

Date of issue: Friday 7th April 2017

MEETING

**EDUCATION AND CHILDREN'S SERVICES
SCRUTINY PANEL**

(Councillors Brooker (Chair), Chahal (Vice Chair),
Anderson, Chohan, N Holledge, Pantelic, Qaseem and
Sadiq)

Education Non-Voting Co-opted Members

Jo Rockall (Secondary School Teacher Representative)
Maggie Stacey (Head Teacher Representative)

Non-Voting Co-opted Member

Hamzah Ahmed (Slough Youth Parliament)

DATE AND TIME:

WEDNESDAY, 19TH APRIL, 2017 AT 6.30 PM

VENUE:

VENUS SUITE 2, ST MARTINS PLACE, 51 BATH
ROAD, SLOUGH, BERKSHIRE, SL1 3UF

**SCRUTINY OFFICER:
(for all enquiries)**

DAVID GORDON

01753 875411

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



ROGER PARKIN
Interim Chief Executive

AGENDA

PART 1

APOLOGIES FOR ABSENCE

CONSTITUTIONAL MATTERS

1. Declarations of Interest

All Members who believe they have a Disclosable Pecuniary or other Pecuniary or non pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to the circumstances described in Section 3 paragraphs 3.25 – 3.27 of the Councillors' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 3.28 of the Code.

The Chair will ask Members to confirm that they do not have a declarable interest.

All Members making a declaration will be required to complete a Declaration of Interests at Meetings form detailing the nature of their interest.

2. Minutes of the Meeting held on 15th March 2017 1 - 8

3. Action Progress Report 9 - 10

4. Member Questions
(An opportunity for Committee Members to ask questions of the relevant Director/ Assistant Director, relating to pertinent, topical issues affecting their Directorate – maximum of 10 minutes allocated).

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5. Ofsted Monitoring Visit 11 - 18

6. Adoption and Fostering Inspection Outcomes Report 19 - 52

7. Special Educational Needs and Disability 53 - 84

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9. Section 11 Audits 91 - 100

10. Examination Results Action Plan - Verbal Update

11. Ofsted Inspections - Verbal Update

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| 12. | Attendance Record | 101 - 102 |
| 13. | Date of Next Meeting - 18th July 2017 | |

Press and Public

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Please contact the Democratic Services Officer shown above for further details.

The Council allows the filming, recording and photographing at its meetings that are open to the public. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings. Anyone proposing to film, record or take photographs of a meeting is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

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Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 15th March, 2017.

Present:- Councillors Brooker (Chair), Chahal (Vice-Chair) (from 7.36pm), Anderson, Chohan (from 6.50pm), N Holledge, Pantelic, Qaseem and Sadiq (from 6.36pm)

Education Non-Voting Co-opted Members

Jo Rockall – Secondary School Teacher Representative

Maggie Stacey – Head Teacher Representative

Non-Voting Co-opted Members

Hamzah Ahmed – Slough Youth Parliament

PART 1

39. Declaration of Interest

Cllr Brooker declared his daughter's previous attendance at Burnham Park Academy, his position as Governor at Churchmead School. Cllr Holledge declared her position as a Governor at Cippenham Nursery. Hamzah Ahmed declared his membership of the Slough Youth Parliament until February 2017 and his position as Governor at Cippenham School.

40. Minutes of the Meeting held on 9th February 2017

With regards to minute 32, the minutes were amended as the Youth Offending Team had not been reduced in size.

Resolved: That, subject to the amendment noted regarding minute 32, the minutes of the meeting held on 9th February 2017 be approved as a correct record.

41. Action Progress Report

The Innovation Grant bid (minute 14, 26th October 2016) had been successful. This had led to Slough Children's Services Trust (SCST) being awarded £1.4 million by central Government.

Work experience for looked after children (minute 31, 9th February 2017) was targeted depending on the child's needs and skills. All such children who had expressed an interest had been allocated a placement.

(At this point, Cllr Sadiq entered the meeting).

42. Member Questions

The response to the member's questions was circulated and noted.

Education and Children's Services Scrutiny Panel - 15.03.17

43. Slough Youth Parliament

The first Youth Parliament had finished its term in February 2017, with the second Parliament in place. The Annual Report would be published in May 2017 and would reflect the excellent progress made over those 12 months.

Despite initial reservations from some parties about the likely success of the initiative, the Parliament had seen excellent engagement from all relevant groups. The Slough area had gone from being one of the least involved in the 'Make Your Mark' annual ballot of young people to the most improved area in the country. The Parliament had also hosted several Question Time events in partnership with Aik Saath, with panel members drawn from a diverse range of organisations (e.g. police, Heathrow airport, political parties). The last of these had seen The Curve filled by attendees and reflected the level of activity of the Parliament. Young people had also been involved with a community safety project, working on the perception of fear (particularly in public parks). They had also engaged with the issue of emotional and mental health work and tackling the taboos involved.

The recent Slough Youth Awards had been hosted by the Youth Parliament and promoted activism amongst young people. The Parliament had also secured the support of the local Labour Party for an extension of the right to vote to 16 and 17 year olds.

The work of the Parliament had relied on the young people's work, but was also supported by schools, local businesses and Slough Borough Council (SBC) officers and councillors. This alliance left the next Parliament in an ideal position to shape and influence future policy, and changes to Slough including the local community.

The Panel raised the following points in discussion:

- The 2017 elections had seen 2,000 more voters than the previous ballot. The new Parliament had a diverse membership and was building on the foundations it had inherited (e.g. the manifesto was finalised in March 2017). The Parliament did not exist in isolation; other bodies (e.g. Youth Inspectors) were a vital part of a sustainable and effective structure.
- All schools in Slough with one exception were represented in the 2017 Parliament; the exception had been caused by a timing issue. Most schools had seen lively campaigns for elections, although occasionally members had been elected unopposed. In these cases, SBC was committed to improving engagement.
- To be a member of the Parliament, the individual must be a resident of Slough. For Slough students in schools outside the area, arrangements had been made with Churchmead School and Burnham Park Academy. However, other schools did not have such agreements.

(At this point, Cllr Chohan entered the meeting).

Education and Children's Services Scrutiny Panel - 15.03.17

- Mental health issues were still hard to talk about; matters such as suicide rates in young men received less attention than was desirable. As a result, the matter was covered in the 2017 Manifesto. Members of the Parliament were engaged in Mental Health First Aid training, aimed at identifying issues at an early stage and acting as a first point of support.
- The inter-generational work undertaken by the First Parliament was also being continued. This was taking part in debates discussing how the Parliament could help with improving local communities.
- Schools have noted the improved confidence amongst participants in the Youth Parliament. The election process also generated a positive impression of the body and had seen significant engagement with the concept of civic duty. Knowledge of the workings of democracy had also been helped by event such as hustings being held during school assemblies.
- Whilst SBC was not involved in recruiting Parliamentarians for political parties, the initiative had seen young people encouraged to see themselves as agents in shaping local societies. Primary schools were now being considered for similar work, with SBC keen to build on national campaigns such as 'Eco Warriors'.

Resolved: That the report be noted.

44. Proposed Changes to the Funding Formula for Schools

The funding formula had allowed for local discretion in the model for allocating money to schools. However, the proposals for a National Funding Formula (NFF) removed this discretion. The majority of components of the final calculations were now being set nationally; however, whilst this was announced previously the details were limited. A consultation on the matter would conclude on 22nd March 2017.

The calculations left most schools in Slough with reduced settlements. Schools in neighbouring authorities tended to have a more mixed picture, but the fact that Slough appeared to have been treated as a London Borough left local schools in the same position as schools in those areas. The situation could have some minor changes as the figures presented to the Panel were based on 2016 – 17 statistics, but this was likely to be limited.

The main changes could be summarised as follows:

- The Primary / Secondary Ratio had been set at 1: 1:33 (meaning that Secondary schools received 33% more funding). This would move to 1: 1.29 before 2019 – 20, leaving secondary schools with less.
- The Lump Sum was not affected by pupil numbers, and currently stood at £100,000 for primary schools and £150,000 for secondary schools. The new arrangement would alter this to £110,000 for both.

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- The Growth Fund would now be calculated using historic data. In addition, the current flexibility for local authorities would end.

SBC and other parties would be responding to the Government consultation through 3 channels:

- SBC's response.
- The Schools Forum's collective response based on a discussion.
- Individual schools' responses.

The Panel raised the following points in discussion:

- 2018 – 19 was, under the current proposals, a year for a transition towards the NFF. SBC would move towards the final settlement during this time to prepare for 2019 – 20, which would see central Government control put in place.
- The figures presented to the Panel were for the 1st year of the NFF. The rationale for these estimates had not been provided by the Department for Education. Whilst the funding floor had been included in this data, it was unclear if this commitment extended beyond the 1st year.
- Many Slough schools already had budget deficits. As a result, minimum funding had been in place for the last 5 years. However, with costs due to rise over the next 3 – 4 years (e.g. pensions, national insurance contributions, progress of staff through salary scales) innovative methods of reducing costs may be required. These could include increased class sizes, reducing the teaching staff or number of teaching assistants or the introduction of 4 day weeks for Key Stage 3 pupils. This would put immense pressure on maintaining quality of education and the outcomes for children. Examples of situations which were already being caused were the removal of A Level subjects from some schools' options.
- Given the concerns raised by the above point, the head teachers of local secondary schools had written directly to the Prime Minister. A copy of this letter was circulated to the Panel.
- Primary schools were struggling to recruit teachers. This had led to agency staff and the resulting long term pressures on finance, concerns over provision for SEND students and ratios of pupils to staff. As with secondary schools, innovative approaches to savings may be required.

Resolved: That the Panel receive a verbal update on the matter in autumn 2017.

45. Slough Local Safeguarding Children's Board

The report presented to the Panel consisted of 3 elements:

- The Business Plan

Education and Children's Services Scrutiny Panel - 15.03.17

- The foundations being put in place for improved performance
- Areas for further action to bolster safeguarding

The last report received by the Panel had followed the Ofsted report, which outlined several key criticisms of the Safeguarding Board (SLSCB). The new Chair (Nick Georgiou) had taken post in September 2016, and was charged with operating the Business Plan. This had 6 themes, based on the shortcomings highlighted by Ofsted, and the Chair was happy to report that it contained several positive quotes taken from the November 2016 Ofsted monitoring visit. All themes had seen progress, which was presented to the Panel in Appendix A.

In order to ensure future improvements, SLSCB's meeting on 16th March 2017 would focus on the Business Plan. Other efforts made to build solid foundations for the future included appointing the new Chair; given his role as Chair of the Adult Safeguarding Board, he a) had a knowledge of the local area and b) could ensure co-ordination between the bodies. The reporting line between SBC and the SLSCB Chair would also be re-established, with the Interim Chief Executive, Director of Children's Services and the responsible Commissioner all involved in co-ordinating the transfer of responsibility from SCST. The Chair was a member of the Joint Improvement Board. Finally, the refresh of SLSCB sub-groups had also aligned their work with the Board's priorities, and each sub-group had terms of reference, a work programme and a Chair from the membership of SLSCB.

(At this point, Cllr Chahal joined the meeting).

The Chair of SLSCB was also a member of the Safer Slough Partnership. All these developments had assisted with the coherence of safeguarding in Slough and partnership working. However, the SLSCB and its adult counterpart were not planning to merge in the foreseeable future; the focus would remain on improving the current bodies.

Future concerns remained over some issues. Funding was drawn from SCST, SBC, Thames Valley Police and the Probation Service; however, the figures involved were limited. Relevant staff would also require more specific learning and development on the policy area; at present, SLSCB was reliant on good will from its partners, but this may not be sustainable. Furthermore, SLSCB's profile needed to be raised. Lay membership still required recruitment, whilst the Board would need to be ready for Ofsted inspection at any time over the next 18 months.

The Panel raised the following points in discussion:

- The sub-groups had a very high level of engagement from members, and the membership was also appropriate. There are concerns about the progress with the Education subgroup, and following discussion with the DCS input to the group will be increased.
- The Chair's performance management will be undertaken by SBC as responsibility is transferred back to SBC. The minutes of the 1st such

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meeting had been kept; however, conversations with the Secretary of State and SBC Commissioner on the matter were not recorded.

Resolved: That the Panel receive an update on this once the transfer of responsibility for SLSCB to SBC had been completed.

46. Update on the Return of Education Services to Slough Borough Council

The process of resuming responsibility had accelerated, which had made the autumn of 2016 an onerous period. With the 3 lots completed on 1st September, 1st November and 1st December 2016 respectively, SBC had now finished the process. Lot 2 was particularly challenging given the short notice on resuming responsibility for Children's Centres, and also involved the largest number of staff (109). SBC was currently creating a Senior Management Team as a priority, with the post of Head of Commissioning, Partnership and Performance funded by the Department for Education. Schools were now handled under the 'Plan on a Page' presented as Appendix A. There were a very small number of Human Resources issues (e.g. equalisation of annual leave in some limited cases) but these were being resolved.

The Schools Forum had been very supportive, and good working relations with head teachers had been developed. SBC was now looking to appoint to key areas (e.g. Education Consultants) and would also be asking Council to support a Direction from Government to return SEND provision to SBC. Overall, the process of transferring responsibility back to SBC had been successful and had allowed for progress to be made rather than simply maintaining existing performance levels.

The Panel made the following points in discussion:

- The resumption of direct responsibility had allowed for more action on areas such as school improvement and clarified SBC's role. Academisation and the arrangement with Cambridge Education had made the relationships involved feel more distant.
- The schools of concern policy had now been published; this had helped provide clarity on SBC's role in school improvement.
- SBC and SCST had also acted in unison on the early health initiative.
- The new Director of Children's Services had been selected on the basis of their ability to take forward the changes already underway. The new Director would be in position for a month whilst the Interim Director remained in post to provide a full handover.
- Early Years provision and Children's Centres were the areas with the highest numbers of vacancies. There would also be some restructuring of services as the situation settled.
- The Panel requested that the number of staff at Cambridge Education at the time of the transfer, and the number who transferred over to SBC be circulated to them.

Resolved: That the report be noted.

Education and Children's Services Scrutiny Panel - 15.03.17

47. Schools Admissions

The report was taken by the Panel.

The Panel requested information on how many pupils attended the school closest to their home. However, members were reminded that faith schools may be an exception to this being possible or desirable; the information held may also make detailed information on this hard to obtain.

Resolved: That the report be noted.

48. Forward Work Programme

Resolved: That, in addition to the points made in previous minutes, an item on Outcome 4 in the Five Year Plan be added to the agenda for 18th July 2017.

49. Attendance Record

Resolved: That the attendance record be noted.

50. Date of Next Meeting - 19th April 2017

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.10 pm)

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Education and Children’s Services Scrutiny Panel – Actions Arising

26th October 2016

Minute:	Action:	For:	Report Back To: Date:
14	SCST to reduce the number of agency staff. 85% of staff in the hubs were permanent; this would continue to be monitored and reported to the Education and Children’s Services Scrutiny Panel.	SCST	ECS Scrutiny Panel Ongoing
14	Resolved: 1. That SCST’s Recruitment Manager revisit the files of potential foster carers which had lapsed to investigate their future recruitment.	SCST	ECS Scrutiny Panel As appropriate

8th December 2016

22	Re: Slough Borough Council regaining responsibilities for schools. 12 consultants were currently gaining intelligence on the local picture, with dialogue to be held subsequently once the assessment had been completed. Should it be required, a conversation with the Regional Schools Commissioner would be arranged.	Director of Children’s Services	ECS Scrutiny Panel As appropriate
23	SBC would meet with the Regional Schools Commissioner 3 times a year. The Commissioner’s relationship with the School Office Board was also evolving and would be central in future improvement efforts.	Head of Education	ECS Scrutiny Panel As appropriate

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel
DATE: 19th April 2017
CONTACT OFFICER: Nicola Clemo, CEO Slough Children's Services Trust
(For all enquiries) (01753) 477 218
WARD(S): All

PART I
FOR COMMENT AND CONSIDERATION

OFSTED MONITORING VISIT

1 **Purpose of Report**

1.1 To update the Education and Children's Services (ECS) Scrutiny Panel on the findings of the recent Ofsted monitoring visit.

2 **Recommendations**

2.1 That the ECS Scrutiny Panel note the progress being made by Slough Children's Services Trust (SCST) and Slough Borough Council (SBC).

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

3a. **Slough Joint Wellbeing Strategy Priorities**

Priority 1 – Protecting vulnerable children

3b. **Five Year Plan Outcomes**

Outcome 1: Our children and young people will have the best start in life and opportunities to give them positive lives

4 **Other Implications**

a) **Financial**

There are no financial implications specific to the recommendation in this report.

b) **Risk Management**

There are no risks identified in relation to the recommendation in this report.

c) **Human Rights Act and Other Legal Implications**

There are no Human Rights Act or other legal implications relating to the recommendations in this report.

d) **Equalities Impact Assessment**

There is no identified need for the completion of an EIA in relation to this report.

5 **Background Information**

- 5.1 After the Ofsted inspection of November 2015, the organisation are returning to appraise the progress being made across the range of functions undertaken by SCST. The second and most recent monitoring visit focused on how SCST were working to improve the outcomes of care leavers in Slough.
- 5.2 The monitoring visit has found both SCST and SBC are making significant progress in this area. SCST was recognised as having started from a 'very low base' but noted a marked and positive shift in leaders' shared commitment in improving the outcomes for care leavers. The report (published on 30th March 2017 and attached as Appendix A) states that:

'the council and the trust have taken determined steps to raise the ambition for care leavers'

- 5.3 In particular, SBC was praised for its creative work, particularly in meeting care leavers accommodation and housing needs. Inspectors found 'pockets of strong support to care leavers that is making a demonstrable difference to their lives' including determined steps by both SCST and SBC to embrace their role as joint corporate parents.
- 5.4 The report recognises the work undertaken by SCST to address the findings in the last full Ofsted inspection in relation to care leavers. In addition, the report offers clear indication of the benefits gained from improving the working relationship between SCST and SBC. As a result of this, the responsibilities that SCST and SBC have as corporate parents are being undertaken more thoroughly. The voice of care leavers is also being incorporated in the provision of an improved service.
- 5.5 Ofsted inspectors make particular reference to the review panel. This was established by senior managers after the last full inspection to look at past support provided to individual care leavers. The panel works to ensure young people were safe and being appropriately cared for while the new service was being developed. The report makes the following statement on the matter:

'The panel continues to be used well to agree packages of support. Some care leavers were found to have experienced very poor care and, for these young people, the service continues to support them beyond statutory requirements.'

- 5.6 In addition, care leavers told inspectors they are now well engaged with their assessments and plans, their forum has a 'strong voice' and they 'consistently' said they felt listened to.
- 5.7 However, SCST and SBC are aware of the need for continued improvement. The report identified a number of areas which required work:
- Improving the reliability of performance information
 - The lack of formal contractual arrangements with providers
 - The need to strengthen partnership relationships for individual care leavers in health and adult services
 - The embedding of some of the new protocols and practice developments

6 **Conclusion**

- 6.1 This report sets out some of the key findings of the Ofsted Monitoring Visit. Members are requested to comment on these and the hopes for future activity from SCST and SBC.

7 **Appendices**

'A' - Letter from Ofsted regarding Monitoring Visit of SCST, 30th March 2017

8 **Background Papers**

None

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30 March 2017

Jo Moxon, Interim Strategic Director of Children, Learning and Skills,
Slough Borough Council
Nicola Clemo, Chief Executive Slough Children's Services Trust
St Martin's Place
51 Bath Road
Slough
SL1 3UF

Dear Nicola and Jo

Monitoring visit of Slough children's services

This letter summarises the findings of the monitoring visit to Slough children's services on 28 February and 1 March 2017. This was the second monitoring visit since the local authority was judged inadequate in February 2016. The inspectors were Stephanie Murray and Margaret Burke.

The council and the trust are making promising progress from a very low base in improving the experiences of their care leavers. In particular, inspectors noted a marked and positive shift in leaders' shared commitment to these young people.

Areas covered by the visit

During the course of the visit, inspectors reviewed the progress made in the experiences and progress of care leavers, with a focus on three themes:

- the effectiveness of support provided by the leaving care service and key partners, including the quality of needs assessments and pathway plans
- the commitment to care leavers by senior and political leaders, including the effectiveness of strategic arrangements and the pace of change in establishing and developing a discrete leaving care service
- the provision of suitable accommodation, and employment, education and training opportunities to care leavers.

The visit considered a range of evidence, including electronic case files, conversations and meetings with young people, a visit to a semi-independent accommodation provider, meetings with social workers and managers, discussions with key senior and political leaders, and analysis of key documents and data.

Overview

Since the inspection, and particularly since summer 2016, the council and the trust have together taken determined steps to raise their ambition for care leavers and to embrace their role as corporate parents. This is a substantial shift from the inspection. Senior and political leaders invited care leavers to share with them how difficult their lives had been, and together they agreed meaningful promises through a re-launch of the pledge. This work left a lasting impression on leaders and has helped to drive improvements.

Corporate and strategic arrangements have improved at a faster pace than operational services, mainly because it has taken longer than planned to establish the new leaving care service with a full complement of personal advisors (PAs) in place. As a result, positive changes in practice and in young people's experiences have only been achieved in the three months prior to this visit. Further work is needed to improve the reliability of performance information, to ensure that all care leavers receive consistently helpful support, and to establish a solid and sustainable service. Although inspectors found that almost all recent practice requires improvement to be good, there are now a few examples of strong support to care leavers that is making a demonstrable difference to their lives. This is a notable improvement from the inspection.

Findings and evaluation of progress

Based on the evidence gathered during the visit, we identified a number of areas of strength, some areas where improvement is occurring and a few areas where we considered that the progress has not taken place as quickly as needed.

Following the inspection, senior managers established a panel to review the support provided to individual care leavers. This enabled leaders to assure themselves that young people were safe and appropriately cared for while the foundations were laid for a new service. The panel continues to be used well to agree packages of support. Some care leavers were found to have experienced very poor care and, for these young people, the service continues to support them beyond statutory requirements.

The care leavers' hubs, first launched in October 2016, are now fully operational, with a combination of permanent and temporary staff making up a team of nine PAs. This is an increase from three. Individual caseloads have decreased from over 60 to around 20. Comprehensive bespoke training and hub supervision for these staff are improving practice.

Case tracking and sampling during the visit found that some young people had not received adequate support in the months following the inspection. However, in all cases the trust had already identified and begun to rectify these deficits. Recent work evidences that most care leavers live in suitable accommodation and are seen by their PAs at least six weekly. The visiting frequency standard is monitored by the trust. Some work lacks purpose, and this is linked to supervision that does not

always consider the help and support that young people need or why. An incomplete understanding of some young people's histories or their complex needs reduces the effectiveness of the support that they receive.

Recent needs assessments and pathway plans meet minimum standards, and some are comprehensive, with diverse needs considered well. Plans are in place before children reach the age of 16. Care leavers told inspectors that they are now well engaged with their assessments and plans. This is evident in pathway plans which include young people's views in their own words. In cases seen, care leavers who go missing are visited soon after they return, and appropriate arrangements are in place to assess and reduce the risk of child sexual exploitation.

Senior managers and political leaders, including the interim director of council children's services, the chief executive of the trust and the lead member for children's services, have taken assertive steps to strengthen the corporate and strategic arrangements underpinning the leaving care service. In partnership with young people, a new pledge to care leavers was agreed in April 2016. This was followed by a re-launch of the corporate parenting strategy.

