

# Children and Families Scrutiny Panel

Thursday, 30th March, 2023  
at 5.30 pm

## **PLEASE NOTE TIME OF MEETING**

Conference Room 3 - Civic Centre

This meeting is open to the public

### **Members**

Councillor Winning (Chair)  
Councillor A Bunday  
Councillor Denness  
Councillor D Galton  
Councillor V Laurent  
Councillor Vaughan  
Councillor W Payne

### **Appointed Members**

Catherine Hobbs, Roman Catholic Church  
Francis Otieno, Primary Parent Governor  
Vacancy - Secondary Parent Governor  
Rob Sanders, Church of England

### **Contacts**

Democratic Support Officer  
Ed Grimshaw  
Tel: 023 8083 2390  
Email: [ed.grimshaw@southampton.gov.uk](mailto:ed.grimshaw@southampton.gov.uk)

Scrutiny Manager  
Mark Pirnie  
Tel: 023 8083 3886  
Email: [mark.pirnie@southampton.gov.uk](mailto:mark.pirnie@southampton.gov.uk)

# **PUBLIC INFORMATION**

## **CHILDREN AND FAMILIES SCRUTINY PANEL**

**Role of this Scrutiny Panel:** To undertake the scrutiny of Children and Families Services in the City, including the Multi Agency Safeguarding Hub (MASH), Early Help, Specialist & Core Service, looked after children, education and early years and youth offending services, unless they are forward plan items. In such circumstances members of the Children and Families Scrutiny Panel will be invited to the relevant Overview and Scrutiny Management Committee meeting where they are discussed.

### **Terms Of Reference:-**

Scrutiny of Children and Families Services in the City to include:

- Monitoring the implementation and challenging the progress of the Council's action plan to address the recommendations made by Ofsted following their inspection of Children's Services in Southampton and review of Southampton Local Safeguarding Children Board (LSCB) in July 2014.
- Regular scrutiny of the performance of multi-agency arrangements for the provision of early help and services to children and their families.
- Scrutiny of early years and education including the implementation of the Vision for Learning 2014 – 2024.
- Scrutiny of the development and implementation of the Youth Justice Strategy developed by the Youth Offending Board.
- Referring issues to the Chair of the LSCB and the Corporate Parenting Committee.

### **Public Representations**

At the discretion of the Chair, members of the public may address the meeting on any report included on the agenda in which they have a relevant interest. Any member of the public wishing to address the meeting should advise the Democratic Support Officer (DSO) whose contact details are on the front sheet of the agenda.

**Access** – access is available for the disabled. Please contact the Democratic Support Officer who will help to make any necessary arrangements.

**MOBILE TELEPHONES:-** Please switch your mobile telephones or other IT to silent whilst in the meeting.

### **Business to be Discussed**

Only those items listed on the attached agenda may be considered at this meeting.

**QUORUM** The minimum number of appointed Members required to be in attendance to hold the meeting is 3.

**Use of Social Media:-** The Council supports the video or audio recording of meetings open to the public, for either live or subsequent broadcast. However, if, in the Chair's opinion, a person filming or recording a meeting or taking photographs is interrupting proceedings or causing a disturbance, under the Council's Standing Orders the person can be ordered to stop their activity, or to leave the meeting. By entering the meeting room you are consenting to being recorded and to the use of those images and recordings for broadcasting and or/training purposes. The meeting may be recorded by the press or members of the public. Any person or organisation filming, recording or broadcasting any meeting of the Council is responsible for any claims or other liability resulting from them doing so. Details of the Council's Guidance on the recording of meetings is available on the Council's website.

### **Rules of Procedure**

The meeting is governed by the Council Procedure Rules and the Overview and Scrutiny Procedure Rules as set out in Part 4 of the Constitution.

**Smoking policy** – the Council operates a no-smoking policy in all civic buildings.

**Fire Procedure** – in the event of a fire or other emergency a continuous alarm will sound, and you will be advised by Council officers what action to take

**Southampton: Corporate Plan 2022-2030 sets out the four key goals:**

- Strong Foundations for Life.- For people to access and maximise opportunities to truly thrive, Southampton will focus on ensuring residents of all ages and backgrounds have strong foundations for life.
- A proud and resilient city - Southampton’s greatest assets are our people. Enriched lives lead to thriving communities, which in turn create places where people want to live, work and study.
- A prosperous city - Southampton will focus on growing our local economy and bringing investment into our city.
- A successful, sustainable organisation - The successful delivery of the outcomes in this plan will be rooted in the culture of our organisation and becoming an effective and efficient council.

**Dates of Meetings: Municipal Year**

2022	2023
16 June	26 January
21 July	30 March
29 September	
24 November	

**DISCLOSURE OF INTERESTS**

Members are required to disclose, in accordance with the Members’ Code of Conduct, **both** the existence **and** nature of any “Disclosable Pecuniary Interest” or “Other Interest” they may have in relation to matters for consideration on this Agenda.

**DISCLOSABLE PECUNIARY INTERESTS**

A Member must regard himself or herself as having a Disclosable Pecuniary Interest in any matter that they or their spouse, partner, a person they are living with as husband or wife, or a person with whom they are living as if they were a civil partner in relation to:

- (i) Any employment, office, trade, profession, or vocation carried on for profit or gain.
- (ii) Sponsorship:

Any payment or provision of any other financial benefit (other than from Southampton City Council) made or provided within the relevant period in respect of any expense incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

(iii) Any contract which is made between you / your spouse etc (or a body in which you / your spouse etc has a beneficial interest) and Southampton City Council under which goods or services are to be provided or works are to be executed, and which has not been fully discharged.

(iv) Any beneficial interest in land which is within the area of Southampton.

(v) Any license (held alone or jointly with others) to occupy land in the area of Southampton for a month or longer.

(vi) Any tenancy where (to your knowledge) the landlord is Southampton City Council, and the tenant is a body in which you / your spouse etc has a beneficial interests.

(vii) Any beneficial interest in securities of a body where that body (to your knowledge) has a place of business or land in the area of Southampton, and either:

- a) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body, or
- b) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you / your spouse etc has a beneficial interest that exceeds one hundredth of the total issued share capital of that class.

### **Other Interests**

A Member must regard himself or herself as having an 'Other Interest' in any membership of, or occupation of a position of general control or management in:

Any body to which they have been appointed or nominated by Southampton City Council

Any public authority or body exercising functions of a public nature

Any body directed to charitable purposes

Any body whose principal purpose includes the influence of public opinion or policy

### **Principles of Decision Making**

All decisions of the Council will be made in accordance with the following principles:-

- proportionality (i.e. the action must be proportionate to the desired outcome);
- due consultation and the taking of professional advice from officers;
- respect for human rights;
- a presumption in favour of openness, accountability, and transparency;
- setting out what options have been considered;
- setting out reasons for the decision; and
- clarity of aims and desired outcomes.

In exercising discretion, the decision maker must:

- understand the law that regulates the decision making power and gives effect to it. The decision-maker must direct itself properly in law;
- take into account all relevant matters (those matters which the law requires the authority as a matter of legal obligation to take into account);
- leave out of account irrelevant considerations;
- act for a proper purpose, exercising its powers for the public good;
- not reach a decision which no authority acting reasonably could reach, (also known as the "rationality" or "taking leave of your senses" principle);
- comply with the rule that local government finance is to be conducted on an annual basis. Save to the extent authorised by Parliament, 'live now, pay later' and forward funding are unlawful; and
- act with procedural propriety in accordance with the rules of fairness.

## AGENDA

### **1 APOLOGIES AND CHANGES IN PANEL MEMBERSHIP (IF ANY)**

To note any changes in membership of the Panel made in accordance with Council Procedure Rule 4.3.

### **2 DISCLOSURE OF PERSONAL AND PECUNIARY INTERESTS**

In accordance with the Localism Act 2011, and the Council's Code of Conduct, Members to disclose any personal or pecuniary interests in any matter included on the agenda for this meeting.

### **3 DECLARATIONS OF SCRUTINY INTEREST**

Members are invited to declare any prior participation in any decision taken by a Committee, Sub-Committee, or Panel of the Council on the agenda and being scrutinised at this meeting.

### **4 DECLARATION OF PARTY POLITICAL WHIP**

Members are invited to declare the application of any party political whip on any matter on the agenda and being scrutinised at this meeting.

### **5 STATEMENT FROM THE CHAIR**

### **6 MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING)** (Pages 1 - 4)

To approve and sign as a correct record the Minutes of the meetings held on 26 January 2023, and to deal with any matters arising, attached.

### **7 YOUNG PEOPLE'S SERVICE UPDATE AND ISSUES AFFECTING YOUNG PEOPLE IN SOUTHAMPTON** (Pages 5 - 12)

Report of the Head of Young People's Services providing an overview of the work of the service and plans to improve outcomes moving forward.

### **8 SEND AND CHILDREN WITH DISABILITIES - STRATEGY AND OFSTED INSPECTION UPDATES** (Pages 13 - 70)

Report of the Head of SEND presenting the new SEND Strategy and the Ofsted SEND inspection framework.

### **9 CHILDREN AND LEARNING - PERFORMANCE** (Pages 71 - 104)

Report of the Scrutiny Manager recommending that the Panel consider and challenge the performance of Children's Services and Learning in Southampton.

**10 MONITORING SCRUTINY RECOMMENDATIONS** (Pages 105 - 108)

Report of the Scrutiny Manager recommending that the Panel considers the responses to recommendations from previous meetings and provides feedback.

Wednesday, 22 March 2023

Director – Legal, Governance and HR

# Public Document Pack Agenda Item 6

---

SOUTHAMPTON CITY COUNCIL  
CHILDREN AND FAMILIES SCRUTINY PANEL  
MINUTES OF THE MEETING HELD ON 26 JANUARY 2023

---

Present: Councillors Winning (Chair), T Bunday, Denness, Laurent, W Payne and Vaughan.  
Appointed Member: Rob Sanders

Apologies: Councillor D Galton

25. **APOLOGIES AND CHANGES IN PANEL MEMBERSHIP (IF ANY)**

The Panel noted the apologies of Councillor D Galton.

26. **MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING)**

**RESOLVED** that the minutes of the Children and Families Scrutiny Panel meeting held on 24 November 2022, be approved and signed as a correct record.

27. **OFSTED FOCUSED VISIT**

The Panel received the report of the Head of Quality Assurance recommending that the Panel note the detail in the Ofsted focused visit letter and the service response.

The Cabinet Member for Children and Learning, Councillor Dr Paffey; Robert Henderson, Executive Director - Children and Learning; Steph Murray, Deputy Director - Children and Learning; and Stuart Webb, Service Manager for Quality Assurance - Children and Learning were present and, with the consent of the Chair, addressed the Panel.

In discussions with the Cabinet Member, and officers, the Panel noted the following:

- The feedback from Ofsted was recognised as being largely positive.
- There was nothing stated by Ofsted that was not already known about the service.
- The service understood that a number of areas required improvement, including assessment plans and the delivery of consistently good practice.
- Destination 22 had given the service momentum and there was an expectation that the improvement journey would begin to gather pace.
- Having in place an increasingly permanent workforce and a stable management team had been key to improvements.
- Following the January 2023 recruitment campaign, the service was expecting nearly all the workforce to be permanent. At the time of the report the workforce was 85% permanent. This was a positive transition from the 40% permanent workforce in place when the Executive Director joined the organisation.
- Children in Need and Child Protection services were further ahead on their improvement journey than other services as these services had been prioritised. Other services were improving but were behind safeguarding services.
- SCC was committed to providing the financial resources required to sustainably deliver high quality children's services in Southampton.

- Investing in early help and intervention to prevent children coming into safeguarding services was beginning to reap dividend.
- There was an expectation that the next Ofsted full inspection (ILACS) would take place later in 2023. The service recognised that they were not yet at 'good' but were on the right trajectory.

28. **EXCLUSION OF THE PRESS AND PUBLIC - EXEMPT PAPERS INCLUDED IN THE FOLLOWING ITEM**

The Chair moved that if members did not have any specific matters for consideration in respect of the exempt Appendix 4, the following agenda item could be considered without disclosing information that could reveal the identity of an individual and therefore it would not be necessary to exclude the press and the public from the following agenda item.

**RESOLVED** that the Panel would consider the following agenda item without reference to specific details within the exempt appendix and therefore the press and the public would not be excluded from the following agenda item.

29. **MONITORING SCRUTINY RECOMMENDATIONS**

The Panel received the report of the Scrutiny Manager, which enabled the Panel to monitor and track progress on recommendations made at previous meetings.

The Panel noted that the previously requested ethnicity information had been submitted and that all the requested information had been provided and had been utilised to inform the discussion of the agenda items.

30. **QUALITY ASSURANCE**

The report of the Head of Quality Assurance, was submitted, recommending that the Panel note and consider the quality assurance update provided by the service.

The Cabinet Member for Children and Learning, Councillor Dr Paffey; Robert Henderson, Executive Director - Children and Learning; Steph Murray, Deputy Director - Children and Learning; and Stuart Webb, Service Manager, Quality Assurance, Children and Learning were present and, with the consent of the Chair, addressed the Panel.

In discussions with the Cabinet Member and officers, the Panel noted the following:

- That the training offer was the best around and was attracting social workers to Southampton.
- There was enthusiasm and support for Quality Assurance activity and that was being driven by the practitioners as well the senior management team.
- The consistency of quality practice still needed to improve, but the expectation was that quality of practice would be good by the end of 2023/24.

31. **CHILDREN AND LEARNING - PERFORMANCE**

The Panel received the report of the Scrutiny Manager, which recommended that the Panel consider and challenge the performance of Children's Services and Learning in Southampton.



The Cabinet Member for Children and Learning, Councillor Dr Paffey; Robert Henderson, Executive Director - Children and Learning; Steph Murray, Deputy Director - Children and Learning; and Stuart Webb, Service Manager, Quality Assurance, Children and Learning were present and, with the consent of the Chair, addressed the Panel.

In discussions with the Cabinet Member and officers, the Panel noted the following:

- That the performance trajectory showed a steady movement across the board.
- Demand appeared to be reducing in a safe and controlled way.
- Care Director templates were being redesigned to make them easier to navigate.
- Care Director was becoming more sophisticated and was driving performance.
- The performance system was 90% complete in terms of being able to report accurately but there were still areas that needed to be addressed.
- The 30% re-referrals figure was incorrect. The system was recording children moving between teams as a re-referral. That anomaly needed to be addressed. The service also needed to understand what sat behind the re-referrals.
- The previously referenced re-referrals audit was delayed because of the Ofsted visit. It had been rescheduled to 6 February 2023.
- Initial Health Assessments (IHAs) performance was nearer 67%, which was higher than previously reported. This was another area where there was a recording issue on Care Director. However, the service was aware of each child's circumstances.
- The projected overspend at end of quarter 3 was £10m.
- The conversation would be ongoing as to whether it was an overspend by the service or that the base budget for Children's Services was inadequate.

**RESOLVED:** That, if timescales allowed, the key findings from the planned audit of re-referrals be summarised within, or appended to, the performance report to be considered at the 30 March 2023 meeting of the Panel.

This page is intentionally left blank

# Agenda Item 7

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	YOUNG PEOPLE'S SERVICE UPDATE AND ISSUES AFFECTING YOUNG PEOPLE IN SOUTHAMPTON
<b>DATE OF DECISION:</b>	30 MARCH 2023
<b>REPORT OF:</b>	HEAD OF YOUNG PEOPLE'S SERVICE

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Executive Director – Children and Learning</b>	
	<b>Name:</b>	<b>Robert Henderson</b>	<b>Tel: 07468 758995</b>
	<b>E-mail</b>	<b>robert.henderson@southampton.gov.uk</b>	
<b>Author:</b>	<b>Title</b>	<b>Head of Young People's Service</b>	
	<b>Name:</b>	<b>Tim Nelson</b>	<b>Tel: 023 8254 5329</b>
	<b>E-mail</b>	<b>tim.nelson@southampton.gov.uk</b>	

## **STATEMENT OF CONFIDENTIALITY**

None

## **BRIEF SUMMARY**

The Young People's Service became operational in 2022 as part of the Destination 22 reorganisation. The service brings together the Youth Justice Service, the Missing Exploitation and Trafficked Team and the Building Resilience Service.

Tim Nelson - Head of Service, Anna Harbridge - Service Lead for the Youth Justice Service, Sarah Ball - Service Lead for the Young People's Service and Callum Tanner - Data Analyst, will be in attendance to outline the current performance and plans for the service.

In addition, reflecting the partnership work undertaken by the Young People's Service, Chief Inspector Marcus Kennedy will be in attendance to provide an overview of the joint work between the service and Police, particularly focusing on serious youth violence and Nicola Iverson - Assistant Head Teacher, Woodlands Community College will be in attendance to provide an overview of the Team Around the School initiative.

## **RECOMMENDATIONS:**

	(i)	That the Panel note the roles and responsibilities of the Young People's Service, the current performance and the plans to improve outcomes for young people in Southampton.
--	-----	--

## **REASONS FOR REPORT RECOMMENDATIONS**

1.	To enable the Panel to scrutinise the work of the recently formed Young People's Service.
----	---

## **ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

2.	Not applicable
----	----------------

## **DETAIL (Including consultation carried out)**

	<b>Introduction</b>
--	---------------------

3.	The Young People's Service was created within the Destination 22 reorganisation. The Service has brought together the Youth Justice Service, the Missing Exploitation and Trafficked Team and the Building Resilience Service. The Building Resilience Service is a joint service with Solent NHS Trust to respond to children's and young people's emotional health and wellbeing across the city. The development of the Young People's Service also saw the creation of three locality teams linked to the cities 3 defined localities and these teams consist of social workers and youth workers.
4.	The evidence that the city of Southampton needed a Young People's Service was compelling as there was an underdeveloped children's social care response to serious youth violence, links between youth crime and exploitation, 16- and 17-year-old homelessness, intensive support to prevent admissions to care and access to education for vulnerable adolescents.
5.	The Young People's Service locality teams started to become operational in February 2022 with the transfer of the case work for 70 young people from the Safeguarding Service. The locality teams became fully operational in June 2022 and since this date has consistently worked with between 130 and 150 young people and their families at any one time. These three teams are made up of Practice Managers, 4 social workers or youth workers and a drugs and alcohol worker per team.
<b>Young People's Service – roles and responsibilities</b>	
6.	The Youth Justice arm of the service aims to prevent young people re offending, aims to improve outcomes for young people involved in the youth justice service system, keeps the general public safe through the management of risk from young people who present a risk to others and works with vulnerable young people who have features which increases their likelihood of offending to prevent them from becoming involved in the criminal justice system, by providing diversionary services.
7.	These aims are achieved by the youth justice officers building positive relationships with the young people to prevent reoffending by undertaking victim awareness, community reparation and restorative work with young people and victims. Providing interventions about the short-, medium- and long-term consequences of criminal activity. Providing diversion and creating hope and aspiration through supporting young people to access education and positive activities and develop skills which will enhance their self-esteem and employability.
8.	The service criteria for the Young People's Service locality teams is the service will work with young people who have been assessed through Child Exploitation Risk Assessment (CERAF) as either suffering significant harm as a result of exploitation or are assessed as medium or high risk of suffering significant harm as a result of exploitation. The locality teams also work with young people who are at immediate risk of not being able to live within their family and friends and are therefore at risk of needing a care placement. The localities teams can provide intensive support by having lower caseloads generally 10 -12 young people and are able to respond swiftly to crisis and to rebuild relationships within families by using evidence-based models such as restorative approaches, PACE and NVR. The team also develop detailed plans of how the family and friends' network can support difficult situations rather than plan this at times of crisis.

9.	The locality teams' arm of the service aims to enable young people to live within their family and friends' network, prevent homelessness and prevent young people entering care unless there is no other option. The locality teams also aim to disrupt and support recovery from exploitation.
10.	In terms of tackling child sexual and criminal exploitation the locality teams build relationships with young people and use these relationships to help young people recognise they are being exploited as usually this is very skilfully disguised by organised criminals who use grooming and coercion to exploit young people. Once there is an acceptance that exploitation is or may be taking place the teams can embark on disruption and change work.
11.	Risks of exploitation are often increased by the relationships parents or carers have with their children or their availability. Therefore, relationships work between young people and parents' carers is a critical part protecting young people from exploitation. The team's explore push and pull factors within the relationships and family home, aiming to make the young person's home and relationships safe, warm, and protective. Other protective factors such as good self-esteem, trauma recovery, creating a positive support network and involvement positive activities including education are key aspects of the work undertaken with young people to tackle exploitation.
12.	The Missing Exploitation and Trafficked Team respond to children and young people who go missing. There is statutory guidance for local authorities in England which states that on every occasion a child / young person goes missing, on their return they should be offered an independent return home interview. A Return Home Interview provides an opportunity for a person to be listened to – to understand why they went missing, what happened whilst they were away, including exploring whether they have come to any harm, and discuss what needs to be put in place to prevent them from going missing again. A Return Home Interview is also an opportunity to engage with a person who may not previously have come into contact with any other professional support. Therefore, it is a good opportunity to identify any previously unknown risk, harm, or exploitation that a child or young person may have experienced, or currently be experiencing, and refer them to any additional support services that they may need.
13.	The Missing Exploitation and Trafficked team and the locality young people's teams work closely with the police to share information to pursue and convict adults who exploit young people criminally and sexually. Both teams also use a range of civil orders to disrupt exploitation.
	<b>What's Working Well</b>
14.	The locality teams have had only one permanent entry into in care in the 13 months of being operational. Usually the 13–17-year-old age range is one where there are high numbers of entries into care. Additionally young people aged 13-17 usually have higher placement costs. Most importantly, in general the outcomes for young people entering care as teenagers are poor and outcomes are better for those supported and enabled to remain within their family.
15.	The Young People's Hub has been a fantastic development in the Civic Centre. Approximately 95% of the council's children's social care services are based at the civic centre and we didn't have anywhere in the civic centre to undertake direct work with young people. The hub has provided a great

	space in which young people can access services from the Council. The hub provides meeting spaces, youth club / common room, music recording studio, skills room focusing on barbering and hair beauty, internet café and training kitchen.
16.	The Youth Justice Service and the Missing Exploitation and Trafficked Teams have very stable workforces with very little turnover of staff. This has resulted in these two teams building a high level of expertise and local knowledge, this, combined with very dedicated members of staff, has meant the high levels of risks for adolescents in the city are effectively managed. The risks connected to serious youth violence in the city are higher than statistical neighbours and comparator local authorities.
17.	The Missing, Exploited and Trafficked Team's performance in completing Return Home Interviews (RHI) has been good over the last 12 months. The best monthly performance was 91% of missing episodes received a RHI. The mean average for the last 12-month period was 84%. This level of performance requires high levels of flexibility to work evenings, the ability of workers to build a rapport and relationships quickly, and quick paced working to respond to the volume of RHIs required.
18.	In the last 18 months there has been a significant reduction in the number of first-time entrants to the formal Youth Justice System through development of a Preventative Service in the Young People's Service. The Prevention Service has been developed with youth workers and the Inclusion and Prevention Team to deliver earlier interventions to prevent an escalation of need and risk, to prevent entry into the Youth Justice System or requiring help and support from the locality teams as the risk around exploitation has increased or there is a risk the young person cannot live within their family or friend's network.
19.	Southampton is one of 3 local authorities in the country chosen to be a pilot with the Department for Education and Durham University to introduce the Risk Outside the Home Conferences (ROTH). The ROTH conferences are multi agency conferences similar to child protection conferences except where the primary risk for the young person is outside of the home such as exploitation, organised crime and / or serious youth violence. Child Protection Conferences tend to focus on creating change in either parenting capacity, safe parenting, or parental availability. Whereas the ROTH conferences are a joint approach with the young person and parents to identify what help, safety plans and disruption to the risks are required from the local authority, police and education providers. The pilot runs from January to June 2023.
20.	The Team Around the School (TAS) was developed in Southampton to improve partnership work with schools in the areas of greatest need in the city. So far TAS networks have been developed in Redbridge and Woodlands Schools inclusive of both these schools feeder primary schools. The TAS network for Redbridge and Woodlands includes children's social care, early help, Police, CAMHs, School Nursing, Emotional Health in Schools, Youth Justice, and voluntary and community sector services in these localities. Priorities and action plans have been established in both TAS networks to reduce the number of social work practitioners working the school network, improving school attendance and increasing the range of diversionary activities to prevent youth crime and reduce those not in education, employment and training.

