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County Offices Newland Lincoln LN1 1YL

5 June 2014

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on Friday, 13 June 2014 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL for the transaction of the business set out on the attached Agenda.

Yours sincerely

Tony McArdle Chief Executive

Membership of the Children and Young People Scrutiny Committee (18 Members of the Council and 5 Added Members)

Councillors J D Hough (Chairman), B Adams (Vice-Chairman), W J Aron, Mrs J Brockway, J P Churchill, S R Dodds, A G Hagues, J R Hicks, B W Keimach, Ms T Keywood-Wainwright, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten, R Wootten and Mrs S M Wray

Added Members

Church Representatives: Mr S C Rudman, Mr P Thompson and Mrs G Wright

Parent Representatives: Mr C V Miller and Mrs E Olivier-Townrow

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA FRIDAY, 13 JUNE 2014

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4	Minutes of the Meeting of the Children and Young People Scrutiny Committee held on 25 April 2014	To Follow
5	Frontline Social Workers and Safeguarding Scrutiny Review - Draft Final Report (To receive a report from Tracy Johnson, Scrutiny Officer, which invites the Committee to consider the draft final report arising from the scrutiny review into Frontline Social Workers and Safeguarding)	13 - 62
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8	Transition arrangements for children and young people with Special Educational Needs (To receive a report by Stuart Carlton, Assistant Director of Children's Services, and Sheridan Dodsworth, Head of Service – SEND, which provides an update on the arrangements in place to ensure that all young people with Special Educational Needs (SEN) have an annual Transitional Review from Year 9 onwards and that an appropriate Transition Plan is drawn up)	113 - 130
9	Lincolnshire Safeguarding Boards Scrutiny Sub-Group - Update (To receive a report from Councillor Ron Oxby, Chairman of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, which provides the Committee with an update on the work of the Lincolnshire Safeguarding Boards Sub-Group)	131 - 136

10 Review of the method of appointing Local Authority Governors on Maintained Schools

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(To receive a report by Hilary Wells, Principal Administrative Officer, Governor Support and Development which invites the Committee to consider a report on the review of the method of appointing Local Authority Governors to Maintained Schools)

11 Performance - Quarter 4 2013/14

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(To receive a report from Stuart Carlton, Assistant Director of Children's Services, which provides key performance information for Quarter 4 2013/14 which is relevant to the work of the Children and Young People Scrutiny Committee)

12 Children and Young People Scrutiny Committee Work Programme 2014

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(To receive a report from Tracy Johnson, Scrutiny Officer, which provides the Committee with an opportunity to consider its Work Programme)

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- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

All papers for council meetings are available on: www.lincolnshire.gov.uk/committeerecords





PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors B Adams (Vice-Chairman), W J Aron, J P Churchill, S R Dodds, A G Hagues, J R Hicks, R J Hunter-Clarke, B W Keimach, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, Mrs C A Talbot, S M Tweedale, L Wootten, Mrs S M Wray and T M Trollope-Bellew

Councillors: attended the meeting as observers

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Andrea Brown (Democratic Services Officer), Stuart Carlton (Assistant Director of Children's Services), Linda Graham (Commissioning Officer), Tracy Johnson (Scrutiny Officer), Jo Kavanagh (Head of Service Families Working Together), Andrew McLean (Head of Service - Children's Commissioning), Sally Savage (Assistant Director Children's Services) and Dave Thompson (Pupil Referral Unit)

74 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors Mrs J Brockway, R Hunter-Clarke and R Wootten.

Apologies were also received from Mr C V Miller (Parent Representative Added Member) and Dr E van der Zee (Parent Representative Added Member).

Councillor T M Trollope-Bellew was in attendance as replacement member for Councillor R Wootten, who was attending a civic function in his capacity as Chairman of the Council.

75 DECLARATIONS OF MEMBERS' INTERESTS

No declarations of Members' interests were made at this stage of proceedings.

76 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE HELD ON 13 FEBRUARY 2014

The Chairman proposed two amendments to the minutes, as follows:-

To correct a typographical error in paragraph seven, second to last sentence being amended to read 'Public Health'; and not Public Help; and

To provide further detail on page eight, bullet point two, reference to Page 118 being amended to read: 'It was noted that worklessness not only put a strain on resources because of direct costs relating to benefit payments, but that there was also considerable loss of revenue from the lack of tax and National Insurance contributions.'

RESOLVED

That the minutes of the Children and Young People Scrutiny Committee held on 13 February 2014 be agreed and signed by the Chairman as a correct record, subject to the amendments noted above.

77 FAMILIES WORKING TOGETHER

Consideration was given to a report of the Executive Director of Children's Services, which provided an update on the progress of Lincolnshire's response to the Troubled Families' Programme and invited the Committee to consider and comment on the contents of the report.

Jo Kavanagh, Head of Service – Families Working Together, introduced the report and referred members to papers tabled which provided further updated information to that provided in the published report and relevant issues were highlighted.

During discussion the following points were noted:-

- Feedback received from the Executive Support Councillor for Children's Services following attendance at the launch of the Housing Strategy was positive. The key discussion points at the launch had focussed positively about the journey, prior to the launch, over the previous 18 months and the collaborative working across relevant teams. The national speaker had suggested that Lincolnshire was a leading figure in this particular area.
- 58 referrals to the service had been made so far. Of those referrals, 41% had returned home, 29% were in supported accommodation, 15% stayed with parents, as the cases had been resolved immediately, and a small proportion were staying with friends through "Friends Arrangements".
- The target for working with people to find a resolution was in the region of eight weeks, however Families Working Together would remain involved with the family until other provision had been arranged.
- Although not noted in the report, as the information provided was at the
 request of the Department for Communities, it was confirmed that traveller
 families and ethnic minorities were also able to access these services, and
 have done. It was agreed to provide a breakdown of groups accessing
 services to members following the meeting.
- Members requested details of case studies to provide information regarding good practice and how frontline workers deal with such cases. It was confirmed that case studies were available and these would be circulated

outside the meeting. An invitation was also extended to those members who would like to see the process first hand.

- No specific guidance had been received from the Families Working Together programme about how to apportion the funding. As Lincolnshire wanted a different approach, a larger proportion of families meeting the criteria now have access to a range of other services.
- Shared learning was undertaken through secondments between teams. For example, the Youth Offending Service had a huge proportion of their caseload linked to Families Working Together therefore four members of their staff were seconded to the FWT team in order to strengthen links.
- Any claims made were now subjected to detailed scrutiny by the DLC and the team currently had 36 claims being scrutinised. In addition to this external audit, internal scrutiny arrangements were also in place to ensure compliance.
- Families in need were supported whether a funding/monetary claim could be made or not.
- All staff were trained in safeguarding issues and all families linked to safeguarding could be provided with help should that be requested. Information sharing was clear in localities due to colocation of different teams and the increased understanding of each other's roles as a result. There was also a mechanism in place for escalation and joint visits undertaken where uses were raised as a concern by more than one team.
- It was confirmed that all Practice Supervisors were leads on Signs of Safety and this was working well. Audit processes were also in place as well as systems to ensure ease of accessibility to result data. Staff were also trained in using the police computer system so information sharing had improved considerably as a result.
- There were a limited number of key workers in the County and, in order for them to work with families to the intensity level required (8-10 hours per week with one family), a caseload of 8-10 was a suitable level for each key worker. Members were asked to consider that this caseload was based on a family which could potentially have more than one child or differing issues so complexity was also a factor when allocating cases.

RESOLVED

That the report be noted.

78 PERFORMANCE - QUARTER 3 2013/14

At this point of the meeting, the Chairman took the opportunity, on behalf of the Committee, to welcome Sally Savage to Lincolnshire County Council in her position as Assistant Director of Children's Services.

Consideration was given to a report of the Executive Director of Children's Services which provided key performance information for Quarter 3 2013/14 relevant to the work of the Children and Young People Scrutiny Committee.

Stuart Carlton, Assistant Director of Children's Services, introduced the report and circulated a further update in relation to Performance Indicator NI068 which provided

detail regarding the percentage of referrals to children's social care going on to an initial assessment. The figure included details about the number of assessments completed as a result of referrals. It was reported that the national indicator would be phased out by the end of the year as it was no longer required.

During discussion, the following points were noted:-

- PI 2023SC (Page 28) it was difficult to manage Child Protection Plans with a
 target as this was determined by the number of referrals received which could
 vary considerably on a monthly basis. Additionally, a child protection
 conference which includes a number of siblings could also increase the
 figures. It was felt to be useful to have a target figure as a benchmark but
 noted that this was an indicator which was regularly debated.
- Despite the number of complaints received in schools being included within
 the report, it was noted that these were for the school to deal with directly.
 However, should a complaint relate to a specific member of staff and their
 suitability to work with children, the Local Authority would look at the issues
 raised through Children's Services as the Department was required to employ
 a Local Authority Designated Officer to oversee this function. If found that any
 member of staff had acted inappropriately, the case would be investigated
 fully.
- Child Protection Plans were complex and, although it would appear that a child had been removed from a plan and then put back on, in some cases, the child had moved out of county for the period where they were subject to a plan from another local authority. It was acknowledged that work was ongoing to develop ways to ensure consistent and accurate reporting of this indicator.
- Sally Savage, Assistant Director of Children's Services, had been appointed predominantly to work with Clinical Commissioning Groups and Public Health to ensure there was an overarching senior position in the authority responsible for children's commissioning, bringing together the local authority, public health and the Clinical Commissioning Groups.
- Common themes for referral were neglect and domestic abuse/violence issues rather than anything specifically unique to Lincolnshire although Members acknowledged that these reasons do vary over time.
- Two compliments to the Scrutiny Committee had been reported and officers were asked to provide the detail of those compliments, if possible.
- A suggestion was made that the Committee may be able to, in some way, support the complaints process. Advice was given that the complaints process was outlined through a statutory process and, if the Committee were to be included in that process, this could be perceived as not following the process as required legally, although reporting from the complaints was an important scrutiny role.
- The complaints process in schools was felt to be particularly daunting for parents and additional support could be required through the process, as it could be extremely stressful. Although there was an appointed School Complaints Officer to provide support and advice both to schools and parents, Members suggested that it may be helpful to publicise this for parents also.
- System problems remained a concern for the Committee as input errors were resulting in inaccurate reporting. The new system was expected to be more

intuitive and easier to navigate, reducing the amount of error. It was hoped this new system would be in place by January 2015. Members were reassured that data cleansing would continue to be undertaken to ensure that data was correct.

- Social Workers undertake a number of unannounced visits but find that
 families were not in. It had been suggested that IT tablets would be beneficial
 so that they could input data whilst waiting for families, etc, to return.
 Unfortunately, the current ICS system was unable to be accessed via this
 method. Judith Hetherington-Smith, Chief Information Officer, and Simon
 Oliver, Head of IMT, were being consulted on ways to rectify this and to make
 remote access of systems easier for Social Workers.
- PI CS108 (Page 40) The ePEP system had now been upgraded and, although this should be assisting staff, frustrations with the new upgrade and required training had initially made this more difficult.
- The majority of referrals made to the ombudsman were relating to Home to School Transport, of which there had been no "findings of fault". In relation to referrals made to the ombudsman on Post 16, national guidelines were to be followed, on two year programme, which made it difficult to provide reassurance to parents. One finding of fault against the Local Authority had been made which would be presented to the Committee in due course.
- Members were reassured that a number of pieces of work were ongoing around anti-bullying issues. It was agreed that a report on anti-bullying would be brought to a future meeting.

RESOLVED

That the report be noted.

79 <u>LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP UPDATE</u>

The Chairman of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, Councillor Ron Oxby, provided an update on the progress of the Sub-Group.

Having met on 29th January 2014, Councillor Oxby had been elected as the Chairman of the Sub-group as Councillor Pat O'Connor was unable to continue as he was no longer a member of the Children and Young People Scrutiny Committee.

A presentation had been received relating to the changes of the Ofsted inspection framework, following which ten questions were agreed to form the basis for scrutinising the work of the Lincolnshire Safeguarding Children Board (LSCB) and the Lincolnshire Safeguarding Adult Board. Each meeting of the Sub-Group would consider two or three of those questions to assess the performance of the two boards.

Andy Morris, newly appointed LSCB Business Manager, also attended the meeting and highlighted the the LSCB had been carrying out an internal review of children's safeguarding and had discovered certain processes around auditing of serious incidents required further attention. Having revised its business plan, the LSCB had

also created a performance framework which the Sub-Group also considered, as noted in the minutes.

The next meeting of the Scrutiny Sub-Group was scheduled for 30th April where it would be considering the outcomes from a recent serious case review, an item of Child Sexual Exploitation (CSE) and the first three questions from the Ofsted Framework:-

- 1. Can you provide evidence that you coordinate the work of partners in helping, protecting and caring for children and adults in Lincolnshire?
- 2. What are the mechanisms in place to monitor the effectiveness of your arrangements?
- 3. How do you know the multi-agency training in safeguarding is effective?

During discussion, it was confirmed that the issue requiring further attention was in relation to auditing. It was explained that under the new Ofsted framework, Safeguarding Boards were expected to undertake their own audits in addition to those already taking place. As a result, a process was ongoing to appoint an audit officer to undertake this requirement.

RESOLVED

That the verbal update provided, in addition to the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on 29th January 2014, be noted.

80 SOLUTIONS 4 - OFFICER AND MEMBER FEEDBACK

Dave Thompson, Solutions 4 Manager, gave a presentation to the Committee which detailed the transition of the Lincolnshire Teaching and Learning Centre (LTLC) from Lincolnshire County Council as an independent maintained school and had been undertaken in a way to ensure that LCC could meet its statutory duties for children not in full time education.

The presentation also asked Members to consider the role of Solutions 4 in meeting the needs of pupils excluded or at risk of exclusion in Key Stage 4.

During discussion, the following points were noted:-

- It was reported that there were currently 400 "other authority" Looked After Children in Lincolnshire, some of which were looked after by Solutions 4.
- The referring authority was now being challenged as a child would not be accepted into the county without the appropriate funding being apportioned to the child in relation to higher need SEN.
- Funding was received from Central Government based on the October count.
- The Local Authority was not in a position to refuse a child in to the county but there was a responsibility to have the relevant health and education plans in place. Legislation which would include this had not yet been finalised so discussions with other authorities was being held tentatively at present.

 If a child was resident in Lincolnshire, even if they were from out-of-county, but placed with foster carers for example, the local authority was legally obliged to provide an education for that child although element 3 funding for SEN would be for the placing authority.

The Chairman invited Committee Members, who had visited Solutions 4 facilities, to update the Committee with their experiences.

- Councillor Mrs Ransome advised that she had visited two centres and had been impressed with both. Bridge House was found to be academically orientated while Opportune Engineers were more "hands on". Staff and children had embraced her and were enthusiastic in telling her what they do at the centre. Councillor Mrs Ransome asked the Committee to note her concern about the short notice of the notification that funding had been received. It was felt that the security of staff in these centres was essential as to lose them would be detrimental to the children.
- Added Member, Mr Rudman, had visited the Gelder school and found it to be
 outstanding despite some of the pupils having been excluded from more than
 one establishment within the county. Mr Rudman had been made to feel very
 welcome and had been provided with some background details of the pupils,
 some of which were from difficult families. It was stressed that the centre tried
 to provide a safe environment for the pupils and then look at the education
 element.
- Councillor Churchill visited Opportune Engineers and stressed that these
 children are challenging but have the ability to succeed. The issue for this
 centre was that the funding was not available to heat the building and it
 appeared that there was considerably less spent on the upkeep of these
 facilities. Councillor Churchill advised that she was scheduled to visit Gelder
 also.
- Councillors R and L Wootten had been warmly greeted when they visited Bridge House in Boston, who catered for 40 pupils aged 14 to 16. Core subjects were taught to students and most students were expected to gain either a B or C result. Pupils were very much included and they felt that it was an excellent facility.
- Councillor Aron visited Build a Future in Horncastle where he found the staff to be very enthusiastic with some excellent ideas for the future. Funding was also an issue at this centre and he felt the building was also an issue.
- Councillor Dodds also visited Build a Future in Horncastle and felt that the
 relationship between students and staff seemed rigorous and strong. There
 was an informal atmosphere but it was clear that there was a mutual respect
 between staff and students. Transport was an issue especially for post 16
 children and Councillor Dodds asked that post 16 travel solutions be seriously
 considered. She was also concerned regarding capacity at the centre and
 whether the local authority should be giving consideration to increasing work
 with these schools as she felt the financial implications of doing so would far
 exceed the moral and financial cost of allowing these children to fail.
- Added Member, Mrs Olivier-Townrow, visited the Gelder Group and had been extremely impressed with the centre and the children there. Two teachers were with a group of six children but she felt that there was a real challenge to

provide the variety within the curriculum for only two teachers. Having talked to pupils individually, they had hinted at the frustration of being actively involved in workshops. Subsequently, Mrs Olivier-Townrow had contacted a production company who offered to undertaken some workshops and to provide bursaries also. Mrs Olivier-Townrow felt that this was something which could be further developed.

 The Chairman advised he had also visited Build a Future in Horncastle and, like Councillor Dodds, raised the issue of transport problems for Post 16 pupils. The other issue raised had been budgets.

In response to Members' comments, the following points were noted:-

- In terms of the buildings, health and safety reviews were carried out every 12 weeks and all premises met the minimum legal requirements.
- LCC had changed the transport arrangements in relation to taxis to revert back to 12 month leases for transport. Work was currently ongoing with taxi firms to ensure that they were working directly with Solutions 4 but with support from LCC.
- Concern remained that if there was no assurance of funding flow, the centres
 would continue to be unable to make significant capital investments. Solutions
 4 had written to the providers to advise that funding had been extended for a
 further year but agreed that a plan of less than three years was not
 acceptable.
- As long as standards were maintained, there was a plan to roll the contracts on for an additional year and that LCC intended to reprocure Solutions 4 under a framework arrangement for providers but acknowledged that this would need to be longer than on a yearly basis. Members were reassured that funding arrangements were currently being considered although advised that the capital issues raised had not been.
- There was a dedicated grant available from the DfE, of which the majority was spent on the sufficiency of places available. All other issues raised would be considered in the reprocurement.
- Although facilities were made available by the individual providers, Solutions 4 managed the centres overall. The six week deadline was a target, an aspiration, to move pupils out of the system but it was acknowledged that this was not always possible but it gave both Solutions 4 and the pupils a target to work to. Once the children embarked on courses, it was difficult to find a mainstream school providing that particular course. Bridge House, for example, had qualifications in line with mainstream schools.
- At the Gelders Centre, it was reported that there are currently six highly complex students who could have been placed in out-of-county placements at a cost in excess of £100k per placement. It was felt, therefore, that by providing facilities such as these in-county, it would save the authority money.

Councillor Mrs C A Talbot asked that it be noted that she was personal friends of the owner at Hill Holt Wood at Norton Disney.

Councillor B W Keimach also asked the Committee to note that, in relation to a Solutions 4 provider and their ongoing discussions with West Lindsey District Council, he was a District Councillor with WLDC.

In summary, the Committee requested the local authority to consider longer contracts to give more certainty for providers, address the issue of transport including taxis and transport provided directly by providers, general funding and the potential to increase the daily costs.

RESOLVED

That the presentation and updates be noted and officers be asked to consider the commissioning arrangements for Solutions 4.

At 12.55pm, Councillor B W Keimach left the meeting and did not return.

81 TAKE-UP OF EARLY EDUCATION FOR LESS ADVANTAGED 2 YEAR OLDS IN LINCOLNSHIRE

Consideration was given to a report of the Executive Director of Children's Services, which provided the Committee with a comprehensive overview of the take up of free early education places for two year olds in Lincolnshire.

Debbie Barnes, Executive Director of Children's Services, introduced the report on behalf of Geraldine O'Neill, Lead Consultant (EYE).

During discussion, the following points were noted:-

- The hourly cost of Early Years Providers had been agreed by a working party in consultation with the voluntary and maintained sectors to work out the average voluntary charge. This is something continually under review via the Lincolnshire School's Forum and is an issue which continues to be refined.
- An individually assessed approach to providers was taken and, through risk assessment, decisions could be taken to move children should a provider prove unsuitable following that assessment.
- There was an inclusion fund so that, for example, an 18 month old child with a significant disability was accessing a pre-school, this would be dealt with by the Birth to Five Service through a similar process to statementing although this was not formal or statutory.
- Looked After Children (LAC) numbers were low and work was ongoing to monitor the access for these children in relation to funded child care.
- Regarding geographical spread, in rural areas, child care remained a challenge but work was ongoing with childminders to provide better support and to help them become registered to provide early education.
- Funding was available for 40% but there was a commitment to increase that figure. The other 60% would be for the parents to decide if they want to pay for it, although as soon as the child has their third birthday they would be

eligible for 15 hours free. Vulnerable children were given priority and it was expected, depending on additional funding, that there would be a waiting list.

- Details regarding the number of providers available in Lincoln would be provided after the meeting, following a concern that there appeared to be considerably less providers in comparison to other areas in the county. It was thought that places were taken by paying parents which could mean the additional funding may not be required.
- Birth to five used to provide ratings as did Ofsted and the County Council only funded places if the Council was satisfied with the quality of the provision, Ofsted had removed that ability. Previously, the local authority had the ability to remove a childcare provision but this had now changed.
- Following a query regarding the inclusion of traveller and ethnic minority families, all two year olds within the county were logged with the Participation Worker who would discuss the offer within families.
- It was suggested to hold a workshop around this item, possibly through Councillor Development. It was confirmed that Geraldine would be happy to take questions outside the meeting.

RESOLVED

That the report be noted.

82 <u>CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK</u> PROGRAMME 2014

A report by the Scrutiny Officer was considered, which provided the Committee with an opportunity to consider its work programme for the coming year.

There were no amendments to the published work programme, although Members were asked to note a potential report for the September meeting relating to a proposal for a new primary academy in North Hykeham (submission to Secretary of State of results and evaluation process to identify an operator), which was yet to be confirmed.

A SEND reform project, which was a council priority project, had formed a stakeholder group to inform, engage and help co produce the reforms set out in the Children's Bill Draft Code of Practice. The Stakeholder Group had requested two representatives from the Children and Young People Scrutiny Committee to sit on that group. The group met on a monthly basis, usually at Grantham College, the next meeting being scheduled for 18th March 2014 at 10.30am.

Councillor J R Hicks advised he would represent the Committee on this group. No other volunteers were identified but further information would be circulated to the Committee to give those not present the opportunity to volunteer.

RESOLVED

That the Work Programme, as set out at Appendix A, be agreed.

83 CONSIDERATION OF EXEMPT INFORMATION

RESOLVED

That, in accordance with Section 100(A)(4) of the Local Government Act 1972, the public and press be excluded from the meeting on the grounds that the following item of business contained exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended

84 LEAVING CARE - COMMISSIONING REVIEW

Consideration was given to a report of the Executive Director of Children's Services.

Andrew McLean, Head of Service – Children's Commissioning, and Linda Graham, Commissioning Officer, introduced the report, explaining the details behind the content of the report.

RESOLVED

- 1. That the report be noted.
- 2. That the recommendations to the Executive be supported.

The meeting closed at 1.15 pm



Agenda Item 5



Report Reference: Policy and Scrutiny

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Frontline Social Workers and Safeguarding Scrutiny

Review - Draft Final Report

Summary:

This report invites the Children and Young People Scrutiny Committee to consider the draft final report arising from the scrutiny review into Frontline Social Workers and Safeguarding. Subject to the approval of the Committee, the report will be submitted to the Executive for its consideration and response. This response will be considered at a future meeting of the Committee.

Actions Required:

- (1) To approve, or to approve with amendment, the attached final draft report into Frontline Social Workers and Safeguarding.
- (2) To agree that the final report should be submitted to the Executive for its consideration and response.

1. Background

A Task and Finish Group comprising six non-executive County Councillors and one Parent Governor Representative has undertaken a review into Frontline Social Workers and Safeguarding. Councillor John Hough was appointed the chairman of the Task and Finish Group.

The review was undertaken between November 2013 and May 2014. As part of the review, the Task and Finish Group has met 11 times during which it reviewed local safeguarding practices, procedures and policies, benchmarking Lincolnshire against other local authorities, and performance information relating to safeguarding. The Task and Finish Group also spoke to a range of frontline workers, such as Social Workers, Family Support Workers and Targeted Youth Workers, and also to Team Managers from the different localities. The Task and Finish Group visited the Customer Service Centre to observe the handling of queries and referrals as they came in.

Individually, the Members of the Task and Finish Group also attended meetings of child protection conferences and support panel meetings, and some were given the opportunity to shadow a Social Worker as they conducted home visits. The Task

and Finish Group has also spoken to the University of Lincoln regarding the Social Care degrees that are offered and also to the Lincolnshire Safeguarding Children Board (LSCB) to discuss what the LSCB's priorities are around safeguarding.

Some Members of the Task and Finish Group also met with Judge Swindells, the Family Court Judge in Lincolnshire, to find out her views on whether safeguarding was robust enough in Lincolnshire. A number of the Members also attended some training on Signs of Safety.

The Task and Finish Group has produced a final report containing seventeen recommendations and this is attached as Appendix A to this report.

2. Conclusion

The Committee is asked to consider the attached draft final report and decide whether to adopt the draft as its final report, with or without amendment.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

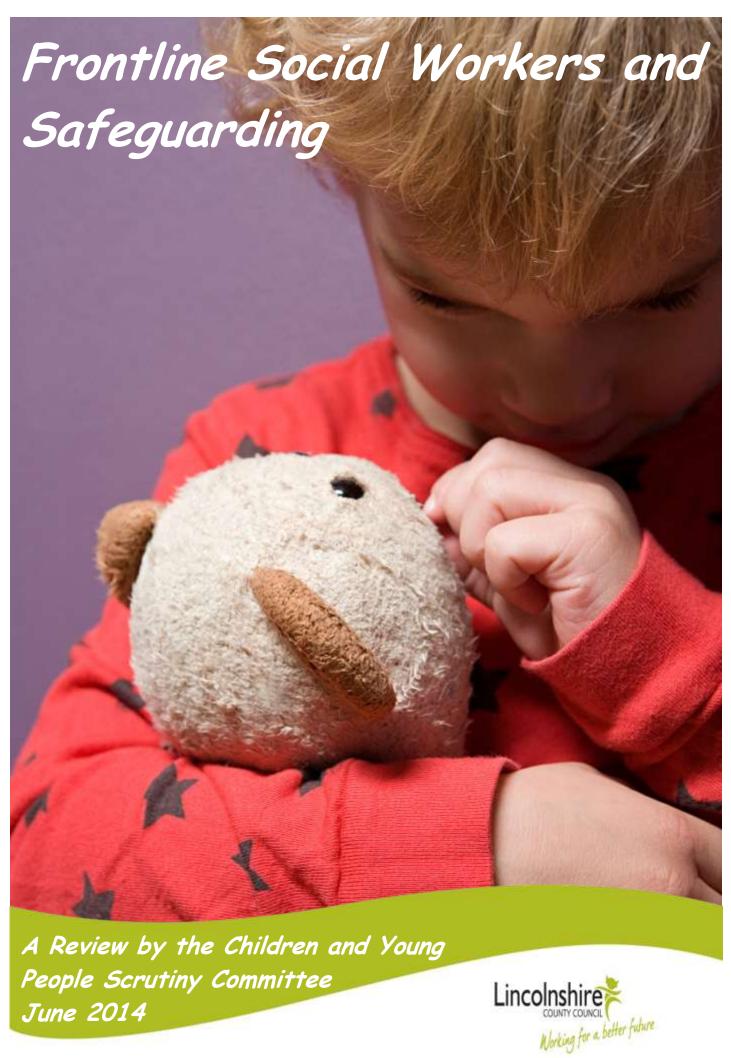
4. Appendices

These are listed below and attached at the back of the report			
Appendix A	Frontline Social Workers and Safeguarding Draft Final Report		

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or tracy.johnson@lincolnshire.gov.uk.

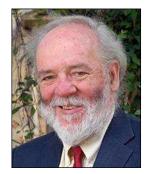


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Introduction

Foreword by Councillor John Hough, Chairman of the Task and Finish Group



This review has looked at whether the safeguarding procedures in Lincolnshire are robust enough and whether frontline Social Workers receive enough support for them to carry out their job effectively. In today's society, Social Workers are under immense pressure to ensure that children are safeguarded, but at the same time receive a lot of negative press when reported by the media. From our meetings with Social Workers and their managers during this review, we have discovered that the Social Work staff in Lincolnshire are extremely dedicated and hard working, and should be strongly supported in carrying out their roles wherever possible. This review has highlighted that the safeguarding procedures in Lincolnshire are, on the

whole, robust, and that the frontline Social Workers do receive a lot of support. However, the review has identified some areas for improvement which are set out in more detail in the report.