The corporate parenting panel is now a well-attended and lively forum. It has a sharper focus on care leavers and an increasingly systematic approach to reviewing the experiences of young people against the promises in the pledge. Changes to the council's constitution enabled the trust and the council to chair this panel jointly from December 2016. This was an important development. However, the panel has not been able to rely on performance data relating to care leavers, for example on the proportion who are in touch with the service, and this has reduced its ability to oversee and track progress. Although senior managers express confidence that this information is now of much improved accuracy, further work is needed to ensure that key data is consistently reliable.

The care leavers' forum, established in July 2016, has a strong voice within the council and the trust. Effective advocacy and participation arrangements are in place, and care leavers now believe that if they complain they will be heard. Care leavers consistently told inspectors that they believe that the adults who support them aim high for them, and that they feel listened to.

The council's young people service and the trust's virtual school are working together well to promote meaningful education, employment and training opportunities for young people. The interim chief executive of the council is driving plans to increase apprenticeships for care leavers within council services, and numbers are steadily increasing. Established links with local employers and further and higher education establishments, employment days, mathematics and English drop-ins and targeted work with children looked after who live outside of Slough are beginning to have an impact. However, most care leavers who are in full- or part-time education do not benefit from a coordinated plan to support them to be successful in their studies.

Plans are in place to address this by extending the use of the personal education plan approach to care leavers.

Local authority data indicates that increasing numbers of care leavers live in suitable accommodation. Bed and breakfast accommodation is not used. Slough's housing team is committed to corporate parenting priorities, and the recently established case-based approach enables housing and trust managers to identify solutions for care leavers whose accommodation is at risk. The approach is also used to consider the likely future housing needs of this group. Creative work is underway to strengthen the local accommodation offer, but it is too soon for most of this work to have had an impact. A 'staying put' policy is in place, and increasing numbers of care leavers live with their foster carers beyond the age of 18. The quality of semi-independent accommodation is reviewed via announced and unannounced visits. However, formal contractual arrangements with these providers are not in place. This is a gap.

Further work is needed to strengthen partnership arrangements for individual care leavers. For example, it has taken too long to develop a document for recording and sharing care leavers' health histories. Access to health advice and support for care leavers is inconsistent. The involvement of adult services with those young people who meet the threshold for this support is too often reactive rather than central to their plans. This reduces the ability of PAs to understand and plan to meet the complex needs of young people. A transitions policy is in place, and the care leavers' service and adult services now need to ensure that it is consistently applied.

I am copying this letter to the Department for Education. This letter will also be published on the Ofsted website.

Yours sincerely

Stephanie Murray

Her Majesty's Inspector

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 19th April 2017

CONTACT OFFICER: Jackie Pape, Head of Family Placement Services
(For all enquiries) (01753) 690 701

WARD(S): All

PART I
FOR SCRUTINY

ADOPTION AND FOSTERING INSPECTION OUTCOMES REPORT

1 **Purpose of Report**

1.1 To outline the outcomes of the Voluntary Adoption Agency (VAA) Inspection 23rd – 27th January 2017 and the Independent Fostering Agency (IFA) 5th – 9th December 2016.

2 **Recommendations**

2.1 That the Education & Children's Services Scrutiny Panel:

- a) note the progress being made to deliver the adoption and fostering services; and
- b) consider ways in which scrutiny could be applied to further support the recommendations from Ofsted in respect of each service for the delivery of improved services for our looked after children requiring short or permanent placements, including adoption.

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

3a. **Slough Joint Wellbeing Strategy Priorities**

Priority 1 – Protecting vulnerable children

3b. **Five Year Plan Outcomes**

Outcome 5: Children and young people in Slough will be healthy, resilient and have positive life chances

4 **Other Implications**

a) **Financial**

There are no financial implications specific to the recommendation in this report.

b) Risk Management

There are no risks identified in relation to the recommendation in this report.

c) Human Rights Act and Other Legal Implications

There are no Human Rights Act or other legal implications relating to the recommendations in this report.

d) Equalities Impact Assessment

There is no identified need for the completion of an EIA in relation to this report.

5 Background Information

- 5.1 The 5 day inspection of the adoption service took place 23-27 January 2017, and the 5 day inspection of the fostering service took place 5-9 December 2016. Two Ofsted inspectors were involved for each inspection. This was the first time that these services were inspected under the regulations as an IFA and a VAA as part of the Trust arrangements rather than previously as Local Authority services.

Fostering

- 5.2 In terms the overall effectiveness, the fostering service was judged as 'Requires Improvement'. The Inspectors found that the service had focused on outcomes for children and placement stability which was judged good, and the Trust had addressed all the areas identified as inadequate in the SIF; but the reason the Trust IFA was not judged as good was because of basic breaches of the Fostering Services Regulations.
- 5.4 During the inspection there was evidence of some good and outstanding features, and the inspectors found that the Trust has demonstrated what they described as 'phenomenal improvement' since last year's SIF inspection.

Details of practice

- 5.5 Outcomes for children were good, and this was a clear strength. We evidenced that since the IFA was established, 85% of children who moved from their SCST foster carers went onto permanency via adoption, Special Guardianship Orders or were rehabilitated back to their birth family. There was only one placement that disrupted during this time. The inspectors were particularly impressed with health and education provision, and they met representatives from both.
- 5.6 The inspectors were impressed with the fostering recruitment work; describing this work as good with some outstanding aspects, and recognised the significant investment into this part of the service. They found that there were high quality processes and a strong Fostering Panel that was safeguarding-focused, with a central list and detailed/timely responses given.
- 5.7 With regard to the safeguarding aspect - risk of CSE and children going missing – good practice was found, with processes in place to be excellent going forward, and training had been planned for foster carers in January 2017. Young people reported

feeling safe, and no child was judged at risk in their placement. Inspectors found evidence that there had been a clear promotion of the voice of the child, which was a big improvement on the previous year. Matching was done on a case by case basis, but there had not been a clear systemic approach that could be evidenced, and there had been no evidenced learning from where a match had not been successful. The friends and family elements were a clear positive in practice. Foster carers recruited by this agency provide caring and nurturing environments that are conducive to meeting the emotional and health care needs of the children living with them.

Adoption

- 5.8 In terms the overall effectiveness the adoption service was judged as 'Requires Improvement'. Within that, outcomes for children, and leadership and management were judged as good.

Details of Practice

- 5.9 The inspectors found that since commencing operation, the agency had made good progress. A number of improvements were embedding and there were plans being implemented to further improve the quality of the services provided. The agency had forged supportive and useful relationships with other organisations and professionals that were supporting the agency's journey of improvement. They specifically praised the leadership and its positive impact. They found 'the developments show that the resources are managed effectively and that the leadership and management demonstrate a strong capacity for improvement'. In addition, inspectors recognised 'a strong commitment to adoption' and 'high aspirations for the agency' from the leadership team.
- 5.10 Outcomes for children were also rated as 'good', with children 'well prepared for adoption'. The report noted that 'The agency has a strong ethos of safeguarding and ensures that children's well-being is the paramount consideration' and 'adopter recruitment has a strong focus on child protection'.
- 5.11 The commissioning of a post-adoption support agency whilst meeting minimum standards did not, in the inspectors' view, provide the level of assurance that was needed for a judgement of 'good'. However, a dedicated post-adoption support worker was now in post who was praised in the report.

Requirements/Recommendations

- 5.12 The fostering report made six requirements which relate to the lack of monitoring in the service such as foster carer agreements, training for foster carers and records being up to date. There were a further 4 recommendations, all of which are being, or have been, implemented. There is a clear action plan in place to ensure that this work is closely monitored.
- 5.13 The adoption report made two requirements which are related to the accuracy of information in the Child's Permanence Report, which is the report written for a child being placed for adoption, and the employment of therapists undertaking post adoption work. There are a further 4 recommendations all of which are being implemented.

Key actions taken

- 5.14 There is an action plan in place for fostering, which includes the development of a comprehensive training and development programme, a new system in place to ensure that all foster carer agreements are completed and on file, and development of key documents which ensure that key information is gained more regularly. Performance management is also included in this action plan.
- 5.15 The adoption report with the requirements and recommendations was received on the day of writing this report. However they have already been considered and proactively being addressed by the service, and an action plan will be developed.

Governance

- 5.16 Reports in respect of the work and progress of the adoption and fostering services will be presented to the SCST Quality and Innovation Committee, and the Joint Parenting Panel.

6 Conclusion

- 6.1 This report sets out some of the key messages from the adoption and fostering inspections. Whilst there is still work to be done in both areas, both inspections clearly found outcomes for children as good, fostering and adoption placements are of a high quality, and significant improvement was identified in both areas of work.

7 Appendices

- 'A' - Independent Fostering Agency inspection, December 2016
- 'B' - Voluntary Adoption Agency inspection, January 2017

8 Background Papers

None

Slough Children's Services Trust

Inspection report for independent fostering agency

Unique reference number 1183495
Inspection date 05/12/2016
Inspectors Helen Lee and James Harmon
Type of inspection Full
Provision subtype Agency performing the function(s) of LAs

Setting address St Martin's Place, 51 Bath Rd, Slough SL1 3UF

Telephone number 01753 690 901

Email

Registered person

Registered manager Colin Bent

Responsible individual Jackie Pape

Date of last inspection N/A

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Service information

Brief description of the service

Slough Children's Services Trust Limited provides a fostering service to meet the needs of looked after children and young people in the Slough area. This includes children in short- and long-term placements and asylum-seeking young people. The service has 34 registered foster carers, currently accommodating 51 children and young people. A number of connected person's foster placements have been assessed and approved to enable extended family or friends to care for those children and young people who are unable to live safely with their birth parent(s).

The inspection judgements and what they mean

Outstanding: An agency demonstrating and exceeding the characteristics of a good judgement where children and young people are making significantly better progress and achieving more than was expected in all areas of their lives.

Good: An agency where children and young people, including those with the most complex needs, have their individual needs met and their welfare safeguarded and promoted. They make good progress and receive effective services so they achieve as well as they can in all areas of their lives.

Requires improvement: An agency that may be compliant with regulations and observing the national minimum standards but is not yet demonstrating the characteristics of a good judgement. It therefore requires improvement to be good. There may be failures to meet all regulations or national minimum standards but these are not widespread or serious; all children's and young people's welfare is safeguarded and promoted.

Inadequate: An agency where there are widespread or serious failures which result in children and young people not having their welfare safeguarded and promoted.

Overall effectiveness

Judgement outcome: **Requires improvement**

The agency requires improvement because the overall management of the fostering service lacks rigour. Many fostering tasks such as monitoring support visits, written fostering agreements, providing foster carers with sufficient training and resolving low-level complaints have not been comprehensively delivered. However, children's outcomes have been improved by highly motivated, child-centred and passionate leaders and managers. The managers share the same ambitious vision for all children

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and young people to get the best possible care in safe and nurturing foster homes. Management of recruitment and connected persons assessment is driven and well organised. Partnership relationships are strong and help the agency effectively to grow and diversify. The agency has made a significant investment in an evidenced-based model of delivering foster carer support and maintaining placement stability (The Mockingbird Family Model) and although not yet embedded, shows potential to further enhance services for children. As various staff and carers stated, the service is 'going in the right direction'.

Foster carers and connected persons welcome children and young people into their homes and treat them like their own. Children's health, education, leisure and contact needs are actively promoted and met. Children and young people have excellent opportunities to consult with people from all levels of the agency to express their views and make a real difference to how they are cared for. The service has made a pledge to children and young people based on consultation with them through the Children in Care Council.

Children live in stable placements with foster carers who are committed to them. Foster carers work effectively with social workers and other professionals, such as therapists and the agency's staff in the team around the child. Strong relationships develop between children, young people and their foster carers. The children spoken to said they are happy living with their foster carers and they felt part of the family. One child said, 'Everything is wonderful: my carers are great, I view them as my mum and dad.'

Foster carers recruited by this agency provide caring and nurturing environments that are conducive to meeting the emotional and health care needs of the children living with them. Staff are mainly permanent to the service and are enthusiastic and ambitious to innovate and progress the service. One staff member said, 'The carers are amazing and so committed.' Carers recognise the journey of the service. One said: 'I didn't get any support at the beginning and now it's totally changed. They do the little things which make the difference, such as sending letters to say how proud they are or funny pictures to celebrate my foster child's achievements.'

Children feel safe and protected by foster carers who have their best interests at heart. One young person said of the service, 'It's good, lots of good things, and I'd give it 10 out of 10.' Staff work well in partnership with other agencies to keep children safe. However, a lack of robust safeguarding training means that carers are not always aware of methods of intervention when new concerns arise for children.

Six requirements and four recommendations are raised to improve outcomes for

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children. There are breaches of regulations which do have an impact on the safeguarding and welfare of children; however, these are not widespread or serious failures.

Areas of improvement

Statutory requirements

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Fostering Services (England) Regulations 2011 and the National Minimum Standards. The registered person(s) must comply within the given timescales.

Requirement	Due date
Provide foster parents with such training, advice, information and support, including support outside office hours, as appears necessary in the interests of children placed with them. (Regulation 17 (1))	10/04/2017
Enter into a written agreement with foster parents which the agency approves covering the matters specified in Schedule 5 (the "foster care agreement"). (Regulation 27 (5) (b))	02/02/2017
Do not employ a person to work for the purposes of the fostering service unless full and satisfactory information is available in relation to that person in respect of each of the matters specified in Schedule 1. (Regulation 20 (3))	02/02/2017
Maintain a case record for each foster parent approved by the agency which must include the foster care agreement. (Regulation 30 (2) (d))	02/02/2017
Ensure that a written record is made of any complaint or representation, the action taken in response to it, and the outcome of the investigation. (Regulation 18 (4))	02/02/2017
Maintain a system for improving the quality of foster care provided by the fostering agency. (Regulation 35)	10/04/2017

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Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- Ensure that the registered person takes action to address any issues of concern that they identify or which are raised with them. (NMS 25.8)
- Implement a proportionate approach to any risk assessment. (NMS 4.5) In particular, by ensuring that safe care plans are effective documents.
- Only suggest foster carers to local authorities as a potential match for a child if the foster carer can reasonably be expected to meet the child's assessed needs and the impact of the placement on existing household members has been considered. Where gaps are identified, the fostering service should work with the responsible authority to ensure the placement plan sets out any additional training, resource or support required. (NMS 15.1) In particular, record the decision-making of the agency.
- Make the children's guide available, where appropriate, through suitable alternative methods of communication, e.g. Makaton, pictures, tape recording or translation into another language. (NMS 16.6)

Experiences and progress of, and outcomes for, children and young people

Judgement outcome: **Good**

Good planning prior to placement ensures that foster carers have sufficient information and an opportunity to consider placement requests. Children are given information about their foster carers, how they will be cared for and their new home, which helps them settle and reduces anxieties. Profiles of the foster families are presented in various formats including brightly coloured journals.

Placement breakdowns are rare, with only two in the last year. Placements therefore provide children the opportunity to grow up in a stable environment.

Children are welcomed as part of the family and have opportunities to experience good-quality family life and positive parenting. They develop strong bonds with their foster carers and, as a result, show increased emotional resilience. It is testament to the quality of the relationships that children enjoy that some have chosen to use terms such as 'uncle' or 'brother' when referring to their carers and families.

Children enjoy stable placements in which they are nurtured and flourish. Children individually make good progress in relation to their health, education and well-being. Strong relationships develop between children and their carers, as they feel happy, well supported and valued members of the family.

Children and young people with disabilities are placed with qualified carers who understand their complex needs and provide them with specialised care. Carers are proactive on behalf of the children and seek advice and guidance from professionals, allowing their needs to be met to a high standard.

A particular strength is now the service's effective support of education. The vast majority of children are making positive educational progress from their starting points. For example, some children who were not attending school at all upon placement now have 98% attendance. The vast majority are in outstanding and good provisions. The virtual headteacher's team has led 80% of the required personal education plans in order to ensure that the necessary support is in place for all children. The team also offer helpful drop-in sessions for carers which ensure that they understand all that they may do to help children's education. Children know that when key events happen, such as sports days, parents' evenings and the prom night, there will be someone there to support them.

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The ability of the foster carers to establish positive relationships with the significant others in the lives of children has allowed them to maintain family contact. The children have a good sense of their identity and family without feeling conflicted. For example, a young person's negative behaviour decreased due to the carer successfully engaging and establishing a relationship with a parent who had a negative view of the care system and was reluctant to engage with the local authority.

Quality of service

Judgement outcome: **Requires improvement**

A clear and targeted recruitment strategy is intended to attract a broad range of foster carers who can specifically meet the current demand for the placement of five- to 15-year-old children. Good partnership relationships with the local churches, customer service consultants, as well as the use of social media and foster carer ambassadors, has attracted interest. The agency is currently on track to meet or exceed its target. Despite the need for more foster carers, the agency exercises due caution in its approval of foster carers, prioritising the safety and welfare of children.

Foster carers state that the agency does not put pressure on them to take placements. Permanency and long-term fostering are promoted and celebrated. Placement matching systems are effective, ensuring that children are only placed where foster carers are able to meet their individual needs. However, without a record of any gaps which are identified and any work needed, such as any additional training, resource or support, this isn't formally agreed. Therefore any learning or evaluation of the decision-making is missed.

The agency is clear regarding its delegated authority policy. This enables the foster carers to form and maintain positive working relationships with parents and other significant adults for the child or young person. Children's inclusion avoids institutional practices because foster carers are clearer about what they can and can't do. Foster carers feel supported and are committed to the agency's belief of what a foster carer should offer. They have a positive view of the agency and feel listened to. One child's social worker said, 'She [the child] feels that her foster carer loves her and cares for her, which makes her happy.'

The vast majority of carers understand their role. However, not all have received a foster care agreement setting this out. For one carer, this omission led to a significant misunderstanding regarding their approval.

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All carers feel well supported and have monthly carer support groups and weekly coffee mornings. Nonetheless, on one occasion regular focused supervision had not taken place. The service is unable to monitor when shortfalls in visits for any carers were occurring. This means that in times of stress effective intervention is not able to be offered. Foster carers participate in many social and fun events, such as a yearly award ceremony, which was themed around 007 this year. An effective out-of-hours service gives foster carers confidence that there is always someone available to offer support and guidance.

Training is creatively rolled out for preparing potential carers for the role. Bespoke training is also offered to connected persons. Resourceful opportunities such as yoga and online training licences are also available. The agency has made progress in supporting foster carers to complete their Training, Support and Development Standards. However, a significant number of carers have not undertaken core training or updates sufficiently frequently in important areas, such as child protection, safeguarding, first aid, and self-harm. This means that they may not be up to date with changes in statutory guidance and good practice.

Panel processes are effective and robust, and the panel members have a wide range of skill bases and life experiences to bring to this forum. Panel has a clear focus on parenting capacity and how carers are able to meet children's individual needs. The quality of assessments provided to panel is high. Assessments for connected persons make best use of partnership working. Good-quality administrative systems and minute-taking effectively support the panel's core functions. Agency decision-making processes are effective and proportionate. The attention to detail and timely responses of the agency decision-maker show that she has read and absorbed all of the information and can justify the rationale for her decisions. She is clear on her threshold which is, 'Would I want my child to be with these carers?' The agency panel advisor is also strong and robust and her contribution helps panel run smoothly.

Safeguarding children and young people

Judgement outcome: **Requires improvement**

The safeguarding policies and procedures have recently been updated reflecting the agency's commitment to ensuring that children are safeguarded effectively. The policies provide consistent advice and guidance to the entire organisation for dealing

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with child protection matters.

Children are encouraged to take age-appropriate risks and to learn how to protect themselves and make positive choices regarding their behaviour. Children talk to their foster carers about their worries and concerns and receive the support that they need. Safer care risk assessments are in place but are only updated yearly at the carers' review. This means that any new safeguarding concerns for children that develop in the interim are not promptly incorporated into the risk management plan.

Children are aware of their rights and understand how they can complain or make representations. One complaint was made in the last year which was fully resolved.

The agency does not have a high number of incidents of children going missing or being at risk to child sexual exploitation. This is attributed to the development of processes for all to follow that are clear, consisting of flow charts and cue cards which inform all involved of the process to follow, along with solid methods of intervention.

The agency has prioritised continued development of their response to missing-from-care incidents and child sexual exploitation by encouraging children to participate in return home interviews so that their voices are heard. Information from the interviews is analysed and fed to the monthly sexual exploitation and missing risk-assessment conference.

The designated officer has no current concerns for the agency in dealing with child protection matters. The working relationship with the police and other agencies, such as health, are very strong as evidenced by the recent research that was commissioned by the Thames Valley Police.

Foster carers are confident that they understand the risks associated with the children and young people in their care; they actively intervene when necessary to help keep young people safe. Some were able to discuss the actions undertaken in an array of safeguarding incidents, despite a lack of safeguarding training provided by the agency. Records reflected that the majority of the carers had not received any recent or updated safeguarding training.

Generally robust recruitment practices protect children from unsuitable people gaining employment in the agency as a staff member. All staff are subject to checks on their suitability. However, for one member, verification of the reasons why they left work with vulnerable adults or young people was missing. The service's policy is to go back over employment from the last five years only, which does not cover the

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expectations of the fostering regulations. Panel member audits do not demonstrate this depth of exploration either.

Leadership and management

Judgement outcome: **Requires improvement**

This is the first inspection of this service. Responsibility for the fostering service transferred from the local authority to the trust in October 2015. Many improvements have been made, and dedication from every member, including the Trust's chief executive officer, has promoted an outward and learning approach to develop the service. Leadership of the agency has been visible, beneficial for children's outcomes but not effective for the development of the fostering task. Regular monitoring of the quality of service is in place but it fails to robustly evaluate the service to ensure that it is improving the quality of the service.

The service is unable to monitor some areas due to a lack of accurate data to establish a baseline, and an example is training. Systems such as foster care reviews and social worker supervisions have not effectively monitored training against the core areas or the child's needs. The focus has been on ensuring that carers attended a minimum of three training courses a year. A member of staff has now been given the task to oversee and manage this better. Other areas include monitoring of matching, support for carers, foster carer agreements being with the service, placement stability and low-level complaints. Because the information is not readily available, it is difficult for the service to capture the journey of the carer or the service. The registered manager recognised that 'now we have a stable staff team we need to get more sophisticated in our monitoring'. The service has a clear delivery plan which is focused on driving forward the service. This includes ensuring improved staffing, consultation with young people and children, increased support opportunities for carers, clearer financial reward and increased sufficiency of the service.

The agency had not viewed one low-level complaint as a formal complaint and had therefore not followed any formal complaint and resolution process which would have included having a written record of it, the actions taken and if the complainant was satisfied. This is a missed opportunity to be transparent and to learn from the issues raised. A requirement is made to address this.

The children's guide provides information to children about what they can expect from living with a foster family as well as information about the agency, including

how to make a complaint. There is currently one paper format. Children's and young people's groups have reviewed the children's guide and have developed animations as an alternative format which will further enhance its accessibility.

The agency appointed foster parent ambassadors to support foster carers through recruitment events. Foster carers have free access to independent information, advice and support, and also external professional expertise, such as legal advice through the Fostering Network. Foster carers are seen as professionals not only by the agency, but also by other professionals working with the child or young person.

Staff complimented leaders and managers on 'their speed of response and decision making', 'their knowledge', 'the creative thinking', 'making time for us, including the CEO' and 'being approachable'. There is now a stable fostering team of skilled, experienced and knowledgeable staff. They are valued and supported.

The agency is financially viable with clear oversight from the Slough Children's Services Trust. Staff supervision takes place monthly. The office premises are fit for purpose with sufficient space for staff, meetings and training rooms. Staff said that they were heard, as they now have some dedicated space. As one staff member said, 'They changed us from hot-desking to a room.' The electronically held information is appropriately secure.

