows for open, transparent, and responsive decision making the decision that robust performance and budget monitoring be incorporated to ensure that the individual policy and service committees have sufficient oversight of these areas be agreed.**
- 2) discussions take place with the Committee Chair and Group Spokesperson in early November as part of pre-briefing meetings with the aim to take forward the outcomes of the P&R Committee workshop on Performance and Budget reports, so that they can be further shaped for the purposes of the Children, Young People and Education Committee.**

9 **CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE WORK PROGRAMME UPDATE**

Members gave consideration to the report of the Director of Law and Governance that set out the proposed Children, Young People and Education Committee Work Programme 2020/21 as detailed in the appendix to the report.

The report informed that the Children, Young People and Education Committee, in co-operation with the other Policy and Service Committees, was 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 was envisaged that the work programme will be formed from a combination of key decisions, standing items and requested officer reports. The report provided 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 was attached as Appendix 1 to the report.

The Chair informed that in the current unprecedented times, it would be advisable to retain flexibility. A Member that suggested consideration be given to incorporating work to cover the Council's response to Covid-19 and impact on families, a poverty strategy, food and clothing, loan sharks and issues arising from performance reviews.

It was noted that all suggestions would be prioritised by the Chair and Party Spokespersons.

Moved by the Chair, seconded by Councillor Tom Usher, it was:

**RESOLVED - That the proposed Children, Young People and Education Committee work programme for the remainder of the 2020/21 municipal year be noted**



## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 1 December 2020

<b>REPORT TITLE:</b>	<b>PROPOSED RECOMMISSIONING OF PUBLIC HEALTH SERVICES FOR CHILDREN AND YOUNG PEOPLE</b>
<b>REPORT OF:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report seeks agreement from the Children, Young People and Education Committee to progress Public Health's proposed commissioning intentions for 2021-2022 for Public Health services for children and young people. These services support the delivery of the Healthy Child Programme for 0-19 years.

The proposals in this report link to the delivery of the Wirral Plan 2025 and the statutory responsibilities of the local authority in respect of public health: *services which help people live happy, healthy, independent and active lives, with public services there to support them when they need it.*

The proposed actions affect all wards within the borough.

The decisions requested are key decisions.

### RECOMMENDATION/S

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

1. Authorises the Director of Public Health to re-commission contracts totalling £1,811,483 for four Children's Public Health Programmes as detailed in paragraph 3.4 of the report, for initial one year contracts (1 September 2021 – 31 August 2022) with an annual value of £774,429 with the option of a one year extension for each.
2. Note that the short-term contract period is proposed to enable a more collaborative and joint commissioning approach to be developed across the system.

## **SUPPORTING INFORMATION**

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

- 1.1 To allow Public Health to implement the commissioning intentions for 2021/2022 as outlined in this report.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 It is necessary to tender for the services highlighted in order to comply with Public Contract Regulations and Wirral Council Contract Procedure rules.
- 2.2 The short-term contract period is proposed across all services to enable a more collaborative and joint commissioning approach to be developed across the system which will provide greater efficiency/outcomes long-term.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Health and Social Care Act 2012 sets out the council's statutory responsibility for delivering and commissioning Public Health services for children and young people. These services are brought together within the framework of the Healthy Child Programme for 0-19 years. In Wirral, the programme is provided as two elements, a Core Programme and a Health Improvement/Promotion Programme. The Core Programme was re-commissioned in 2019 and includes the Health Visiting Service, School Nursing and Family Nurse Partnership. The Health Improvement/Promotion elements are delivered by a range of providers and includes areas such as mental wellbeing, sexual health and substance misuse.
- 3.2 Whilst performance against contracted outputs for these services are good, it is clear that outcomes for children and young people would be greatly improved if systems were better integrated, particularly around areas such as mental wellbeing, support to our more vulnerable families and support to young people. In order to do this, it will be necessary to break down the barriers that exist in our strategic commissioning plans and move forward with radical service redesign; informed by full consultation and engagement. There is strong commitment across the Children, Young People and Families Partnership that to make a true difference at an early stage, there must be a complete re-think of our strategic and commissioning approach.
- 3.3 All Public Health contracts are subject to on-going evaluation as part of a clearly defined commissioning cycle, which is designed to maximise return on investment and improve outcomes. This methodology ensures that Public Health services (and contracts) are consistently and routinely tested against a range of criteria. Criteria against which contracts are tested include the following:
- Evidence base e.g. academic research, engagement feedback, Joint Strategic Needs Assessment
  - Performance of targets e.g. financial and activity based and outcomes against plans and benchmarking information
  - Value for money
  - National policy and technical guidance e.g. Public Health Outcomes Framework

- Strategic direction e.g. Wirral Plan strategic aspirations (narrowing the gap in life expectancy), delivery of Public Health outcomes through council services
- Legal and contractual frameworks e.g. incorporate national updates to contract templates used for NHS providers.

3.4 It is proposed that the following services are retendered during the 2021/2022 financial year as the current contracts conclude on the 31<sup>st</sup> August 2021:

- Preventative and Early Intervention Secondary School Based Service for young people (counselling - Action for Children)
- Confidential Young People's Online Counselling and Advice Service (Kooth.com - Xenzone)
- Healthy Child Programme (Health Improvement) for 0 -19 year olds (breastfeeding; healthy weight; substance misuse; sexual health and relationship education for professionals) (Wirral Community Health and Care NHS Foundation Trust)
- Sexual Health Education for young people (Brook)

This will provide an opportunity to reconsider the funding and delivery models, enabling the potential release of cost savings and the refocussing of service delivery. The provider selection process will be conducted in accordance with The Public Contract Regulations 2015 and Wirral Council Contract Procedure Rules.

3.5 The services account for an annual value of £774,429. The current contracts will continue during the recommissioning process and a period of service mobilisation will be built into the tender process in order to ensure there is no loss of service to residents and a seamless transition for existing service users is maintained. It is proposed that the services would be commissioned on a one-year contract basis with the option of a one-year extension. The recommission is on a short-term basis in order to enable a longer-term strategic vision to be developed as part of an integrated commission with Wirral Children's Services and the NHS Wirral Clinical Commissioning Group (CCG).

3.6 Considerable work will be involved in developing this offer in partnership as it incorporates services beyond the above specific commissions. Initial discussions have taken place at appropriate commissioning groups which report into the Partnership Group for Children, Young People and Families and key partners including Wirral CCG are in agreement that this approach will enable the most effective support to be developed to improve outcomes for children, young people and families. The longer-term proposal will be informed by the findings of a wealth of local insight work, including the Youth Offer Review.

#### **4.0 FINANCIAL IMPLICATIONS**

4.1 The value and availability of the Public Health grant for 2021/22 onwards is not yet known but is due for publication at the end of this calendar year. Budget has been allocated for the services highlighted based on the grant funding being consistent with this financial year.

4.2 Should the grant vary and be reduced then contract amounts would be varied, and the proposed tender exercises will consider appropriate mitigating measures.

- 4.3 The tendering exercises highlighted will provide the opportunity for longer term more integrated and cost-effective models to be developed.

## **5 LEGAL IMPLICATIONS**

- 5.1 The recommissioning of the services detailed within this report will need to be undertaken in accordance with the Public Contract Regulations and Wirral Council Contract Procedure rules.

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

- 6.1 The Transfer of Undertakings (Protection of Employment) Regulations 2006 (T.U.P.E.) will be applicable will be applicable to any contracts awarded.

## **7 RELEVANT RISKS**

- 7.1 It is necessary to recommission the services highlighted in order to comply with the Public Contract Regulations 2015 and Wirral Council Contract Procedure rules and as a result of the full-term conclusion of a number of Public Health contracts.
- 7.2 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.
- 7.3 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 and the Public Health team works closely with the Procurement team to ensure compliance.
- 7.4 In the current challenging financial climate, the impact of any future reductions in budget or policy implications on the amount of funding available for Public Health is unknown. The value and availability of the Public Health grant for 2021/22 onwards is not yet known. It is important to acknowledge that the Council will need to review all financial allocations in order to achieve a balanced budget over the next few years.

## **8 ENGAGEMENT/CONSULTATION**

- The commissions will incorporate findings from a range of previously completed consultations/insight work, including the Youth Offer Review completed during 2019 by the Children and Young People's Department and the 'Moonshot' insight work previously completed by a range of partners with children, young people, and families. There will be ongoing consultation with key stakeholders, community groups, children, young people, and their families using services in order to inform future service design and delivery.

- There will be a review of all current specifications to establish synergies across services. Feedback from the current service provision will be considered alongside this to ensure that any future provision builds on what is currently working well.

## 9 EQUALITY IMPLICATIONS

9.1 An equality impact assessment has been completed and can be found via this link:

<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments>

## 10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

- 10.1 The proposed recommissioning process presents an opportunity to encourage suppliers to consider their policies and practices with respect to environment and climate issues. During the procurement process, bids will be evaluated on any social value added to the service. Environment and climate TOMs (Themes, Outcomes and Measures) are included in the social value evaluation.
- 10.2 The content and/or recommendations contained within this report are expected to have no direct impact on emissions of carbon dioxide.

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**APPENDICES:** None

## BACKGROUND PAPERS

- Action for Children Public Health Contract for the provision of a Preventative and Early Intervention Secondary School Based Service
- Brook Wirral Public Health Contract, for the provision of Sexual Health Education for Young People
- Xenzone Public Health Contract for the provision of a Confidential Young People's Online Counselling and Advice Service for Young People
- Wirral Community Health and Care NHS Foundation Trust Public Health Contract for the provision of a Healthy Child Programme (Health Improvement) 0-19 year olds.

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date

Adult Social Care and Health Committee (included in overarching Public Health re-commissions paper)	19 <sup>th</sup> November 2020
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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 1 December 2020

<b>REPORT TITLE:</b>	<b>SEND STRATEGY</b>
<b>REPORT OF:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report sets out the Local Area strategy for improving outcomes and life chances for children and young people with Special Educational Needs and Disabilities (SEND).

For many families, feedback indicates that the SEND reforms have brought about positive change, but for some the process has been troublesome and not easy to navigate.

The strategy focuses on reducing inequality and links to two Council priorities:-

- Brighter futures for our young people and families – regardless of their background or where they live
- Services which help people live happy, healthy, independent, and active lifestyles, with public services there to support them when they need it

Considerable consultation was undertaken to determine the key priorities. Two SEND summits were held with over 150 stakeholders across the Local Area attending. Feedback was received from the SEND Youth Voice group, Parent Carer Partnership Wirral, parents, and SEN support young people. Over 250 young SEND people engaged in the consultation and shaped the four priorities. The main priority is to improve the quality of provision and outcomes for young people with SEND. To do this the focus is on:-

- Identifying needs at the earliest point and provide the appropriate support.
- Ensure that young people are ready for each stage of their school life and prepared for adulthood.
- Increase participation and engagement young people and their families. In doing so ensure that all changes to policy/processes takes account of the views of young people, their parents, and carers as well as professionals.

The matter effects all Wards within the Borough.

This report does not relate to a key decision.

## **RECOMMENDATION/S**

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

1. Support the Local Area SEND Strategy
2. Note and endorse the Local Area SEND Improvement plan.

## **SUPPORTING INFORMATION**

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

- 1.1 The changes brought in by the Children and Families Act 2014 combined with the underlying principles provide the vehicle to improve all our services for Children and Young People with Special Educational Needs and Disabilities.
- 1.2 SEND is an important issue across the Local Area, with far-reaching implications and high cost to both the public purse and life chances. A strategic approach to improving outcomes for SEND young pupil by intervening at the earliest opportunity requires a strong partnership strategy and delivery plan.
- 1.3 The four priorities have been determined by the feedback from young people with SEND.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Not supporting the SEND Strategy and Improvement Plan would lead to disconnection within the Local Area. Lack of co-ordination and direction would have a detrimental impact on SEND young people's outcomes.

### **3.0 BACKGROUND INFORMATION**

- 3.1 It was agreed at the SEND Strategic Board in 2019 that the current strategy for SEND should be evaluated and a new strategy co-produced, considering the views of all partners and stakeholders. It was agreed that young people with SEND be given the opportunity to contribute significantly to the new strategy priorities.
- 3.2 It was agreed at the SEND Strategic Board that the focus should be making Wirral great for children, young people, and their families, driven by the voice of the child, young person, and their families.
- 3.3 In partnership with key local area partners and stakeholders, including parents and carers, we will work to provide a holistic approach to break the cycle so that children and young people are well supported to stay with their parents/ carers wherever possible.

### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 Currently the High Needs budget is £1.2 million overspent with projections of the overspend increasing. As a result, the Head of SEND is working with colleagues on producing a recovery plan consultation.
- 4.2 Resources and assets will be used innovatively to support children and young people with Special Educational Needs. We will work to further develop a culture of inclusion to ensure that young people with SEND are not permanently excluded from school. The financial pressures have been noted in the Medium Term Financial Plan.

## **5.0 LEGAL IMPLICATIONS**

- 5.1 The Local Authority has duties under the Children and Families Act 2014 regarding how services and support are delivered for disabled children and young people and those with Special Educational Needs.
- 5.2 There are several commissioned services for SEND provision such as speech and language therapy which will be reviewed as part of the commissioning cycle. This will take place within the existing timeframes for contract renewal and use the existing Council Procurement processes.

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

- 6.1 We will provide development opportunities so that the workforce can continuously improve. We will further an effective performance framework so that service areas can be appropriately held to account.

## **7.0 RELEVANT RISKS**

- 7.1 Failing to deliver the strategy will be mitigated through oversight and scrutiny arrangements by the SEND Operational group and the SEND Strategic Board. Oversight of the SEND Improvement plan will be provided by partners on a regular basis.
- 7.2 It is necessary to acknowledge the current financial pressures facing the Council and its partners as a risk. The Direct Schools Grant (DSG) is projected to be £2.7 million overspent by the end of the financial year. The Head of SEND is working with the Department for Education on a recovery plan. This could result in reduction of service delivery. Any future funding discussion must consider cost-benefit analysis and the need for invest to save approaches.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 The SEND strategy has been co-produced. Initial engagement with partners took place in October 2019 and January 2020. Over 250 young people with SEND provided feedback through small group consultation activities or by completing the online questionnaire. The SEND Youth voice provided comprehensive feedback. The planned schedule of online consultation started in March 2020 but had to be revised due to Covid-19 and lockdown conditions.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 It is recognised that a significant number of SEN young people have protected characteristics of the nine groups protected under the Equality Act 2010. A full Equality Impact Assessment has been completed for the strategy and delivery plan and can be found via the following link:  
<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments>

## 10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

10.1 There are no environmental and climate implications arising from this report. It is anticipated that the SEND strategy will have no impact on the emission of greenhouse gases.

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## APPENDICES

Appendix 1 SEND Strategy  
Appendix 2 SEND Improvement Plan

## BACKGROUND PAPERS

None

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date

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# **Special Educational Needs and Disability Strategy 2020-2024**

<b>Section 1</b>	<b><u>Wirral SEND Picture</u></b>	<b>3</b>
	Introduction Our Ambition Wirral’s 2020 Vision Wirral’s 2020 SEND Vision Aims of the Strategy	
<b>Section 2</b>	<b><u>SEND Strategy</u></b>	<b>6</b>
	Wirral SEND Strategy Wirral’s principles underlying the right to equal access to services	
<b>Section 3</b>	<b><u>Where We are Now</u></b>	<b>8</b>
	SEND Pupils in Mainstream and Specialist/ Special Schools Special School/ Specialist Base Provision Commissioning of Special School/ Specialist Base Provision	
<b>Section 4</b>	<b><u>Pupil Progress and Attainment</u></b>	<b>12</b>
	Early Years Year 1 Key Stage 1 Key Stage 2 Key Stage 4 & 5	
<b>Section 5</b>	<b><u>Support, Advice and Guidance Services</u></b>	<b>15</b>
	Educational Psychology Service Sensory Support Service Physical and Medical Support Service ASC Support Service Wirral Local Offer Wirral SEND Partnership	

**Section 6** [Joint Commissioning](#) **17**  
    Joint Commissioning

**Section 7** [Strategic Priorities](#) **19**

## WIRRAL'S AMBITION, VISION AND PRINCIPLES

### Introduction

This document sets out the Local Area (LA) strategy for improving outcomes and life chances for children and young people with Special Educational Needs and Disabilities (SEND). By raising our aspirations locally for what these children can achieve and providing them with the support to be and achieve their very best outcomes.

This Policy has taken into account the Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014 and update January 2015) and Part 3 of the Children and Families Act 2014, and regulations associated with this; The SEND regulations 2014; 0-25 SEND Code of Practice - a guide for health professionals, The SEND (Personal Budgets) Regulations 2014, the Order setting out transitional arrangements and the Equality Act 2010.

Wirral's principles, aims, objectives and policy relating to local authority (LA) and CCG/Health responsibilities and the respective responsibilities of Early Years' settings, schools, academies, and post 16 providers are outlined. All partners are committed to ensuring that the additional needs of children identified with SEND and those with a disability are met in a timely and effective way. Parent/Carers, partners and stakeholders have all contributed to the document.