Finally, I would like to thank all the Members who took part in this Task and Finish Group for their dedication and support throughout the review, and to also thank the officers involved, in particular Janice Spencer (Assistant Director of Children's Services), Sam Clayton (Principal Child and Family Social Worker), Tracy Johnson (Scrutiny Officer) and Andrea Brown (Democratic Services Officer) for their support during the review. I would also like to thank everyone who met with us, especially the parents and children, the Social Workers and their managers who gave us an extremely useful insight into the world of children's social care.

you day

Cllr John Hough

Task and Finish Group Members

The Task and Finish Group also consists of the following Members:



Cllr Bob Adams



Mrs Emma Olivier-Townrow Parent Governor Representative



Cllr Sarah Dodds



Cllr Mrs Sue Ransome



Cllr John Hicks



Cllr Mrs Christine Talbot

Executive Summary, Conclusions and Recommendations

The scrutiny review into Frontline Social Workers and Safeguarding was established in October 2013 with the intention of scrutinising the robustness of safeguarding practices in Lincolnshire and whether there is sufficient support provided to frontline Social Workers.

This review was carried out between November 2013 and May 2014. As part of the review, the Task and Finish Group met 11 times during which it reviewed local safeguarding practices, procedures and policies, benchmarking Lincolnshire against other local authorities, and performance information relating to safeguarding. The Task and Finish Group also spoke to a range of frontline workers, such as Social Workers, Family Support Workers and Targeted Youth Workers, and also to Team Managers from the different localities. The Task and Finish Group visited the Customer Service Centre to observe the handling of queries and referrals relating to children's social care as they came in. Individually, the Members of the Task and Finish Group also attended meetings of Child Protection Conferences and Support Panel meetings, and some were given the opportunity to shadow a Social Worker as they conducted home visits. The Task and Finish Group has also spoken to the University of Lincoln regarding the social care degrees that are offered and also to the Lincolnshire Safeguarding Children Board to find out what they are doing around multi-agency working and training. Some Members of the Task and Finish Group also attended a Signs of Safety training session, and met with Judge Swindells, the Family Court Judge in Lincolnshire, to find out her views on whether safeguarding was robust enough in Lincolnshire.

According to the Safe Network, nationally one in five children in the UK today have experienced serious physical abuse, sexual abuse or severe physical or emotional neglect at some point in their lifetime. Furthermore, one in 10 children in the UK has been neglected. There have been a number of national policy changes relating to safeguarding and child protection over the last few years. The Munro review in 2010 was the catalyst for change to the way child protection and safeguarding was conducted across the country. The review led to new national guidance being issued in 2013 called "The Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children". This guidance set out the legislative requirements and requirements and expectations on individual services to safeguard and promote the welfare of children and a framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services. According to the guidance, over 600,000 children nationally were referred to local authority children's social care services in 2011-12. The guidance states that

"Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children."

Around 20% of children aged 0 to 17 in Lincolnshire have been subject to some form of early intervention in the last six months. This includes involvement in all universal and targeted services such as those offered at children's centres, early help arrangements, Team Around the Child (TAC) and ESCO (Early Support Care Coordination). There are approximately 3700 open cases with the Children's Services Social Care Service at any one time. This includes Looked After Children, Children with Disabilities, Child in Need (CiN) and children on Child Protection Plans (CPP). In addition the number of children who are looked after has steadily been increasing over the last couple of years from 470 in September 2011 to 601 in April 2014.

In line with the national position, Children's Services is experiencing much greater demand on child protection services. In the last five years, caseloads have increased by over 30% from 2,842 in 2008 to 3,802 in 2013. The rise in referrals of children requiring services is putting increasing pressure on

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¹ Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children https://www.gov.uk/government/publications/working-together-to-safeguard-children

Social Workers and Lincolnshire County Council has recently agreed to allocate an additional £400,000 to recruit more Social Workers.

Conclusions

From the evidence and findings detailed in the report, the Task and Finish Group has drawn a number of conclusions:

- ➤ The Task and Finish Group was satisfied that safeguarding in Lincolnshire is compliant with national legislation and guidance and that the safeguarding practices are robust. However, the purpose and function of Support Panels was questioned and this needs to be relooked at.
- One important safeguarding issue that has been highlighted is around neglect cases and ensuring that these are acted on as quickly as possible when required.
- There needs to be closer working with schools on neglect issues, including more pastoral care for vulnerable children, and around the prevention agenda by offering parental training to teenagers.
- ➤ The current IT system ICS (Integrated Children's System) is not very user friendly and a number of issues have been raised by Social Workers about ICS. The new Mosaic IT system and the potential use of mobile technology for remote working we expect will improve IT access for Social Workers.
- Social Workers need better training opportunities around report writing skills, child development and capturing the Voice of the Child through objective child focussed observations.
- ➤ The training courses offered by the University of Lincoln also need to be looked at again to ensure that students are fully prepared for a career in social work.
- Issues around recruitment and retention, particularly of experienced Social Workers, are of great concern and this needs to be examined further, including detailed review and evaluation of all exit interview data.
- ➤ The Customer Service Centre (CSC) plays a vital role in screening safeguarding referrals that come through to Lincolnshire County Council. Given the nature of the calls which the CSC staff have to deal with, there is concern over whether the staff are sufficiently trained or qualified to handle these referrals.
- ➤ The Lincolnshire Safeguarding Children Board (LSCB) is very proactive in Lincolnshire and is currently carrying out a number of audits and producing a multi-agency neglect policy. However, there is a need for all partner agencies to own and embed the LSCB agendas and targets.
- Capturing the Voice of the Child effectively by Social Workers and partner agencies has been identified as a particular issue. The Task and Finish Group concluded that more training is required on this and that the LSCB should take a lead role in identifying the various methods used by partner agencies to capture the Voice of the Child and cascade and assess the application of best practice.
- Information sharing between partner agencies is another issue which has been highlighted. The co-location of different social care teams, along with partner agencies, in each locality would be beneficial to joint working and sharing vital information between staff.

Recommendations

In light of the evidence and findings detailed in this report, the Task and Finish Group submit the following 17 recommendations to the Executive:

Recommendation 1

A review should be carried out to ensure that all parents receive a copy of their assessments and that the mechanisms for this process are robust.

Recommendation 2

The Task and Finish Group welcome and support the multi-agency Neglect Policy and Procedure being developed by the Lincolnshire Safeguarding Children Board (LSCB) and encourage the Board to ensure that all partner agencies adhere to it. Given the complexities around neglect cases, the LSCB is recommended to review and ensure that comprehensive and specific training on neglect, particularly around complex neglect, is delivered to all frontline staff within all partner agencies. This relies on the knowledge and understanding of child development and the ability to capture neglect through child focussed observations. The Lincolnshire Safeguarding Boards Scrutiny Sub Group should monitor the implementation of the Neglect Policy and Procedure, and the neglect training opportunities made available to partner agencies.

Recommendation 3

The recent Ofsted report "In the child's time: professional responses to neglect" makes seven specific recommendations to local authorities. The Task and Finish Group recommends that a work programme is produced to ensure that these recommendations are implemented in Lincolnshire.

Recommendation 4

Lincolnshire County Council should identify and share best practice with schools on how they can use their pupil premium to improve the attainment, health and pastoral care of young people suffering, and at risk of, neglect.

Recommendation 5

Children's Services should work with secondary school Headteachers to encourage them to offer parental training, including child development, to all teenagers.

Recommendation 6

The LSCB is recommended to conduct a pilot project to identify the methods used by partner agencies to listen to and record the Voice of the Child and share the most effective methods amongst partner agencies as examples of best practice. An audit trail of the Voice of the Child should also be carried out.

Recommendation 7

The social care teams in each area, along with other agencies such as Health and the Police wherever possible, should be co-located to ensure better joint working and information sharing across the different teams and agencies.

Recommendation 8

That best practice is shared in relation to Child Protection Conferences, including the timeliness of paperwork being presented, to ensure consistency across the county.

Recommendation 9

The purpose and function of Support Panels should be revisited to ensure that they are providing thorough challenge by using the Signs of Safety methodology to map and summarise each case.

Recommendation 10

It is recommended that an audit of the training on children's safeguarding provided to CSC staff, and the quality of that training, is undertaken to ensure that it is fit for purpose and that CSC staff are trained in the issues of children's safeguarding and child development to deal effectively with contacts.

Recommendation 11

A review of the recruitment and retention strategy for Social Workers should be undertaken, including revisiting the pay and reward offer for front line Social Workers, to ensure that there is some form of recognition for this challenging and difficult role. An analysis of exit interviews should also be undertaken to see if there are any trends around reasons for leaving and where Social Workers move onto.

Recommendation 12

Further work should be undertaken with the universities across the region, including South Yorkshire, the Humber, and the East Midlands, around the recruitment of Social Workers and developing degree courses to ensure they provide the rights skills and training needed by Social Workers.

Recommendation 13

The report writing training offered to Social Workers, and the management oversight of this, needs to be revisited to ensure it is fit for purpose and enables Social Workers to be able to produce quality reports, such as for Child Protection Conferences. It would be beneficial if report writing models were developed as examples of good practice for Social Workers. This should be underpinned by training on child development and should include examples of how best to capture the Voice of the Child.

Recommendation 14

The University of Lincoln should be encouraged to provide more training on child development and capturing the child's perspective through objective child focussed observations.

Recommendation 15

A strategy should be developed around training for Practice Educators at Levels 1 and 2, along with a review of who is the best provider of the Practice Educator courses in the region.

Recommendation 16

The Task and Finish Group recognised the difficulties faced by Social Workers when using the current ICS system and considers it essential that the new IT system, Mosaic, is brought in as soon as possible.

Recommendation 17

A trial of using mobile technology such as Ipads / tablets should be conducted, with at least one or two FAST teams, to examine what the benefits would be for Social Workers in using mobile technology in their work with children and young people.

Establishment of the Task and Finish Group

The Children and Young People Scrutiny Committee agreed at its meeting on 18 October 2013 that there was a need for a scrutiny review to investigate the issues around Frontline Social Workers and Safeguarding after concerns had been raised through a recent serious case review.

The Overview and Scrutiny Management Committee agreed at its meeting on 24 October 2013 to establish a Task and Finish Group to conduct this scrutiny review, and the following objectives were approved:

- 1. To examine the robustness of safeguarding practices.
- 2. To ensure sufficient support is provided to Frontline Social Workers.

National and Local Context

The National Picture

In June 2010, the Secretary of State for Education commissioned an independent review of child protection in England by Professor Eileen Munro from the London School of Economics and Political Science. The central question of the review was 'what helps professionals make the best judgments they can to protect a vulnerable child?'. In May 2011, The Munro Review of Child Protection: Final Report – A child-centred system was published. The report states that

"Within preventative and other services good mechanisms are needed to help identify those children and young people who are suffering, or likely to suffer, harm from abuse or neglect and who need referral to children's social care. The association between child abuse and neglect and parental problems, such as poor mental health, domestic violence and substance misuse, is well established. It is not easy to identify abuse and neglect. Signs and symptoms are often ambiguous and so it is important that those working with children, young people and adults have ready access to social work expertise to discuss concerns and decide whether a referral to children's social care is needed."

The review recommended the designation, in each local authority, of a Principal Child and Family Social Worker, who is still doing direct work, to advise on enhancing practice skills. This role would take responsibility for relating the views of Social Workers to those whose decisions affect their work. The Munro report also recommended that the Government revised statutory, multi-agency guidance to remove unnecessary or unhelpful prescription and focussed only on essential rules for effective multi-agency working and on the principles that underpin good practice. In March 2013, the Government published Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children which replaced the previous statutory guidance.

In March 2014, Ofsted published a report entitled **In the child's time: professional responses to neglect**. The report explored the effectiveness of arrangements to safeguard children who experienced neglect, with a particular focus on children aged 10 years and under. The report drew on evidence from 124 cases and from the views of parents, carers and professionals from the local authority and partner agencies. According to the report,

"One third of long-term cases examined on this inspection were characterised by drift and delay, resulting in failure to protect children from continued neglect and poor planning in respect of their needs and future care."

Further information on the above reports, along with the outcomes from a Community Care Survey of Social Workers undertaken in November 2013, national safeguarding data, information on Public Law Outline (PLO) 2014 and Signs of Safety can be found in Appendix 1.

The Local Picture

The Lincolnshire Safeguarding Children Board (LSCB) was established in 2004 following the Victoria Climbié Inquiry to create a multi-agency framework around high profile and sensitive issues. The Lincolnshire Safeguarding Children Board has produced a guide called **Meeting the Needs of**

² The Munro Review of Child Protection: Final Report – A child-centred system https://www.gov.uk/government/publications/munro-review-of-child-protection-final-report-a-child-centred-system
³ In the child's time: professional responses to neglect https://www.ofsted.gov.uk/resources/childs-time-professional-report-a-child-centred-system

Children in Lincolnshire: A Shared Responsibility in response to the national Working Together 2013 guidance.

In Lincolnshire, there are eight locality teams covering Lincoln, West Lindsey, East Lindsey (North and South), North Kesteven, South Kesteven, Boston and South Holland. Within each of the locality teams there are Family Assessment and Support Teams (FAST) which consist of a mixture of level 1 and level 2 Social Workers, Advanced Practitioners, Practice Supervisors and a Team Manager. There are also targeted teams consisting of Family Support Workers and Targeted Youth Support Workers, and Families Working Together (FWT) teams consisting of key workers which all provide valuable support to Social Workers. Appendix 1 has further details about the LSCB and the locality teams in Lincolnshire, along with the outcomes from the last Ofsted inspection in 2009.

The table below sets out the data relating to safeguarding children from October 2013 to April 2014:

	Oct	Nov	Dec	Jan	Feb	Mar	Apr
New referrals for the County	570	517	375	440	382	532	420
Number of total open cases to Social Care (FAST Teams)	3691	3733	3680	3704	3627	3763	3791
Number of children subject to a Child Protection Plan	363	359	361	371	374	344	330
Number of children 'Looked After' by LCC	575	580	589	603	591	599	601
Number of children open for a TAC	974	1002	1094	1109	1033	1069	1220
Number of children who have been subject to early intervention in the last six months (cumulative figure)				20,557	24,617	28,104	29,586
Child population in Lincolnshire 0 to 17				139,301		139,720	·

As can be seen from the data above, approximately 20% of children aged 0 to 17 in Lincolnshire have been subject to early intervention in the last six months. This includes involvement in all universal and targeted services such as those offered at children's centres, early help arrangements, Team Around the Child (TAC), and ESCO (Early Support Care Coordination). There are approximately 3700 open cases with the Children's Services Social Care Service at any one time which includes Child in Need (CiN), Looked After Children, Children with Disabilities, and children on Child Protection Plans (CPP). In addition the number of children who are looked after has steadily been increasing over the last couple of years from 470 in September 2011 to 601 in April 2014.

Appendix 2 provides information on benchmarking Lincolnshire against other local authorities. Throughout the various Ofsted inspections that have been examined, a number of key themes have been identified in enabling a strong overall service for safeguarding and child protection. These include:

- > Strong management and leadership structure providing clear guidelines and protocols to its authority.
- Good permanent workforce of experienced Social Workers with good working practices in place to support new and less experienced Social Workers.
- Close partnership working, ensuring that all multi-agency working is consistent in its practices.
- ➤ Local Safeguarding Children Board (LSCB) is an important factor within a local authority and must be working closely with all partners.
- Consistent approaches to working practices amongst Social Workers, ensuring that adequate time and support is given to allow for all records to be accurately maintained and up to date within a timely manner.
- ➤ Where the Signs of Safety approach has been implemented with local authorities, it has facilitated for identified improvements in the Social Workers practice. It has encouraged increased confidence from the families and children involved, giving the feeling that their voices and opinions are being taken into consideration. Further information on Signs of Safety is contained in Appendix 1.

What have we found out?

Robustness of Safeguarding

How does the Assessment Process work?

The diagram below sets out the framework for assessment of children in need and their families as detailed in the Working Together 2013 guide.



Since June 2013, social care staff have been implementing Signs of Safety across Lincolnshire as part of the assessment process. According to the Meeting the Needs guide,

"Signs of Safety is a way of looking at the strengths and difficulties for and with a child and family and was first introduced in Lincolnshire in Summer 2013. It helps to better understand what needs to change, how this can be done and who needs to do what to reduce risk and improve the lives of children."

This approach is a relationship-grounded, safety-organised child protection framework designed to help families build real safety for children. This would be reached by allowing families to demonstrate their strengths in protection and requires partnership and collaboration with the child and family. It would also assist professionals at all stages of the child protection process. The goals of Signs of Safety are:

- > To reduce the rates of child abuse
- > To reduce the rates of repeat maltreatment
- > To reduce family disruptions and the number of foster care placements
- ➤ To increase children and family engagement and direct participation in the child protection work and decision-making
- To increase child welfare practitioners' job satisfaction and worker retention
- > To increase practitioner's practice depth and to grow child protection systems and structures that grow such practitioners
- ➤ To create a shared language risk assessment and practice framework and culture across all child protection responses, both statutory and non-statutory, government and non-government, which is also understandable and accessible to families and children

⁴ Meeting the Needs of Children in Lincolnshire: A Shared Responsibility http://www.lincolnshirelscb.org.uk

Early Help Assessments (formerly known as Single Assessments) have been developed to help professionals to identify if a child has any additional needs and how they can be supported. An Early Help Assessment should be completed by any professional at the earliest opportunity when they are worried about a child or young person's health, development, welfare or progress; or if the child, young person or their family has raised a concern with a professional. The form has been developed in line with Signs of Safety methodology, which is an evidence based approach to safeguarding children and young people. The form provides a clear template to facilitate a meaningful assessment with the participation of the child, young person and their parents/carers. The Assessment template has been developed as part of Lincolnshire's Early Help Strategy, and agreed by all partner agencies via the Children and Young People's Strategic Partnership on 24th February 2014.

However, where there are immediate child protection concerns and it is considered that a child has suffered or may be suffering significant harm, a referral must be made to the Council's Children's Services Social Care Service through the Customer Service Centre (CSC). Any safeguarding concerns which a professional or a member of the public has about a child are directed through the CSC call handlers who record the referrals on the ICS (Integrated Children's Services) system. The Practice Supervisors based at the CSC will then allocate the referral, if required, to the appropriate locality team.

Social care staff will then need to undertake a Social Care Assessment. This assessment was introduced in October 2013 and replaces the initial and core assessments which were previously conducted. The Social Care Assessment covers the same areas as the Early Help Assessment but in greater depth. As with the Early Help Assessment, a Social Care Assessment is best developed in partnership with the child and family, and with the assistance of all those other professionals who are working with or who have had contact with the child and family. Professionals involved with the child are expected to contribute to the Social Care Assessment.

If significant harm has been identified, immediate action is taken and a Child Protection Conference is arranged within 15 days. If no significant harm has been identified, a Child in Need meeting is held within 20 days. The Meeting the Needs guide contains a pathway for referrals to children's social care which is attached at Appendix 3.

How robust are the Safeguarding Processes?

The Auditing Processes of Child Protection Cases

The Quality Audit Procedure involves reviewing case records. The purpose of the quality audit is to:

- Assure that the Voice of the Child is heard, recorded, and used to influence the work undertaken as far as possible;
- Assure that the child's journey is as timely and effective as possible;
- > Assure the quality of work undertaken including appropriate multiagency involvement;
- > Assure all basic data items are recorded and that the quality of recording is in line with agreed recording standards;
- Promotion of an open learning culture through reviewing professional practice.

There are three processes for auditing child protection cases. Firstly, there are the day to day audits carried out by Practice Supervisors on every open case. The Practice Supervisor will check the quality of the case notes, ensure early work is timely and focussed, and that everything has been recorded on the ICS system. A number of cases are audited by Practice Supervisors each month. Audits are normally carried out within 60 days of a case being opened and then again when a case is closed. Team Managers have also been doing random audits since 2010 and undertake three audits per month.

Secondly, the Children's Services Directorate Management Team usually requests audits of particular cohorts. In addition Heads of Services will undertake three audits per quarter. Thirdly, the Performance and Audit team in Children's Services carry out an annual Quality Assurance audit of cases.

All audits are given grades which are based on the Ofsted ratings. The grades are

- Outstanding Direct work with children, young people and families is of the highest quality and is delivering measurably improved outcomes, for some children progress exceeds expectations. Early help is in place and has been as effective as possible. Professional challenge and leadership inspires high quality work with the family that helps protect and promotes the welfare of children and young people. The views and experiences of children, young people and their families are at the centre of thinking and planning.
- Good Children and young people are protected, the risks to them are identified and managed through timely decisions and the help provided reduces the risk of, or actual, harm to them. The Local Authority works with partners (including commissioned services) to plan and deliver early help, to protect the child/young person to improve educational attainment and narrow the gap for the most disadvantaged children.
- Requires Improvement No serious failures on the case, and child is safeguarded but the child and family are not yet supported through delivery of good protection, help and care, with more needing to be done to promote change, avoid drift and so on. (Plans are insufficiently developed, lack timeframes and focus).
- Inadequate Serious failures are in the case and the child has been left in a harmful situation at risk of harm. Management oversight/supervision has not identified or rectified this. There is a lack of authoritative practice.

A new suite of five audits for different workers is being developed. These audit tools will cover the FAST workers, Looked After Children case workers, FWT key workers, plus an audit tool for adoption for adoptive carers, and one for fostering for foster carers.

Other auditing that occurs is of Child Protection Conferences, where the Chairs complete a questionnaire after each conference, which includes questions such as whether the Social Worker was prepared for the meeting. The Chairs have meetings every month with Team Managers and Practice Supervisors to provide feedback. Another process of auditing is at Support Panel meetings where a different area Head of Service chairs the meeting and brings a fresh perspective to ongoing cases. Peer auditing between Team Managers has also been introduced so that Team Managers can learn and continuously improve from each other.

Furthermore, Ofsted audit a random set of cases when conducting an inspection. There is therefore a wide range of auditing being undertaken of the safeguarding processes. The diagram below sets out the auditing journey from case discussions to audit.

Audit Processes

TAC co-ordinator to send appointments to relevant manager 3 appointments to be sent.

- Appointment one to say
 day case discussion and include ICS number and surname
- 2. Appointment two to say 40 day case discussion and include ICS number and surname
 - 3. 60 day first audit to include ICS number and surname

1. Case Discussion by day 15

Make an entry on ICS under Case
Discussion and Decision to explain whether
a case is closing, moving to TAC (or ESCO),
or the assessment is continuing

And in every circumstance, give the reasons why the decision is being made Please put 15 day decision in your recording

2. Case Discussion by day 45

Make an entry on ICS under Case
Discussion and Decision to explain whether
the case is to close, moving to TAC (Or
ESCO) or remaining open to social care, in
every circumstance give the reasons why.
Please put 40 day decision in your
recording.

3. First Audit 60 days

New form to be completed then sent to Business Support to index. You need to record onto ICS that you have completed. On the child's file new case note titled Quality Audit 0 Chilren's Services Audit press save then do the extra questions.

4. Second Audit closure, transfer, annually New form to be completed then sent to Business Support to index. You need to record onto ICS that you have completed. On the child's file new case note titled Quality Audit 0 Chilren's Services Audit press save then do the extra questions.

What have been the outcomes from previous consultations with service users regarding their experiences of the safeguarding processes?

A number of surveys have recently been conducted by Lincolnshire County Council to gain an insight into the experiences of parents, children and young people who are involved with the Children's Services Social Care Service.

In October 2012, a Learning by Listening Survey – Experiences of Children, Young People and Families going through the Child Protection process in Lincolnshire was conducted. Ten children and young people participated in the survey in connection with issues relating to the child protection process along with fourteen parents/carers and seventeen professionals. The purpose of the Learning by Listening Survey was to enable Lincolnshire County Council to identify what services needed to be improved from the perspective of its service users. The survey highlighted a number of key messages for practitioners and managers to take into account when reviewing their practice:

- ➤ Listening and recording- how well are you tuned in, do you take the time, make space, how do you make sure children's views, wishes and feelings are properly taken into account? Is the voice of the child evident?
- ➤ Sharing information and preparing people- how effectively do you share information with children and families? Are they always and routinely arriving at meetings well-informed, prepared in advance, ready to participate?
- > Reliability- are you on-time, responsive, and if things need changing or cancelling, do you give good notice?
- Integrated working- how effectively do you keep in touch and co-ordinate with other professionals around the child and family? How well do they keep in touch with you?
- Clarity and consistency- do you give clear and consistent messages about what is wrong and what 'right' looks like, even when the messages are 'tough to hear'?
- > Reflecting and learning- is there a rigorous approach to listening, learning and improving at a team and individual level?

In February 2013, **Touchstone Consultancy** surveyed approximately 1000 Lincolnshire residents through the Customer Service Centre to ascertain their experience of the Social Workers which they had been involved with. 91 responses were received. Of these, only 22% of respondents received any useful information or leaflets from the Social Worker and 31% did not receive a copy of their initial assessment. Furthermore, 31% did not have the same Social Worker throughout the process, of which 24% felt that this had a negative impact on their experience. However, 70% of respondents felt involved in the decisions made about their children and 84% of respondents found the Social Worker to be polite and friendly throughout the first meeting. Following the results from this survey, steps were taken to address these issues, which included working with parents to redesign the leaflets. The Task and Finish Group was concerned, however, as to whether all parents are receiving a copy of their assessments and recommend that this is examined further.

Recommendation 1

A review should be carried out to ensure that all parents receive a copy of their assessments and that the mechanisms for this process are robust.

In response to the Munro Review, Lincolnshire County Council established a Principal Child and Family Social Worker role in 2013 to promote social work in a positive way as the general public do not fully understand the role of qualified Social Workers. Another element of this role is to obtain user feedback on the services they are involved with. Officers are moving forward with the Munro Parent Groups which meet quarterly in different areas. This Group allows parents to give feedback on the safeguarding process. Officers are now establishing the Munro Children's Groups to gain feedback from children and also young people about their experiences of the safeguarding process. Officers are

developing a child's version of the Child Protection Plans with the Munro Children's Groups. New versions of the Child Protection leaflets are also being developed. A new survey for children and young people going through targeted and specialist services is also to be trialled with approximately forty teenagers before being extended to younger age ranges.

What have we learnt about the robustness of safeguarding procedures?

The Task and Finish Group held a focus group with a number of Team Managers to discuss what their views are on the current safeguarding arrangements in Lincolnshire. Furthermore, while undertaking visits to the different locality teams, the members of the Task and Finish Group have also spoken to Team Managers to find out their views on whether safeguarding in Lincolnshire is robust and if there are any issues.

What are the Team Managers' views on the robustness of safeguarding in Lincolnshire?

All the Team Managers who the Task and Finish Group spoke to thought that the safeguarding arrangements are pretty robust and up to date with all procedures and processes in place. Compared to five years ago, practices are now solid and consistent across the teams. Due to a cultural change, systems and policies are now different to the way they worked before. There are now systems in place to encourage and enable challenge.

There was a feeling amongst Team Managers that a lot of other councils are several years behind Lincolnshire County Council. A number of other authorities are only just moving to what the County Council has been doing for the past five years. One Team Manager commented that they are a member of a national Early Help Group but did not feel that they are getting much out of it as they have spent the last nine months explaining to other councils "the Lincolnshire way". Responsibility for safeguarding is now more widely accepted than five years ago. If there was a child protection issue in school five years ago it would have been passported straight to the Social Worker, whereas now schools see it as their role as well.

A clear message from the Assistant Directors and Heads of Service has helped to improve the robustness of safeguarding. The Team Managers believe there is good quality staff and good quality training being provided. There are also good partner relationships with other agencies for strategy discussions.

Safeguarding is not just about the high end of child protection but also all the work agencies do and have in place to support families. With regards to children with disabilities, very few children are on a Child Protection Plan but there is still a lot of work to do to safeguard them due to their individual disabilities. Preventative early help processes are in place in Lincolnshire. Commissioned services also provide family support and early help has led to minimal escalations to FAST teams. Strengths of early help and comparison with other counties show that Lincolnshire is leading the way. There are fewer escalations into social care due to the preventative early help work undertaken and Lincolnshire is also reducing the number of cases out of social care and into Team Around the Child (TAC). There is clear support available for families all the way through the processes.

Although there are separate teams within the localities, they all felt very much like they worked as one. North Kesteven are co-located as much as possible in North Hykeham, and have the Looked After Children (LAC) and FAST team in their entirety, and the leadership team as well. This arrangement has worked really well. Across the county, the different teams, such as Targeted and FAST, are now managed much better, are more integrated and work well together.