About this inspection

The purpose of this inspection is to inform children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards and to support services to improve.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the inspection framework and the evaluation schedule for the inspection of independent fostering agencies.

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Slough Adoption Service

Inspection report for voluntary adoption agency

Unique reference number 1183499
Inspection date 23–27 January 2017
Inspector Rosie Dancer and Ros Chapman
Type of inspection Full
Provision subtype Domestic adoption

Setting address St Martin's Place, 51 Bath Rd, Slough SL1 3UF

Telephone number 01753 690901
Email Kate.patel@scstrust.co.uk
Registered provider Slough Children's Trust Limited
Agency manager Kate Patel and Raheela Khan
Responsible individual Jackie Pape
Date of last inspection N/A

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Service information

Brief description of the service

This voluntary adoption agency is managed by Slough Children's Services Trust Limited. It is a not-for-profit organisation. It was registered as a voluntary adoption agency by Ofsted on 30 September 2015. It currently has no branches.

The agency recruits, prepares, assesses and approves adoptive families. Adoptive families approved by it are also used by other local authorities for their children waiting for an adoptive placement.

The agency provides support to families directly and does some of the support to adopted adults affected by adoption. The contracted service (The Berkshire Adoption Advisory Service) also provides support to adults affected by adoption and manages the panel and contact arrangements.

Data covering April 2016 to January 2017 shows that the agency approved 15 adoptive families. Four adoptive families were waiting for a match. A decision had been made for 20 children for whom adoption was their plan and, of those, 11 children were living with their adoptive parents. Three of these children had been placed in a fostering for adoption placement.

The inspection judgements and what they mean

Outstanding: An agency demonstrating and exceeding the characteristics of a good judgement where children and young people are making significantly better progress and achieving more than was expected in all areas of their lives.

Good: An agency where children and young people, including those who have the most complex needs, have their individual needs met and their welfare safeguarded and promoted. They make good progress and receive effective services, so that they achieve as well as they can in all areas of their lives.

Requires improvement: An agency that may be compliant with regulations and observing the national minimum standards but is not yet demonstrating the characteristics of a good judgement. It therefore requires improvement to be good. There may be failures to meet all regulations or national minimum standards, but these are not widespread or serious; all children's and young people's welfare is safeguarded and promoted.

Inadequate: An agency where there are widespread or serious failures, which result in children and young people not having their welfare safeguarded and promoted.

Overall effectiveness

Judgement outcome: **Requires improvement**

Slough Children's Trust Limited was registered on 30 September 2015 as a voluntary adoption agency. It is delivering the adoption service that was previously provided by Slough Borough Council. Slough Borough Council children's services were taken from the control of the local authority following an inadequate Ofsted inspection judgement that was made in November 2013.

There were some shortfalls found during this inspection.

Insufficient attention has been given to planning, commissioning and evaluating the post-adoption support services provided to individual children and families. In one case, the agency used an individual who was not registered with Ofsted to provide adoption support services and failed to fully check the suitability of the person carrying out this commissioned piece of work.

There is a lack of clarity about the purpose of some visits to prospective adoptive families post placement, specifically in relation to the support aspects for adults.

There is insufficient attention given to auditing records, which means that not all records are complete or accurate.

Since commencing operation, the agency has made good progress in clearing a backlog of work inherited from the council. A number of improvements are embedding. There have been changes in managers and staff since registration, and the team is developing well. There are plans being implemented to further improve the quality of the services provided.

The agency has forged supportive and useful relationships with other organisations and professionals that are supporting the agency's journey of improvement.

The agency's recruitment and family-finding activity for adopters is successful and means that placements are made in a timely way.

The assessment and preparation of prospective adopters are of a good quality and ensure that adopters are suitable and are well prepared to parent a child from the care system.

Children's educational needs are known, understood and catered for through the good links with the virtual headteacher.

The leader of the agency is knowledgeable, experienced and skilled in management and adoption.

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Effective tracking systems have improved timescales for all aspects of the work.

The leadership and management are committed and very passionate about adoption and have high expectations for their service. As a result, since the Trust has taken over, improvements have been made and many more are planned.

Areas of improvement

Statutory requirements

This section sets out the actions which must be taken so that the registered person(s) meet(s) the Care Standards Act 2000, the 'Voluntary adoption agencies and the adoption agencies (miscellaneous amendments) regulations', 2003, the 'Adoption agencies regulations', 2005 and the national minimum standards. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>The registered provider, the manager and, in relation to any branch, the branch manager, shall not—</p> <p>employ a person to work for the purposes of the agency unless that person is fit to work for the purposes of an agency; or allow a person to whom paragraph (2) applies, to work for the purposes of the agency unless that person is fit to work for the purposes of an agency. For the purposes of paragraph (1), a person is not fit to work for the purposes of an agency unless—</p> <p>he is of integrity and good character; he has the qualifications, skills and experience necessary for the work he is to perform; he is physically and mentally fit for the work he is to perform; and full and satisfactory information is available in relation to him in respect of each of the matters specified in Schedule 2. ('Voluntary adoption agencies (miscellaneous amendments) regulations', 2003, regulation 14(1)(2)(3))</p>	05/05/2017
<p>The adoption agency must obtain, so far as is reasonably practicable, the information about the child which is specified in Part 1 of Schedule 1. This is with specific reference to checking reports and other documents against original sources of information and correcting any inaccuracies in a timely way as is stated in the 'Statutory guidance for adoption'. ('Adoption agency</p>	05/05/2017

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regulations', 2005, regulation 15(1))	
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Recommendations

To improve the quality and standards of care further, the service should take account of the following recommendations:

- Ensure that the purpose of visits to families is to enable the agency to satisfy itself as to the child’s welfare, and to provide the prospective adopter with advice and support. Visits should be shared whenever possible between the child’s social worker and prospective adopter’s social worker, and it is essential that there is clarity from the outset about which social worker will conduct each visit and that they communicate promptly with each other, including sharing their written reports. This is with specific reference to ensuring that prospective adopters are provided with a sufficient number of visits to enable there to be a focus on their needs. (‘Statutory guidance on adoption, July 2014, 7.20, page 85’)

- Where services are commissioned by an adoption agency, a three-way working relationship is developed with the adoption agency and the adoption support agency working in partnership to most effectively meet the needs of the service user. Commissioning arrangements are underpinned by a written agreement and are reviewed at regular intervals. (Adoption: national minimum standards 15.1)

- The service user knows, and receives written information about, the service they are to receive; what the service is designed to achieve; what is involved in the particular service provision and how the service will be monitored to ensure that it is delivering the intended outcome. (Adoption: national minimum standards 15.3)

- Adoption agencies seek feedback from service users on the success of the service provision. This feedback is recorded centrally and on the case record of the service user.
 With specific reference to the agency consistently collating and analysing feedback from service users so that it can be better used to shape and develop services.

(Adoption: national minimum standards 15.6)

- Ensure there is a system in place to monitor the quality and adequacy of

record-keeping and action is taken when needed. (Adoption: national minimum standards 27.2)

Experiences and progress of, and outcomes for, children and young people

Judgement outcome: **Good**

Children are well prepared for adoption. Child-friendly guides are effectively used to help to explain adoption to children. When required, they are provided with therapy to prepare them emotionally to move into an adoptive placement. Prospective adopters provide children who have been matched with them with useful age-appropriate information to help them to become familiar with their new family and home. Introductions are well planned and are taken at the child's and adopter's pace. There is a meeting midway through the introduction plan, and this enables any emerging issues to be discussed and addressed.

Most children settle well into their adoptive families. Their prospective adopters use strategies that are effective in parenting a child who may have complex needs arising from their past experiences. Therapeutic support is provided for children who struggle to settle with their adoptive family, to help them to adapt to their new life circumstances. They are supported to develop satisfying, loving relationships that form the basis for their future emotional and social development.

Prospective adopters provide children with a loving and caring environment and are responsive to their needs. Children build trust in their adoptive parents, develop socially and emotionally, feel safe and form healthier and more secure attachments. Their self-esteem and confidence improve and they develop a good sense of belonging. Children make friends in their community, engage in their education and become calmer and more accepting of boundaries. There have been improvements in the speech of some and in the self-awareness of others. One adopter described her child as a 'different boy'. A professional said of one family, 'It is an excellent placement. I am very impressed by both adoptive parents; their world revolves around the child... They are lucky to have found each other.'

Disruptions of placements are rare, and only one has taken place since the agency's registration. Findings from the disruption have been used to inform future practice, specifically in relation to ensuring that children are well prepared for adoption. The good level of stability of placements reflects the commitment to and understanding of children's needs that individual social workers and prospective adopters have and their strong commitment to ensuring that children reach their full potential. Adopters are clearly dedicated to providing caring and loving homes for their children, whatever difficulties may arise.

When safe and appropriate, children are supported to maintain contact with their birth families and other people who are significant to them. Through this, they retain

a sense of their heritage.

Adopted adults are supported well to understand their histories and to make contact with their birth family members when possible and safe to do so.

The support to birth parents helps them to begin to come to terms with their situation, and they are well supported to take part in letterbox contact so that they can maintain a connection to their child.

Quality of service

Judgement outcome: **Requires improvement**

There was a shortfall found in the accuracy of two children's permanence reports and case records from the cases sampled. For example, there was incorrect or missing information about the birth names of two children. Although these reports and the case records are not initially the responsibility of the adoption team, at the point of a placement order having been granted these children were allocated a worker in the adoption team. The reports and other information on the files had not been corrected immediately the errors were identified.

Visits are carried out to families after placement. The agency ensures that statutory visits are made to children at the correct frequency, but some of these are combined with support visits to the adults. On one occasion, a statutory review took place at the same time. This presents a risk that the opportunities that prospective adopters have to discuss issues they may wish to raise are compromised. However, generally, people feel well supported in the early stages of placement, and children settle well with their new families.

The agency has recently invested in improving access to post-adoption support. A dedicated post-adoption support worker has been appointed to work through the backlog of cases that need review. In her short time in post, the worker has achieved improvement in the timeliness of services to support adoptive families that are under pressure.

However, there is a lack of structure to the work that commissioned services carry out. For example:

- there is not full information about the commissioning arrangement for each piece of work and no written agreements
- there is a lack of clarity about the decision-making about why a specific course of action has been taken

- there are no clear aims and objectives of the work
- there is no formal evaluation of the work by the agency or the family.

In one case, it was noted that, while it was clear that adoption was a significant contributor to the difficulties, a family was experiencing a person who was not registered with Ofsted to provide adoption support services but had been commissioned to work with the family. The agency had failed to carry out its own checks as to the provider's suitability and had not taken responsibility for supervision of their work.

Good, clear written and verbal information is provided to enquirers. They feel valued and welcomed by the agency, are treated with sensitivity and feel that discussions about adoption help them to make an informed decision about whether adoption is right for them.

Prospective adopters feel that the preparation courses are informative, well organised and interactive. They gain useful information about adoption and the needs of the children. They develop an understanding about how abuse and trauma impact on children's behaviour and what that may mean for them as a family.

The assessment process is thorough and generally carried out in a timely way. Assessments are analytical and provide a good view of the applicants' parenting capacity. Second opinion visits are carried out routinely, and these provide an additional layer of quality assurance.

The panel process is thorough, and panel provides appropriate challenge to the agency when required. Prospective adopters are prepared well for their panel attendance by their social worker and said that the panel members help to put them at ease during the hearing. Minutes made of the panel meetings are of a good quality and clearly set out areas for development. This aids the matching process and leads to any training needs being identified and then met. Panel monitoring is effective, and a useful panel report is provided to the agency every six months. These reports are analytical and are used by the agency to develop its practice.

Decision-making is undertaken with due rigour, and decisions made are based on careful consideration of all available information. If work is not of an adequate standard, the decision-maker pursues this until she is satisfied that shortfalls have been addressed.

Family finding is of a good quality and undertaken by social workers who know the prospective adopters well. Prospective adopters said that they do not feel pressurised into considering taking children whose needs they feel unable to meet. They are confident that their worker knows them well and only puts forward children whose needs they would be likely to be able to meet.

Generally, the matching processes are well planned. Child appreciation days provide prospective adopters with first-hand information about the child from professionals who have worked with them and others who have known them. Children's needs in relation to education are supported by an extremely knowledgeable and committed virtual school headteacher, and this ensures that adopted children's educational attainment is promoted. When relevant, prospective adopters meet the medical adviser and other medical professionals to ensure that they know and understand their child's health needs.

The agency has a partnership with a user-led Department for Education-funded scheme to deliver adoption support services, Cornerstone. Through this partnership and the agency's own resources, there is good support to children and their adoptive parents, pre and early post placement. Through this support, adopters build confidence in their abilities and develop their parenting skills, and this helps to achieve placement stability.

There is a backlog of life-story books and later-in-life letters that the agency inherited from the council. All children placed since the Trust has taken over have been provided with this important information, and a dedicated worker is clearing the backlog.

Prospective adopters and birth parents are supported to meet each other and share information about the child. This is useful to prospective adopters, because they receive first-hand information about the child, and it is supportive for birth parents, because they are reassured about who their children will be living with. In the future, children will know that their parents have met. One adopter said of the support during the meeting, 'I can't praise them [the workers] highly enough.'

Contact for children with their birth families is carried out by a commissioned service. All parties are well supported. For example, they are helped to write the letter to ensure that the content is appropriate. They are also supported to make sure that the exchange takes place at the correct time.

Annual reviews take place for adopters when they have been approved for a year but have no child placed with them. Although some of these had been out of timescales, the agency recognised this and addressed it.

The service to adopted adults and their birth relatives is carried out by a suitably trained and experienced social worker who is able to respond promptly to requests. There is good, informative written information for adopted people and their birth relatives, to enable them to understand the process and possible pitfalls and to manage their expectations. Feedback is requested after the provision of any service, so that the agency can learn and amend its practice if necessary.

Safeguarding children and young people

Judgement outcome: **Requires improvement**

The agency has a strong ethos of safeguarding and ensures that children's well-being is the paramount consideration. Social workers are trained in child protection, including in how to deal with incidents of child sexual exploitation, suspected cases of radicalisation and practices such as female genital mutilation. Their training has provided them with a good understanding about their duty in relation to safeguarding children, the roles of safeguarding professionals and the actions to take should they have a concern about a child. There have been no allegations against, or suspicions of harm by adopters or staff since the agency has been registered.

Adopter recruitment has a strong focus on child protection. Applicants are thoroughly assessed as to their suitability to keep children safe from harm. The training that they receive has led to their having an enhanced understanding about the impact that past abuse and trauma have had on children's functioning and their behaviour. They understand how these complex needs require them to adjust their parenting styles to help and support the child effectively and about the additional risks posed to their child due to their past experiences. Adopters work closely with the agency to help children to begin to take more responsibility for themselves as is appropriate to their age, level of understanding and needs. A professional said, 'They [the adopters] are realistic and understand her needs and the risks to her.'

There is an accessible complaints process for adults and children. There is a low level of complaints and these are investigated appropriately. Children have child-friendly information about how to make a complaint, and adopters are good advocates for their children.

Staff recruitment and vetting are thorough, comply with statutory requirements and, as far as possible, ensure that members of the team are suitable to be working for the agency. It was positive to note that an adopter was involved in the recent recruitment to the manager's post.

However, the agency was unable to evidence that the suitability of all people commissioned to work with children and their adoptive families has been checked.

Leadership and management

Judgement outcome: **Good**

The leadership and management have a strong commitment to adoption and have high aspirations for the agency. There have been a number of developments since the Trust took over the management of the adoption service, and these are beginning to have a positive impact. For example, there have been improvements in timescales, and strong partnerships have developed with other agencies and professionals. The developments show that the resources are managed effectively and that the leadership and management demonstrate a strong capacity for improvement.

The developments include:

- commissioning the services of Coram, a voluntary adoption agency, to support the journey of improvement
- developing a partnership with Cornerstone to enhance the adoption support services and another local authority to share some of the preparation and support activities
- increasing the involvement of adopters in the development of the agency
- improving the systems for tracking and monitoring timescales
- appointing permanent managers and workers to undertake post-adoption support services, life-story work and later-in-life letters
- improving the timeliness and quality of the decision-making process.

Time is needed to ensure that these improvements embed, are sustained and are built upon.

Due to geographic considerations, the agency does not focus recruitment in its local area. Nonetheless, the recruitment of adopters and family finding for children are successful, and neither prospective adopters nor children are left waiting.

The work of the agency is underpinned by a clear and accessible statement of purpose that sets out the aims and objectives and the services that it provides.

The staff team is relatively new, but it is clear that there is a shared commitment to providing a high quality of service. Staff say that work is 'more focused' and 'streamlined', and they feel that the service is going 'onward and upward'. Staff are appropriately qualified and experienced, and adopters hold them in high esteem. Adopters highlighted that the workers are sensitive towards them, reliable, flexible,

accessible and professional. More than one adopter called their social worker 'amazing'.

There is a strong commitment from leaders and managers to ensure that staff are well trained and supported and that staff recognise the value that training and support have in their professional development. Staff said that the leadership and management are supportive and fair and they listen to them. They feel that their opinions matter. There are clear procedures to deal with disciplinary matters that are used effectively when required.

Shortfalls found in record-keeping mean that some records do not provide accurate information or are incomplete. For example, some records are not dated, legal advice sought has not been retained on the adopter's file and the records relating to post-adoption support are poor. These shortfalls have not been identified through the audit systems.

About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, to consider how well it complies with the relevant regulations and meets the national minimum standards and to support services to improve.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the inspection framework and the evaluation schedule for the inspection of voluntary adoption agencies.

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 19th April 2017

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WARD(S): All

PART I
FOR COMMENT & CONSIDERATION

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

1. **Purpose of Report**

To inform members as to the roles and responsibilities of the Special Educational Needs and Disability (SEND) service, and the work undertaken in Slough by the service.

2. **Recommendation(s)/Proposed Action**

The Panel is requested to note the report.

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

3a. **Slough Joint Wellbeing Strategy Priorities**

The SEND service supports the following priorities:

- Protecting vulnerable children
- Improving mental health and wellbeing

3b. **Five Year Plan Outcomes**

The SEND service supports the following priorities:

- Our children and young people will have the best start in life and opportunities to give them positive lives.

4. **Other Implications**

(a) **Financial**

There are no financial implications to the proposals in this report.

5. **Supporting Information**

Introduction

- 5.1 The definition of children young people and young adults with special educational needs and disabilities includes those with a range of underlying factors such as cognitive, physical or sensory difficulties, emotional and behavioural difficulties or difficulties with speech and language or social interaction. It also includes those who have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local authority area.
- 5.2 Special educational needs could mean that a child has difficulties with:
- All of the work in school
 - Reading, writing, number work or understanding information
 - Expressing themselves or understanding what others are saying
 - Making friends or relating to adults
 - Behaving properly in schools
 - Organising themselves
 - Some kind of sensory or physical needs which may affect them in school.
- 5.3 Parents and carers who are concerned that their child may have difficulties with learning should contact a professional, such as the child's doctor, health visitor, the SENCO (Special Education Needs Co-ordinator) in the early years setting, school or college that the child is attending.
- 5.4 National statistics show that up to 20% of all children have some level of SEND. Most children and young people with SEND needs attend a mainstream school and are supported by resources which form part of the school's core budget. The old terminology of children at 'School Action' or 'School Action Plus' applied to these children – but since 2014 this has been replaced with a single designation of 'SEND Support'. This means that in Slough there will be at least 7,000 children, young people and young adults (under 25) with SEND needs. We will be able to calculate the exact figure for school-age children based on the 2017 school census, but have not yet done so.
- 5.5 Nationally, between 2.5% and 3% of all children will have a level of SEND that requires a statutory assessment of their needs and a legally-binding document to ensure provision to meet those needs. The figure for Slough is 2.9%. Most of these children also attend a mainstream school, but the school receives additional funding linked to meeting the needs of the individual child as set out in a legally-binding document. These documents were known as Statements of Special Education Needs and from 2014 the Government introduced Education Health and Care Plans (EHCP) to replace Statements. Statements will cease to exist after April 2018 and Slough has been working to transfer Statements to EHCPs, with approximately 40% of these 'conversions' being complete by the end of March 2017. There are currently 1137 Statements of SEN or EHCPs in Slough.

Information, advice and support offered

- 5.6 All local areas are required to publish an online SEND 'Local Offer' setting out all the services, information, advice and facilities available to children and young people with SEND and to run or commission a service to provide information, support and advice to families – known in Slough as SENDASS (Special Educational Needs & Disability Advice and Support Service) – previously known as Parent Partnership. In Slough the Local Offer is integrated within the Slough Services Guide.
- 5.7 The Children & Families Act 2014 went live on 1st September 2014 and the revised SEND Code of Practice was published in 2015. The fundamental principles of this are that:
- All children with SEND should have their needs accurately assessed and appropriately met
 - Parents and carers (as well as the child or young person) are central to the assessment of needs and their involvement should be supported and respected
- 5.8 The Code stresses that all levels of SEND needs have to be met, not just those at the high level requiring an Education Health and Care Plan (EHCP). It also sets out the legal obligations on early year's settings, schools and colleges to do so. In all cases:
- The views of the child or young person should be taken into account
 - Parents and carers have a vital role
 - Children and young people should have full access to a broad and balanced curriculum
 - The response must be needs-led not driven by resources

Working in partnership with parents of children with SEND

- 5.9 The Code recognises that parents/carers/foster carers hold key information and have a critical role to play – they are partners, able and empowered to:
- Play an active and valued role
 - Have any difficulties identified early with appropriate intervention to tackle them
 - Make their views known about how the child is educated
 - Have access to information, advice and support during assessment and any related decision-making process including transition planning
- 5.10 It is recognised that the assessment process for SEND can be challenging and that families and young people may need support. Professionals involved in the process of assessment should express positive attitudes and focus on the child's strengths as well as their needs. They should be aware of child or young person's feelings (as well as those of parents), and ensure that they understand the procedures and be flexible in the timing and structure of meetings. User-friendly information should be employed and be available in a variety of languages. Slough adopted a new template for its EHCPs which received support and endorsement from the DfE in April 2016.

- 5.11 The Code of Practice stresses that the views of the child or young person are important. Children and young people have a right to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child and these views must be reflected in a completed EHCP.

SEND support

- 5.12 This is instigated by the teacher(s) concern, underpinned by evidence that despite receiving differentiated learning opportunities the young person is not progressing. Interventions will be those that are additional to or different from those provided as part of the usual differentiated curriculum. They may include:

- Deployment of staff to work with the child/young person
- Different learning materials
- Group or individual support
- Extra adult time; staff development/training
- One off/occasional support.

- 5.13 The Special Educational Needs Co-ordinator (SENCO) in the setting/school/college usually takes the lead in advising on and establishing additional support programmes. The SENCO and other teachers will consider a range of different teaching approaches, materials, and ICT programs to meet specific special needs. A number of external services may be involved such as:

- The Education Psychology Service
- CAMHS (Child and Adult Mental Health Service)
- BEST (Behaviour Support Service)
- EWS (Education Welfare Service)
- The virtual school

- 5.14 These external services will advise on new IEPs with revised targets, may undertake specialist assessments, give advice on specialist strategies or materials and in some cases give direct support to the child or young person. Again, interventions will be additional to or different from those provided as part of the usual differentiated curriculum.