There is a commitment from the Local Area, parent/carers, and professionals to support all children and young people with Special Educational Needs (SEND) to achieve the very best outcomes. Supporting SEND children and young people is everyone's responsibility and is achieved through effective partnership working. When the document refers to what 'we' will achieve, 'we' refers to our partnership working with Health, Education, Social Care, Families, Children and Young People and third sector organisations.

Consultation on the strategy took place over an eight week period. Over 120 partners from health, education, and social care as well as representatives from the private, voluntary & independent sector, early years and parent/carers attended two SEND summits to provide feedback around the strategy and assisted in determining the key priorities. Further consultation took place through an electronic survey. Paper copies were made available to the digitally disadvantaged. Special Educational Needs and Disabilities Coordinators (SENDCos). With a special focus on the voice of young people via the Local Authority Participation and Engagement team ensuring that the young person's voice (over 250 responses) contributed to the priorities.

### Our Ambition

*'Our vision for children with special educational needs and disabilities is that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'*

For many families, feedback indicates that the reforms have brought about positive change, but for some the process has been troublesome and not easy to navigate. We must ensure that the Local Area listen to feedback from parents/carers and young people to make the necessary improvements.

Every education setting, supported by the Local Authority, health and social care must demonstrate good SEND practice and a commitment to ensuring everyone is truly included in their setting, school, or college community.

## Wirral's 2025 Vision

We will work collectively to secure the best future for our residents, be inspired to achieve community prosperity, by our excellent people and services. Inclusion by reducing inequality underpins the Council's key priorities:

- A prosperous, inclusive economy where local people can get good jobs and achieve their aspirations
- A cleaner, greener borough which defends and improves our environment
- Brighter futures for our young people and families – regardless of their background or where they live
- Safe, pleasant, and clean communities where people want to live and raise their families
- Services which help people live happy, healthy, independent, and active lifestyles, with public services there to support them when they need it

## Wirral's 2020 - 24 SEND Vision

We will focus on making Wirral great for children, young people and their families driven by the voice of the child, young person, and their families. We will continue to build on a model that is integrated and responsive to needs whilst ensuring children and young people are given the best possible opportunities to achieve their ambitions and reach their potential.

We will focus on the four areas below:

 Breaking The Cycle

 Continuous Improvement

 Creating a Culture of Inclusion

 Investing in our people to make it happen

In partnership with key local area partners and stakeholders, including parents and carers, we will work to provide a holistic approach to break the cycle so that children and young people are well supported to stay with their parents/ carers wherever possible. Resources and assets will be used innovatively to support children and young people with Special Educational Needs. We will work to

further develop a culture of inclusion to ensure that young people with SEND are not permanently excluded from school. We will work with mainstream schools to look at developing more resource based provision so that more young people with Education, Health and Care plans (EHCPs) can attend a mainstream school. We will provide development opportunities so that the workforce can continuously improve. We will further an effective performance framework so that service areas can be appropriately held to account.

With a strong commitment to inclusive education or inclusive opportunities for all SEND young people will realise their aspirations and participate fully in wider society.

## **The Aims of the Strategy**

The changes brought in by the Children and Families Act 2014 combined with the underlying principles provide the vehicle to improve all our services for Children and Young People with Special Educational Needs and Disabilities.

### **If we are successful by 2024, we would expect to see:**

- All statutory responsibilities being met through robust multi agency accountability and governance arrangements
- Positive engagement with a wide number of parent/carers and young people facilitating good participation and co-production of policies and procedures that shape future provision
- Early identification of SEND needs with the appropriate support and intervention enabling children and young people to attend local schools
- Access to high quality, local services, which meet young people's needs and enable them to achieve to the best of their ability
- Smooth transitions from each phase of education ensuring that there is continuity of support for young people with SEND
- Young people with SEND are engaged in purposeful training, employment, or education and able to meaningfully contribute to their local communities
- An embedded integrated service of support across education, health, and care from 0-25.
- Improved outcomes for Wirral children, young people, and their families
- Recognition of the value of children and young people with SEND and the contribution they can make to local social value.

# SEND STRATEGY

## Wirral SEND Strategy

It is recognised that successful delivery of the strategy is dependent on ensuring that there is an effective and robust infrastructure in place and that parents, children and young people are involved at each stage. The following diagram depicts the key partners in Wirral's SEND local area.



The SEND strategy aligns closely with the Schools Strategy and gives regard to the All Age Disability Strategy.

The Schools Strategy is committed to ensuring that:

- Young people are ready for work and adulthood
- Vulnerable children reach their full potential

The All Age Disability Strategy is committed to ensuring that:

- All people with disabilities are well and live healthy lives
- Young people and adults with disabilities have access to employment and are financially resilient

- All people with disabilities have choice and control over their lives

These plans and the SEND Strategy aim to ensure that there is high-quality provision that ensures all children and young people with SEND reach their potential. All partners are committed to inclusive practice and removing barriers to learning.

Wirral acknowledges that for a small percentage of children and young people with SEND specialist/ special school provision may be required. The Local Authority is committed to maintaining its specialist and special school provision but acknowledges that the profile of this category of provision will change given the Local Authority allocating places for children and young people with the most complex needs.

## WHERE WE ARE NOW

### Provision/Informal Education Settings

Most children and young people in Wirral may attend mainstream early years settings, schools or colleges or specialist provision such as mainstream schools with resource provision or special schools.

Information about provision for learners can be found on the Local Offer website.

<https://localofferwirral.org/>

All schools are required to publish their SEND information report in which they outline their support for SEND young people. All colleges in the local areas detail their support on the Local Offer website.

### Special Educational Needs Reform

In September 2014, the new statutory Education Health and Care (EHC) needs assessment was introduced. As a result the process of transferring statements of need to EHC plans commenced. The new legislation included the introduction of EHC plans for learners with SEND up to the age of 25. Since September 2014 we have seen a 35% increase in requests for assessments. Not all of these have been agreed and this points to more work needed to support early identification and school support for learners with special education needs.

### SEND Funding to Support Learners

In 2013 the government changed the way in which all maintained schools, academies and non-maintained special schools were funded, including arrangements for funding SEND provision. It was intended that there would be:

- a more transparent, simpler, and consistent system of funding for schools which focused on the needs of pupils.
- delegation of funding directly to schools to ensure it was used to support children according to individual need.

For mainstream schools, the Council delegates funding for SEND pupils through an agreed funding formula, largely based on pupil numbers and a defined number of pupil characteristics. A significant change instructed schools to provide up to the first £6,000 of additional support for all pupils with special educational needs from this delegated funding. Top up funding over £6,000 can be allocated from the high needs block to meet assessed needs over this amount.

Special schools are funded on a commissioned number of places at a fixed amount per place. Top up funding is then allocated from the high needs block according to the provision required to meet individual pupil needs. The same funding principles also apply to post-16 provision in further education colleges.

Consultation is currently taking place regarding the way in which special needs pupils are funded. Three models are being consulted to determine what best meets the needs of children and young people.

The information schools are expected to put into place and information of their offer to support learners is published on the Local Offer and on school websites.

### **SEND Pupils in Mainstream and Specialist/ Special Schools**

Wirral's overall pupil population in 2016 was 51,108 and rose to 51,579 by 2018. Wirral has 7,010 children and young people identified as requiring SEND support in a mainstream school or college. The number of children and young people identified as requiring SEND support by a mainstream school was 7,050 in 2016. There was a slight drop to 7,010 in 2018. In England, the average number of children and young people identified as requiring SEND support is 14.6%. Wirral's average is significantly higher at 16.8%.

Health and Care Plan was 1,528 rising to 1,633 in 2018 - an increase of 105 over a 2 year period. Wirral's EHCP average at 3.2% is higher than the England average of 2.9%.

The local Further Education (FE) College and 6<sup>th</sup> Form College are committed to developing their provision for students with learning difficulties and disabilities.

Compared to the England average of 49.1%. 69.4% of Wirral children and young people with an EHCP are placed in special schools against the average in England of 50.9%. 3.1% are based in SEND units/ resourced provision attached to a mainstream school which is in line with the national average. We believe that some of the children who are currently supported in our special schools could be supported in their local mainstream school and it is a priority to address this.

Of the specialist placements 13.7% are in independent and non-maintained special schools compared to the average in England of 10.1%. Some of these placements are because of parental choice for a non-maintained special school situated within the Local Authority.

### **Early Years**

Early Years (EYs) Private, Voluntary, and Independent settings along with childminders and vulnerable 2 year olds in school nursery provision are supported by an effective Local Authority (LA) Early Childhood Services structure.

The identification and planning of SEND support in early years settings and childminders is encouraged through the graduated approach. The Early Years SEND Team manager, as a qualified teacher, has the appropriate skills, knowledge, and expertise to empower settings with the confidence to recognise SEND needs.

Settings staff and childminders continued professional development is facilitated by the highly skilled EYs SEND team who offer termly SENCO cluster networks, SENCO Accreditation Award

training, SEND themed training, setting and peer on peer support, which fosters effective integrated working with the LA.

Parents are supported to make the right choice for an improved outcome for their child, with the support of Early Years SEND Officers. The LA's 3 main Children Centre hubs host access to sensory rooms/sensory resources supported with activities to empower parents to be confident and enjoy play, learning and development of their child.

SEN/D support following the early identification of very young children can be accessed through the LA's EY's Portage Service, delivering interventions in the home. Whilst it is small, it is highly regarded by families and effectively contributes to the SEND assessment process. The service equips and supports families with the skills and expertise to effectively contribute to the assessment process.

The Inclusive Practice Fund (IPF) is available to ensure the inclusion of children with additional needs in early education/childcare. A multi-agency panel processes application from settings, childminders, and Foundation 1 classes in schools for children accessing their 2, 3 and 4 year free entitlements, inclusive of extended hours for children accessing the 30 hour offer.

The Disability Access Fund (DAF) is promoted to settings, childminders, and Foundation 1 classes in schools, to support children with disabilities or special educational needs. It aids access to early years places by supporting providers in making reasonable adjustments to their settings.

A Partnership meeting with settings, LA and schools ensure there is an inclusive transitional pathway for children with SEN/D. This sets the scene for the next stage of a child's journey which is also supported by an "enhanced transition" 6 week IPF package to help them settle in.

### **Special School/ Specialist Provision**

There are currently 10 special schools in Wirral: 4 catering for Complex Learning Difficulties. In other authorities these are referred to as Severe Learning Difficulties (of the 4, 2 are primary/ 2 are secondary), 2 cater for Moderate Learning Difficulties and Autistic Spectrum Condition (1 primary/ 1 secondary), 1 caters for Specific Learning Difficulties and Autistic Spectrum Condition at primary and 3 cater for Social, Emotional and Mental Health (1 primary and 2 secondary). In addition there is a Hospital School.

There are 12 resource bases in primary schools and 4 in secondary schools. These are all operated in very different ways and were established by the Local Authority to promote inclusive opportunities for Children and Young People.

### **Commissioning of Special School / Specialist Base Provision**

Wirral has commissioned a review of arrangements for High Needs places. The aim of the High Needs evaluation project is to assess whether the current provision is meeting the needs of Wirral's children, in the right locations, in an efficient manner, and to enable a strategic view of

provision with children with SEND. This is in conjunction with anticipated trends and the available resources, informing options for change.

### **Exclusions**

The number of permanent exclusions from special schools remains low. A concerted effort is made by school leaders of special schools not to permanently exclude students. Wherever possible pupils at serious risk of permanent exclusion will move to another school for a fresh start.

Over the past 2 years the number of SEND support pupils who have been permanently excluded from mainstream secondary schools has increased.

## **PUPIL PROGRESS AND ATTAINMENT**

### **Education Outcomes 2019 - Pupil Progress and Attainment**

The proportion of SEND children attaining a good level of development (GLD) showed a decrease whilst non-SEND children showed a slight improvement in attainment from last year (1.2% compared with 0.3% respectively). As a result, the gap widened by 1.5%. The proportion of SEND children meeting GLD showed an improvement in attainment from last year in Wallasey and West Wirral.

Attainment of SEND pupils with an EHCP has decreased by 5.0% and the attainment of SEND pupils without an EHCP has decreased by 1.6% in 2019. This is disappointing and shows the scale of improvement needed to match our aspirations.

### **Phonics**

The proportion of SEND pupils attaining the phonics standard remained the same as last year at 39.8%. The attainment of non-SEND children has increased by 1.5% so the gap has widened. The proportion of SEND pupils attaining the phonics standard increased in three localities: South Wirral, West Wirral, and Wallasey. The SEND gap narrowed in two localities: West Wirral and South Wirral. The gap widened in two localities: Birkenhead and Wallasey. The SEND pupils in West Wirral continue to have the lowest performance with 29.1% attaining phonics.

The proportion of SEND pupils with an EHCP who attained the phonics standard increased by 8.6 % while the attainment of SEND pupils without an EHCP has decreased by 2.1% over the last year.

### **Key Stage 1**

#### **Reading, Writing and Mathematics Combined (RWM)**

In RWM the attainment of SEND pupils increased by 1.9%, whereas the attainment of non-SEND children decreased by 1.7%, so the gap has narrowed.

The proportion of SEND children in South Wirral who achieved the expected standard in RWM increased by 5.9% to 18.2%, and in Birkenhead by 4.8% to 21.5%

The SEND gap narrowed in three of the localities, most noticeably in Birkenhead with a 10.2% decrease. South Wirral also saw the gap narrow by 3.9%, and Wallasey. The only locality where the gap widened slightly was West Wirral by 0.3%.

In RWM attainment for SEND children without an EHCP increased, whereas attainment for SEND pupils with an EHCP decreased slightly.

## Key Stage 2

### Reading, Writing and Mathematics Combined (RWM)

A greater proportion of both SEND and non-SEND pupils met the expected standard in reading, writing and mathematics combined, so the gap has narrowed slightly. In Wallasey and West Wirral, a larger proportion of both SEND and non-SEND pupils attained RWM which resulted in gaps narrowing. In the Birkenhead locality, there was a decrease in the proportion of both SEND and non-SEND pupils attaining RWM, so widening the gap.

In RWM attainment of SEND pupils with an EHCP has decreased, whilst the attainment of SEND pupils without an EHCP has increased.

## Key Stage 4

In 2017, 2018 and 2019 Attainment 8 (used to measure a student's average grade across eight subjects) for Wirral pupils with SEND support was above the national average. However, Attainment 8 for SEND support decreased. For Wirral pupils with EHCPs Attainment 8 in 2018 and 2019 was above the national average, though AT8 decreased by 0.9%.

The Progress 8 (the means of measuring the progress children make between the end of primary school and the end of secondary school. Progress 8 and Attainment 8 are based on pupils' performance in eight qualifications.) measure of children with SEND support pupils was better than the national average. The provisional 2019 Progress 8 measure of children with SEND support decreased.

In 2018 progress for EHCP pupils was above the national average. In 2019 provisional progress for pupils with an Education Health and Care (EHC) plan decreased.

In 2018 more Wirral pupils with SEND support attained grade 4+ in English and Mathematics with attainment being above the national average. In 2019 there was a slight decrease in attainment. In 2018 outcomes for pupils with an EHCP were above the national average. In 2019 attainment dipped slightly.

## Key Stage 5

The number of SEND young people in Years 12 & 13 not in education, employment, or training (NEET) has reduced between December 2018 and December 2019 to 7.4%. This equates to 16 young people and an improvement of 2.8%.

The Learning, Skills and Employment Service works to boost participation. The service has commissioned and /or been working on the following:

- A bespoke commissioned participation and engagement service offering 1:1 coaching, careers and participation support for all young people and those SEND between the ages of 16 and 18 and up to 25 if the adult has an EHCP.
- The Wirral Met College's Supported Internship Programme. Over the past two years twenty

additional recognised internship places for SEND young people seeking employment were created . This has led to a positive progression rate (% sustained employment) of over 75%.

- In 2019 the Council's Adult Learning Service employed the SEND intern they have worked with as a recognised business administration apprentice. Council Parks and Gardens and Wirral's Participation and Engagement team have both employed a SEND young person who had previously participated in an internship, supported using our ESF funded Ways to Work programme.
- There has been an increase in adopting joined up approaches across Liverpool City Region Supported Internship programmes with an event to encourage employers and young people to participate in Supported Internships taking place in January 2020. A steering group has also been established for key partners and agencies to work together to increase opportunities for SEND young people aspiring to be in payed employment.
- The Learning, Skills and Employment Service has continued to support the SEND department at Wirral Met College to develop a bespoke careers experience for SEND young people in Year 11 at Meadowside, Foxfield and Clarendon special schools. The experience is tailored to engage and raise the aspirations of SEND young people. Part of the programme's appeal is that peers / ex-students from Wirral Met College's SEND internship programme who have gone on to successfully gain employment.
- Council officers have also undertaken work with Clarendon school to support initial discussions concerning potentially offering a small Supported Internship as part of their 6<sup>th</sup> form offer for a discrete group of SEND young people who are not ready to attend a college provision.
- Wirral Council's employer apprenticeship grant programme also prioritises young care leavers and those young people with diagnosed / un-diagnosed SEND. The council incentivises Wirral employers through the provisions of a small grant to take on Wirral young people as recognised apprentices.