What concerns did the Team Managers raise about safeguarding?

Despite the feeling that safeguarding arrangements in Lincolnshire are robust, the Team Managers did highlight a few issues over the current safeguarding arrangements in Lincolnshire.

The South Kesteven locality team currently has problems with accommodation as they have teams located in different buildings across their area, especially within Grantham where the accommodation is small and cramped. Proposals are currently being considered for an extension. It was felt that colocation would be a great step forward for their teams. However, it was highlighted that finding physical space within buildings to co-locate all the teams together is an issue across the county.

Transport to rural areas is also a problem in certain localities as some Social Workers have to travel the full length of the district and can potentially take a full day to do one visit. Some cluster services or visits together but it is not always possible to do that. The North Kesteven locality team has done a pilot on how they use their time and travel has been identified as an issue. It was highlighted that there is only so much that can be done to alleviate the pressure but it is being looked at by senior managers.

There is an issue with recruiting experienced Social Workers to social work posts and this appears to be a real difficulty across the county as a whole. It was highlighted that West Lindsey had received 45 applications for a Level 1 vacancy. However in South Kesteven, when they have been advertising for a Practice Supervisor or Team Manager, they often do not receive any applications at all. Despite the benefits being offered, the team still struggles to attract applicants. Solutions are being looked at and South Kesteven has had some staff seconded to Grantham to support the team. However, this results in a knock on effect on other teams. One of the main issues is the time commitment required for the role and that a Social Worker has to follow a case through to the end, which could be late into the evening. It was highlighted that it is difficult to recruit with that level of commitment while ensuring a work life balance. Boston also has similar recruitment issues. Reputation is also key, as once people hear that a certain area is not so good to work in, it deters them from applying for roles in that area.

It was highlighted that there is a growing problem with adult mental health, drugs and alcohol abuse across the county which is putting pressure on services. These issues are being looked at to see what additional support can be put in place. There is an emergency out of hours duty team which the Police resources and works closely with the County Council on this. However, there is a lack of resources in partnership agencies which is an issue. It was highlighted that it is not just a Lincolnshire problem but a national issue due to increasing austerity and shrinking resources against increased public awareness. Lincolnshire County Council is better resourced as most partner agencies are having to make cuts. Concern was expressed about out of hours staffing in the Public Protection Unit (PPU) and Children's Services are working with the PPU on this. Preliminary discussions are ongoing with the PPU and other relevant agencies, such as the police and health colleagues, around resources.

Staff have a very good relationship with the police and PCSOs and it was emphasised that they do provide good evidence. However there was a concern raised by Team Managers with regards to thresholds and training with the police. Safeguarding training for uniformed officers is needed. The police have introduced Stop Abuse where they press a button and this leads to a referral. This process comes under the Signs of Safety approach and staff will be introducing Signs of Safety training for the police and PCSOs as well.

What do Team Managers think would improve safeguarding?

When asked what three things would help to improve safeguarding practices in Lincolnshire, a number of suggestions were put forward by Team Managers. One of these was looking at recruitment of the social work role to ensure retention. Staff who are appointed to roles in Lincolnshire often gain experience here then leave after a few years. It was highlighted that senior managers are now looking to develop a recruitment website for Children's Services in Lincolnshire which will interview people in anticipation of a post becoming available. A frontline Social Worker in a FAST team is a pressured job and newly qualified Social Workers do not always have a lot of life experience so are not always

necessarily prepared for the work they are appointed to do. Different levels of supervision are in place to assist new qualified staff as is a protected caseload. It was suggested that more students should do placements with the County Council and work is ongoing with the University to encourage this. There is also a need for more detailed engagement with students to make it clear what the job entails, without frightening students off.

It was highlighted that there is also a need for early multi-agency cross training to understand what each other does and to get to know faces. This should be done on a regular cyclical basis as things change and when there is need to reflect on those changes. Shadowing each other's area of work would be also beneficial to gain a better understanding of what different teams and agencies do.

It was agreed that frontline/acute and preventative/targeted services are all important. There is a need to protect acute services, namely Social Workers, as there is increasing pressure on this service. There is also a need to protect targeted/preventative services, such as Family Support Workers. However, the problem with this area is that you do not know what you have prevented which makes it difficult to justify resources.

What are the views of the Family Court Judge on the safeguarding arrangements in Lincolnshire?

The Task and Finish Group also met with Her Honour Judge Swindells, the Family Court Judge, to find out whether she thought safeguarding procedures are robust enough in Lincolnshire. Judge Swindells was extremely complimentary of staff from Lincolnshire County Council who she thought were very professional. The Judge emphasised the excellent working relationship between the judiciary and Lincolnshire County Council, and that if there were any problems they held a meeting to address them. There have not been any cases which she thought should not have been brought to court and she highlighted that the Local Authority is being professional and issuing proceedings when they ought to be issuing proceedings. From a court perspective, she was not picking up any difficulties and there has been no impact on the quality due to budget cuts. The Judge believes Lincolnshire is doing much better than other areas and she regards herself as very fortunate. Lincolnshire is the number one court in the country for dealing with cases within the legal timescales. There is an excellent working relationship between professionals such as Social Workers, legal officers, guardians and local practitioners.

Judge Swindells highlighted that she has received first class professional assistance from Social Workers who are well prepared when they come to court and that statements from Social Workers have come on immensely. Sir James Mumby, President of the Family Division, highlighted in his report that in future he wants evidence for court to include robust analysis and succinct information. Previously, there was more narrative in the statements but now Social Workers are writing the evidence in bullet points and succinctly. There is now focussed and robust analysis in the statements from Social Workers which includes pros and cons, various options, and why the option they are putting forward is the best option for the child. Care plans are of excellent quality and there is a lot of work and thought put into them. The Judge highlighted that they were expecting another national template, but she was hoping there would be discretion to continue to use the local template which she felt worked really well.

The Judge stated that Lincolnshire County Council works very quickly on non-accidental injuries. Cases now have to go through court within 26 weeks. However, this is out of step with the Police who are not completing within 26 weeks for criminal proceedings. This creates problems for the court as the Judge would be holding a disclosure meeting and asking for evidence which the Police have not done yet or which they do not want to disclose so that the case for the Police is not compromised. Social Workers also feel that the Police are hanging onto evidence. There is a protocol in place which helps but there is still a tension between the court and the Police because the Police do not want to disclose any evidence too early. The local protocol with the Police was working well but there is now a new national protocol which it was felt not to be as good.

The Judge emphasised her support for Cafcass Plus which has been rolled out for baby cases. Cafcass is involved in pre-proceedings which Judge Swindells highlighted works well in Lincolnshire as everyone collaborates but maintains independence. Everyone agrees where it can be agreed but the independence of Social Workers and the child's guardian is maintained which is a good illustration of good working relationships. The Judge receives analysis from the child's guardian and from the Social Worker which often coincides. Everyone involved has to maintain their professional independence and Lincolnshire is excellent for that.

The Judge also emphasised that the Voice of the Child is of fundamental importance. She receives double evidence, one from the Social Worker in their final analysis which contains the wishes and feelings of the child, and one from the child's guardian whose role is to let the court know the child's wishes and feelings. The court's role is to weigh them up. Older children often want to see the Judge, but she makes it clear to the child that it is not a private conversation and she will tell the court, and that her decision will be based on all the evidence not just what they say. She always has the child's solicitor and guardian present during the meetings. Judge Swindells highlighted that she is confident that she is getting the Voice of the Child through the Social Worker and the child's guardian, which often coincides and are saying the same thing.

What is the main safeguarding issue highlighted by the Family Court Judge?

The Judge highlighted that the main difficulty is neglect cases, which can do more long term emotional and psychological damage. Often the neglect cases are brought to court quickly, but there have been some cases which were not brought quickly enough. However, she does recognise that long standing neglect cases are difficult for Social Workers, and that she has the benefit of hindsight. A lot of work goes into long term neglect families who may improve in the short term but then fall back again. Judge Swindells highlighted that proceedings should have been issued beforehand in some cases, but she does appreciate the difficulties in assessing when it is the right time to issue proceedings.

These issues were also highlighted in the recent Ofsted report In the child's time: professional responses to neglect which recommends that local authorities should:

- > ensure that there is robust management oversight of neglect cases, so that drift and delay are identified and there is intervention to protect children where the risk of harm or actual harm, remains or intensifies.
- prioritise the training and development of front-line practitioners, focusing on the skills needed to engage in direct work with families and the development of good assessments that describe what life at home is like for children.
- support Social Workers and managers in the use of models and methods of assessment that enable them to effectively describe and analyse all risk factors in cases of neglect and then take decisive action where this is required
- prioritise the development and use of plans to support and protect children suffering from neglect, ensure that those plans set out clearly, with timescales, what needs to change and the consequences of no or limited change; plans should be subject to routine management oversight given the complexity of work with neglected children.
- ensure that Social Workers have specialist training and supervision to enable them to exercise professional authority and challenge parents who fail to engage with services, particularly when their children are subject to child protection plans; this process should be subject to robust, regular management oversight and practice audit
- ensure that there is clarity about the threshold for care proceedings to be initiated in cases of neglect, and that the threshold is understood, consistently applied and monitored by local authority social care staff, senior managers and their legal advisers
- oversee the written evidence presented to courts so that it is clear, concise and explicitly describes the cumulative impact of neglect on the daily life of the child.

One of the findings highlighted in the Ofsted report is that the challenge for local authorities and their partners is to ensure that best practice in cases of neglect is shared in order to drive improvement. The

LSCB is currently drafting a multi-agency Neglect Policy and Procedure which will highlight what neglect looks like and what agencies should be doing to address it. The draft policy and procedure should be available around the end of July 2014. Furthermore, more work could be done with schools around information sharing when there are concerns around neglect and the use of the pupil premium for specific pastoral support to vulnerable children who are suffering, or at risk of, neglect. The Task and Finish Group recognised the potential impact on fostering and adoption as more children are removed at earlier stages due to neglect.

In light of these concerns around neglect, the Task and Finish Group make the following recommendations:

Recommendation 2

The Task and Finish Group welcome and support the multi-agency Neglect Policy and Procedure being developed by the Lincolnshire Safeguarding Children Board (LSCB) and encourage the Board to ensure that all partner agencies adhere to it. Given the complexities around neglect cases, the LSCB is recommended to review and ensure that comprehensive and specific training on neglect, particularly around complex neglect, is delivered to all frontline staff within all partner agencies. This relies on the knowledge and understanding of child development and the ability to capture neglect through child focussed observations. The Lincolnshire Safeguarding Boards Scrutiny Sub Group should monitor the implementation of the Neglect Policy and Procedure, and the neglect training opportunities made available to partner agencies.

Recommendation 3

The recent Ofsted report "In the child's time: professional responses to neglect" makes seven specific recommendations to local authorities. The Task and Finish Group recommends that a work programme is produced to ensure that these recommendations are implemented in Lincolnshire.

Recommendation 4

Lincolnshire County Council should identify and share best practice with schools on how they can use their pupil premium to improve the attainment, health and pastoral care of young people suffering, and at risk of, neglect.

Recommendation 5

Children's Services should work with secondary school Headteachers to encourage them to offer parental training, including child development, to all teenagers.

What other safeguarding issues were raised by the Family Court Judge?

One issue raised was getting families to contact centres due to long distances. The Judge highlighted that they were not able to provide local access to justice any more as there now had to be one single family court in the county. Lincoln is the designated family centre, but they are also trying to keep some family work at Boston. This does put pressure on families outside of Lincoln as public transport and transport infrastructure is not very good. In private law, St John's Ambulance has closed its contact centres. It is hoped to reopen contact centres for private law in mid-May 2014 with help from Lincolnshire County Council and other bodies. Contact centres are essential for families in dispute. Signs of Safety analysis is being used for contact analysis which is concentrated on the Voice of the Child in the contact and how the child was in the contact.

Another issue for Lincolnshire is that there are a lot of parents who are European nationals governed by Brussels II Revised, which means there are issues of jurisdiction under Article 8. Where this regulation applies (including care proceedings under the Children Act 1989) the basic principle set out in Article 8 (1) of the regulation is that jurisdiction under Brussels II Revised is dependent on habitual residence of the children in England and Wales, so the starting point in every case where there is a European dimension is an inquiry as to where the child is habitually resident. Habitual residence is usually evidenced by such things as do the children live in a secure tenancy, are they registered with a GP, are they on the roll of a school here? If there is a dispute about whether the children are habitually in England and Wales then evidence is filed and the court will have a hearing to make a decision about whether it has jurisdiction over the case.

Once Jurisdiction of the English Court has been established, the court needs to consider whether to exercise its power under Article 15 of Brussels II Revised to request the court of another member State to assume jurisdiction. The criteria which are to be used in deciding whether to exercise this decision are:

- The child has a particular connection with that State,
- > The other court would be better placed to hear the case, and
- > This is in the best interests of the state

Article 55 provides that the central authorities of each of the member state (In England and Wales the central authority is the office of the Official Solicitor) shall co-operate to collect and exchange information on the situation of the child, any procedures underway or on decisions taken concerning a child. This duty extends to the provision of information by 'public authorities' which would include Lincolnshire County Council.

Guidance on future cases was set out in the case of re E (a child). This case was heard on $17^{th} - 20^{th}$ December 2013 and the judgment was published on 17^{th} January 2014. In this case the President of the Family Division, Sir James Mumby, gave some guidance about how future cases of this type should be dealt with by the Courts. He recommended that in any public law case (care proceedings or adoption) the court should set out in both its judgment and its order:

- (i) The basis upon which it is accepting or rejecting jurisdiction
- (ii) The basis on which it either has or hasn't decided to exercise its powers under Article 15

He also recommended that the English Courts need to be assiduous in providing, speedily and without reservation, information sought by the Central Authority of another member State. At the same time he recommended that courts should use this channel of communication to obtain information from the other Member State wherever this may assist them in deciding a case with a European dimension. He also stated that in cases involving foreign nationals there must be transparency and openness as between the English family courts and the consular and other authorities of the relevant foreign state.

If the jurisdiction issue is straightforward and not an Article 15 request for transfer to another state, then the Judge will deal with it in the High Court. However, if it is an Article 15 request then it has to be referred to the High Court in London. Potentially a high number of cases could be sent to London from Lincolnshire for a jurisdiction decision as the expertise is all in London for jurisdiction requests. Judge Swindells believes that eventually these cases will be heard locally due to sheer volume.

What are the LSCB's views on safeguarding arrangements in Lincolnshire?

The Task and Finish Group spoke to the Chris Cook (Independent Chair of the Lincolnshire Safeguarding Children Board [LSCB]), Andrew Morris (LSCB Business Manager) and Rick Hatton (Head of Public Protection, Lincolnshire Police) to discuss what the LSCB's priorities are around safeguarding and whether they felt the safeguarding practices in Lincolnshire are robust enough.

The Independent Chair highlighted that, from the LSCB's perspective, there are no significant gaps or risks around safeguarding in Lincolnshire. However, the LSCB are currently conducting a number of

audits, three of which are particularly relevant to this review:

- 1) An audit of Child Protection Conferences, processes and planning has been commissioned as a result of findings from Serious Case Reviews and national findings from review work. The aim is to analyse how effective the plans are, question if they are tailored to individual family needs, and ensure they are not too generic, but are bespoke to manage risk. The final report is expected by mid-July 2014.
- 2) An audit of the Pre-Birth Protocol is being conducted, looking particularly at the early Team Around the unborn Child (TAC) and the effectiveness of managing the child's safety and wellbeing outside of mainstream social care. The Audit seeks to clarify if risks and problems are minimised early, and strategies and resources are used more effectively early in the life of the child to help prevent escalating the child into the protection process. The final report is expected by mid-July 2014.
- 3) An audit of the Team Around the Child (TAC) process will be undertaken around September 2014.

It was highlighted that one of the strengths of the LSCB is partnership working. All the agencies know each other well and can challenge effectively. The police are fully engaged with the LSCB, including writing and implementing LSCB policies, and see the LSCB as a force for good and is driving improvements around safeguarding. The police ensure that all their staff do a two week placement on safeguarding so that they have an understanding of the statutory responsibilities around safeguarding. One negative that was highlighted is that the individual agencies still have to have their own individual policies around safeguarding, rather than an overarching one across all agencies.

The LSCB has a comprehensive training programme, including 26 e-learning courses and a range of face to face courses, which is in addition to what is offered in house by each agency. The Voice of the Child is embedded into all training offered by the LSCB.

The Task and Finish Group considered the LSCB to have a crucial role in ensuring all agencies capture the Voice of the Child and to identify the various methods used by the agencies to capture this. By identifying the best methods used to capture the Voice of the Child, these could then be passed onto other agencies as examples of best practice.

Recommendation 6

The LSCB is recommended to conduct a pilot project to identify the methods used by partner agencies to listen to and record the Voice of the Child and share the most effective methods amongst partner agencies as examples of best practice. An audit trail of the Voice of the Child should also be carried out.

A potential weakness for the LSCB going forward is the funding, capacity and capability of each agency which could make their commitment to the LSCB vulnerable. The agendas and targets of the LSCB need to be owned by all agencies and widely promoted. The LSCB has established a Public Protection Board, which brings together senior representatives from the LSCB, the Lincolnshire Safeguarding Adults Board and MAPPA (Multi-Agency Public Protection Arrangements) to identify strategic priorities in Lincolnshire. This is a new initiative created by Lincolnshire and is not in existence anywhere else in the country.

It was highlighted that the different agencies working better together, being co-located and having better relationships is key to the safeguarding agenda. It was suggested that a Multi-Agency Safeguarding Hub (MASH) should be looked at so that staff from the different agencies could be co-located which would result in better information sharing and decision making. Communication between agencies, in particular electronic communications, remains a concern. Some councils have established a MASH such as in Devon and Nottingham City. However, there have been issues with MASH around information sharing and data protection, which are national issues, and some MASH have been disbanded.

As previously highlighted by the Team Managers, co-location of all the social care teams in each locality would be beneficial to frontline workers. The Task and Finish Group supported this view and agreed that it would also be beneficial if other agencies could be co-located with the social care teams wherever possible. This would reinforce the desire to understand each other's work and support the agenda of remote working.

Recommendation 7

The social care teams in each area, along with other agencies such as Health and the Police wherever possible, should be co-located to ensure better joint working and information sharing across the different teams and agencies.

How robust are Child Protection Conferences?

The members of the Task and Finish Group attended Child Protection Conferences across the county to see how robust the safeguarding arrangements are in this process. The Initial Child Protection Conference brings together family members, the child, supporters/advocates and those professionals most involved with the child and family to share information, assess risks and to formulate an agreed plan of management and services, with the child's safety and welfare as its paramount aim. These are then followed up by Child Protection Review Conferences. Comments made by the Members on the processes observed included:

- The Chair had good knowledge of the case, and the information had been shared across all of the agencies. The Chair invited the mum into the room for a chat and welcome first, before inviting the assembled professionals into the room. Mum was as at ease as she could be and was very well informed on how the meeting will be conducted. At the end of the meeting she expressed her gratitude for the support she had received.
- ➤ During the review the family were defensive but this may be due to the volume of people present from the authority. The Key Worker appeared to be very different from the family and there was a clear clash in attitudes which may have been a class or social level issue. The Voice of the Child did not come through either and, although the Class Teacher came to talk about her observations which were valid, nothing was presented from the child, e.g. a drawing/picture/story.
- Paperwork had been provided and the Member was given the opportunity to speak to people around the room at the end. The mother involved was alone during the Child Protection Conference and before she came in for the review, the police officer had been discussing her partner and his issues. However this was not mentioned again once the meeting had started.
- ➤ The Child Protection Conference was in relation to a five year old child to ascertain if he was to continue on his Child Protection Plan. The mother, aunt and sister all attended the meeting and the discussion focussed on the continuation of the Child Protection Plan. All issues at home were, reportedly, resolved resulting in the child becoming much calmer. However, the child was still disruptive in school. The Member spoke with the Chair afterwards to ask why they had decided to continue with the plan and it was due to all parties agreeing that there was little evidence presented regarding the Voice of the Child.
- ➤ The Child Protection Conference related to a domestic violence case with a mother currently expecting her second child. It was decided not to continue with the Child Protection Plan as the parents were no longer a couple. Unfortunately, the Conference was not quorate and only the Health Visitor was in attendance. The Chair decided to go ahead with the Conference despite this and all present were given the opportunity to speak. Two external agencies should be present to ensure a Conference is quorate but the Chair can make an executive decision to continue regardless.
- > The Child Protection Conference was straightforward and the mother engaged with the process.
- ➤ The Chair tried to let everyone have a say and outcomes had been very clear.

All agencies were in attendance other than the Police. Due to their other cases, engagement with the police could prove difficult. Each agency was complimentary of each other and how supportive senior management were.

Although very complimentary of the safeguarding practices across the county, there were some issues that one of the Chairs did highlight for improvement. Firstly, she felt that some agencies were poor at engaging (such as DART and probation). The LSCB has a role in the collaboration between different agencies. There is a reporting mechanism through the LSCB which holds agencies to account. If a particular worker is not attending meetings on a regular basis, Supervisors and Managers should contact their counterpart to ascertain the issues. Should an inspector note the non-attendance of other agencies, they would assess the impact on the child and would look at what the local authority has done to raise the issues with the relevant agency. Increasing demands and pressures could be impacting on the attendance of agencies. A pilot in Gainsborough and Boston has been started with school nurses as there are not enough to attend every case due to the ratios between staff and cases. There is a need to be clear about who must be there and who is not necessarily key at each meeting.

Secondly, some FAST teams could be very late in the day getting papers to her for the Conference. Some of the paperwork was not being made available until 9 or 10pm the night before the Conference. This made it hard for her and the other agencies to absorb all of the relevant information for each case.

Through the Task and Finish Group's observations of Child Protection Conferences, it has been highlighted that there are some inconsistencies between Child Protection Conferences across the county.

Recommendation 8

That best practice is shared in relation to Child Protection Conferences, including the timeliness of paperwork being presented, to ensure consistency across the county.

How robust are Support Panels?

The members of the Task and Finish Group also attended Support Panel meetings to see how robust the safeguarding arrangements are in this part of the process. Support Panels are a non-statutory way of working that is distinct to Lincolnshire. Support Panels review the progress of a case and determine whether there is a need to start legal proceedings. Comments from the Members who observed Support Panels included the following:

- ➤ It had been distressing to consider the case within the Support Panel of a 12 year old child whose father was terminally ill and the mother was unknown. The child currently resided in a foster placement in Gainsborough quite some distance from the father. There was a real issue in encouraging the Voice of the Child and making them feel secure enough to do so.
- > This was a really useful way of adding rigour and accountability to decision making on child protection cases.
- > There were eight cases discussed in total, six of which were preborn or newborn cases.
- Four different cases were considered. A letter before proceedings was to be issued in two of the cases. Additional options were considered to further support the families. It may have been helpful to have the Family Support Worker attend the Panel in addition to the Social Worker to provide additional evidence.

One issue that was raised by the Task and Finish Group was the challenge from the Chair of the Support Panels. It was highlighted that these meetings were very short and that there seemed to be a lack of enquiry by the Support Panels. It was also felt that some paperwork presented at the Support Panels could be improved. It was queried how effective the Support Panels are in appreciating and enquiring into a case and whether the Signs of Safety approach should also be used within Support Panels.

Recommendation 9

The purpose and function of Support Panels should be revisited to ensure that they are providing thorough challenge by using the Signs of Safety methodology to map and summarise each case.

What have we learnt about how the Customer Service Centre handles contacts to Children's Services Social Care Service?

The Customer Service Centre (CSC) receives and screens all potential contacts to the Children's Service Social Care Service. There are approximately 6000 contacts every quarter. The call handlers make notes of the information received from the referrers on the ICS system. The Practice Supervisor based at the CSC then determines what should happen to the contacts and which area team it should be passed onto. The members of the Task and Finish Group observed the CSC to see how this process worked and the following comments were noted:

- > The CSC was a credit to the authority and worked well. The staff were required to glean a lot of information quickly from callers.
- Operators had different ways of recording information; either on paper, or straight into the system. The computer keyboards were quite noisy and the spellcheck on the system used was not very efficient.
- One Member had listened in to a call regarding a child with a facial injury. The caller had stated the injury was 'recent' but had not been asked for further clarification on when the injury had occurred. It was felt this was a basic question which should have been asked, as the timing of the injury would have changed the context of the call. The Member had challenged the operator regarding this.
- ➤ The training of CSC operators in relation to social care may be inadequate. One particular operator had only received one day's training in four years.

It was highlighted to the Task and Finish Group that since 6 May 2014, there has been an additional Practice Supervisor in the CSC screening the "no further action" decisions to ensure that nothing has been missed in these cases. This additional support in the CSC was welcomed by the Task and Finish Group.

The Task and Finish Group felt that training for CSC staff needed to be more frequent, especially when they are acquiring information to pass on to a Social Worker. The Task and Finish Group was concerned that some CSC staff may be turning down contacts without having received proper training. The CSC staff also have the responsibility of going back to the referrer to let them know the outcome from their phone call. If it was a professional who made the referral, they would receive an email letting them know the outcome. However, if it was an individual, the CSC staff would have to let them know through a phone call. The Task and Finish Group had concerns over the social care knowledge and expertise of the CSC staff who are responsible for making these phone calls and agreed that basic safeguarding and e-safety training should be standard.

Recommendation 10

It is recommended that an audit of the training on children's safeguarding provided to CSC staff, and the quality of that training, is undertaken to ensure that it is fit for purpose and that CSC staff are trained in the issues of children's safeguarding and child development to deal effectively with contacts.

Support for Frontline Social Workers

The Task and Finish Group spoke to a number of Social Workers and other frontline workers during a focus group held at the St Giles Centre in Lincoln. The Members of the Task and Finish Group also had the opportunity to speak to other Social Workers during their individual visits to the different locality teams. Through these discussions, the Social Workers presented their views regarding the different types of support they receive and where they felt it needed to be improved.

What are the main pressures on Social Workers?

It must be acknowledged that Social Workers work in a very fast paced and pressured environment where decisions have to be made quickly. One of the main pressures on Social Workers is workload. Since 2008, there has been a 30% increase in the number of caseloads. As the number of referrals is increasing, the workload for Social Workers is also increasing. In addition, there are more complex cases being referred. For example, referrals in the area of disabled young people have doubled.

Workloads are a big issue in the FAST teams and finding a way of managing caseloads within the team is difficult. All Social Workers have to do a duty week. The usual rota across the FAST teams is to do two weeks of duty, where they are allocated any new cases which are referred to the area team, followed by four weeks off to allow time for all the assessments to take place.

There is a capacity issue which is mainly due to there being more inexperienced than experienced staff in the locality teams. For example, in the East Lindsey (North) FAST Team, eight staff out of the whole team are newly qualified Social Workers. Across all of the FAST teams, there is more level 1 than level 2 Social Workers which makes it more difficult to allocate the more complex cases. This means there is constant pressure on managing the workload between a protected caseload for newly qualified Social Workers and serious cases needing experienced Social Workers. The average caseloads of Social Workers vary depending on experience. Newly qualified Social Workers should have a protected workload for the first year. Although professional training equips newly qualified Social Workers with the skillset required to undertake their role, it is the experience of dealing with caseloads which is a learning curve in itself. Another issue which impacts on workloads is the closing of existing cases. This does vary across the county but some Social Workers are not as good at closing cases or may keep them open to avoid being allocated new cases.

Sickness absence can also put more pressure on Social Workers. When teams do not have a full complement of staff or some staff are not doing as much, then this puts pressure on the other staff within the team to pick up the additional workload. Absence Management is very important within the social work teams. Although the urgent work is usually shared out between the Practice Supervisor and Team Manager, it does impact on cases being able to be closed. Additionally, it takes time away from other important duties such as planning, training and personal development. There is also a reliance on all management posts being filled as it does slow down when they are not. There is pressure on Practice Supervisors in terms of their workloads as they have everything to do except budgets. The role of the Practice Supervisor involves managing and assigning referrals, supervising and checking reports and decision making, planning to meet staff's training needs, and covering urgent work for staff who are absent.

It was highlighted that average caseloads in Lincolnshire are low when compared to other areas nationally. Children's Services have had independent auditors in to look at this issue and it was noted that social work staff are not overstretched in Lincolnshire and do not have too many caseloads. There is an issue with the perception of caseloads by Social Workers. Caseloads are monitored monthly by senior managers in Children's Services. It was highlighted that the teams are coping with current workloads and this is, in part, due to the support from line management. Staff are clear that if support is needed, their line management is approachable and supportive. The teams have managed so far due to the good support mechanisms in place. However, it has been acknowledged that there is a need for

more staff as caseloads have increased and it was agreed in the County Council's budget for 2014/15 that an additional £400,000 would be made available to allow for the recruitment of more Social Workers.