	<b>Areas of focus</b>
21.	There has been higher turnover of staff in the Young People's Service Locality Teams than we would have liked. This relates to a combination of factors such as having to recruit 10 social workers at the same time as this was a new service; filling some vacancies with agency staff and turnovers connected to this; and the work of the young person service being very demanding including evenings and weekend work has meant this area of work has not been a preference for some social workers.
22.	A recruitment strategy is in place and experienced agency workers in this area of work are supporting the service. The service currently has 80% of its staffing establishment filled by permanent staff. Whilst we are currently in a relatively positive position, the impact on the service, and young people in Southampton, of not having a suitably experienced workforce is concerning. Therefore, recruitment and retention is an ongoing priority.
23.	The prevalence of serious youth violence in Southampton is greater than statistical and geographical neighbours, including significant cities such as Sheffield. Our colleagues in Hampshire Constabulary have identified two young people's Urban Street Gangs across the city. These gangs are based around post code tension in SO14 and SO16 and it is recognised organised crime and exploitation are also features of these gangs. To tackle this the police and the young people's service are meeting every week as Operation Sabre Tooth to share information and coordinate activity and intervention to protect victims, disrupt potential gang activity and divert young people into positive activities, education and skills.
24.	The level of need and risk for adolescents in the city is high and responses have been underdeveloped for a number of years. Therefore, there is not an established set of data available to be able to reliably match needs to resources. As a result the ongoing design of the service is having to be more responsively developed than would be desirable. The service has periods where volume and demand has become a significant challenge.
25.	<p>In a peer review of the Youth Justice Service in February 2022 it was identified that access to substantive and personalised education for young people connected to the youth justice service were not good enough. The key issues identified were:</p> <ul style="list-style-type: none"> <li>• Too many young people out of education</li> <li>• Too many young people on part time timetables</li> <li>• Too many young people not receiving a personalised approach or timetable.</li> </ul> <p>In response to this the Youth Justice Service now has access to an Educational Psychologist, there is cohort oversight from the virtual school with plans to introduce Personal Education Plans for youth justice young people, a weekly coordination meeting between youth justice, young people's service and key education colleagues has been developed to unblock education access issues and an education lead post is currently being advertised to lead and coordinate the activity to improve educational outcomes.</p>
	<b>Next Steps</b>
26.	By the end of Spring 2023 it is intended the Missing Exploitation and Trafficked team will be integrated in to the 3 Young People's Services teams

	for the purpose of reducing duplication, making coordination simpler and increasing efficiency. This is a key part of the strategy around recruitment and retention in the young person's service and should enable the release of one agency member of staff.
27.	By the end of Spring 2023 a specific assessment, planning and review framework will be operational in the Young People's Service. This is aimed at increasing the focus on assessments, plans and reviews responding to risk outside the home and maintaining young people within their families.
28.	In the summer of 2023, as part of the reorganisation of Building Resilience Service, 3 clinical posts will be developed with Family Hubs Funding to be co-located with the Young People's Service. These posts will provide clinical oversight of case work increasing the amount of evidence-based practice and clinical supervision being used. These clinical posts are also a key aspect of the service's recruitment and retention strategy by providing clinical containment in relation to the trauma staff members are working with as part of their day-to-day work.
29.	By the end of Spring 2023 an Educational Lead will be appointed to Youth Justice Service to coordinate the improvement work being undertaken to improve the educational outcomes for young people involved in the Youth Justice Service.
<b>RESOURCE IMPLICATIONS</b>	
<b><u>Capital/Revenue</u></b>	
30.	The Children and Young People's overall budget includes provision for the Young People's Service.
<b><u>Property/Other</u></b>	
31.	The Young People's Service delivers elements of its service provision from the newly created Youth Hub in Southampton Civic Centre.
<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
32.	Children's Act 1989
<b><u>Other Legal Implications:</u></b>	
33.	The Crime and Disorder Act 1998 lays out statutory requirements for youth offending teams (YOTs). Other relevant legislation includes the Powers of Criminal Courts (Sentencing) Act 2000, the Criminal Justice and Immigration Act 2008 and the Legal Aid, Sentencing and Punishment of Offenders Act 2012.
<b>RISK MANAGEMENT IMPLICATIONS</b>	
34.	Governance arrangements are through the Vulnerable Young People's Board and the Building for Brilliance Programme Board
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
35.	N/A

<b>KEY DECISION?</b>	No
----------------------	----



<b>WARDS/COMMUNITIES AFFECTED:</b>	All
<u>SUPPORTING DOCUMENTATION</u>	
<b>Appendices</b>	
1.	None
<b>Documents In Members' Rooms</b>	
1.	None
<b>Equality Impact Assessment</b>	
Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	No
<b>Data Protection Impact Assessment</b>	
Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	No
<b>Other Background Documents</b>	
<b>Other Background documents available for inspection at:</b>	
<b>Title of Background Paper(s)</b>	<b>Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)</b>
1.	<a href="https://www.southampton.gov.uk">Children and Young People's Strategy (southampton.gov.uk)</a>
2.	<a href="#">Southampton Youth Offending Service Youth Justice Strategic Plan 2022/27</a>

This page is intentionally left blank

# Agenda Item 8

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	SEND AND CHILDREN WITH DISABILITIES – STRATEGY AND OFSTED INSPECTION UPDATES
<b>DATE OF DECISION:</b>	30 MARCH 2023
<b>REPORT OF:</b>	HEAD OF SEND

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Executive Director - Children and Learning</b>	
	<b>Name:</b>	<b>Robert Henderson</b>	<b>Tel: 023 8083 4899</b>
	<b>E-mail</b>	<b>Robert.Henderson@southampton.gov.uk</b>	
<b>Author:</b>	<b>Title</b>	<b>Head of SEND</b>	
	<b>Name:</b>	<b>Tammy Marks</b>	<b>Tel: 023 8083 2136</b>
	<b>E-mail</b>	<b>Tammy.Marks@southampton.gov.uk</b>	

<b>STATEMENT OF CONFIDENTIALITY</b>	
Not applicable	
<b>BRIEF SUMMARY</b>	
This report outlines the key themes in the SEND Strategy 2022 – 2027, provides an update on the new SEND Inspection Framework and an update on the progress of the pre-Ofsted self evaluation.	
<b>RECOMMENDATIONS:</b>	
	(i) That the Panel note in detail the content of the SEND Strategy 2022 – 2027.
	(ii) That the Panel note the new SEND Inspection Framework.
	(iii) That the Panel note the progress of the pre-Ofsted self evaluation process and contribute to this if they wish to do so.
<b>REASONS FOR REPORT RECOMMENDATIONS</b>	
1.	The SEND Strategy 2022 – 2027 gives the Panel important detail on the direction of travel of the Council’s services for children and young people with SEND.
2.	It is important that the Panel are aware of the new arrangements for inspecting services for children and young people with SEND and are aware of the progress of the self evaluation and of their right to contribute to the self evaluation should they wish to do so.
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>	
3.	Not applicable.
<b>DETAIL (Including consultation carried out)</b>	
	<b>SEND Strategy 2022 – 2027</b>

4.	The SEND Strategy, attached as Appendix 1, forms part of a suite of strategies and describes the Council's plans for delivering sustained improvement in the provision available to children and young people with special educational needs and disabilities.
5.	The strategy has been co-produced with children and young people, parents and carers and the services and agencies who contribute to meeting their needs.
6.	The strategy takes into account the current context and challenges and has been led by the multi-agency SEND Partnership Board which provides oversight and leadership on all SEND developments.
7.	The strategy sits alongside the Children and Young People's Strategy, Southampton Health and Care Strategy, the Start Well programme, the All Age Neurodiversity Strategy, the Children and Young People's Emotional and Mental Wellbeing Plan and the Children's Destination 22 Programme.
8.	The local context informing the strategy is as follows: <ul style="list-style-type: none"> <li>• Increasing numbers of children and young people with EHCPs and SEN support needs</li> <li>• An increase in complexity of need</li> <li>• Pressure on special school places</li> <li>• Inconsistent SEN offer in mainstream educational provisions</li> <li>• Increase in demand (and limited offer) for post 16 options</li> <li>• Demand for autism assessments versus capacity</li> <li>• Improvements needed in joint working across agencies and providers</li> <li>• Improvements needed in how we monitor the effectiveness of provision on children and young people's outcomes.</li> </ul>
9.	The SEND Strategy vision reflects that of the Children and Young People's Strategy - 'for all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood'.
10.	The vision is built on Southampton's desire for children and young people with SEND to be ambitious and have high aspirations, to be supported in their own communities where possible and to receive a high standard of early intervention and preventative services from highly trained expert practitioners.
11.	The strategic underpinning principles of the SEND Strategy are: <ul style="list-style-type: none"> <li>• Family centred, flexible and needs led</li> <li>• Clear, accessible and transparent offer</li> <li>• Promoting early intervention and prevention</li> <li>• Right support, right time</li> <li>• Team around the family/worker</li> <li>• Coordinated and joined up</li> <li>• Inclusive</li> <li>• Recognising parents/carers/families as experts</li> <li>• Co-production and engagement</li> <li>• Preparing children and young people for adulthood</li> </ul>
12.	The strategy sets out in detail six key workstreams that will deliver to the following priorities: <ul style="list-style-type: none"> <li>• Early Years</li> </ul>

	<ul style="list-style-type: none"> <li>• The right support at the right time</li> <li>• Inclusion</li> <li>• A local offer that meets the wide range of needs within the city</li> <li>• Mental and physical wellbeing</li> <li>• Preparing for adulthood</li> </ul>
	<b>New SEND Inspection Framework</b>
13.	Ofsted/CQC have announced a new cyclical inspection framework from January 2023. Inspections will evaluate how well members of a local area partnership work together to improve the experiences and outcomes of children and young people with SEND.
14.	'Local area partnership' refers to those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area. When evaluating the local area partnership, inspectors focus mainly on how effectively the local authority and integrated care board (ICB) jointly plan, evaluate and develop services for children and young people with SEND. However, they also consider the duties of other area partners, which are set out in the Children and Families Act 2014 and described further in the SEND code of practice.
15.	Inspections will evaluate arrangements for all children and young people with SEND aged 0-25 including those with EHCPs and those receiving SEN support. The inspection will also consider the Local Authority's approach to commissioning and overseeing Alternative Provision arrangements.
16.	<p>There will be four types of inspection visit:</p> <ul style="list-style-type: none"> <li>• Thematic</li> <li>• Full</li> <li>• Monitoring</li> <li>• Annual Conversations</li> </ul> <p>The frequency of the inspection depends on the outcome of the first inspection.</p>
17.	<p>There are three possible outcomes from a full inspection, these are:</p> <ul style="list-style-type: none"> <li>• The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed. (Leads to an engagement meeting and a full inspection within five years)</li> <li>• The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements. (Leads to an engagement meeting and a full inspection within three years)</li> <li>• There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND which the local area partnership must address urgently. (Leads to engagement meetings, submission of a priority action plan, monitoring meeting within 18 months and a full re-inspection within three years).</li> </ul>

18.	The timeframes are likely to be a Monday morning telephone call which starts two weeks' submission of data and information and then one week of inspection with a likely team of 6-8 Inspectors. During the inspection the Inspectors will liaise with a nominated LANO (Local Area Nominated Officer). Our LANO is Tammy Marks, Head of SEND.
19.	As part of their process Inspectors will conduct an in-depth analysis of six named children and young people that they will select from the pre-submitted child level data. This will include meeting with the named agencies providing services to that child/young person.
20.	At the end of the Inspection feedback will be to: <ul style="list-style-type: none"> <li>• LANO</li> <li>• The Director of Children's Services and elected members with responsibility for SEND</li> <li>• Integrated Care Board</li> <li>• Parent Carer Forum</li> </ul>
<b>Southampton pre-Ofsted self evaluation progress</b>	
21.	As a part of the preparedness for the SEND Inspection, the SEND Team have been conducting a self evaluation against the headings in the Ofsted/CQC Inspection Framework Handbook.
22.	The self evaluation includes: <ul style="list-style-type: none"> <li>• A suite of identified documents that contribute to outcomes for children and young people with SEND</li> <li>• a review of currently available child level and demographic data and the gaps therein</li> <li>• areas of strength and areas in need of development</li> <li>• position statements for areas of development</li> <li>• consultation with key stakeholders including parents and carers</li> <li>• a reflection of the views of children and young people via the findings of the Child Friendly Southampton discovery phase consultation</li> <li>• an analysis of the strategic and governance arrangements around SEND and the wider Council priorities.</li> </ul>
23.	In addition, the self evaluation process has identified those documents and data sets that will be required in the first two weeks of the inspection process. Elected Members are welcome to contribute to the self evaluation, all comments can be sent to <a href="mailto:Juno.Hollyhock@southampton.gov.uk">Juno.Hollyhock@southampton.gov.uk</a>
<b>RESOURCE IMPLICATIONS</b>	
<b><u>Capital/Revenue</u></b>	
24.	N/A
<b><u>Property/Other</u></b>	
25.	N/A
<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	

26.	SEND Code of Practice
27.	Children and Families Act 2014
<b><u>Other Legal Implications:</u></b>	
28.	N/A
<b>RISK MANAGEMENT IMPLICATIONS</b>	
29.	Oversight of the strategy outcomes and progress, the inspection findings and the self evaluation is through the SEND Partnership Board.
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
30.	The 2022-2030 Corporate Plan includes, as one of its four goals, strong foundations for life where people are able to access and maximise opportunities to truly thrive, Southampton will focus on ensuring residents of all ages and backgrounds have strong foundations for life.  By delivering consistently good outcomes for the city's children and young people, Southampton's Children's Services and Learning Department will contribute to achieving this objective

<b>KEY DECISION?</b>	<b>No</b>
<b>WARDS/COMMUNITIES AFFECTED</b>	All
<u>SUPPORTING DOCUMENTATION</u>	
<b>Appendices</b>	
1.	SEND Strategy 2022 – 2027
2.	Ofsted Inspection Briefing

**Documents In Members' Rooms**

1.	None
----	------

**Equality Impact Assessment**

Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	No
--	----

**Data Protection Impact Assessment**

Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	No
---	----

**Other Background Documents**

**Other Background documents available for inspection at:**

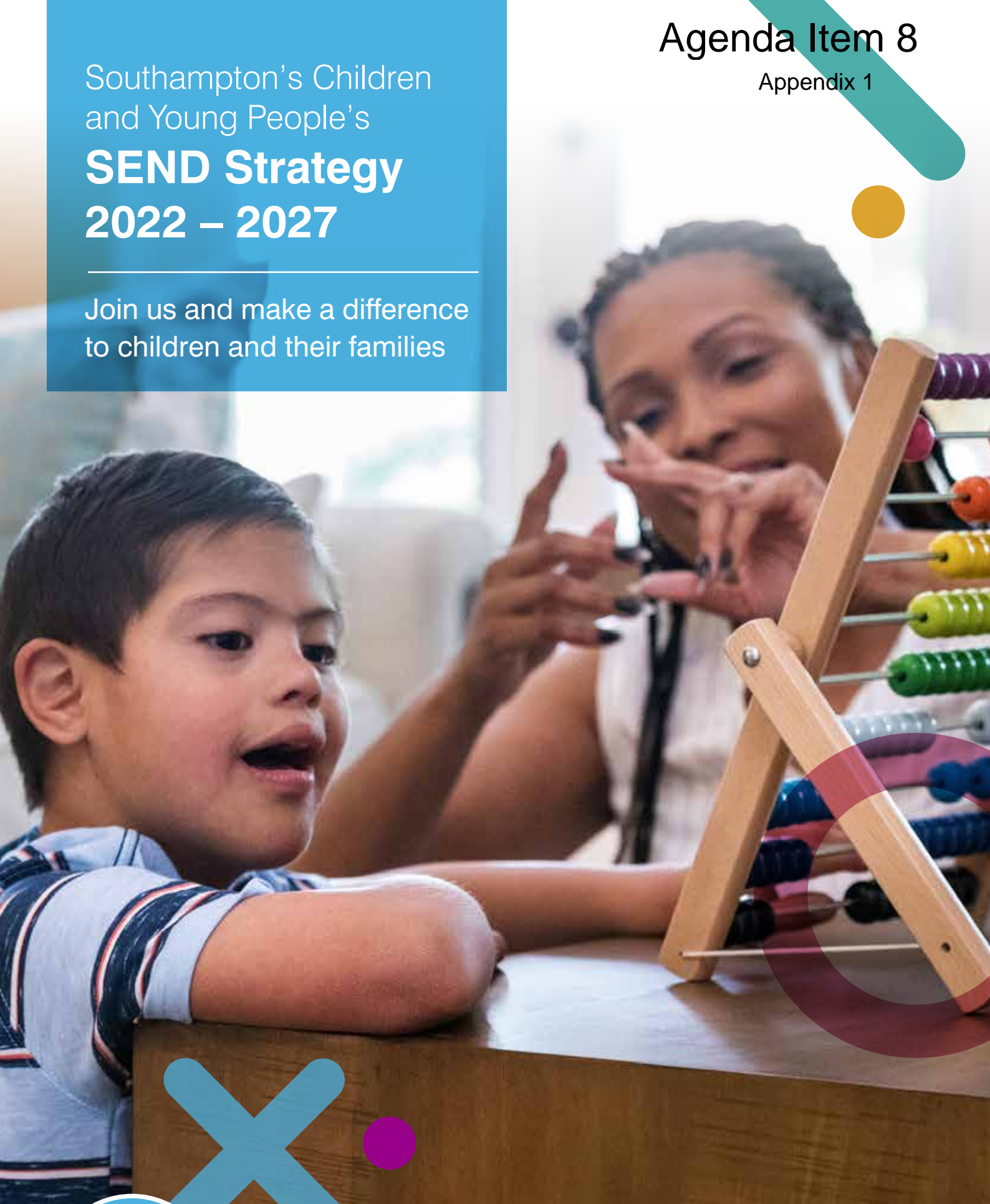
Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	None

This page is intentionally left blank



Southampton's Children  
and Young People's  
**SEND Strategy**  
**2022 – 2027**

Join us and make a difference  
to children and their families



[southampton.gov.uk](http://southampton.gov.uk)



---

## Our vision

We want all children and young people in Southampton to have a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood.

---

# Introduction

---

This strategy forms part of a suite of strategies that will be launched in 2022 and describes our plans for delivering sustained improvement in the provision available to children and young people with special educational needs and disabilities (SEND) and their families in Southampton.

---

The previous SEND Strategy 2017-2020 highlighted the key challenges at the time and set broad outcomes with action plans to address these challenges. This SEND Strategy 2022-2027 builds on those outcomes and presents our priorities for the next five years co-produced over the last two years with children and young people, parents and carers, and all services and agencies who contribute to meeting the needs of children and young people (CYP) with SEND in the city. It takes into account the current context and challenges and has been led by the multi-agency Southampton SEND Partnership Forum which provides oversight and leadership on all SEND developments.

## **OUR VISION FOR ALL CHILDREN AND YOUNG PEOPLE**

*We want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood*

This is our vision for all children and young people with special education needs and disabilities in Southampton and is the same as the vision in the overarching Children and Young People's Strategy.

We want to be aspirational and ambitious for our children and young people with SEND, encouraging them to achieve and lead happy and fulfilled lives. We will particularly focus on taking actions to reduce inequalities and closing the gap between those who already do well and those who need extra support to thrive.

Where safe and appropriate, we want every child and young person to be supported in the community where they live. To achieve this we will ensure children and young people have access to high quality local early years provision, schools and further education settings. In addition to the right learning opportunities, we will ensure that children and young people with SEND and their families have access to appropriate health and care support in response to their assessed needs.

Southampton is committed to early intervention and prevention, providing early help in a timely way so that the needs of children and young people are met and do not escalate. We will provide training and support to our frontline staff to enable needs to be met at the first point of contact without the need for referral on to more specialist intervention. This will involve embedding a strong SEND early help offer within each locality as part of the extended locality model in line with Southampton Children and Young People's Strategy.

---

Our vision sits within the context of families and communities. As such we want families and communities to feel informed, empowered and resilient. Parents and carers are central to everything that we do. We want to engage families as experts through experience to enable them to support themselves and their children but also to support the wider community through peer to peer support, navigators and trainers. We will increase the involvement of children and young people too, ensuring that they have a voice and can influence the future development of provision over the course of this strategy. Our strategy sits within a restorative practice framework that has been developed across the city.

This strategy sets out how we will deliver our vision for children and young people in the city and sits within the overarching framework of the Children and Young People's Strategy and alongside the following local strategies and plans:-

- **Southampton Health and Care Strategy – Start Well programme – 2020-2025**
- **All age Autism Strategy**
- **Children and Young People's Emotional & Mental Health Wellbeing Plan 2021-2027**
- **Children's Destination 22 Programme**

It contributes to the delivery of the council's statutory responsibilities laid out in the Children and Families Act 2014 and the Code of Practice Guidance 2015.



# Strategic Principles

---

## **Family centred, flexible and needs led**

Keeping the child and their family at the heart of everything that we do. Access to services will be based on need and not diagnosis driven. Provision will be person-centred and will flex according to needs.

## **Clear, accessible and transparent offer**

Families will know what is available and how to access support. We will be open and honest with parents and carers and treat them with respect.

## **Promoting early intervention and prevention**

Listening to parents and carers, acknowledging their concerns. Ensuring that we have robust processes in place to ensure that needs are addressed early on and not left to escalate to crisis point. We will ensure that staff are trained to recognise SEND and respond as soon as possible making sure that no child gets lost in the system. We will ensure that SEND is recognised as 'everyone's responsibility' with no hand-offs.

## **Right support, right time**

Ensuring that children and their families receive support from the most appropriate service and that provision is relative to the child or family's needs at any one time. We will ensure that waiting times are kept to a minimum.

## **Team around the family/worker**

Enabling staff to support families they are working with rather than referring on, with access to specialists where required. This is especially relevant for the many families who have more than one child with SEND.

## **Coordinated and joined up**

Ensuring that health, education and social care services work well together, supported by the voluntary and independent sector. Families will experience seamless provision with information shared in the best interests of the child and family.

## **Inclusive**

Supporting all children and young people to be the best they can be, in environments that value and respect them. We will systematically work to remove barriers to learning and ensure access to high quality teaching.

## **Recognising parents/carers/families as experts**

Building their capacity to support themselves and others and developing strong trusting relationships with practitioners and professionals.

## **Co-production and engagement**

With parents, carers, children and young people - informing the design, development and evaluation of provision.

## **Preparing children and young people for adulthood**

Recognising that this starts at birth and should inform the support that children receive throughout their childhood.