The service European Social Funded (ESF) Ways to Work ILM programme has supported and will continue to support young people with SEND by working with employers to create employment opportunities offering using a wage incentive. Since May 2016, 42 young adults aged between 16 to 25 have started in supported employment and 63% have gone on to achieve sustained employment.

- Learning Skills and Employment Service are currently working with council HR and SEND team colleagues to develop an offer to increase supported internship opportunities internally for SEND young people.

# SUPPORT, ADVICE AND GUIDANCE SERVICES

## Support, Advice and Guidance Services

### Educational Psychology Service

Wirral currently has a small Educational Psychology Service which has a clear, defined role and function and delivers its core services to a range of stakeholders. These have been clearly communicated to colleagues and stakeholders. The LA is committed to ensuring that service delivery contributes strongly to improving outcomes for children and young people (CYP), that it shows strong commitment to engagement with stakeholders and partner agencies and is characterised by trust, respect, and effective leadership.

### Sensory Support Service

The Sensory Support Team is made up of two teams – The Hearing Impairment and The Visual Impairment Team. They consist of specialist teachers and teaching assistants who support children and young people with hearing and vision needs and their families. They provide a total service that encompasses teaching, educational, advisory, and audiological support. Sensory impairment is a low incidence, yet high impacting disability and the Sensory team provides support to ensure the correct strategies are in place to ensure successful outcomes for this group of learners.

### Physical and Medical Support Service

The Physical and Medical Team promotes, develops, and delivers the Local Authority's service for children with medical and physical needs. The service supports the equality and inclusion of these children and young people (CYP) in their local mainstream school. The team aims to give schools the advice and support required to eliminate barriers within the educational setting enabling the CYP to access the curriculum and their environment for learning.

### Wirral Local Offer

The Local Authority has a SEND Participation and Engagement Lead responsible for sourcing and editing the content for the Local Offer website. Performance of the site is evaluated monthly and the findings used to shape future developments and provision. To access the Local Offer website visit [www. http://localofferwirral.org](http://localofferwirral.org)

The Wirral Local Offer website that has two key purposes:

1. To provide clear, comprehensive, accessible, and up to date information about the available provision and how to access it and

2. To make the provision more responsive to local needs and aspirations by directly involving SEND children, parent/carers, and service providers in terms of both development and review.

Children and young people and their parents/carers have been actively involved in the development (co-production) ensuring first and foremost that it is reflective of their actual not assumed needs and fostering a sense of co-ownership.

Wirral's Local Offer Development group (LODG) help us develop our Local Offer so that children and young people, families and practitioners can easily access services and information in relation to SEND. It will be a key tool to ensure that families influence the development of services which are commissioned locally to meet needs.

### **Wirral SEND Youth Voice**

The SEND Youth Voice group are a group of SEND Young people who work with professionals and services sharing their voice, opinions and reflections on things that affect the lives of disabled young people in Wirral. They provide support to one another through a peer educator led system. This service is based with the Creative Youth Development team. Any young person with a disability can join and take part in this group that meets weekly.

### **Wirral SEND Partnership**

Wirral SEND Partnership delivers the SEND Information, Advice and Support Service in Wirral. They work with parents, carers, and young people to improve outcomes for children and young people with SEND. They offer independent advice and support over the telephone, via email, through home visits and by attending school based/multi-agency meetings. They currently work with 70-80 families per month. Wirral SEND Partnership is impartial and acts as a critical friend to multi-agency colleagues whilst maintaining positive and open relationships.

There are good relationships with schools, the local authority and health colleagues and they work with families and professionals to build relationships as well as improve outcomes.

Wirral SEND Partnership feeds in strategically to the SEND operations group and the Local Offer Development group.

## Joint Commissioning

Here in Wirral, we recognise that joint commissioning requires a strategic approach to planning and delivering services in a holistic, joined-up way. It is a means for our different partners to commission education, health, and care provision, to deliver positive outcomes for children and young people with SEND.

It is fair to say that we are at a point of significant change, with some of the biggest shifts in national policy for health, special educational needs, and disability in over 30 years. Changes introduced through the Children and Families Act from September 2014 make it more important than ever that the Local Authority, schools, colleges, health, and other partners, work closely with parents, carers, children, and young people to improve services. This we are striving to do, and the steps outlined in this Strategy document will further aid our efforts to involve all stakeholders in all we commission.

Joint Commissioning is a cross-cutting theme that relates particularly closely to Local Offer. When the triad of Health, Education and Social Care come together to share their resources via the Local Offer website, it helps us identify gaps in service provision. Acting as a conduit, these gaps are then reported by completion of a Joint Strategic Needs Assessment report. Using the joint strategic needs assessment and aligning to key partnership plans we can identify priority areas of actual rather than perceived needs of our local profile for our joint commissioning focus.

For effective joint commissioning we will adhere to the following principles:

- All decisions are based on clear rationale for improving outcomes for children, young people, their families and carers
- Ensure that systems are in place to safeguard children and young people and promote their welfare
- Focus on commissioning high quality services that secure positive outcomes and offer the best value for money
- Ensure there are systems in place for reviewing and monitoring outcomes for children and young people with SEND. We will utilise this data to inform future joint commissioning decisions
- Utilise a wide range of information to inform commissioning decisions - this includes (not exclusively) the Joint Strategic Needs Assessment (JSNA), the Health and Wellbeing Strategy, the Local Offer, Wirral's Coproduction charter, analysis of local Education, Health and Care (EHC) Plans, and the active participation of children, young people their families and the wider SEND community
- Ensure there are robust governance and assurance processes in place, including agreement on decision making and funding powers. We will ensure that all commissioning processes, including tendering and procurement, are transparent and in line with good practice and legal requirements
- Take account of legislation, along with national, regional, and local guidance and best practice

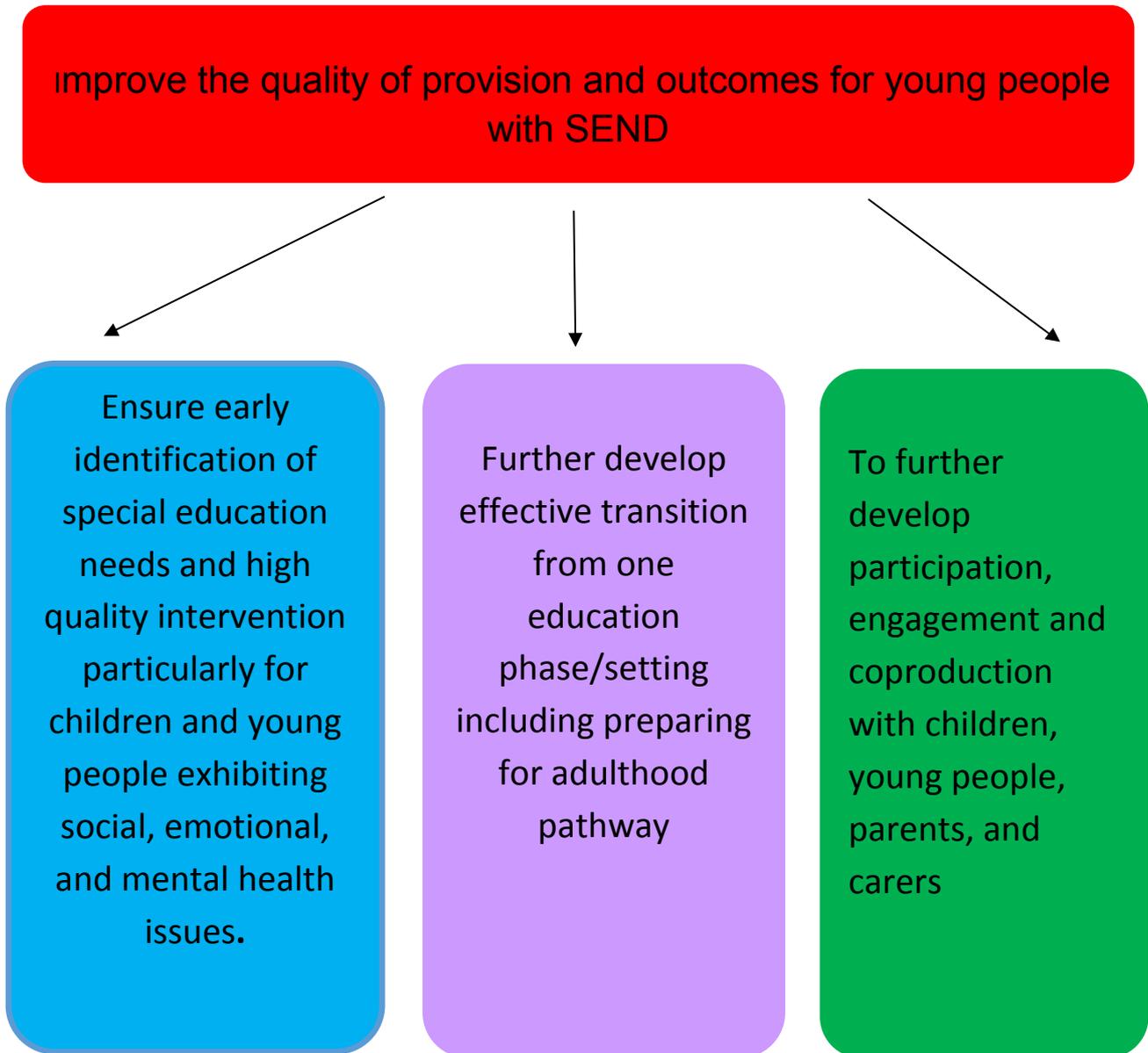
- Secure strong and effective partnerships between the public, voluntary, community and private sectors
- Take account of the need to ensure sustainability, build capacity where appropriate and source services as locally as possible

To ensure full partnership buy in and consideration of partnership working and commissioning the Children's Partnership has made SEND one of its themed areas.

# STRATEGIC PRIORITIES

All partners in the Local Area have been consulted to determine the SEND priorities for the next 4 years:

There is one main overarching priority with three subsidiary priorities.



<b>Strategic Priority 1</b>	<b>Improve the quality of provision and outcomes for young people with SEND</b>
<b>Key Actions</b>	<p>We will work collaboratively across the Local Area to ensure a clear understanding of all specialities so that there is transparency around what services provide; what services deliver and where support is needed.</p> <p>We will review the training and support for mainstream schools to ensure quality first teaching. The Threshold document and SEND toolkit provide schools with the tools to support SEND young people.</p> <p>We will continue to host termly SENDCO Exchanges to share information, upskill our SENDCOs and foster two way open communication.</p> <p>We will seek to train all school staff on general SEND matters to better equip them to deal with the increasing cohort and range of SEND pupils.</p> <p>We will develop a joint commissioning strategy across education, health, and social care in response to identified immediate priorities. We will review and renew with health partners the commissioning of speech and language support as a priority.</p> <p>Working with stakeholder and providers we will continue to develop a high quality post 16 provision offer for learners with SEND within the borough to support their transition to adulthood.</p> <p>We will develop a greater understanding of the Gatsby benchmarks so that they are embedded and result in an aspirational culture for young people across all provision.</p> <p>We will improve our information management systems to inform on the impact of services and outcomes for children and young people.</p> <p>We will work with the specialist SEND sector (special schools and resource provision schools) to strengthen their leading role in developing SEND improvement across the Local Area.</p>

	<p>We will ensure providers have information about effective interventions and good practice is shared to support pupil progress and close the attainment gap between those children and young people with SEND and others.</p> <p>We will develop a skills audit across the Local Area to identify strengths as well as establish gaps.</p> <p>We will establish a self-assessment checklist for good practice.</p>
<p><b>The Strategy will be successful if</b></p>	<p>There is an increase in the number of mainstream schools that can access advice and guidance from specialist providers to support inclusion</p> <p>There is an increase in the number of children and young people educated close to home due to high quality in borough provision in settings, schools, and colleges</p> <p>The Joint Commissioning plan is completed, and actions implemented.</p> <p>The commissioning of speech and language therapy support meets needs identified in EHC plans.</p> <p>Information systems are reviewed and re commissioned to ensure effective sharing of data improves joint working.</p> <p>The implementation of a minimum competency framework increases the number of statutory deadlines met within the allocated timeframe.</p> <p>Attainment of SEN support young people and EHCP increases so closing disadvantage gaps.</p>

<p><b>Strategic Priority 2</b></p>	<p><b>Ensure early identification of special education needs and high quality intervention particularly for children and young people exhibiting social, emotional, and mental health issues</b></p>
<p><b>Key Actions</b></p>	<p>We will work with all colleagues to improve knowledge and skills so that a young person’s needs are identified early, and a clear pathway identified.</p> <p>We will work on improving communication across services to improve collaboration and a willingness to support one another.</p> <p>We will work collectively to produce a clear pathway for reporting gaps in provision to improve the experience of the young person.</p> <p>We will use survey feedback from children and young people to develop and improve integrated assessments and plans for children and young people with SEND.</p> <p>We will work with education providers to ensure that the support for learners with SEND at school support is clear on the Local Offer and schools are identifying learners in line with the information on their school information reports.</p> <p>We will develop our audit and moderation of our Education Health and Care Plans to continue to develop integrated high quality plans with clear outcomes.</p> <p>We will review feedback from all sources including complaints, mediation, and tribunal hearings to develop and improve our service delivery.</p> <p>We will improve our EHC needs assessment process to meet statutory timescale.</p> <p>We will support parents’ knowledge of child development to identify issues earlier.</p> <p>We will work on ways to improve communication between educational settings and services to improve the experience of transition for young people at key points.</p>

<p><b>The Strategy will be successful if</b></p>	<p>There is an increase in the percentage of young children accessing appropriate services</p> <p>There is an increase in the number of young people accessing the annual health check when requesting it</p> <p>We routinely monitor the quality of School SEND Information reports</p> <p>There is an increase in the percentage of audited EHC plans graded as good</p> <p>The percentage of education setting places are identified and agreed a term before children start school</p>

<b>Strategic Priority 3</b>	<p>Further develop effective transition from one education phase/setting including preparing for adulthood pathway</p>
<b>Key Actions</b>	<p>We will work with a wide range of providers, further develop provision, pathways into adulthood, supported internships and employability skills across the 16-19/25 phase.</p> <p>We will work to improve the personal transition experience to adulthood for young people with SEND and their families by further developing clear guidance around pathways and options and person centred planning.</p> <p>We will work to strengthen the partnership with special schools, local FE colleges/ training advisors and Youth services/informal education settings to share expertise and support effective progression towards adulthood.</p> <p>We will work with local stakeholders to promote improved and earlier joint working between Children and Adults’ Services to support young people into adulthood so that young people get the right information from the right people at the right time.</p> <p>We will work to ensure clear information and guidance is available to parents and families to support the transition from primary to secondary schools supporting the SEND Code of Practice ethos of a right to mainstream education.</p> <p>We will provide clear information about the services that can support preparing for adulthood across education, health, and social care from year 9 review. We will regularly update our Transition to Adulthood brochure (available on the Local Offer) and host Your Future, Your Choice events to prepare young people for their next chapter.</p> <p>We will work collaboratively to improve communication at all transition points.</p> <p>We will improve the quality and consistency of advice to young people and their parents/carers.</p> <p>We will oversee and manage how the views of children and young people impact on service provision, developments, and decisions. This will be via school consultations, individual consultations with</p>

	<p>young people and Wirral SEND Youth Voice Group.</p> <p>We will work with young people and stakeholders to develop a “curriculum for life”.</p> <p>We will promote Supported Internships and access routes to employment for young people with SEND.</p>
<p><b>-The Strategy will be successful if</b></p>	<p>Evidence shows that children and young people are fully involved in planning for their own future and ensuring they get the support that is right for them.</p> <p>Transitions from one stage to the next are well managed so that there is continuity of support for children and young people with SEND.</p> <p>There is an increase in the number of internships</p> <p>There is an increase in the percentage of young SEND people in employment, education, or training</p> <p>Feedback from young people and their families tells us that transition was well planned, communicated and managed.</p> <p>Young people with SEND are engaged in purposeful education and training, so that they are well prepared for employment and independent or supported adult living.</p>

<b>Strategic Priority 4</b>	To further develop participation, engagement and coproduction with children, young people, parents, and carers
<b>Key Actions</b>	<p>We will resource a SEND Participation &amp; Engagement service which will include a full time SEND Youth Engagement Officer to develop engagement programmes with young people and champion youth voice in all that we do.</p> <p>SEND Youth Voice group will focus and train on the issues and reflect when they have understood/progressed issues. The young people will access training and support to be the ‘voices and champions’ of SEND issues locally for themselves and other SEND young people.</p> <p>We will continue to support at Parent/Carer attended school/community events</p> <p>We will continue to support Early Years settings to engage at the start of the family’s SEND journey.</p> <p>We will resource marketing materials for the Local Offer</p> <p>We will seek to increase our followers on the Local Offer Twitter and Facebook accounts</p> <p>We will provide training for schools on the Local Offer to improve information for users.</p> <p>We will have Local Offer Champions in each service or setting.</p> <p>We will continue to develop the Local Offer to ensure that there is a full range of advice, support and services that can be accessed by children, young people, parents, carers, providers, and professionals.</p> <p>We will prioritise finding ways to engage with those who are ‘hard to reach’</p> <p>We will continue to maximise the reach of the four established SENDCo Locality Boards and in doing so improve engagement/feedback/coproduction opportunities.</p> <p>We will signpost parents to where help is available if children and</p>

young people do not meet service criteria for a statutory plan

We will work with GPs to ensure that they are aware of the Local Offer and they are offering an annual health check for young people with SEND from age 14 years

We will develop advice and information for parents that is co-produced and where possible in Easy Read

We will consult with service users on joint commissioning contracts.