The Task and Finish Group recognised the issue of caseloads and that these are constantly monitored. However at this stage, especially with the new funding for additional Social Workers, the Task and Finish Group do not see this as an issue.

Another pressure on Social Workers is the new court timescales. Implementation of the new Public Law Outline has now come into force since 22 April 2014, which now means that cases have to be dealt with within 26 weeks. Despite being one of the leading councils in the country in getting these cases to court within the required timeframe, the downside is that there is added pressure in the amount of worked required before it gets to court. All assessments and work required has to be done before court proceedings start. However, due to the support between teams, targets are generally able to be met. Team Managers and Practice Supervisors have a duty to Social Workers in managing their time. It was recognised that staff do put the hours in to ensure that the court timescales are met so there is a need to be flexible. As they work on a shift rota, any overtime has to be taken off. Sometimes Social Workers are paid for the extra hours or take it as TOIL. However there is a risk that it becomes a habit or part of the culture.

What are the issues around recruitment and retention of Social Workers?

It has been highlighted to the Task and Finish Group that there is an issue with recruiting and retaining Social Workers, particularly experienced Social Workers, which is a national problem. It is widely recognised that social work is a very challenging and difficult area to work in. There are a lot of newly qualified Social Workers within the FAST teams and retaining experienced staff continues to be more difficult in some localities. Due to the nature of the work, it is difficult to keep Social Workers in the FAST teams for more than two to five years. A number of the Social Workers in the FAST teams tend to move into the Looked After Children (LAC) teams or into the fostering or adoption teams. Furthermore, some staff want to work in fostering or adoption from the outset but need to have knowledge of child protection from the FAST team which is seen as a good learning environment.

There is a piece of work currently being undertaken by officers looking at recruitment and retention in the FAST teams. Seven Social Workers have qualified through Lincolnshire County Council which has been beneficial to the teams as it achieves some stability. Some areas in the east of the county, such as Horncastle, are perceived to be more attractive to staff which is having an impact on recruitment in other areas. One example is Boston which has a lot of vacancies and is a difficult place to recruit in due to its position in the south of the county. The Cambridgeshire area has been targeted in an attempt to address this. Officers are also looking into offering a returners course through Bishop Grosseteste University, and are revisiting recruitment from Eastern Europe. Officers have been visiting universities in the region, such as Hull, Sheffield, Nottingham, Nottingham Trent and Leicester, to encourage students to apply for vacancies. There is a need to develop knowledge of young people who go off to university to do social work degrees elsewhere in the country so that the County Council can keep in contact with them and possibly offer some social work experience over the summer break.

One of the main issues around retention is agencies approaching staff. The County Council gets new staff in and trained up and then the agencies approach them. It is therefore a continuous cycle of recruiting and replacing staff. Despite the number of benefits of being employed by the County Council, such as better pay when compared to other local authorities in the region, the current economic climate is driving agency work, as agency staff are paid around 10% more than they would do if employed by Lincolnshire County Council. In 2013/14, the cost spend on agency staff for FAST Teams, Fostering, Looked After Children, and Adoption teams was £1,503,490.76. This equated to 70 agency staff. Approximately 6% of Social Workers at Lincolnshire County Council are agency staff. However, Lincolnshire County Council does have a high conversion rate of agency staff becoming permanent Social Workers.

Work is ongoing around retention, such as offering extra qualifications such as post qualification training and giving people the time to do it. One reason for the retention issues which was highlighted by staff is a lack of opportunities for progression and promotion through the teams. A Career Progression Panel held its first sitting on 23rd April 2014 to look at applications from Social Workers who are interested in moving from Level 1 to Level 2. Only one person applied, however, for the first Panel and the next one is due in August 2014. It was highlighted that there is a pattern where a newly qualified Social Worker stays in Lincolnshire to get a good grounding in social work, but then moves to somewhere else such as big cities. Exit interviews are conducted where staff agree to them, but no analysis is carried out to see if there are any trends around the reasons for leaving and where staff move to.

There is currently an East Midlands task and finish group being led by the Director of Children's Services at Leicestershire County Council, which is investigating the issues around recruitment and retention of Social Workers across the East Midlands, and looking into possible solutions with the aim of applying to the national Growth and Innovation Fund for funding. This could include doing some work around improving the reputation of the profession and making it more welcoming. Other options could be to develop something similar to a teaching school for Social Workers, or accrediting experienced and outstanding Social Workers to deliver sector led support around the East Midlands region to share expertise or provide peer challenge / review.

The Task and Finish Group recognised the challenging and difficult work undertaken by Social Workers and agreed that there should be some form of recognition of this through the pay and reward offer. Further work also needs to be undertaken by officers around recruitment from universities in the surrounding regions.

Recommendation 11

A review of the recruitment and retention strategy for Social Workers should be undertaken, including revisiting the pay and reward offer for front line Social Workers, to ensure that there is some form of recognition for this challenging and difficult role. An analysis of exit interviews should also be undertaken to see if there are any trends around reasons for leaving and where Social Workers move onto.

Recommendation 12

Further work should be undertaken with the universities across the region, including South Yorkshire, the Humber, and the East Midlands, around the recruitment of Social Workers and developing degree courses to ensure they provide the rights skills and training needed by Social Workers.

What support do Social Workers receive and is that support adequate?

It was highlighted that Lincolnshire County Council (LCC) are very supportive of staff and staff are well paid in comparison to other authorities. Overall, the majority of the Social Workers who the Task and Finish Group spoke to felt supported. LCC are recognised by all employees to be a good employer who take care over the professional support and development of staff. All staff felt valued and there is good evidence of staff choosing to come and work for LCC from other authorities and who are prepared to travel some distance. There is strong supervision, good team working, support from colleagues and training opportunities. It was felt that there was always someone to contact so there were no complaints highlighted in relation to a lack of support.

Team Managers also highlighted that they found their Heads of Service very supportive and if they are not available, Assistant Directors and other Heads of Service can be approached. It was emphasised

that senior management has become more approachable and supportive in the last couple of years. The Principal Child and Family Social Worker is responsible for promoting the role of Social Workers and driving improvement in safeguarding practices. Lincolnshire has very committed social work teams but, due to bad national press in recent years, work is ongoing to restore that belief in these professionals. Good social work practice needs to be actively promoted to the public. However, families are often ashamed to admit that they have a Social Worker and their role needs to be better understood. A leaflet explaining the remit of qualified Social Workers was trialled in the North Kesteven and West Lindsey areas of Lincolnshire during November and December 2013 and it is hoped that this will be rolled out throughout Lincolnshire during the coming months.

In terms of driving improvements, each area team has identified a Munro Champion to be part of a supported group that links back into teams to develop and sustain improved practices. A new microsite for Munro Champions was launched in February 2014. The Munro Champions led on the development of eight local service user groups to inform improvement which have just been established in each locality in the last six months. These groups are looking at devising leaflets to provide better information to users.

The Social Care Forum has been established around Lincolnshire for all Social Workers to attend. This forum takes place on a monthly basis at different locations in the County and acts as a mechanism for good practice to be shared amongst Social Workers in the County as well as an opportunity to discuss and raise issues. Weekly bulletins are also sent out to all social work staff to share research and national guidance with teams to inform and develop practice via their Munro team champion.

There is now a requirement to seek and evidence the Voice of the Child. A new poster campaign has just been launched to highlight to staff that the Voice of the Child and participation are key elements of the ASYE (Assessed and Supported Year in Employment) and CPD (Continuous Professional Development). In terms of supervision, appraisals, team/service level reporting and Quality Assurance reporting, the Voice of the Child is now a key component. Improvements to the ICS system to record the Voice of the Child are being introduced to enable improved recording of the Voice of the Child.

In terms of emotional support, there is the Employee Counselling Service in place which staff can access. Employee Support have come out to speak with staff to gain an understanding of what it is like for teams. However it was highlighted there is a need for the service to go out into the localities to give staff more support. Team support is also key and there is a risk of Social Workers becoming isolated. Social Workers can work from home or in other children's centres to save travelling between visits but this risks isolation if that is happening too often. An agile working practice has been adopted, rather than being based from home. Given that Social Workers are often out on visits to children and families, all staff have been issued with laptops for working out and about.

It was highlighted that there is a need to look at how Team Managers and Practice Supervisors work to support Social Workers and allow them to develop. It is the responsibility of the Practice Supervisors and Team Managers to ensure level 1 Social Workers gain the experience while protecting them. A possibility could be allowing Social Workers to chair meetings if Team Managers decide someone is capable of chairing their own meetings. There also needs to be investment in teams to provide a structure to allow people to move up.

In terms of personal safety, Social Workers have been issued with lone working devices which are emergency alarms. These look like ID badges but are connected to a call centre so if the Social Worker feels threatened they can press a button and the call centre are able to listen in and monitor the situation, calling the police if deemed necessary. There is a traffic light system in place depending on the situation. Lone working is an issue for Social Workers who are in a property with a family they may not have met before and therefore do not know what to expect. Practice Supervisors and Team Managers take great care to safeguard their teams and are very aware of where the staff are at all times, and have clear procedures in place to monitor their safety in potentially dangerous situations.

Social Workers also rely on the support and co-operation of other teams and agencies especially health. Working with health on health issues has got a lot better in the last 4 to 5 months. Social Workers have to develop good working relationships all over the place with different agencies and time has to be invested in key partners such as school nurses and health visitors. It does vary as to how valuable different relationships are at different points in time, which is critical when working with children. Social Workers need to have confidence that partner agencies are getting on with any work identified.

What training is available to improve the skills and competences of Social Workers?

The Munro review concluded that the high levels of prescription had also hampered the profession's ability to take responsibility for developing its own knowledge and skills. For child and family social work, the review gave more detail of the capabilities relating to knowledge, critical reflection and analysis, and intervention and skills. The review recommended that these capabilities explicitly inform initial social work training, continuing professional development, performance appraisal and career structures.

The ASYE offers one year of post qualification support to newly qualified Social Workers, of which there were fifteen this year. This consists of additional training and development practice. All staff have received one full day of training on Public Law Outline and court training as many Social Workers do not feel confident when attending court. Social Workers go on a one day practice run to experience what it would be like in court, where they are tested and cross examined by advocates. Training is incorporated culturally and all staff go on a wide variety of training such as Signs of Safety, child protection and a two day course on report writing which is mandatory as part of the ASYE. However, the Task and Finish Group has a number of concerns over the quality and standards of the report writing for case files, Signs of Safety mapping, Child Protection Conferences and Support Panels. The Practice Supervisors should be checking the quality of the reports before they are submitted to Support Panels or Child Protection Conferences. However, the quality of report writing for court has improved greatly and is now of a good standard. The Task and Finish Group agreed that the issues around report writing need to be addressed alongside training in relation to child development and capturing the Voice of the Child through objective child focussed observations.

Recommendation 13

The report writing training offered to Social Workers, and the management oversight of this, needs to be revisited to ensure it is fit for purpose and enables Social Workers to be able to produce quality reports, such as for Child Protection Conferences. It would be beneficial if report writing models were developed as examples of good practice for Social Workers. This should be underpinned by training on child development and should include examples of how best to capture the Voice of the Child.

The issue of training was raised by some Social Workers we spoke to and the general consensus is that staff are unhappy about the current national social work training currently being provided. There is a need to recruit people who are capable but also to consider the level of training given to students. It was highlighted that there is a need to teach practical and emotional skills in training such as ASYE as the University of Lincoln does not discuss these issues or emotional resilience as part of its course.

There is now a requirement to have a Degree, Diploma or Masters in social work to be able to call yourself a qualified Social Worker. Previously Social Workers had to be a minimum of twenty-five years old with two years' experience. Besides the university courses which are offered, there is also now Frontline First which is available in Greater Manchester and Greater London. This is a graduate programme which offers a unique opportunity for high-achieving university leavers and career changers

to become a Social Worker. The two year programme offers intense practical and academic training, coupled with a leadership development programme designed to shape the next generation of children's Social Workers.

Officers are now being more robust in the appointments of Social Workers and require applicants to have children's social work experience. However, a number of the people who have applied for vacant posts had not been given the experience of working in children's social work as part of their degrees as they do not currently have to do a statutory placement.

Lincolnshire County Council is working closely with the University of Lincoln to oversee their social care syllabus and offer advice. There is a lot of work to do with the University on what is included in the curriculum for the degree courses. However, it was highlighted that the University has a different agenda, as it is not just training Social Workers to work in Children's Services at Lincolnshire County Council. Staff from Lincolnshire County Council are now on the interview panels for assessing the suitability of applicants for the social work degrees. There are currently twenty-four placements on a part-time degree course at the University with another thirty people on a Masters Degree. The Degree courses are for three years with two placements. However, the students' final placements do not have to be a statutory placement and many students choose to work for charity organisations.

The Task and Finish Group met with Nigel Horner, Head of School of Health and Social Care from the University of Lincoln to discuss the issues that had been raised. It was highlighted that the University does not determine whether people are suitable for working in social care, but their admissions procedure does require higher standards for admission than is required. The minimum published standard is currently 240 UCAS points, but the University requires 280 UCAS points, which will soon be increased to 300 UCAS points. All shortlisted candidates have to undertake several interviews and a written test. The concept of safeguarding is addressed thematically throughout all the Level One modules, and Signs of Safety is incorporated into the course. Through the course, the University tries to prepare students for the stress and emotional difficulties of being a Social Worker by preparing them to take responsibility for their own well-being, to understand the importance of mentoring, supervision and leadership, and their responsibilities around whistle-blowing and addressing poor practices.

The course also includes a session on the Social Worker in civil court and sessions used to be delivered with a Lincolnshire County Council Children's Services solicitor until a charge was introduced. It was highlighted that this was an area that needs to be revisited and that the University should consider paying Legal Services to provide this. Presentation skills are also worked on throughout the course. However, it was highlighted that child development training needs to be strengthened in the University courses, so that it provides students with a better knowledge.

Recommendation 14

The University of Lincoln should be encouraged to provide more training on child development and capturing the child's perspective through objective child focussed observations.

Social work is best learnt in practice and placements are key to learning "on the job". However, it was highlighted by the University that the number of final placements offered by Lincolnshire County Council to University students in 2013-14, including EBR (Employment Based Route) students, are considered low. From September 2013 to May 2014, there has been a total of 54 students at Lincolnshire County Council, of which 47 are from the University of Lincoln. There are also student Social Workers who are studying part-time Degree Courses within the FAST teams.

However, there is an overlap of placements. Placements which started in September 2013, including both first placement from the undergraduate degree (including EBR) and final placements from the postgraduate degree, do not finish their placements until the end of February 2014 or end of March 2014 while the final placement for the undergraduate degree (including EBR) and the first placements for the postgraduate degree start in January 2014 and February 2014. This means that Practice

Educators do not want to take two students at the same time. In Adult Social Care and Children's Services there are a total of 63 Practice Educators. There could be several reasons why some Practice Educators do not have a student, such as people are off sick, the team could only take one or two students, the Practice Educator was too busy to take a student, or that there were no students who could access that particular placement. It was highlighted that the University of Lincoln charges £2000 to train Practice Educators. It was agreed by the Task and Finish Group that the provider of this training should be reviewed.

Recommendation 15

A strategy should be developed around training for Practice Educators at Levels 1 and 2, along with a review of who is the best provider of the Practice Educator courses in the region.

At the present time, there has been a slight decrease in the number of students, and numbers are now limited by the number of bursaries the University is able to offer which has been capped. There are a total of 65 students between the postgraduate and the undergraduate route.

There have been two recent national reviews of social work education, Making the Education of Social Workers Consistently Effective: Report of Sir Martin Narey's Independent Review of the Education of Children's Social Workers (January 2014) and Re-visioning Social Work Education: An Independent Review by David Croisdale-Appleby (February 2014). Both of these reports stressed the importance of selecting the right calibre of student. The Narey report endorses the minimum of 240 UCAS points, whereas the Croisdale-Appleby report recommends progression towards 300 UCAS points.

The Narey report also recommends that universities should be encouraged to develop degrees for those intending to work in children's social work. However, the University of Lincoln emphasised that they remain wedded to the view that a sound foundation training best prepares practitioners for entry to the Stage One register, and that specialist training at ASYE level leading to entry to specialist Stage Two registers is the way forward for quality services.

Furthermore, the Narey report recommends that

"the requirement that social workers have placements in contrasting service settings (typically, one with children and one with adults) should be relaxed to allow those intent on a career in children's social work to spend all 170 days of placement in a children's setting."⁵

However this is in contrast to the Croisdale-Appleby report, which recommends that

"A key condition of the regulation of all courses leading to the professional qualification as a social worker is that all social workers should have the capability to work with all individuals, families, groups and communities and to do so in all settings and situations likely to be encountered, so that generic capability is not sacrificed on the altar of early specialism. There are always beguiling arguments for a move towards pre-qualification specialism, in order more quickly to provide additional practitioner numbers in particular fields, for example currently in mental health and child protection. Great care must be taken to ensure his is not achieved at the expense of sacrificing education for a career in social work for some arguable short term gain in practice readiness. In all comparable professions to social work, the route to high quality professional capability is through a progressive and incremental move from the general to the specialised."

⁵ Making the Education of Social Workers Consistently Effective: Report of Sir Martin Narey's Independent Review of the Education of Children's Social Workers (January 2014) https://www.gov.uk/government/publications/making-the-education-of-social-workers-consistently-effective

⁶ Re-visioning Social Work Education: An Independent Review by David Croisdale-Appleby (February 2014) https://www.gov.uk/government/publications/social-work-education-review

Until the Government decides which recommendation to endorse, the University would not be able to allow students to exclusively take placements in children's social work.

What additional support do Social Workers need to carry out their roles more effectively?

People's attitude towards social work services remains a significant issue. The current public perception is that Social Workers are there to take children away. There is a need to promote Social Workers in a more positive light by providing information on what they actually do rather than the current public perception. It was highlighted that there is a need to get out more to careers fairs and sell the job and the good stories to the public.

Given the cutbacks to the budgets for the various agencies involved in social work, there is a need to consider pooling resources better, and to start looking at where the resources are and how they could be used better. This is not necessarily just about sharing resources but also sharing knowledge and expertise. All the agencies work well together but they do not formally come together with an open agenda in terms of sharing resources. It would be useful if around some specific issues the different agencies could work together more closely in order to come up with a better solution for working with a child or family. Co-location of the different social care teams with partner agencies would also facilitate with sharing resources, along with sharing knowledge and expertise.

It was also highlighted that another way to support staff better would be to have more Social Workers. As mentioned previously on page 28, an additional £400,000 has been allocated to recruit more Social Workers. However, this does not solve the issue of recruiting experienced Social Workers and then retaining the staff in order to maintain some stability and experience within the locality teams.

One difficulty that Social Workers do have is in relation to the current IT system used. There is a clash between what Social Workers need to record and how the ICS system works. It was highlighted on several occasions by Social Workers and their managers that the ICS system is not very user friendly and unwieldy, which results in the users having to go through several different windows to record information. It was also emphasised that the ICS system is extremely slow when the users are trying to input the information and it can take a while for the information to load and save. This was also highlighted as an issue by the staff in the Customer Service Centre, who have to input the information they receive from the phone calls straight onto the ICS system. Given the time pressure that all the users of the ICS system are under, this creates a lot of frustration and delays for the users.

A new IT system for case management has been commissioned. The new system, Mosaic, is currently being built to specification in order to streamline the current processes, and practitioners have been involved through a Development Group to inform the new system. The principle is that a vast range of professionals will be able to access it and it will be remotely accessible. Signs of Safety is also being incorporated into the new system. The new system will be largely paperless but any additional paperwork received could be scanned and embedded as appropriate.

However, having spoken with Social Workers, some have indicated that they have not been as involved in the development of the new system as they would have liked. A representative for each team is invited to attend the Development Group, whose role is to feedback to their team, bring forward issues from their team and gather information to submit to the Development Group. It is acknowledged that attendance at the Development Group is not compulsory which may have resulted in no representation of some staff at times. All staff are also invited to the Social Care Forum, although some teams again send a representative.

The Task and Finish Group has recognised that the new Mosaic system is critical for Social Workers in order to save time when recording information and allow more time for visiting children and families. It

is proposed for the new system to go live in April 2015.

There is also a disconnection with mobile technology for Social Workers. Tablets could be a helpful way to assist with paperwork and recording information when out of the office, and for information capture. Using a tablet interactively could enable children to record their feelings, rather than being asked a series of questions while a professional made notes. This could potentially allow children to express themselves in a different way. It was highlighted that while this would be useful, legal advice would need to be sought about making videos of children or children recording themselves, and any issues with confidentiality.

Recommendation 16

The Task and Finish Group recognised the difficulties faced by Social Workers when using the current ICS system and considers it essential that the new IT system, Mosaic, is brought in as soon as possible.

Recommendation 17

A trial of using mobile technology such as Ipads / tablets should be conducted, with at least one or two FAST teams, to examine what the benefits would be for Social Workers in using mobile technology in their work with children and young people.

Appendix 1 - National and Local Context

National Context

The Munro Report 2011

The **Munro report** set out some proposals for reform which were intended to create the conditions that enabled professionals to make the best judgments about the help to give to children, young people and families. This involved moving from a system that had become over-bureaucratised and focused on compliance to one that valued and developed professional expertise and was focused on the safety and welfare of children and young people. The review recommended that the Government should place a duty on local authorities and their statutory partners to secure the sufficient provision of local early help services for children, young and people and families. This should lead to the identification of the early help that is needed by a particular child and their family and to the provision of an offer of help where their needs do not match the criteria for receiving children's social care services.

The College of Social Work would play a major role in helping the profession build its knowledge and expertise. The review also considered that social work must have greater visibility and voice within Government. It recommended the establishment of a Chief Social Worker, whose duties should include advising Government on social work practice and the effectiveness of help offered to children and young people.

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children

The Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children guidance defines safeguarding and promoting the welfare of children as

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- > taking action to enable all children to have the best outcomes.

Children are best protected when professionals work together and are clear about what is required of them individually. Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults ahead of the needs of children.

College of Social Work

In 2009, the College of Social Work was established to represent and support the social work profession. The College exists to uphold the agreed professional standards and promote the profession and the benefits it brings to the general public, media and policy makers.

Health and Care Professional Council (HCPC)

The HCPC are a regulator, and was set up to protect the public. The aims of the HCPC are to

- maintain and publish a public register of properly qualified members of the professions
- > approve and uphold high standards of education and training, and continue good practice
- > investigate complaints and take appropriate action
- work in partnership with the public, and a range of other groups including professional bodies
- promote awareness and understanding of the aims of the Council

Community Care Survey

In November 2013, the Community Care Survey of 600 children's Social Workers and managers found that most professionals are struggling to protect vulnerable children as referrals to Children's Services social care rises and local authority budgets are squeezed. The vast majority (88%) of respondents said austerity measures in their council have left children at increased risk of abuse, while 73% said they lack the time, support or resources to prevent children from experiencing serious harm. According to 80% of respondents, child protection thresholds have risen over the past year, making it harder for workers to intervene and protect children from neglect and abuse. Social Workers said thresholds have risen for even the most serious forms of child abuse. Nearly a third (30%) said thresholds for sexual abuse had risen in their council, while 31% said this of physical abuse and 78% said thresholds for neglect had risen.

Nearly half (47%) of child protection workers had even come under pressure to reclassify section 47 child protection cases as 'child in need' cases, which is a less serious category requiring less intervention. Almost three quarters (72%) said the pressure was due to senior management trying to reduce the number of child protection cases. Nearly two thirds (64%) of professionals said they were very or guite uncomfortable with the level of risk they are managing in such cases. Only 12 of the 600 surveyed said they felt comfortable and relaxed about the level of risk.

In the child's time: professional responses to neglect

The Ofsted report In the child's time: professional responses to neglect found a number of key findings, of which the main ones to highlight are

- Nearly half of assessments in the cases seen either did not take sufficient account of the family history, or did not adequately convey or consider the impact of neglect on the child. Some assessments focused almost exclusively on the parents' needs rather than analysing the impact of adult behaviours on children. In a small number of cases this delayed the action local agencies took to protect children from suffering further harm.
- > Some authorities are using effective methods to map and measure the impact of neglect on children over time and to evaluate the effectiveness of interventions. This results in timely and improved decision-making in some cases. However, not all local authorities have such systems in place to support Social Workers in monitoring the impact of neglect on children and the effectiveness of their interventions.
- > Non-compliance and disguised compliance by parents were common features in cases reviewed. Although some multi-agency groups adopted clear strategies to manage such behaviour, this was not evident in all cases. Where parents were not engaging with plans, and outcomes for children were not improving, professionals did not consistently challenge parents.
- > Drift was identified at some stage in the child's journey in a third of all long-term cases examined, delaying appropriate action to meet the needs of children and to protect them from further harm. Drift was caused by a range of factors, including inadequate assessments, poor planning, parents failing to engage and in a small number of cases, lack of understanding by professionals of the cumulative impact of neglect on children's health and development. Drift and delay have serious consequences for children, resulting in them continuing to be exposed to neglect.
- Front-line Social Workers and managers have access to research findings in relation to neglect, although the extent to which this is incorporated into practice varies. It is by exception that frontline Social Workers use specific research to support their work. The impact of training on professional practice with regard to neglect is neither systematically evident nor routinely evaluated.
- Routine performance monitoring and reporting arrangements to LSCBs infrequently profile neglect. Therefore most boards do not receive or collect neglect data except in respect of the

Community Care Survey http://www.communitycare.co.uk/2013/11/19/community-care-survey-exposes-rising-thresholdsleaving-children-danger/#.UoxXs8T0H3N

number of child protection plans where the category is recorded as neglect. Most boards were not able to provide robust evidence of their evaluation and challenge about the effectiveness of multi-agency working to tackle neglect.

- Those local authorities providing the strongest evidence of the most comprehensive action to tackle neglect were more likely to have a neglect strategy and/or a systematic improvement programme across policy and practice, involving the development of specific approaches to neglect.
- > The challenge for local authorities and their partners is to ensure that best practice in cases of neglect is shared in order to drive improvement.

Public Law Outline (PLO) 2014

From 22 April 2014, the **Public Law Outline (PLO) 2014** for care, supervision and other proceedings came into effect. The PLO 2014 updates the pilot PLO that was introduced on 1 July 2013. This has been developed to reduce the amount of time taken to make a decision in certain cases. It has been designed to reposition Social Workers as experts within their field and to move away from independent experts which, ultimately, builds in delay to the process. The PLO now requires decisions on social care proceedings to be made within 26 weeks.

National Data

According to the NSPCC report **How Safe are Our Children? 2014**⁸, there were 593,500 referrals to children's social services in England relating to 511,500 children for the year to 31 March 2013. Referrals have decreased year on year in England since 2010/11 and a quarter of referrals in England in 2012/13 were re-referrals.

In England, there were 179,090 children in need due to abuse or neglect at 31 March 2013. This comprises 47% of the total children in need. Overall, the number of children in need due to abuse or neglect has increased between 2009/10 and 2012/13. There were 43,140 children subject to Child Protection Plans (CPP) on 31 March 2013. There were 52,680 children who became the subject of a CPP in the year 31 March 2012 to 31 March 2013. Between 2002 and 2013 the number of children subject to CPPs increased by 68%, and the number of children becoming the subject of a CPP each year increased by 89%. Neglect is consistently the most common reason for being subject to a CPP, followed by emotional abuse. Multiple forms of abuse have overtaken physical and sexual abuse in the last few years. At 31 March 2013 the breakdown of Child Protection Plans in England was as follows:

- ➤ 42% neglect
- > 32% emotional abuse
- 11% multiple reasons
- > 11% physical abuse
- > 5% sexual abuse

⁸ How Safe are Our Children? 2014 http://www.nspcc.org.uk/Inform/research/findings/howsafe/how-safe-2014_wda101852.html#messages

Signs of Safety

Signs of Safety is an approach created in Western Australia during the 1990's. It aims to work collaboratively and in partnership with families and children to conduct risk assessments and produce action plans for increasing safety, and reducing risk and danger by focusing on strengths, resources and networks that the family have. The model has evolved since the 1990's and has been built on the experiences and feedback of case workers adapting the approach in the field. In practice the model can be used from the first stages of gathering information about an allegation through to case closure and has broad applicability to child protection work. The Signs of Safety model follows three core principles of approach which are:

- 1) Establishing constructive working relationships and partnerships between professionals and family members, and between professionals themselves.
- 2) Engaging in critical thinking and maintaining a position of inquiry.
- 3) Staying grounded in the everyday work of child protection practitioners.