# Current landscape

CHALLENGE	CAUSE	IMPACT	SOLUTIONS
<p>Increasing number of children with SEND/ EHCP year on year</p> <p>Increasing complexity of need year on year</p>	<p>Medical advances</p> <p>Increased awareness and identification</p> <p>Legislation 0-25</p> <p>Parental voice</p> <p>Government policy placing extra demands on mainstream schools</p> <p>Access to early years intervention and support</p> <p>High levels of deprivation</p>	<p>Pressure on services and budgets (with longer term commitment of funding)</p> <p>Delayed early assessment and intervention leading to problems becoming established or escalating</p> <p>Pressure on specialist provision</p> <p>Dissatisfied parents, appeals, tribunals</p>	<p>Continue to increase inclusive practice in settings, building on the excellent examples that already exist</p> <p>Further develop the offer to early years</p> <p>Develop a robust training and support offer to mainstream schools</p> <p>Skilling up/supporting early help services to support children with SEND at an earlier stage, preventing escalation to specialist services</p> <p>Increase specialist educational provision</p> <p>Continue to develop range of options to ensure provision proportionate to need and regularly reviewed</p> <p>Actively engage with parents, using the strong links with the parent carer forum</p> <p>Actively manage provision with regular reviews, evaluation of impact and escalation/problem solving children at risk</p>
<p>Increasing pressure on special school places year on year</p> <p>Children being placed in more costly provision e.g. special school rather than mainstream+</p>	<p>Increasing number of CYP and increasing complexity</p> <p>Parental demand</p> <p>Lack of confidence in professionals and families that mainstream education provision can meet diverse SEND needs</p> <p>Reputation of special schools</p> <p>Limited specialist options available (mainstream, special, few resourced provisions)</p> <p>Lack of flexibility across health, education and social care that allows bespoke tailoring of provision to need</p>	<p>Dissatisfied parents, appeals, tribunals</p> <p>Pressure to create more special school places / build more special schools</p> <p>Need not equating to provision (children placed in independent non-maintained special schools whose needs could be met locally, children in mainstream schools whose needs are greater than those in special schools)</p> <p>Pressure on budgets</p> <p>Pressure on specialist places</p> <p>Skews perceptions of provision versus need</p> <p>Reduces confidence in the system</p>	<p>Ensure that parents / carers and professionals understand that having an EHCP does not necessarily equate to needing a special school placement</p> <p>Expand special school provision</p> <p>Re-configure special school provision</p> <p>Continue to develop comprehensive and robust inclusive practice in mainstream schools supported by outreach, spreading the learning from those schools who are already operating inclusive practice</p> <p>Have high expectations and aspirations for CYP with SEND</p> <p>Develop range of mainstream+ options building on the wealth of expertise that already exists within the city</p> <p>Establish and apply clear criteria for special school placement</p> <p>All partners to work with parents to develop trust, confidence and manage expectations</p> <p>Develop an offer that supports development of bespoke packages of support</p> <p>Work in partnership with Health and Care Services to develop those services to support the inclusion agenda in recognition of the increase in children with SEND in the city</p>
<p>Increasing numbers of children in independent non-maintained special schools (INMSS)</p>	<p>Lack of special school places</p> <p>Lack of flexibility of special schools to meet more complex needs</p> <p>Parental confidence in local provision</p> <p>Lack of specialist Post 16 provision</p>	<p>Pressure on high needs budget (HNB)</p> <p>Difficulty managing provision and monitoring outcomes including cessation of EHCP / placement</p> <p>Reduces engagement in local community</p> <p>Makes assessing needs and planning for transition to adulthood difficult</p>	<p>Expand special school provision</p> <p>Re-configure special school provision</p> <p>Develop range of mainstream+ options</p> <p>Develop an offer that supports development of bespoke packages of support</p> <p>Develop comprehensive and robust inclusive practice in mainstream schools supported by outreach</p> <p>Establish and apply clear criteria for special school placement</p> <p>Develop twilight and residential options within the city</p> <p>All partners to work with parents to develop trust, confidence and expectations</p> <p>Market local provision</p> <p>Work with SE19 LAs on common framework to increase purchasing/negotiating power</p>

CHALLENGE	CAUSE	IMPACT	SOLUTIONS
Inconsistent and variable inclusive practice in mainstream schools	Government policy that does not reward or incentivise inclusion Different attitudes to inclusion Financial pressures on schools	Demand for specialist placement Pressure on mainstream school budgets Placement breakdown leading to school moves Pressure on HNB Disproportionate levels of SEND in some schools, impacting on outcomes	Continue to develop a city-wide ownership of SEND Continue to ensure all schools sign up to the Inclusion Charter, sharing the many existing examples of best practice Use the inclusion audit and inclusion guidance to develop inclusive practice Build on the existing expertise within the outreach service to develop competence and confidence in the management of individual children
Increasing demand and limited options for post 16 provision	Increasing number of children with SEND and increasing numbers with very complex needs reaching adulthood year on year Increased scope of LA responsibility – Children and Families Act, 0-25. Lack of local specialist provision Lack of suitable accommodation to support people's independence Lack of training/employment options Lack of good transition planning Maintenance of EHCP Post 19	Number of YP with an EHCP will increase putting pressure on HNB Number staying on in independent non-maintained special schools. Post 16 will increase putting pressure on HNB Poorer outcomes for YP in adulthood, particularly in relation to independent living and housing Increasing costs for adult services	Develop post 16 specialist educational provision Develop post 16 pathways Fully embed the transition best practice guide Actively manage EHCPs Post 16, ensuring clear outcomes are identified and plans are ceased when no longer required Roll out of active lives model for adults with disabilities across the city promoting a more person centred, strengths based approach with a richer range of options for access to employment, skills development, travel, community activities, advice and information
Demand for autism assessments versus capacity	Increasing incidence of autism	Long waiting times for assessment and diagnosis Access to support in intervening period	Move to a needs led model Access to services based on need and not diagnosis Re-design the assessment pathway
Parents and young people have expressed a lack of confidence in local provisions to meet some needs	Lack of information, transparency of processes and decisions. Parents not feeling heard Bureaucracy	Increase in demand for more specialist provision Increase in appeals and tribunals	Embed co-production at the operational level Continue to build on the positive relationships with the parent carer forum and others Continue to build on the local offer and engage existing respected partners like SENDIASS to provide parents with information, point of contact Continue to work in partnership with the parent carer forum and other groups to understand parental concerns and develop ways to manage expectations Provide training to all staff on working/communicating with parents, CYP Ensure consistency of messages Ensure issues addressed early on

CHALLENGE	CAUSE	IMPACT	SOLUTIONS
<p>Gaps in city wide ownership of SEND agenda across agencies and providers</p> <p>Effective joint working to ensure best outcomes achieved for individuals</p>	<p>Understanding and recognition that SEND is everyone's responsibility</p> <p>Differing priorities</p> <p>Differing criteria and definitions</p>	<p>Inefficient and ineffective processes</p> <p>Conflicting messages to parents</p> <p>Increase in costs for all agencies</p> <p>CYP being moved between schools and services</p>	<p>Actively engage with leaders and providers across the system to develop understanding and ownership for SEND</p> <p>Professional development for staff</p> <p>Continue to identify and escalate barriers or inefficiencies of joint working</p> <p>Promote joint training, joint working and joint service delivery models, building on existing good practice, e.g. multiagency jigsaw service</p>
<p>Monitoring of effectiveness of provisions and achievement of individual outcomes</p>	<p>Robustness and challenge at annual review process to cease EHCP when outcomes have been met</p> <p>Function and effectiveness of Early Years Panel, Children's Complex Needs Panel, Preparing For Adulthood Panel and Multi-Agency Resource Panel</p>	<p>EHCPs being maintained for longer than needed</p> <p>CYP needs not being met, needs escalating resulting in increased costs, school moves and poorer outcomes</p>	<p>Robust annual review to ensure progress being made, outcomes achieved and EHCP still required</p> <p>Process in place for identifying children who are at risk, experiencing multiple school moves, being excluded or put on part-time timetables or not achieving outcomes</p> <p>Regularly review and challenge provision of Independent non-maintained special schools (INMSS) to ensure provision is addressing needs, achieving outcomes and delivering EHCP</p>
<p>Overspend on HNB</p>	<p>Increase in EHCPs due to increase in need and age range</p> <p>Increase in special school placement</p> <p>Increase in number in INMSS</p> <p>Increase in unit costs especially in INMSS</p>	<p>Financially unsustainable. HNB already overspent with overspend likely to increase year on year unless action is taken</p>	<p>Clear understanding of challenges and financial impact</p> <p>Annual review and forecasting of need</p> <p>Robust and costed plans to address need, reviewed annually</p> <p>Proactive management of EHCP</p> <p>-consistent criteria used to issue an EHCP</p> <p>-robust annual review to ensure progress being made, outcomes achieved and EHCP still required</p> <p>Increase range of options to support more flexible offer of support to prevent special school or INMSS placement</p> <p>Regularly review and challenge provision of INMSS to ensure provision is addressing needs, achieving outcomes and delivering EHCP</p> <p>Address all challenges above</p>



Whilst the table opposite highlights some of the local challenges, there is increasing recognition nationally that the system is not sustainable in its current form. The LGA / ISOS Partnership report 'Have we reached a tipping point? Trends in spending for children and young people with SEND in England' 2019 describes the challenge:

*"Local authorities have all the responsibility for maintaining high needs expenditure within budget, and yet have almost no hard levers with which to effect this. The continued viability of the system relies too much on the ability of local government to cajole partners to enter into a collaborative, inclusive approach to developing and delivering local provision for SEND, without the powers to sustain such an approach in face of misaligned incentives. This research argues for additional investment to shore up the immediate overspend, but unless this is accompanied by a more fundamental reboot of the powers that local government need to act as an effective strategic commissioner of SEND, the fear is that the respite will only be temporary."*

The SEND review, commissioned in 2019, aimed to address some of these disparities. Whilst publication has been delayed due to Covid-19, the need for systematic change is increasingly being recognised:

*"We know systemic change is needed across education, health and care if we are to improve outcomes, and better prepare young people with SEND effectively for adult life. We know the SEND system does not identify and respond to need quickly enough and is driving an adversarial climate where parents only feel confident their child will get the same opportunities as every other pupil through an EHCP (Education Health and Care Plan), which in turn is driving up unsustainable pressure on budgets."*

**Vicky Ford, MP, Minister for Children and Families, ADCS Conference July 2021**

*"The SEND Review continues to work with system experts to make sure we are designing a system fit for the future. We are drawing on the best evidence available to review the system, including the consideration of existing legal entitlements, before publishing proposals for public consultation."*

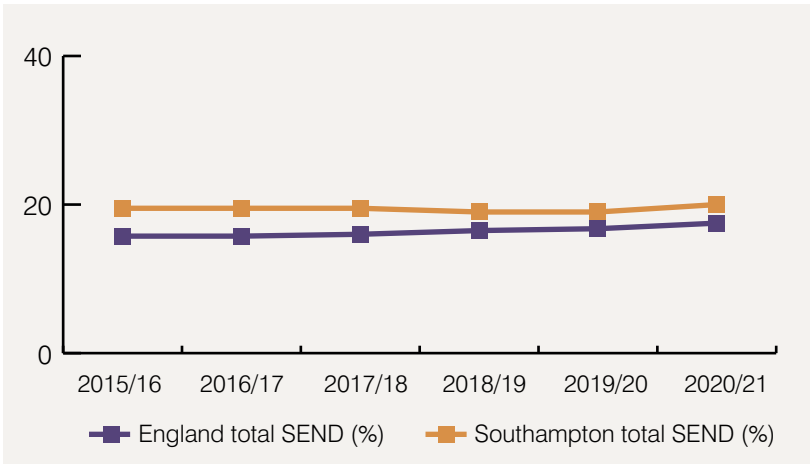
**Vicky Ford, MP**

It is within this context of growing pressure, challenges to budgets and recognition of the need for system change that a SEND Strategy for the next five years will need to be able to flex and respond.

The SEND system is complex, multi-factorial and cuts across all agencies and age phases. With significant change potentially on the horizon, this strategy outlines some key areas of focus that can be delivered and when taken together, will have an impact on the cost and sustainability of provision long term in Southampton. It calls on all partners from education, health, social care, parents, young people and the voluntary sector to take responsibility for the shared ownership of SEND and ensure that the children and young people of Southampton have access to an offer that all can be proud of.

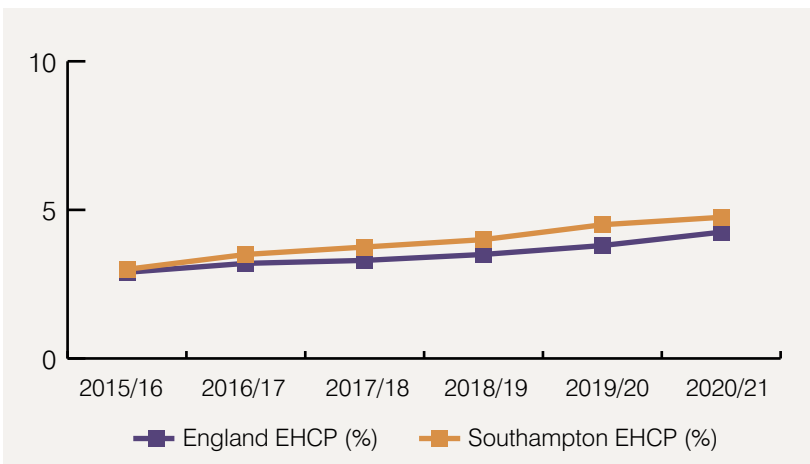
# SEND Data

**% Children with SEND 2015 - 2021**



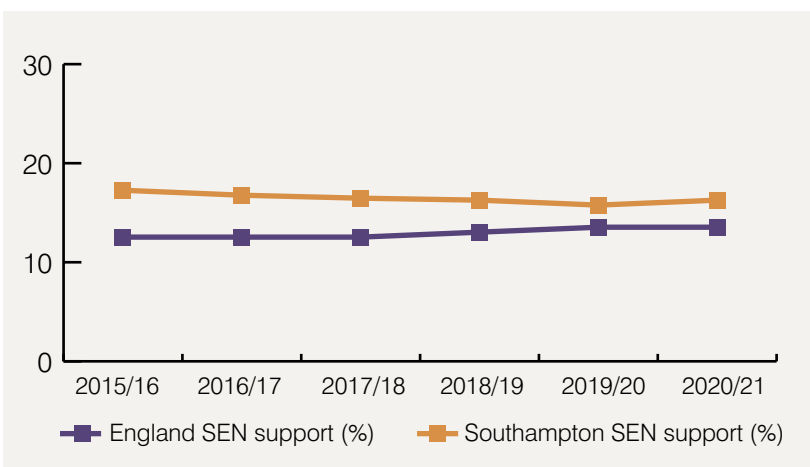
Whilst the number of children with SEND has been fairly constant over the last six years with a slight increase in 2020/21, the number of children with an EHCP has been significantly increasing each year since the SEND Reforms of 2014 and since 2016/17 has been consistently higher than the England average.

**% Children with EHCP's 2015 - 2021**



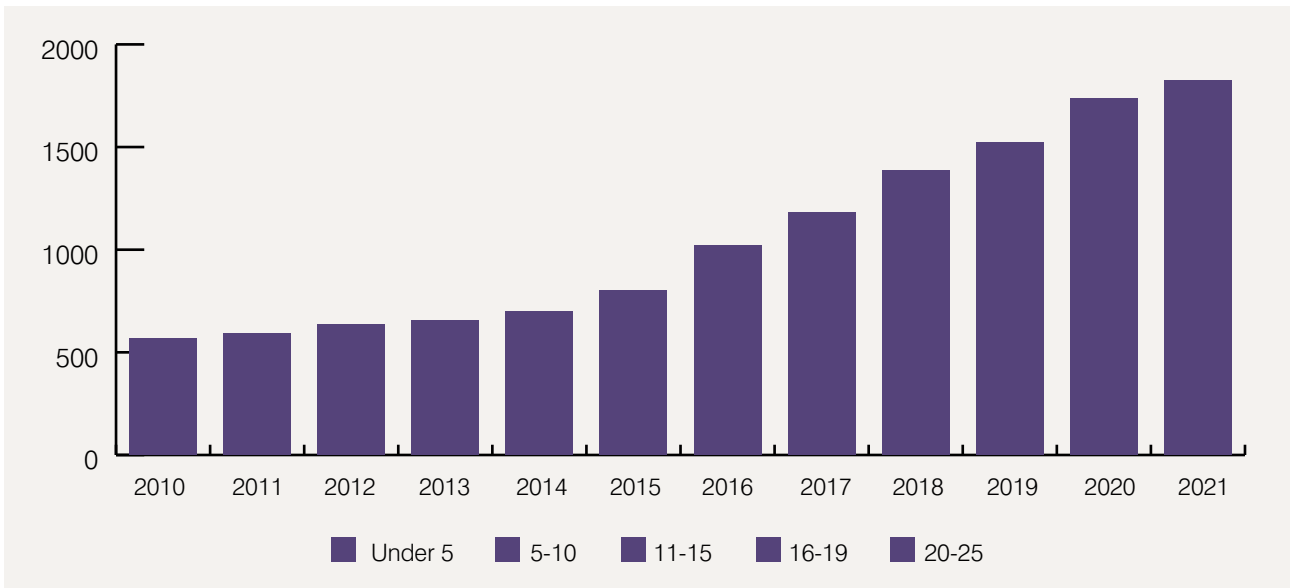
In contrast the number of children on SEND support has been steadily reducing as schools become increasingly skilled at managing children's needs.

**% Children on SEN Support 2015 - 2021**



(Source: Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK ([explore-education-statistics.service.gov.uk](https://explore-education-statistics.service.gov.uk)))

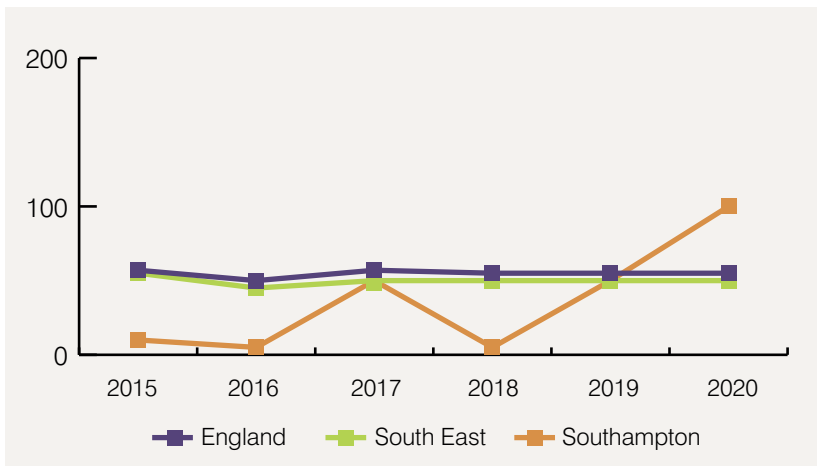
**EHCP's by age maintained by Southampton City Council 2010 - 2021**



(Source: SEN2 Return)

The increasing number of EHCPs has been seen across all age groups but most significantly in Post 16 and Post 19.

**Rates of EHCPs issued within 20 weeks (excluding exceptions)**



(Source: SEN2 Return)

Due to the hard work of the SEND Team all EHCPs excluding exceptions are now issued within 20 weeks.

FORECAST INCREASE IN EHCPs MAINTAINED BY SOUTHAMPTON CITY COUNCIL 2022-2029												
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>No of EHCPs maintained by SCC (SEN2 Return)</b>	567	593	634	655	701	803	1021	1181	1387	1522	1736	1826
<b>% increase</b>		5%	7%	3%	7%	15%	27%	16%	17%	10%	14%	5%
			<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>		
<b>No of EHCPs maintained by SCC (forecast)</b>			2008	2209	2430	2600	2782	2977	3185	3408		
<b>Based on 10% increase to 2024 and 7% thereafter</b>			10%	10%	10%	7%	7%	7%	7%	7%		

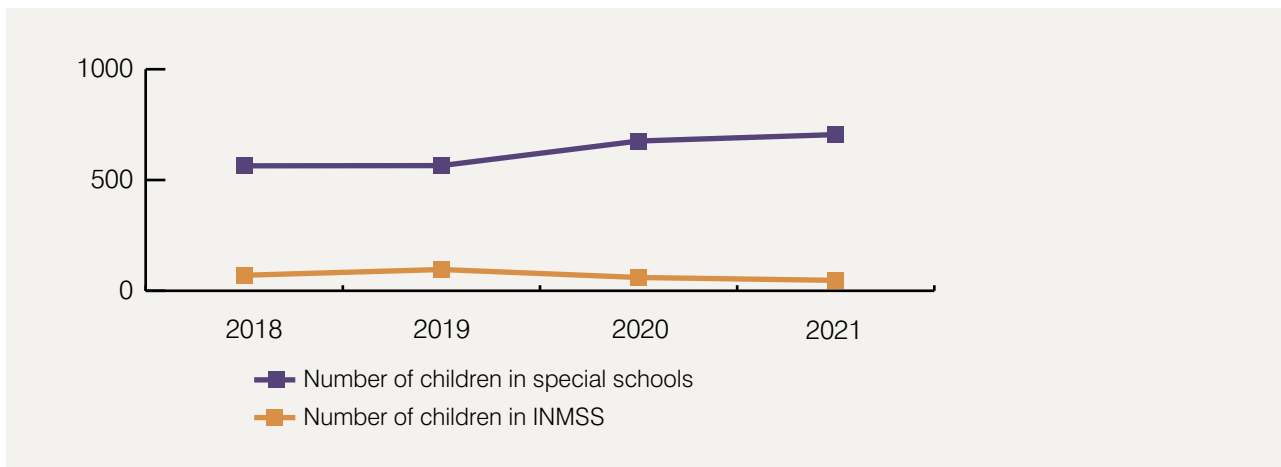
(Source: Based on Southampton SEND Strategic Review 2017/18 forecasts, updated annually following submission of SEN2 Return)

The SEND Strategic Review 2017/18 predicted that EHCP numbers would continue to increase before beginning to plateau once the reforms were fully embedded. The increases seen each year since then have exceeded predictions with forecasts being updated accordingly. The lower percentage increase in 2021 was due to a cleansing exercise which removed many children who were no longer in education, employment or training or where the plans had been ceased but not updated on the database. Further focused work on all young people post 16 will ensure that plans are only in place for those young people who need them.