We will review how we communicate with young people and families.

We will work collaboratively to produce a working Wirral Coproduction Charter.

The SEND Participation and Engagement Lead and Youth Officer will continue to sit on the NW SEND Young Person's Coproduction Steering group to widen our resource pool and benefit local development/implementation/management.

We will seek to work collaboratively with Wirral's Parent/Carer forum (PCPW) to progress areas of agreed priority (e.g. Preparation for Adulthood)

We will increase the numbers of parents we work with to review and plan services through different groups in addition to the Wirral's Parent/Carer forum.(PCPW)

We will continue to work in partnership with Wirral's third sector and voluntary organisations

We will develop the implementation of Personal Budgets

We will commission disagreement resolution and mediation services.

We will work with parents, families, and young people as well as local SEND partners and providers to seek continuous improvement of services through regular consultation, engagement, and feedback.

	<p>We will showcase and share examples of good practice so that we can learn from what works well.</p> <p>We will build on the success achieved to date with Wirral's SEND Youth Voice group and continue to develop young people to ensure that their voices are heard and influence practice developments.</p>
<p><b>The Strategy will be successful if</b></p>	<p>There is an increase in the number of Parent/Carers and our young people aware of the Local Offer.</p> <p>We are engaging with a wider pool of Parent/Carers and SEND families</p> <p>Feedback is free flowing which will enable us to react in a timely manner</p> <p>There is an established process for Identified gaps to be plugged</p> <p>The golden thread of Coproduction runs through all aspects of Wirral's SEND provision.</p> <p>More SEND young people are aware of the opportunities to have their voice heard and will actively participate.</p> <p>Advice and information for young people is co-produced and in jargon and acronym free language</p> <p>Regular feedback indicates that users report information is clear and accessible</p> <p>The number of hits on the Local Offer increases</p> <p>Local Offer social media followers increase</p> <p>Families report that they have greater self-help skills and independence.</p>

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#### 4. To further develop participation, engagement and coproduction with children, young people, parents and carers

Ref	Action	Lead	Timescale	Progress comments	RAG	Link to SEF
<b>Improve awareness and use of the Local Offer website</b>						
4.1	Resource marketing materials for the Local Offer	STittle	01/09/2020			
4.2	Increase followers and contributors on the Local Offer Twitter and Facebook	PCain	01/09/2020			
4.3	Introduce Local Offer Champions in each service or setting.	STittle	01/01/2021			
4.4	Continue to develop the Local Offer to ensure that there is a full range of services	STittle	01/09/2020			
4.5	Prioritise finding ways to engage with those who are 'hard to reach'	STittle	01/01/2021			
4.6	Signpost parents to where help is available if children and young people have needs	STittle	01/09/2020			
4.7	Develop advice and information for parents that is co-produced and written by parents	STittle	01/01/2021			
<b>Coproduction</b>						
4.10.	Work collaboratively to produce a working Wirral Coproduction Charter	STittle	01/03/2021			
4.11	The SEND Participation and Engagement Lead and Youth Officer will co-produce the charter	PCain	01/09/2020			
4.12	Seek to work collaboratively with Wirral's Parent/Carer forum (PCPW)	STittle	01/09/2020			
4.13	Work with parents, families, and young people as well as local SEND providers	STittle	01/09/2020			
4.16	Continue to support at Parent/Carer attended school/community events	STittle	Sep-20			
4.21	Continue to work in partnership with Wirral's third sector and voluntary organisations	Stittle	Sep-20			
4.24	Showcase and share examples of good practice so that we can learn from what works well.	Stittle	Sep-20			
<b>Communication</b>						
	Improve communication between the SEN department and parents, carers and young people	TGhosh	Nov-20			
	Improve communication between the SEN leads and school leaders & key partners	TGhosh	Nov-20			
<b>Review Resources</b>						
4.14	SEND Participation & Engagement service which will include a full time role	TGhosh	01/09/2020			
4.19	Maximise the reach of the four established SENDCo Locality Boards and ensure they are effective	STittle	01/01/2021			
4.20.	Increase the numbers of parents we work with to review and plan services	STittle	01/09/2020			
4.22	Develop the implementation of Personal Budgets	TGhosh	01/01/2021			
1.1.2	Research and agree joint funding for a new IT platform for the Local Offer	STittle	01/12/2020			
	Consult, produce and implement a plan to bring the DSG spend down	TGhosh	01/09/2020			
<b>Early Years</b>						
4.17	Support Early Years settings to engage at the start of the family's SEND journey	CFenlon	Oct-20			
	Further develop transition process for early years children into schools	CFenlon	Jan-21			

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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 1 December 2020

<b>REPORT TITLE:</b>	<b>SEND - SELF ASSESSMENT</b>
<b>REPORT OF:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report sets out a summary of the Local Area Special Educational Needs/Disabilities (SEN/D) self-assessment which has been contributed to by representatives from education, health and social care, as well as feedback from young people, parents and carers.

The Self Evaluation Framework (SEF) is a document that provides an ongoing evaluation of how successful the Local Area is at meeting the needs of SEN/D young people as well as the impact of services. Three questions are used to enable the Local Area partners, young people and parent/carers and all stakeholders to objectively reflect impact. The questions are:-

1. How effectively does each service area identify children and young people who have (SEN/D)?
2. How effectively does each service area assess and meet the needs of children and young people who have SEN/D?
3. How effectively does each service area improve outcomes for children and young people who have SEN/D?

The SEF summary also links with the four key priorities from the SEND Strategy 2020-24.

1. To improve the quality of provision and outcomes for young people with SEND. To do this the focus is on:-
2. Identifying needs at the earliest point and provide the appropriate support.
3. Ensure that young people are ready for each stage of their school life and prepared for adulthood.
4. Increase participation and engagement young people and their families. In doing so ensure that all changes to policy/processes takes account of the views of young people, their parents, and carers as well as professionals.

The matter effects all Wards within the Borough.

This report does not relate to a key decision.

**RECOMMENDATION/S**

The Children, Young People and Education Committee is requested to note the SEND SEF Summary and request regular updates on the progress and impact to date around the key priorities.

## **SUPPORTING INFORMATION**

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

- 1.1 SEND is an important issue across the Local Area, with far-reaching implications and high cost to both the public purse and life chances. There are 2963 children/young people with an Education Health and Care Plan (EHCP) aged 0-25. Three quarters of the young people are male. Four of the top wards with SEND young people live in are Leasowe & Moreton East, Bidston & St. James, Rockferry and Seacombe.
- 1.2 The Local Area should be held accountable for the progress made in effectively identifying SEND young people; the extent to which services assess and meet need and improve outcomes.
- 1.3 It is essential that elected members are aware of the work priorities, the work done and the impact on young people, so that the Local Area is collectively held to account for the outcomes of SEND young people
- 1.4 The work across the Local Area by all partners complements three of Council's priorities:-
- A prosperous, inclusive economy where local people can get good jobs and achieve their aspirations
  - Brighter futures for our young people and families – regardless of their background or where they live
  - Services which help people live happy, healthy, independent, and active lifestyles, with public services there to support them when they need it.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Not being familiar with the key work priorities of the Local Area would lead to a lack of co-ordination and direction. This could have a detrimental impact on SEND young people's capacity and capability to lead productive lives.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Local Area has produced a Self-Evaluation Framework (SEF) annually.
- 3.2 The SEF is shared across the partnership. The key actions are evaluated regularly through the SEND Operations Group and the SEND Strategic Board.
- 3.3 The cyclical evaluative approach has resulted in improved coproduction.

### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 The multiagency working has the potential to reduce overall spend on SEND particularly around joint commissioning. Regular evaluative data is ensuring that partners are trying to get better value for the Wirral pound.

4.2 Currently the High Needs budget is £1.2 million overspent with projections of the overspend increasing by an additional £1.4 million in the current financial year. As a result, the Head of SEND is working with colleagues on producing a recovery plan consultation which will be subject to approval by the Department for Education.

## **5.0 LEGAL IMPLICATIONS**

5.1 The Local Authority has statutory duties under the Children and Families Act 2014 regarding how services and support are delivered for disabled children and young people and those with Special Educational Needs.

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

6.1 We will provide development opportunities so that the workforce can continuously improve. We will further an effective performance framework so that service areas can be appropriately held to account.

## **7.0 RELEVANT RISKS**

7.1 Failing to deliver the actions outlined in the SEF will be mitigated through oversight and scrutiny arrangements by the SEND Operational Group and the SEND Strategic Board. Oversight of the SEND Improvement Plan will be provided by partners on a regular basis.

7.2 It is necessary to acknowledge the current financial pressures facing the Council and its partners as a risk. The Direct Schools Grant (DSG) is projected to be £3.0 million overspent by the end of the financial year. The Head of SEND is working with the Department for Education on a recovery plan. This could result in reduction of service delivery. Any future funding discussion must consider cost-benefit analysis and the need for invest to save approaches.

## **8.0 ENGAGEMENT/CONSULTATION**

8.1 The SEF has been co-produced for the last four years. More recently it has been acknowledged that SEND young people and their parents/carers should have more opportunities to provide their feedback to improve all service areas as appropriate.

## **9.0 EQUALITY IMPLICATIONS**

9.1 It is recognised that a significant number of SEN young people have protected characteristics of the nine groups protected under the Equality Act 2010. A full Equality Impact Assessment has been completed for the strategy and delivery plan and can be found via the following link:

<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments>

## 10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

10.1 There are no environmental and climate implications arising from this report. It is anticipated that the SEND SEF will have no impact on the emission of greenhouse gases.

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## APPENDICES

Appendix 1 SEF Assessment Summary  
Appendix 2 SEND Dashboard Q1  
Appendix 3 SEND Dashboard Summary

## BACKGROUND PAPERS

None

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date

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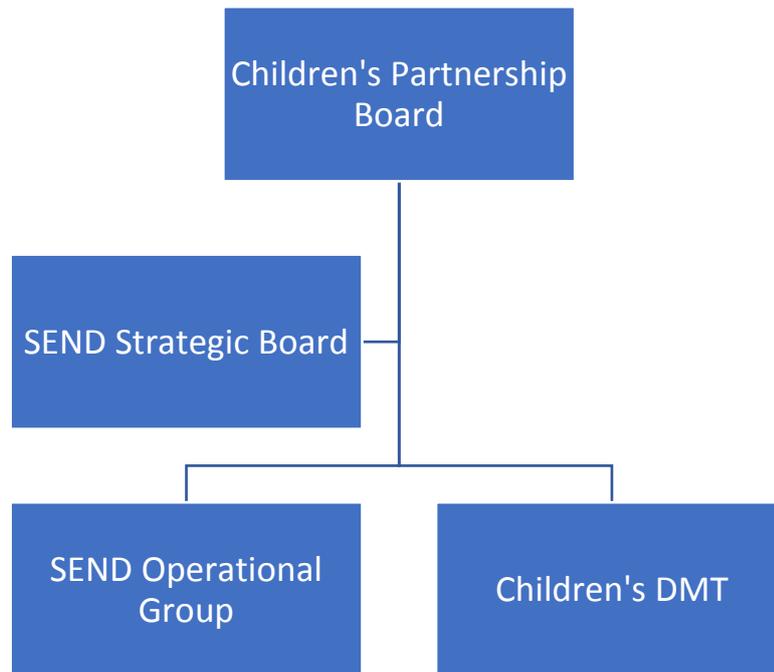
## SEND Self-Assessment

### 1.0 Background

- 1.1 The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.
- 1.2 The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and it applies to England.
- 1.3 The following bodies must 'have regard to' the Code:
- Local authorities – education, social care and relevant housing, employment, and other services
  - School governing bodies (including non-maintained special schools), further education and sixth-form colleges
  - Proprietors of academies (including free schools, university technical colleges and studio schools)
  - Management committees of pupil referral units
  - Independent schools and specialist providers approved under section 41 of the Children and Families Act 2014
  - Early years providers in the maintained, private, voluntary, and independent sectors, funded by the local authority
  - The NHS Commissioning Board, NHS trusts, NHS foundation trusts and local health boards
  - Youth offending teams and relevant youth custodial establishments.

### 2.0 Governance

- 2.1 The Local Area encompasses all the services and settings listed above. Crucial to the SEND reforms is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels. Parent Carer Participation Wirral(PCPW) has a defined role in working in partnership with the Local Area. There is a stronger focus on high aspirations and on improving outcomes for children and young people. The guidance emphasizes joint planning and commissioning of services to ensure close co-operation between education, health services and social care. It includes guidance on publishing a 'local offer' of support for children and young people with SEND.
- 2.2 To ensure coherence of services, accountability and a strategic approach clear governance is crucial. The following indicates the current accountability structure.



The SEND Strategic Board has representatives from Education, Health and Social Care and all have responsibility for strategic decision making. The SEND Operational Group is a larger group whose representatives are responsible for delivering key services to children and families. There is also representation from PCPW and SEND participation to ensure the views of young people and their families are heard.

### **3.0 SEND SELF ASSESSMENT (SEND SEF)**

3.1 The SEND SEF is an evolving document that has been produced to highlight the progress that Wirral Local Area has made in implementing the SEND Reforms. The SEF is reviewed annually and links to the priorities in the SEND Strategy 2020-24 (see below): -

- Improve the quality of provision and outcomes for young people with SEND
- Ensure early identification of special education needs and high quality intervention particularly for children and young people exhibiting social, emotional, and mental health issues
- Further develop effective transition from one education phase/setting including preparing for adulthood pathway
- To further develop participation, engagement and coproduction with children, young people, parents, and carers.

3.2 The SEF focuses on the three questions that are asked when a Local Area is inspected by Ofsted and the CQC:-

How effectively does each service area:-

1. identify children and young people who have SEN/D?
2. assess and meet the needs of children and young people who have SEN/D?
- 3: improve outcomes for children and young people who have SEN/D

### 3.3 Identifying Children and Young People Who Have SEN/D

Progress	Impact	Next Steps
<p>A robust identification and assessment framework in early years, with trained and qualified SEND professionals within the sector who put children at families at the heart ensures that children and parents are appropriately supported during their assessment and planning journey.</p>	<p>Feedback through the My Child Can engagement mechanism demonstrates the impact that positive support in early years has had on children and families.</p>	<p>Identify the strategies that can be implemented as early as possible to ensure more children are school ready and those with significant needs particularly around attachment and trauma, are supported early. Parent workshops to empower and enable parents</p>
<p>Health professionals use a range of screening tools and timely assessments to identify and assess children and young people.</p>	<p>The improvements in the timeliness of the 2-2.5-year review has resulted in increased identification in early years and more robust health practices. This has been further supported by the improved operational partnership working between early years and health and the sharing of information to provide for a much more informed assessment analysis.</p> <p>Therapeutic assessments engage children and parents through various approaches and mechanisms which help support the advices and inform plans.</p> <p>Timeliness of health advices is much improved with average timescales ranging between 100% within the 6-week timescale.</p> <p>In built quality assurance mechanisms, led by the DCO has improved the quality of advices to inform planning.</p>	<p>Early identification data pathway needs feeds into the Operational and Strategic Group</p> <p>Establishing data analysis of additional needs identified through the developmental reviews to enable population level of need to feed into service/strategic developments</p> <p>SENDCos to cascade skills and knowledge around SEN to the wider workforce.</p> <p>Ensure there is consistent information sharing across the whole of Early Years</p> <p>Pre-evidence of need ensures a seamless approach resulting in adaptation of service/provision and access of services/funding</p> <p>PEP roll out for 0-3 year olds</p> <p>Establish data collation/analysis of additional needs identified through routine health assessments</p>

<p>Schools leaders and SENCO's use the plan-do-review cycle to support assessment and referral. Thresholds and toolkits are used to guide referrals and graduated approach teaching practices.</p>	<p>Some school leaders have driven innovative projects which have increased their ability to meet the needs of children, but there remains some variance in the quality of support for children classed as SEN Support.</p>	<p>Further development of SENCO System Leaders across the education sector will help to bring consistency and improvement through expertise and peer support.</p>
<p>Consult with schools and settings to determine key areas for development.</p>	<p>Schools/setting report that: In the early years there are increasing numbers of children who are not toilet trained; are unable to communicate effectively and have behavioural issues. Issues around social, emotional, and mental health have been identified as a priority by both primary school and secondary school leaders.</p>	<p>Coproduction of an Inclusion Strategy  Pilot Research project with Chester University involving 16 schools to develop a coherent approach to behaviour management (attachment and trauma informed approach).</p>
<p>Collaborative Accountability Across the System</p>		
<p>Co-production has been an integral part of decision-making and developments since 2014. Key strategies, toolkits, advice, and guidance materials as well as the local offer which have all be shaped and developed in partnership with parents/Carers and children and young people.</p>	<p>This has been further developed with the delivery of a launch day, jointly funded by the local authority and Parent Carer Partnership Wirral, by Genuine Partnership Group from Rotherham. This drew together all stakeholders as equal partners to improve participation around the four cornerstones of coproduction has resulted in a proposed action plan being created around collaborative projects to achieve key agreed priorities such as transition to adulthood. Part of the approach around this was to build positive relationships with the small group of active parents and carers on the Partnership</p>	<p>Ensure that coproduction is at the centre of all work developments for example the review of the SEND Transport policies pre and post 16; the Preparation for Adulthood Strategy</p>