All three principles emphasise the need to move towards a constructive culture around child protection rather than a protective model where the professionals adopt the position that they know what is wrong and they know specific solutions.

In 2011 the NSPCC commissioned a survey⁹ to determine where Signs of Safety was being used, with an initial focus on England. LSCB chairs and managers were contacted via email to see if they were using Signs of Safety in their local authority. This covered a total of 153 local authorities in England. They had a response from representatives of 67 local authorities (44%). Over half of those local authorities (35) who responded used Signs of Safety. There was a variety of responses to the surveys and different local authorities were using the approach in differing ways. Some local authorities were using only some elements of the approach, while others used the approach consistently across all aspects of their child protection services. Other local authorities indicated their interest in the approach or their intention to introduce it.

Practitioners described Signs of Safety as a useful framework for addressing the danger and harm factors in a case and clarifying the concerns and risks, especially with more difficult cases and during periods of crisis. Signs of Safety helped practitioners to be more specific about child protection issues, ensuring they described behaviours and frequencies rather than just saying the child had experienced 'neglect'. Signs of Safety methods were thought to increase participation, co-operation and the engagement of parents/families. Parents liked focusing on strengths and not just problems, and it helped them to see things from the child's perspective. The tools gave younger children a voice and a say. There is limited evidence so far on whether Signs of Safety improves outcomes for children and further research is needed to evaluate the effectiveness of this model.

Local Context

Lincolnshire Safeguarding Children Board

Section 13 of the Children Act 2004 required each local authority to establish a Local Safeguarding Children Board (LSCB) for their area. The Act specifies the organisations and individuals that should be involved and Section 14 describes the key statutory objectives of the LSCB. These are:

- a) To co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area: and
- b) To ensure the effectiveness of what is done by each such person or body for those purposes.

⁹ Signs Of Safety In England: An NSPCC commissioned report on the Signs of Safety model in child protection, March 2013 http://www.nspcc.org.uk/inform/research/findings/signs-of-safety_wda94937.html

Regulation 5 of the Local Safeguarding Child Boards Regulations 2006 sets out the functions of the LSCB in relation to the objectives under Section 14 of the Children Act 2004. These include developing safeguarding Policy and Procedure; agreeing with partners the actions to be taken where there are concerns about a child's safety; training those who work with children; recruitment and supervision of staff; investigation of allegations against people working with children; ensuring the safety and welfare of privately fostered children; monitoring the effectiveness of what is done by the authority and their Board partners; undertaking reviews of serious cases ensuring that the lessons learned are widely understood and reviewing the deaths of all children in the local authority area.

The LSCB is a co-ordinating body which consists of a huge range of agencies, of which the key partners are health, police, and Lincolnshire County Council. National guidance issued three years ago stated that all local safeguarding children boards should have an independent chair whose role is to hold the agencies to account. The LSCB consists of a Strategic Management Group which makes the strategic decisions, and an Operational Delivery Group which makes the operational decisions. The LSCB also has four sub-groups, which are the Child Death Overview Panel, Child Sexual Exploitation Sub-Group, Policy, Procedure, Training and Development Sub-Group, and the Serious Incident Review Sub-Group.

The LSCB has produced a guide called **Meeting the Needs of Children in Lincolnshire: A Shared Responsibility** in response to the national Working Together 2013 guidance. This guide provides an outline of the range of needs of all children in Lincolnshire and the thresholds at each level. This is a framework for assessment, planning, delivering and review. It provides a single coherent approach for undertaking these key processes of working with all children who are in need of support services. It emphasises that the child's voice should be evident through all assessments, planning, delivery and review of services. The key principles for working with children and families are defined as

- Be child-centred with a clear understanding of the needs and views
- > of the child
- > Focus on outcomes
- > Be holistic in approach
- Involve children and families
- > Raise awareness of Children's welfare and that safety is everyone's
- > responsibility
- Use Multi and Inter-agency approach
- Build from previous assessments
- Be evidence based
- Build on strengths as well as identifying difficulties
- Meet the needs within locally based services
- Give families the opportunity to find their own solutions

Social Care Teams

Within each of the eight locality teams there are targeted teams, Families Working Together (FWT) teams and Family Assessment and Support Teams (FAST).

The Families Working Together teams cover a range of issues, including Anti-Social Behaviour, educational issues, exclusions, and out of work benefits. Work with troubled families could potentially continue for up to two years. The Government has funded this initiative for a further five years and work has commenced to try to coordinate multi-agency involvement with family access to family budgets from the Government. Out of the 1370 troubled families identified by the government in Lincolnshire, 1224 have been identified so far by Families Working Together. The majority of these families are in the Lincoln and East Lindsey areas.

Interventions by Targeted teams are based on Needs Assessments which are undertaken by Team Managers, Practice Supervisors and FAST colleagues. The key worker would coordinate the

involvement of relevant teams to ensure families receive the support they need. Partner agencies would also assist where required.

The FAST team has legal and statutory responsibilities, whereas the Targeted Team provides early intervention and support to the Social Worker where there is a Social Care Plan in place.

Qualified Social Workers carry out a full range of work with both children in need and child protection cases. This includes court work, looked after children, child subject to a Child Protection Plan and child subject to some court orders, such as Supervision Orders. A level 1 Social Worker is usually a worker who is newly or recently qualified and for the first year in practice they attend the ASYE programme (Assessed and Supported Year in Employment) once a month. They also have a protected caseload in their first year. A level 2 Social Worker is usually a worker with two years' experience who has completed the ASYE and then moves on to early professional development.

Advanced Practitioners are experienced Social Workers with at least three years post qualifying experience who will manage the most complex cases and mentor less experienced colleagues.

Practice Supervisors are first line managers who are a specialist with extensive experience in the work. They will be responsible for supervising between 5 and 10 less experienced Social Workers. This is a first line management position and the Practice Supervisor allocates, reviews, audits and assigns work in conjunction with the small team they manage. They are also responsible for managing any issues that affect their team. Practice Supervisors deputise for the Team Manager as required. Most teams have three Practice Supervisors.

Team Managers have overall responsibility for the team of between 10 and 25 personnel. This post is more strategic and entails an understanding and grasp of the wider aspects of the Local Authority in one of the eight localities.

All statutory Social Workers who are employed by Lincolnshire County Council must be registered with the Health and Care Professional Council (HCPC) at a cost of £72.00 per annum for each Social Worker, which is paid for by the Authority.

Safeguarding Children Working Group

In December 2008, the Leaders of the political groups on Lincolnshire County Council set up the Safeguarding Children Working Group to check that structures were in place to adequately protect the County's vulnerable children.

The aim of the Group was to "seek to reassure Councillors and residents of Lincolnshire that structures are in place to adequately protect the County's vulnerable children". The Working Group had four working sessions to receive and discuss information about the arrangements for safeguarding children and its members visited the Customer Service Centre and a FAST Team that deals with referrals.

At the conclusion of its inquiry in March 2009, the Working Group was impressed with the quality of the arrangements and the dedication, knowledge and experience of the staff dealing with referrals concerning vulnerable children. The Working Group was assured that the Council was in the forefront of Councils seeking to protect children. It recommended that the Council accepted and adopted the considered view of the Working Group that the Council had in place policies and practices, trained staff, supervision and monitoring arrangements and collaboration with partners which should ensure that vulnerable children in Lincolnshire were safe from deliberate harm by others.

Appendix 2 - Benchmarking with Other Local Authorities

Ofsted Inspection of Lincolnshire's Children's Services

Lincolnshire's last Ofsted Inspection took place in May 2010 under the old Ofsted Framework. Overall, the inspection of safeguarding and looked after children services was found to be **Outstanding** (a service that significantly exceeds minimum requirements).

The key points from the report highlighted that:

- the overall effectiveness of safeguarding services is outstanding. The council and partners have maintained a robust, consistent and successful focus to secure the safety and well-being of children and young people across a large and diverse county. The partnership's strategic commitment to providing early support to families has resulted in a transfer of resources from specialist to universal services and the Children and Young People's Strategic Partnership is making significant progress.
- ➤ Capacity to improve is outstanding. Outstanding performance management arrangements make sure that prompt and robust action is taken to address any temporary areas of underperformance that are identified. A good example is the way that successful preventative working across the partnership is helping to ensure that more children are safeguarded at an earlier stage so that the number of children with child protection plans is appropriately low. More children are benefiting from thorough, good quality assessments enabling them to receive the services they require in a timely manner. Inter-agency and locality working is being successfully embedded across districts and partners and users of services evidence that the multi-agency 'team around the child' arrangements are working well.
- Workforce planning and development are effective. Vacancy rates are low, including those across health providers. Managers are empowered to make decisions and they and their staff know their service well. Managers take swift action to tackle operational issues effectively, for example, establishing forums where practitioners can meet to discuss individual cases to produce effective and child-focussed solutions. Children, young people and their parents and carers are becoming more involved in helping to shape services. For example, parents have had significant involvement in designing programmes which deliver parenting skills to improve their children's life chances.

The report highlighted that in order to improve the quality of provision and services for safeguarding children and young people in Lincolnshire, the local authority and its partners should take the following action:

- Improve access to Level 3 multi-agency child protection training for health staff
- > Ensure that all health care staff are aware of the CAMHS pathway for access to treatment for children and young people
- ➤ Ensure that the arrangements for children missing from care, education and home are harmonised so that there is one single data record in place.

Under the old Ofsted Framework, comparative Councils have been rated as follows:

East Midlands Region

- Derby City (Good)
- Derbyshire (Good)
- Rutland (Adequate)
- Leicestershire (Adequate)

- Norfolk (Inadequate)
- Northamptonshire (Inadequate)
- Nottinghamshire (Inadequate)

Other Neighbouring Authorities

- North Lincolnshire (Good)
- North East Lincolnshire (Adequate)
- Doncaster (Inadequate)

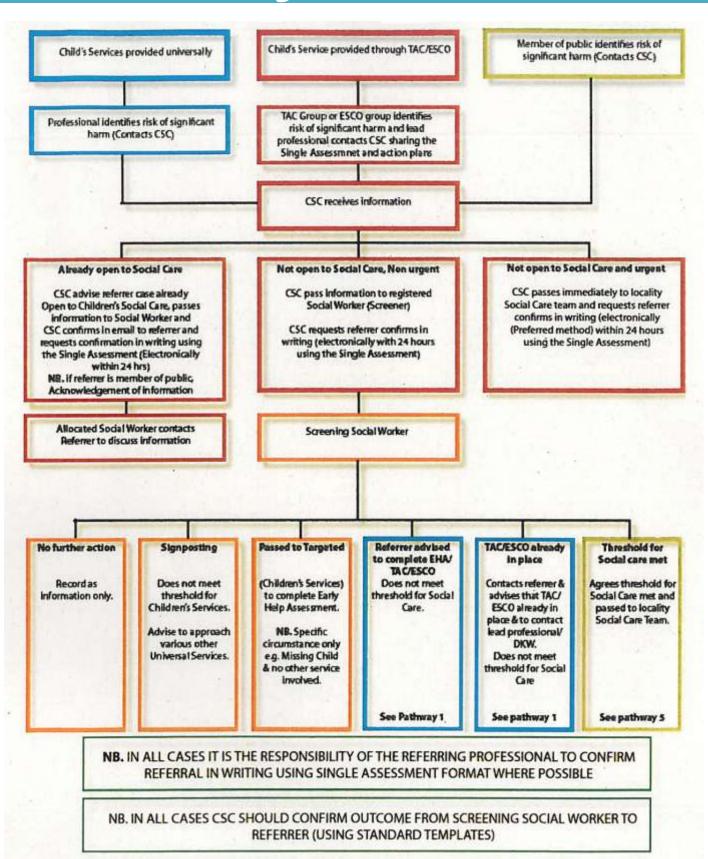
On 3 December 2013, Ofsted published its new inspection framework entitled **The Framework and Evaluation Schedule for the Inspection of Services for Children in Need of Help and Protection, Children Looked After and Care Leavers**. This document details Ofsted's inspection framework both for local authority children's services and for local safeguarding children boards.

Between November and February 2014, the following Councils were inspected by Ofsted under the new framework:

- Derbyshire County Council (Good)
- Hartlepool Borough Council (Good)
- East Sussex County Council (Good)
- Essex County Council (Good)
- Staffordshire County Council (Good)
- Sheffield City Council (Requires Improvement)
- London Borough of Hillingdon (Requires Improvement)
- Bolton Council (Requires Improvement)
- London Borough of Hounslow (Requires Improvement)
- Slough Borough Council (Inadequate)
- Coventry City Council (Inadequate)

There are no outstanding ratings so far under the new Ofsted Inspection Framework. Lincolnshire County Council and the Lincolnshire Safeguarding Children Board are due to be inspected under the new framework in the near future.

Appendix 3 - Pathway for Referral to Children's Social Care where there is a Risk of Significant Harm



Appendix 4 - List of Acronyms

ASYE Assessed and Supported Year in Employment

Cafcass Child and Family Court Advisory and Support Services

CAMHS Child and Adolescent Mental Health Services

CiN Child in Need

CPD Continuous Professional Development

CPP Child Protection Plans

CSC Customer Service Centre

DART Drug and Alcohol Recovery Team

EBR Employment Based Route

ESCO Early Support Care Coordination

FAST Family Assessment and Support Team

FWT Families Working Together

HCPC Health and Care Professional Council

ICS Integrated Children's Services

LAC Looked After Children

LCC Lincolnshire County Council

LSCB Lincolnshire Safeguarding Children Board

MAPPA Multi Agency Public Protection Arrangements

MASH Multi Agency Safeguarding Hub

PLO Public Law Outline

PCSO Police Community Support Officer

TAC Team Around the Child

TOIL Time Off In Lieu

UCAS Universities and Colleges Admissions Service

Appendix 5 - Contributors to the Review

The Task and Finish Group would like to offer their sincere thanks to all the parents and children we have met, who kindly allowed us to visit them in their homes and observe their Child Protection Conference meetings.

Furthermore, the Task and Finish Group would like to extend their thanks to:

- ➤ The staff in all the FAST teams in Lincolnshire for speaking candidly to us when we have visited the locality teams, and for helping to arrange our attendance at various meetings and the visits to families that have been undertaken.
- > The staff at the Customer Service Centre, who spoke to us and allowed us to observe their work.
- ➤ The Chairs of the Child Protection Conferences for allowing us to observe the Conference meetings.
- ➤ The Heads of Service who chaired the Support Panels for allowing us to observe the Panel meetings.

In addition, the Task and Finish Group would like to extend their gratitude to all the following people who have contributed to this review:

- Rebecca Andrews, Principal Lawyer, Legal Services Lincolnshire
- ➤ Debbie Barnes, Executive Director of Children's Services, Lincolnshire County Council
- Councillor Mrs Patricia Bradwell, Executive Councillor for Adult Services, Health and Children's Services, Lincolnshire County Council
- Andrea Brown, Democratic Services Officer, Lincolnshire County Council
- > Sam Clayton, Principal Child and Family Social Worker, Lincolnshire County Council
- > Chris Cook, Independent Chair, Lincolnshire Safeguarding Children Board (LSCB)
- Rick Hatton, Head of Public Protection, Lincolnshire Police
- Nigel Horner, Head of School of Health and Social Care, University of Lincoln
- Andrew Morris, LSCB Business Manager
- Tracy Johnson, Scrutiny Officer, Lincolnshire County Council
- > Janice Spencer, Assistant Director of Children's Services, Lincolnshire County Council
- > Judge Heather Swindells, Family Court Judge for Lincolnshire
- Jennie Thornton, Consultant, Lincolnshire County Council

The Task and Finish Group would like to also thank the following Team Managers and frontline staff who met with us during the focus groups:

- Kieran Barnes, Headteacher, The Teaching and Learning Centre
- Sam Carman, Practice Supervisor, Lincoln FAST Team
- Mike Carrol, Team Manager, North Kesteven Targeted Team
- ➤ Jo Casey, Team Manager, East Lindsey South FAST Team
- Alex Coman, Team Manager, West Lindsey FAST Team
- Diane Cooke, Social Worker, Lincoln FAST Team
- Victoria Czajkowski, Families Working Together Key Worker
- Karen Dowman, Team Manager
- > Hannah Fassler, Practice Supervisor, Lincoln FAST Team
- Gary Fenwick, Team Manager, West Lindsey Targeted Team
- Philippa Gallop, Team Manager, Customer Service Centre
- Kristine Green, Social Worker, Lincoln FAST Team
- Dom Hine, Team Manager, East Lindsey North FAST Team
- Jon Hird, Acting Team Manager, Lincoln Targeted Team
- > Tony Jones, Team Manager, North Kesteven FAST Team

- Danielle Marshall, Practice Supervisor, Families Working Together Lincoln
- Susan Marrows, Family Support Worker, Lincoln Targeted Team
- > Rebecca Morris, Team Manager, South Kesteven Targeted Team
- > Fiona Railton, Team Manager
- Urfan Sadiq, Practice Supervisor, South Holland FAST Team
- Yvonne Shearwood, Case Manager
- ➤ Lorraine Wallace, Social Worker, Lincoln FAST Team
- Vicky Webb, Social Worker, Lincoln FAST Team
- Paula Whitehead, Team Manager, Team Around the Child (TAC)
- Carly Willingham, Targeted Youth Support Assistant, Lincoln Targeted Team
- Claudia Wood, Practice Supervisor, Lincoln FAST Team

More Information

If you would like any more information about the work of Overview and Scrutiny at Lincolnshire County Council then please get in touch with the Scrutiny Team by calling 01522 552164 or by emailing the Team at scrutiny@lincolnshire.gov.uk



Agenda Item 6



Report Reference:

Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Proposal to expand the capacity at Scampton

Pollyplatt Primary School (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Proposal to expand the capacity at Scampton Pollyplatt Primary School (Final Decision) which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 27 June 2014. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation to the Executive Councillor set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider the report on the Proposal to expand the capacity at Scampton Pollyplatt Primary School (Final Decision). The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation in the report and whether it wishes to make any additional comments to the Executive Councillor for Adult Care and Health Services, Children's Services. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on Proposal to expand the capacity at Scampton Pollyplatt Primary School (Final Decision)

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Linda Duffield, who can be contacted on 01522 553392 or linda.duffield@lincolnshire.gov.uk.



Report Reference: **Executive/Executive Councillor**

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:

Councillor Mrs P A Bradwell, Executive Councillor

Adult Care and Health Services, Children's Services

Date: 27 June 2014

Subject: Proposal to expand the capacity at Scampton

Pollyplatt Primary School, (final decision)

Decision Reference: | 1006428

Key decision? Yes

Summary:

This report concerns the permanent expansion of the capacity at Scampton Pollyplatt Primary School to accommodate the increasing number of primary aged pupils in Scampton. The proposed implementation date is 1 September 2015. If this expansion proposal is approved an additional purpose built classroom would be provided to ensure that the appropriate infrastructure and facilities are in place for the number of pupils on roll.

It is the Local Authority's (LA) statutory duty to ensure that there are sufficient school places to accommodate all pupils of statutory school age in Lincolnshire. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in Scampton.

The LA has co-ordinated the process following statutory guidelines published in The Department for Education (DfE) guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 (with attached Annex A and B) in accordance with the terms of the Education and Inspections Act (EIA) 2006 as updated by the Education Act 2011. Consultation commenced on 30 January 2014 with a five week period of consultation which closed on 6 March 2014 and is further referred to later in this report in the Consultation section.

Following the consultation period the decision was taken on 31 March 2014 to publish a Statutory Notice on 17 April 2014. This initiated a four week Representation Period up to 15 May 2014 when written objections and comments may be submitted. The process is now entering the final stage when the LA, as decision maker, must take the final decision regarding the proposal within 2 months from the end of the Representation period (by 15 July 2014).

This report seeks to advise the Executive Councillor on making the final decision regarding the proposed expansion of Scampton Pollyplatt Primary

School.

Recommendation(s):

That following the completion of the statutory process, in accordance with current legislation, the Executive Councillor for Adult Care, Health and Children's Services is recommended to take the final decision to approve the expansion of the capacity for primary age provision from 140 to 210 places at Scampton Pollyplatt Primary School with effect from 1 September 2015 as detailed in this report.

Alternatives Considered:

1. The council retains the school as it is at present with no expansion of the capacity at Scampton Pollyplatt Primary School.

However, the above alternative would have the following disadvantages:

It is likely that there would be insufficient primary school places in Scampton and the LA may be unable to comply with its statutory duty to ensure that there are sufficient school places for children of a statutory school age in the community in future years.

It would place increasing pressure on Scampton Pollyplatt Primary School where the numbers on roll are already at or above capacity in several year groups leading to concerns over the consequent impact of overcrowding on the quality of education provided. The school will not be able to continue to offer sufficient places to meet local demand without additional accommodation.

It would likely lead to children being offered places more than 2 miles away outside of Scampton in the future, with increasing transport costs and potential increased car usage and also concerns over the impact of this additional travelling time on the children concerned.

2. The council retains the school as it is at present with no increase in the capacity at Scampton Pollyplatt Primary School but looks to increase capacity at other schools in the surrounding area.

There are a number of schools in the surrounding area and all options fully considered. There are schools with surplus capacity in Welton (2.4 miles) and Sturton by Stow (6.1 miles) where children could be offered a place, but neither are considered to be options preferred to expanding Pollyplatt due to reasons such as distances and routes that young children would have to travel, and it would be against parental preference. The demographic pressures are from the local Scampton community in the RAF and civilian housing within safe walking distance from the Pollyplatt School. There are also primary schools in Hackthorn (3.1 miles), Ingham

(4.8 miles), Nettleham (4.9 miles) and Scampton CE Primary School (2.6 miles) which are full and could not accommodate the extra Scampton children without expansion or potentially impacting on standards through over-crowding. They are also considered to be less suitable alternatives due to reasons such as undersized sites, distance, parental preference and the fact that they are of suitable sizes for the areas they serve.

Reasons for Recommendation:

To enable the LA to meet its statutory obligation to ensure that there are sufficient primary school places in Scampton. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in the area and fulfil its statutory duty of ensuring that there are sufficient school places to accommodate all pupils of primary school age in Lincolnshire. The LA would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community.

To ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will both enhance the quality of provision and sustain local provision.

The proposal will assist in meeting parental preference. The Government has made it clear that the wishes of parents should be taken into account in planning and managing school estates. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. Scampton Pollyplatt is a popular and consistently oversubscribed school. The school has received first preference applications of 31 for 2014, 26 for 2013 and 27 for 2012. It was last inspected by Ofsted in 2011 and graded overall as "Good".

The LA considers the proposal to be the most appropriate available solution to the expected shortage of primary school places in Scampton to enable local children to attend their local school. The Headteacher and Governing Body are also supportive of this proposal.

1. Background

National birth rates have been steadily rising in recent years. This increased birth rate, combined in some areas with changes in migrational trends and the effect of new housing development, is now starting to put significant pressure on primary schools across the country. There is expected to be a shortage of school places if additional capacity is not created. Birth data for the Scampton area shows an increase in births resulting in larger projected intakes than there are currently places for.

There is expected to be a long term requirement for more primary school places. The Scampton community also has the additional pressure of demand for places

caused by the placement of RAF personnel. The future of RAF Scampton has been secured until at least 2020 following a ministerial decision that extended the originally proposed 2014 date. It is not expected to be known until the next strategic review in 2015 or 2016 whether the base continues beyond 2020. Even if it were to close there is a shortage of RAF housing across Lincolnshire to serve Waddington and other areas. There are already over 40 Waddington families that live in Scampton accommodation and this is likely to rise. Families tend to access primary school provision closest to where they live rather than where they work. This type of housing, whether for service families or sold off to civilians, is likely to attract young families with primary aged children.

The majority of the pressure for Pollyplatt Primary School is from the immediate housing adjacent to the RAF base, which consists of a mix of both services and civilian homes. The school is located on the housing estate and is within safe walking distance of the children and families that live there. It predominantly serves the immediate area. Scampton will experience a shortage of available places if capacity at one of the local schools is not increased.

In agreement with the LA the school has admitted above the usual intake of 20 (current PAN) to accommodate local children by offering up to 30 Reception places for the intakes in September 2012 and 2013 and for the incoming intake in September 2014. They have been able to do so by making maximum use of all available accommodation together with the remodelling of some internal areas to create space which is more useable for teaching purposes. However, without the provision of additional accommodation this may lead to overcrowding with insufficient infrastructure for the number of pupils being accommodated at the school. If this expansion proposal is approved an additional purpose built classroom would be provided to ensure that the appropriate infrastructure and facilities are in place for the number of pupils on roll. This would be the preferred approach over temporary accommodation due to the rising cost of mobile/temporary classrooms and the current deficiencies in the accommodation currently available in the school.

The proposal being consulted on is to permanently expand the school from the existing capacity of 140 places based on a Published Admission Number (PAN) of 20 to 210 places (PAN 30), with a proposed implementation date of September 2015. This would increase the PAN for all year groups from 20 to 30 and as the proposal is to expand by more than 30 places and by more than 25% a statutory process must be followed.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children.

Following statutory consultation, if the expansion proposal is approved, it is proposed that building work to add necessary additional accommodation will be carried out (subject to planning permission being granted) in the 2014/2015 academic year and planned to be completed in readiness for the start of term in

September 2015. This would be managed to cause minimal disruption to the school during term time making the best use of school holidays where possible.

The planning application process is dealt with and consulted on separately. There will be an opportunity for those that are interested to respond directly to the planning application at a later date.

Reaching the decision – Preliminary Considerations

The requirements for decision making relating to school organisation in LA Maintained schools are set out in Annex B of the guide "School Organisation Maintained Schools January 2014" published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

Factors to be considered by Decision Makers

The Consultation and Representation Period

The Executive Councillor must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication". The LA conducted a five week period of preconsultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice and Complete Proposal, initiating a four week Representation Period, were published In accordance with current statutory requirements.

No responses were submitted during the Representation Period. Responses received in the consultation period have been made available to the Executive Councillor for consideration when taking the final decision and further details of these responses are provided in section 5 of this report (**Consultation**).

Education standards and diversity of provision

The Executive Councillor should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to the narrowing of attainment gaps. The Government's aim is to create a more diverse school system

offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

The most recent Ofsted report following an inspection at the school was published in 2011 and evaluated the school overall as "Good".

The LA believes that this proposal provides the best option to maintain and improve standards of attainment with an enhanced quality of education for current and future children in the area whilst maintaining diversity.

Demand

The Executive Councillor must consider the evidence presented for any projected increase in pupil population (eg planned housing developments) and any anticipated new provision (eg a new free school). A decision must also take into account parental preference and the quality and popularity of schools in the area that have surplus capacity. Surplus capacity in less popular schools should not in itself prevent the addition of new places. The DfE recognises that for parental preference to work effectively there may be some surplus capacity in the system overall but that competition for places to be taken up will lead to existing schools improving standards.

The expansion is required to meet the projected demand for places in Scampton and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area without the need to transport young children more than 2 miles away and over the A15. The expansion is proposed to meet the need for additional capacity in Scampton and not to create surplus capacity nor replace existing capacity in the primary sector therefore not having a significant negative impact on neighbouring primary schools.

As stated earlier in this report, an increased birth rate is now starting to put significant pressure on primary schools across the country with an expected shortage of school places if additional capacity is not created. Birth data for the Scampton area confirms that this increase in births is resulting in larger projected intakes than there are currently places for with a long term requirement for more primary school places. The Scampton community also has the additional pressure of demand for places caused by the increased placement of RAF personnel anticipated by the Ministry of Defence in the next few years. The future of RAF Scampton has been secured until at least 2020 following a ministerial decision that extended the originally proposed 2014 date. It is not expected to be known until the next strategic review in 2015 or 2016 whether the base continues beyond 2020. Even if it were to close there is a shortage of RAF housing across Lincolnshire to serve Waddington and other areas. There are already over 40 Waddington families that live in Scampton accommodation and this is likely to rise. Families tend to access primary school provision closest to where they live rather than where they work. This type of housing, whether for service families or sold off to civilians, attracts young families with primary aged children. There is expected to be a long term requirement for more primary school places.

The majority of the pressure for Pollyplatt Primary School is from the immediate housing adjacent to the RAF base, which consists of a mix of both services and civilian homes. The school is located on the housing estate and is within safe walking distance of the children and families that live there. It predominantly serves the immediate area. Scampton will experience a shortage of available places if capacity is not increased.