Individual Education Plans (IEPs) and 'provision maps'

- 5.15 Each child should have an Individual Education Plan (IEP) outlining their programme with specific targets. These are reviewed, with families, at specific times. **Pupils on the SEND register should have an individual education plan (IEP), or a 'provision map' or both.** Parents should be informed that their child is on the SEND register of the school and be given a copy of the IEP/provision map. Some schools invite parents to the IEP review meeting and certainly should sound out their views. Parents can ask to attend the IEP/provision mapping meeting and for some schools such attendance will be normal practice.

- 5.16 IEPs/provision maps are a teaching and planning tool and record only what is additional to or different from the curriculum plan which is in place for all pupils. The IEP/provision map should specify the short-term targets, the teaching strategies to be used, the provision to be put in place and the outcome of the action taken. They should be reviewed twice a year or termly if possible.

There are usually 3 - 4 individual targets in the areas of:

- Communication
 - Literacy
 - Mathematics
 - Behaviour and social skills.
- 5.17 Where a parent considers that their child's needs have not been identified or are not being appropriately met, or they are unhappy with anything the school does for their child, they should first consult with the SENCO or class teacher at the school. They could also talk to the Head.
- 5.18 There is an active SENCO network in Slough supported by the SBC Educational Psychology service, providing information, training and professional development opportunities. There is currently no role for the local Teaching School Alliance. Schools should not put looked after children on the SEND register just because they are looked after.

Statutory assessment - EHCPs

- 5.19 A statutory assessment is a comprehensive, detailed investigation to find out exactly what a child's or young person's special educational needs and/or disability are and what additional support the child or young person needs. They can apply from birth up to the age of 25 (if the young adult concerned is still in education). They are assessments of needs and do not rely exclusively on medical diagnosis.
- 5.20 A statutory assessment will only be necessary if the early years setting or school or college cannot provide all the support needed, or if the support they have provided has not been able to support educational progress. The school, in consultation with parents and other agencies, can initiate an application for statutory assessment. Parents can also request a statutory assessment, without going via school. Over the last 12 months approximately 80% of requests for statutory assessments in Slough have been agreed (which is broadly in line with the national average).
- 5.21 Statutory assessment involves building up a body of evidence which includes:
- The views of the parents
 - The views of the child or young person
 - Copies of IEPs/provision maps
 - Evidence of progress or lack of progress over time
 - Copies of advice from medical and other health services
 - Input from others e.g. Educational Psychologists and Speech & Language Therapists
 - Evidence from social care professionals

- The Code sets out clearly the tests that should apply when judging whether or not the evidence above supports the need for a statutory assessment.
- 5.22 The assessment process should be completed within a maximum of 20 weeks (less if possible) and input from the child or young person and their foster carer is critical to the evidence-gathering and the drafting of the report, which will be shared with parents before being finalised. Over the last 12 months In the 12 months to January 2017, Slough has finalised approximately 60% of all new EHCPs within the 20 week deadline. This is broadly in line with performance across local areas in the South East. In that period, the SEND Service completed 202 new EHC Plans.
- 5.23 During the process, young people over 16 will have access to a local 'Independent Supporter' service to work with them during the assessment process. For young people in Slough this is run by an organisation called Adviza.
- 5.24 Following the statutory assessment the Trust will make a decision as to whether to issue an EHCP. Parents are given a proposed EHCP that outlines the child's assessed needs and the provision the local authority is legally bound to ensure is available to meet these needs, from any public sector provider named in the EHCP. The Trust also ensures the admission to a suitable local school for the pupils with EHCPs. For September 2017, 93% of pupils with EHCPs/Statements had their Year 7 school place confirmed on Year 7 deadline day (compared to 0% in February 2016). The same 90+% is likely to apply for Year R offers.
- 5.25 The Plan will also set out the timing and arrangements for reviews of progress, which should normally be annually (unless the child is under 5 when the review should be every six months).
- 5.26 The Annual Review is an opportunity to recommend changes to the EHCP, including identified additional needs, extra provision, increased funding or a change of school place. Only the Trust can decide whether or not to agree to amend any aspects of the EHCP, not the school.

Specialist education

- 5.27 There are currently three Special Schools in Slough – Arbour Vale, Millside (managed as part of Haybrook College) and Littledown. They offer places to approximately 400 pupils at present. There are also 12 Resource Bases at mainstream schools – 4 at secondary schools and 8 at primary, providing specialist support for pupils with high-level SEND needs. These 'units' currently support 220 pupils.
- 5.28 There are a very small number of Slough children who are placed at independent, fee-paying schools outside Slough – largely as part of their social care placement. There are currently 16 such placements.
- 5.29 Finally, an additional secondary phase Resource Base is opening in September 2017 as part of the new site for Ditton Park Academy. Initially it will admit 4 pupils. SBC Cabinet in March 2017 agreed an investment of £18.75m in increasing and improving specialist provision for children with SEND and for places at the Pupil Referral Units. (The Cabinet Report is attached as Appendix A)

- 5.30 Attached as Appendices B and C are a set of summary table showing the most recent statistics (January 2016 DfE Statistical release) for attainment at Key Stage 2 and Key Stage 4, showing Slough SEND pupil performance compared to the England and the South East regional averages. This shows a very positive picture of pupils attending Slough schools doing better than either average.

External inspection

- 5.31 In May 2016, the Care Quality Commission and Ofsted launched a new framework for the inspection of SEND. This is not a service inspection but an inspection of the effectiveness of all organisations in an area in implementing the SEND Reforms since September 2014. This includes services managed by SBC; those managed by the Trust; the role of the Clinical Commissioning Group in commissioning to meet SEND health needs and will also involve visits (NOT inspections) to individual schools, or early years' settings or colleges or all three. There is no 'scored' judgement from this inspection, simply a detailed letter highlighting what works well and what needs further development. There is single-word summary judgement either – e.g. Good/Inadequate/Requires Improvement. Locally, Hillingdon and Surrey have had an Area Inspection in the last 12 months.
- 5.32 Work is ongoing in Slough to build on the excellent working relationship between Trust-led SEND services and those led by SBC; on further developing the positive links with and involvement of the Parent Carer Forum (Special Voices) in all areas of SEND work; new links and formal agreements are now in place between SBC, the Trust and the East Berkshire Group of CCGs on their role and involvement in SEND; links, communications and funding issues between the Trust and all schools in Slough with high-level SEND pupils have improved significantly since January 2016; new EHCP template has been successfully launched and endorsed by the DfE; conversion to EHCPs for 2016's Year 11 pupils and all those over 16 in further education was completed and work to 'convert' all remaining Statements of SEN into EHC Plans remains a high priority for the SEND Service as Statements cease to exist on March 31st 2018.
- 5.33 Key areas to work on in 2017 include the 'Employment is Everyone's Business' Action Plan to improve supported employment, apprenticeship and internship opportunities for young people with SEND (having made a positive start in 2016 with the pilot supported apprenticeships programme at Heathrow Academy – thank to Elevate Slough). Work is also need to match the positive relationship in Slough between services and parent carers and the involvement and engagement of young people in their own right in service planning, delivery and feedback for SEND.

6. Comments of Other Committees

The information in this report has not been discussed by another committee.

7. Conclusion

It is suggested that if Members would like a fuller briefer on SEND Area Inspection, this should be the subject a separate detailed report to a future meeting

8. **Appendices Attached**

- 'A' - Cabinet Report, 20th March 2017
Special Education Needs and Pupil Referral Unit Expansion
- 'B' - SEND attainment, Key Stage 2
- 'C' - SEND attainment, Key Stage 4
- 'D' - SEND specialist provision in Slough

9. **Background Papers**

Cabinet papers and minutes, 20th March 2017

SLOUGH BOROUGH COUNCIL

REPORT TO: Cabinet **DATE:** 20 March 2017

CONTACT OFFICER: Jo Moxon, Interim Director of Children's Services
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WARD(S): All

PORTFOLIO: Leader of Council - Cllr Munawar
Education & Children - Cllr Hussain

PART I **KEY DECISION**

SPECIAL EDUCATION NEEDS AND PUPIL REFERRAL UNIT EXPANSION NEEDS AND PROPOSALS – NEXT PHASE

1. Purpose of Report

- 1.1 The purpose of this report is to describe the present and future demand for Special Educational Needs ("SEN") and Pupil Referral Unit ("PRU") places in Slough and request capital funding of £18.75m to undertake the next phase of projects that will create 203 new SEN and PRU places over 3 years.

2. Recommendation(s)/Proposed Action

The Cabinet is requested to resolve:

- (a) That it be agreed that the Thomas Grey building be disposed to Haybrook College under a standard Academy 125 lease to relocate and expand the Key Stage 3 facility currently housed in the Rotunda building.
- (b) That a budget of £1.2m be allocated for the refurbishment of the Thomas Grey building, including a new replacement heating system and roof upgrade which also improves buildings now leased to Littledown School.
- (c) That the former Rotunda site on Belfast Ave be appropriated from the General Fund (Education) to the HRA for a sum to be determined by the District Valuer.
- (d) That around 33% of the vacant Haymill site be disposed to Haybrook College under a standard Academy 125 lease at a peppercorn rent and allocate £3.6m of capital funding to build a small extension and a new Hospitality and Catering facility that will add up to 10 additional SEN places and 40 additional PRU places.
- (e) That £13m be allocated to build the new SEN units at Priory School and Marish Academy and to build a new annex on the current Arbour Vale School site, with all 3 projects being delivered by Slough Urban Renewal.

- (f) That £150k be invested for further refurbishment works at 323 High Street as part of the lease arrangements with Haybrook College, which will be for a 9 year period with a rental income of £35k per annum.
- (g) That it be agreed to fund the refurbishment works in the Thomas Grey building, the extension and the Hospitality and Catering facility for Haybrook College, Priory SEN unit, Marish SEN unit and Arbour Vale annex using £8.25m of Basic Need grant funding and £10.5m of council borrowing.
- (h) That the St Anthony's field (held in the General Fund for Education) be appropriated to the HRA and in return agree to dispose of the land in front of Arbour Vale School (from the HRA) to facilitate the expansion of Arbour Vale School.

3. The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan

- 3.1 The proposed expansions will provide additional SEN and PRU places to meet rising demand and will mean fewer pupils are placed out of borough.

Wellbeing Priorities:

- **Economy and Skills** – the delivery of school places for Slough residents will support delivery of skills and qualifications to young people in Slough and improve their life chances. However, some uses of land may have greater value to the town's economy if used for purposes other than education.
- **Health** – the delivery of well-designed schools with adequate outdoor space will provide an opportunity for young people to live active lifestyles and contribute to improved fitness and the reduction of childhood obesity and other health risks.
- **Regeneration and Environment** – using Council owned land to deliver school places may have regeneration value and will deliver environment improvements, but is likely to increase traffic levels. Other uses may have higher regeneration value and different environment consequences. Release of sites from Education use will support regeneration and provide opportunities for linking with One Public Estate priorities.

Five Year Plan Outcomes

- Our children and young people will have the best start in life and opportunities to give them positive lives –the delivery of sufficient school places in an appropriate mix for local children and young people will offer the opportunity for educational attainment and positive life chances.
- Our people will become healthier and will manage their own health, care and support needs – providing improved sporting facilities and play space with community use will support local young people and residents to become healthier.
- Slough will be an attractive place where people choose to live, work and visit – combining an increase in school provision with regeneration opportunities will ensure Slough continues to be an attractive place to live, work and visit.

4. Other Implications

- 4a) Financial

The relatively high number of free schools approved for Slough in recent years has meant that Slough has been able to roll forward significant levels of Basic Need

grant funding each year due to free schools being externally funded. In future years this position will change for two main reasons:

- Basic Need allocations have reduced significantly in recent years, allocations for 2017-18 and 2018-19 were £1.1m on average compared to the average of £11.4m received in the preceding 2 years
- SEN and PRU places are not funded through Basic Need or any other grant. Basic Need grant is based purely on projected shortfalls in mainstream provision for 5-15 year olds.

While extensions to existing schools are expected to be funded by the Local Authority new schools can either be funded by the Local Authority via a competition or by the Education Funding Agency (“EFA”) via the Free School programme. While Free Schools would be an attractive option for creating new SEN and PRU provision both would require a site to be provided in advance in order for a bid to be successful.

The breakdown of capital costs are set out in Appendix One. Based on existing proposals, these are estimated at £18.75m, which will create 203 new SEN and PRU places and re-provide 88 places in new accommodation.

Proposals to expand PRU and SEN places will mean a reduction in the placement and transport costs of unnecessary out of borough placements avoiding a potential revenue burden. These costs are described in sections 5.

4b) Risk Management

Key risks are set out in the table below.

Risk	Mitigating action	Opportunities
Legal - Challenge from parents of statemented pupils who do not obtain a suitable place.	Agree, publish and deliver a comprehensive strategy for expanding provision.	Delivery of a coherent, comprehensive strategy will set the context for the long term.
Property – Once a site has been used by a school it will need release by the Secretary of State for alternative use.	Avoid use of more valuable sites where housing developments are possible. Explore release of sites from protection when new schools sites are created.	
Property – Lack of sites may mean that schools are not ready when required.	Expand existing schools wherever possible to avoid delays with planning new schools and identifying or acquiring sites.	Expanding existing schools reduces the scale of new build required and reduces capital requirements.
Planning challenges.	Sound holistic planning case to demonstrate that sites are best suited.	

<p>Equalities Issues.</p> <p>Challenges from special interest groups.</p>	<p>Ensure needs of all parts of community are considered and balanced in the strategy.</p> <p>Appropriate consultation and consideration.</p>	
<p>Equalities Issues – Rise in demand for SEN provision exceeds the availability of places leading to possible challenge and costly replacements outside of the borough.</p>	<p>Agree and deliver a comprehensive expansion programme including a combination of expansion and new SEN specialist units.</p> <p>Expansion programme agreed via Heads' Groups.</p>	<p>Potential for inclusion of SEN resource bases within new Free Schools.</p>
<p>Financial – Over £150m will be required to fund the full school expansion programme to 2022.</p>	<p>Basic Need funding for new places has been confirmed to 2018-19.</p> <p>Free Schools are currently externally funded; a number are already agreed with further applications in the pipeline.</p> <p>Annual capital bids submitted to DfE.</p>	<p>Section 106 contributions requested where relevant.</p> <p>Other external capital funding streams such as the Priority School Building Programme (PSBP).</p>
<p>Financial – Places not viable without adequate revenue funding and SEN funding is controlled centrally by EFA.</p>	<p>Place planning agreed well in advance and appropriate growth applications submitted annually to the EFA.</p> <p>Lobby DfE to increase High Needs Block in line with growth As part of national Fair Funding consultation responses</p> <p>Need to re-prioritise current High Needs Block commitments in favour of supporting place and top-up funding growth</p>	
<p>Health and Safety</p> <p>Traffic risks.</p>	<p>Avoiding sites which present high risks.</p> <p>Sound transport planning.</p>	<p>Promoting green travel plans.</p>
<p>Communications and community support.</p>	<p>Effective communication plan.</p>	<p>Improving understanding of the constraints under which the Council operates.</p>

<p>Timetable for delivery – projects delivered later than required for pupils, or not delivered as planned as schools choose not to cooperate or do not have the capacity to expand.</p>	<p>Forward planning. From approval, large projects are likely to take at least 24 months to complete and open places to pupils.</p> <p>Projects need to start in good time with the possible risk that this provides some short-term overprovision.</p> <p>Work closely with schools and heads’ groups to ensure buy-in.</p> <p>Allocate adequate funding for projects.</p>	
<p>Project capacity – Insufficient capacity to deliver such a large expansion programme.</p>	<p>Dedicated project support in place.</p> <p>Utilise SUR for some projects.</p>	

4c) Human Rights Act and Other Legal Implications

The Education Act 1996 requires local authorities to ensure that sufficient primary, secondary and further education is available to meet the needs of their population; ensure that their education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that sufficient schools for providing primary and secondary education are available for their area.

4d) Equalities Impact Assessment

An Equalities Impact Assessment has been carried out for Slough’s strategic approach to school place planning; it does not suggest that any changes are required.

The positive impacts identified include:

- All Slough children (including new arrivals which comprise a high percentage of BME families) obtaining a school place with a variety of admissions choices/options available,
- All new places being highly disabled accessible, and
- SEN and PRU places expanding

There may be a negative impact caused by:

- Free schools opening with selective admissions policies, and
- Opening non-selective places which would shrink the percentage of selective places (whether by ability or by faith, gender etc.) as a percentage of the total places.

Both these negative impacts are an acceptable consequence of increasing provision and choice.

4e) Land and Property Implications

See section 5 below.

4f) Carbon Emissions and Energy Costs

New buildings will increase overall energy consumption, this an inevitable consequence of an increasing population, however new buildings will be built to modern energy efficient standards. The Arbour Vale expansion will achieve a BREEAM Very Good standard.

The transfer of the Thomas Grey Centre will support the following aims of the Carbon Management Plan 2015-2020:

- Reducing CO² emissions: Investment made to improve energy efficiency including new heating system, new lighting and roof insulation.
- Saving revenue costs on energy consumption: Costs would be transferred to school.

5. Supporting Information

Background

- 5.1 At the Cabinet meeting held on 11 April 2016 progress on the SEN and PRU expansion programme was presented to Cabinet and approval was given to utilise the Thomas Grey and Milan Centre to create urgent new PRU places for Littledown and Haybrook Schools for 2016-17. It was agreed that officers would bring back a further report to Cabinet with options and solutions for delivering the expansion of Haybrook College and other long term projects.

Haybrook College

- 5.2 The overall planned growth for Haybrook College is 100 places, which is approximately a 50% growth in line with the projected secondary school population growth by 2022. In planning the expansion of Haybrook College a number of specific outputs were agreed between the school and Local Authority:
- Assets – Release the Rotunda building
 - Assets – Maximise alternative use opportunities for council land
 - Finance – Provide value for money and minimise the cost per new place
 - School Places – Create Key Stage 4 places at short notice
 - School Places – Rehouse the Wexham Park Schoolroom
 - School Places – Create a new Hospitality and Catering Facility
 - School Places – Consider options for creating a new land/farm based facility

Proposed relocation from the Rotunda building

- 5.3 The Rotunda building on Northampton Ave occupies the south east corner of the block known as the Centre site. The site has potential to be released for an alternative use associated with One Public Estate outcomes, but this will first require the relocation of Haybrook College. Haybrook College has occupied the Rotunda building since 2007 where it provides capacity for 26 Key Stage 3 pupils. Haybrook's current licence from the Council for the building ends on 1st October 2018.
- 5.4 Several options have been considered as set out in the options appraisal in Appendix Two. Having considered the advantages and disadvantages of each option, the preferred option for Asset Management is to relocate the services currently provided from the Rotunda to the Thomas Grey building.
- 5.5 This report recommends that the Thomas Grey building is transferred to Haybrook College under an academy lease. It is also suggested that the building is fully refurbished using basic need grant. The benefit for giving up this asset and future potential income is the release of both the Rotunda site on Northampton Ave and the former Rotunda site on Belfast Ave for alternative uses. Planning permission has already been obtained for 7 new homes on the Belfast Ave site, this development can proceed once the new home for Haybrook College has been decided and it is no longer required as a possible site for relocating the Rotunda. A map of Slough showing the location of the Haybrook sites is attached as Appendix Three.

Proposed Hospitality and Catering Facility

- 5.6 Slough has worked with Haybrook College and a team of architects to design a new facility tailored for future local need complementing the range of facilities currently available at the school. It is believed this can best be achieved through the addition of a new Hospitality and Catering Facility.
- 5.7 The high level designs for this new facility have focused on the Haymill site after consideration of the alternative options, as shown in the table below.

Option	Comment
Rent a building	Haybrook College cannot afford the rental costs as school budgets in general are under increasing pressure. It is very unlikely that any play or sporting facilities could be provided on a rented site.
Purchase a building	Few sites are available on the open market. Conversion and refurbishment costs on top of the purchase price are likely to bring costs in line with the cost of a new build without site purchase. It is very unlikely that any play or sporting facilities could be provided on site.
Use another Slough site	No other site would provide the practical benefits and cost savings of co-locating the new facility on the current Haymill buildings. Sporting facilities are already available, car parking and office accommodation requirements would be less than if on a new site.

The Haymill site has the specific benefit that sporting facilities are available onsite and would not need to be re-provided on an alternative site. Using the Haymill site would mean Haybrook College's new buildings are co-located and situated on land that is currently unused.

Protection of School Land and Buildings

- 5.8 Any land or buildings used by a school are subject to protection by the Secretary of State and permission must be sought for disposal or change of use. This applies even in the case of temporary use, as with Haybrook College's use of the Thomas Grey building and the Rotunda building.
- 5.9 Legal advice indicates that the majority of the vacant Haymill site is protected as education land due its previous use by Haybrook College. Therefore the majority of the site is subject to protection for at least 8 years from January 2014, unless an application for release of the land is approved before 2022.
- 5.10 The application process for the disposal of buildings is relatively straightforward compared to the process for disposing of playing fields - which can be controversial and is more likely to be refused. If an application were submitted to change the use of the Rotunda and a replacement facility for Haybrook was provided then advice from the EFA is that it is likely to be approved.
- 5.11 St Anthony's field and former Rotunda site on Belfast Ave are both held in the Education portfolio but as neither has been used by a school in the last 10 years they are not subject to the protection mentioned above.

Update on the wider SEN and PRU expansion programme

- 5.12 Following Cabinet approval in June 2015 of the overall approach being taken on expansion a number of architects were appointed to develop each SEN project. Appendix Four provides an update on each project including their current status and estimated budget.
- 5.13 Within mainstream schools the current Resource Base SEN units are oversubscribed for 2016/17 and beyond. In a significant number of cases, these pupils are exceeding the maximum 70% of curriculum delivered in the Base. They are (in effect) Special School pupils being accommodated and supported in mainstream school bases. This blocks access to these places for other pupils for whom the Base would be the most appropriate local school provision. One solution under discussion is the need for a new Primary SEN school to complement the planned expansion of Arbour Vale which is focused on secondary and Post 16 places. One option for delivery could be a new free school.

Revenue Costs

- 5.14 The pupil revenue cost implications to the council for the current growth in SEN pupils were described in the April Cabinet paper and are repeated here as a key component of the business case for expansion.
- 5.15 Statemented pupils that are unable to obtain a place at one of Slough's schools are placed out of borough. The table below compares the annual costs of a statemented pupil attending a Slough school compared to an out-of-borough facility including the additional transport costs per annum. Any additional transport costs will create a pressure on the Council General Fund. The full cost of any placements is currently funded from the High Needs Block ("HNB") of the Dedicated Schools Grant (DSG). Currently the effect of out-of-borough placements is to reduce the level of funding available for delegation to Slough schools. The High Needs Block is limited and

shrinking per pupil and there is no guarantee that there will be sufficient in the HNB for the future. There is a risk that a future shortfall will rest with the Council. This paper seeks to reduce pressures within the HNB by providing more local places.

	Annual cost of placement - funded by DSG	Annual transport cost – funded by SBC	Total cost per annum
Out-of-Borough placement in a maintained setting	£34k	£10k	£44k
Out-of-Borough placement in a non-maintained school	£50k-£200K	£10k	£60k - £210k
Placement in a Slough school	£34K	£4k	£38k

- 5.16 Based on 100 additional pupils per annum, the annual cost could range from £3.8m if all placed in Slough schools, to £21m, if placed at the most expensive out-of-borough settings. Even at the average out-of-borough placement cost of £60k and, allowing for transport costs, this represents a potential annual additional cost of £3m at the upper extreme level.