	<p>who remain dissatisfied with support and provision with the local area. The new SEND Strategy 2020-24 was produced after extensive consultation and coproduction. The four priorities were strongly influenced by the voice of parents and young people.</p>	
<p>The Local Area's website for the Local Offer is comprehensive and updated regularly. Many parents, children and young people who have SEN and/or disabilities were often unaware of its existence, despite the enthusiasm and commitment of the lead officer.</p>	<p>During the Pandemic it has been the 'go to' website to support parents of young people with SEND. It was co-produced and provides a wealth of information and signposting. There is also innovative and embedded practice in Young People's participation. The recent Accessibility Audit in October 2020 ranked the website as 86% which is 26/152 local authorities. The SEND Youth Voice Group provide honest feedback as well as suggestions as to how services can be improved. The group has been instrumental in shaping work around preparation for adulthood.</p>	<p>Continue to coproduce materials and upload to the Local Offer website. Continue to improve the accessibility of the website.</p>

### 3.4 Assessing & Meeting the Needs Children and Young People with SEN/D Summary

Progress	Impact	Next Steps
<p>The SEND dashboard has been revised. The SEND Operational Group reviews the data on a regular basis, monitors the timeliness of advices for Education, Health and Care plans and waiting times for services.</p> <p>The SEND Strategic Board holds partners to account for the timeliness of EHC plans.</p>	<p>The percentage of EHCP plans completed within the statutory 20 week timeframe has increased to 85% with a rolling average of 60.1% (which is in line with the national average).</p>	<p>Focus on removing the barriers for Educational Psychologists so that there is improvement on the number of advices received within the 6 week period.</p>
<p>Training was delivered by the DfE around writing good quality EHC plans. There is a quality assurance process for new EHCPs undertaken on a quarterly basis with recommendations produced and reviewed by the SEN Team. Improve the quality of advice from Social Care.</p>	<p>Improvement in the quality of EHC plans.</p>	<p>Introduce a multiagency quality assurance process including parent representation.</p> <p>Improve the quality of advice from Social Care.</p> <p>Ensure that Health colleagues quality assure ECH plans before the final draft is published.</p>
<p>We collect feedback on the views of parents and carers on the EHC needs assessment process.</p>	<p>Feedback from parents and carers showed that:</p> <ul style="list-style-type: none"> <li>• 80% of parents and carers surveyed agreed their views were included in their child’s EHCP</li> <li>• 100% agreed they had sufficient opportunities to comment on their child’s EHCP</li> </ul>	<p>Further developing ways to capture and record the views of children and young people.</p> <p>Survey schools/settings regarding the level of satisfaction around process, quality, and timeliness of EHC plan completion.</p>

	<ul style="list-style-type: none"> <li>90% agreed their child's views were included in their EHCP</li> </ul>	
We have appointed two Annual Review writers. We have developed an approach to record the outcomes of annual reviews, but this process is not yet embedded across the system.	The backlog of annual reviews which need to be processed is reducing.	Improve the associated data processes used to record and monitor annual review delivery and outcomes.
<b>Collaborative Accountability Across the System</b>		
The Inclusion Panel is an established multiagency panel, including school representation that makes decisions about assessments for an Education, Health and Care Plan (EHCP). We also have a multiagency panel for decision making around placements, including out of borough and independent provision. Schools are active partners in decision making, along with Health, Education services and Social Care.	<p>There are transparent and consistent decision-making processes and joint accountability for decision making. This is demonstrated through the Transition Operation Group minutes and policy.</p> <p>However parents and carers report they have less knowledge of the decision-making process than partner organisations.</p>	Improve the transparency of this process for parents and carers
The previous SEND dashboard has been reviewed. There are monthly updates plus quarterly information captured.	Increased accountability across partners.	Develop a multi-agency SEND dashboard which draws together information on outcomes for SEND pupils across education, health, and social care, including information on health waiting times.

### 3.5 Improve outcomes for children and young people who have SEN/D?

Progress	Impact	Next Steps
<p>Schools use a variety of tools and receive support to ensure they are outcomes focused for children with SEND, these include:</p> <ul style="list-style-type: none"> <li>• Person centred support plan</li> <li>• Detailed guidance on what should be quality first teaching</li> <li>• An outcomes section in the Threshold toolkit</li> </ul>	<p>There is inconsistency in how school leaders and SENDCos are using the Threshold Toolkit.</p>	<p>Schools have reported that they need advice and guidance on how to measure and review the progress of children at SEN support.</p>
<p>2019 attainment data has been extensively analysed and shared with individual schools/clusters./Locality Boards School Improvement officer with a SEN/D focus meets with Head teachers where there are concerns around the achievement of pupils with SEND and plans are in place to improve performance within those schools. There has been significant challenge around education outcomes for SEN Support young people.</p>	<p>Attainment (2019) of pupils with SEN/D is below the national average for similar pupils. Key areas for improvement for the coming year focus around improving speech and language so that:-</p> <ol style="list-style-type: none"> <li>1. the number of children with EHCPs making a good level of development increases</li> <li>the number of children with EHCPs attaining the expected level of phonics increases</li> </ol> <p>The percentage of children with EHCPs(2% compared with national average of 9%) and SEN support reaching the expected level at the end of Key Stage 2 (RWM combined 23%) was below the national average (27%).</p> <p>90% of special schools in Wirral have been graded good or better by OFSTED.</p>	<p>Work with SENDCos through the SEND Locality Boards to identify best practice which can be shared.</p> <p>Regularly monitor the work schools are doing to improve the progress and attainment of SEND young people</p>

<p>Preparation for Adulthood Group was re-established with an agreed workplan. Good representation from agencies including a SEN young person to provide challenge and support.</p>	<p>Preparation for Adulthood Handbook revised and published on the Local Offer. Your Future Your Voice conference organised to launch the consultation for the Preparation for Adulthood Draft Strategy – rescheduled due to the pandemic.</p>	<p>Training for partners from the NDtI regarding Preparation for Adulthood key themes Audit of EHC plans to determine the baseline as to the evidence of aspiration outcomes for young people around education, employment, health, and independent living. Outcomes in EHCPs will be SMART and determined by what is most important for the child in their preparation for adulthood. These often include communication skills and skills for leading an independent life (e.g. getting dressed independently).</p>
<p>Improve participation in employment, education, and training for SEND young people.</p>	<p>The proportion of children and young people across the local area who are not in education, training or employment post-16 is below the national average. Wirral has good overall participation rates for young people aged 16-18. In regard to the proportion of SEND CYP who are in EET or NEET at KS4, Wirral has a higher proportion who are in EET when compared to the national average; at 98.4% compared to 88.4% nationally. However, at 7.6% for Q1, Wirral has a higher proportion NEET than the national average of 7.2%. In Q1, local EET has increased from 89.5% in Q4, yet the NEET has decreased from 7.8% since Q4. When considering the whole 16-24 SEND cohort, EET has decreased from 74.0% in Q4 to 70.2 in Q1, yet for NEET has increased</p>	<p>The data suggests that the higher ability pupils with SEND are supported to achieve very well, but that there may be gaps and lack of opportunity for children with more complex SEND. The 14-19 will interrogate this information in more detail to ensure that ambitious and accessible pathways exist for all children and young people with SEND, so reducing NEET for SEND young people aged 19-25.</p>

	<p>from 12.7% to 13.3% over the same period. Similarly, both the EET and NEET percentages are higher than the latest national average. In Q1 there were 70.2% in EET in Wirral, compared to 56.6% nationally, and 13.3% NEET, compared to 9.3% nationally.</p>	
Collaborative Accountability Across the System		
<p>Participation, engagement and coproduction with children, young people, parents, and carers has been a key development.</p>	<p>Appointment of a SEN/D Youth ambassador has resulted in significant changes to policy and practice with the views of Young People being central to development. Young People feel they are being listened to. Improvement to the Local Offer which now provides support and advice to young people as well as their parents/carers and other stakeholders. Regional and national recognition for the work of SEND young people</p>	<p>Continue to proactively engage with SEN/D young people and the parents/carers so that all policy, strategy, and procedure is coproduced.</p> <p>Continuing to strengthen and promote Wirral's on-line information through the Local Offer in partnership with Adult Social Care, Health Partners, children, and young people with SEND and their parents/carers.</p> <p>Introduce a new platform which is easier for users Increase capacity around parental engagement particularly parents least likely to engage</p>

Note – The information is a summary of the Local Area SEF which is currently being reviewed by all partners. The following appendices provide a summary of context as well as ongoing work considered as ‘business as usual.’

## Wirral SEND Profile

### EHCP

- 2963 children/young people with an EHCP (age 0-25)
- 73.47% boys vs 26.53% girls
- EHCPs across age bands: (Age as at 31/08/2020)

0 - 4	5 - 11	12 - 18	19 - 25
1.99%	32.06%	43.84%	22.11%

- 4.08% children with EHCP attending an Out of Borough school

Source: Current EHCP data in Capital ONE

### SEN Support

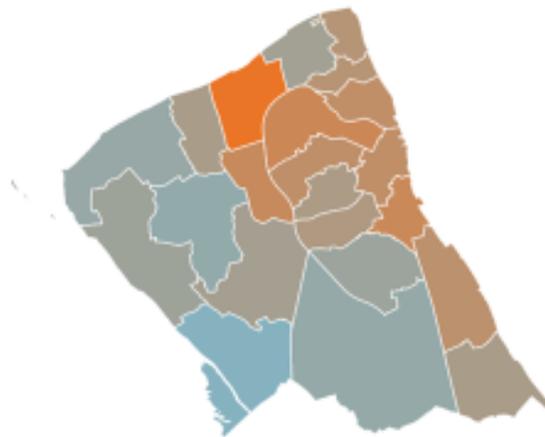
- 14.48% children/young people with SEN Support
- 65.47% boys vs 34.52% girls
- SEN Support across educational setting:

Early Years	Primary	Secondary	Special	Independent
15.98%	15.92%	12.50%	2.67%	27.01%

Source: January Census

## Wirral SEND Profile - Wards

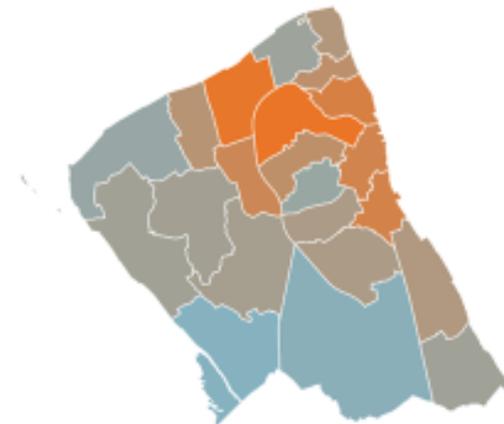
EHCP Rate per 10,000, by Ward



Top 5 Wards	Rate per 10,000
Leasowe & Moreton East	527.9
Bidston & St. James	411.3
Rock Ferry	407.5
Upton	398.2
Seacombe	371.1

Source: Current EHCP data in Capita One

SEN Support Rate per 10,000, by Ward



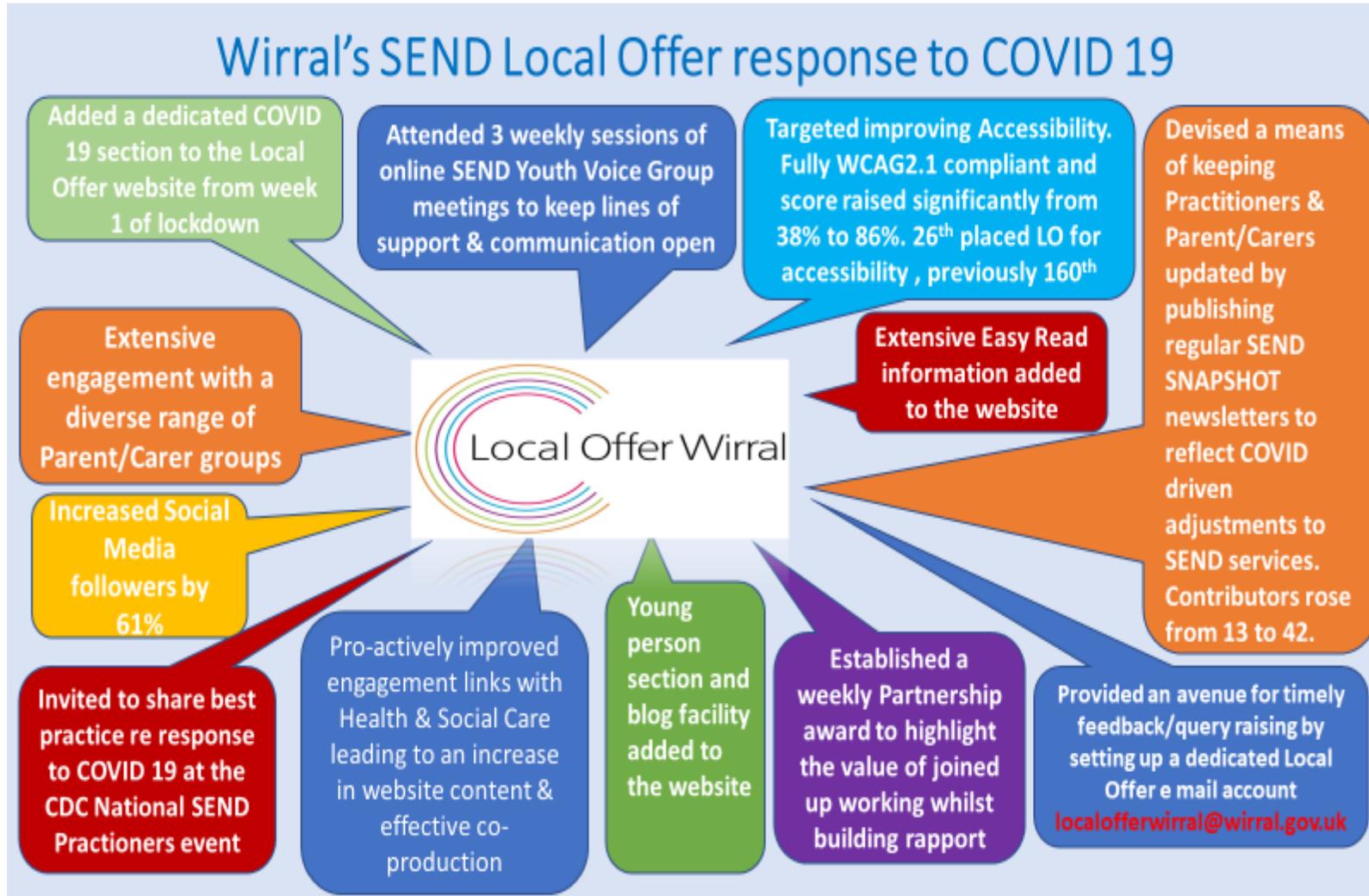
Top 5 Wards	Rate per 10,000
Bidston & St. James	1257.4
Leasowe & Moreton East	1224.6
Seacombe	1082.0
Rock Ferry	1038.7
Birkenhead & Tranmere	1019.5