## Placement

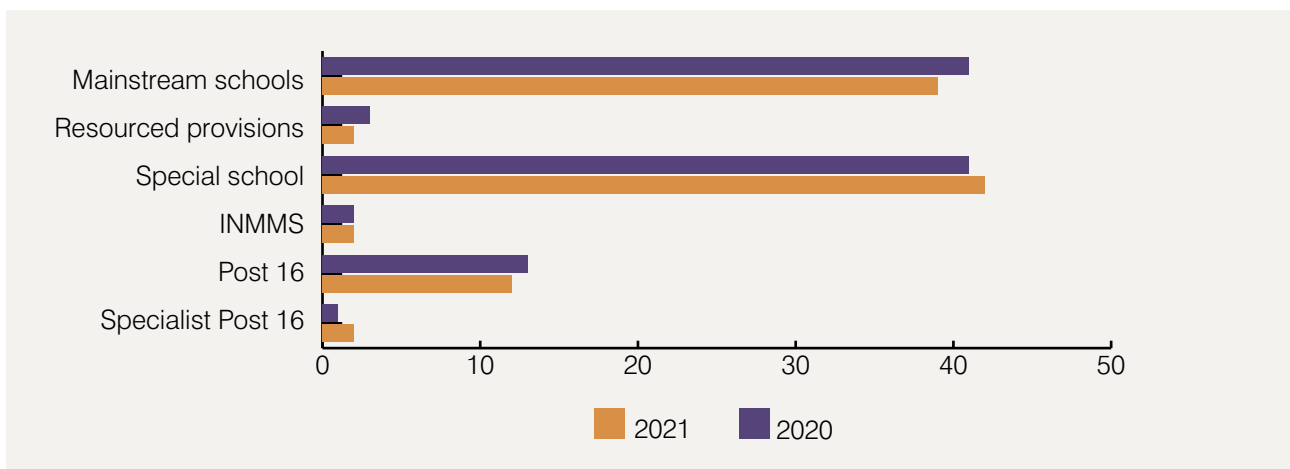
### Number of Southampton children in special schools



(Source: SEN2 Return)

The increase in special school places has resulted in a slight decrease in children placed in high cost out of city school

### Percentage of Southampton children with EHCPs by placement

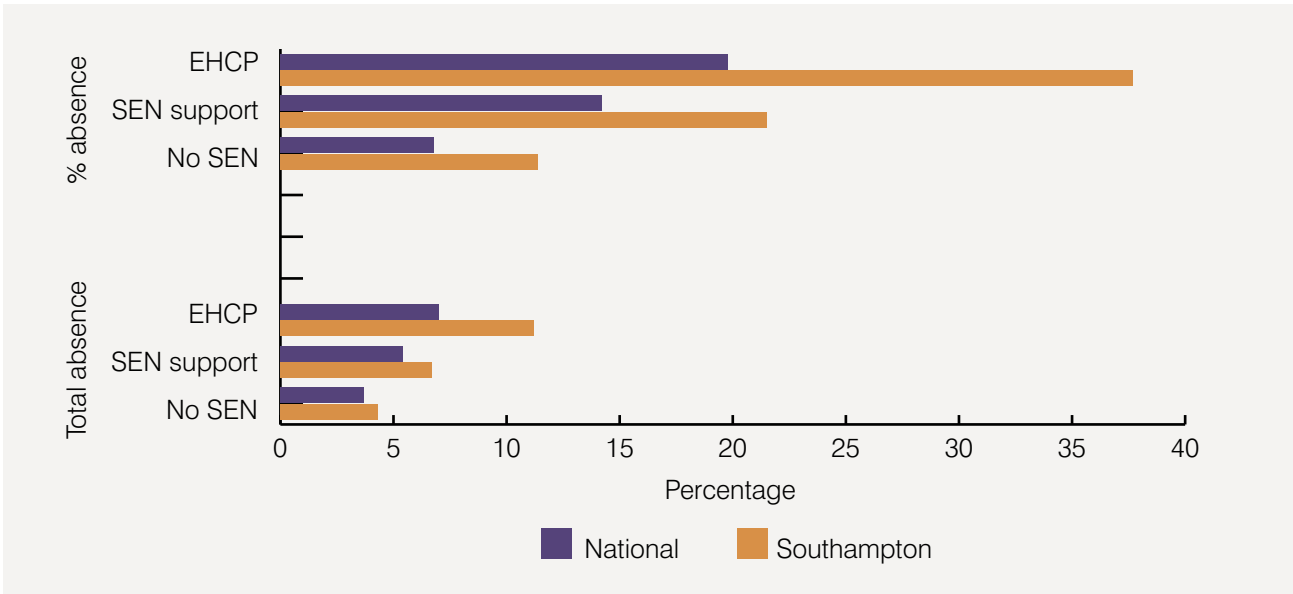


(Source: SEN2 Return)

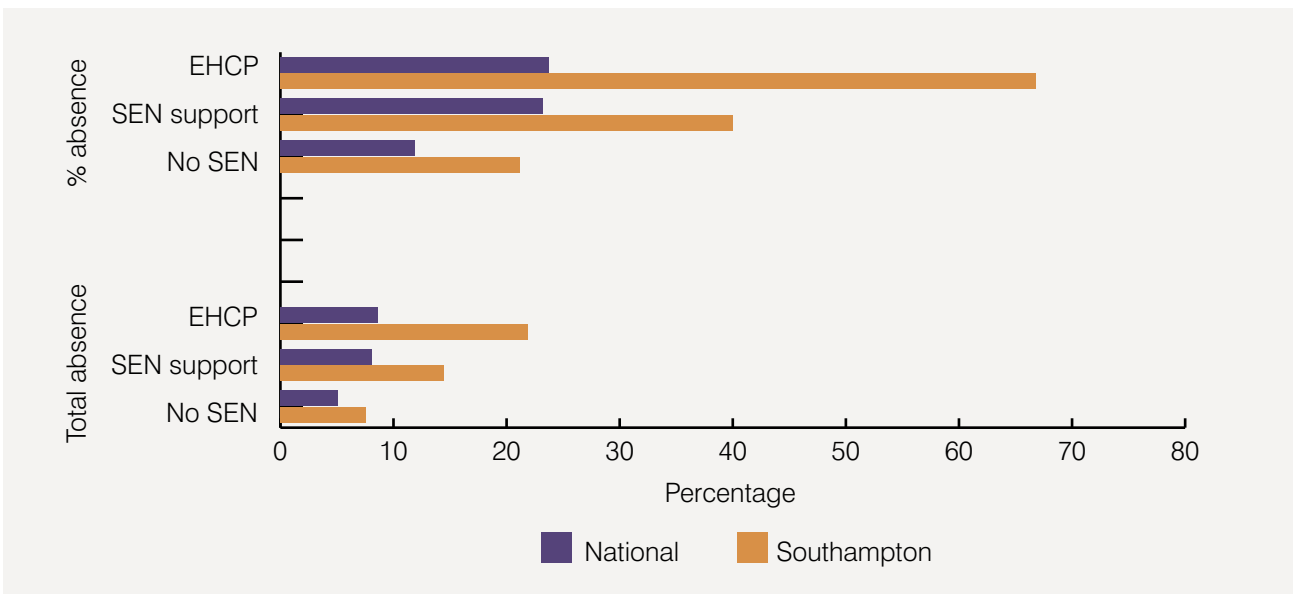
Children are currently placed mostly in mainstream or special schools

## Attendance

### Southampton Primary school absence 2020/21



### Southampton Secondary school absence 2020/21

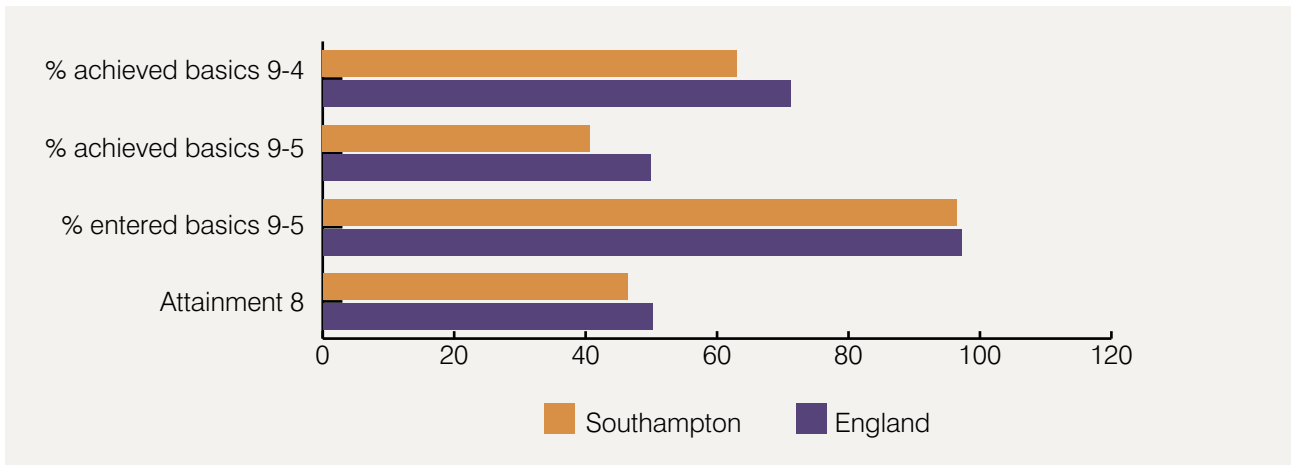


(Source: SCC data team. NB: The National data covers 2018/19 and is the latest relevant data published by the DfE with the Statistical First Release)

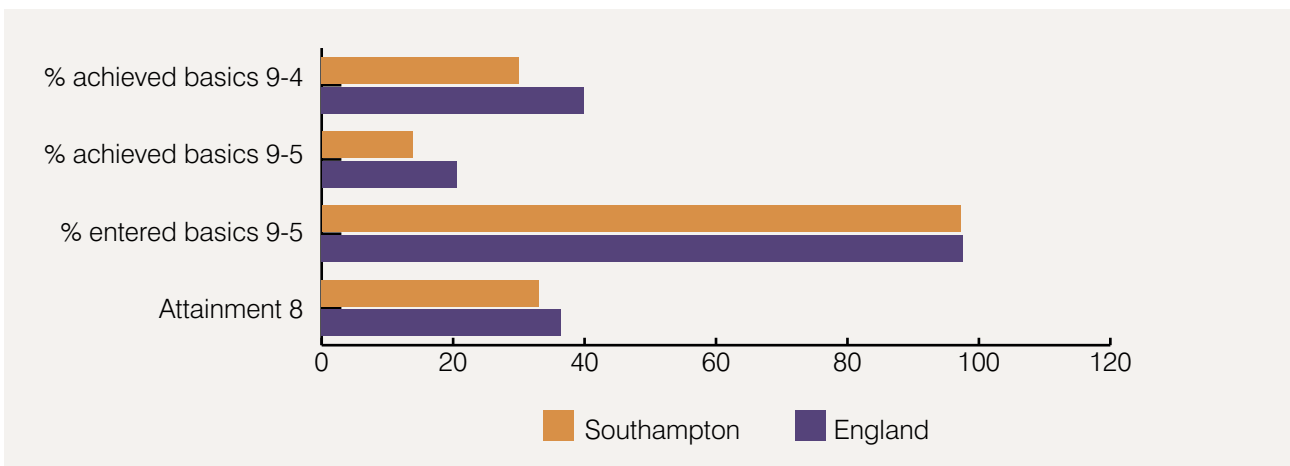
Southampton school's absence rates are higher than national for all children regardless of need but for children with an EHCP or on SEND Support absence rates are significantly higher than national and for children without SEND. This is of particular concern in secondary schools where persistent absence of children with an EHCP increases to 66.

## Attainment

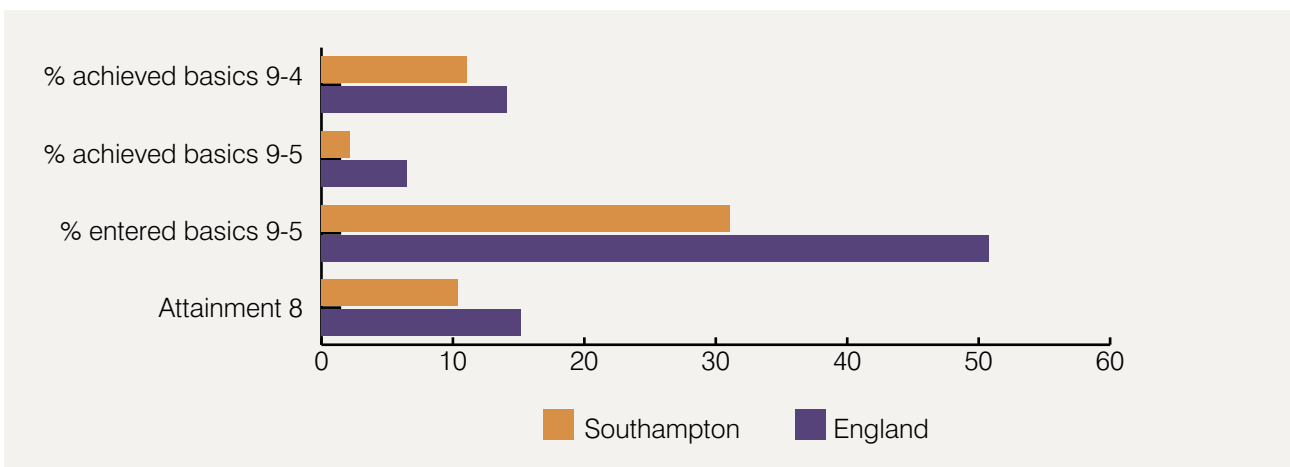
### Non-SEND KS4 attainment data 2020



### SEN support KS4 attainment data 2020



### EHCP KS4 attainment data 2020

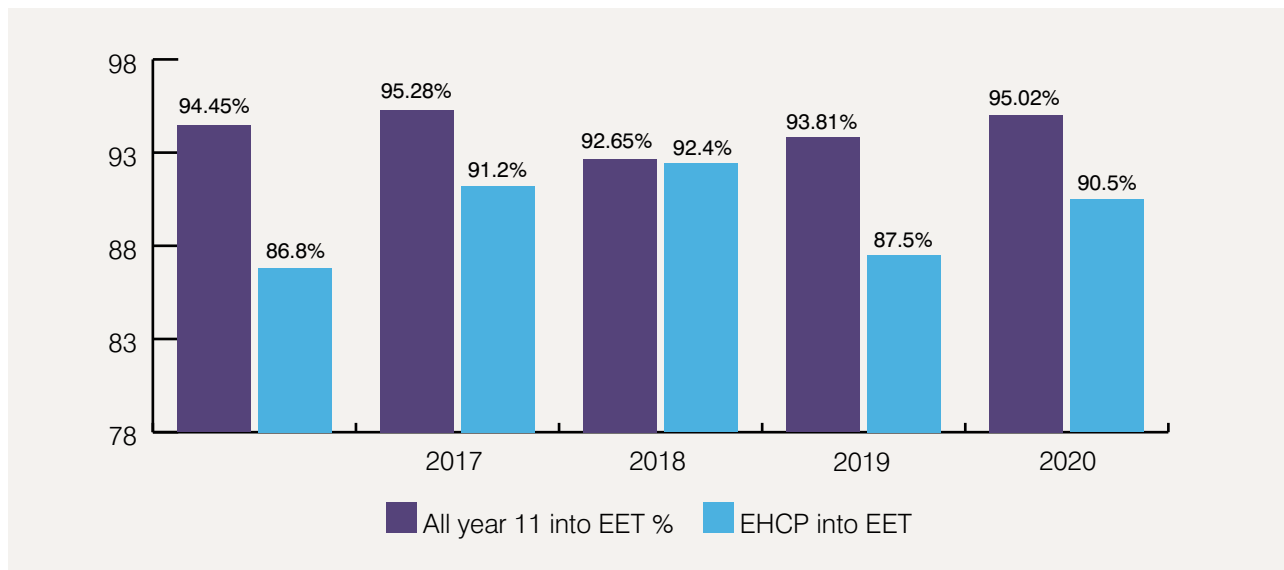


(Source: SCC Data Team)

Southampton pupils perform less well than national regardless of need.

## NEET (Not in education, employment or training) data

### Year 11 post-16 progression survey data

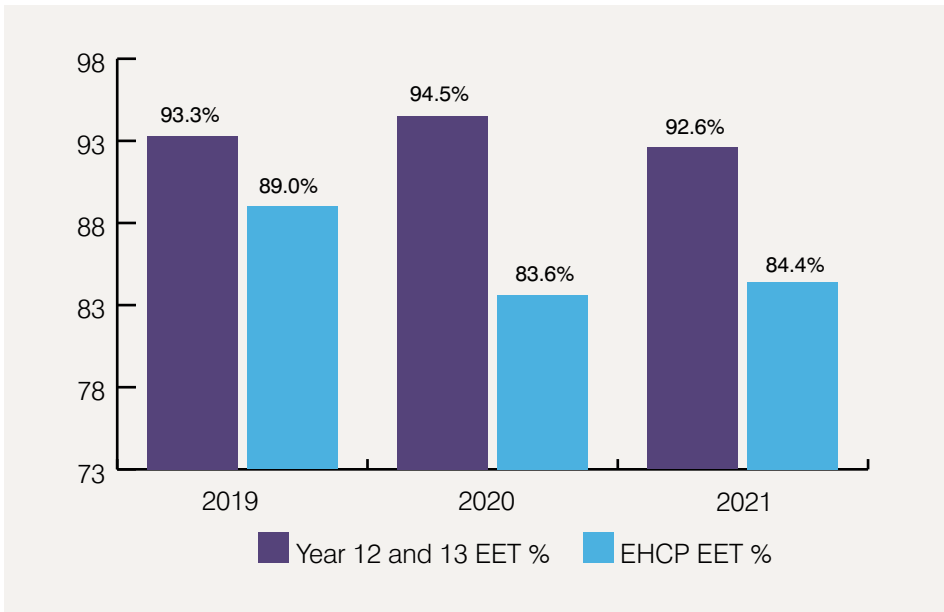


The numbers of children in Southampton with an EHCP who are not in education, training or employment is lower than those who do not have an EHCP.

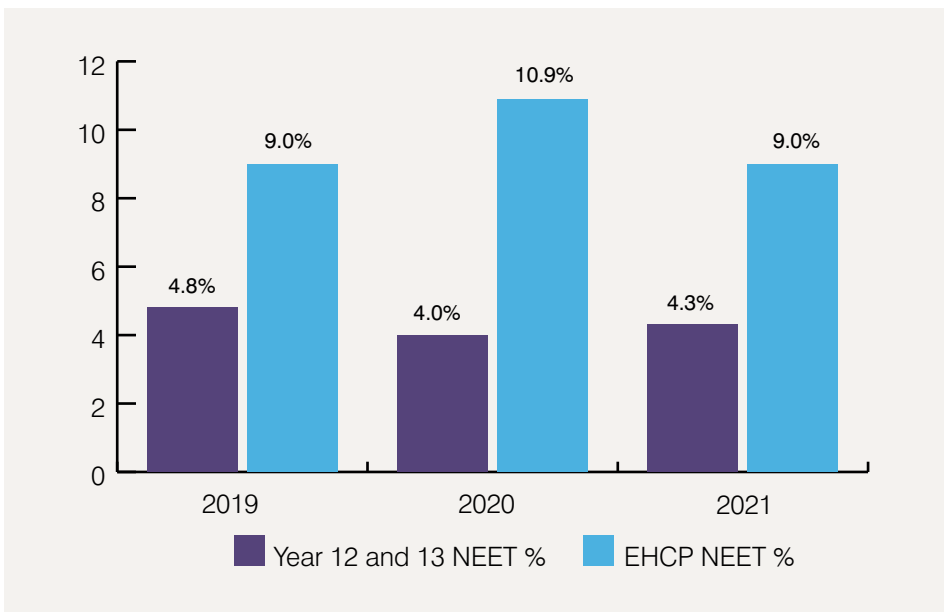




### Year 12 and 13 cohort into EET – from February DfE submission

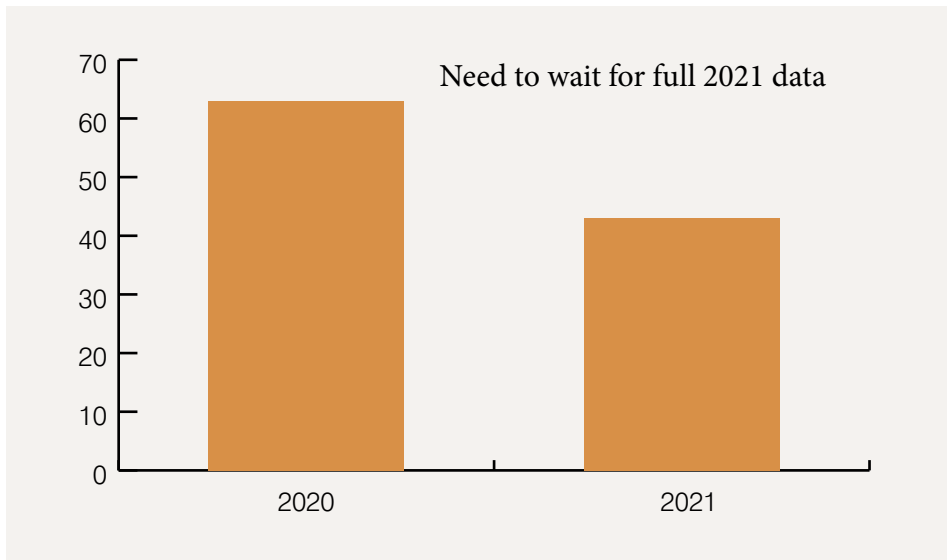


### Year 12 and 13 into NEET – from February DfE submission



## Tribunal data

### Number of appeals lodged with tribunal



(Source: SCC SEND Team)

The number of appeals has been increasing year on year since the SEND Reforms 2014.

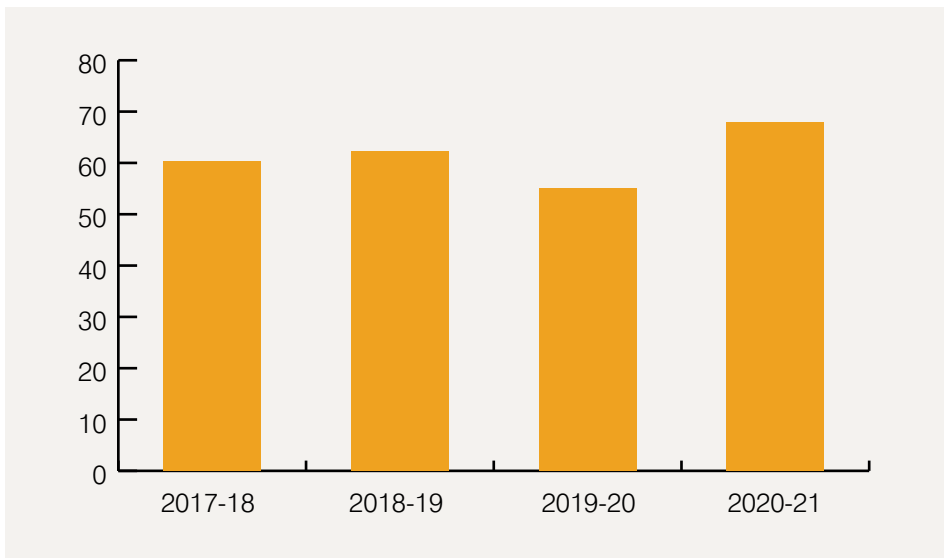


## Health data

Autism Assessments	Number waiting for an assessment September 2021	Longest wait
	160	18 months

*“The numbers waiting as at September 2021 are lower than would usually be expected owing to the waiting list being paused for a six-month period in 2021 whilst the service undertook work to improve the pathway. However, an external provider has been commissioned to support with ongoing assessments for the next six-months and so it is expected that the waiting list will reduce further despite new referrals being received. Work is continuing to identify need and future demand with a view to ensuring improvements are sustainable in the longer term.”*

### % of GP practices able to offer 14+yr olds learning disability health checks



(Source: Southampton City CCG)

The number of GP practices offering Learning Disability health checks to 14-year-olds and above has been steadily increasing.