Capital Budgets

- 5.17 The carry forward to 2016-17 of Basic Need grant and Section 106 developer contributions was £41m. Although this is a healthy position for the council for the first time in many years the capital commitment for education schemes being proposed exceeds the grant income received from the EFA. In 2018-19 assuming all the projects within this report are approved and proceed as planned there is projected to be a need to borrow £10.5m to support the education programme. The full education capital programme to 2021-22 is shown in Appendix Five.
- 5.18 A further £14m is projected to be required to fund the full programme to 2021-22, although the overall programme budget includes contingency sums for primary and secondary provision to cover most expected scenarios around growth in these sectors. New income will be received to reduce the level of projected borrowing shown, including 3 further allocations of Basic Need grant from 2019 to 2022 and section 106 developer contributions may be higher than the £3.75m projected over the next 5 years of the programme.

6. Conclusions

- 6.1 Slough's primary population and school capacities have risen by over 50% since 2007 and projects are well underway for a similar expansion of secondary provision. This report presents equivalent proposals for the expansion of SEN and PRU provision.
- 6.2 Apart from the addition of Marish Primary School, the proposals included here reflect the programme presented to members in June 2015. Working with architects and the SUR options have been explored and refined in order to present a full and deliverable programme. While Slough may need to respond to ad-hoc pressures for particular special needs, this report suggests a strategic approach and comprehensive programme of projects that will provide capacity for the next 5 years.
- 6.3 To deliver the strategic approach and release the Rotunda site, it is recommended that alternative uses are agreed for several sites and that an Academy Lease is

provided to Haybrook College for the Thomas Grey Centre and a proportion of the Haymill site. If agreed, the Council-owned site at Belfast Avenue could be appropriated to the HRA for new housing. To facilitate the expansion of Arbour Vale School on its existing site it is recommended that an area of HRA land and St Anthony's field in the General Fund are exchanged at zero cost.

- 6.4 This report presents a programme of expansion of SEN and PRU provision which totals £18.75m, the full programme would require a supported borrowing level of £10.5m in 2018-19 with £8.25m funded by Basic Need grant and section 106 developer contributions. It is possible some of this borrowing will be offset if Slough receives good settlements of Basic Need in 2019-20 and future years and higher levels of section 106 funding.
- 6.5 This level of funding would provide 203 new SEN and PRU places and re-provide 88 places across Slough in a variety of settings.

7. Appendices

Appendix 1 – Breakdown of Capital Costs

Appendix 2 - Options Appraisal - Relocation of Haybrook College from Rotunda

Appendix 3 - Location and site plans

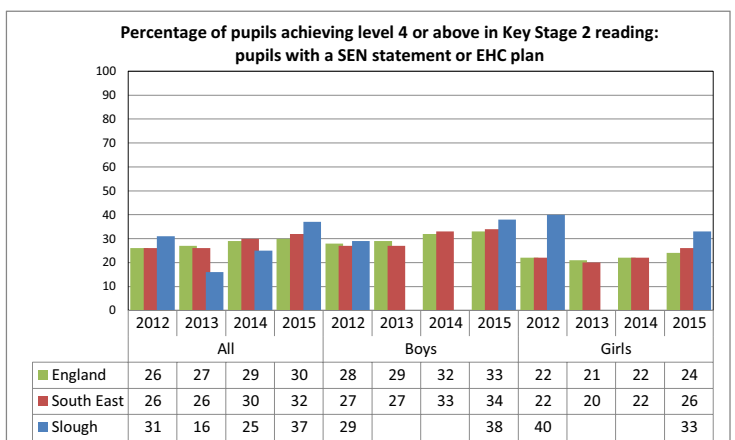
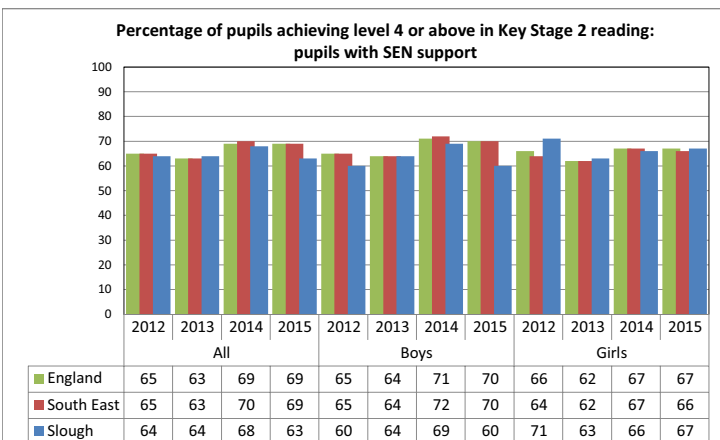
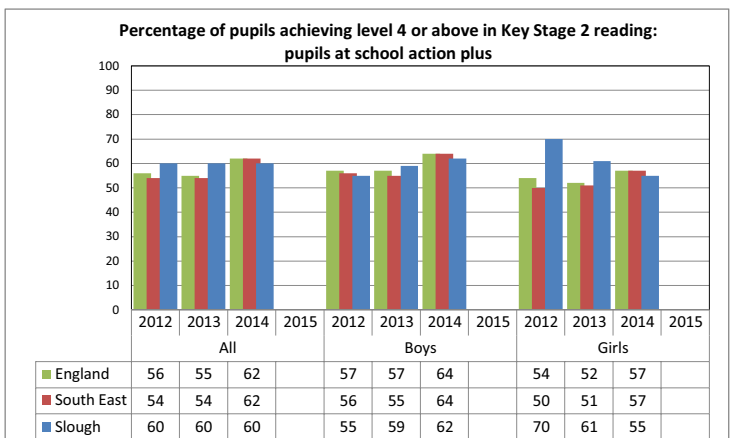
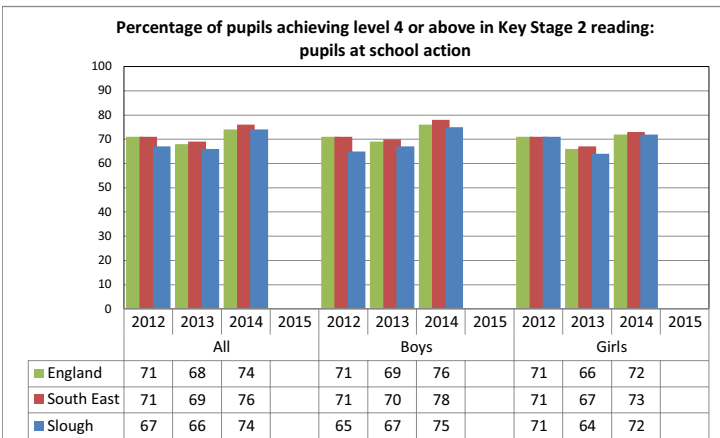
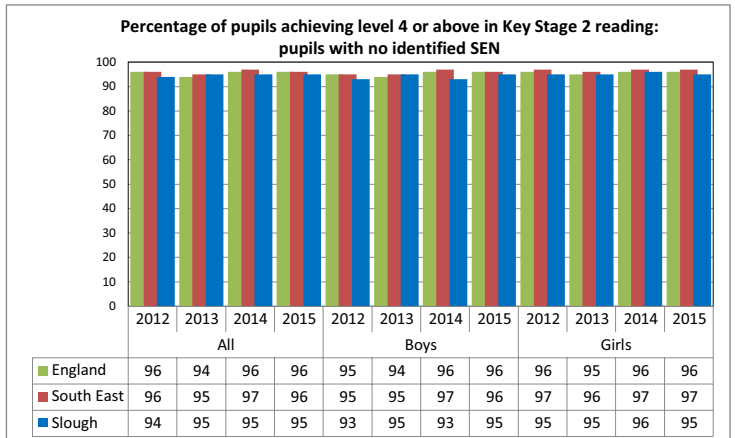
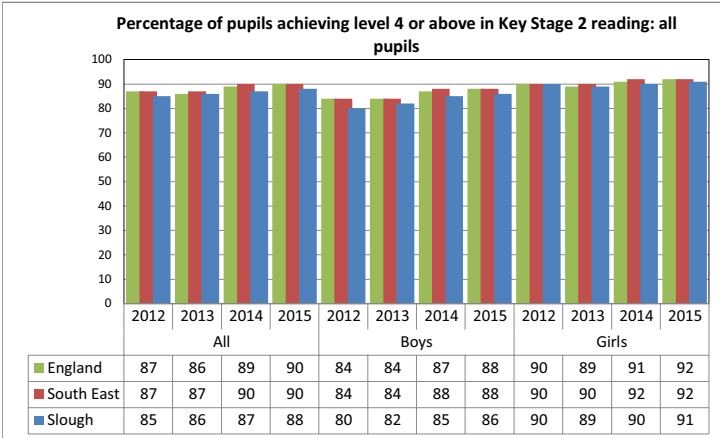
Appendix 4 - Update on the Wider SEN and PRU Capital Programme

Appendix 5 - Education Capital Programme 2016-22

8. Background Papers

None.

Percentage of pupils achieving level 4 or above in key stage 2 reading by SEN provision and gender

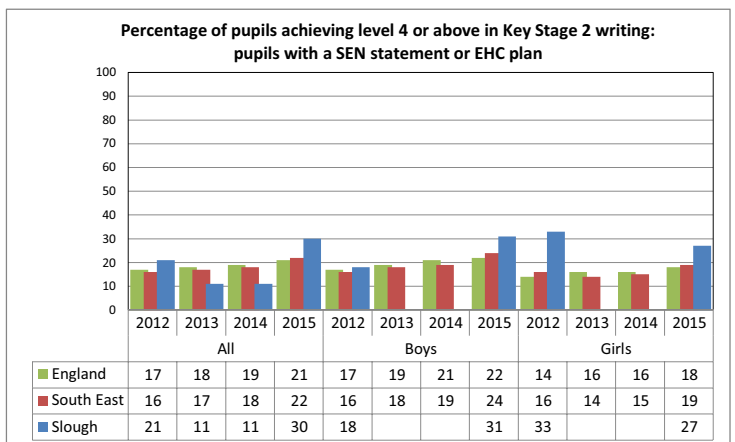
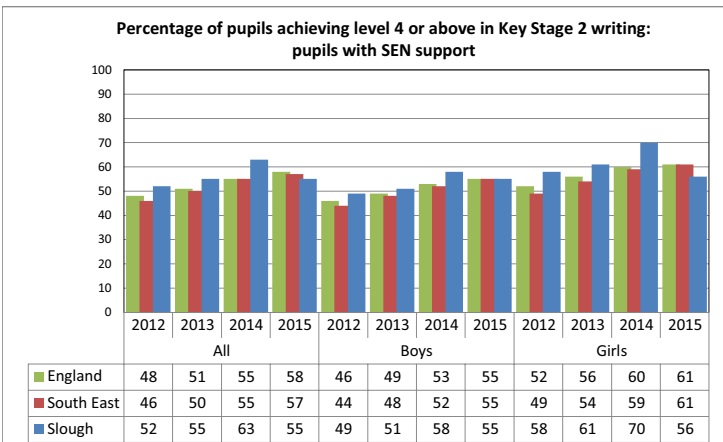
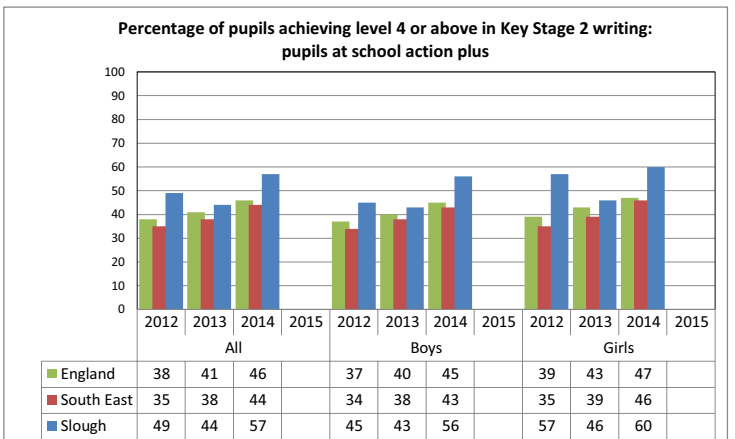
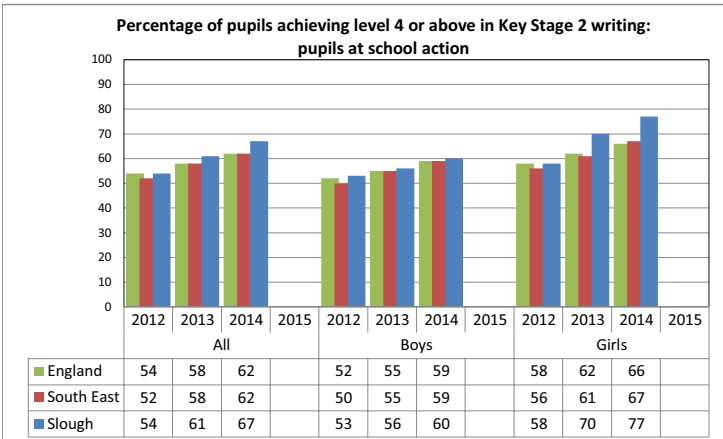
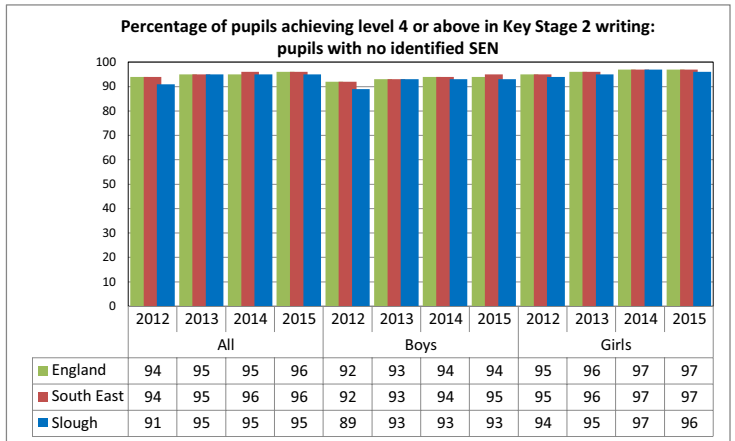
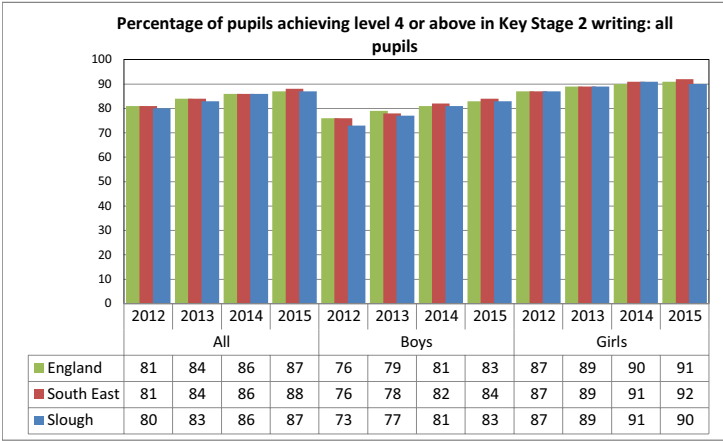


Based on DfE Statistical release - 10/12/2015

For 2015, following SEND reforms, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus but some pupils remain with these provision types in first year of transition.

Figures for pupils with a statement of SEN where numbers are small are not shown in order to protect confidentiality

Percentage of pupils achieving level 4 or above in key stage 2 writing by SEN provision and gender

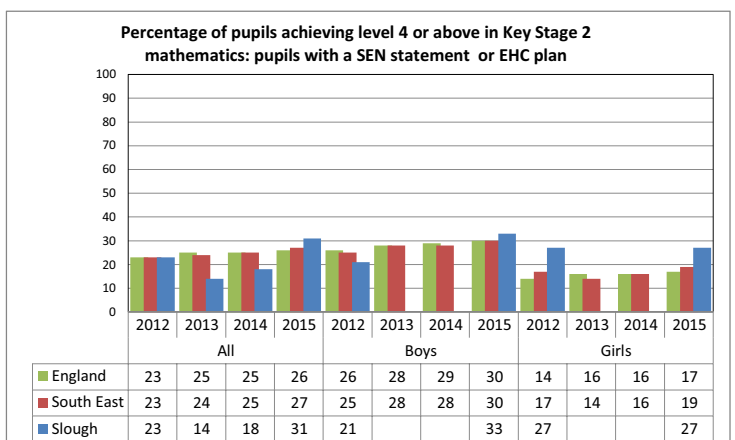
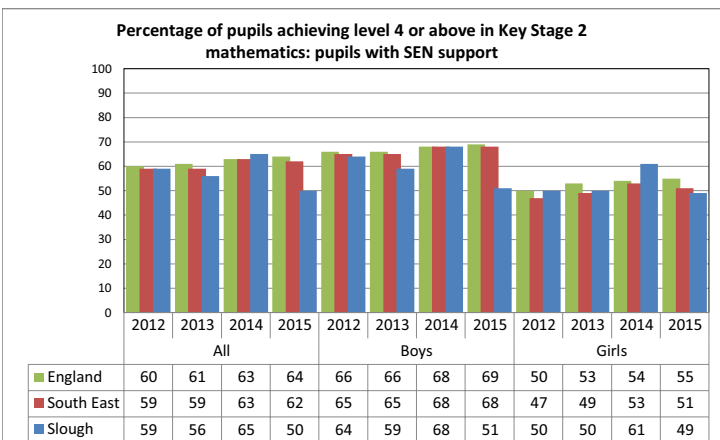
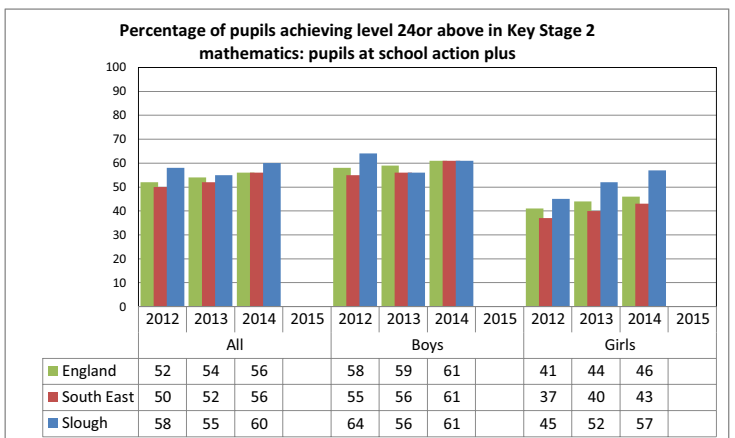
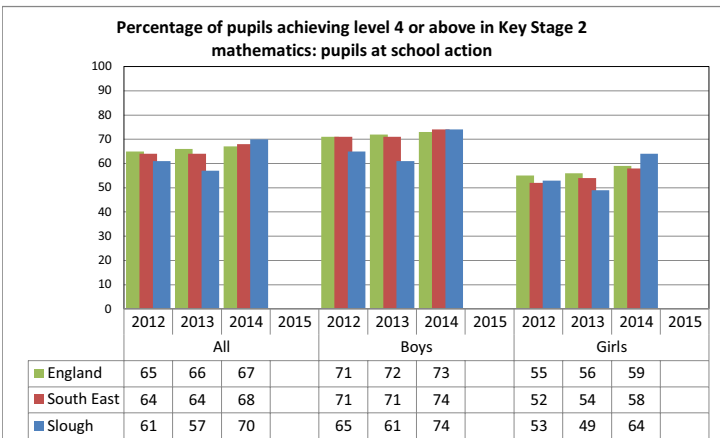
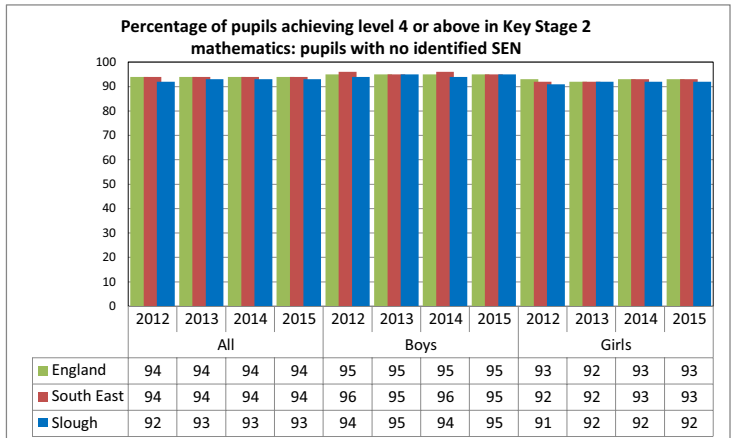
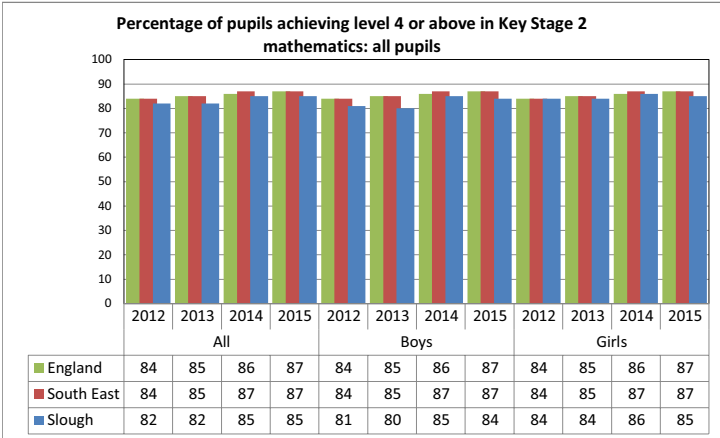


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Percentage of pupils achieving level 4 or above in key stage 2 mathematics by SEN provision and gender