Source: January Census

Appendix 3  
Improvement Journey So Far

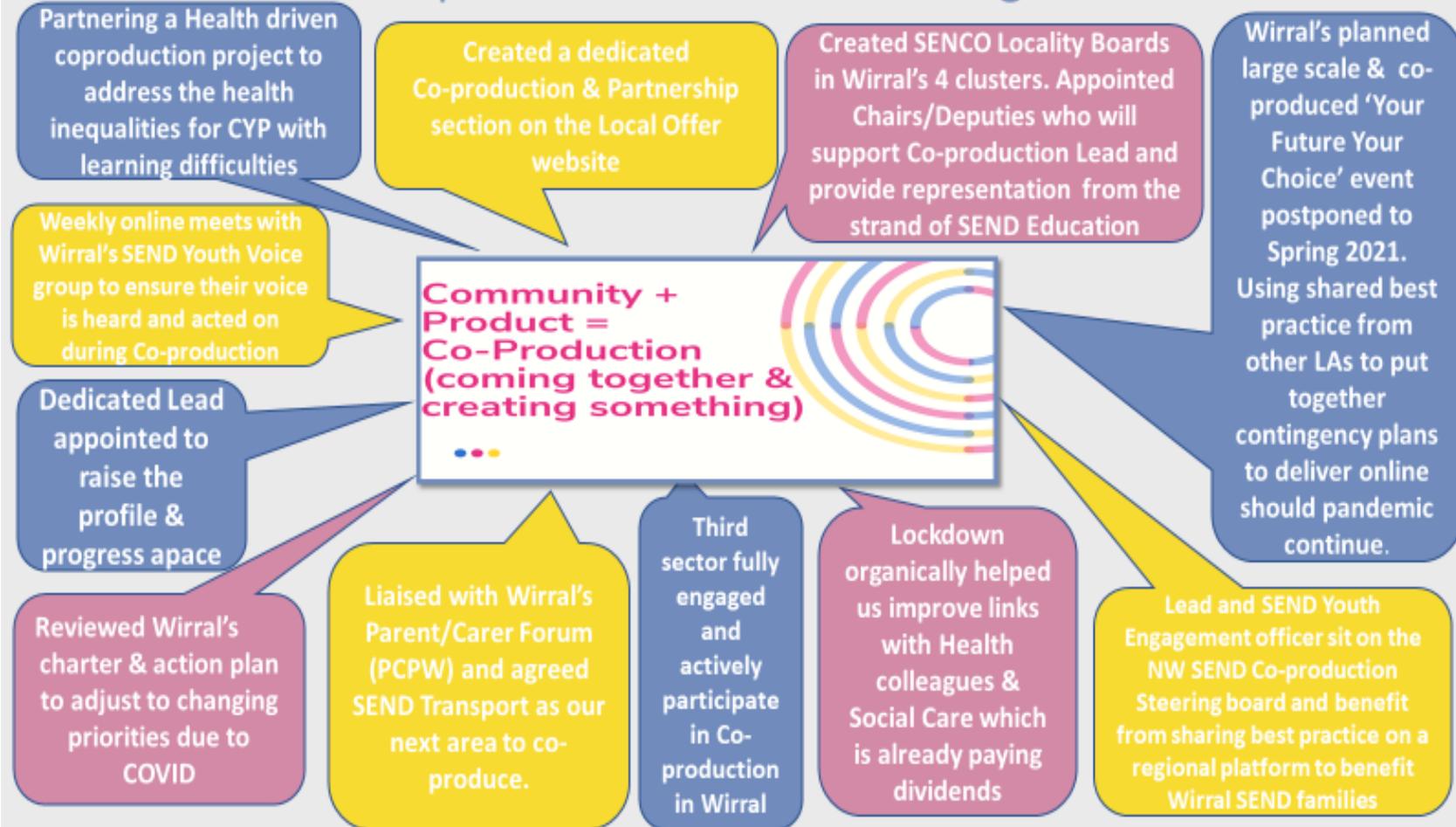
Strengths	Areas for Improvement
<ul style="list-style-type: none"> <li>• Improved engagement from all partners across the Local Area</li> <li>• Revised governance structure</li> <li>• Increased accountability</li> <li>• Improved accessibility to the Local Offer by professionals, parents, and young people</li> <li>• Coproduction of the New SEND Strategy 2020-24</li> <li>• Increased financial investment in the statutory services areas around SEND</li> <li>• Permanent Head of SEND</li> <li>• Young People’s voice influencing policy and practice locally, regionally, and nationally</li> <li>• Strong specialist provision (special schools and bases)</li> <li>• Good integrated Early Years offer</li> <li>• SENDCo Locality Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Coproduction using the four Genuine Partnerships cornerstones of welcome &amp; care; value &amp; include; communicate and work in partnership</li> <li>• Early identification &amp; high quality intervention to support young people &amp; prevent escalation to assessment for EHCPs (SEMH)</li> <li>• Education outcomes at all phases</li> <li>• Improve Annual Review outcomes</li> <li>• Further develop coproduction around Preparation for Adulthood and effective transition from one phase to the next</li> <li>• Further develop coproduction, participation &amp; engagement with young people, parents, and carers</li> <li>• Improve data analysis and subsequent actions</li> <li>• Review lessons learnt from the work on the Neurodevelopment pathways to ensure there is a clearly understood &amp; implement the Autism pathway</li> <li>• Reduce the waiting list for ASC assessments</li> <li>• Review &amp; develop joint commissioning across education, health &amp; social care</li> <li>• Implement robust audit &amp; accountability processes for current &amp; future commissions</li> <li>• Improve financial efficiency</li> </ul>

Appendix 4  
Local Offer Response to the Pandemic



Appendix 5  
Coproducton

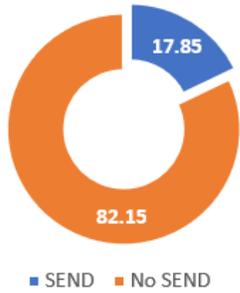
## SEND Co-production in Wirral during COVID 19



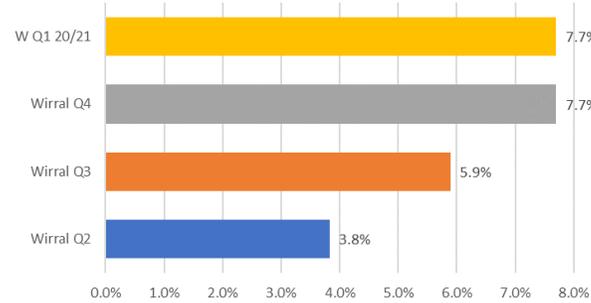
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# Wirral SEND Dashboard

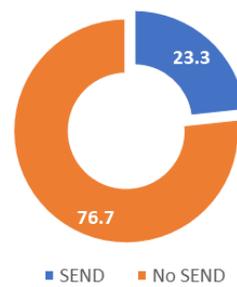
### % of Pupils with SEND



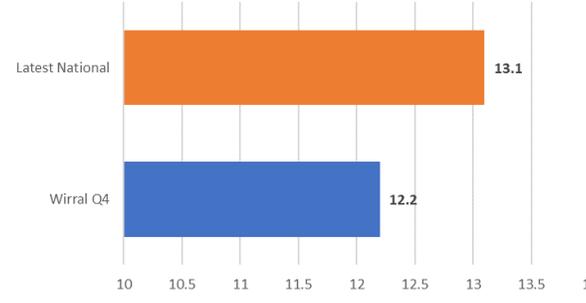
### Total identified by Early Years sector as SEND



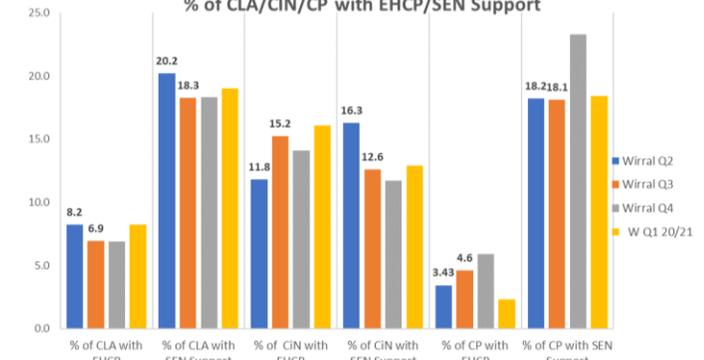
### % of Early Help Episodes involving CYP with:



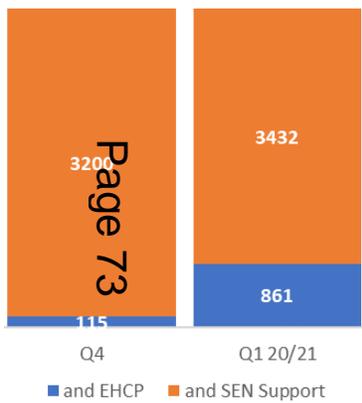
### % of BME total school population with SEND



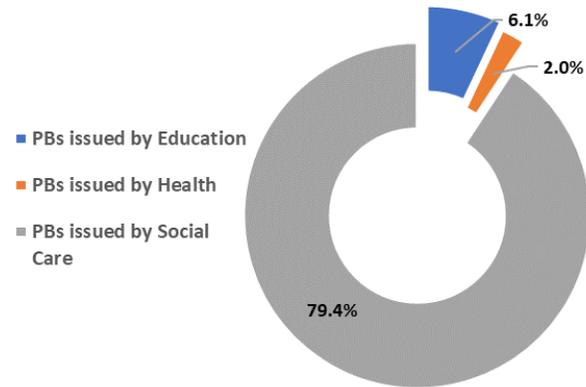
### % of CLA/CIN/CP with EHCP/SEN Support



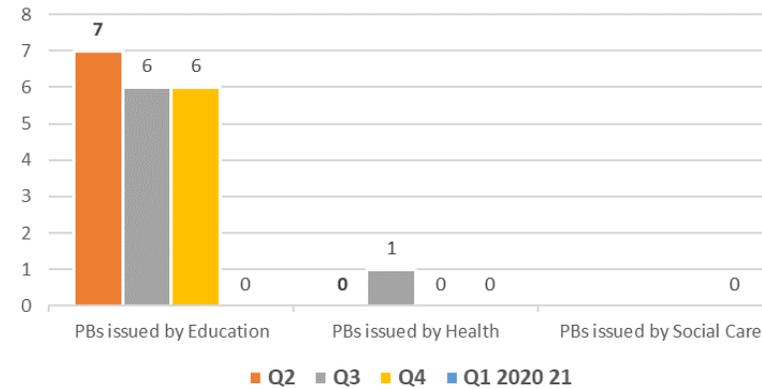
### Pupil Premium



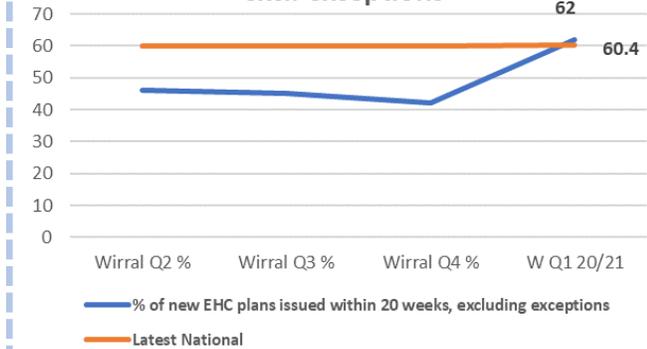
### Personal Budgets - Latest National



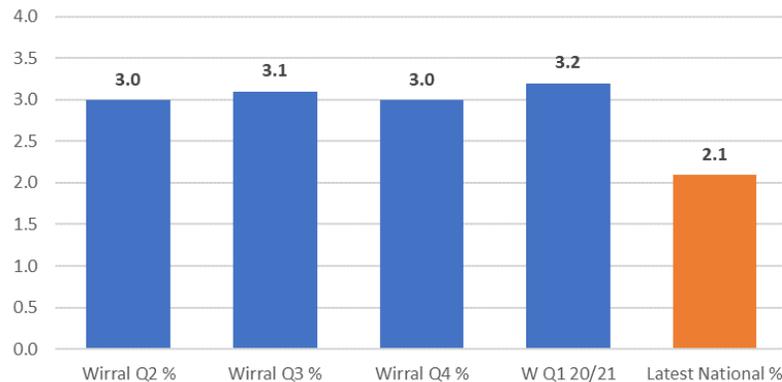
### Personal Budgets - Wirral



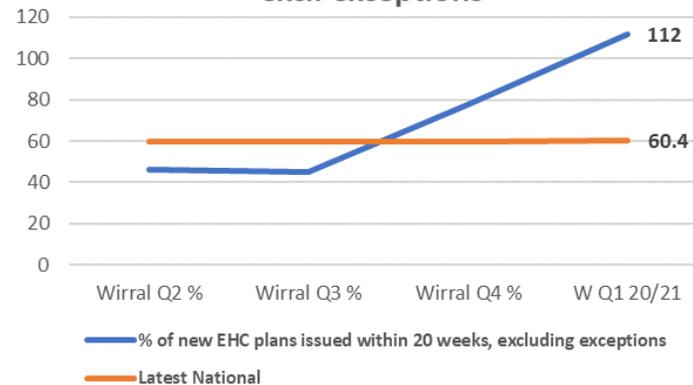
### % of New EHCPs issued within 20wks, excl. exceptions



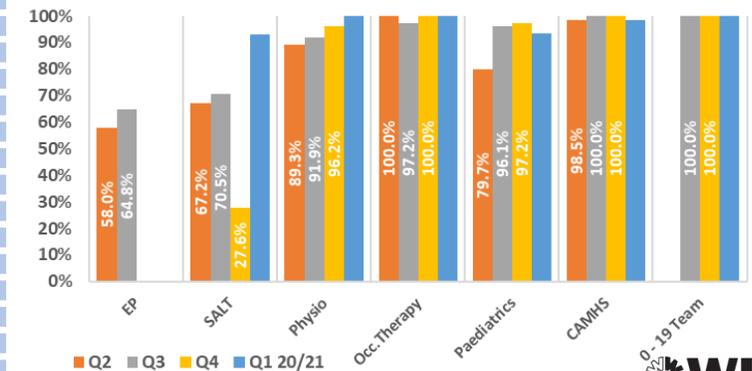
### % of Total 0-25 Population with EHCP



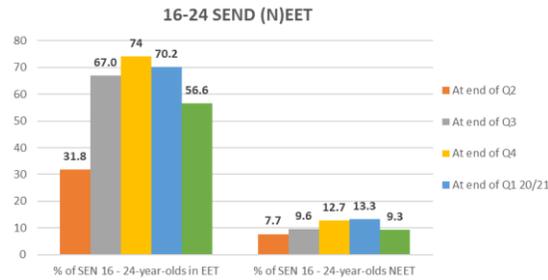
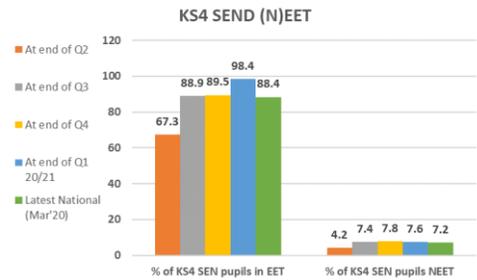
### % of New EHCPs issued within 20wks, excl. exceptions



### % of Advices received within 6 weeks

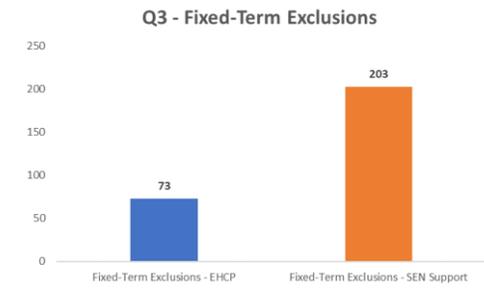
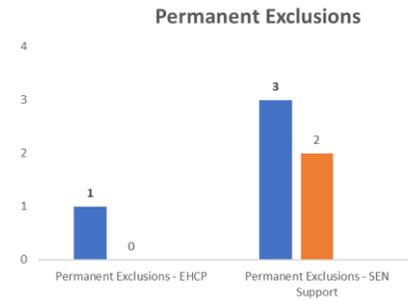
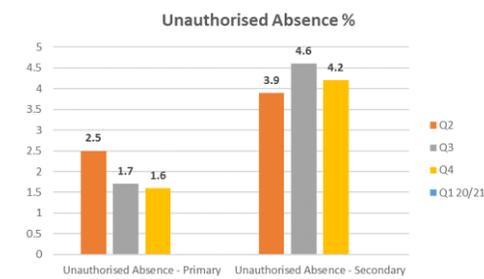
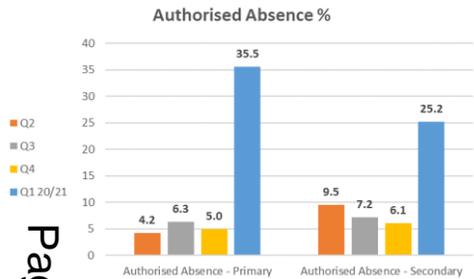