Priority 1	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<b>Early Years</b>	<i>In 2017 you asked us to ensure timely access to assessments and services. So we established an Early Years Panel to ensure that all children who have or may have SEND or complex health needs are identified and have their needs met with gaps in provision identified and reported to the SEND Partnership Forum. For the next five years we want to achieve the following:</i>		
	We want SEND children to have access to high quality, inclusive provision where they can be supported by practitioners with skills and knowledge matched to their ever increasing and complex needs	<ul style="list-style-type: none"> <li>• Settings will be adequately supported to meet the needs of all children with SEND</li> <li>• We will deliver the Dingley's Promise inclusion training for all practitioners</li> <li>• We will review the reach and support provided by the early years advisory teachers, including the training offer and graduated response</li> <li>• We will review the reach and support provided by the portage team</li> </ul>	<ul style="list-style-type: none"> <li>– No of practitioners within each service attending Dingley's Promise training each year (five year programme)</li> <li>– Nos of SENDCos gaining level three SENDCo accreditation each year</li> <li>– EYATs caseloads (area SENDCo role) – reviewed annually</li> </ul>
	We want to increase the take up of the early years offer across all children with SEND	<ul style="list-style-type: none"> <li>• We will ensure that children with SEND are identified early through the Early Years Panel</li> <li>• We will develop a multi-agency training offer to children's centres</li> <li>• We will encourage parents to take up the early years education offer</li> </ul>	<ul style="list-style-type: none"> <li>– % of eligible two year olds and three and four year olds accessing early years provision</li> </ul>
	We want there to be a clear and effective offer available for children with speech, language and communication needs	<ul style="list-style-type: none"> <li>• We will deliver a city wide campaign around the importance of speech, language and communication to support the Every Child a Talker Programme (ECAT)</li> <li>• We will review the offer to children with specific language impairment</li> <li>• We will ensure the continuation of a robust universal offer (ECAT) to support the development of speech, language and communication</li> </ul>	<ul style="list-style-type: none"> <li>– No of settings trained to deliver ECaT</li> </ul>
	We want all families of children with highly complex needs to have access to early support, assessment and intervention	<ul style="list-style-type: none"> <li>• We will take forward proposals for the development of an early years multi-agency complex needs offer – zero to five one stop shop for information, advice, support, assessments, therapy, early education, family support and training</li> </ul>	<ul style="list-style-type: none"> <li>– A clear multi-agency offer of provision for children with complex needs will be available</li> </ul>
	We want children who present with complex behaviours and their families to have access to a multi-agency early years offer to enable the development of an understanding of their needs and support the development of skills	<ul style="list-style-type: none"> <li>• We will take forward proposals for the development of an early years ASD/SEMH/behavioural offer - zero to five multi-agency one stop shop for information, advice, training, support, assessments, therapy, outreach, early education, family support and training</li> <li>• We will explore the development of an offer for children with sensory processing difficulties including training and resources</li> <li>• We will increase the training and development offer for early years staff to improve their understanding of, and ability to, effectively support the social, emotional and mental health needs of the under fives.</li> <li>• We will ensure the offer developed is wrap around – supporting the child and family at home and in the education setting</li> </ul>	<ul style="list-style-type: none"> <li>– A clear multi-agency offer of provision for children with complex behavioural needs will be available</li> <li>– No of settings which complete the bronze level Healthy Early Years Award in mental health and wellbeing</li> </ul>

Priority 1	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	We want children with SEND and/or complex health needs and their families to experience a smooth transition to pre-school education and from pre-school to school	<ul style="list-style-type: none"> <li>•The Early Years Panel will ensure that children's needs are highlighted early and notified to relevant professionals and services</li> <li>•We will embed consistent support for transitions of children with SEND, including those with complex health needs.</li> <li>•The specific needs of children with complex SEND and/or health needs will be identified and considered well in advance of transition to school to ensure that transition plans and arrangements are in place involving parents as partners.</li> <li>•Feedback will be sought annually from parent carers and schools to continually improve practice</li> </ul>	– Evaluations from schools and settings on transition into school at Year R

Priority 2	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<b>Right support at right time</b>	<p><i>In 2017 you asked us to improve and promote the Local Offer website (available on the Southampton Information Directory) to increase awareness of the Local Offer. So we commissioned Rose Road to undertake work over 2021/22 to update and refresh the Local Offer to ensure it meets the needs of parents, carers and young people with SEND and is presented in a variety of accessible formats.</i></p> <p><i>You also asked us to work with voluntary and community groups as partners, to develop a greater level of support to children and young people and their families. So we ensured that the Parent Carer Forum and SENDIASS is an active partner in all strategic partnership groups and workshops. The Parent Carer Forum also host regular interactive FaceTime sessions with the SEND service manager and other guest speakers, and Re:Minds run collaborative training and information sessions with CAMHS, educational psychology services. Parents have access to a range of support groups, YouTube videos, Facebook information.</i></p> <p><i>You asked us to embed person centred planning/approaches at SEND support level through workforce development. So we delivered co-production training to all schools with professionals invited. 50 professionals attended from primary and secondary schools, EP Service, Therapy Service, Health Visiting and Paediatrics. Feedback was positive with further workshops requested</i></p> <p><i>You asked us to review Education, Health and Care assessments and planning pathways to increase numbers of plans completed within 20 week statutory timescales. All EHCPs are now completed within the statutory timescale and EHCP assessment and co-production has improved over the last two years.</i></p>		
	We want children, young people and families to know where and how to access information, advice and support and understand what is on offer and as a result feel empowered to help themselves and take advantage of every opportunity	<ul style="list-style-type: none"> <li>•We will refresh the Local Offer to ensure that it is fit for purpose and is the 'go to' place for all information about SEND, providing a single point of contact for resources for families and professionals. It will be up to date, accessible, in different languages and a range of formats with digital forms of support.</li> <li>•Services will actively promote the Local Offer, the Parent Carer Forum, the SEND Advice and Information Service and other sources of information e.g. Healthier Together website</li> <li>•We will develop a volunteer programme of Local Offer parent navigators for those families who are hard to reach or require information to be delivered in person including the Autism Allies pilot for families of children with diagnosed or suspected ASD</li> <li>•Services and the Parent Carer Forum will monitor and develop their reach to ensure that all families have access to information, advice and support</li> <li>•We will develop a suite of resources including information videos to enable parents to access advice when they need it and to improve the accessibility of the Local Offer</li> <li>•We will ensure there is sufficient resource within the SEND Information and Advice Service (SENDIASS) in line with need</li> </ul>	<ul style="list-style-type: none"> <li>– Parent carer feedback</li> <li>– SENDIASS reports</li> <li>– No of people accessing Local Offer website</li> <li>– Evaluation of key themes searched for on Local Offer</li> </ul>

Priority 2	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	We want to ensure that parents are given the opportunity to put forward their thoughts and feel listened to, respected for the knowledge they bring of their child and treated as equal partners in assessing, planning, delivering and evaluating any provision	<ul style="list-style-type: none"> <li>• We will develop a programme of parent carer led training for professionals to improve understanding of lived experience and collaborative working</li> <li>• We will develop a range of feedback mechanisms across service areas to assess parent/carer satisfaction with service provision e.g. annual survey</li> </ul>	– Parent carer feedback Reduced number of appeals and tribunals
	We want parents to have confidence in local provisions	<ul style="list-style-type: none"> <li>• Parents and carers will be included in the service design, development, training and evaluation of the SEND local offer</li> <li>• Feedback will be regularly and routinely sought to inform practice and provision</li> </ul>	– Reduction in number of appeals and tribunals
	We want parents and carers to have access to a parent carer assessment of their needs if required	<ul style="list-style-type: none"> <li>• We will establish a SEND Youth Forum</li> <li>• We will develop a website with, and for, young people with SEND</li> <li>• We will include young people with SEND on recruitment panels for the SEND Service</li> </ul>	– Reduction in number of appeals and tribunals
	We want young people with SEND to have a voice and contribute to the design, development and delivery of services	<ul style="list-style-type: none"> <li>• We will develop a rolling multi-agency training programme for the wider workforce to include early help and young people's teams</li> <li>• We will develop autism champions in all schools to share resources and celebrate inclusion</li> <li>• We will cascade the learning from the Autism in Schools Project to improve the experience of children with autism in mainstream schools and services</li> <li>• The Jigsaw service will be re-modelled to provide a more flexible offer of support to any child who requires specialist input for a period of time e.g. continence, sleep. It will wrap around the early help provision providing training and advice to early help workers enabling those professionals who are already working with the family to continue to do so without needing to refer on to a specialist team.</li> </ul>	– Reduction in demand on specialist services
	We want all families of children with suspected or diagnosed autism and ADHD, and practitioners to have access to information, support and training. We want parents to be involved in the delivery of programmes as experts by experience	<ul style="list-style-type: none"> <li>• We will develop a continuum of early intervention support to focus on increasing levels of information, advice and support e.g. Autism Hampshire workshops, neurodiversity awareness and education manual; ensuring there is a range of parenting resources / programmes available e.g. Early Bird, Cygnet and the New Forest Parenting Programme.</li> <li>• We will develop a peer support offer for families requiring additional support – Autism Allies pilot</li> <li>• We will implement the Autism in Schools Project in selected schools to pilot a more inclusive approach to training and development, whole school policies and support, working with the Parent Carer Forum, which can then be rolled out across the city</li> </ul>	– Evaluation of training provided including numbers of parents and professionals involved Parent carer feedback
	We want families to have direct access to specialist more bespoke individualised advice and support when required	<ul style="list-style-type: none"> <li>• We will review the outcomes of the EP telephone advice line to determine future provision</li> <li>• We will develop a whole family / setting positive behaviour service that intervenes earlier and provides a toolbox of strategies to prevent escalation. This service will link with provision currently available from health, social care and education services to provide a continuum of provision</li> <li>• We will continue and further develop advice clinics to ensure parents are able to access 1:1 advice with CAMHS</li> </ul>	– Evaluation of services accessed and outcomes

Priority 3	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<b>Inclusion</b>		<p><i>In 2017 you asked us to develop protocols to support and challenge schools to promote and encourage inclusivity and build good practice. So we developed an Inclusion Charter to be launched following design work. An Inclusion Audit and Inclusion Guidance have also been developed and will be launched in line with the Charter. Work is underway to develop autism champions in schools – 25 schools have signed up so far. You also asked us to improve attainment, progress and attendance and reduce exclusions for children and young people with SEND.</i></p> <p><i>Educational attainment at KS2 for pupils with SEN has increased to 8% and is nearing the national average of 9%. For those pupils with an EHCP, attainment at KS2 has plateaued at 29% but is still above the national average of 25%. Attendance has improved over the lifespan of the strategy for pupils with an EHCP, with total absence reducing from 9.49 ⇨9.14%. Unfortunately for pupils on SEN Support absence rates have increased from 6.72 ⇨7.12%. A pilot to develop individual pathways in secondary schools as an alternate to alternative provision has been successful and rolled out to all secondary schools in the city. This has resulted in a significant reduction in the number of pupils per 100 with an EHCP who have received fixed period exclusions - 19.15 ⇨10.42 and has seen a small reduction in those pupils on SEN Support who are permanently excluded - 0.28 ⇨0.14. This pilot has still to impact on fixed period exclusion of pupils on SEN Support where the numbers per 100 have increased from 12.02 ⇨12.75; and pupils with EHCPs who are permanently excluded which has increased per 100 pupils from 0.1 ⇨0.33 (All data is a comparison between 2017 and 2019)</i></p>	
	We want children to attend and be included in their local mainstream school, where appropriate, where they will thrive and achieve	<ul style="list-style-type: none"> <li>• We will work to ensure that high quality inclusive practice, using the 'SEND first' approach, is embedded in all schools through a shared understanding of what inclusion is (Inclusion Charter); city-wide use of the inclusion audit to highlight what good inclusion looks like and drive up practice; demonstration of successful inclusion in practice through sharing of case studies via the inclusion guidance; understanding of good practice with regard to readiness for transition</li> </ul>	– Mapping of placement of children with SEND, exclusions, managed moves, achievement
	We want city wide ownership and responsibility for children and young people with SEND	<ul style="list-style-type: none"> <li>• We will develop a joint understanding across agencies and settings of the offer available to maximise the impact of the collective resources available, working collaboratively to engender parental confidence in the system and the support provided for their child</li> <li>• All partners will play their part in delivering a SEND System that is effective, efficient, sustainable and rated highly by parents and children and young people</li> <li>• Southampton Inclusion Partnership will continue to provide training and support</li> </ul>	<ul style="list-style-type: none"> <li>– Reduced waiting times due to reduced demand on specialist services</li> <li>– Feedback from parents and professionals on efficiency and effectiveness of pathways of provision</li> </ul>
	We want early years settings, mainstream schools and post 16 providers to feel adequately supported, confident and competent to meet the needs of children and young people with a wide range of SEND	<ul style="list-style-type: none"> <li>• A support programme will be developed for mainstream schools to include: <ul style="list-style-type: none"> <li>o The Inclusion Guidance</li> <li>o An outreach offer</li> <li>o Training</li> <li>o Access and advice to specialists when required</li> </ul> </li> <li>• Advice, training and resources will be provided to schools to support them in their understanding and management of children with sensory processing difficulties</li> <li>• Neurodiversity champions (expanding on autism champion programme), working with CAMHS, will be rolled out to all schools</li> <li>• A behaviour support service will be developed to work with early years settings, schools and families</li> <li>• Children and young people with increasingly complex health needs will be supported by an integrated and robust health offer</li> <li>• Learning from the Autism in Schools Project will be shared across all schools</li> </ul>	– Annual survey of settings on inclusion support and outreach



Priority 4	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<b>A local offer that meets the wide range of needs within the city</b>	<i>In 2017 you asked us to ensure there were sufficient places in schools following the forecast of need. So we increased the number of special school places from 530 to 707 (2017 – 2020); we developed a special school expansion and reconfiguration programme (currently at feasibility stage); we developed three Springwell Resourced Provisions and a secondary Autism Resource Base. We have also established an annual review of SEND needs and provision and a re-fresh of forecasts to inform future planning, reporting into the Southampton SEND Partnership Forum and JSNA.</i>		
	We want the special school expansion, refurbishment and reconfiguration programme to be completed with the aim of creating an additional 338 places in local special schools by 2026.	<ul style="list-style-type: none"> <li>• Following consultation, and subject to funding, we will proceed with the expansion and reconfiguration of specialist provision within Southampton to create 220 secondary complex needs places, 50 post 16 complex needs places, 20 primary SEMH places and 48 secondary SEMH places.</li> <li>• We will develop an offer for children who exhibit high levels of anxiety and school refusal</li> </ul>	<ul style="list-style-type: none"> <li>– Number of special school places available to meet demand</li> <li>– Reduction in CYP placed in independent non-maintained special schools</li> </ul>
	We want girls with SEMH and ASD to have access to appropriate provision	<ul style="list-style-type: none"> <li>• Training on the identification of ASD and SEMH in girls will be developed and rolled out to all early years settings and schools</li> <li>• Secondary SEMH provision for girls will be developed</li> </ul>	<ul style="list-style-type: none"> <li>– SEMH and ASD provision for girls available within Southampton</li> <li>– Reduction in girls placed in independent on-maintained special schools</li> </ul>
	We want an integrated multi-agency offer to be available within all special schools including a transparent and equitable health offer to all schools	<ul style="list-style-type: none"> <li>• A health core offer will be matched to each resourced provision, special school based on their designation and core offer</li> </ul>	<ul style="list-style-type: none"> <li>– Health offer to schools matched to need</li> </ul>
	We want a more flexible offer to be available with the development of mainstream-plus options including resourced provisions/ SEN Units within mainstream schools and an expanded outreach offer	<ul style="list-style-type: none"> <li>• Primary and secondary schools will be invited to host resourced provisions/SEN Units for children with autism, SEMH and physical disability</li> <li>• The current outreach offer will be reviewed and developed to ensure that schools feel adequately supported and every child's needs are met</li> </ul>	<ul style="list-style-type: none"> <li>– Continuum of provision in place e.g. resourced provisions, SEN Units</li> </ul>
	We want social care input into the EHCP process to be evident	<ul style="list-style-type: none"> <li>• All social care staff will receive training on SEND and EHCP processes</li> <li>• Senior social care management will be involved in EHCP auditing processes</li> <li>• Social care staff will be included on decision making panels</li> </ul>	<ul style="list-style-type: none"> <li>– Social Care involvement evident in all EHCPs as demonstrated through EHCP audit process</li> </ul>
	We want to have implemented the recommendations from the National All age Autism Strategy	<ul style="list-style-type: none"> <li>• The Southampton All Age Autism Strategy will be refreshed to include the recommendations from the national and regional strategies</li> </ul>	<ul style="list-style-type: none"> <li>– National Autism Strategy recommendations implemented</li> </ul>
	Better service access and outcomes for children with special educational needs and disabilities who are involved in the criminal justice system	Collaborative work between the Special Educational Needs and Disabilities Service and the Youth Offending Service	<ul style="list-style-type: none"> <li>Evidence of strategic oversight through the Youth Justice Management Board.</li> <li>Evidence of effective Education, Health and Care Planning through joint audits.</li> <li>Improved education and youth justice outcomes for children in contact with the Youth Offending Service</li> </ul>

Priority 5	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<b>Mental and Physical Wellbeing</b>	<p><i>In 2017 you asked us to make reasonable adjustments where necessary to enable children and young people with SEND to have equal access to health services. Since then the number of GP Practices able to offer 14+ years old learning disability health checks (all ages) has increased from 60.3% →68% (2017/18 →2020/21)</i></p> <p><i>You also asked us to promote positive mental health and ensure improved access to services, including autism assessments, through an integrated approach. So the CAMHS team and Jigsaw have developed clinical posts which sit across the two services to promote identification of mental health needs in children and young people with SEND. This includes a nursing post and clinical psychology as well as a consultant psychiatrist with some dedicated sessions. The autism assessment service has been redesigned to make the best use of the capacity that is available. There is a growing recognition in the city that the needs of children and young people with social communication needs are able to be met outside of a diagnosis and the work of the task and finish group for autism assessments has contributed to this culture by considering how families can have access to 'specialist' practitioners at the earliest possibility. Examples of this include working with Re:Minds for drop-ins.</i></p> <p><i>Specially connected to ASC and the education psychology service running a consultation line for parents/carers. Parent led intervention groups are being rolled out which will increase the availability of service provision relevant to need which families can access within early help.</i></p> <p><i>Task and finish groups in the city connected to autism and ADHD have come together under the umbrella of a Neurodevelopmental Group. We have increased the skill set in CAMHS practitioners in delivering evidence-based interventions for CYP with learning disability and autism through recruitment to posts connected to the University of Exeter who are delivering training in this area.</i></p> <p><i>You asked us to ensure robust safeguarding monitoring for children and young people with SEND placed out of area. Now SEND Officers attend all annual reviews of children with SEND in out of city schools. The virtual school monitor all children who are looked after in out of city schools (including those with SEND).</i></p> <p><i>Finally, you asked us to review the short breaks offer, ensuring that it offers opportunities for the whole range of needs and is equitable and fair. So we undertook a review of the short breaks offer in 2017 which gave rise to the DPS and max card arrangements we have now. There is more work needed to ensure it covers the whole range of needs (more providers and specialisms in particular areas, e.g. neurodiversity). Training has been delivered to PACT teams around the short breaks offer for children with SEND, which has increased the number of referrals significantly.</i></p>		
	<p>We want Southampton to be an inclusive city that respects and values difference</p>	<ul style="list-style-type: none"> <li>• We will work to ensure that the Inclusive Education Charter is embraced and embedded across all settings, building on being a Child Friendly City</li> <li>• We will implement the recommendations from the national all age Autism Strategy</li> <li>• Partners across the city will work together to make Southampton an inclusive city for all across all sectors</li> <li>• The Autism Strategy Group (or equivalent) will have an agenda informed by parents, carers and CYP and key stakeholders. The strategy group will report to the Southampton SEND Partnership Forum and Children and Young People's</li> </ul>	<ul style="list-style-type: none"> <li>– Parent feedback</li> <li>– CYP feedback</li> <li>– Inclusion Audit Q</li> <li>– Even distribution of EHCPs across all settings subject to catchment areas</li> </ul>
	<p>We want CYP with neurodevelopmental differences to have a clear offer of support available to them and their families</p>	<ul style="list-style-type: none"> <li>• A range of parent interventions will be rolled out across the city e.g. Early Bird, Cygnet, New Forest Parenting Programme</li> <li>• Access to specialisms will be available at the front door with increase drop ins through Reminds with CAMHS, Adult MH Services and Jigsaw</li> <li>• The outcomes of the Autism in Schools Project will be rolled out across the city</li> <li>• Staff within education settings will be supported to increase their skill set in managing children such as those with ADHD in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>– Take up of parent support offer</li> <li>– Parental feedback</li> <li>– Increase in number of school-led parent forums</li> <li>– Increase confidence in schools</li> </ul>
	<p>We will target the health and wellbeing of children and young people with SEND to support them in leading healthy, active lives, reducing health inequalities</p>	<ul style="list-style-type: none"> <li>• The Healthy Early Years Award will be expanded to include Mental Health and Wellbeing Award</li> <li>• The number of settings achieving the award will be increased and the number of children in settings that have achieved the award will be monitored</li> <li>• The uptake of the annual health check for young people from age 14 upwards will be increased through increased promotion, targeting and information to families, schools and services</li> <li>• We will encourage and support the participation of all special schools in the Healthy Schools Awards</li> </ul>	<ul style="list-style-type: none"> <li>– Number of schools achieving Health EY / Schools Award</li> <li>– Increase in take up of annual health check</li> </ul>

Priority 5	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	We want children and young people to have a range of opportunities to participate and be enabled to do so	<ul style="list-style-type: none"> <li>• Staff who work with children and young people will be aware of and have an understanding of the specific needs of children and young people with SEND and make all reasonable adjustments to enable them to participate equitably.</li> <li>• An increasing number of settings and services will become SEND friendly.</li> <li>• The SEND Youth Forum will be established to represent CYP with a wide range of abilities</li> </ul>	– Social Care involvement evident in all EHCPs as demonstrated through EHCP audit process
	We want children and young people to be supported to access a range of activities and short breaks in mainstream and specialist settings	<ul style="list-style-type: none"> <li>• The short breaks offer will continue to be reviewed to ensure uptake, encourage new providers into the market and ensure that the offer is meeting the needs of all children and young people with SEND.</li> <li>• The short breaks offer available to children and young people and their families will be effectively publicised to ensure awareness and take up.</li> <li>• The reach of the short breaks offer to children and young people with a range of needs will be increased</li> <li>• New providers will have access to the right type of training, developed and delivered in partnership with the Parent Carer Forum, to support children and young people with SEND</li> </ul>	– Social Care involvement evident in all EHCPs as demonstrated through EHCP audit process
	We want children and young people who have experienced trauma and / or ACE to be understood and have their needs met	<ul style="list-style-type: none"> <li>• The city-wide approach to trauma informed practice will be applied to all CYP irrespective of abilities</li> </ul>	– Social Care involvement evident in all EHCPs as demonstrated through EHCP audit process
	We want children and young people with SEND to not be disproportionately involved in crime or unsafe behaviours	<ul style="list-style-type: none"> <li>• The additional risk factors for children and young people with SEND being exploited as victims or perpetrators of crime will be understood and actively used to identify those at risk and support their engagement in preventative programmes</li> <li>• All staff involved in the criminal justice system will be trained in how to recognise, communicate and manage the needs of children and young people with SEND</li> </ul>	– Social Care involvement evident in all EHCPs as demonstrated through EHCP audit process
	Understanding of the impact of COVID-19 on CYP with SEND and develop specific support packages for those who have been impacted negatively, with learning for the future identified and embedded in response plans	<ul style="list-style-type: none"> <li>• The positive and negative impacts of COVID on CYP with SEND will be identified including how providers responded and the learning for the future</li> <li>• Children who have been impacted negatively will receive targeted support</li> <li>• Provision will be developed for CYP who experience difficulty attending schools due to anxiety</li> </ul>	– Increased attendance / reduction in children missing education