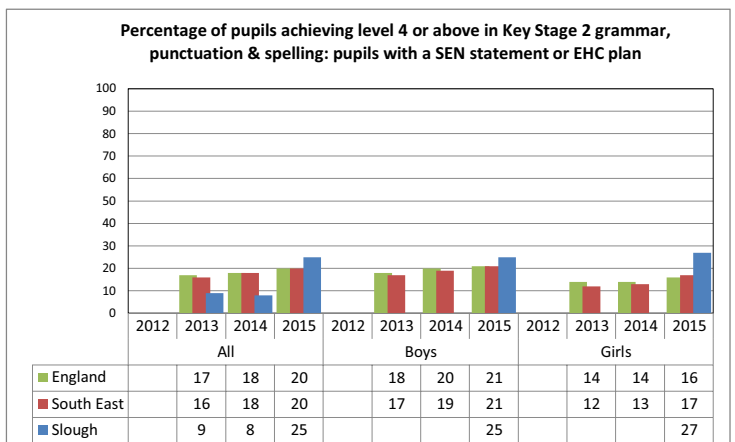
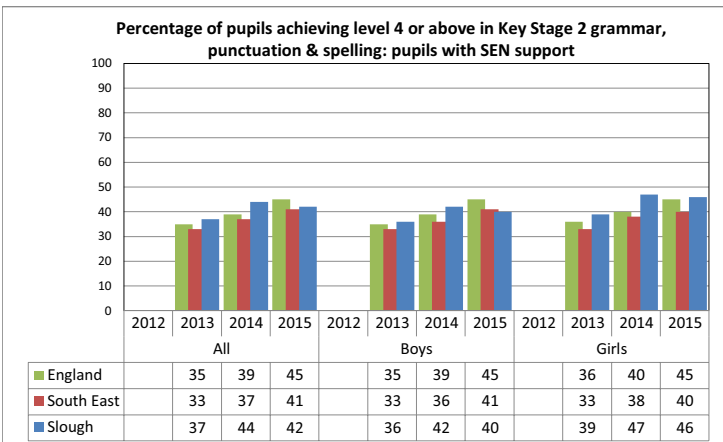
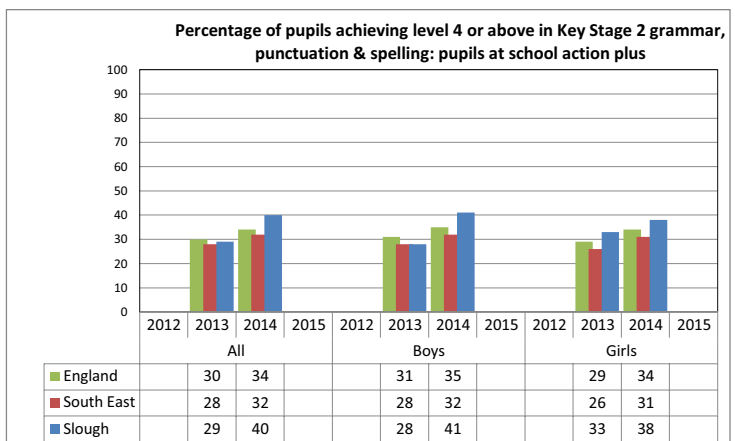
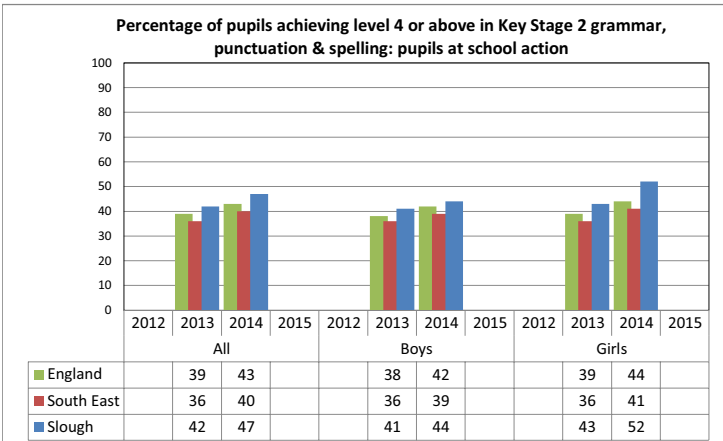
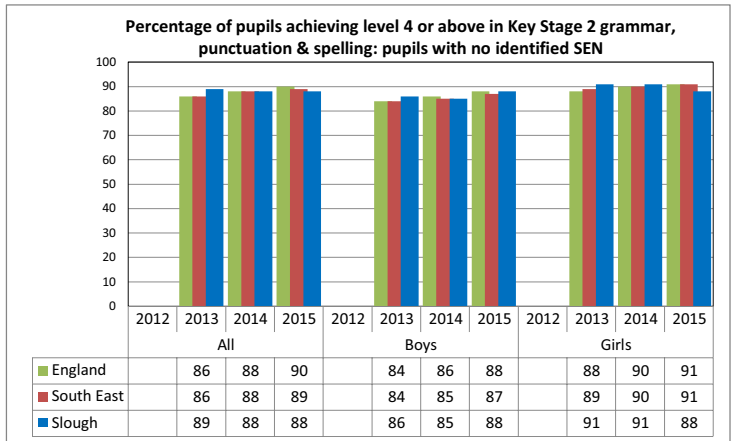
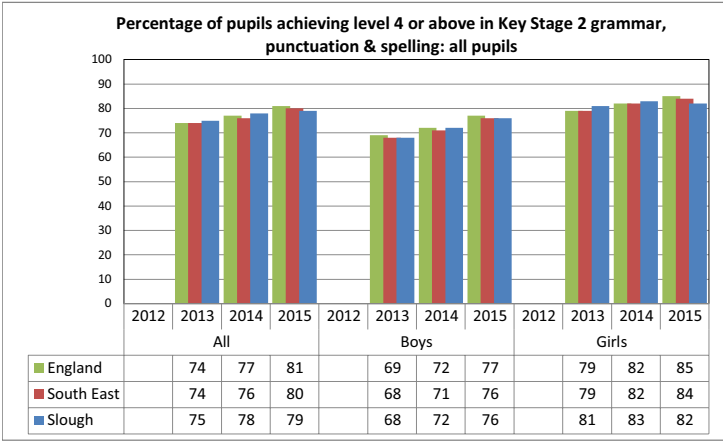


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Percentage of pupils achieving level 4 or above in key stage 2 grammar, punctuation & spelling by SEN provision and gender

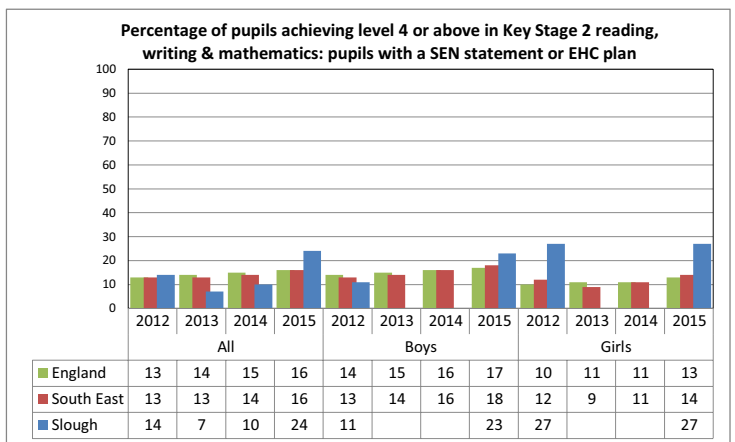
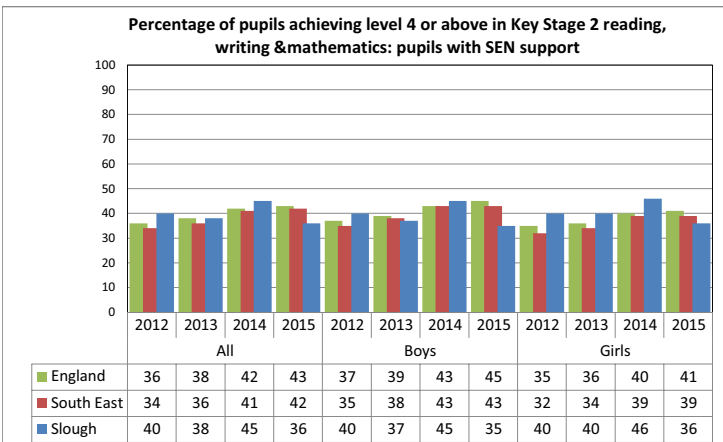
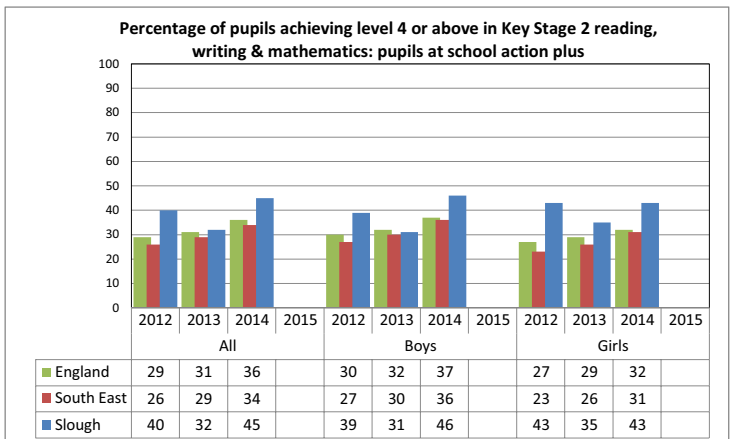
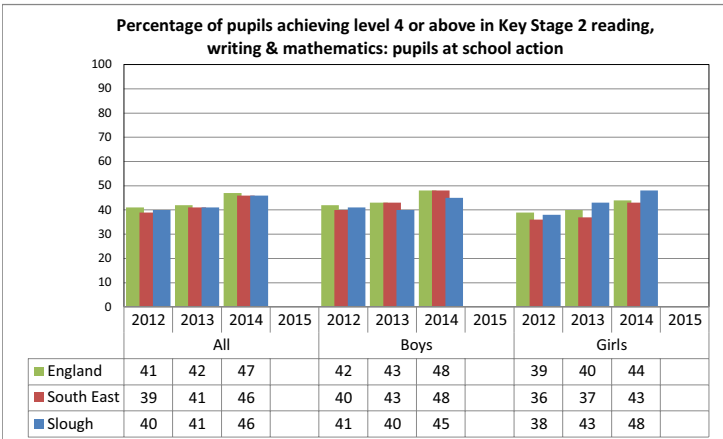
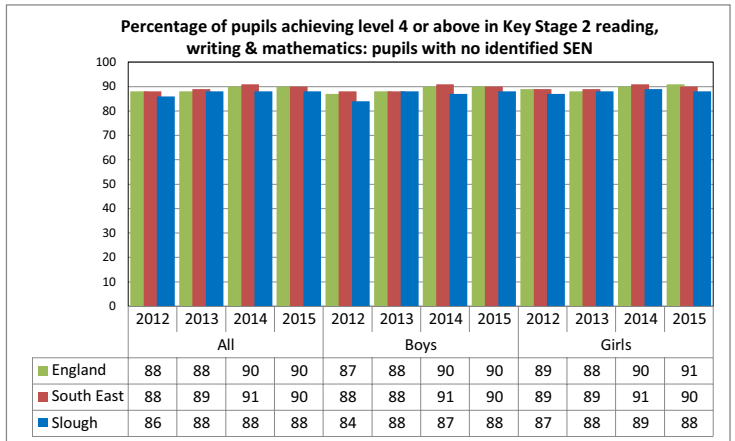
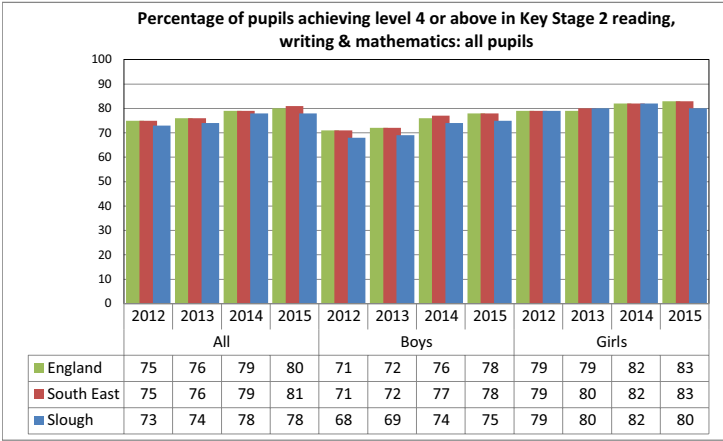


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Percentage of pupils achieving level 4 or above in key stage 2 reading, writing & mathematics by SEN provision and gender



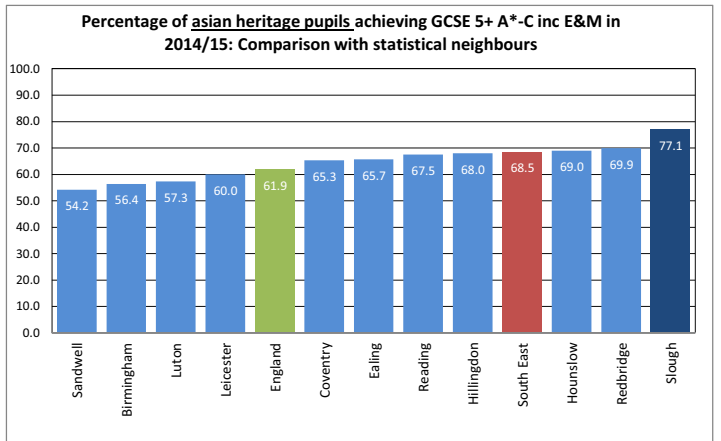
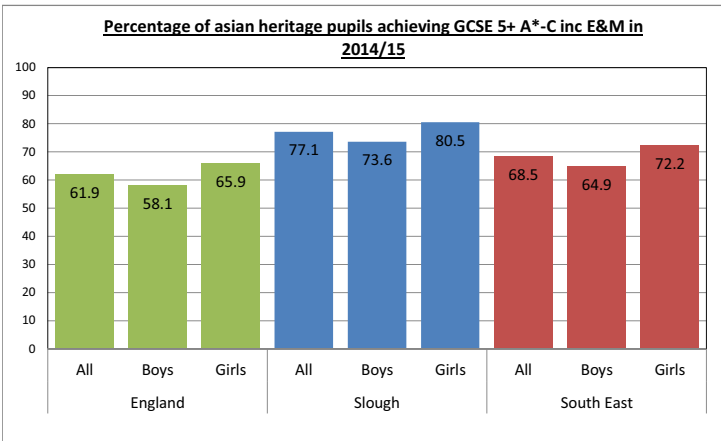
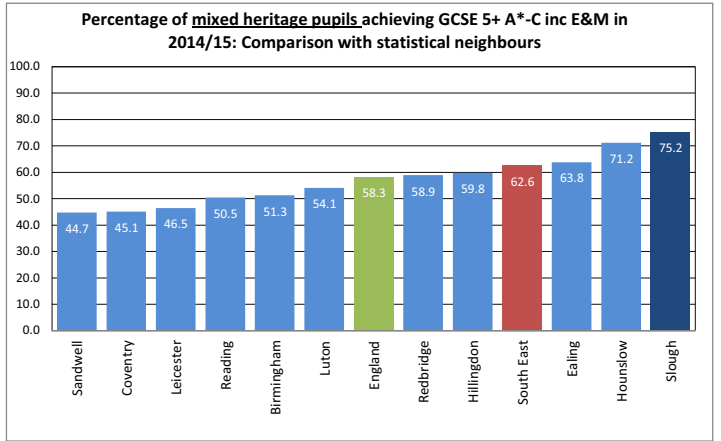
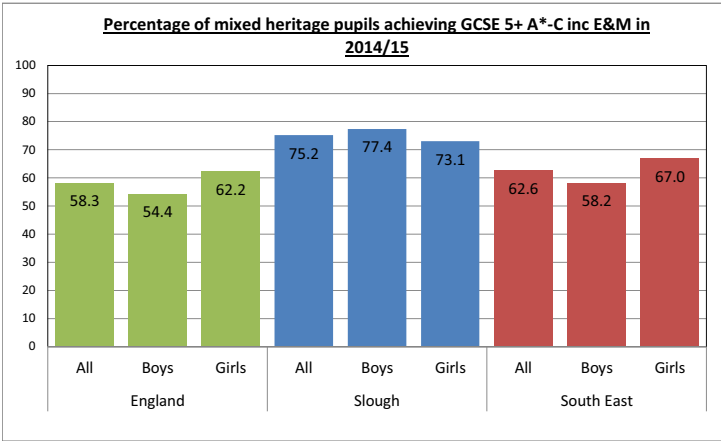
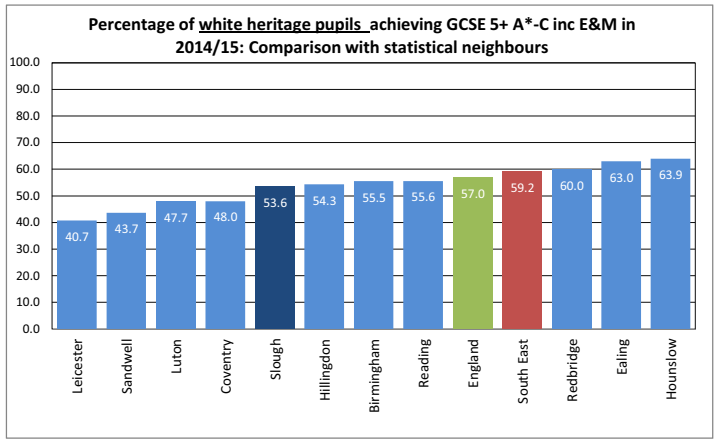
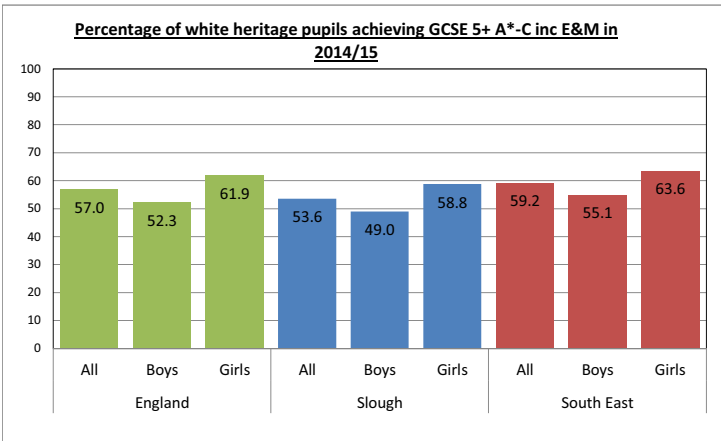
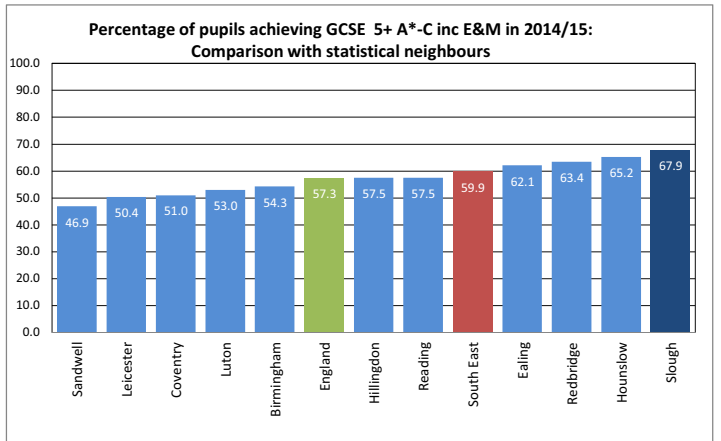
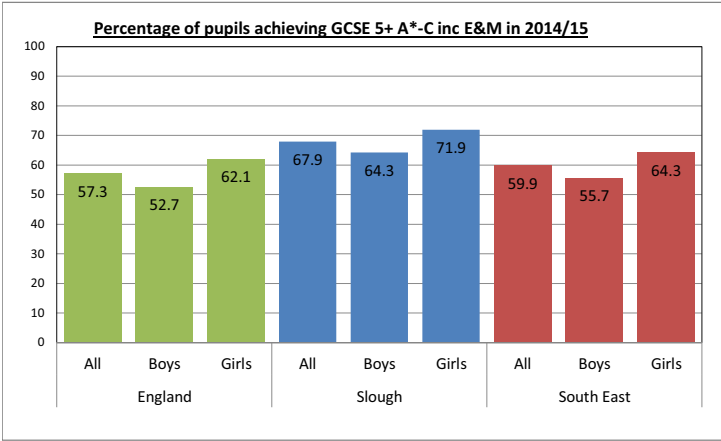
Based on DfE Statistical release - 10/12/2015

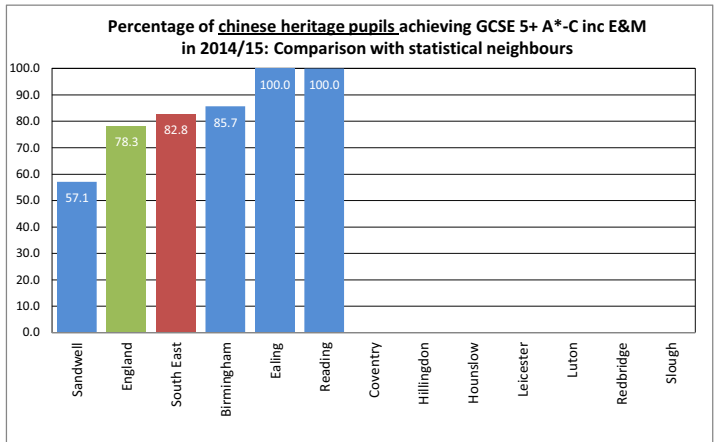
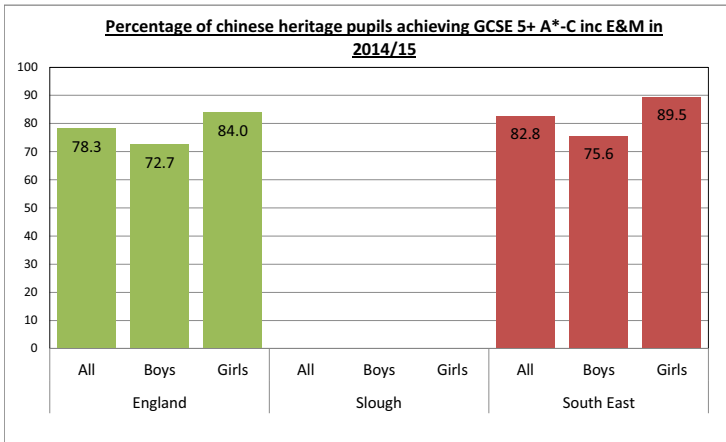
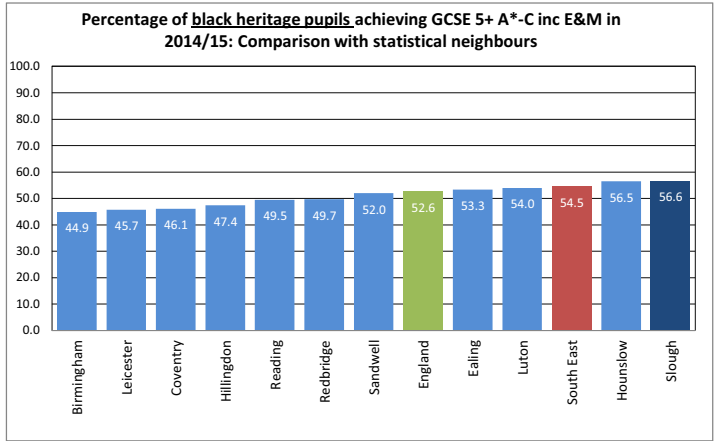
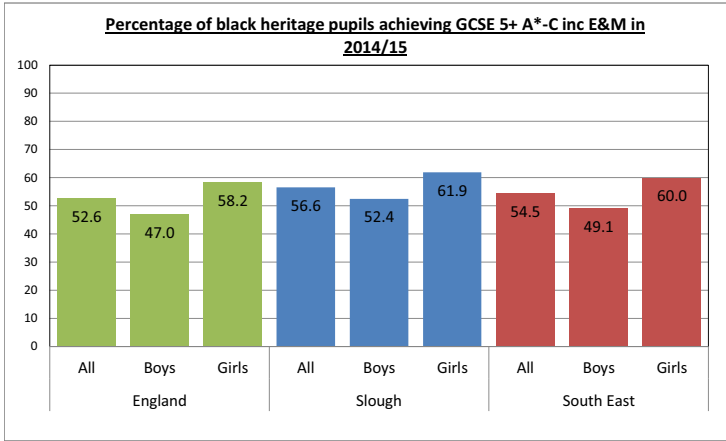
For 2015, following SEND reforms, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus but some pupils remain with these provision types in first year of transition.