# Wirral SEND Dashboard

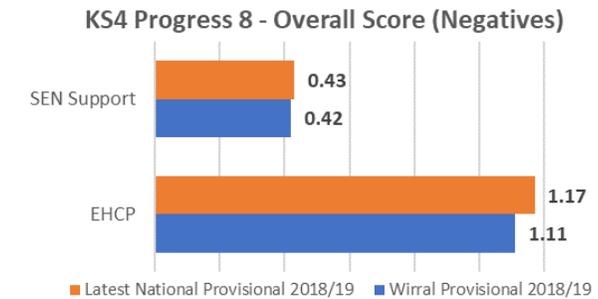
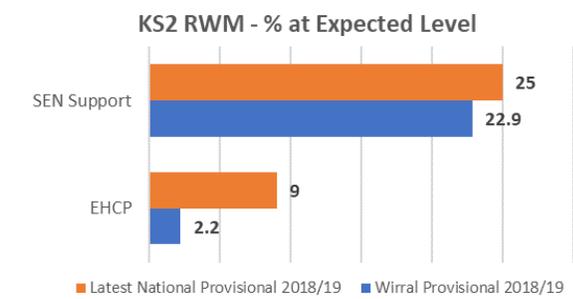
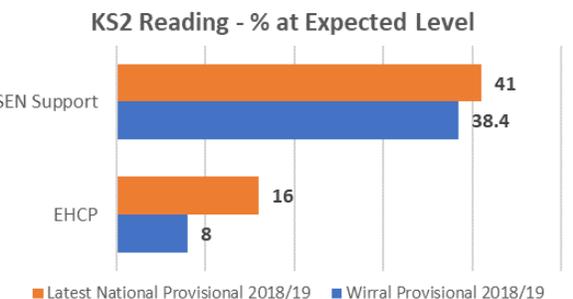
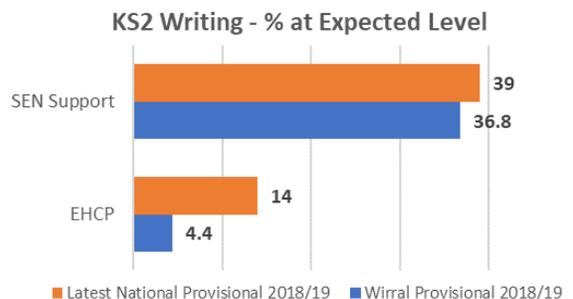
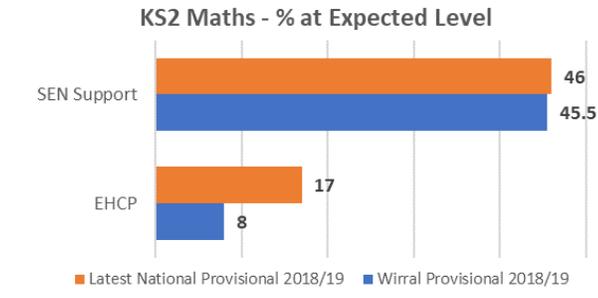
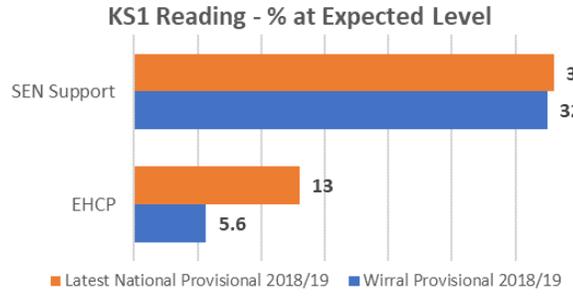
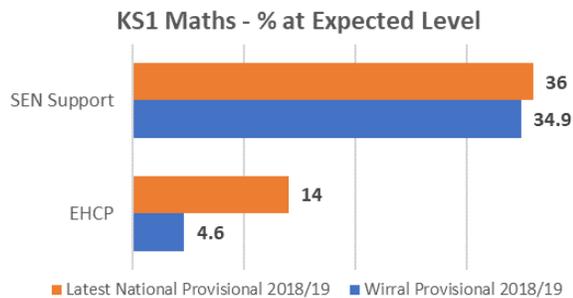
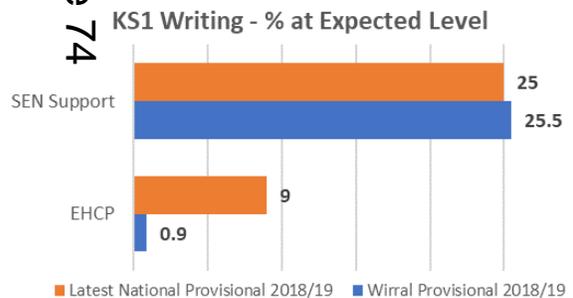


Elective Home Education/Missing from Education	Q2	Q3	Q4	Q1 20/21	Trend
No. of SEND CYP that are Electively Home Educated - Primary	0	3	3	1	
No. of SEND CYP that are Electively Home Educated - Secondary	4	6	0	1	
No. of SEND CYP that are missing from Education - Primary	0	1	5	0	
No. of SEND CYP that are missing from Education - Secondary	2	4	4	1	

\*Q1 20/21 Data just June 20. Due to COVID 19 there was no reporting in Apr/May. All absence from 23/03 to end of academic year, is classified as Authorised by DfE



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# Wirral SEND Dashboard - Appendix

General	Q2	Q3	Q4	Q1 20/21	Latest National
% of pupils with SEND	18	17	17.9	17.9	
% of pupils with an EHCP - Primary		2.8	2.9	2.7	1.6
% of pupils with an EHCP - Secondary		3.7	4.0	4.04	1.7
% of pupils with SEN Support (all schools)	14.8	13.8	14.5	14.5	11.9
% of Early Help Episodes with SEND	17	16.3	25.8	23.3	
% of CLA with EHCP	8.2	6.93	6.9	8.2	26.5
% of CLA with SEN Support	20.2	18.3	18.3	19.0	
% of CiN with EHCP	11.8	15.2	14.1	16.1	21
% of CiN with SEN Support	16.3	12.6	11.7	12.9	24.8
% of CP with EHCP	3.4	4.6	5.9	2.3	
% of CP with SEN Support	18.2	18.1	23.3	18.4	
% of BME total school population with SEND	11.4	11.4	12.2	12.2	13.1
Early Years: Total % identified by Early Years sector as SEND	3.8%	5.9%	7.7%	7.7%	

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Funding	Q2	Q3	Q4	Q1 20/21
No. of CYP in receipt of Inclusive Practice Funding	20	43	52	8
No. of CYP in receipt of Disability Access Funding	14	14	16	2
Number of children with Pupil Premium and EHCP	818	774	115	861
Number of children with Pupil Premium and SEN Support	3514	3136	3200	3432

% of Advices received within 6 weeks	Q2	Q3	Q4	Q1 20/21
EP	58.0%	64.8%	-	-
Social Care	100.0%		-	-
SALT	67.2%	70.5%	27.6%	93.1%
Physio	89.3%	91.9%	96.2%	100.0%
Occ. Therapy	100.0%	97.2%	100.0%	100.0%
Paediatrics	79.7%	96.1%	97.2%	93.5%
CAMHS	98.5%	100.0%	100.0%	98.2%
0 – 19 Team		100.0%	100.0%	100.0%

Elective Home Education/Missing from Education	Q2	Q3	Q4	Q1 20/21
No. of CYP that are Electively Home Educated - Primary	0	3	3	1
No. of CYP that are Electively Home Educated - Secondary	4	6	0	1
No. of CYP that are missing from Education - Primary	0	1	5	0
No. of CYP that are missing from Education - Secondary	2	4	4	1

Personal Budgets	Q2	Q3	Q4	Q1 20/21	Latest National (% of Total)
% of total Personal Budgets issued by Education	7	6	6	-	6.1%
% of total Personal Budgets issued by Health	0	1	0	-	2.0%
% of total Personal Budgets issued by Social Care			-	-	79.4%

\* Q1 20/21 Data just June 20. Due to COVID 19 there was no reporting in Apr/May. All absence from 23/03 to end of academic year, is classified as Authorised by DfE

Absence	Q2	Q3	Q4	Q1 20/21
Authorised Absence - Primary	4.2	6.3	5.0	*35.5
Authorised Absence - Secondary	9.5	7.2	6.1	*25.2
Unauthorised Absence - Secondary	3.9	4.6	4.2	*0
Unauthorised Absence - Primary	2.5	1.7	1.6	*0

(N)EET	At end of Q2	At end of Q3	At end of Q4	At end of Q1 20/21	Latest National
% of KS4 SEN pupils in EET	67.3	88.9	89.5	98.4	88.4
% of KS4 SEN pupils NEET	4.2	7.4	7.8	7.6	7.2
% of SEN 16 - 24-year-olds in EET	31.8	67	74	70.2	56.6
% of SEN 16 - 24-year-olds NEET	7.7	9.6	12.7	13.3	9.3

EHCPs	Q2	Q3	Q4	Q1 20/21	Latest National %
% of total 0-25 population with EHCP	3.0	3.1	3.0	3.2	2.1
% of new EHC plans issued within 20 weeks, excluding exceptions	46	45	42	62	60.1

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### Commentary for Q1 2020/21 SEND Dashboard

#### Page 1

- The total percentage of pupils with SEND remained static at 17.9% from Q4 to Q1.
- This is also reflected in the percentage of those with SEND identified by Early Years. The figure for this unchanged at 7.7% in Q1.
- The percentage of Early Help episodes involving CYP with SEND is 23.3 % in Q1, a decrease from 25.8% in Q4.
- The percentage of CLA with EHCP increased from 6.9% in Q4 to 8.2% in Q1. An increase was also seen with CLA with SEN Support, rising from 18.3% in Q4 to 19.0% in Q1.
- The percentage of CP with EHCP has reduced by over half, from 5.9% in Q4 to 2.3% in Q1. Likewise, the percentage of CP with SEN Support has reduced from 23.3% in Q4 to 18.4% in Q1.
- After a reduction between Q3 and Q4, the percentage of CIN with an EHCP increased from 14.1% in Q4 to 16.1% in Q1. Likewise, there was an increase in the percentage CIN with SEN Support from 11.7% in Q4 to 12.9% in Q1.
- There was a very large increase in those with an EHCP receiving Pupil Premium from Q4 to Q1; from 115 to 861. SEN Support saw a smaller increase from 3200 in Q4 to 3432 in Q1.
- The number of children in receipt of Disability Access Funding reduced significantly from 16 in Q4 to 2 in Q1. This significant decrease can also be seen in the number receiving Inclusive Practice Funding; decreasing from 52 in Q4 to 8 in Q1.
- In terms of percentage of advices received within six weeks, Occupational Health and the 0-19 Team remained static from Q4 to Q1 at 100%. SALT saw a substantial increase from 27.6% to 100%, whilst Physio increased from 96.2% to 100%. CAMHS saw a reduction from 100% to 98.2% and Paediatrics from 97.2% to 93.5%.
- Compared to the national average of 2.1%, Wirral's total 0-25 population with an EHCP stood at 3.2% in Q1, which slight increase on the on the local Q4 figure of 3.0%.
- Also, in relation to EHCPs, the percentage issued in Wirral within 20 weeks stood at 62% in Q1, compared to the most recent figure of 60.1% nationally. This places Wirral above the national average again and increases upon 42% in Q4.

#### Page 2

- In regard to the proportion of SEND CYP who are in EET or NEET at KS4, Wirral has a higher proportion who are in EET when compared to the national average; at 98.4% compared to 88.4% nationally. However, at 7.6% for Q1, Wirral has a higher proportion NEET than the national average of 7.2%. In Q1, local EET has increased from 89.5% in Q4, yet the NEET has decreased from 7.8% since Q4.
- When considering the whole 16-24 SEND cohort, EET has decreased from 74.0% in Q4 to 70.2 in Q1, yet for NEET has increased from 12.7% to 13.3% over the same period. Similarly, both the EET and NEET percentages are higher than the latest national average. In Q1 there were 70.2% in EET in Wirral, compared to 56.6% nationally, and 13.3% NEET, compared to 9.3% nationally.

- Q4 saw a small increase in those EHE at secondary age from 0 in Q4 to 1 in Q1. The primary number reduced from 3 in Q4 to 1 in Q1.
- In terms of those missing from education, the primary number fell to zero from 5, and the secondary reduced from 4 to 1 between Q4 and Q1.
- For both authorised and unauthorised absence, the Q1 data is from just June 2020. Due to COVID-19 there was no reporting for April and May 2020. In addition, all absences post 23 March 2020 to the end of the academic year, are classified as authorised by the DfE. That being said, we can report a substantial increase in authorised absence in Primary schools, from 5.0% in Q4 to 35.5% in Q1. This same large increase can be seen within secondary schools, with the number increasing from 6.1% to 25.2%.
- Data was unable to identify any unauthorised absence at both Primary and Secondary level, again due to COVID-19.
- Permanent exclusion with EHCP remain unchanged at 0 and for those with SEN support, there has been a reduction from 2 in Q4 to 0 in Q1. There has been no update available on Fixed-Term exclusion.
- There have been no updates in attainment figures.



## CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE

Tuesday, 01 December 2020

<b>REPORT TITLE:</b>	<b>APPOINTMENT OF CORPORATE PARENTING BOARD MEMBERS</b>
<b>REPORT OF:</b>	<b>DIRECTOR: LAW AND GOVERNANCE (MONITORING OFFICER)</b>

### REPORT SUMMARY

The purpose of the report is to enable the Children, Young People and Education Committee, in accordance with the relevant statutory provisions and the terms of the Constitution, to appoint Members to the Corporate Parenting Board of the Council for 2020 / 2021.

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, politically balanced, together with [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, with 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 of policy decisions which will remain with the Children and Young People's Committee.

The decisions of the Committee regarding this report are not considered to be Key Decisions.

### RECOMMENDATION/S

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

- 1) confirm that the Corporate Parenting Board be appointed for 2020-21 with the terms of reference identified with 5 (minimum) Members of the Children, Young People and Education Committee.
- 2) appoint Members to serve on the Corporate Parenting Board in 2020-21, including the appointment of named deputies.

## **SUPPORTING INFORMATION**

### **1.0 REASON FOR RECOMMENDATIONS**

- 1.1 To enable the appointment of Members to the Corporate Parenting Board of the Council.
- 1.2 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, politically balanced, together with [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, with 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 of policy decisions which will remain with the Children and Young People's Committee.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Part 2, Article 6.4 (iii) of the constitution states: sub-committees will normally be constituted of five (5) members, which may be altered to accommodate the overall political balance calculation, or be constituted of such other number as the parent Committee decides.

### **3.0 BACKGROUND INFORMATION**

The Sub-Committees of the Children, Young People and Education Committee are described as laid out below in the Constitution (Part 3 – Responsibility for Functions (B) Committee Terms of Reference) – as follows:

*EXTRACT BEGINS*

#### **CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE**

##### **3.1 Composition:**

Eleven (11) Members of the Council, subject to proportionality, which may be altered to accommodate the overall political balance calculation, together with:

- (i) one representative of the Church of England Diocesan Board and one representative of the Roman Catholic Diocesan Board, who may only vote on education matters;
- (ii) two Co-opted Parent Governor Representatives (non-voting)

##### **3.2 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

### 3.3 Methodology

- (a) **Enquiries and Policy Development** -The Committee may undertake enquiries and investigate the available options for future direction in policy development and may appoint advisors and assessors to assist them in this process. They may go on site visits, conduct public surveys, hold public meetings, commission research and do all other things that they reasonably consider necessary to inform their deliberations.
- (b) **Overview and Scrutiny** - The Committee may scrutinise and review decisions made or actions taken by the Authority in so far as they have a direct impact on the role or functions of the committee and the Committee can make recommendations to the relevant Committee on policies, budget and service delivery. Overview and scrutiny of the Council is an important part of the Committee's remit as part of a 'doing and reviewing' approach. Upon conclusion of a scrutiny exercise the Committee will produce a report containing recommendations for decision by the Policy and Resources Committee or other Committee as may be relevant. In doing so, the Committee shall have regard to

the overview and scrutiny means of working set out at Part 4(4) of this Constitution.

- (c) **Stakeholders** - The Committee may invite stakeholders to address the committee on issues of local concern and/or answer questions in so far as it impacts directly or indirectly on the role of functions of the committee

### 3.4 **Corporate Parenting Panel**

A Sub-Committee and Working Group of five (5) or more members of the Children, Young People and Education Committee, politically balanced, together with [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, with 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 of policy decisions which will remain with the Children and Young People's Committee.

*EXTRACT ENDS*

## 4.0 **FINANCIAL IMPLICATIONS**

- 4.1 The Chair of the Corporate Parenting Panel is not entitled to a special responsibility allowance (SRA) under Part 6 of the Constitution – Members' Allowances Scheme, therefore there are no direct financial implications arising from this decision.

## 5.0 **LEGAL IMPLICATIONS**

- 5.1 The Council must allocate seats on committees and sub committees so as to give effect to the political balance rules. The rules for the allocation of seats are set out in Sections 15 and 16 of the Local Government and Housing Act 1989 and the Local Government Committee and Political Group Regulations 1990. The Act provides four principles concerning political representation that must be observed. The four principles are:-

- (a) That not all seats are allocated to the same political party.
- (b) That the political group with the majority of seats should have the majority of seats on each committee.
- (c) Subject to (a) and (b) that the total number of seats allocated to political groups on all committees (to which Section 15 of the Act applies), shall be in the same proportion as the total number of seats on the authority held by each political group.
- (d) Subject to (a) to (c) that the number of seats allocated to each political group on a committee (to which Section 15 of the Act applies), shall be the same as the proportion of the total number of seats on the authority held by each political group.

The legislation provides that the Council may make alternative arrangements to the 'proportionality' principles within this report only by a unanimous vote.

## 5.2 Proportionality:

Members must have regard to the requirements of section 15 of the Local Government and Housing Act 1989, and the relevant regulations (which deal with political balance on committees and sub-committees), and the terms of the High Court judgment in the case of R v Brent LBC ex-parte Gladbaum and Wood (which requires the relevant parent committee, rather than the Council, to appoint members of sub-committees and panels).

Part 2, Article 6.4 (iii) of the constitution states: sub-committees will normally be constituted of five (5) members, which may be altered to accommodate the overall political balance calculation, or be constituted of such other number as the parent Committee decides.

The political balance of these Sub-Committees, if kept to a minimum of 5 members per Sub-Committee should be:

2 Labour Members  
2 Conservative Members  
1 Liberal Democrat Member

## 6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS

6.1 There are no resource implications arising directly from this report.

## 7.0 RELEVANT RISKS

7.1 There are no direct risks arising from this report.

## 8.0 ENGAGEMENT/CONSULTATION

8.1 It is for Members of the Children, Young People and Education Committee to decide how they wish to allocate places on the Sub-Committees.