The number on roll at the time of the census taken in January 2014 was 151 which is expected to rise to 158 by the beginning of June 2014 due to local mid-year admissions.

The current and projected position is broken down by year group in the table below. It shows the potential intakes for September 2014 to 2016 which is based on NHS GP registration data and historical trends. The published admissions number per year group is currently 20 with a permanent PAN capacity of 140, although the use of available internal accommodation allows for a PAN of 25 and a PAN capacity of 175. There could potentially be 190 on roll by 2016 with mid-year applications and the current Y4 to Y6 cohorts being replaced by the projected 2014 to 2016 intakes:

	2016	2015	2014	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	27	23	30	26	27	29	22	16	16	15	151

Data from January 2014 Census, NHS GP Registration and trend analysis

Scampton will therefore experience a shortage of available primary places if capacity at the local school is not increased. A permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting young children to alternative schools outside of their local community.

The school is popular with parents and in recent years has been consistently oversubscribed. The school has received first preference applications of 31 for 2014, 26 for 2013 and 27 for 2012.

School size

Assumptions that schools should be of a certain size to be a good school should not be made although the viability and cost-effectiveness of a proposal is an important factor in the decision-making process eg the impact on a LA's budget to provide additional funding to a small school to compensate for its size.

The numbers on roll are already at or above capacity in several year groups leading to concerns over the consequent impact of overcrowding on the quality of education provision if additional accommodation is not provided. This expansion will provide additional classrooms together with the appropriate infrastructure and facilities for a school of this size.

Proposed admission arrangements

Before approving the proposals the LA must ensure that the admission arrangements of the school are compliant with the School Admissions Code. The proposed increase to the PAN at Scampton Pollyplatt Primary School will be processed in accordance with the School Admissions Code to determine admission arrangements for the academic year commencing September 2015.

National Curriculum

All maintained schools must follow the National Curriculum unless they have secured an exemption.

Scampton Pollyplatt Primary School currently follows the National curriculum and will continue to do so if the proposed expansion is approved.

Equal Opportunity

The LA must have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed expansion. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

There are no sex, race or disability discrimination issues arising from this proposal. The LA will continue to be committed to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

Community cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

This expansion will enable the school to admit children of RAF personnel as well as local families and therefore continue to meet the needs of children from varied backgrounds.

Responses to the consultation were received from varying sectors of the community ie parents (including parent governors and also staff) of current pupils; governors of Pollyplatt School; staff, governors and parents representing neighbouring schools; parish council and the Anglican Diocese representatives. A wide range of views was received and all comments raised will be taken into consideration in the design and future planning of the school buildings and site if the proposal goes ahead.

Travel and accessibility

The Executive Councillor should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

If this proposal goes ahead it should reduce the likelihood of local children having to travel to schools outside of their local community (for many families this would involve a journey of more than 2 miles and having to cross the A15) and therefore assist the Council to meet this duty.

The LA understands that an increase in the number of pupils attending a school may have an impact on the local road network and access. However, the majority of additional primary aged pupils are likely to come from within a suitable walking or cycling distance from the school. The LA is committed to promoting the use of sustainable travel and transport to school and this would be reflected in the implementation of the school travel plan. Should the proposal go ahead, all traffic issues will be considered in the planning application process. As part of this process any planning queries will be dealt with through a separate planning consultation and the LA would have to meet stringent requirements at the planning application stage.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest designated school (if it is more than 2 miles away for primary aged pupils) but it is expected that most pupils will live within a two mile radius of the school.

Capital

The Executive Councillor should be satisfied that any land, premises or capital required to implement the proposals will be available and that all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available. Where the expansion is reliant on the DfE for funding it cannot be assumed that approval of the proposal will trigger the release of capital funds unless previously confirmed in writing.

This proposed expansion will incur capital costs which will be funded by the LA from the DfE Basic Need Capital Grant funding and delivered as part of the Children's Services capital programme with on-going revenue costs being funded from the Dedicated Schools Grant. The Basic Need funding available is to be used to add capacity to schools in the county to ensure sufficient places are available to meet local need. This funding is not intended to be used for any other purpose than to address basic need. The proposed capital project at Pollyplatt Primary School aims to create the required facilities to allow for up to 210 pupils to be accommodated providing long term value for money. Due to the limitations in the current accommodation the additional space would support Key Stage 2 curriculum

delivery should numbers fall in the future and all accommodation would still be fully utilised and not result in unnecessary surplus accommodation.

School premises and playing fields

All schools are required to provide suitable outdoor space to both enable physical education for pupils in accordance with the curriculum and also for pupils to play outside safely. DfE guidelines suggest areas for pitches and games courts but these are non-statutory.

According to the DfE guidance the site size and outdoor space is more than sufficient for the number of pupils that could be on roll if full. The proposed building work will not reduce any of the formal hard or soft play areas.

Special Educational Needs (SEN) Provision and SEN Improvement Test

If the proposal is approved there is likely to be no impact with regard to SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the enhanced facilities at the school. The LA will continue to ensure suitable provision for all children with special educational needs and consideration of their needs will take place with physical access being assured should a need be presented. The LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN and so meet the Special Educational Needs Test.

2. Conclusion

The final decision is required from the Executive Councillor to determine whether to approve the proposal to expand the capacity at Scampton Pollyplatt Primary School as detailed in this report. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section 5) must be considered

The LA believes this proposal to be in the best interests of local children and local parents as well as educational provision in the area and it supports the council's aim of ensuring that as many children as possible can reach their full potential. It also enables the LA to fulfil its statutory duty of ensuring that there are sufficient places to accommodate all pupils of statutory school age in Lincolnshire.

It is recommended that the proposal be implemented to ensure the best educational opportunities for the children of Scampton. The advantages of implementing this proposal are detailed earlier in this report in the 'Reasons for Recommendations' section.

3. Legal Comments:

The legal issues to be taken into account in the making of this decision, which is within the remit of the Executive Councillor, are fully set out within the report.

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4. Resource Comments:

If the decision to expand the school is approved the capital costs will be met from the Children's Services capital programme with on-going revenue costs being funded from the Dedicated Schools Grant.

5. Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the EIA 2006, the Education Act 2011 and the guidance of the DfE regarding expansion.

Under these guidelines the LA must ensure that sufficient time and information are provided for people to understand and form a view on the proposal and make a response. Under the DfE guidelines which came into effect in January 2014 there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal regarding significant changes to schools (including physical expansions). However there is a "strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication". The LA has conducted a five week period of pre-consultation to fulfil this expectation and also to operate a fair and open process and ensure all views are considered.. Any documentation issued must set out the problem that is being addressed and invite comment on one or more solutions. The LA must explain the decision making process and take all reasonable steps to draw the proposal to the attention of all those who might be interested and take into account their views.

Guidance requires current pupils to be consulted and the Headteacher of Scampton Pollyplatt Primary School has consulted with the children currently attending the school through the school council and class discussions. The key areas raised were to ensure there was space made available to accommodate the new children without having a negative impact on the children who currently attend the school. It was explained that this would be addressed separately through the planning process and the discussion resulted in a positive response with the children being happy to increase the size of the school.

The EIA 2006 specifically includes as interested parties the registered parents of registered pupils at the school and also the appropriate District and Parish Councils for the area. The guidance issued by the DfE in January only prescribes the minimum that must be consulted and "any other body or person that the local authority think appropriate and it is unlikely that that there will be any cases where it was not felt appropriate to notify the parents at the school of the proposals". The list of interested parties was therefore compiled according to these principles comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents, the Chief Executive of the District Council, the Parish Clerk of the local Parish Council as well as individual councillors as appropriate.

Consultation originally began on 30 January 2014 with a letter, incorporating relevant information and reasons for the proposal, being sent to all parents of pupils attending the school informing them of the proposal. Interested parties as detailed above were also informed. In addition, on 24 February 2014, individual drop in sessions were offered to interested parties to discuss the proposal further with an LA officer. These meetings were offered to allow those having an interest in this proposal to be able to gather information, ask questions and get involved in the debate. However, no appointments were taken up.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 6 March 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website via the webpage 'Current Consultations' on www.lincolnshire.gov.uk/schoolorganisation

There were 61 valid responses in total with 24 supporting the proposal, 35 against and 2 which were neither for nor against the proposal but raised points to be considered. Out of the total of 61 there were 12 responses from parents of current pupils with only 1 against. A number of responses were received from governors and members of staff at the school all of which were in favour of the expansion proposal. The majority of the responses against the proposed expansion have been received from governors, staff and parents representing other schools in the area. Those schools being Welton St Mary's Church of England Academy and Sturton by Stow Primary School. Welton St Mary's wrote to all parents asking that they object to the proposal. 20 responses were received from parents of pupils at other schools or academies with 18 of these being against the proposal. 12 responses were received from staff at other schools with all being against the proposal. These responses in the main have questioned whether there is a need for the expansion of a school to provide additional school places when there are places available at other schools in the area around Scampton. The objectors are against the proposal as they believe that it will have a negative impact on the number on roll at other schools, possibly leading to the introduction of mixed year groups and staff redundancies at their respective schools. The Diocese of Lincoln supports the view of Welton St Mary's. The relevant LA head of service with responsibility for this area of work and a member of their service met with representatives of both schools and discussed the rationale of the expansion and responded to the concerns raised during the consultation period. Both schools agreed to consider the 'Complete Proposal' and respond as appropriate if the process continued to the next stage through the publication of a Statutory Notice. Other primary schools in the area, including Scampton Church of England Primary School, have not objected to the proposed expansion. No responses were submitted in the Representation Period.

The expansion is required to meet the projected demand for places in Scampton and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area, without the need to transport young children more than 2 miles away and over the A15. The expansion is proposed to meet the need for additional capacity and not to replace existing capacity in the primary sector. It will also allow the LA to utilise basic need capital funding to meet

parental demand whilst minimising an increasing demand on the revenue budget that supports school transport.

Following the completion of the consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will also be re-considered along with this report) by the Executive Councillor and a decision was taken on 31 March to proceed to Statutory Notice. A statutory 4 week Representation Period was entered into on 17 April 2014 commencing with the publication of the Statutory Notice (Appendix A) in the local press, on the Lincolnshire County Council's website and at the school gates. The Complete Proposal, available in paper and electronic format (Appendix B) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website under the webpage 'Current Consultations' at www.lincolnshire.gov.uk/schoolorganisation. The Representation Period provides a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. As previously stated, no responses were submitted in the Representation Period.

Under current legislation the LA is the decision maker for the proposal and is coordinating the statutory process before making a final decision at the end of June. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive but must not be ignored altogether.

The last stage of the statutory process would be the implementation of the proposal with the expansion of the capacity from 140 to 210 for primary age provision at Scampton Pollyplatt Primary School with effect from 1 September 2015 if it is decided to proceed.

a) Has Local Member Been Consulted?

Yes, the local member has been made aware of the proposal to expand the capacity at the school.

b) Has Executive Councillor Been Consulted?

Yes, the Executive Councillor has been involved in the discussions regarding the proposal to expand the capacity at the school.

c) Scrutiny Comments

The Children and Young People Scrutiny Committee considered the related proposals at its meeting on 13 June 2014. The Committee supported/did not support (delete as appropriate following CYPSC) the recommendation contained within the report and had no additional comments to make/comments included (insert if there are comments to add).

d) Policy Proofing Actions Required

An Impact Analysis has been completed. In summary the analysis undertaken indicates that there is some potential for minor negative impact but that this is far outweighed by the benefits of the proposal. The LA would look to mitigate negative impact on the local road network and access and address any other concerns that potentially might arise out of this expansion proposal. The stringent requirements at the planning application stage would include the active involvement of the Highways Department as well as a detailed travel plan.

6. Appendices

These are listed below and attached at the back of the report					
Appendix A	Statutory Notice				
Appendix B	Complete Proposal				

7. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Report on the proposal to expand the capacity to take additional primary age children at Scampton Pollyplatt Primary School	Lincolnshire County Council Committee Records Reference I006426 31 March 2014
The DfE guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 with attached Annex A and B	https://www.gov.uk/government/publicati ons/school-organisation-maintained- schools
List of interested parties; letter to commence consultation; the blank consultation response form; and the responses received from all interested parties including the children during both the consultation and representation periods.	All available on request from the Property and Technology Management Team, Corporate Property, Lincolnshire County Council
Impact Analysis	Available on request from the Property and Technology Management Team, Corporate Property, Lincolnshire County Council

This report was written by Michelle Andrews, who can be contacted on 01522 553269 or michelle.andrews@lincolnshire.gov.uk.

Proposal to Expand Scampton Pollyplatt Primary School.

NOTICE IS HEREBY GIVEN in accordance with section 19(1) of the Education and Inspections Act 2006 as updated by the Education Act 2011 that Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ intends to make a prescribed alteration to Scampton Pollyplatt Primary School, School Lane, Scampton LN1 2TP with effect from 1 September 2015.

The proposal is to increase the Published Admission Number (PAN) from 20 to 30 and to permanently expand the school from the existing PAN capacity of 140 to 210 places. This would increase the PAN for all year groups from 20 to 30 with effect from 1 September 2015.

As a temporary measure reorganisation has taken place within the existing accommodation which has enabled the school to provide above the PAN to offer up to 30 places in the Reception intakes in 2012, 2013 and for the incoming Reception intake for 2014.

The prescribed alteration being consulted on is not related to any other statutory proposal. All statutory consultation requirements in respect of this proposal have been complied with.

The current net capacity of Scampton Pollyplatt Primary School is 157 and the proposed net capacity will be 210. The current admission number is 20 and the proposed admission number will be 30. There are currently 151 pupils on roll, expected to rise to 157 from 22 April 2014.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by writing to: Property and Technology Management, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by calling 01522 553329 or by emailing schoolorganisation@lincolnshire.gov.uk or via http://www.lincolnshire.gov.uk/schoolorganisation

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Property and Technology Management, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk.

Signed: Debbie Barnes Director of Children's Services Lincolnshire County Council

Publication Date: 17 April 2014

Explanatory Notes

- 1. This proposal is not linked to any other proposal.
- 2. A copy of the County Council's Home to School Transport policy can be obtained on-line at www.lincolnshire.gov.uk/parents/schools/school-transport
- 3. Further details on the consultation which have led to this proposal can be accessed on-line under "Current Consultations" via http://www.lincolnshire.gov.uk/schoolorganisation





Complete Proposal to Expand

Scampton Pollyplatt Primary School

MATTERS TO BE SPECIFIED IN SECTION 19 OF THE EDUCATION AND INSPECTIONS ACT 2006

PROPOSALS TO MAKE A PRESCRIBED ALTERATION TO A SCHOOL

17 April 2014

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the expansion of Scampton Pollyplatt Primary School, School Lane, Scampton LN1 2TP.

Implementation

The proposal is to expand Scampton Pollyplatt Primary School with effect from 1 September 2015. This proposal is being made to ensure that there are sufficient primary school places in Scampton and the surrounding area to accommodate the increasing pupil numbers in the community and to enable the Local Authority (LA) to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to Property & Technology Management, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk to be received by the deadline of 15 May 2014.

Alteration description

The proposal under consideration is to increase the Published Admission Number (PAN) from 20 to 30 and to permanently expand the school from the existing PAN capacity of 140 to 210 places. This would increase the PAN for all year groups from 20 to 30 with effect from 1 September 2015.

School Capacity and Site

As a temporary measure reorganisation has taken place within the existing accommodation which has enabled the school to provide above the PAN to offer up to 30 places in the Reception intakes in 2012 and 2013 and for the incoming Reception intake for 2014. Beyond the intake in September 2014 it will not be possible to make further over offers to meet the growing demand for school places without additional accommodation. If this expansion proposal is approved an additional purpose built classroom will be provided to ensure that the appropriate infrastructure and facilities are in place for the number of pupils on roll.

If the proposal proceeds it is proposed that (subject to planning permission being granted) the necessary building work would take place during the academic year 2014/2015 and planned to be completed in readiness for the start of term in September 2015. This would be managed to cause minimal disruption to the school during term time making best use of school holidays where possible.

The planning application process required is dealt with and consulted on separately from this process. There will be an opportunity for those that are interested to respond directly to the planning application.

The number on roll at the time of the census taken in January 2014 was 151 which is expected to rise to 157 from 22 April 2014 due to local mid-year admissions.

The current and projected position is broken down by year group in the table below. It shows the potential intakes for September 2014 to 2016 which is based on NHS GP registration data and historical trends. The published admissions number per year group is currently 20 with a permanent PAN capacity of 140, although the use of available internal accommodation allows for a PAN of 25 and a PAN capacity of 175. There could potentially be 190 on roll by 2016 if the 6 extra children join on 22 April and the current Y4 to Y6 cohorts are replaced by the projected 2014 to 2016 intakes:

	2016	2015	2014	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	27	23	30	26	27	29	22	16	16	15	151

Data from January 2014 Census, NHS GP Registration and trend analysis

Objectives

The proposal detailed in this document is to expand Scampton Pollyplatt Primary School with effect from 1 September 2015 and the objective is both to ensure that there are sufficient primary school places in the area to accommodate the increasing pupil numbers in the local community and also to enable the LA to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire within a reasonable distance from where they live.

The LA considers this to be the best available solution to the expected shortage of primary school places in Scampton and the surrounding area and would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community. The LA believes the proposal to be in the best interests of local children and local parents as well as educational provision in the area and it reinforces the priorities in the Children and Young People's Plan (CYPP). The proposal will ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will both enhance the quality of provision and sustain local provision and at the same time it will assist in meeting parental preference.

Other options in the surrounding area have been explored and all primary schools have been considered. There are schools with surplus capacity in Welton (2.4 miles) and Sturton by Stow (6.1 miles) where children could be offered a place, but neither are considered to be options more preferable than expanding Pollyplatt due to reasons such as distances and routes that young children would have to travel, and it would be against parental preference. The demographic pressures are from the local Scampton community in the RAF and civilian housing within safe walking distance from the Pollyplatt School. There are also primary schools in Hackthorn (3.1 miles), Ingham (4.8 miles), Nettleham (4.9 miles) and Scampton CE Primary School (2.6 miles) which are full and could not accommodate the extra Scampton children without expansion or potentially impacting on standards through overcrowding. They are also considered to be less suitable alternatives due to reasons

such as undersized sites, distance, parental preference and the fact that they are of suitable sizes for the immediate local areas they serve.

The proposal to expand Scampton Pollyplatt Primary School has the support of the Headteacher and Governing Body and the LA believes it to be the most appropriate option for expansion in the area, but it is important that the LA considers all views submitted during consultation.

The publication of the Statutory Notice will enable the statutory and legal processes to proceed. This continuation to the next stage of the process will allow a further opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the Executive Councillor.

Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the Education and Inspections Act (EIA) 2006 and updated by the Education Act 2011 together with the guidance of the Department for Education (DfE) regarding expansion. The relevant DfE guidance was updated in January 2014. Under this guidance there is no longer a requirement for a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal. However, the DfE still has a strong expectation that LAs will consult interested parties in developing their proposal. To fulfil this expectation the LA undertook the following consultation. This is also to enable the LA to operate a fair and open process and ensure all views are considered.

Consultation originally began on 30 January 2014 with a letter, incorporating relevant information and reasons for the proposal, being sent to all parents of pupils attending the school informing them of the proposal. Interested parties were also informed as required by guidelines issued by the DfE. In addition, on 24 February 2014, individual drop in sessions were offered to parents to discuss the proposal further with an LA officer. These meetings were offered to allow those having an interest in this proposal to be able to gather information, ask questions and get involved in the debate. However, no appointments were taken up.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 6 March 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage "Current Consultations" via http://www.lincolnshire.gov.uk/schoolorganisation

There were 61 valid responses in total with 24 supporting the proposal, 35 against and 2 which were neither for nor against the proposal but raised points to be considered. Out of the total of 61 there were 12 responses from parents of current pupils with only 1 against. A number of responses were received from governors and members of staff at the school all of which were in favour of the expansion proposal. The majority of the responses against the proposed expansion have been received from governors, staff and parents representing other schools in the area. Those schools being Welton St Mary's Church of England Academy and Sturton by Stow Primary School. Welton St Mary's wrote to all parents asking that they object to the proposal. 20 responses were received from parents of pupils at other schools or

academies with 18 of these being against the proposal. 12 responses were received from staff at other schools with all being against the proposal. These responses in the main have guestioned whether there is a need for the expansion of a school to provide additional school places when there are places available at other schools in the area around Scampton. The objectors are against the proposal as they believe that it will have a negative impact on the number on roll at other schools, possibly leading to the introduction of mixed year groups and staff redundancies at their respective schools. The Diocese of Lincoln supports the view of Welton St Mary's. The relevant LA head of service with responsibility for this area of work and a member of their service met with representatives of both schools and discussed the rationale of the expansion and responded to the concerns raised during the consultation period. Both schools agreed to consider the 'Complete Proposal' and respond as appropriate if the process continued to the next stage through the publication of a Statutory Notice. Other primary schools in the area, including Scampton Church of England Primary School, have not objected to the proposed expansion. All comments submitted during consultation will be taken into consideration in the design and future planning of the school buildings and site if the proposal goes ahead.

The Headteacher of Scampton Pollyplatt Primary School has consulted with the children currently attending the school through the school council and class discussions. The key areas raised were to ensure there was space made available to accommodate the new children without having a negative impact on the children who currently attend the school. It was explained that this would be addressed separately through the planning process and the discussion resulted in a positive response with the children being happy to increase the size of the school.

Under current legislation the LA is the decision maker for the proposal.

Project Costs

This proposed expansion will incur capital costs which will be funded by the LA from the DfE Basic Need Capital Grant funding and delivered as part of the Children's Services capital programme with on-going revenue costs being funded from the Dedicated Schools Grant. The Basic Need funding available is to be used to add capacity to schools in the county to ensure sufficient places are available to meet local need. This funding is not intended to be used for any other purpose than to address basic need. The proposed capital project at Pollyplatt Primary School aims to create the required facilities to allow for up to 210 pupils to be accommodated providing long term value for money. Due to the limitations in the current accommodation the additional space would support Key Stage 2 curriculum delivery should numbers fall in the future, as all accommodation would still be fully utilised and not result in unnecessary surplus accommodation.

Special Educational Needs (SEN) provision

The expansion of the school is not likely to have any impact on SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the school. Consideration of pupils with SEN will take place and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN.

Need for places

National birth rates have been steadily rising in recent years. This increased birth rate, combined in some areas with changes in migrational trends and the effect of new housing development, is now starting to put significant pressure on primary schools across the country. There is expected to be a shortage of school places if additional capacity is not created. Birth data for the Scampton area shows an increase in births resulting in larger projected intakes than there are currently places for

There is expected to be a long term requirement for more primary school places. The Scampton community also has the additional pressure of demand for places caused by the placement of RAF personnel. The future of RAF Scampton has been secured until at least 2020 following a ministerial decision that extended the originally proposed 2014 date. It is not expected to be known until the next strategic review in 2015 or 2016 whether the base continues beyond 2020. Even if it were to close there is a shortage of RAF housing across Lincolnshire to serve Waddington and other areas. There are already over 40 Waddington families that live in Scampton accommodation and this is likely to rise. Families tend to access primary school provision closest to where they live rather than where they work. This type of housing, whether for service families or sold off to civilians, attracts young families with primary aged children.

The majority of the pressure for Pollyplatt Primary School is from the immediate housing adjacent to the RAF base, which consists of a mix of both services and civilian homes. The school is located on the housing estate and is within safe walking distance of the children and families that live there. It predominantly serves the immediate area. Scampton will experience a shortage of available places if capacity is not increased.

The expansion is required to meet the projected demand for places in Scampton and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area, without the need to transport young children more than 2 miles away and over the A15. The expansion is proposed to meet the need for additional capacity and not to replace existing capacity in the primary sector therefore not having a significant negative impact on neighbouring primary schools.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children.

Expansion of successful and popular schools

The Government is committed to ensuring that every parent can choose an excellent school for their child with the wishes of parents being taken into account. There is a strong presumption that proposals to expand popular and successful schools should be approved. DfE guidance states that places should be allocated where parents

want them and that successful and popular schools be allowed to grow. This proposal will assist in meeting parental preference.

The most recent Ofsted report following an inspection at the school was published in 2011 and evaluated the school overall as "Good".

The school is popular with parents and in recent years has been consistently oversubscribed. The school has received first preference applications of 31 for 2014, 26 for 2013 and 27 for 2012.

Related Proposals

The proposal to expand Scampton Pollyplatt Primary School is not related to any other statutory proposal.

What will happen now?

Any person may object to or make comments on this proposal by sending them to Property and Technology Management, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln, Lincolnshire, LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

At the close of the 4 week representation period (statutory formal consultation) on 15 May 2014 responses will be collated and analysed and a final report will be presented to the Executive Councillor in June 2014 for a decision on the expansion of the school. The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.



Agenda Item 7



Report Reference:

Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Proposal to expand the capacity at Cranwell Primary

School (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Proposal to expand the capacity at Cranwell Primary School (Final Decision) which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 27 June 2014. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation to the Executive Councillor set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider the report on the Proposal to expand the capacity at Cranwell Primary School (Final Decision). The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation in the report and whether it wishes to make any additional comments to the Executive Councillor for Adult Care and Health Services, Children's Services. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required Not applicable

4. Appendices

These are listed below and attached at the back of the report					
Appendix 1	endix 1 Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on Proposal to expand				
	the capacity at Cranwell Primary School (Final Decision)				

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Linda Duffield, who can be contacted on 01522 553392 or linda.duffield@lincolnshire.gov.uk.



Report Reference: **Executive/Executive Councillor**

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:

Councillor Mrs P A Bradwell, Executive Councillor

Adult Care and Health Services, Children's Services

Date: **27 June 2014**

Subject: Proposal to expand the capacity at Cranwell Primary

School, (final decision)

Decision Reference: | 1006427

Key decision? Yes

Summary:

This report concerns the permanent expansion of the capacity at Cranwell Primary School to accommodate the increasing number of primary aged pupils in the Cranwell area. The proposed implementation date is 1 September 2015. If this expansion proposal is approved further additional classrooms would be provided together with the additional accommodation required to provide the appropriate infrastructure and facilities for the number of pupils on roll. This is also an opportunity to replace the mobile classrooms with purpose built permanent accommodation linked to the main building.

It is the Local Authority's (LA) statutory duty to ensure that there are sufficient school places to accommodate all pupils of statutory school age in Lincolnshire. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in Cranwell.

The LA has co-ordinated the process following statutory guidelines published in The Department for Education (DfE) guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 (with attached Annex A and B) in accordance with the terms of the Education and Inspections Act (EIA) 2006 as updated by the Education Act 2011. Consultation commenced on 28 January 2014 with a five week period of consultation which closed on 4 March 2014 and is further referred to later in this report in the Consultation section.

Following the consultation period the decision was taken on 19 March 2014 to publish a Statutory Notice on 9 April 2014. This initiated a four week Representation Period up to 7 May 2014 when written objections and comments may be submitted. The process is now entering the final stage when the LA, as decision maker, must take the final decision regarding the proposal within 2 months from the end of the Representation period (by 7 July 2014).

The LA has been successful in bidding to the DfE for capital funding specifically for this expansion project as part of the Targeted Basic Need (TBN) programme. This capital funding can only be used to spend on the expansion of Cranwell Primary School as per the terms of the grant.

This report seeks to advise the Executive Councillor on making the final decision regarding the proposed expansion of Cranwell Primary School.

Recommendation(s):

That following the completion of the statutory process, in accordance with current legislation, the Executive Councillor for Adult Care, Health and Children's Services is recommended to take the final decision to approve the expansion of the capacity for primary age provision from 315 to 420 places at Cranwell Primary School with effect from 1 September 2015 as detailed in this report.

Alternatives Considered:

1. The council retains the school as it is at present with no expansion of the capacity at Cranwell Primary school.

However, the above alternative would have the following disadvantages:

It is likely that there would be insufficient primary school places in Cranwell and the LA may be unable to comply with its statutory duty to ensure that there are sufficient school places for children of a statutory school age in the locality in future years.

It would place increasing pressure on Cranwell Primary school and the primary schools in the surrounding area. The numbers on roll are already over the Published Admission Number (PAN) of 45 in 4 out of 7 year groups, leading to concerns over the consequent impact of overcrowding on the quality of education provided if additional accommodation is not provided. They have over-offered for the September 2012 and 2013 intakes. Any further over-offers for future intakes will not be possible without additional accommodation.

It would likely lead to children being offered places at villages outside of Cranwell in the future, with increasing transport costs and potential increased car usage and also concerns over the impact of this additional travelling time on the children concerned.