Figures for pupils with a statement of SEN where numbers are small are not shown in order to protect confidentiality

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Percentage of pupils achieving 5+ A*-C grades inc. English & mathematics GCSEs 2014/15 by ethnicity and gender



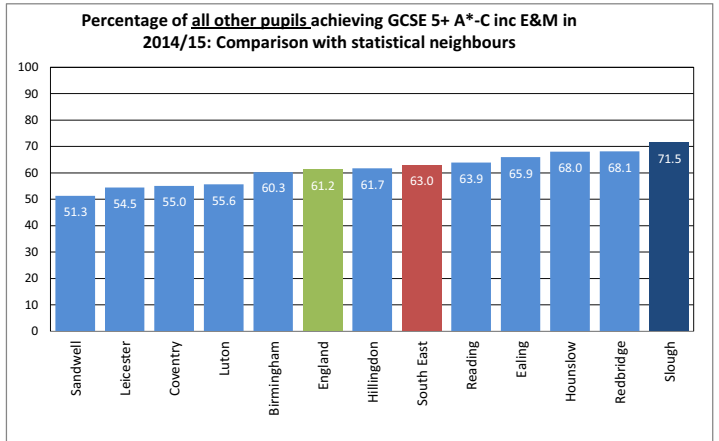
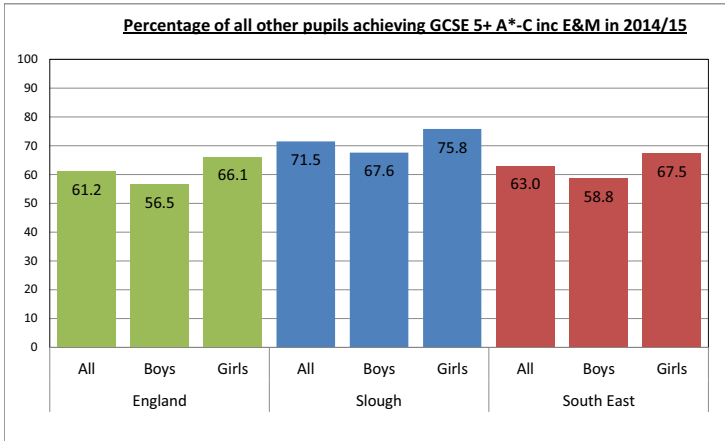
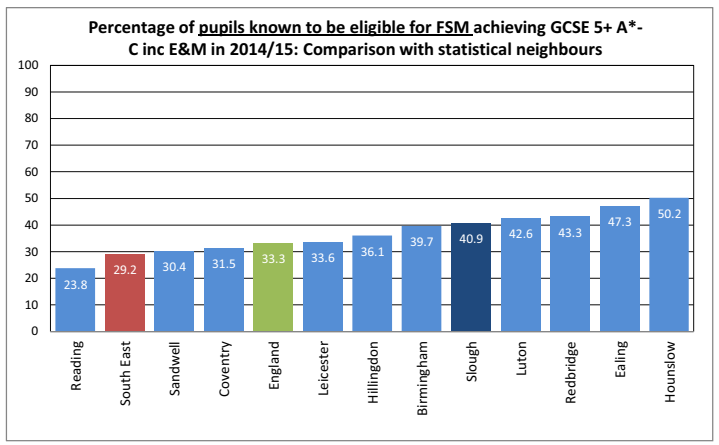
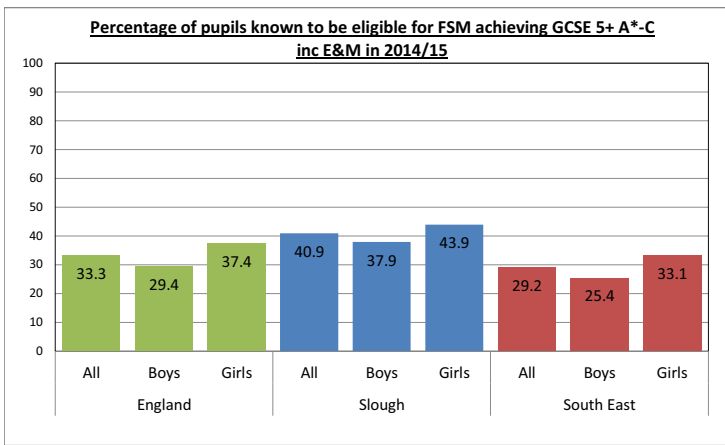
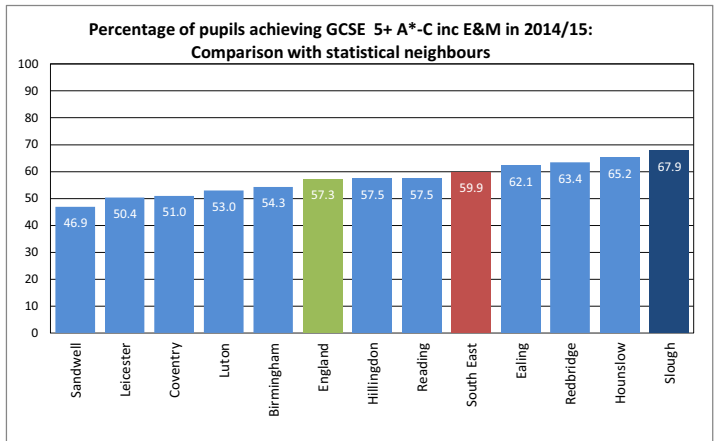
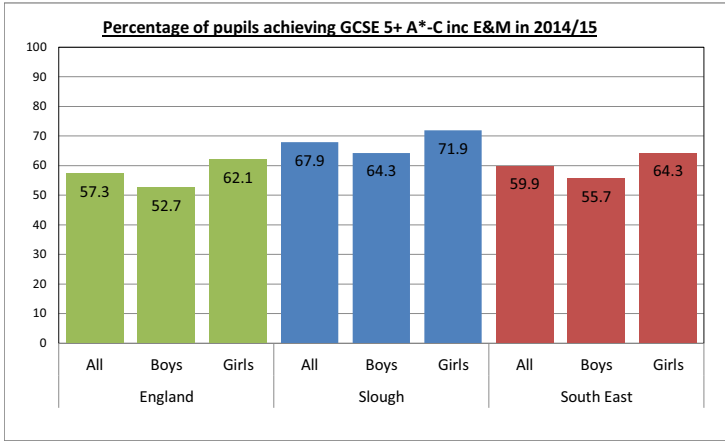


Based on DfE Statistical release - 21/01/2016

Pupils at the end of key stage 4 each academic year

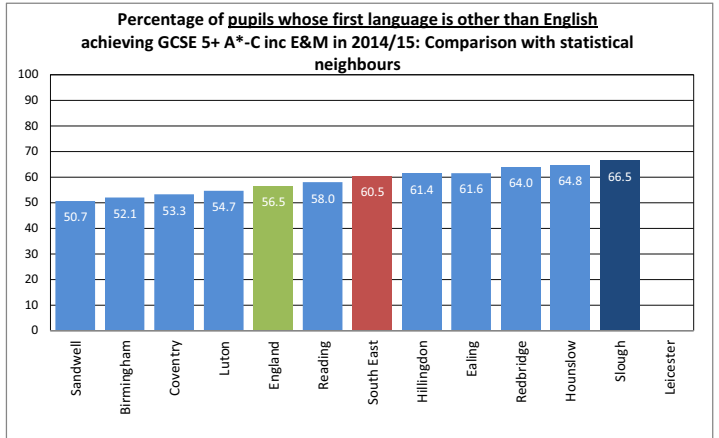
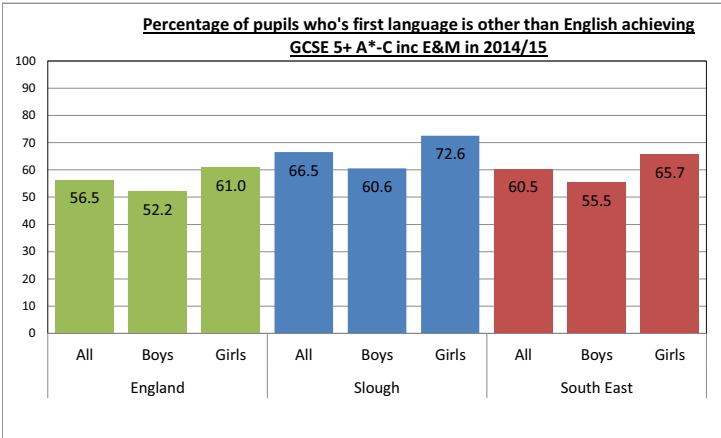
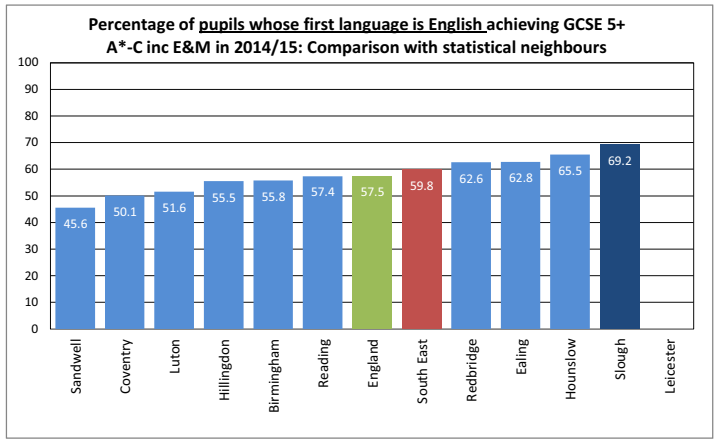
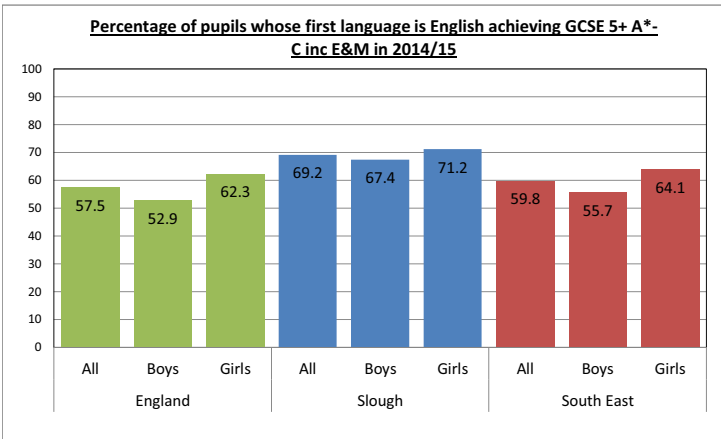
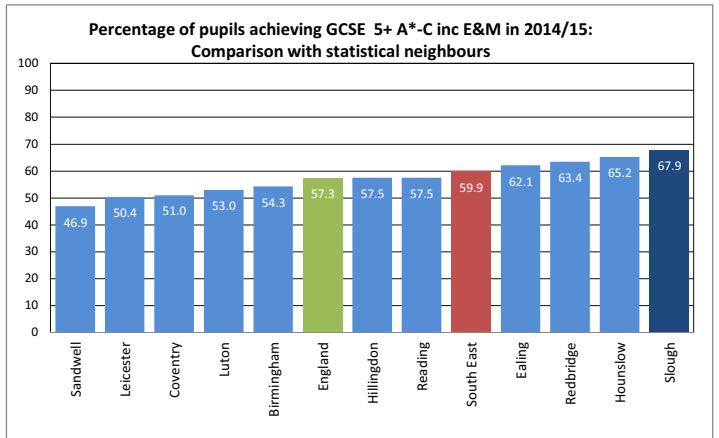
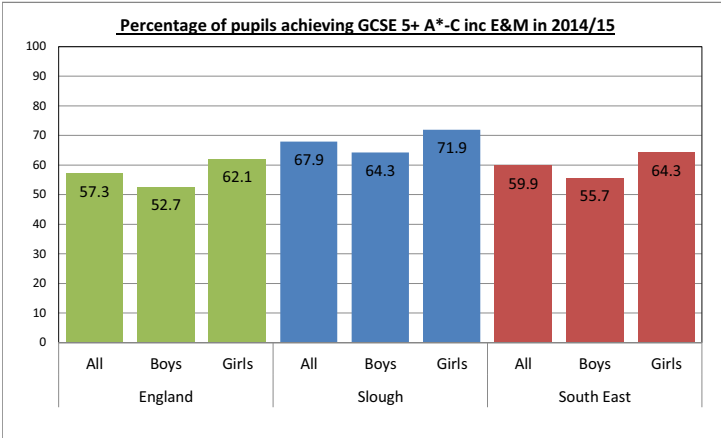
Figures for pupils where numbers are small are not shown in order to protect confidentiality

**Percentage of pupils achieving 5+ A*-C grades inc. English & mathematics GCSEs 2014/15
by Free School Meal (FSM) eligibility and gender**



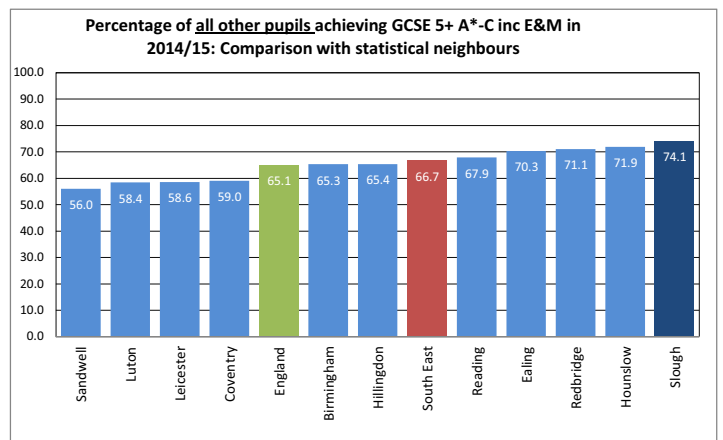
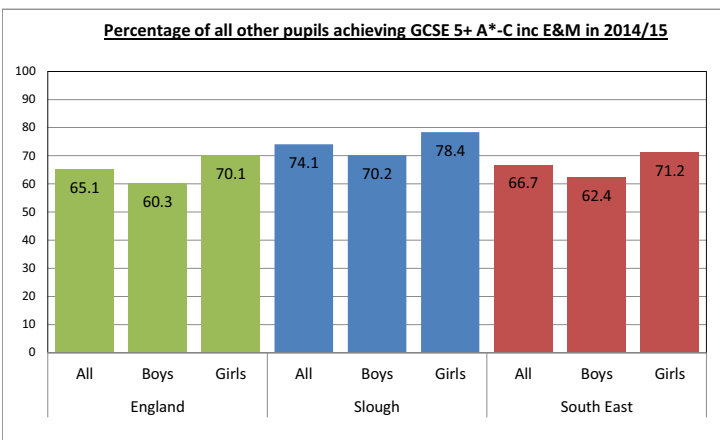
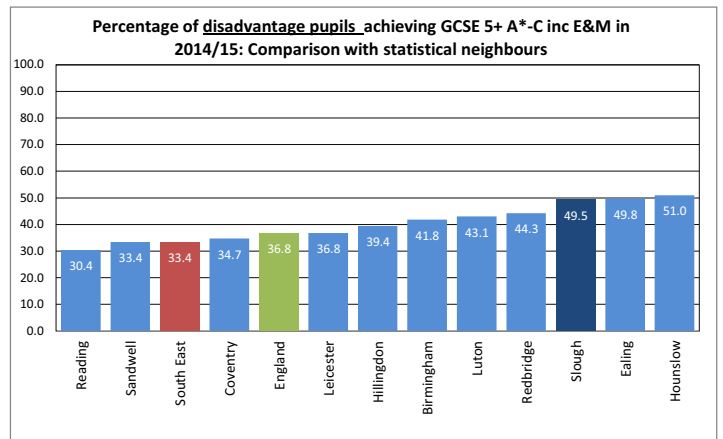
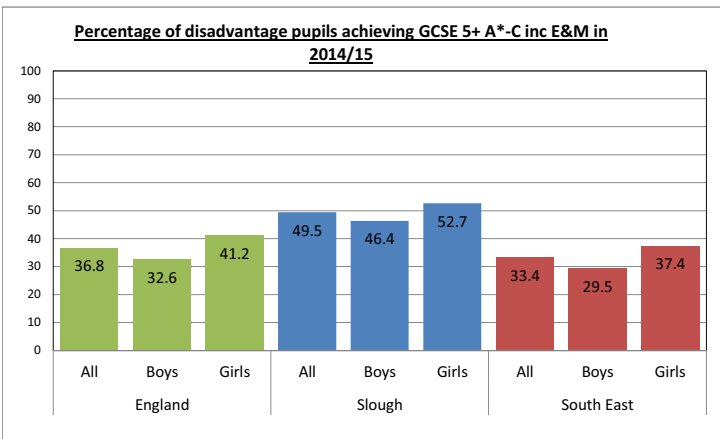
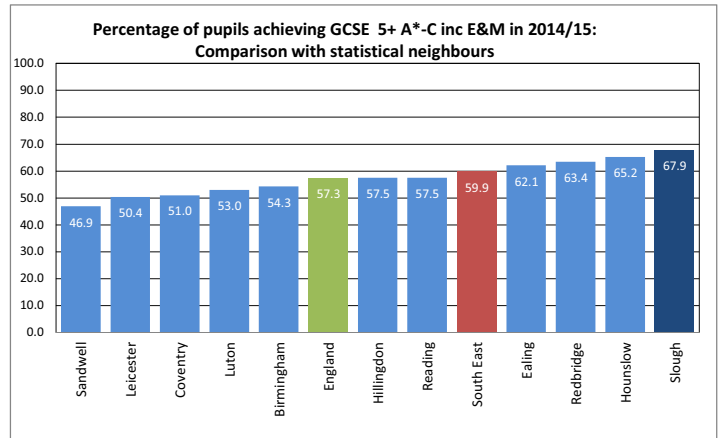
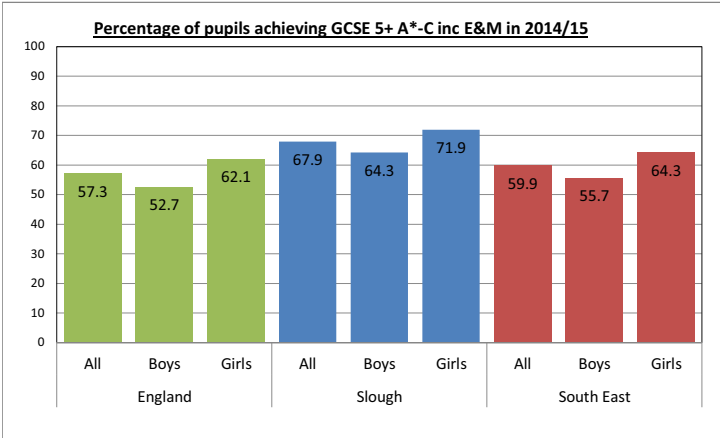
Based on DfE Statistical release - 21/01/2016
Pupils at the end of key stage 4 each academic year
Figures for pupils where numbers are small are not shown in order to protect confidentiality

Percentage of pupils achieving 5+ A*-C grades inc. English & mathematics GCSEs 2014/15 by first language and gender



Based on DfE Statistical release - 21/01/2016
 Pupils at the end of key stage 4 each academic year
 Figures are based on revised data.

Percentage of disadvantage pupils achieving 5+ A*-C grades inc. English & mathematics GCSEs: 2014/15



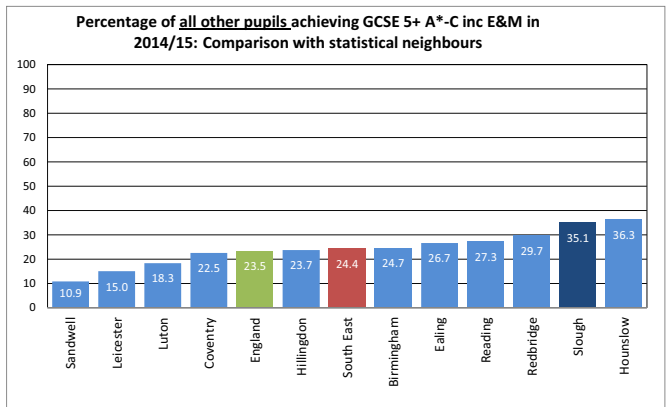
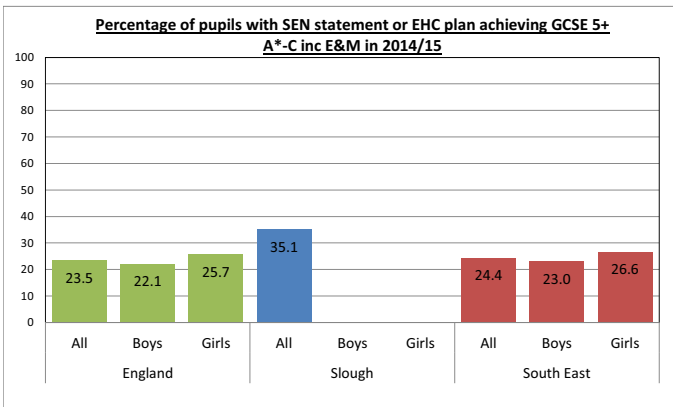
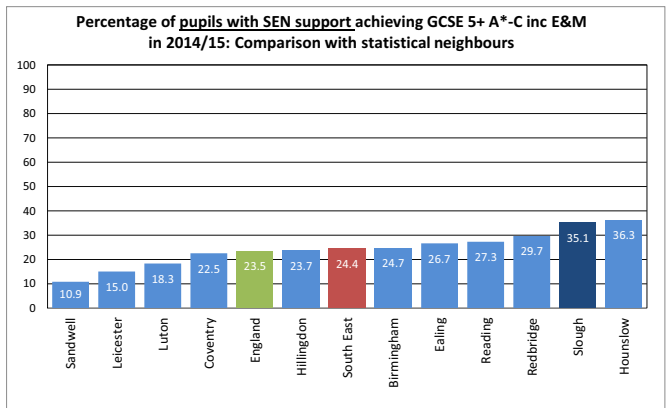
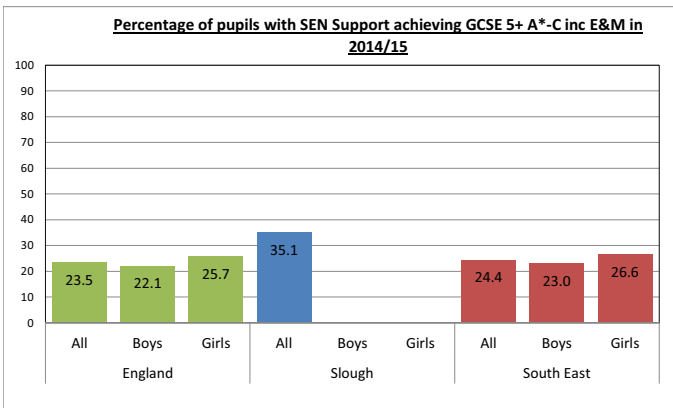
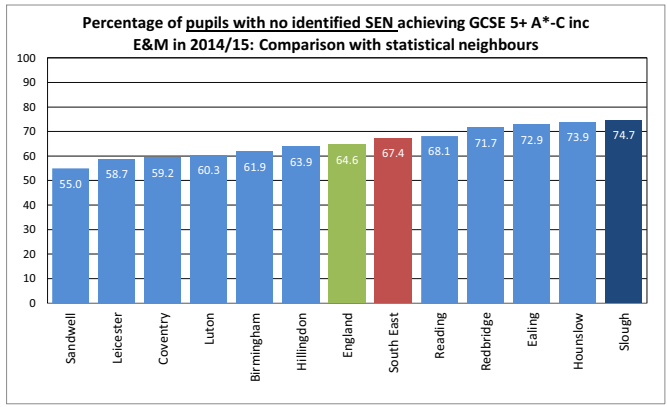
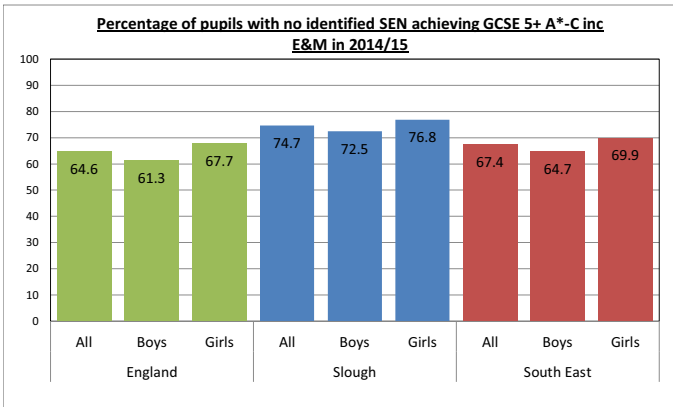
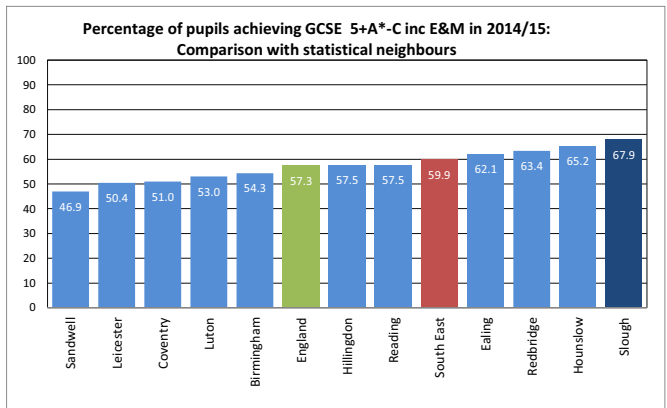
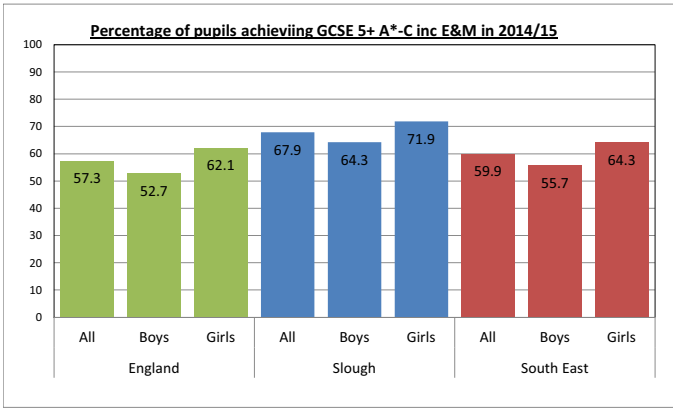
Based on DfE Statistical release - 21/01/2016

Pupils at the end of key stage 4 each academic year

Figures for pupils where numbers are small are not shown in order to protect confidentiality

For 2014/15, disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care. For previous years, they included pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children. Please see the characteristics section in the methodology document for more details.