Priority 6	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<p><b>Preparing for Adulthood - Employment; Independent Living; Friends, Relationships &amp; Community; Good Health (PfA Outcomes)</b></p>	<p><i>In 2017 you asked us to improve transition processes to support smooth transfer from children's services to adult services. So we developed and launched the Transition Pathway in February 2019. We updated information on the Local Offer and designed an audit tool to evaluate progress. We created a post for a personal advisor/preparation for adulthood support worker to improve engagement with education, employment and training (EET), health, social care and community PfA outcomes as well as improving outcomes for children leaving care.</i></p> <p><i>We re-named the Transition Operational Group, the Preparing for Adulthood panel, which brings together professionals from across children and adult services, health, education and social care, physical and mental health to plan and oversee individual transitions.</i></p> <p><i>Our parent groups, like Re:Minds (support group for parents of children with mental health issues and neurodiversity), started to run monthly adult mental health advice clinics for parents / carers – with adult mental health services attending regularly. We developed a IAPT (Improving Access to Psychiatric Therapies) pathway for young people transitioning from CAMHS. We started to roll out mental health support teams in schools and colleges – this will cover all of Southampton's colleges by January 2022.</i></p> <p><i>We worked with GPs to design and implement a transition care plan, including a crisis risk management plan for those young people who don't meet adult mental health criteria.</i></p> <p><i>You asked us to increase the number of young people aged 16-25 who remain in education, enter employment or take up other opportunities such as internships or volunteering. Unfortunately, the number of KS4 SEN pupils with EHCP going to or remaining in education &amp; employment/training overall has dropped from 85% ⇨80% (2017 ⇨2019) and is significantly below the national average of 90%.</i></p> <p><i>However, the number of KS4 SEN cohort still in education, employment or training at 17 (including special schools) has increased from 84% ⇨87% (2017 ⇨2019) and is now nearing the national average of 89%.</i></p> <p><i>You also asked us to develop a greater range of options to support independent living and community inclusion. Young people and their carers now have the option to explore independent living as part of their EHCP. New housing developments since 2017 have provided some young people with opportunities to increase their independence. We commenced Project Choice (Health Education England funded) with Portsmouth NHS Trust to deliver supported internships to some of Southampton's young people.</i></p>		
	<p>We want all young people to have a clear transition plan incorporating PfA outcomes embedded in EHCPs from year nine onwards</p>	<ul style="list-style-type: none"> <li>• We will re-establish the PfA workstream to embed the transition guidance and pathway previously developed to drive forward improvements in SEND provision for young people post 16 and post 19</li> <li>• Where plans are no longer required, they will be ceased in a timely way following discussion with the young person and parent/carers with a robust transition plan developed</li> <li>• Transition plans will be regularly reviewed as part of the annual review process and person-centred approaches will be used to support the young person to attend and/or inform the review</li> <li>• The focus of reviews in transition will be outcomes led with expectations of demonstrable progress towards the 4 PfA pillars.</li> </ul>	<p>–All young people have a clear transition plan</p>
	<p>We want effective transition planning across children's and adult services including social care, health services and mental health services</p>	<ul style="list-style-type: none"> <li>• A Transition lead will be appointed working across children's and adult social care to raise awareness, drive improvements in transition planning and ensure that a training programme is in place to support staff from both children's and adult's services, building a network of transition champions across operational teams</li> <li>• The SEND Partnership will carry out the PfA Transition Audit that will demonstrate areas of strength and areas for improvement which will form a specific PfA Improvement Plan</li> <li>• Adult MH services will launch a new ADHD pathway to support transition from CAMHS</li> <li>• The development of enhanced primary care mental health teams embedded within primary care networks will include a specific focus on improving transition for those young people who do not neatly meet the criteria for adult mental health services</li> <li>• The mental health support teams will be rolled out in colleges to include a specific focus on transition</li> </ul>	<p>– Improved timeliness of transition from children to adult services</p> <p>– Qualitative user feedback from parents and young people</p>

Priority 6	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	<p>We want pathways to adulthood to be in place and used to support transition planning</p>	<ul style="list-style-type: none"> <li>• A sub-regional educational offer will be developed with Hampshire and Portsmouth local authorities to support equality and breadth of opportunity</li> <li>• Local colleges will be supported to develop a broader offer of provision to meet a wider range of needs that is co-produced with young people and parent/carers</li> <li>• The number of specialist places for post 16 students with complex needs will be increased as part of the special school expansion programme</li> <li>• Young people and parents will be supported to assess potential options available</li> <li>• The regional rationalisation of post 16 education, led by the DfE, will be used to inform the future offer for Southampton young people</li> <li>• Specific transition guides will be co-produced and made available to young people and their parents/carers that describe the PfA offer for each of the areas so that key options are shared and understood</li> <li>• Young people will be supported to attend their annual review and/or have better quality input (e.g. by using person-centred tools). Resources to aid young peoples' participation in review meetings and a person-centred planning booklet will be made available for reviewers.</li> <li>• The use of direct payments and/or personal health budgets will be further developed so that as young people transition to adulthood there is a more personalised approach to their support</li> <li>• Providers supporting young people eligible for adult social care will increase personalised and outcomes focussed supports that seek to reduce health inequalities including wider/social determinants of health</li> </ul>	<ul style="list-style-type: none"> <li>– Improved timeliness of transition from children to adult services</li> <li>– Qualitative user feedback from parents and young people</li> <li>– Improved/extended offer available</li> </ul>



Priority 6	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	<p>We want the numbers of young people with an EHCP who are in education, employment or training (EET) to be in line with those without an EHCP</p>	<ul style="list-style-type: none"> <li>• The range and quality of educational provision for young people post 16 will be scoped and developed to enable more young people to access appropriate further education provision locally</li> <li>• A programme of education and awareness that seeks to raise aspirations and increase knowledge of the benefits of employment for all stakeholders, via a range of activities, such as improved communications, workshops and drop-ins will be designed with young people and parents/carers and delivered</li> <li>• Vocational profiling will be embedded into education, health and care plans and reviews</li> <li>• Locally driven employment programmes e.g. taster days, work experience, traineeships, supported internships, apprenticeships, will be developed in partnership with young people, families, education and social care practitioners, and employers (this can be captured within the specific employment transition guides) so that options are clear from year nine onwards</li> <li>• A stronger partnership will form with Solent Local Enterprise Partnership (LEP) who can support schools to develop improved careers guidance and employment programmes for young people. In addition, we will explore with Solent LEP wider options to support the development of micro providers and social enterprise within the health and social care sector and beyond.</li> <li>• Supported internship programmes and traineeships will be further developed, to include the development of programmes such as Project Choice offered within Southampton, by lead NHS Trusts</li> <li>• Southampton City Council and other leading public organisations will work in partnership to create work opportunities for young people</li> <li>• A supported internship and traineeship forum will enable the creation of work placements that will result in the young person being better prepared by the education provider (who understands what an employer needs), and better supported in the workplace (as employers gain greater understanding of support needs, job carving) as well as benefiting the young person.</li> <li>• Young people will have opportunities to benefit from the recently awarded Solent Get into Employment project delivered by Southampton City Councils employment support team in partnership with Princes Trust and Autism Hampshire. This is a 24-month intervention (starting in September 2021) offering employment support to people with autism, a mild to moderate learning disability or neuro-diverse conditions.</li> <li>• Effective tracking of young people will be introduced</li> <li>• Actions from the NEET (not in education, employment or training) Working Group will be implemented</li> <li>• Appropriate targeted support will be made available to young people who are NEET to re-engage with education, training or employment</li> </ul>	<p>– Reduction in NEET figures for those with SEND</p>

Priority 6	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	We want to support more young people in independent living	<ul style="list-style-type: none"> <li>• Schools and colleges curriculum will promote independence in relation to making choices, personal care, skills for living in your own home, online safety and safety in the home and community</li> <li>• Information about housing options will be co-produced with young people and parents/carers and actively promoted</li> <li>• Good strategic planning will mean that preferred housing options are developed for young people</li> </ul>	– Increase in young people living independently
	We want all young people to have friends, meaningful relationships and feel part of their community	<ul style="list-style-type: none"> <li>• Southampton will be an inclusive and safe city, where proactive support is given to young people and their carers to remove social and environmental barriers that may prevent the development of friendships, relationships and community supports</li> <li>• Solent NHS Trusts SHIELD (Sexual Health clinic for people with learning disabilities), as well as mainstream supports that provide advice and information to young people about relationships and sex, will be actively promoted</li> <li>• Young people will be given the opportunity to develop and keep friendships, including those from LGBTQ communities, who may need additional support as they grow into adulthood</li> <li>• Work will continue to develop 3rd party hate crime reporting centres in partnership with Spectrum</li> <li>• Hampshire police will actively recruit young people and their parent/carers in volunteer roles to their Hate Crime Independent Advisory Group (IAG), whereby they scrutinise police procedures/practices</li> <li>• Mate crime will be taken seriously, and young people and their carers will be able to access information and advice regarding this</li> <li>• Transformation will occur within the social care market, that supports a community connectors approach to support providing outcomes in this area</li> </ul>	– Feedback from young people

Priority 6	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
	We want all young people to stay healthy	<ul style="list-style-type: none"> <li>• More young people aged 14+ with a learning disability will be supported to access their annual health check and we will explore if there are opportunities to work in partnership with the young person and their parent/carer as well as other services to improve how this works</li> <li>• As part of the annual health check young people will have a health action plan</li> <li>• The promotion of the annual health check will take place across services and via parent/carer networks, and young person supports, so that benefits are shared, and uptake is increased</li> <li>• Young people and their parent/carers will be given an opportunity to share how best to complete the annual health check</li> <li>• A detailed joint strategic needs assessment will be undertaken for our SEND CYP that captures information on health-related behaviours to inform future planning of services and supports</li> <li>• There will be a stronger focus on health prevention and management including that of preventable long-term conditions (e.g. diabetes) whereby services make reasonable adjustments consistently and in line with the young person's needs and wishes</li> <li>• STAMP/STOMP (Stop over-medicating people with learning disabilities) will be made available through joint work with our health providers, and young people and their carers</li> <li>• For young people with more complex health needs they will be offered support to develop a Hospital Passport, Communication Passport and an Emergency Grabsheet, Ready, Steady, Go tool so that if they do need to access health services there is good information about how they need their care and treatment delivered</li> </ul>	<ul style="list-style-type: none"> <li>– Increased take up of annual health check</li> <li>– Improved health outcomes for young people with SEND</li> </ul>



# Key enablers

---

## **Ambitious leadership**

- Strong strategic leadership by the council, the education, social care and health sectors, across the SEND system in Southampton
- Leaders from across the system who are committed to driving ever improving outcomes for children and young people with SEND, who support inclusion and understand the barriers to learning, independence and successful preparation for adulthood
- Leaders who are courageous and prepared to do the right thing
- Leaders who will provide strong support and challenge
- Leaders who make it their business to understand SEND and through a 'SEND first' approach deliver better outcomes for all children

## **High aspirations and expectations**

- Expecting the same outcomes for children with SEND as for all children

## **Person centred practice**

- Putting the child and their families at the heart of everything that we do

## **Collaborative working**

- A well-planned continuum of provision from birth to 25 years that meets the needs of children and young people with SEND and their families. This means integrated services across education, health and social care which work closely with parents and carers and ensures that individual needs are met without unnecessary bureaucracy and delay

## **Culture of respecting parents as experts**

- Seeing the world through their eyes 'If you want to know how well a pair of shoes fit, you ask the person wearing them, not the person who made them, or who paid for them.'

## **Joint commissioning**

- Effective and well-developed joint commissioning with joint planning, design, development and commissioning of delivery
- Strong support and challenge across the system within commissioning and providers

## **Strong governance**

- Strong governance, accountability and challenge through the Southampton SEND Partnership Forum and the Children and Young People's Partnership Board

# Our strategy will be successful if....

---

## Ambitious leadership

- Parents/carers, children and young people report satisfaction with services received
- Parents/carers, children and young people feel empowered and able to influence service provision
- Parents feel confident in supporting their own child's needs
- Settings and the wider workforce report increased confidence and capacity to manage and support CYP with SEND

These 'soft' measures will be evaluated through annual surveys of parents and carers, settings and the wider workforce.

## Quantitative measures / Outcomes

Improved access to support when needed including better access to services for those waiting an autism diagnosis

Improved attendance

Reduced exclusions

Reduced NEET

Improved attainment at KS4 and above

Reduced tribunals

Reduced numbers of children and young people placed in Independent Non-maintained Special Schools

Increase in specialist places

Increase in take up of Learning Disability health assessments

## Governance

---

The SEND Strategy will sit within the governance framework for the Children and Learning Strategy 2022-27. It will report to the Southampton SEND Partnership Forum and via that to the Children's Strategic Partnership Board.

## Delivery

---

The delivery of this Strategy will be overseen and held to account by the Southampton SEND Partnership Forum. Detailed action plans with measurable targets will be developed annually for each priority with lines of accountability and timescales agreed across the five year span for delivery. Progress on each action plan will be a standing item on the Partnership Forum agenda with leads held responsible for progress and any delays in delivery.





## SEND OFSTED/CQC INSPECTION FRAMEWORK

What to expect....

# FRAMEWORK

- Brand new cyclical inspection framework
- Different types of visits:
  - Thematic visits
  - Full Inspections
  - Monitoring Inspections
  - Annual Conversations
- Frequency depends on outcome in the first inspection
- Will visit local authorities in priority of last visit from “SEND Inspections”
- Inspection team made up of Lead HMI, Expert SEND Inspector, Social Care Inspector, CQC Inspector (plus all the QA)

<p>The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.</p>	<p>Engagement meetings</p> <p>Full inspection usually within 5 years</p>
<p>The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.</p>	<p>Engagement meetings</p> <p>Full inspection usually within 3 years</p>
<p>There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.</p>	<p>Engagement meetings</p> <p>Submission of priority action plan (area SEND)</p> <p>Monitoring inspection usually within 18 months of the publication of the full inspection report</p> <p>Full reinspection usually within 3 years</p>

## Who are they inspecting?

- Inspections evaluate how well members of a local area partnership work together to improve the experiences and outcomes of children and young people with SEND.
- ‘Local area partnership’ refers to those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area. When evaluating the local area partnership, inspectors focus mainly on how effectively the local authority and integrated care board (ICB) jointly plan, evaluate and develop services for children and young people with SEND. However, they also consider the duties of other area partners, which are set out in the Children and Families Act 2014 and described further in the SEND code of practice.



## What are they inspecting?

- Inspections evaluate arrangements for all children and young people with SEND aged 0 to 25 covered by the SEND code of practice, including those who have an education, health and care (EHC) plan and those who receive special educational needs (SEN) support. The scope of the inspection covers children and young people who live in the local authority area but attend education settings or receive services outside of the local authority's geographical boundaries. However, it does not cover those who live in other local areas but attend an education setting within the local authority's boundaries.
- The inspection will consider whether local authorities' approach to commissioning and overseeing alternative provision arrangements for children and young people in the local authority area meets their duties as set out in section 19 of the Education Act 1996 and in statutory guidance

## More specifically.....

Inspectors will evaluate the impact of the local area partnership's SEND arrangements on the experiences and outcomes of children and young people with SEND, including the extent to which:

- children and young people's needs are identified accurately and assessed in a timely and effective way
- children, young people and their families participate in decision-making about their individual plans and support
- children and young people receive the right help at the right time
- children and young people are well prepared for their next steps, and achieve strong outcomes
- children and young people are valued, visible and included in their communities

## More specifically.....

Inspectors will evaluate how the local area partners work together to plan, evaluate and develop the SEND system, including the extent to which:

- leaders are ambitious for children and young people with SEND
- leaders actively engage and work with children, young people and families
- leaders have an accurate, shared understanding of the needs of children and young people in their local area
- leaders commission services and provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision
- leaders evaluate services and make improvements
- leaders create an environment in which effective practice and multi-agency working can flourish

**Most importantly...**

Inspectors will judge the impact of the local area partnership's SEND arrangements through the **experiences** and **outcomes** of children and young people.

Page 62

# What to expect.....



- Page 64
- Rob Henderson and Maggie McIsaac (ICB CEO) will receive a call notifying them of the Area Inspection. Maggie will delegate to James House.
  - Each local area will be asked to nominate a representative – a local area nominated officer (LANO) – who will act as a single point of contact on behalf of the local area partnership throughout the inspection. Their role will be to liaise with the lead HMI throughout the inspection, so that inspection activities can be coordinated effectively.

All three will be in regular KITs with lead inspector across the 3 weeks.

ICB CEO can delegate KIT's to individual (Donna)

## Activities in week 1

Rob and Maggie McIsaac will get the call 10 working days before the fieldwork begins. Usually be on a Monday (except bank holidays)

Inspectors request Annex A

Inspectors and local leaders hold a set-up discussion (this is carried out virtually).

Page 6  
The local area partnership distributes surveys for children and young people with SEND, parents and carers, and practitioners

The local area partnership shares information to support the inspection.

Inspectors select individual children and young people, and ask the local area partnership to set up tracking meetings.

Inspectors carry out planning and pre-inspection analysis – google deep dive.

## Activities in week 2

Inspectors work with the local area partnership to agree an inspection timetable.

Inspectors hold tracking meetings.

Inspectors carry out pre-inspection analysis and review the information set out in Annex A.

Inspectors may meet virtually with local leaders, staff, representative groups and stakeholders.

### What we know:

6 cases selected to “track” covering range of SEN – EHCP and school nursing level input to PMLD. Across age ranges. Meeting with the professionals, parents and young people. Decision making, file tracking, supervisions.....

Coordinator for each case.

Audit audit audit!!!



## Activities in week 3

On-site evidence gathering.

Inspection findings fed back to the local area partnership.

### What we know:

Page 67

Visits to education settings. Portsmouth had 10 schools visited.

Portsmouth had 56 meetings held across the week, across the partnership.

## Final feedback meeting

- the LANO
- the DCS and elected members with responsibility for SEND from the local authority
- the ICB representative
- the Parent Carer Forum representatives

## Report will include:

- the inspection outcome
- what it is like to be a child or young person with SEND in the local area
- what the local area partnership is doing well and what needs to be improved
- recommendations for improvements that the local area partnership should act on
- whether any areas for priority action have been identified and which area partners are responsible for addressing them
- the likely type and timing of the next inspection activity

This page is intentionally left blank

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	CHILDREN AND LEARNING - PERFORMANCE
<b>DATE OF DECISION:</b>	30 MARCH 2023
<b>REPORT OF:</b>	SCRUTINY MANAGER

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Executive Director – Corporate Services</b>	
	<b>Name:</b>	<b>Mel Creighton</b>	<b>Tel: 023 8083 3528</b>
	<b>E-mail</b>	<b>Mel.creighton@southampton.gov.uk</b>	
<b>Author:</b>	<b>Title</b>	<b>Scrutiny Manager</b>	
	<b>Name:</b>	<b>Mark Pirnie</b>	<b>Tel: 023 8083 3886</b>
	<b>E-mail</b>	<b>Mark.pirnie@southampton.gov.uk</b>	

**STATEMENT OF CONFIDENTIALITY**

None

**BRIEF SUMMARY**

Attached as Appendix 1 is a summary of performance for Children’s Services and Learning up to the end of February 2023. At the meeting the Cabinet Member and senior managers from Children’s Services and Learning will be providing the Panel with an overview of performance across the division.

**RECOMMENDATIONS:**

- |  |     |   |
|--|-----|---|
|  | (i) | That the Panel consider and challenge the performance of Children’s Services and Learning in Southampton. |
|--|-----|---|

**REASONS FOR REPORT RECOMMENDATIONS**

- |    |  |
|----|--|
| 1. | To enable effective scrutiny of Children’s Services and Learning in Southampton. |
|----|--|

**ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

- |    |       |
|----|-------|
| 2. | None. |
|----|-------|

**DETAIL (Including consultation carried out)**

- |    |  |
|----|--|
| 3. | To enable the Panel to undertake their role effectively members will be provided with monthly performance information and an explanation of the measures.  |
| 4. | Performance information up to 28 February 2023 is attached as Appendix 1. An explanation of the significant variations in performance has been included.   |
| 5. | The Cabinet Member for Children and Learning, and representatives from the Children’s Services and Learning Senior Management Team, have been invited to attend the meeting to provide the performance overview. |

**RESOURCE IMPLICATIONS**

**Capital/Revenue/Property/Other**

- |    |   |
|----|---|
| 6. | None directly as a result of this report. |
|----|---|

<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
7.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
8.	None
<b>RISK MANAGEMENT IMPLICATIONS</b>	
9.	None
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
10.	The 2022-2030 Corporate Plan includes, as one of its four goals, strong foundations for life where people are able to access and maximise opportunities to truly thrive, Southampton will focus on ensuring residents of all ages and backgrounds have strong foundations for life.  By delivering consistently good outcomes for the city's children and young people, Southampton's Children's Services and Learning Department will contribute to achieving this objective.

<b>KEY DECISION?</b>	No
----------------------	----

<b>WARDS/COMMUNITIES AFFECTED:</b>	None
------------------------------------	------

**SUPPORTING DOCUMENTATION**

**Appendices**

1.	Summary of performance and commentary – March 2023
2.	Glossary of terms

**Documents In Members' Rooms**

1.	None
----	------

**Equality Impact Assessment**

Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	No
--	----

**Data Protection Impact Assessment**

Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	No
---	----

**Other Background Documents**

**Other Background documents available for inspection at:**

Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	None

Page 73

# Children and Learning Service Performance Report

March 2023

Agenda Item 9  
Appendix 1

A city of opportunity where everyone thrives



Page 74

# Contents

A city of opportunity where everyone thrives



# Contents



Section	Page
Effective assessment and intervention	5
Purposeful Direct Contact	7
Management Support for better practice	9
Right Service, Right Time	11
Robust corporate parenting	13
Quality Assurance	16
KPI updates	18

Page 75

# Performance



## Overview highlighting February '23

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Number of referrals in the month	334	325	286	314	276	396	298	343	330	N/A	●	N/A	N/A	N/A	N/A
Percentage of re-referrals within 12 months	24% (79/334)	26% (83/325)	28% (79/286)	30% (93/314)	27% (75/276)	26% (104/396)	30% (89/298)	27% (94/343)	25% (81/330)	23%	●	27%	21%	26%	21%
Number of referrals into Early Help	203	149	196	187	183	161	179	220	172	N/A	●	N/A	N/A	N/A	N/A
Number of Early Help assessments completed	146	162	99	106	92	155	84	101	113	TBC	●	N/A	N/A	N/A	N/A
Percentage of C&F assessments completed within 45 working days	86% (256/296)	72% (209/291)	78% (289/369)	61% (233/380)	70% (203/289)	70% (248/356)	78% (255/326)	86% (276/322)	84% (264/316)	90%	●	86%	87%	89%	88%

Page 77

**Analysis:** There was a decrease in the percentage of child re-referrals from 27% in January to 25% in February, however this is still just short of our local target of 23%.

The number of referrals into early help decreased from 220 in January to 172 in February. Despite this the number of early help assessments completed increased from 101 in January to 113 in February. There are not internal targets or comparator data however data to insight have been awarded DfE funding to develop a set of national standard measures in early help.

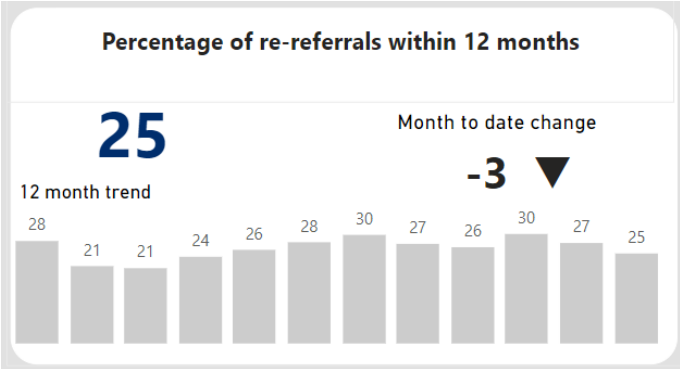
The percentage of C&F assessments completed in 45 working days decreased from 86% in January to 84% in February however still represents a significant improvement on assessment timeliness figures in late 2022.