## 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 equality implications arising directly from this report.

## 10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

10.1 There are no environment and climate implications arising directly from this report.

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## **APPENDICES**

Appendix 1 – Membership of the Children, Young People and Education Committee 2020/21 as ratified at Annual Council 28 September 2020.

## **BACKGROUND PAPERS**

The Constitution of the Council.  
Section 15 of the Local Government and Housing Act 1989.

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

<b>Council Meeting</b>	<b>Date</b>
<b>None</b>	<b>N/A</b>

**MEMBERSHIP of COMMITTEES 2020/2021****CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE  
(11 Council Members, 4 co-opted members)**

<b>MEMBERS</b>	<b>DEPUTIES</b>
<b>5 Labour:</b>  Kate Cannon Jean Robinson Sarah Spoor Paul Stuart Tom Usher (Vice-Chair)	Adrian Jones Tony Norbury Jerry Williams
<b>3 Conservative:</b>  Wendy Clements (Chair) Cherry Povall Alison Wright	Paul Hayes Jenny Johnson
<b>1 Liberal Democrat:</b>  Chris Carubia (Spokesperson)	Andy Corkhill
<b>1 Independent:</b>  Moira McLaughlin (S)	Mike Sullivan
<b>1 Vacancy</b>	
<b>Co-opted members:</b>  <b>2 Diocesan representatives</b> (with voting rights): Roman Catholic – Ms Julie Johnson Church of England – Mr Chris Penn <b>2 Parent Governor representatives</b> (with voting rights): <b>Vacancy</b> (until 28 October 2023) <b>Vacancy</b> (until 8 February 2021)	

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## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 1 December 2020

<b>REPORT TITLE:</b>	<b>THE PROVISION OF FOOD &amp; ACTIVITIES FOR CHILDREN IN SCHOOL HOLIDAYS DURING THE COVID-19 PANDEMIC</b>
<b>REPORT OF:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES &amp; EDUCATION</b>

### REPORT SUMMARY

This report provides an update further to the proposal agreed by the Policy and Resources Committee regarding the provision of free school meals (FSM) in school holidays during the COVID-19 pandemic since March. The report also includes next steps to develop a sustainable approach to the provision of FSM and support to eligible children and those on the cusp in the medium and longer term.

This matter affects all wards in the borough.

### RECOMMENDATIONS

The Children, Young People & Education Committee are recommended to:-

- **note the approach set out for supporting school and nursery age children over Christmas 2020 and February half-term 2021.**
- **agree to the creation of a Working Group, consisting of key partners and nominated elected members, to explore options in relation to supporting children with food in the medium to longer term. All recommendations to be reported back to the Policy & Resources Committee in the New Year.**
- **nominate a small number of elected members to participate in the Working Group.**

## **SUPPORTING INFORMATION**

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

- 1.1 The COVID-19 crisis has highlighted the need for children to be able to access food and support activities during school holidays. A specific request was made by the Leader of the Council for a report to be taken to the Policy and Resources Committee to address two issues. Firstly, an urgent decision to agree the use of the Tranche 4 COVID-19 emergency fund (£200,000) to provide funding for Free School Meal eligible children between Christmas and the end of the Easter term 2021; this was agreed. Secondly, as the full impact of COVID-19 becomes clearer, for the Policy and Resources Committee to consider how best to meet the needs of children eligible for Free School Meals in the medium and longer term. The Children, Young People & Education Committee was tasked with progressing this.
- 1.2 This report provides an update on the development of the approach for supporting children over the forthcoming school holidays and recommends next steps.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 The option to not provide any free school meals to children over the school holidays was considered and discounted. Through the Council's Humanitarian Cell, created in response to COVID-19, agencies and third sector partners have been engaged in determining both emergency and sustainable approaches to food and other poverty, the impacts of which on households have been compounded by the pandemic.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The background to the approach and Council support provided so far, is set out in the report to Policy & Resources Committee of 11 November 2020.
- 3.2 The Policy & Resources Committee agreed a proposal for a project co-ordinated by local charity Neo Community (Feeding Birkenhead), 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 Christmas 2020, February half-term 2021 and Easter 2021 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.
- 3.3 As noted at the Policy & Resources Committee and reported by the government after the report had been drafted, the Department for Work & Pensions announced on 8 November 2020 a significant package of extra targeted financial support for those in need over the winter period. This includes:
- £170m COVID Winter Grant Scheme to support children, families and the most vulnerable over winter.
  - Holiday Activities and Food programme to be expanded, covering Easter, Summer and Christmas in 2021.
  - Healthy Start payments set to rise from £3.10 to £4.25 a week from April 2021.

The Government has also pledged additional funding of £16m for food distribution charities, with conversations with FareShare and others ongoing as to how this is allocated.

3.4 Wirral's proposed allocation of the £170m COVID Winter Grant Scheme is £1,224,617; this is for the period 1 December 2020 – 31 March 2021. Through the Humanitarian Cell (Food Sub-Group), partners - agencies, local organisations and groups - have been engaged in the development of proposals for spend of the COVID Winter Grant Scheme. This engagement and additional funding (provided by both the Holiday Activities Fund and COVID Winter Grant) has seen the agreed approach built upon and extended.

#### **4.0 PROVISION OF FOOD & ACTIVITIES FOR SCHOOL AND NURSERY AGE CHILDREN DURING THE COVID-19 PANDEMIC – CHRISTMAS 2020 & FEBRUARY HALF-TERM 2021**

4.1 As outlined, local charity, Neo Community, will co-ordinate the project; the organisation led the work to deliver the Edsential Holiday Activities Fund over the summer. Delivery will be focused upon Christmas 2020 (two weeks) and February half-term 2021 (one week). There will be two strands to the delivery; firstly, providing food and activities to children eligible for Free School Meals and secondly, providing food and activities for nursery age children eligible for 2 Year funding and Early Years Pupil Premium.

4.2. Local schools, nurseries and Council Children's Centres will be supported to engage with eligible families. Based on learning from the Holiday Activities Fund, which saw 56% of eligible children (Free School Meals) engaged, calculations have been based on this percentage of provision for children in both categories. This means 4,895 children (school age) and 1,120 (nursery age).

4.3 Local community-based feeding groups and organisations across the borough are invited to bid for funding from Monday 23 November to provide the food and activities to children within their locality; groups are aware of the forthcoming launch. They are required to be either a constituted group, CIC or charity (provision is also made in limited circumstances for a private catering company with an existing contract with a local school). Briefing sessions are scheduled to take place on 24 November 2020, with 29 November 2020 (noon) being the deadline for applications. An update will be provided to the Committee on the night as to the number of applications received. Following assessment, which includes being satisfied that each organisation has the respective safeguarding, insurance/s and health & safety policies in place (risk assessment/s to include COVID-safe practices), successful applicants will be notified on 4 December 2020 and funding released to them w/c 7 December 2020. This Council will pay the grants directly to groups and organisations identified.

4.4 Neo Community will work with all successful groups to align them with a local school/s, nursery and/or Children's Centre (where applicable); many groups have strong, well-established relationships in place already. Neo will support smaller groups or those with less experience of delivery and also create 'buddying' arrangements between groups to provide additional support and/or to plug provision where any gaps in delivery are identified across the borough.

- 4.5 Whilst the schools, nurseries and Children's Centres will engage with the identified families, parents/carers have dignity and choice in the process. Some will not require or want support and it is their decision as to whether to access the support available.
- 4.6 The proposal reported to the Policy & Resources Committee has been enhanced, not only through the inclusion of support for nursery age children, but also by extending the food offer. The lunch provision for children is now funded to provide a greater quantity and quality offer and will serve as a 'main' meal for the day. Breakfast is also now included.
- 4.7 Support will be primarily focused up the provision of hampers and home-based activity packs, although some groups may opt to provide one or more hot meals. Hampers and packs will be delivered directly to families in cases where they are self-isolating due to COVID-19. Local arrangements will also include collection from schools or community-based locations.
- 4.8 The first round of delivery is from 21 December 2020 to 1 January 2021 (Christmas). The second round of delivery for all groups is w/c 15 February 2021 (half-term). A further round of funding will be released on 8 January 2021, closing for bids on 15 January 2021 (9am). This is specifically to bring on board any additional groups who may be able to add capacity in locations with limited coverage. Successful groups will be notified on 22 January 2021, with grants payable (by the Council) on 25 January 2021. The second round of delivery for all group is w/c 15 February 2021 (half-term). After each delivery period, groups are required to provide data to Neo Community.
- 4.9 A governance board has been established to oversee delivery of the project. This consists of representatives from Wirral Council (Children's Services, Humanitarian Cell), Community Action Wirral, Wirral Development Trust (Fed Up Wallasey), Esdential, Feeding Birkenhead and Neo Community. Neo Community will provide the project management - overall co-ordination; grant management; publicity; school, nursery and Children's Centre engagement and support delivery where gaps are identified.

## **5.0 NEXT STEPS**

- 5.1 Following discussion at Policy & Resources Committee on 11 November 2020 (minute 18 refers), it was agreed that the Children, Young People and Education Committee be asked to develop proposals for consideration by the Policy and Resources Committee on a sustainable approach for the provision of Free School Meals, and support to eligible children in the medium and long term, including children who are not necessarily in receipt of Free School Meals.
- 5.2 It is proposed that a small Working Group consisting of key partners and nominated elected members is composed to explore options. The first meeting will take place in December 2020 and will report back to the Policy & Resources Committee with recommendations in the New Year.

## **6.0 FINANCIAL IMPLICATIONS**

- 6.1 The costs for the project are set out in Appendix 1. The overall cost of the project is £531,140. The administration and activities elements (£145,350) will be allocated from Tranche 4 of the government's COVID-19 emergency funding; up to £200,000 was agreed by Policy & Resources Committee (minute 18 of 11 November 2020 refers). The remainder of this will be retained as a contingency measure. The cost of the food element of the project is proposed to be funded from the COVID Winter Grant Scheme (£385,790); at the time of writing this report this was agreed in principle by the Council's Tactical Co-ordination Group on 19 November 2020, for further consideration by the Council's Strategic Co-ordination Group on 20 November 2020.

## **7.0 LEGAL IMPLICATIONS**

- 7.1 The spend proposed is consistent with the terms of each grant.

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

- 8.1 Oversight of the project will be undertaken by the Temporary Lead for Food & Welfare Support (COVID-19), within the structure of the Humanitarian Cell. Administrative support with the grant programmes and wider delivery being managed within the Cell is currently being identified.

## **9.0 RELEVANT RISKS**

- 9.1 There is a risk of gaps in provision in localities in delivery of the project. Where possible, Neo Community as the project co-ordinator, will seek to fill any gaps working with groups. The second release of funding (January 2021) provides the opportunity to extend provision where gaps have been identified.
- 9.2 As noted, calculations are based upon a take up rate of 56%; there is a risk that this will be exceeded. Contingency is built into the project's costings and additional contingency catered for through the Tranche 4 funding should demand be considerably greater than anticipated. Local groups have demonstrated resilience in the past in responding to and managing increasing demand.

## **10.0 ENGAGEMENT/CONSULTATION**

- 10.1 The design of the project reflects learning from previous delivery (including feedback from groups and organisations engaged) and recent engagement with those partners engaged in the Humanitarian Cell Food Sub-Group.

## **11.0 EQUALITY IMPLICATIONS**

- 11.1 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.

## 12.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

- 12.1 Deliveries and collections are a part of the project's operating model. Due to some families self-isolating and the need to minimise contact between households, even within a COVID-safe environment, it is not appropriate for food and activities to be hosted within local community facilities. This would be the preferred method of delivery in ordinary circumstances.
- 12.2 Food will be sourced locally where practical and cost-effective to do so.

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## APPENDICES

Appendix 1 – Holiday food & activities for school and nursery age children – costings.

## BACKGROUND PAPERS

*The Provision of Food & Activities for Children in School Holidays During the Covid-19 Pandemic*, Policy & Resources Committee, 11 November 2020.

*COVID Winter Grant Scheme – Draft Guidance for County Councils and Unitary Authorities*, Department for Work & Pensions.

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Policy & Resources Committee	11 November 2020

Free School Meal costs based on 56% take up and need						
Number of FSM Target	4895	Actual 56% of FSM eligible children based on 10877 (checked 13/11) Households				
	Per Day	Per Week (5 days)	Total 1 week	Christmas	Feb Half Term	Total
Breakfast and Lunch Costs (based on 4895 Households)	£ 4.00	£ 20.00	£ 97,900.00	£ 195,800.00	£ 97,900.00	£ 293,700.00
Activities (based on 6346 target FSM children)	£ 1.00	£ 5.00	£ 31,730.00	£ 63,460.00	£ 31,730.00	£ 95,190.00
			£ -			£ -
Total	£ 5.00	£ 25.00	£ 129,630.00	£ 259,260.00	£ 129,630.00	£ 388,890.00
Contingency (for all)			£ 20,000.00			
Neo Community (project management)			£ 22,500.00			
Aditonal Enhancement for Large Families (over 3 FSM Children)			£ 5.00	£ 7,230.00	£ 14,460.00	£ 21,690.00

<b>Total Inc</b>	<b>£ 453,080.00</b>
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Hamper and Activity delivery for nursery age children			
Target Numbers of c. 1120 (based on 56%)	Per week	Total 1 week	Total (3 weeks)
Breakfast and Lunch Costs	£ 15.00	£ 16,800.00	£ 50,400.00
Activity Pack	£ 6.00	£ 6,720.00	£ 20,160.00
Neo Community (project management)			£ 7,500.00
		<b>Total Project Cost</b>	<b>£ 78,060.00</b>

<b>Total Cost</b>	<b>£ 531,140.00</b>
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## **CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE**

**Tuesday, 1 December 2020**

<b>REPORT TITLE:</b>	<b>CHILDREN, YOUNG PEOPLE AND EDUCATION WORK PROGRAMME</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF LAW AND GOVERNANCE</b>

### **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.

### **RECOMMENDATION**

The Children, Young People and Education Committee are recommended to note and comment on the work programme for the remainder of the 2020/21 municipal year.

## **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 it's 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.

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## APPENDICES

Appendix 1 – Committee work programme

## BACKGROUND PAPERS

None

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date



## CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE WORK PROGRAMME 2020/21

### PROPOSED AGENDA FOR CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE *1 December 2020*

Item	Key Decision Yes/No	Lead Departmental Officer	Wirral Plan Priority
SEND Strategy		Sue Talbot	Brighter Futures
SEND Strategy Self – Assessment Update	YES	Sue Talbot	Brighter Futures
Proposed Recommissioning of Services for Children’s Services	No	Julie Webster	Brighter Futures
Provision of food and activity for children during school holidays	No	Caroline Laing	Brighter Futures
Work Programme Update/Committee Terms of Reference	No	Victoria Simpson	All
Appointment to the Corporate Parenting Panel	No	Patrick Sebastian	Brighter Futures

Item	Key Decision	Approximate timescale	Lead Departmental Officer	Wirral Plan Priority
Update on the children looked sufficiency strategy	Yes	March 2021	Paul Boyce	

Protecting Vulnerable Adolescents	Yes	March 2021	Tony Kirk	'Brighter Futures'
School Places Review	Yes	March 2021	Carly Brown	'Brighter Futures'
'Cradle to Career' Project Update	No	TBC	Elizabeth Hartley	'Brighter Futures'
Ethical Care Market Development Update	No	TBC	Simone White	'Brighter Futures'

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

<b>Item</b>	<b>Approximate timescale</b>	<b>Lead Departmental Officer</b>
Service Review – Corporate Transformation	TBC	Paul Boyce
Care Plan Scrutiny Review Update	TBC	Simone White
Missing from Care	TBC	Simone White
Care Leavers Update	TBC	Simone White
Advocacy Service	TBC	Paul Boyce
Healthy Weight	TBC	Paul Boyce
Update on LAC placements	TBC	Simone White
Learning from Covid and targeting resources with regards to social inequalities	TBC	Paul Boyce
Anti Poverty Strategy Review	TBC	Paul Boyce

### **STANDING ITEMS AND MONITORING REPORTS**

<b>Item</b>	<b>Reporting Frequency</b>	<b>Lead Departmental Officer</b>
Performance and Financial Monitoring Report	TBC	Shaer Halewood/Carly Brown

Childrens Committee Work Programme Update	TBC	Committee Team
Summary of Standards	Twice Annually	Sue Talbot
Safeguarding Partnership Annual Report	Annually	David Robbins
Public Questions	Each Meeting	

#### **WORK PROGRAMME ACTIVITIES OUTSIDE COMMITTEE**

<b>Item</b>	<b>Format</b>	<b>Timescale</b>	<b>Lead Officer</b>	<b>Progress</b>
<b>Working Groups/ Sub Committees</b>				
Corporate Parenting Panel	TBC	TBC	TBC	TBC
<b>Task and Finish Reviews</b>				
-	-	--		-
<b>Spotlight Sessions and Workshops</b>				
County Lines Action Update	Workshop	2020/21	Paul Boyce/Tony Kirk	

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