**Percentage of pupils achieving 5+ A*-C grades inc. English & mathematics GCSEs 2014/15
by Special Educational Need (SEN) provision and gender**



Based on DfE Statistical release - 21/01/2016

Pupils at the end of key stage 4 each academic year

Figures for pupils where numbers are small are not shown in order to protect confidentiality

For 2014/15, following SEND reforms, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus but some pupils remain with these provision types in first year of transition.

SEND Specialist Provision in Slough

Name	Number of places	Primary Need	Ofsted Rating
Arbour Vale Special School	294	Moderate, severe, profound and complex learning difficulties and Autism Spectrum Disorder (ASD)	Good
Millside Special School (part of Haybrook College)	70	Social, Emotional & Mental Health Needs (SEMH)	Good
Littledown Special School	33	SEMH	Good
Castleview Primary RB	22	Complex Needs including ASD	Outstanding
Colnbrook Primary RB	12	Complex Needs	Good
Foxborough Primary RB	8	Complex Needs in Hearing Impairment	Requires Improvement
Godolphin Infants RB	10	Complex Needs including ASD	Requires Improvement
Godolphin Junior RB	8	Complex Needs including ASD	Requires Improvement
Marish Primary RB	30	Complex Needs including ASD	Good
Priory Primary RB	60	Complex Needs including ASD, Physical Disability (PD) and SEMH	Good
Ryvers Primary RB	8	ASD	Good
St Ethelbert's Primary RB	10	Speech & Language	Good
Ditton Park Academy RB (from Sept 2017)	4	ASD & Complex Needs	N/A
Langley Academy RB	5	Hearing Impairment	Good
Slough & Eton Business & Enterprise College RB	25	Complex Needs and Speech & Language	Outstanding
The Westgate Secondary School RB	15	Physical Disability	Outstanding
Wexham Secondary School RB	18	ASD	Good

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 19th April 2017

CONTACT OFFICER: Jo Moxon, Interim Director of Children's Services
(For all enquiries) (01753) 875751

Report produced by Johnny Kyriacou, Head of Education,
Slough Borough Council
(01753) 787672

WARD(S): All

PART I
FOR COMMENT AND DISCUSSION

EDUCATION PSYCHOLOGY SERVICES

1 **Purpose of Report**

To provide an overview of Education Psychology Services since the transfer back from Cambridge Education

2 **Recommendation**

The Panel is requested to note and acknowledge the work of the Education Psychology service and the excellent work they do in supporting vulnerable groups.

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

3a. **Slough Joint Wellbeing Strategy Priorities**

The report addresses the following priorities:

1. **Protecting vulnerable children**

The Psychology Service covers students with a range of developmental and social needs.

3. **Improving mental health and wellbeing**

As with the above point, the Service has a stated aim of supporting those with mental health requirements.

3b. **Five Year Plan Outcomes**

The Psychology Service contributes to the following outcomes:

- Our children and young people will have the best start in life and opportunities to give them positive lives.
- Our people will become healthier and will manage their own health, care and support needs.

4. **Implications**

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps between peers and vulnerable groups	
Community Support	None	
Communications	None	Promoting Slough's educational successes
Community Safety	None	
Financial	None	
Timetable for delivery	None	
Project Capacity	None	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no significant Human Rights Act or other Legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications.

5 **Supporting Information**

Introduction

5.1 The Educational Psychology Service (EPS) comprises of 15 full time and part time Educational Psychologists, Trainee Educational Psychologists and a Psychology Support Worker. Educational Psychologists (EP) are applied psychologists trained to a masters or doctorate level of post-graduate study. Prior to post-graduate training many EPs held careers in teaching or worked with children and young people in other roles.

5.2 EPs work with children and young people from 0 to 25 years old primarily in educational settings. EPs help children and young people who are experiencing

problems that hinder successful learning and participation in school. These problems could include a range of learning difficulties, social, emotional and mental health difficulties.

Service delivery

- 5.3 The EPS is predominately a traded service in which schools buy in service contracts that range from a few hours of EP time per week to two days of EP time per week. All schools in Slough receive a service from the EPS apart from two primary schools. This means that the non-statutory work of the service is self-funded. The traded element of the service accounts for about 70% of service activities.
- 5.4 EPs are also required to contribute psychological advice towards the Statutory Education, Health and Care Assessment for children with complex needs. Such an assessment is agreed via a multi-agency decision-making panel for the most vulnerable children in Slough whose needs require an additional level of support to what can be provided within the school's budget. This statutory element of EP work accounts for about 20% of service activities.
- 5.5 In addition EPs must carry out a high level of professional development and supervision in line with national standards which account for about 10% of service activities.

Approach to service delivery

- 5.6 The EPS is committed to achieving positive outcomes for as many children as possible in Slough. Whilst some of the service delivery involves assessment and intervention for individual children and young people, EPs are also involved in designing and delivering targeted group interventions, supporting staff skill and knowledge through delivering training, and working on whole school projects and research.
- 5.7 The EPS works towards a set of guiding principles which include ensuring child and parent views are heard, a commitment to inclusion, outcomes-focused work and the promotion of equal opportunities.
- 5.8 Work in schools is also negotiated in the context of local and national priorities such as the need to prioritise vulnerable groups of children. The EPS looks for ways to support other teams and focuses within the local authority such as involvement in the mental health agenda, the offer of additional support to help settle child refugees and providing a service to the Virtual School (which supports children looked after by the local authority) and the Youth offending Service.

Outcomes and Impact

- 5.9 For the academic year 2015-2016 outcome measures demonstrate positive changes for vulnerable children whom have received support from the EPS. This has contributed towards closing the gap in attainment between children who received EP involvement and their peers. Please see Appendix 1 for service-level outcome data.

- 5.10 Impact measures have demonstrated a positive increase in staff confidence in how they support vulnerable children. Please see Appendix 1 for service-level impact data.

Current risks to service delivery

- 5.11 Recruitment and retention is currently the biggest risk facing the service. There is a national shortage of EPs and at present the service is reliant on the use of agency EPs to fulfil the school contract and statutory responsibilities. Agency EPs are also very difficult to find and recent government legislation which affects agency workers (IR35) may have an impact on the retention of current agency staff in the near future.
- 5.12 At present several additional schools, services and teams have approached the EPS to commission ongoing new work from September 2017. This would provide opportunity for the EPS to support a greater number of children in Slough. However, the EPS will need to grow in order to accommodate such requests.
- 5.13 In addition the Local Authority have made the recent decision not to offer any newly recruited EPs a salary on the Soulbury Pay Scale which is in use across Local Authorities and outlines the professional pay scale standard, and terms and conditions, for EPs. This is likely to further impact recruitment and retention of EPs in Slough and will risk the delivery of future school and statutory services.

6. Conclusion

The EPS is highly regarded by schools and settings in Slough and demonstrates positive outcomes for vulnerable children and young people. EPs offer a unique and specialist role in supporting prevention and early intervention, and are involved in supporting the most vulnerable and complex children and young people in Slough.

7. Comments of Other Committees

This information has not been to any other committees.

8. Appendices Attached

'A' - EPS Outcomes and Impact Data

9. Background Papers

None.

EPS Outcomes and Impact Data

Data was collected at two periods in the 2015-2016 academic year. Service outcome data is as follows:

September 2015 – February 2016 Data	March 2016- July 2016 Data
<p>Outcomes</p> <ul style="list-style-type: none"> • 80% of primary aged children demonstrated <i>at least one</i> sub level of progress (or equivalent). • 55% of secondary aged children demonstrated <i>at least one</i> sub level of progress in Maths. • 64% of secondary aged children demonstrated <i>at least one</i> sub level of progress in English. 36% of secondary aged children demonstrated <i>two or more</i> sub levels of progress in English. 	<p>Outcomes</p> <ul style="list-style-type: none"> • 96% of primary aged pupils demonstrated <i>at least one</i> sub level of progress. • 100% of primary aged pupils demonstrated <i>at least one</i> sub level of progress in Maths. 60% of primary aged pupils demonstrated <i>at least two</i> levels of progress in Reading. 59% of primary aged pupils demonstrated <i>at least two</i> levels of progress in Writing. • 100% of secondary aged pupils demonstrated at least two or more sub levels of progress in English and 50% of secondary aged pupils demonstrated at least <i>two or more</i> sub levels of progress in Maths.

Service impact data is as follows:

Staff confidence in working with vulnerable children rose by at least 20% in 65% of Primary School cases, 79% of Secondary Schools cases and 80% of Special School cases.

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 19th April 2017

CONTACT OFFICER: Cate Duffy
Director of Children's Services, 01753 875 751

WARD(S): All

PART I
FOR COMMENT AND CONSIDERATION

SECTION 11 AUDITS1. **Purpose of Report**

To inform members of the progress made since the Ofsted inspection in November 2015.

2. **Recommendation(s)/Proposed Action**

Members are asked to comment on the changes made to the Section 11 auditing process, outlining the safeguarding implications of services provided by Slough Borough Council (SBC).

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**3a. **Slough Joint Wellbeing Strategy Priorities**

The report addresses the following priorities:

1. **Protecting vulnerable children**

Section 11 audits are undertaken to ensure that all SBC services consider the role they have in safeguarding children, and the policies they operate to fulfil this role.

3b. **Five Year Plan Outcomes**

The Section 11 auditing process contributes to the following outcomes:

- Our children and young people will have the best start in life and opportunities to give them positive lives.
- Our people will become healthier and will manage their own health, care and support needs.

4. **Other Implications**(a) **Financial**

Should a service require amendment in light of the auditing process, the financial implications of this will be borne by the service in question. The auditing process itself has very limited financial impact (e.g. officer time dedicated to its completion).

5. Supporting Information

5.1 The obligation to complete Section 11 audits was established in the Children Act 2004. The stipulation given in this outlines that local authorities need to ensure that, when conducting their business, all service areas must demonstrate an awareness of their contribution to safeguarding and the manner in which they fulfil this. The exact wording of the Children's Act 2004, Section 11 subsection 2 reads as follows:

Each person and body to whom this section applies must make arrangements for ensuring that:

a) Their functions are discharged having regard to the need to safeguard and promote the welfare of children; and

b) Any services provided by another person pursuant to arrangements made by the person or body in the discharge of their functions are provided having regard to that need.

5.2 However, this was an area which was deemed to be in need of significant work by the Ofsted inspection of November 2015. Recommendation 124 of the Ofsted report stipulated that SBC needed to establish a programme of effective monitoring and quality assurance. Section 11 audits were specified as an integral part of this culture change.

5.3 As a result, the Slough Local Safeguarding Children's Board and SBC have committed themselves to ensuring that Section 11 audits are completed. They are also committed to having these processes as ones with a genuine impact on policy and practice, rather than simply a contractual obligation. Progress on this was shared with the Education and Children's Services Board on 19th July 2016.

5.4 Whilst the audits were now being undertaken, the Panel stated that further progress was desirable. The embedding of the process still required more effort, which the SBC Leadership Team were committed to providing given their ownership of the matter. The audits also needed to be more ambitious rather than limited to compliance and the system needed compliance to avoid duplication or omission; an Action Plan has been produced and is being used to enforce this. This Plan is attached as Appendix A.

5.5 The Action Plan outlines the 8 standards by which progress on Section 11 auditing will be assessed. These are as follows:

- Senior management have commitment to the importance of safeguarding and promoting children's welfare
- There is a clear statement of the agency's responsibility towards children and this is available to all staff
- There is a clear line of accountability within the organisation for work on safeguarding and promoting welfare
- Service development takes into account the needs to safeguard and promote welfare and is informed, where appropriate, by the views of children and families

- There is effective training on safeguarding and promoting the welfare of children for all staff working with or, depending on the agencies primary functions, in contact with children and families
- Safer recruitment procedures including vetting procedures and those for managing allegations are in place
- There is effective inter-agency working to safeguard and promote the welfare of children
- There is effective information sharing

5.6 These are measured on a 'red, amber, green' scale. At present, progress is as follows:

Green rating: 8 actions

- Senior managers' commitment to be an explicit item in their appraisals
- Senior Leadership Team to mentor / support care leavers
- Induction pack for new employees to include safeguarding statement
- Develop child-friendly complaints literature and form
- Develop regular reporting on corporate L&D data for review at Corporate Management Team / Senior Leadership Team.
- Better embedding of safeguarding needs in corporate induction
- Safer recruitment procedures including vetting procedures and those for managing allegations are in place
- Develop information sharing processes in relation to support for children

Amber rating: 7 actions

- Senior managers' commitment
- Commissioning and procurement activity to include securing this commitment
- Senior Leadership Team to undertake Section 11 audits once every 2 years
- Ensure all council staff understand what they need to do if they have safeguarding concerns about a child
- Develop with partners a Children's Early Help Commissioning Board
- Develop Section 11 checklist
- Review Local Safeguarding Childrens' Board functions, and implement new arrangements

Red rating: no actions

6. **Conclusion**

6.1 The Panel is requested to note the progress being made on Section 11 auditing, the contribution it makes to safeguarding and the future developments which will offer the most benefit to local children.

7. **Appendices Attached**

'A' - Section 11 Audits Action Plan

8. **Background Papers**

None

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Slough Borough Council – Section 11 Action Plan (September 2016), update 06.03.2017

Action	Lead Officer	Timescale	Progress	Impact / Outcome	RAG rating
Standard 1: Senior management have commitment to the importance of safeguarding and promoting children's welfare					
1	All service plans to demonstrate that senior managers have commitment to the importance of safeguarding and promoting children's welfare.	All Corporate Directors April 2017	2017/18 Service Plans currently being prepared across the Council. Final versions will be Quality Assured by CMT to ensure that s11 considerations are embedded and monitored by the "s11 Champions Forum" (Action [5] refers). See also Action (10).	Service functions including those contracted out have regard to the need to safeguard and promote the welfare of children.	Amber
2	Standard 1 to be an explicit standing item on the appraisal of all senior managers.	HR Business Partner June 2017	The employee appraisal process (guidance and forms) has been updated for the start of 2017/18 and reflects a focus on safeguarding. This will also be monitored by the "s11 Champions Forum" (Action [5] refers).	All staff will need to safeguard and promote the welfare of children, evidenced via the corporate employee appraisal process which is mandatory and applies to all staff.	Green

	Action	Lead Officer	Timescale	Progress	Impact / Outcome	RAG rating
3	Securing such commitment should be an expectation in all commissioning and procurement activity. This is not currently consistently applied.	Head of Procurement	June 2017	Procurement guidelines (Contract & Procurement Rules), including training to staff undertaking procurement, are being reviewed by the Head of Procurement. Revised processes relating to s11 will be in place by end June 2017 at the latest.	Procurement activities, including commissioned services will have to demonstrate regard to the need to safeguard and promote the welfare of children.	Amber
4	Council's senior leadership team to offer mentoring or other appropriate support to care leavers.	Chief Executive	Ongoing March 1 st	Opportunities have been taken up by both Members and Officers following a recent initiative to find appropriate mentors.	Mentees are provided with support, encouragement and feedback to help them achieve their goals.	Green
5	CMT to undertake section 11 audits every 2 years.	Director of Children's Services	December 2017	A presentation on s11 was made to the extended Senior Leadership Team on 28.02.2017. This was designed to raise general awareness about s11 (why it was important and what to do if there were any concerns). The presentation	Raised awareness of s11 requirements across Service areas and compliance monitoring of the s11 Audit which was initiated in 2016 with work aligned to that of the Slough LSCB.	Amber

	Action	Lead Officer	Timescale	Progress	Impact / Outcome	RAG rating
				<p>also launched a quarterly “\$11 champions forum” from across Services led by the Head of Children’s Partnerships. The work of this forum will be aligned with the work plan of Slough’s LSCB.</p> <p>See also Action (8).</p>		
	Standard 2: There is a clear statement of the agency’s responsibility towards children and this is available to all staff					
6	<p>Statement to be included in the induction pack for new employees, and widely circulated to partner agencies through the LSCB:</p> <p><i>“Slough Borough Council is committed to ensuring that all the children in the town are protected from harm and supported to lead happy and fulfilling lives. As corporate parents all staff and councillors are responsible for promoting this vision.”</i></p>	HR Business Partner	December 2016 5 year plan induction and checklist	<p>The Head of Corporate HR has arranged for the inclusion of the Statement in the revised Induction Checklist for new employees which is also available on SBCInsite.</p>	<p>The Statement is available to all employees. It is mandatory for all employees to complete an Induction Checklist with their line manager within one week of their first working day at SBC.</p>	Green
7	Develop child-friendly complaints literature and form (complaints re council services).	AD Strategy and Engagement	December 2016	Completed and published on the Council’s website.	Easy to use information available.	Green

Action	Lead Officer	Timescale	Progress	Impact / Outcome	RAG rating
Standard 3: There is a clear line of accountability within the organisation for work on safeguarding and promoting welfare					
8	Director of Children's Services	October 2016	See Action (5). Compliance by Services will be monitored via the "s11 Champions Forum" e.g. % of staff that have undertaken training and refresher training.	Service specific practice to safeguard and promote the welfare of children will be embedded.	Amber
9	Director of Children's Services	October 2016 (revised to July 2017)	Work is underway, led by the Head of Children's Partnerships, to launch local area collaboratives. A pre-launch meeting was held on 21.02.2017 and another planned for 15.03.2017. The governance for the collaboratives will include an Early Help Board for which Terms of Reference have been drafted and members identified.	The Early Help collaboratives will help identify, build and release the necessary social capital and resilience within communities to improve outcomes for children, young people and families using their own resources supplemented by access to universal services.	Amber
Standard 4: Service development takes into account the needs to safeguard and promote welfare and is informed, where appropriate, by the views of children and families					
10	AD Strategy & Engagement	December 2016	See Action (1) i.e. to be Quality Assured by CMT and	Children and Young People are consulted on Service developments as	Amber

Action	Lead Officer	Timescale	Progress	Impact / Outcome	RAG rating
<ul style="list-style-type: none"> How have you listened to the views of children and young people? How have you responded to the views of children and young people? How does this service plan improve safeguarding arrangements in Slough and promote the welfare of children? 			monitored by the "s11 champions forum".	appropriate.	
Standard 5: There is effective training on safeguarding and promoting the welfare of children for all staff working with or, depending on the agencies primary functions, in contact with children and families					
11	Develop regular reporting on corporate L&D data for review at Corporate Management Team / Senior Leadership Team.	HR Business Partner April 2017	In Place	All safeguarding children e-learning is reported to CMT quarterly and to Directorate MSTs monthly by the OD Team. This will include data on frontline workers sourced from SCST.	Green
12	Responses to the audit suggest that the importance of safeguarding needs to be better embedded as part of the corporate induction, as it is assumed it features highly where working directly with children, young people and families, but not in other areas.	HR Business Partner April 2017	In Place	A safeguarding session which covers children and adults forms part of the Corporate Induction process for new employees. This session is facilitated by the Corporate OD Officer and will be reviewed as necessary.	Green

Action	Lead Officer	Timescale	Progress	Impact / Outcome	RAG rating
Standard 6: Safer recruitment procedures including vetting procedures and those for managing allegations are in place					
13	Director of Children's Services	December 2017	Not Applicable	Assurance on Standard 6.	Green
Standard 7: There is effective inter-agency working to safeguard and promote the welfare of children					
14	Chief Executive	October 2016 (revised TBC)	Proposals for a joint (Adults & Children's) Safeguarding Business Support Unit are being developed for approval by CMT.	Subject to agreement by CMT, the proposal will better support the business planning and joint working of the Safeguarding Adults Board and LSCB and rationalise the sub groups that report to these forums.	Amber
Standard 8: There is effective information sharing					
15	Director of Children's Services	December 2016	There is good joint working and information sharing between SBC / SCST as reflected in a Joint Improvement Plan which is monitored by a Joint Improvement Board, chaired by the Chief Executive of SBC.	Improved outcomes for children, young people and families in Slough.	Green

MEMBERS' ATTENDANCE RECORD
EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL 2016 – 17

COUNCILLOR	MEETING DATES							
	19/07/2016	26/10/2016	08/12/2016	09/02/2017	15/03/2017	19/04/2017		
Anderson	P	P	P	P	P			
Brooker	P	P	P	P	P			
Chahal	P	P	Ab	P	P*			
Chohan	Ab	P	Ab	P*	P*			
N Holledge				P	P			
Mann	Ap	Ap	Ap					
Pantelic	Ap	P	P	Ap	P			
Qaseem	P	P	P	P*	P			
Sadiq	P	P	P	P	P*			

P = Present for whole meeting
 Ap = Apologies given
 P* = Present for part of meeting
 Ab = Absent, no apologies given

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