# Effective Assessment and Intervention



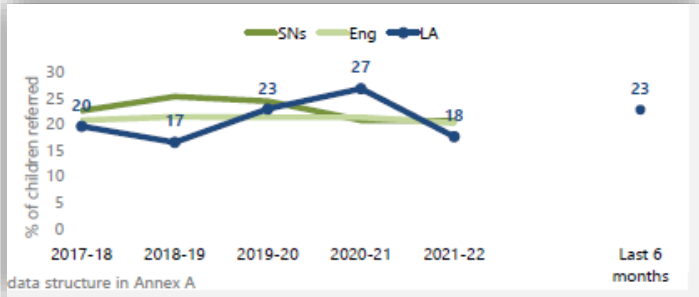
## Re-referrals

KPI Dashboard (Feb '23)



Page 78

ChAT (as at 6<sup>th</sup> March)



**Analysis:** For the priority area 'effective assessment and intervention' we have chosen to highlight the re-referrals figure which has seen a month on month decrease since a 12 month high point of 30% in December. The service and data team worked together to dip sample cases in this cohort and identified that a proportion of early help cases were erroneously included in the report. This has been addressed and we are now confident on data quality (monthly performance and CHaT data broadly align). Alongside this, we know from our recent CRS audit that there are opportunities to change practice which, if implemented, could have a further impact upon re-referral rates.

# Purposeful Direct Contact



## Overview highlighting February '23

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 10 working days	87% (369/426)	83% (324/389)	82% (320/389)	94% (332/355)	87% (275/315)	91% (274/301)	93% (282/302)	95% (274/288)	<b>93%</b> <b>(279/301)</b>	95%	●	N/A	N/A	N/A	N/A
Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 4 weeks (20 Working Days)	98% (419/426)	96% (373/389)	98% (380/389)	98% (348/355)	97% (307/315)	99% (297/301)	99% (299/302)	99% (286/288)	<b>98%</b> <b>(294/301)</b>	100%	●	N/A	N/A	N/A	N/A
Percentage of CLA for whom a visit has taken place within statutory timescales (6 weeks or less visits)	85% (473/554)	85% (470/554)	81% (449/551)	84% (462/548)	86% (472/552)	89% (494/558)	86% (465/543)	81% (447/553)	<b>79%</b> <b>(431/545)</b>	90%	●	N/A	N/A	N/A	N/A
Percentage of children with an active Child in Need Plan not allocated to CWD for whom a visit has taken place within last 6 weeks (CIN*)	94% (578/618)	93% (583/624)	95% (584/618)	94% (585/621)	95% (589/621)	97% (624/642)	95% (615/648)	98% (574/584)	<b>98%</b> <b>(527/538)</b>	TBC	●	N/A	N/A	N/A	N/A

Page 79

**Analysis:** CP Visiting within ten working days decreased from 95% in January to 93% in February, however this still represents strong performance and is exceeding our local target of 90%.

CLA visiting within six weeks remains an area of improvement with a decrease from 81% in January to 79% in February, falling short of our local target of 100%.

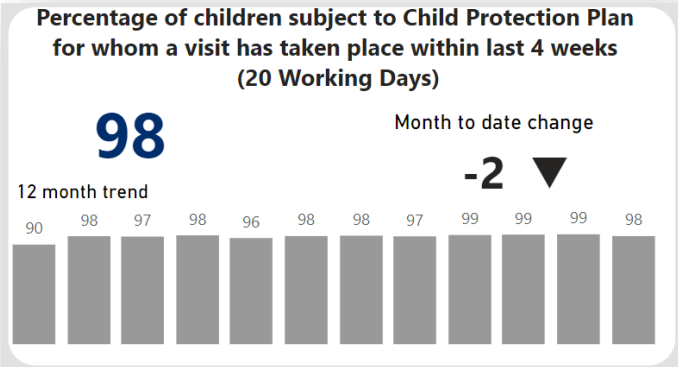
There is no regional or national benchmarking for our visiting KPI's.

# Purposeful Direct Contact



## CP Visiting

### KPI Dashboard (Feb '23)



Page 80

### ChAT (as at 6<sup>th</sup> March)



**Analysis:** For the priority area 'Purposeful Direct Contact' we have chosen to highlight the CP visiting in four weeks figure which has remained consistently high, despite falling short of our local target of 100%.

When comparing our month of February CP visiting figure of 98% to the ChAT used to support the self evaluation, we can see the figure is similar but our ChAT as at 6<sup>th</sup> March was also 98%. The child level data is being circulated as part of our services data quality improvements ahead of annual conversation.

# Management Support for Better Practice



## Overview highlighting February '23

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Percentage of children who had their supervision and was within the timescales	71% (1708/2395)	70% (1708/2443)	72% (1728/2416)	69% (1627/2358)	71% (1655/2323)	75% (1792/2397)	79% (1850/2339)	82% (1920/2354)	<b>80%</b> <b>(1846/2308)</b>	80%	●	N/A	N/A	N/A	N/A
Percentage of children with an active Child in Need Plan (not allocated to CWD) who had their supervision and was within the timescale	76% (472/618)	75% (471/624)	80% (496/618)	78% (483/621)	84% (523/621)	90% (576/642)	86% (560/648)	93% (546/584)	<b>90%</b> <b>(486/538)</b>	90%	●	N/A	N/A	N/A	N/A
Percentage of CPP who had their supervision and was within the timescale	91% (387/426)	83% (323/389)	89% (345/389)	85% (302/355)	88% (276/315)	95% (287/301)	94% (284/302)	93% (268/288)	<b>96%</b> <b>(290/301)</b>	95%	●	N/A	N/A	N/A	N/A
Percentage of CLA who had their supervision and was within the timescale	82% (454/554)	83% (459/554)	81% (447/551)	78% (430/548)	76% (420/552)	73% (409/558)	76% (413/543)	86% (477/553)	<b>86%</b> <b>(466/545)</b>	95%	●	N/A	N/A	N/A	N/A
Percentage of Care Leavers who had their supervision and was within the timescale	25% (52/218)	25% (57/226)	78% (165/212)	39% (86/221)	44% (90/204)	51% (128/251)	60% (152/252)	45% (115/252)	<b>86%</b> <b>(239/279)</b>	90%	●	N/A	N/A	N/A	N/A

Page 81

**Analysis:** Supervision performance remains strong across the different service areas, with all but one child status (CLA) exceeding local targets.

The overall figure of 80% is lower than the individual child status categories because it includes those children currently under assessment, or children open with no plan awaiting closure.

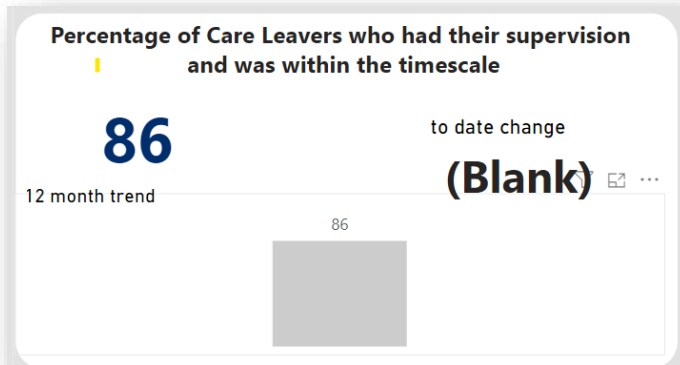
Supervision timescales and reporting is internal only, and there are currently no benchmarking options for local authorities.

# Management Support for Better Practice



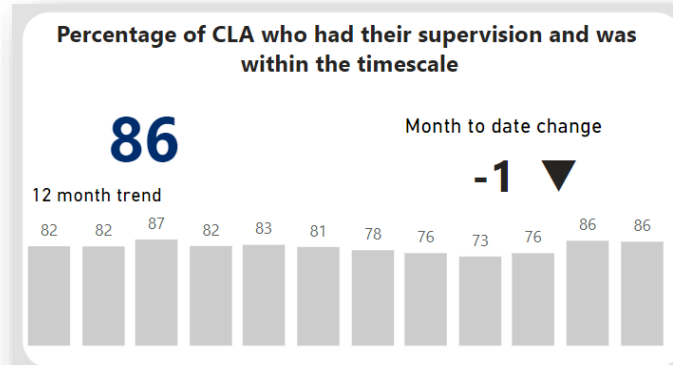
## Supervisions

KPI Dashboard (Feb '23)



Page 82

KPI Dashboard (Feb '23)



**Analysis:** For the priority area 'Management Support for Better Practice' we have chosen to highlight the care leaver supervision timeliness figure of 86% which has improved considerably from 45% in January (see previous slide). We have also highlighted the CLA supervision which remains below our local target of 90% but has remained consistent with 86% after signs of delay in timescales performance in late 2022.

As mentioned on the previous slide, supervision data does not form part of any benchmarking options, or ChAT tool, however usually forms part of the Ofsted annex A or B information requests during off-site.





## Overview (1) highlighting February '23

Page 83

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Percentage of re-referrals within 12 months	24% (79/334)	26% (83/325)	28% (79/286)	30% (93/314)	27% (75/276)	26% (104/396)	30% (89/298)	27% (94/343)	<b>25%</b> <b>(81/330)</b>	23%	●	27%	21%	26%	21%
Number of Early Help assessments completed	146	162	99	106	92	155	84	101	<b>113</b>	TBC	●	N/A	N/A	N/A	N/A
Percentage of C&F assessments completed within 45 working days	86% (256/296)	72% (209/291)	78% (289/369)	61% (233/380)	70% (203/289)	70% (248/356)	78% (255/326)	86% (276/322)	<b>84%</b> <b>(264/316)</b>	90%	●	86%	87%	89%	88%
Number of contacts	1866	1594	1959	1789	1488	1794	1428	1839	<b>1598</b>	<17K	●	N/A	N/A	N/A	N/A
Number of referrals in the month	334	325	286	314	276	396	298	343	<b>330</b>	N/A	●	N/A	N/A	N/A	N/A

**Analysis:** Whilst number of contacts to front door reduced from 1839 in January to 1598 in February, the number of referrals in the month remained similar (343 in January and 330 in February) suggesting a higher proportion of contacts were progressed to referral in the latest month.



## Overview (2) highlighting February '23

Page 84

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Number of CLA at the end of the month	554	554	551	548	552	558	543	553	545	540	●	497	640	10480	80850
Number of children with an active Child in Need Plan not allocated to CWD (CIN*)	618	624	618	621	621	642	648	584	538	N/A	●	N/A	N/A	N/A	N/A
Number of children who are subject of a Child Protection Plan as at the end of month	426	389	389	355	315	301	302	288	301	406	●	N/A	N/A	N/A	N/A
Number of care leavers	218	226	212	221	204	249	252	252	279	N/A	●	N/A	N/A	N/A	N/A

**Analysis:** The number of children with an active children in need plan not allocated to CWD reduced from 584 in January to 538 in February. However, the number of children in child protection plans increased from 288 in January to 301 in February. 54% ICPCs happened in timescale and the service are addressing this by ensuring a CP advisor review of each late conference and safeguarding performance lead and reviewing the quality of recording.

The number of children in care decreased from 553 in January to 545 in February. This could be a result of the number of care leavers increasing over the same period from 252 in January to 279 in February.



## Overview (1) highlighting February '23

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Number of CLA at the end of the month	554	554	551	548	552	558	543	553	545	540	●	497	640	10480	80850
Rate of CLA per 10,000 under 18 population	112	112	111	111	111	113	110	112	110	100	●	96	100	53	67
Number of CLA at the end of the month who are UASC	24	21	24	27	31	36	35	37	37	<37	●	20	23	820	4070
Percentage of CLA for whom a visit has taken place within statutory timescales (6 weeks or less visits)	85% (473/554)	85% (470/554)	81% (449/551)	84% (462/548)	86% (472/552)	89% (494/558)	86% (465/543)	81% (447/553)	79% (431/545)	90%	●	N/A	N/A	N/A	N/A
Percentage of CLA children with an up to date review	98% (542/554)	98% (544/554)	99% (544/551)	100% (546/548)	99% (547/552)	99% (552/558)	98% (534/543)	98% (544/553)	97% (530/545)	95%	●	N/A	N/A	N/A	N/A
Percentage of children in care for at least 12 months for whom health assessments are up to date.	73% (294/405)	74% (303/411)	78% (317/408)	80% (342/426)	81% (351/433)	85% (368/432)	85% (361/423)	86% (367/427)	83% (351/421)	93%	●	83%	93%	89%	91%
Percentage of initial health assessments delivered within 20 working days of date child became looked after.	43% (3/7)	22% (5/23)	9% (1/11)	23% (3/13)	25% (2/8)	74% (14/19)	28% (5/18)	26% (5/19)	5% (1/20)	90%	●	N/A	N/A	N/A	N/A

Page 85

**Analysis:** Our total children in care at month end decreased from 553 to 545 in February (rate per 10k 110), which remains slightly higher than our local target of 540 (rate per 10k of 100). Our UASC population is 37 and the data team are curious to know what further reporting we could be doing to support the lead in this area.

Percentage of children with an up-to-date review remains higher than local target at 97% but has shown small signs of delay since September '22. Health assessments on time have decreased from 86% to 83% in January, and initial health assessments within 20 working days is particularly low despite small numbers (1/20, 5% ).



## Overview (2) highlighting February '23

Indicator	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Target	RAG	Southampton 21/22	Statistical Neighbours	South East	England
Percentage of CLA at end of month with 3 or more placements during the year	27% (149/554)	26% (143/554)	25% (136/551)	23% (126/548)	22% (123/552)	21% (116/558)	19% (105/543)	16% (91/553)	15% (82/545)	<10%	●	14%	10%	11%	9%
Number of CLA allocated to CWD	32	31	31	30	29	29	30	29	29	N/A	●	N/A	N/A	N/A	N/A
Number of CLA accommodated on S20 (exc UASC) as at the end of the month	28	33	28	26	25	30	26	28	28	N/A	●	N/A	N/A	N/A	N/A
Percentage of CLA with a permanence plan in place within 6 months of BLA	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	●	N/A	N/A	N/A	N/A
Number of Children Looked After (CLA) placed for adoption at period end	38	38	33	33	29	29	23	23	17	TBC	●	11	21	300	2270
Percentage of CLA placed in IFA placements as at the end of the month	25% (136/554)	25% (137/554)	25% (140/551)	26% (140/548)	26% (145/552)	26% (147/558)	28% (152/543)	28% (157/553)	29% (158/545)	<36%	●	N/A	N/A	N/A	N/A

Page 86

**Analysis:** Number of children in care with 3 + moves in 12 months decreased from 16% to 15% in February which represents a 12 percentage point improvement since June 22 (27%), however this remains higher than our local target of <10% in line with the national average.

The number of children looked after that are placed for adoption as at month end decreased from 23 in January to 17 in February. This remains higher than our 21/22 DfE published figure but lower than our statistical neighbours average of 21.

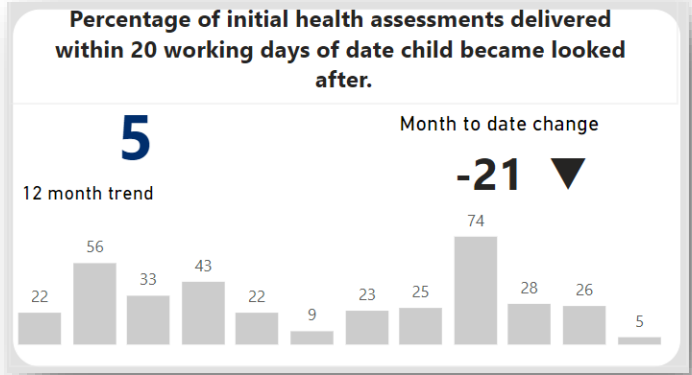
Children in care placed in IFA placement types increased from 28% to 29% in February, equivalent to one additional child. This figure remains consistently lower than the local target of <36%.

# Robust Corporate Parenting

## CLA Initial Health Assessments

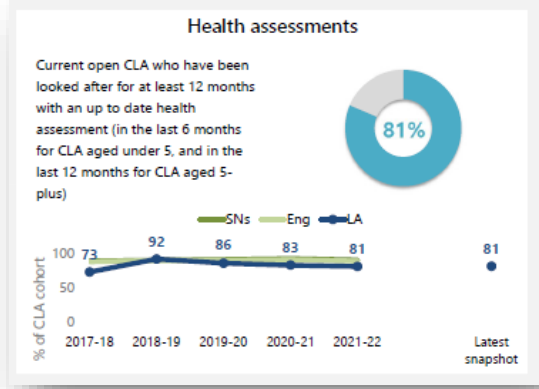


### KPI Dashboard (Feb '23)



Page 87

### ChAT (as at 6<sup>th</sup> March)



**Analysis:** For the priority area 'Robust Corporate Parenting' we have chosen to highlight the care leaver CLA initial health timeliness figure of 5% which reached a high of 74% in November but has steeply declined since, acknowledging the numbers within this cohort are much smaller and likely to be impacted by turbulence as a result (1/20, 5%).

Our CLA health assessment timeliness within 12 months or 6 months (depending on age) reported 83% in February KPI's, and 81% in our most recent ChAT report as at 6<sup>th</sup> March which is in line with the last two previous published financial years (83% in 20-21 and 81% in 21-22).

# Quality Assurance



42 Audits allocated across 9 Service Areas (PTC 6: BIT 6: SWF 9: Jigsaw 4: Fostering 4: Adoption 1: ICAS 4: YPS 2: C&FF 6)

- **5% of audits graded Outstanding**
- **42% of audits graded Good**
- **53% of audits graded as Requiring Improvement**

Page 89



38 Audits completed

Management audit completion showed an improving picture in January, with over 90% of completed audits undertaken with social workers. However, there is more work to do to achieve the consistency that we require to get a solid understanding of practice.



January Audit Theme – Contextual Safeguarding

Service compliance has been supported by:

- Audit support sessions delivered by the service's audit coordinator
- A focus on audit activity in 4x practice manager workshops, delivered by service leads

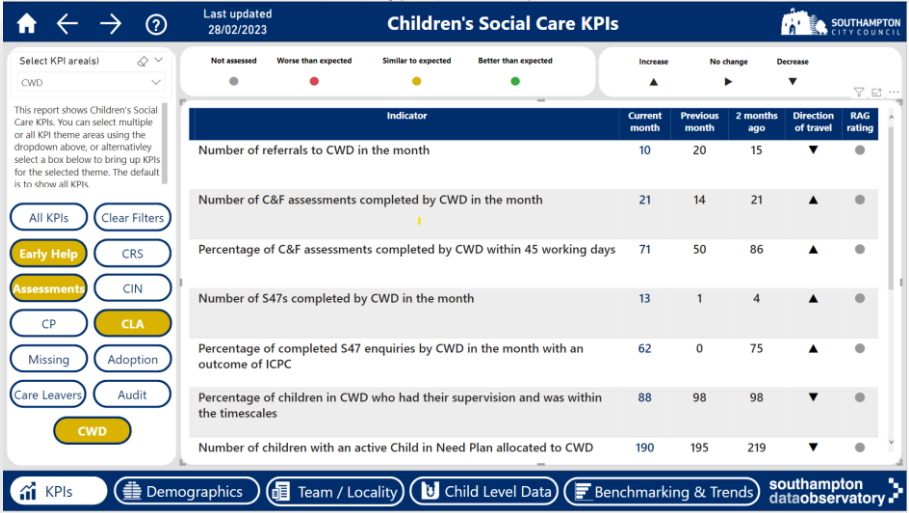
The audit moderation process has been reviewed and relaunched in March 2023.

# CSC KPI Dashboard Updates



Page 90

1. 10 new CWD indicators
2. 4 new children and families first indicators
3. CLA Reviews due in the month on time
4. Assessments within 20 days







This page is intentionally left blank

### CHILDREN AND FAMILIES GLOSSARY

<i>Abuse</i>	3
<i>Advocacy</i>	3
<i>Agency Decision Maker</i>	3
<i>Assessment</i>	3
<i>CAFCASS</i>	4
<i>Care Order</i>	4
<i>Categories of Abuse or Neglect</i>	4
<i>Child in Need and Child in Need Plan</i>	4
<i>Child Protection</i>	4
<i>Child Protection Conference</i>	5
<i>Children's Centres</i>	5
<i>Child Sexual Exploitation</i>	5
<i>Corporate Parenting</i>	5
<i>Criteria for Child Protection Plans</i>	5
<i>Director of Children's Services (DCS)</i>	5
<i>Designated Teacher</i>	5
<i>Discretionary Leave to Remain</i>	5
<i>Duty of Care</i>	5
<i>Early Help</i>	6
<i>Every Child Matters</i>	6
<i>Health Assessment</i>	6
<i>Indefinite Leave to Remain (ILR)</i>	6
<i>Independent Reviewing Officer</i>	6
<i>Independent Domestic Violence Advisor</i>	7
<i>Initial Child Protection Conference</i>	7
<i>Local Authority Designated Officer (LADO)</i>	7
<i>Local Safeguarding Children's Board (LSCB)</i>	7
<i>Looked After Child</i>	7
<i>Neglect</i>	8
<i>Parental Consent to Adoptive Placement</i>	8
<i>Parental Responsibility</i>	8

<i>Pathway Plan</i>	8
<i>Permanence Plan</i>	8
<i>Personal Education Plan</i>	9
<i>Person Posing a Risk to Children (PPRC)</i>	9
<i>Placement at a Distance</i>	9
<i>Principal Social Worker - Children and Families</i>	9
<i>Private Fostering</i>	9
<i>Public Law Outline</i>	10
<i>Referral</i>	10
<i>Relevant Young People, Former Relevant, and Eligible</i>	10
<i>Review Child Protection Conference</i>	10
<i>Section 20</i>	11
<i>Section 47 Enquiry</i>	11
<i>Separated Children</i>	11
<i>Special Guardianship Order</i>	11
<i>Strategy Discussion</i>	11
<i>Statement of Special Education Needs (SEN)</i>	11
<i>Staying Put</i>	12
<i>Unaccompanied Asylum Seeker</i>	12
<i>Virtual School Head</i>	12
<i>Working Together to Safeguard Children</i>	12
<i>Young Offender Institution (YOI)</i>	12
<i>Youth Offending Service or Team</i>	12
<i>Sources</i>	12

## Abuse

Abuse is the act of violation of an individual's human or civil rights. Any or all types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance. Different types of abuse include: Physical abuse, Neglect/acts of omission, Financial/material abuse, Psychological abuse, Sexual abuse, Institutional abuse, Discriminatory abuse, or any combination of these.

## Advocacy

Advocacy helps to safeguard children and young people, and protect them from harm and neglect. It is about speaking up for children and young people and ensuring their views and wishes are heard and acted upon by decision-makers. LAs have a duty under The Children Act to ensure that advocacy services are provided for children, young people and care leavers making or intending to make a complaint. It should also cover representations which are not complaints. Independent Reviewing Officers (IRO) should also provide a child/young person with information about advocacy services and offer help in obtaining an advocate.

## Agency Decision Maker

The Agency Decision Maker (ADM) is the person within a fostering service and an adoption agency who makes decisions on the basis of recommendations made by the Fostering Panel (in relation to a fostering service) and the Adoption Panel (in relation to an adoption agency). The Agency Decision Maker will take account of the Panel's recommendation before proceeding to make a decision. The Agency Decision Maker can choose to make a different decision.

The National Minimum Standards for Fostering 2011 provide that the Agency Decision Maker for a fostering service should be a senior person within the fostering service, who is a social worker with at least 3 years post-qualifying experience in childcare social work and has knowledge of childcare law and practice (Standard 23).

The National Minimum Standards for Adoption 2011 provide that the Agency Decision Maker for an adoption agency should be a senior person within the adoption agency, who is a social worker with at least 3 years post-qualifying experience in childcare social work and has knowledge of permanency planning for children, adoption and childcare law and practice. Where the adoption agency provides an inter country adoption service, the Agency Decision Maker should also have specialist knowledge of this area of law and practice. When determining the disclosure of Protected Information about adults, the Agency Decision Maker should also understand the legislation surrounding access to and disclosure of information and the impact of reunion on all parties (Standard 23).