If the expansion does not go ahead then TBN funding allocated by central government specifically for this project will be withdrawn. It cannot be used by Lincolnshire County Council for any other purpose.

The school would continue within their existing accommodation which includes a double mobile detached from the main school.

2. The council retains the school as it is at present with no increase in the capacity at Cranwell Primary School but looks to increase capacity at other schools in the surrounding area.

Other options in the surrounding area have been explored and all primary schools have been considered for potential expansion. All of the next nearest primary schools are more than 2 miles away (Rauceby is 3.3 miles away and oversubscribed. Leasingham is 3.4 miles away and also oversubscribed). Therefore none have been found to be as suitable due to reasons such as the distance that young children would have to travel, parental preference, potential impact on standards and the fact that other schools are of suitable sizes for the areas they serve.

Reasons for Recommendation:

To enable the LA to meet its statutory obligation to ensure that there are sufficient primary school places in Cranwell. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in the area and fulfil its statutory duty of ensuring that there are sufficient school places to accommodate all pupils of primary school age in Lincolnshire. The LA would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community.

To ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will both enhance the quality of provision and sustain local provision.

The proposal will assist in meeting parental preference. The Government has made it clear that the wishes of parents should be taken into account in planning and managing school estates. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. Cranwell is rated by Ofsted as an 'Outstanding' school.

The LA considers the proposal to be the most appropriate available solution to the expected shortage of primary school places in Cranwell to enable local children to attend their local school. The Headteacher and Governing Body are also supportive of this proposal.

The TBN capital is allocated specifically for this project and cannot be used for any other purpose. The LA has secured the capital from the DfE through a successful bidding process to fund the extension of the school.

1. Background

National birth rates have been steadily rising in recent years. This increased birth rate, combined in some areas with changes in migrational trends and the effect of new housing development, is now starting to put significant pressure on primary schools across the country. There is expected to be a shortage of school places if additional capacity is not created. Birth data for the Cranwell area shows an increase in births resulting in larger projected intakes than there are currently places for. There is expected to be a long term requirement for more primary school places. The Cranwell community also has the additional pressure of demand for places caused by the increased placement of RAF personnel anticipated by the Ministry of Defence in the next few years at one of the most secure RAF bases in the country. The turbulent nature of service families also puts additional pressure on the school as numbers can fluctuate significantly in a very short space of time. Without the places to allow for this fluctuation then pupils would have to be transported elsewhere or result in infant class sizes of over 30 due to the admission code making allowances for service personnel.

There is expected to be a long term requirement for more places. A permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting young children to alternative schools outside of their local community. It is also an opportunity to replace the deteriorating mobile classrooms with purpose built permanent accommodation linked to the main building.

At the request of the LA the school has admitted above the usual intake of 45 by offering up to 60 Reception places for the intakes in September 2012 and 2013 and has been able to do so by making maximum use of all available accommodation along with the addition of two new classrooms. They have also had to offer over 45 in two of their upper year groups due to mid-year admissions pressures from RAF service families. Beyond the intake in September 2014 it will not be possible to meet the growing demand for school places without additional accommodation. If this expansion proposal is approved further additional classrooms would be provided, subject to planning permission, together with the additional accommodation required to provide the appropriate infrastructure and facilities for the number of pupils on roll.

The proposal being consulted on is to permanently expand the school from the existing capacity of 315 places based on a PAN of 45 to take up to 420 places (PAN 60), with a proposed implementation date of September 2015. This would increase the PAN for all year groups from 45 to 60. As the proposal is to expand by more than 30 places and by more than 25% (a trigger point not previously reached by the recent new building work) there is a statutory process required.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children.

Following statutory consultation, if the expansion proposal is approved, it is proposed that building work to add necessary additional accommodation will begin during the academic year 2014/15 (subject to planning permission being granted) and planned to be completed in readiness for the start of term in September 2015. This would be managed to cause minimal disruption to the school during term time making the best use of school holidays where possible.

The planning application process is dealt with and consulted on separately. There will be an opportunity for those that are interested to respond directly to the planning application for any extension to the school buildings.

Reaching the decision – Preliminary Considerations

The requirements for decision making relating to school organisation in LA Maintained schools are set out in Annex B of the guide "School Organisation Maintained Schools January 2014" published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

Factors to be considered by Decision Makers

The Consultation and Representation Period

The Executive Councillor must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication". The LA conducted a five week period of preconsultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice and Complete Proposal, initiating a four week Representation Period, were published In accordance with current statutory requirements.

Responses submitted during both the Consultation and Representation Period have been made available to the Executive Councillor for consideration when taking the final decision and further details of these responses are provided in section 5 of this report (**Consultation**).

Education standards and diversity of provision

The Executive Councillor should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to the narrowing of attainment gaps. The Government's aim is to create a more diverse school system offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

The most recent Ofsted report following an inspection at the school was published in December 2011 and evaluated the school as "Outstanding".

The opportunity offered by this proposal for purpose built permanent accommodation to replace deteriorating mobile classrooms will provide a platform on which standards of attainment can improve with enhanced provision at the school.

The LA believes that this proposal provides the best option to maintain and improve standards of attainment with an enhanced quality of education for current and future children in the area whilst maintaining diversity.

Demand

The Executive Councillor must consider the evidence presented for any projected increase in pupil population (eg planned housing developments) and any anticipated new provision (eg a new free school). A decision must also take into account parental preference and the quality and popularity of schools in the area that have surplus capacity. Surplus capacity in less popular schools should not in itself prevent the addition of new places. The DfE recognises that for parental preference to work effectively there may be some surplus capacity in the system overall but that competition for places to be taken up will lead to existing schools improving standards.

The expansion is required to meet the projected demand for places in Cranwell and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area without the need to transport young children more than 2 miles away. The expansion is proposed to meet the need for additional capacity in Cranwell and not to create surplus capacity nor replace existing capacity in the primary sector therefore not having a significant negative impact on neighbouring primary schools.

As stated earlier in this report, an increased birth rate in recent years is putting significant pressure on primary schools across the country with an expected shortage of school places if additional capacity is not created. Birth data for the Cranwell area confirms that this increase in births is resulting in larger projected intakes than there are currently places for with a long term requirement for more primary school places. The Cranwell community also has the additional pressure of demand for places caused by the increased placement of RAF personnel anticipated by the Ministry of Defence in the next few years.

The number on roll at the time of the census taken in January 2014 was 326 which is broken down by year group in the table below. It also shows the potential intakes for September 2014 to 2016 which is based on NHS GP registration data and historical trends. The admission number per year group is currently 45 with a permanent PAN capacity of 315:

	2016	2015	2014	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	71	57	43	49	51	40	40	50	42	54	326

Data from January 2014 Census, NHS GP Registration, RAF Cranwell Medical Centre and trend analysis

Cranwell will therefore experience a shortage of available primary places if capacity at the local school is not increased. A permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting young children to alternative schools outside of their local community.

The school is popular with parents and in recent years has been oversubscribed.

School size

Assumptions that schools should be of a certain size to be a good school should not be made although the viability and cost-effectiveness of a proposal is an important factor in the decision-making process eg the impact on a LA's budget to provide additional funding to a small school to compensate for its size.

The numbers on roll are already over the PAN in 4 out of 7 year groups leading to concerns over the consequent impact of overcrowding on the quality of educational provision if additional accommodation is not provided. This expansion will provide additional classrooms together with the appropriate infrastructure and facilities for a school of this size.

Proposed admission arrangements

Before approving the proposals the LA must ensure that the admission arrangements of the school are compliant with the School Admissions Code. The proposed increase to the PAN at Cranwell Primary School will be processed in accordance with the School Admissions Code to determine admission arrangements for the academic year commencing September 2015.

National Curriculum

All maintained schools must follow the National Curriculum unless they have secured an exemption.

Cranwell Primary School currently follows the National curriculum and will continue to do so if the proposed expansion is approved.

Equal Opportunity

The LA must have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed expansion. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

There are no sex, race or disability discrimination issues arising from this proposal. The LA will continue to be committed to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

Community cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

This expansion will enable the school to admit children of RAF personnel as well as local families and therefore continue to meet the needs of children from varied backgrounds.

Responses to the consultation were received from varying sectors of the community ie parents (including parent governors and also staff) of current pupils, governors, church and parish council representatives and they were all in favour of the expansion. Comments were raised with reference to the need for suitable outdoor space, hall space, hot school meal facilities, and the impact on traffic and all of these will be taken into consideration in the design and future planning of the school buildings and site if the proposal goes ahead.

Travel and accessibility

The Executive Councillor should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

If this proposal goes ahead it should reduce the likelihood of local children having to travel to schools outside of their local community and therefore assist the Council to meet this duty.

The LA understands that an increase in the number of pupils attending a school may have an impact on the local road network and access. However, the majority

of additional primary aged pupils are likely to come from within a suitable walking or cycling distance from the school. The LA is committed to promoting the use of sustainable travel and transport to school and this would be reflected in the implementation of the school travel plan. Should the proposal go ahead, all traffic issues will be considered in the planning application process. As part of this process any planning queries will be dealt with through a separate planning consultation and the LA would have to meet stringent requirements at the planning application stage.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest designated school (if it is more than 2 miles away for primary aged pupils) but it is expected that most pupils will live within a two mile radius of the school.

Capital

The Executive Councillor should be satisfied that any land, premises or capital required to implement the proposals will be available and that all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available. Where the expansion is reliant on the DfE for funding it cannot be assumed that approval of the proposal will trigger the release of capital funds unless previously confirmed in writing.

This proposed expansion will incur capital costs in the region of £600,000 and the LA will fund the necessary capital costs. All capital costs are being covered by the TBN funding which was successfully bid for directly to the DfE. This funding can only be used for this specific project to add capacity to Cranwell Primary School and if not used is not available for alternative uses elsewhere. The capital project aims to create the required facilities to allow for up to 420 pupils to be accommodated and this will include the removal of temporary accommodation to be replaced with permanent buildings therefore maximising long term value for money.

School premises and playing fields

All schools are required to provide suitable outdoor space to both enable physical education for pupils in accordance with the curriculum and also for pupils to play outside safely. DfE guidelines suggest areas for pitches and games courts but these are non-statutory.

The proposed new build is to be sited on soft landscaped space not currently in use by the school due to its location on the site. There will be no reduction in formal team games area (hard play or playing field). The removal of the mobile classrooms will allow useable hard play area (playground) to be increased, providing more outdoor hard play for team games. The LA is also actively seeking options for additional playing field area. As opportunities become available and capital funds are secured this will allow further enhancement of the provision.

If the proposal is approved there is likely to be no impact with regard to SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the enhanced facilities at the school. The LA will continue to ensure suitable provision for all children with special educational needs and consideration of their needs will take place with physical access being assured should a need be presented. The LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN and so meet the Special Educational Needs Test.

2. Conclusion

The final decision is required from the Executive Councillor to determine whether to approve the proposal to expand the capacity at Cranwell Primary School as detailed in this report. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section 5) must be considered

The LA believes this proposal to be in the best interests of local children and local parents as well as educational provision in the area and it supports the council's aim of ensuring that as many children as possible can reach their full potential. It also enables the LA to fulfil its statutory duty of ensuring that there are sufficient places to accommodate all pupils of statutory school age in Lincolnshire.

It is recommended that the proposal be implemented to ensure the best educational opportunities for the children of Cranwell. The advantages of implementing this proposal are detailed earlier in this report in the 'Reasons for Recommendations' section.

3. Legal Comments:

The legal issues to be taken into account in the making of this decision, which is within the remit of the Executive Councillor, are fully set out within the report.

4. Resource Comments:

If the decision to expand the school is approved then the capital costs will be met with additional grant funding secured from the DfE through a bidding process under the Targeted Basic Need Fund with on-going revenue costs being funded from the Dedicated Schools Grant.

5. Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the EIA 2006, the Education Act 2011 and the guidance of the DfE regarding expansion.

Under these guidelines the LA must ensure that sufficient time and information are provided for people to understand and form a view on the proposal and make a response. Under the DfE guidelines which came into effect in January 2014 there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal regarding significant changes to schools (including physical expansions). However there is a "strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication". The LA has conducted a five week period of pre-consultation to fulfil this expectation and also to operate a fair and open process and ensure all views are considered.. Any documentation issued must set out the problem that is being addressed and invite comment on one or more solutions. The LA must explain the decision making process and take all reasonable steps to draw the proposal to the attention of all those who might be interested and take into account their views.

Guidance requires current pupils to be consulted and the Headteacher of Cranwell Primary School has consulted with the children currently attending the school through Cranwell Voice, the school council. The school council also met with an LA officer on 12 February. The consultation produced a very positive response and the children are generally looking forward to the expansion of their school.

The EIA 2006 specifically includes as interested parties the registered parents of registered pupils at the school and also the appropriate District and Parish Councils for the area. The guidance issued by the DfE in January only prescribes the minimum that must be consulted and "any other body or person that the local authority think appropriate and it is unlikely that that there will be any cases where it was not felt appropriate to notify the parents at the school of the proposals". The list of interested parties was therefore compiled according to these principles comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents, the Chief Executive of the District Council, the Parish Clerks of local Parish Councils as well as individual councillors as appropriate.

Consultation originally began on 28 January 2014 with a letter, incorporating relevant information and reasons for the proposal, being sent to all parents of pupils attending the school informing them of the proposal. Interested parties as detailed above were also informed. In addition, on 12 February 2014, individual drop in sessions were offered to interested parties to discuss the proposal further with an LA officer. These meetings were offered to allow those having an interest in this proposal to be able to gather information, ask questions and get involved in the debate. Several appointments were taken up by parents, staff, children, governors and members of local community groups and organisations. Concerns about expanding the school were addressed and all consultees were encouraged to submit a formal response to the consultation.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 4 March 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website via the webpage 'Current Consultations' on www.lincolnshire.gov.uk/schoolorganisation

During the consultation there were 7 valid responses in total with all 7 supporting the proposal. Out of the 7 responses there were 4 responses from parents (including parent governors and also staff) of current pupils. Responses were also received from governors, church and parish council representatives. Comments in these responses included "it being imperative that mobiles be replaced...will provide much needed space for the expanding school" and "a logical and necessary step, strongly supported" and also "career opportunities" and "Important to have sufficient space to accommodate civilian and air force children. If the proposal does not go ahead this might result in service children getting priority and children living in the village not being able to go to the school". Comments also included reference to the need for suitable outdoor space, hall space, hot school meal facilities, and the impact on traffic. All of which will be taken into consideration in the design and future planning of the school buildings and site if the proposal goes ahead.

Following the completion of the consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will also be re-considered along with this report) by the Executive Councillor and a decision was taken on 19 March to proceed to Statutory Notice. A statutory 4 week Representation Period was entered into on 9 April 2014 commencing with the publication of the Statutory Notice (Appendix A) in the local press, on the Lincolnshire County Council's website and at the school gates. The Complete Proposal, available in paper and electronic format (Appendix B) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website under the webpage 'Current Consultations' at www.lincolnshire.gov.uk/schoolorganisation. The Representation Period provides a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. One response was received from a member of the community living near the school who supports the expansion of the school but expressed concerns about the potential increase in traffic and the impact on access for local residents. The points he raised will be taken into consideration when the final decision is made regarding the principle of expansion at the school and if this is approved the planning application will be consulted on as a separate process.

Under current legislation the LA is the decision maker for the proposal and is coordinating the statutory process before making a final decision at the end of June. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive but must not be ignored altogether.

The last stage of the statutory process would be the implementation of the proposal with the expansion of the capacity from 315 to 420 for primary age

provision at Cranwell Primary School with effect from 1 September 2015 if it is decided to proceed.

a) Has Local Member Been Consulted?

Yes, the local member has been made aware of the proposal to expand the capacity at the school.

b) Has Executive Councillor Been Consulted?

Yes, the Executive Councillor has been involved in the discussions regarding the proposal to expand the capacity at the school.

c) Scrutiny Comments

The Children and Young People Scrutiny Committee considered the related proposals at its meeting on 13 June 2014. The Committee supported/did not support (delete as appropriate following CYPSC) the recommendation contained within the report and had no additional comments to make/comments included (insert if there are comments to add).

d) Policy Proofing Actions Required

An Impact Analysis has been completed. In summary the analysis undertaken indicates that there is some potential for minor negative impact but that this is far outweighed by the benefits of the proposal. The LA would look to mitigate negative impact on the local road network and access and address any other concerns that potentially might arise out of this expansion proposal. The stringent requirements at the planning application stage would include the active involvement of the Highways Department as well as a detailed travel plan.

6. Appendices

These are listed below and attached at the back of the report					
Appendix A	Statutory Notice				
Appendix B	Complete Proposal				

7. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
·	Lincolnshire County Council Committee Records Reference I006425 19 March 2014

The DfE guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 with attached Annex A and B	https://www.gov.uk/government/publicati ons/school-organisation-maintained- schools
List of interested parties; letter to commence consultation; the blank consultation response form; and the responses received from all interested parties including the children during both the consultation and representation periods.	All available on request from the Property and Technology Management Team, Corporate Property, Lincolnshire County Council
Impact Analysis	Available on request from the Property and Technology Management Team, Corporate Property, Lincolnshire County Council

This report was written by Michelle Andrews, who can be contacted on 01522 553269 or michelle.andrews@lincolnshire.gov.uk.

APPENDIX A

Proposal to Expand Cranwell Primary School.

NOTICE IS HEREBY GIVEN in accordance with section 19(1) of the Education and Inspections Act 2006 as updated by the Education Act 2011 that Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ intends to make a prescribed alteration to Cranwell Primary School, Cranwell NG34 8HH with effect from 1 September 2015.

The proposal is to increase the Published Admission Number (PAN) from 45 to 60 and to permanently expand the school from the existing PAN capacity of 315 to 420 places. This would increase the PAN for all year groups from 45 to 60 with effect from 1 September 2015.

As a temporary measure reorganisation has taken place within the existing accommodation along with the addition of 2 new classrooms. This has enabled the school to provide above the PAN to offer up to 60 places in the Reception intakes in 2012 and 2013.

The prescribed alteration being consulted on is not related to any other statutory proposal. All statutory consultation requirements in respect of this proposal have been complied with.

The current net capacity of Cranwell Primary School is 351 and the proposed net capacity will be 420. The current admission number is 45 and the proposed admission number will be 60. There are currently 326 pupils on roll.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by writing to: Property and Technology Management, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by calling 01522 553329 or by emailing schoolorganisation@lincolnshire.gov.uk or via http://www.lincolnshire.gov.uk/schoolorganisation

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Property and Technology Management, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk.

Signed: Debbie Barnes Director of Children's Services Lincolnshire County Council

Publication Date: 9 April 2014

Explanatory Notes

- 1. This proposal is not linked to any other proposal.
- 2. A copy of the County Council's Home to School Transport policy can be obtained on-line at www.lincolnshire.gov.uk/parents/schools/school-transport
- 3. Further details on the consultation which have led to this proposal can be accessed on-line under "Current Consultations" via http://www.lincolnshire.gov.uk/schoolorganisation



APPENDIX B



Complete Proposal

to Expand

Cranwell Primary School

MATTERS TO BE SPECIFIED IN SECTION 19 OF THE EDUCATION AND INSPECTIONS ACT 2006

PROPOSALS TO MAKE A PRESCRIBED ALTERATION TO A SCHOOL

9 April 2014

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the expansion of Cranwell Primary School, Cranwell NG34 8HH.

Implementation

The proposal is to expand Cranwell Primary School with effect from 1 September 2015. This proposal is being made to ensure that there are sufficient primary school places in Cranwell and the surrounding area to accommodate the increasing pupil numbers in the community and to enable the Local Authority (LA) to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to Property & Technology Management, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk to be received by the deadline of 7 May 2014.

Alteration description

The proposal under consideration is to increase the Published Admission Number (PAN) from 45 to 60 and to permanently expand the school from the existing PAN capacity of 315 to 420 places. This would increase the PAN for all year groups from 45 to 60 with effect from 1 September 2015.

School Capacity and Site

As a temporary measure reorganisation has taken place within the existing accommodation along with the addition of 2 new classrooms. This has enabled the school to provide above the PAN to offer up to 60 places in the Reception intakes in 2012 and 2013 and increased the net capacity from 315 to 351 places. Due to midyear application pressures the schools is now over the PAN of 45 in 4 of the 7 year groups. Beyond the intake in September 2014 it will not be possible to meet the demand for school places without additional accommodation. Accommodation will be provided, subject to planning permission and final approval of this proposal, for September 2015. The necessary building work would take place during the academic year 2014/2015. This would be managed to cause minimal disruption to the school during term time making best use of school holidays where possible.

The planning application process required is dealt with and consulted on separately from this process. There will be an opportunity for those that are interested to respond directly to the planning application.

The number on roll at the time of the census taken in January 2014 was 326 which is broken down by year group in the table below. It also shows the potential intakes for September 2014 to 2016 which is based on NHS GP registration data and

historical trends. The published admissions number per year group is currently 45 with a permanent PAN capacity of 315:

	2016	2015	2014	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	71	57	43	49	51	40	40	50	42	54	326

Data from January 2014 Census, NHS GP Registration, RAF Cranwell Medical Centre and trend analysis

Objectives

The proposal detailed in this document is to expand Cranwell Primary School with effect from 1 September 2015 and the objective is both to ensure that there are sufficient primary school places in the area to accommodate the increasing pupil numbers in the community and also to enable the LA to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire within a reasonable distance from where they live.

The LA considers this to be the best available solution to the expected shortage of primary school places in Cranwell and the surrounding area and would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community. The LA believes the proposal to be in the best interests of local children and local parents as well as educational provision in the area and it reinforces the priorities in the Children and Young People's Plan (CYPP). The proposal will ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will both enhance the quality of provision and sustain local provision and at the same time it will assist in meeting parental preference.

Other options in this area have been explored and all primary schools have been considered for potential expansion but none have been found to be as suitable to expand on this scale due to reasons such as undersized sites, distance that pupils would have to travel, parental preference, potential impact on standards and the fact that other schools are of suitable sizes for the areas that they serve. The proposal to expand Cranwell Primary School has the support of the Headteacher and Governing Body and the LA believes it to be the most appropriate option for expansion in the area but it is important that the LA considers all views submitted during consultation.

The publication of the Statutory Notice will enable the statutory and legal processes to proceed. This continuation to the next stage of the process will allow a further opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the Executive Councillor.

Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the Education and Inspections Act (EIA) 2006 and updated by the Education Act 2011 together with the guidance of the Department for Education (DfE) regarding expansion. The relevant DfE guidance was updated in January 2014. Under this guidance there is no longer a requirement for a prescribed consultation period prior to the publication

of the Statutory Notice and Complete Proposal. However, the DfE still has a strong expectation that LAs will consult interested parties in developing their proposal. To fulfil this expectation the LA undertook the following consultation. This is also to enable the LA to operate a fair and open process and ensure all views are considered.

Consultation originally began on 28 January 2014 with a letter, incorporating relevant information and reasons for the proposal, being sent to all parents of pupils attending the school informing them of the proposal. Interested parties were also informed as required by guidelines issued by the DfE. In addition, on 12 February 2014, individual drop in sessions were offered to parents to discuss the proposal further with an LA officer. These meetings were offered to allow those having an interest in this proposal to be able to gather information, ask questions and get involved in the debate. Several appointments were taken up, by parents, staff, children, governors and members of local community groups and organisations. Concerns about expanding the school were addressed and all consultees were encouraged to submit a formal response to the consultation.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 04 March 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage Current Consultations on www.lincolnshire.gov.uk/parents/schools/for-schools/school-organisation-planning-team/current-consultations/

There were 7 valid responses in total with all 7 supporting the proposal. Out of the 7 responses there were 4 responses from parents (including parent governors and also staff) of current pupils. Responses were also received from governors, church and parish council representatives. Comments in these responses included "it being imperative that mobiles be replaced...will provide much needed space for the expanding school" and "a logical and necessary step, strongly supported" and "career opportunities" and "Important to have sufficient space to accommodate civilian and air force children. If the proposal does not go ahead this might result in service children getting priority and children living in the village not being able to go to the school". Comments also included reference to the need for suitable outdoor space, hall space, hot school meal facilities, and the impact on traffic. All of which will be taken into consideration in the design and future planning of the school buildings and site if the proposal goes ahead.

The Headteacher of Cranwell Primary School has consulted with the children currently attending the school through the school council. The school council also met with an LA officer on 12 February. The consultation produced a very positive response and the children are generally looking forward to the expansion of their school.

Under current legislation the LA is the decision maker for the proposal.

Project Costs

This proposed expansion will incur capital costs in the region of £600,000 and the LA will fund the necessary capital costs from the Children's Services capital programme. All capital costs are being covered by the Targeted Basic Need funding

which was successfully bid for directly to the DfE. This funding can only be used for this specific project to add capacity to Cranwell Primary School and if not used is not available for alternative uses elsewhere. The capital project aims to create the required facilities to allow for up to 420 pupils to be accommodated. This will include the removal of temporary accommodation to be replaced with permanent buildings therefore maximising long term value for money.

Revenue costs associated with the proposed expansion would be funded from the Dedicated Schools Grant (Growth Fund).

Special Educational Needs (SEN) provision

The expansion of the school is not likely to have any impact on SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the school. Consideration of pupils with SEN will take place and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN.

Need for places

National birth rates have been steadily rising in recent years. This increased birth rate, combined in some areas with changes in migrational trends and the effect of new housing development, is now starting put significant pressure on primary schools across the country. There is expected to be a shortage of school places if additional capacity is not created. Birth data for the Cranwell area shows an increase in births resulting in larger projected intakes than there are currently places for. There is expected to be a long term requirement for more primary school places. The Cranwell community also has the additional pressure of demand for places caused by the increased placement of RAF personnel anticipated by the Ministry of Defence in the next few years.

Cranwell will therefore experience a shortage of available primary places if capacity at the local school is not increased. A permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting young children to alternative schools outside of their local community.

The expansion is required to meet the projected demand for places in Cranwell and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area, without the need to transport young children more than 2 miles away. The expansion is proposed to meet the need for additional capacity in Cranwell and not to replace existing capacity in the primary sector, therefore not having a significant negative impact on neighbouring primary schools.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children.

Following statutory consultation, if the expansion proposal is approved, it is proposed that building work to add necessary additional accommodation will begin

during the academic year 2014/15 (subject to planning permission being granted) and planned to be completed in readiness for the start of term in September 2015. This would be managed to cause minimal disruption to the school during term time making the best use of school holidays where possible.

Please note that the planning application process required is dealt with and consulted on separately from this process. There will be an opportunity for those that are interested to respond directly to the planning application.

Expansion of successful and popular schools

The Government is committed to ensuring that every parent can choose an excellent school for their child with the wishes of parents being taken into account. There is a strong presumption that proposals to expand popular and successful schools should be approved. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. This proposal will assist in meeting parental preference.

The most recent Ofsted report following an inspection at the school was published in December 2011 and evaluated the school as "Outstanding".

The school is popular with parents and in recent years has been oversubscribed.

Related Proposals

The proposal to expand Cranwell Primary School is not related to any other statutory proposal.

What will happen now?

Any person may object to or make comments on this proposal by sending them to Provision Planning, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln, Lincolnshire, LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

At the close of the 4 week representation period (statutory formal consultation) on 7 May 2014 responses will be collated and analysed and a final report will be presented to the Executive Councillor in June 2014 for a decision on the expansion of the school. The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.

Agenda Item 8



Report Reference: Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Transition arrangements for children and young

people with Special Educational Needs

Summary:

In October 2013 the Local Government Ombudsman (LGO) found Lincolnshire County Council (LCC) to be at fault for failing to ensure the effective transition arrangements for a young man (known as B) who had Special Educational Needs (SEN) (see Appendix A).

B was moving from school, at the end of Year 11, to a Further Education College placement. The LGO found that the Council did not have an effective system in place to monitor the arrangements for Annual Reviews of SEN and to ensure that the school had produced and updated a Transition Plan for B. B was entitled to a Learning Difficulty Assessment (LDA) under the Learning and Skills Act 2000, S139a(1). As there had been no effective transition planning, B did not have a LDA and therefore appropriate arrangements were not made to commission the additional support that he required in his college placement. As a result B's college placement broke down in the first term.

Transition planning is a statutory requirement of the Annual Review of Statements of SEN from Year 9 onwards under the Special Educational Needs Code of Practice 2001, paragraph 9:51. Whilst Headteachers are responsible for ensuring that a Transition Plan is drawn up, and any necessary amendments to the plan are made, it is the Council's duty to make effective arrangements for children and young people with SEN and this includes ensuring that effective systems are in place for monitoring transition arrangements and holding to account schools who do not comply with statutory responsibilities.