## Assessment

Assessments are undertaken to determine the needs of individual children; what services to provide and action to take. They may be carried out:

- To gather important information about a child and family;
- To analyse their needs and/or the nature and level of any risk and harm being suffered by the child;
- To decide whether the child is a Child in Need (Section 17) and/or is suffering or likely to suffer Significant Harm (Section 47); and
- To provide support to address those needs to improve the child's outcomes to make them safe.

With effect from 15 April 2013, Working Together 2013 removes the requirement for separate **Initial Assessments** and **Core Assessments**. One Assessment – often called Single Assessment - may be undertaken instead.

## CAFCASS

**Children and Family Court Advisory and Support Service (CAFCASS)** is the Government agency responsible for Reporting Officers, Children's Guardians and other Court officers appointed by the Court in Court Proceedings involving children. Also appoints an officer to witness when a parent wishes to consent to a child's placement for adoption.

## Care Order

A Care Order can be made in Care Proceedings brought under section 31 of the Children Act if the Threshold Criteria are met. The Order grants Parental Responsibility for the child to the local authority specified in the Order, to be shared with the parents.

A **Care Order** lasts until the child is 18 unless discharged earlier. An **Adoption Order** automatically discharges the Care Order. A **Placement Order** automatically suspends the Care Order, but it will be reinstated if the Placement Order is subsequently revoked.

All children who are the subject of a Care Order come within the definition of Looked After and have to have a Care Plan. When making a Care Order, the Court must be satisfied that the Care Plan is suitable.

## Categories of Abuse or Neglect

Where a decision is made that a child requires a Child Protection Plan, the category of abuse or neglect must be specified by the Child Protection Conference Chair.

## Child in Need and Child in Need Plan

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need (CiN) if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

A **Child in Need Plan** should be drawn up for children who are not Looked After but are identified as Children in Need who requiring services to meet their needs. It should be completed following an Assessment where services are identified as necessary.

Under the Integrated Children's System, if a Child is subject to a Child Protection Plan, it is recorded as part of the Child in Need Plan.

The Child in Need Plan may also be used with children receiving short break care in conjunction with Part One of the Care Plan.

## Child Protection

The following definition is taken from Working Together to Safeguard Children 2010, paragraph 1.23.:

Child protection is a part of Safeguarding and Promoting the Welfare of Children. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, Significant Harm.

## Child Protection Conference

Child Protection Conferences (Initial – **ICPC** and review – **RCPC**) are convened where children are considered to be at risk of Significant Harm.

## Children's Centres

The government is establishing a network of children's centres, providing good quality childcare integrated with early learning, family support, health services, and support for parents wanting to return to work or training.

## Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

## Corporate Parenting

In broad terms, as the corporate parent of looked after children, a local authority has a legal and moral duty to provide the kind of loyal support that any good parent would provide for their own children.

## Criteria for Child Protection Plans

Where a decision is made that a child requires a Child Protection Plan, the Conference Chair must ensure that the criteria for the decision are met, i.e. that the child is at continuing risk of Significant Harm.

## Director of Children's Services (DCS)

Every top tier local authority in England must appoint a Director of Children's Services under section 18 of the Children Act 2004. Directors are responsible for discharging local authority functions that relate to children in respect of education, social services and children leaving care. They are also responsible for discharging functions delegated to the local authority by any NHS body that relate to children, as well as some new functions conferred on authorities by the Act, such as the duty to safeguard and protect children, the Children and Young People's Plan, and the duty to co-operate to promote well-being.

## Designated Teacher

Schools should all appoint a Designated Teacher. This person's role is to co-ordinate policies, procedures and roles in relation to Child Protection and in relation to Looked After Children.

## Discretionary Leave to Remain

This is a limited permission granted to an Asylum Seeker, to stay in the UK for 3 years - it can then be extended or permission can then be sought to settle permanently.

## Duty of Care

In relation to workers in the social care sector, their duty of care is defined by the Social Care Institute for Excellence (SCIE) as a legal obligation to:

- Always act in the best interest of individuals and others;

- Not act or fail to act in a way that results in harm;
- Act within your competence and not take on anything you do not believe you can safely do.

### Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help;
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

### Every Child Matters

Every Child Matters is the approach to the well-being of children and young people from birth to age 19, which is incorporated into the Children Act 2004. The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution and;
- Achieve economic well-being.

This means that the organisations involved with providing services to children are teaming up, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.

### Health Assessment

Every Looked After Child (LAC or CLA) must have a Health Assessment soon after becoming Looked After, then at specified intervals, depending on the child's age.

### Indefinite Leave to Remain (ILR)

When an Asylum Seeker is granted ILR, they have permission to settle in the UK permanently and can access mainstream services and benefits.

### Independent Reviewing Officer

If a Local Authority is looking after a child (whether or not the child is in their care), it must appoint an Independent Reviewing Officer (IRO) for that child's case.

From 1 April 2011, the role of the IRO is extended, and there are two separate aspects: chairing a child's Looked After Review, and monitoring a child's case on an ongoing basis. As part of the monitoring function, the IRO also has a duty to identify any areas of poor practice, including general concerns around service delivery (not just around individual children).



IROs must be qualified social workers and, whilst they can be employees of the local authority, they must not have line management responsibility for the child's case. Independent Reviewing Officers who chair Adoption Reviews must have relevant experience of adoption work.

### Independent Domestic Violence Advisor

Independent Domestic Violence Advisers (IDVA) are specialist caseworkers who focus on working predominantly with high risk victims (usually but not exclusively with female victims). They generally are involved from the point of crisis and offer intensive short to medium term support. They work in partnership with statutory and voluntary agencies and mobilise multiple resources on behalf of victims by coordinating the response of a wide range of agencies, including those working with perpetrators or children. There may be differences about how the IDVA service is delivered in local areas.

### Initial Child Protection Conference

An Initial Child Protection Conference (ICPC) is normally convened at the end of a Section 47 Enquiry when the child is assessed as either having suffered Significant Harm or to be at risk of suffering ongoing significant harm.

The Initial Child Protection Conference must be held within 15 working days of the Strategy Discussion, or the last strategy discussion if more than one has been held.

### Local Authority Designated Officer (LADO)

A designated officer (or sometimes a team of officers), who is involved in the management and oversight of allegations against people that work with children.

Their role is to give advice and guidance to employers and voluntary organisations; liaise with the Police and other agencies, and monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. The Police should also identify an officer to fill a similar role.

### Local Safeguarding Children's Board (LSCB)

LSCBs have to be established by every local authority as detailed in Section 13 of The Children Act 2004. They are made up of representatives from a range of public agencies with a common interest and with duties and responsibilities to children in their area. LSCBs have a responsibility for ensuring effective inter-agency working together to safeguard and protect children in the area. The Boards have to ensure that clear local procedures are in place to inform and assist anyone interested or as part of their professional role where they have concerns about a child.

The functions of the LSCB are set out in chapter 3 of Working Together to Safeguard Children.

See <http://southamptonlscb.co.uk/> for Southampton LSCB.

### Looked After Child

A Looked After Child is a child who is accommodated by the local authority, a child who is the subject to an Interim Care Order, full Care Order or Emergency Protection Order; or a child who is remanded by a court into local authority accommodation or Youth Detention Accommodation.

In addition where a child is placed for Adoption or the local authority is authorised to place a child for adoption - either through the making of a Placement Order or the giving of Parental Consent to Adoptive Placement - the child is a Looked After child.

Looked After Children may be placed with family members, foster carers (including relatives and friends), in Children's Homes, in Secure Accommodation or with prospective adopters.

With effect from 3 December 2012, the Legal Aid, Sentencing and Punishment of Offenders Act 2012 amended the Local Authority Social Services Act 1970 to bring children who are remanded by a court to local authority accommodation or youth detention accommodation into the definition of a Looked After Child for the purposes of the Children Act 1989.

### Neglect

Neglect is a form of Significant Harm which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect can occur during pregnancy, or once a child is born.

### Parental Consent to Adoptive Placement

Parental consent to a child's placement for adoption under section 19 of the Adoption and Children Act 2002 must be given before a child can be placed for adoption by an adoption agency, unless a Placement Order has been made or unless the child is a baby less than 6 weeks old and the parents have signed a written agreement with the local authority. Section 19 requires that the consent must be witnessed by a CAFCASS Officer. Where a baby of less than 6 weeks old is placed on the basis of a written agreement with the parents, steps must be taken to request CAFCASS to witness parental consent as soon as the child is 6 weeks old. At the same time as consent to an adoptive placement is given, a parent may also consent in advance to the child's adoption under section 20 of the Adoption and Children Act 2002 either with any approved prospective adopters or with specific adopters identified in the Consent Form.

When giving advanced consent to adoption, the parents can also state that they do not wish to be informed when an adoption application is made in relation to the child.

### Parental Responsibility

Parental Responsibility means all the duties, powers, responsibilities and authority which a parent has by law in relation to a child. Parental Responsibility diminishes as the child acquires sufficient understanding to make his or her own decisions.

A child's mother always holds Parental Responsibility, as does the father if married to the mother.

Unmarried fathers who are registered on the child's birth certificate as the child's father on or after 1 December 2003 also automatically acquire Parental Responsibility. Otherwise, they can acquire Parental Responsibility through a formal agreement with the child's mother or through obtaining a Parental Responsibility Order under Section 4 of the Children Act 1989.

### Pathway Plan

The Pathway Plan sets out the route to the future for young people leaving the Looked After service and will state how their needs will be met in their path to independence. The plan will continue to be implemented and reviewed after they leave the looked after service at least until they are 21; and up to 25 if in education.

### Permanence Plan

Permanence for a Looked After child means achieving, within a timescale which meets the child's needs, a permanent outcome which provides security and stability to the child throughout his or her childhood. It is, therefore, the best preparation for adulthood.

Wherever possible, permanence will be achieved through a return to the parents' care or a placement within the wider family but where this cannot be achieved within a time-scale appropriate to the child's needs, plans may be made for a permanent alternative family placement, which may include Adoption or by way of a Special Guardianship Order.

By the time of the second Looked After Review, the Care Plan for each Looked After Child must contain a plan for achieving permanence for the child within a timescale that is realistic, achievable and meets the child's needs.

### Personal Education Plan

All Looked After Children must have a Personal Education Plan (PEP) which summarises the child's developmental and educational needs, short term targets, long term plans and aspirations and which contains or refers to the child's record of achievement. The child's social worker is responsible for coordinating and compiling the PEP, which should be incorporated into the child's Care Plan.

### Person Posing a Risk to Children (PPRC)

This term replaced the term of 'Schedule One Offender', previously used to describe a person who had been convicted of an offence against a child listed in Schedule One of the Children and Young Persons Act 1933.

'Person Posing a Risk to Children' takes a wider view. Home Office Circular 16/2005 included a consolidated list of offences which agencies can use to identify those who may present a risk to children. The list includes both current and repealed offences, is for guidance only and is not exhaustive - subsequent legislation will also need to be taken into account when forming an assessment of whether a person poses a risk to children. The list of offences should operate as a trigger to further assessment/review to determine if an offender should be regarded as presenting a continued risk of harm to children. There will also be cases where individuals without a conviction or caution for one of these offences may pose a risk to children.

### Placement at a Distance

Placement of a Looked After child outside the area of the responsible authority looking after the child and not within the area of any adjoining local authority.

This term was introduced with effect from 27 January 2014 by the Children's Homes and Looked after Children (Miscellaneous Amendments) (England) Regulations 2013.

### Principal Social Worker - Children and Families

This role was borne out of Professor Munro's recommendations from the Munro Review of Child Protection (2011) to ensure that a senior manager in each local authority is directly involved in frontline services, advocate higher practice standards and develop organisational learning cultures, and to bridge the divide between management and the front line. It is typically held by a senior manager who also carries caseloads to ensure the authentic voice of practice is heard at decision-making tables.

### Private Fostering

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent or close relative where the child is to be cared for in that home for 28 days or more. Close relative is defined as "a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by marriage or civil partnership) or step-parent". A child who is Looked After by a local authority or placed in a children's home, hospital or school is excluded from the definition. In a private

fostering arrangement, the parent still holds Parental Responsibility and agrees the arrangement with the private foster carer.

A child in relation to whom the local authority receives notification from the prospective adopters that they intend to apply to the Court to adopt may have the status of a privately fostered child. The requirement to notify the local authority relates only to children who have not been placed for adoption by an adoption agency. On receiving the notification, the local authority for the area where the prospective adopters live becomes responsible for supervising the child's welfare pending the adoption and providing the Court with a report.

### Public Law Outline

The Public Law Outline: Guide to Case Management in Public Law Proceedings came into force on the 6th April 2010. An updated Public Law Outline (PLO) came into effect on 22nd April 2014, alongside the statutory 26-week time-limit for completion of care and supervision proceedings under the Children and Families Act 2014.

The Public Law Outline sets out streamlined case management procedures for dealing with public law children's cases. The aim is to identify and focus on the key issues for the child, with the aim of making the best decisions for the child within the timetable set by the Court, and avoiding the need for unnecessary evidence or hearings.

### Referral

The referring of concerns to local authority children's social care services, where the referrer believes or suspects that a child may be a Child in Need, including that he or she may be suffering, or is likely to suffer, Significant Harm. The referral should be made in accordance with the agreed LSCB procedures.

### Relevant Young People, Former Relevant, and Eligible

- **Relevant Young People** are those aged 16 or 17 who are no longer Looked After, having previously been in the category of Eligible Young People when Looked After. However, if after leaving the Looked After service, a young person returns home for a period of 6 months or more to be cared for by a parent and the return home has been formally agreed as successful, he or she will no longer be a Relevant Young Person. A young person is also Relevant if, having been looked after for three months or more, he or she is then detained after their 16th birthday either in hospital, remand centre, young offenders' institution or secure training centre. There is a duty to support relevant young people up to the age of 18, wherever they are living.
- **Former Relevant Young People** are aged 18 or above and have left care having been previously either Eligible, Relevant or both. There is a duty to consider the need to support these young people wherever they are living.
- **Eligible Young People** are young people aged 16 or 17 who have been Looked After for a period or periods totaling at least 13 weeks starting after their 14th birthday and ending at least one day after their 16th birthday, and are still Looked After. (This total does not include a series of short-term placements of up to four weeks where the child has returned to the parent.) There is a duty to support these young people up to the age of 18.

### Review Child Protection Conference

Child Protection Review Conferences (RCPC) are convened in relation to children who are already subject to a Child Protection Plan. The purpose of the Review Conference is to review the safety, health and development of the child in view of the Child Protection Plan, to ensure that the child continues to

be adequately safeguarded and to consider whether the Child Protection Plan should continue or change or whether it can be discontinued.

### Section 20

Under Section 20 of the Children Act 1989, children may be accommodated by the local authority if they have no parent or are lost or abandoned or where their parents are not able to provide them with suitable accommodation and agree to the child being accommodated. A child who is accommodated under Section 20 becomes a Looked After Child.

### Section 47 Enquiry

Under Section 47 of the Children Act 1989, if a child is taken into Police Protection, or is the subject of an Emergency Protection Order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant Harm, a Section 47 Enquiry is initiated. This enables the local authority to decide whether they need to take any further action to safeguard and promote the child's welfare. This normally occurs after a Strategy Discussion.

Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm.

Section 47 Enquiries are usually conducted by a social worker, jointly with the Police, and must be completed within 15 days of a Strategy Discussion. Where concerns are substantiated and the child is judged to be at continued risk of Significant Harm, a Child Protection Conference should be convened.

### Separated Children

Separated Children are children and young people aged under 18 who are outside their country of origin and separated from both parents, or their previous legal/customary primary caregiver. Some will be totally alone (**unaccompanied**), while others may be accompanied into the UK e.g. by an escort; or will present as staying with a person who may identify themselves as a stranger, a member of the family or a friend of the family.

### Special Guardianship Order

Special Guardianship Order (SGO) is an order set out in the Children Act 1989, available from 30 December 2005. Special Guardianship offers a further option for children needing permanent care outside their birth family. It can offer greater security without absolute severance from the birth family as in adoption.

Special Guardianship will also provide an alternative for achieving permanence in families where adoption, for cultural or religious reasons, is not an option. Special Guardians will have Parental Responsibility for the child. A Special Guardianship Order made in relation to a Looked After Child will replace the Care Order and the Local Authority will no longer have Parental Responsibility.

### Strategy Discussion

A Strategy Discussion is normally held following an Assessment which indicates that a child has suffered or is likely to suffer Significant Harm. The purpose of a Strategy Meeting is to determine whether there are grounds for a Section 47 Enquiry.

### Statement of Special Educational Needs (SEN)

From 1 September 2014, Statements of Special Educational Needs were replaced by Education, Health and Care Plans. (The legal test of when a child or young person requires an Education, Health and Care Plan remains the same as that for a Statement under the Education Act 1996).

## Staying Put

A Staying Put arrangement is where a Former Relevant child, after ceasing to be Looked After, remains in the former foster home where they were placed immediately before they ceased to be Looked After, beyond the age of 18. The young person's first Looked After Review following his or her 16th birthday should consider whether a Staying Put arrangement should be an option.

It is the duty of the local authority to monitor the Staying Put arrangement and provide advice, assistance and support to the Former Relevant child and the former foster parent with a view to maintaining the Staying Put arrangement (this must include financial support), until the child reaches the age of 21 (unless the local authority consider that the Staying Put arrangement is not consistent with the child's welfare).

## Unaccompanied Asylum Seeker

A child or young person under the age of 18 who has been forced or compelled to leave their home country as a result of major conflict resulting in social breakdown or to escape human rights abuse. They will have no adult in the UK exercising Parental Responsibility.

## Virtual School Head

Section 99 of the Children and Families Act 2014 imposes upon local authorities a requirement to appoint an officer to promote the educational achievement of Looked After children - sometimes referred to as a 'Virtual School Head'.

## Working Together to Safeguard Children

Working Together to Safeguard Children is a Government publication which sets out detailed guidance about the role, function and composition of Local Safeguarding Children Boards (LSCBs), the roles and responsibilities of their member agencies in safeguarding children within their areas and the actions that should be taken where there are concerns that children have suffered or are at risk of suffering Significant Harm.

## Young Offender Institution (YOI)

The Youth Justice Board (YJB) is responsible for the commissioning and purchasing of all secure accommodation for under 18-year-olds ('juveniles'), whether sentenced or on remand. Young offender institutions (YOIs) are run by the Prison Service (except where contracted out) and cater for 15-20 year-olds, but within YOIs the Youth Justice Board has purchased discrete accommodation for juveniles where the regimes are specially designed to meet their needs. Juvenile units in YOIs are for 15-17 year-old boys and 17-year-old girls.

## Youth Offending Service or Team

Youth Offending Service or Team (YOS or YOT) is the service which brings together staff from Children's Social care, the Police, Probation, Education and Health Authorities to work together to keep young people aged 10 to 17 out of custody. They are monitored and co-ordinated nationally by the Youth Justice Board (YJB).

## Sources

Tri.x live online glossary: <http://trixresources.proceduresonline.com/> - a free resource, available to all which provides up to date keyword definitions and details about national agencies and organisations.

Southampton Local Safeguarding Board <http://southamptonlscb.co.uk/>

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	MONITORING SCRUTINY RECOMMENDATIONS
<b>DATE OF DECISION:</b>	30 MARCH 2023
<b>REPORT OF:</b>	SCRUTINY MANAGER

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Executive Director – Corporate Resources</b>	
	<b>Name:</b>	<b>Mel Creighton</b>	<b>Tel: 023 8083 3528</b>
	<b>E-mail</b>	<b>Mel.creighton@southampton.gov.uk</b>	
<b>Author:</b>	<b>Title</b>	<b>Scrutiny Manager</b>	
	<b>Name:</b>	<b>Mark Pirnie</b>	<b>Tel: 023 8083 3886</b>
	<b>E-mail</b>	<b>Mark.pirnie@southampton.gov.uk</b>	

<b>STATEMENT OF CONFIDENTIALITY</b>	
None	
<b>BRIEF SUMMARY</b>	
This item enables the Children and Families Scrutiny Panel to monitor and track progress on recommendations made at previous meetings.	
<b>RECOMMENDATIONS:</b>	
	(i) That the Panel considers the responses to recommendations from previous meetings and provides feedback.
<b>REASONS FOR REPORT RECOMMENDATIONS</b>	
1.	To assist the Panel in assessing the impact and consequence of recommendations made at previous meetings.
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>	
2.	None.
<b>DETAIL (Including consultation carried out)</b>	
3.	Appendix 1 of the report sets out the recommendations made at previous meetings of the Children and Families Scrutiny Panel. It also contains a summary of action taken in response to the recommendations.
4.	The progress status for each recommendation is indicated and if the Children and Families Scrutiny Panel confirms acceptance of the items marked as completed they will be removed from the list. In cases where action on the recommendation is outstanding or the Panel does not accept the matter has been adequately completed, it will be kept on the list and reported back to the next meeting. It will remain on the list until such time as the Panel accepts the recommendation as completed. Rejected recommendations will only be removed from the list after being reported to the Children and Families Scrutiny Panel.
<b>RESOURCE IMPLICATIONS</b>	

<b><u>Capital/Revenue/Property/Other</u></b>	
5.	None
<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
6.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
7.	None
<b>RISK MANAGEMENT IMPLICATIONS</b>	
8.	None
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
9.	None

<b>KEY DECISION?</b>	No
<b>WARDS/COMMUNITIES AFFECTED:</b>	None
<b><u>SUPPORTING DOCUMENTATION</u></b>	
<b>Appendices</b>	
1.	Monitoring Scrutiny Recommendations – 30 March 2023

**Documents In Members' Rooms**

1.	None
<b>Equality Impact Assessment</b>	
Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	No
<b>Data Protection Impact Assessment</b>	
Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	No
<b>Other Background Documents</b>	
<b>Other Background documents available for inspection at:</b>	
<b>Title of Background Paper(s)</b>	<b>Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)</b>
1.	None



# Children and Families Scrutiny Panel

Scrutiny Monitoring – 30 March 2023

Date	Title	Action proposed	Action Taken	Progress Status
29/09/22	Educational Attainment in Southampton	1) That consideration is given to an additional meeting of the Panel to focus on educational attainment with a focus on scrutinising the use of catch up funding; the soon to be published Key Stage 4 national results, including Progress 8; and, Early Years Foundation Stage performance.	The Scrutiny Manager will liaise with the Chair and the Divisional Head of Education and Learning about the merits of an additional meeting of the Panel to discuss the points raised. Consideration will be given to inviting the Chairs of the Headteacher Forums in Southampton.	Partially complete
29/09/22	Post 16 Provision, Participation and NEET	1) That the Panel are kept informed of key developments concerning the proposed city wide solution to Post 16 provision in Southampton.	We have requested a comms release from the DfE (FE Commissioner) on the City-Wide Solution - some of what they have told us in our catch up meetings will be confidential. When he comes back to the service, we will share the information with the Scrutiny Panel. The relevant Cllrs and CEx are up to speed with this workstream.	Partially complete
26/01/23	Children and Learning - Performance	1) That, if timescales allow, the key findings from the planned audit of re-referrals are summarised within, or appended to, the performance report to be considered at the 30 March 2023 meeting of the Panel.	<p>The audit was completed in February 2023. The findings were outlined by Hampshire colleagues at Improvement Board in March 2023. The service plans to respond to the audit findings by updating its service delivery plan. Actions will include a focus on multi-agency review of cases, application of thresholds, focus on the needs of siblings and supporting consistent management oversight and recording. The improvement board have asked for a re-audit, to involve partners, in six months' time.</p> <p>The audit will be shared with the Panel when a plan has been agreed.</p>	Partially complete

This page is intentionally left blank