The LGO recommended that LCC should review its practices to ensure that children and young people with SEN have Transition Plans.

This report is an update to the Children and Young People Scrutiny Committee on the arrangements that are now in place to ensure that all young people with SEN have an annual Transitional Review from Year 9 onwards and that an appropriate Transition Plan is drawn up.

Actions Required:

To note the contents of the report and address any questions to the Head of Service for Special Educational Needs and Disability.

1. Background

The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 require:

- a. The local authority to serve a notice on the Headteacher requiring him to convene a meeting and invite a number of people, including the local authority, to review a child's statement (20(6)) and to submit a written report (20(2));
- b. The meeting to consider the transition plan (20(8)(a)) and make recommendations for its contents (20(9)(c)) which the Headteacher will include in his report (20(11));
- c. The local authority to review the Statement and make written recommendations on matters including the transition plan (20(13)); and
- d. The local authority to send a copy of the transition plan to the parents, Headteacher and any other appropriate person (20(14)).

In the case of B there was no transition planning. B was not remaining in his school's sixth form as his predicted GCSE exam results meant that he would not meet the entry requirements. This was known in November 2011 but the Council named the school as one which it considered could provide suitable education for B when it revised his Statement in May 2012. It is likely that B would have met the criteria for a LDA in this final year at school.

The Additional Needs service appears to have been unaware that B was leaving school to go to college and therefore arrangements were not made to undertake the LDA until the college contacted the service to request his LDA in September 2012. As a result the LGO found that the Council failed to identify the additional support B required in his college placement and no appropriate support was commissioned. His placement broke down in the first term.

Since the finding of fault made by the LGO the Additional Needs service has reviewed its practice around transition planning. The Protocol at Appendix B outlines the arrangements now in place to ensure that all children and young people from Year 9 onwards have an appropriate Transition Plan.

In addition those children and young people with the most profound and complex disabilities, and open to the Children with Disabilities (CWD) team, are 'tracked' through transition. The CWD Social Workers are responsible for ensuring that all young people from the age of 14 have an annual Transitional Review and a Transition Plan. They are also discussed in regular meetings with Adult Social

Care so that early planning can take place for transition into adult services. By 17.5 years these young people will be assessed by Adult Social Care to ensure that appropriate care packages are in place at the point the young people move from children's to adult services. Parents/carers and young people are fully engaged in planning this period of transition. Quarterly performance information is reported to the Transitions Governance Board. This practice has been in place for a number of years and performance is very good.

The Additional Needs service and the Children with Disabilities service have been brought together to form one Special Educational Needs and Disability (SEND) service with a single Children's Services Manager. This provides consistency in approach for all children and young people with additional needs and means that process and procedure is uniform.

A more extensive piece of work is underway that considers all young people from Year 9 onwards with a current statement of SEN or a LDA; identifies their primary presenting need and rates them against agreed adult services criteria to enable the Council to predict future needs and plan services accordingly. There is further work to be undertaken but this will also support transition planning for young people with SEN and will give far richer information about the types of provision required to meet the needs of young people with additional needs preparing for adulthood.

The Children and Families Act 2014 is implemented from the 1st September 2014. This legislation removes both Statements of SEN and LDAs and introduces a single Education, Health and Care (EHC) Plan for young people who require additional support above that which can be provided through the 'Local Offer'. The 'Local Offer' incorporates the provision made by schools, health trusts, social care and a wide range of partners including those in the voluntary and community sector. There is a strong focus on preparation for adulthood with this beginning at Year 9 at the latest. All EHC Plans are required to be based on outcomes for young people. This will naturally introduce a far greater emphasis on forward planning and setting targets that will assist young people in fulfilling their aspirations. All EHC Plans will be person-centred and written with young people and their parents/carers. The SEND service is currently being re-structured to ensure that it will meet the requirements of the legislative reforms. As a result officers will be much more closely linked to the individual plans for children and young people and will have a far greater involvement in transition planning than they do under the existing SEN arrangements.

The new process for managing EHC Plans will incorporate a Quality Assurance element to ensure that Plans are SMART; have clearly identified targets that support clearly defined outcomes for young people and have an overarching focus on preparation for adulthood. EHC Plans are expected to be 'live' documents that are reviewed regularly to reflect any changing needs and/or identified support requirements. Once an EHC Plan is reviewed there is an expectation that the outcomes of the review are reported to the SEND service within one week. The Local Authority will then be required to revise the EHC Plan within eight weeks. This new arrangement places a far greater emphasis on the content and quality of plans and will ensure that young people like B are not 'overlooked' at key transition points in their lives.

2. Conclusion

The SEND service now has a Protocol for Transition Planning and Learning Difficulty Assessments.

Schools and academies are notified each term of all young people that require an Annual Review and Transition Plan during the following term. Schools and academies are required to ensure that the Annual Review report is submitted to the SEND service within two weeks of the review taking place. If the report is not received there is now a system in place to 'chase' it. Where the young person is in Year 9 or above the school is expected to submit the Transition Plan. In order to assist schools and academies in producing Transition Plans that are compliant with statutory requirements the service has developed a template which they can choose to use. There is also an Aide Memoire of issues that should be considered during the Transition Review.

Where schools and academies submit Transition Plans that are not legally compliant, SMART or have the young person at the centre of the plan they will be returned to the school. The service will make best endeavours to ensure that appropriate and legally compliant plans are received. The service will advise and support schools to ensure that the Transition Plan is fit for purpose.

Where there is reason to believe that a young person will be leaving the school at the end of Year 11 (or in a subsequent academic year) the Learners with Learning Difficulties or Disabilities (LLDD) Advisers will undertake the LDA to identify any additional support that will be required in the student's new placement. The LLDD Advisers now have a system to track all Year 9 and above students to monitor those requiring LDAs. Where Transition Reviews in Year 11 indicate that a young person is yet to make their mind up about their next educational destination they are 'tracked' until a decision is made and it is determined whether or not an LDA is required.

It is important to note that nationally is it acknowledged that the quality of Transition Plans is relatively poor. The changes being brought about through the implementation of the Children and Families Act 2014, and the new SEN Code of Practice, are recognition that the current system is not best suited to identifying and meeting the real needs of young people with SEN and particularly those preparing for adulthood. The requirements of the new Code of Practice ensure much greater specificity and quantification of support; this is the opposite of the current processes which have avoided such specification.

The new arrangements will provide much greater clarification to transition planning and will supersede the Protocol and arrangements outlined within this report. The new roles within the SEND service will also play a more active part in the EHC Plans, including preparation for adulthood and will avoid young people slipping through the net as in the case of B.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report				
Appendix A	Report on an investigation into complaint no 11 019 601 against			
	Lincolnshire County Council			
Appendix B	Protocol for Transition Planning and Learning Difficulty			
	Assessments (S139a)			

5. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
The Education (Special Educational	www.education.gov.uk
Needs) (England) (Consolidation)	
Regulations 2001	
Special Educational Needs Code of	www.education.gov.uk
Practice 2001	
Learning and Skills Act 2000	www.education.gov.uk
The Children and Families Act 2014	www.legislation.gov.uk

This report was written by Sheridan Dodsworth who can be contacted on 01522 553310 or sheridan.dodsworth@lincolnshire.gov.uk.





Report

on an investigation into complaint no 11 019 601 against Lincolnshire County Council

24 October 2013

Investigation into complaint no 11 019 601 against Lincolnshire County Council

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The Local Government Act 1974, section 30(3) generally requires me to report without naming or identifying the complainant or other individuals. The names used in this report are therefore not the real names.

Key to names used

Mrs A the complainant B Mrs A's son

Report summary

Special Educational Needs: post-16 transition planning

Mrs A complains about the lack of transition planning for her son B's transfer from school to further education in September 2012. B has special educational needs.

Early transition planning is essential to allow the Council time to commission any necessary provision and support to meet a young person's learning needs. It is an important step in planning for a young person's transition to adult life.

The investigation found that B left school without any transition planning. The Council failed to ensure that the head teacher produced and updated a transition plan.

The Council failed to produce a Learning Difficulty Assessment when it was clear that B would not meet the admission requirements for his school's sixth form and would be leaving school.

B transferred to college in September 2012 but the placement broke down during the first term.

Finding

Maladministration causing injustice.

Recommended remedy

The Council should review its practices so that the Council ensures children with special educational needs have transition plans.

The Council should make arrangements to support B in further education or training until he is 26 if he chooses to remain at college. The Council should provide equipment or resources for B's education to the value of £1,000.

The Council should pay Mrs A £500 for the additional stress of having to make arrangements herself with the college to support B following his transfer from school.

The complaint

 Mrs A complains about the lack of transition planning for her son B's transfer from school to further education in September 2012. B has special educational needs (SEN).

Legal and administrative background

- 2. Local authorities have a statutory duty to identify, assess and make provision for children with special educational needs¹. The Secretary of State for Education has made regulations² and issued comprehensive guidance³ which local authorities must follow.
- Children with a learning difficulty which calls for special educational provision to meet their needs are eligible for a Statement of Special Educational Needs (a statement). A statement is a legally binding document which identifies their needs and sets out how they will be met.
- 4. The local authority must carry out an annual review of a child's statement⁴. Transition planning must be part of the annual review from the tenth year of a child's compulsory education (Year 9) and each subsequent year until the child leaves school⁵. The head teacher must produce a transition plan which the local authority must review and send to the child's parents.
- 5. A transition plan must set out arrangements for special educational provision, suitable employment, accommodation, leisure activities and any other necessary provision to facilitate a satisfactory transition from childhood to adulthood⁶.
- 6. Local authorities are responsible for the statements of children who attend a school up to the age of 19. Children can leave school and continue their education at a further education college. A statement ends when a child leaves school and is replaced by a Learning Difficulty Assessment if the young person remains in education or training.
- 7. Local authorities have a statutory duty to assess the needs of young people with special educational needs who they believe will leave school at the end of their last year of compulsory education and continue their education in a further education college⁷. The authority must produce a written report of the young

¹ Education Act 1996, Part IV

² The Education (Special Educational Needs)(England)(Consolidation) Regulations 2001

³ The Special Educational Needs Code of Practice, Department for Education & Skills, 2001

⁴ Education (Special Educational Needs)(England)(Consolidation) Regulations 2001, regulations 18 & 20

⁵ Education (Special Educational Needs)(England)(Consolidation) Regulations 2001, regulation 21

⁶ Education (Special Educational Needs)(England)(Consolidation) Regulations 2001, regulation 2(1)

⁷ Education & Skills Act 2008, s80

person's educational and training needs and the provision required to meet them known as a Learning Difficulty Assessment. The Secretary of State for Education has issued guidance which local authorities must follow⁸. A Learning Difficulty Assessment should clearly identify the young person's needs and appropriate provision that can actually and realistically be provided to meet them⁹.

8. Local authorities must find a school or college place for all 16 – 19 year olds who want one. Local authorities must provide support to young people with learning difficulties who remain in further education or training until they are 25.

The Ombudsman's role and powers

9. My role is to investigate complaints of administrative fault ('maladministration') or service failure by Councils (and some other public bodies) brought by or on behalf of individuals who claim to have suffered injustice¹⁰.

Investigation

10. My investigator has discussed the complaint with Mrs A. He has considered information in the Council's files and the Council's response to his enquiries. He has taken account of both Mrs A and the Council's comments on a draft of this report.

What the investigation found

Background

- 11. Mrs A's son, B, had a Statement of Special Educational Needs maintained by the Council. He attended a mainstream secondary school where he received 32.5 hours per week of enhanced adult support. B was taught in a class one year behind his chronological age.
- 12. A Connexions Adviser¹¹ attended the annual review meeting for B's statement in January 2010. This was the tenth year of B's compulsory education (Year 9). The minutes do not record any discussion of transition planning.
- 13. A Connexions Adviser and a specialist SEN Connexions Adviser attended the annual review meeting in January 2011 when B was in Year 10. The minutes record some discussion about transition, but there was no agreement on a plan.

compulsory education.

⁸ S139A Learning Difficulty Assessments Guidance for Local Authorities, Department for Education

⁹ Alloway v London Borough of Bromley [2008] EWHC 2499 Admin

¹⁰ Local Government Act 1974, s26A(1)

¹¹The Education (Special Educational Needs)(England)(Consolidation) Regulations 2001, regulation 21(6)(d) requires the head teacher to invite a representative from Connexions, the Careers Service, or other person with approriate knowledge and expertise to the annual review meeting to advise on transition planning in the tenth and subsequent years of a child's

- The Connexions Adviser told Mrs A that Connexions had to prioritise Year 11 students who are job seeking or moving on.
- 14. The school held an annual review meeting in November 2011 when B was in Year 11. There was considerable discussion about transition at this meeting. The school confirmed that B's predicted exam results would not meet the entry requirements for the school's sixth form. There was some discussion about further education college courses, but no transition plan was produced.
- 15. B moved to a further education college in September 2012 without a transition plan or Learning Difficulty Assessment.
- 16. Despite the efforts of Mrs A and the college to meet B's needs, his placement broke down.

How the Council planned for B's post-16 education

- 17. The Council says that it discussed a number of options for B's post-16 education with Mrs A. The Council says that it did not know that B was leaving school and going to college until the college contacted the Council to ask for B's Learning Difficulty Assessment in September 2012.
- 18. The Council says that, in common with other local authorities, it considers transition planning to be the responsibility of the school, not the Council.

Conclusions

Transition planning

- 19. When a child is in his tenth year of compulsory education, the regulations¹² require:
 - a. the local authority to serve a notice on the head teacher requiring him to convene a meeting and invite a number of people, including the local authority, to review a child's statement (21(6)) and to submit a written report (21(2));
 - b. the meeting to recommend matters to be included in the transition plan (21(9)(c)) which the head teacher will include in his report (21(11));
 - c. the local authority, on receipt of the head teacher's report, to review the Statement and make written recommendations on matters including the transition plan (21(13)); and
 - d. the local authority to send a copy of the transition plan to the parents, head teacher and any other appropriate person (21(14)).

¹² Education (Special Educational Needs)(England)(Consolidation) Regulations 2001

- 20. In subsequent years, the regulations require:
 - a. the local authority to serve a notice on the head teacher requiring him to convene a meeting and invite a number of people, including the local authority to review a child's statement (20(6)) and to submit a written report (20(2));
 - b. the meeting to consider the transition plan (20(8)(a)) and make recommendations for its contents(20(9)(c)) which the head teacher will include in his report (20(11));
 - the local authority to review the Statement and make written recommendations on matters including the transition plan (20(13)); and
 - d. the local authority to send a copy of the transition plan to the parents, head teacher and any other appropriate person (20(14)).
- 21. The head teacher is responsible for ensuring that a transition plan is drawn up (21(15)) and any necessary amendments to the transition plan are made (20(15)).
- 22. No transition plan was produced for B. A transition plan should have been produced in 2010 and reviewed at the two subsequent annual reviews.
- 23. The Council said it believes transition planning is the responsibility of the school, not the Council. While the head teacher is responsible for drawing up the transition plan and making any necessary amendments, the Regulations make it clear that the Council is responsible for initiating and coordinating the process.
- 24. The Council was invited to annual review meetings when B was in Year 9, Year 10 and Year 11 at which it was required to consider and make recommendations about matters which ought to be included in his transition plan.
- 25. Following the meetings, and on receipt of the head teacher's report, the Council was required to review B's statement and make written recommendations for amendments to the transition plan as it considered appropriate.
- 26. The Council was required to send a copy of the transition plan to the parents within one week of completing the review.
- 27. The Council failed to perform these functions.
- 28. The Council has a general duty to make effective arrangements for children with special educational needs. The SEN Code of Practice says that strategic planning in consultation with schools to develop systems for monitoring and accountability for SEN is an essential function of the Council in order to make effective arrangements for SEN¹³.

¹³ The Special Educational Needs Code of Practice, Department for Education & Skills, 2001, paragraph 1:11

29. I find the Council was at fault because it failed to have an effective system to monitor the arrangements for annual reviews to ensure that the head teacher produced and updated a transition plan for B. Since transition planning is a statutory requirement of the review from Year 9, I find the Council failed to make effective arrangements for B's special educational needs.

Learning Difficulty Assessment

- 30. The Local Authority has a duty to carry out a Learning Difficulty Assessment during a child's final year of school if it has reason to believe that the child will leave school at the end of his compulsory education to continue to receive post-16 education¹⁴.
- 31. It was clear from the discussion of B's predicted exam results at the November 2011 review of his statement that he would not meet the entry requirements for the sixth form and so could not remain at the school. Nevertheless, the Council named the school¹⁵ when it issued B's revised statement in May 2012.
- 32. The Council should have planned alternative provision to meet B's learning needs. Its failure to do so is further evidence of the Council's failure to have in place an effective system to monitor the arrangements for special educational needs, and in particular the annual reviews of children approaching transition.
- 33. It is likely that B met the criteria for a Learning Difficulty Assessment in his final year at school, and had the Council made effective arrangements for his Year 11 review, the Council would have produced a Learning Difficulty Assessment before B transferred to college.
- 34. B transferred to college in September 2012 without a Learning Difficulty Assessment.

The injustice

- 35. A transition plan is not simply an operational document. It is intended to draw together information in order to plan coherently for the young person's transition to adult life¹⁶. The Council failed to ensure a transition plan was produced for B.
- 36. Early identification of those requiring a Learning Difficulty Assessment is essential to allow time for the commissioning of any necessary provision and support to take place¹⁷. The Council failed to identify that B required a Learning Difficulty Assessment until he had already started at college.

¹⁴ Learning and Skills Act 2000, s139A(1)

¹⁵ The Council must name a school or type of school at which it considers a child can receive a suitable education in Part 4 of a Statement of Special Educational Needs.

¹⁶ Special Educational Needs Code of Practice 2001, paragraph 9:51

¹⁷ S139A Learning Difficulty Assessments Guidance for Local Authorities, DfE

37. Although Mrs A and the college tried hard to meet B's needs, his placement broke down. The Council missed the opportunity to commission any necessary support before B started his college course. B will have to repeat his first year at college.

Recommended remedy

- 38. The Council should review its practices so that the Council ensures children with special educational needs have transition plans.
- 39. The Council should review B's Learning Difficulty Assessment and make arrangements to support B in further education or training until he is 26 if he chooses to return to college.
- 40. The Council should provide equipment or resources for B's education to the value of £1,000.
- 41. The Council should pay Mrs A £500 for the additional stress of having to make arrangements herself with the college to support B following his transfer from school.

7 COUNTS

Dr Jane Martin 2013 Local Government Ombudsman The Oaks No 2 Westwood Way Westwood Business Park Coventry CV4 8JB 24 October



Protocol for Transition Plans and Learning Difficulty Assessments

Transition planning is a statutory requirement of the Annual Review of Statements of Special Educational Needs for young people in Year 9 and above under the Special Educational Needs Code of Practice 2001.

The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 require:

- a. The local authority to serve a notice on the Headteacher requiring him to convene a meeting and invite a number of people, including the local authority, to review a child's statement (20(6)) and to submit a written report (20(2));
- b. The meeting to consider the transition plan (20(8)(a)) and make recommendations for its contents (20(9)(c)) which the Headteacher will include in his report (20(11));
- c. The local authority to review the Statement and make written recommendations on matters including the transition plan (20(13)); and
- d. The local authority to send a copy of the transition plan to the parents, Headteacher and any other appropriate person (20(14)).

In order to ensure that the local authority fulfils its statutory duty the process outlined below is to be followed:

- Each term a Project Officer within the Special Educational Needs and Disability (SEND) service will send a notification to all schools and academies informing Headteachers, Special Educational Needs Co-ordinators (SENCOs) and Special Educational Needs (SEN) Governors of the names and dates of birth of all pupils who require an Annual Review and a Transition Plan during the following term. The letter clearly sets out the legal framework around transition planning.
 - Both Learners with Learning Difficulties or Disabilities (LLDD) Advisers and Educational Psychologists are well placed to remind schools of their statutory responsibilities in respect of Transition Planning and are expected to have this on their agenda when undertaking school contacts.
- 2. Officers will give priority to attending Year 9 Annual Reviews to support schools and academies in complying with the requirement to produce a Transition Plan. The large number of children with Statements means that Officers will need to exercise discretion. It is expected that they will prioritise attendance at Annual Reviews of children with particularly complex issues or where significant changes to their needs have been identified. Officers will attend all Annual Reviews of children placed in Out of County provision.
- 3. Schools and academies are required to submit an Annual Review Form to the SEND service within 2 weeks of the Annual Review taking place. If the report is not received a Casework Assistant will send the school a reminder letter. If the report is still not submitted a further reminder will be sent two weeks later.

Version 2 May 2014

If there is no report after a further two weeks the Head of Service will be notified and contact will be made directly with the Headteacher.

- 4. Upon receipt of the completed Annual Review Form for pupils in Year 9 and above, the Casework Assistant will contact the School or Academy to request the Transition Plan, if this has not been included with the Annual Review Form. Where no changes to the Statement are required, a Business Support Assistant will send the school a letter acknowledging receipt which includes a reminder of their legal duties to review and update the plan at each subsequent Annual Review.
- 5. A standard template for Transition Plans has been shared with schools and academies. This is also available on the County Council website. The template ensures that pupils and their families are at the centre of transition planning and that plans are legally compliant. An Aide Memoire has also been developed to assist schools in addressing specific issues that should form the basis of transition planning.
- 6. Transition Plans will be quality assured on receipt. If the Transition Plan is not legally compliant, SMART or does not have the young person at the centre of the plan they will be returned to the school. The service will make best endeavours to ensure that appropriate and legally compliant plans are received. The service will advise and support schools to ensure that the Transition Plan is fit for purpose.
- 7. Under the Learning and Skills Act 2000, S139a(1) a young person leaving school may be entitled to a Learning Disability Assessment (LDA). The LLDD Adviser will undertake a LDA during a pupil's final year if it is understood that the pupil may leave school at the end of that academic year. The LLDD Advisers will track all Year 9 and above students to monitor those requiring LDAs. Where Transition Reviews in Year 11 indicate that a young person is yet to make their mind up about their next educational destination they will be tracked until a decision is made and it is determined whether or not an LDA is required.

LLDD Advisers will contact young people and their families immediately prior to the start of the new academic year to check that their destinations match their aspirations as recorded at their last Annual Review. A summary of the conversation will be recorded on ASPIRE, including details of those who are not engaged in an activity, to provide information for the Careers Team tracking for September Guarantee.

If an LLDD Adviser attends a Year 11 student's Annual Review and it is clear that the young person will be staying into the school's Sixth Form, the LLDD Adviser will clearly record on ASPIRE that there is no requirement to complete a LDA for the current academic year.

All young people with LDAs will be monitored to ensure that programmes remain appropriate and are meeting the agreed outcomes for the individual.

Agenda Item 9



Report Reference: Policy and Scrutiny

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Lincolnshire Safeguarding Boards Scrutiny Sub-

Group – Update

Summary:

This report enables the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters. The draft minutes of the last meeting of the Scrutiny Sub-Group held on 30 April 2014 are attached.

Actions Required:

That the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on 30 April 2014, be noted.

1. Background

The Lincolnshire Safeguarding Boards Scrutiny Sub-Group considers both adults' and children's safeguarding matters, in particular focusing on the activities of the Lincolnshire Safeguarding Children Board and Lincolnshire Safeguarding Adults Board.

The last meeting of the Sub-Group was held on 30 April 2014 and the draft minutes are attached at Appendix A to this report. As the remit of the Children and Young People Scrutiny Committee includes children's safeguarding, the Committee is requested to focus on those minutes of the Sub-Group, which are relevant to this remit.

2. Conclusion

The draft minutes appended to this report are for the Committee's information.

3. Consultation

a) Policy Proofing Actions Required

This report does not require policy proofing.

4. Appendices

These are listed below and attached at the back of the report			
Appendix A	Minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub- Group held on 30 April 2014.		

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Catherine Wilman, who can be contacted on 01522 55(3788) or catherine.wilman@lincolnshire.gov.uk.



APPENDIX A

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

WEDNESDAY 30 APRIL 2014, COMMITTEE ROOM 3, COUNTY OFFICES, NEWLAND, LINCOLN

PRESENT: Councillors C R Oxby (Chairman), D Brailsford, Mrs H N J Powell (Vice Chairman), Mrs S Ransome and Mrs L A Rollings.

In attendance: Chris Cook (Independent Chair, Lincolnshire Safeguarding Children Board)

Officers in attendance: Tracy Johnson (Scrutiny Officer), Caroline Mogg (Child Sexual Exploitation Officer), Andrew Morris (LSCB Business Manager), Catherine Wilman (Democratic Services Officer).

33. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor S R Dodds, Chris Burke (District Councils Representative) and Emma Olivier-Townrow (Parent Governor Representative)

Apologies were also received from Elaine Baylis (Independent Chair, Lincolnshire Safeguarding Adults Board)

34. DECLARATIONS OF MEMBERS' INTERESTS

No interests were declared.

35. MINUTES OF THE LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP HELD ON 29 JANUARY 2014

At this point in the proceedings it was noted that representatives from the Lincolnshire Safeguarding Adult Board had been unable to attend the meeting due to other commitments and therefore items relating to adult safeguarding had been deferred until the next meeting.

AGREED

That the minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 29 January 2014 be confirmed and signed by the Chairman as a correct record.

36. UPDATE ON THE WORK OF THE LSCB AND ITS SUB-GROUPS

Chris Cook gave an update on the work of the LSCB and the following points were noted:

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

- The Lincolnshire Safeguarding Children's Board was made up of two groups: the Strategic Management Group which met quarterly and the Operational Delivery Group which met every two months. Mr Cook chaired both groups;
- In addition, there were 4 sub-groups:
- Training and Policy;
- Significant Incidents;
- Child Sexual Exploitation Steering Group;
- Child Death Overview Panel (statutory);
- A large proportion of child deaths in Lincolnshire were from natural causes, but all deaths were subject to a review;
- Tony McGinty (Assistant Director, Public Health) had recently taken over as the Chair of the Child Death Overview Panel;
- The Board was currently in the process of recruiting a Policy and Audit Officer;
- There were four large pieces of work currently being undertaken by the Board and these were listed in the report.

Discussion took place regarding children who had committed suicide following cyber bullying. Councillor Mrs Ransome was concerned that the consequences of cyber bullying were not being publicised enough in the media or at schools to deter potential offenders. The teachings of the LSCB's E-safety officer had reached 4,000 children in Lincolnshire so far and taught children how to protect themselves online.

AGREED

That the report be noted.

37. SERIOUS CASE REVIEW - FAMILY V

The Sub-Group considered a report which provided information on the Serious Incident Review Group and an update on the outcomes from the recent publication of the Serious Case Review on Family V.

Chris Cook took the Sub Group through this case and highlighted that the conclusion of the Serious Case Review was that the child's death had been neither predictable nor preventable. The adult convicted of the child's murder had been classed as low risk to agencies and the mother had trusted him. Of the agencies involved in the case, only three of them had worked with the family before the first incident occurred and none of them could have predicted the death.

AGREED

That the report be noted.

38. <u>THE CHILDREN'S COMMISSIONER'S INQUIRY INTO CHILD SEXUAL</u> EXPLOITATION IN GANGS AND GROUPS

Consideration was given to the Children's Commissioner's inquiry into child sexual exploitation in gangs and groups and a presentation given by Caroline Mogg.

Caroline had been in post as the LSCB's Sexual Exploitation Officer since September 2013.

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

- What Child Sexual Exploitation (CSE) is;
- The strategy for tackling CSE in Lincolnshire;
- Some local headlines;
- · Responding to local need.

Points noted during the presentation were:

- There was no evidence of any Lincolnshire based groups sexually exploiting children, however children from Lincolnshire had been targeted by groups outside of the county;
- 70% of victims in Lincolnshire were living at home with their parents. The remaining 30% were either in foster placements, care homes, living independently or 'sofa surfing';
- A play, focussing on CSE called Chelsea's Choice had been touring schools to raise awareness among children;
- Some safeguarding children's boards in other areas did not have dedicated CSE officers. Lincolnshire was in a good position to tackle the issue.

AGREED

That the report and presentation be noted.

39. LSCB TRAINING PROGRAMME

Consideration was given to the Board's training programme. Following questions, it was confirmed that the document was presented according to OFSTED's requirements.

The group was informed that the Board had its own Learning and Development Officer, Mary-Ann Round.

The Sub-Group was impressed by the number of courses, which were on offer to members of the Board and its public sector partners. Private organisations were able to buy the courses.

Where possible, the courses incorporated any lessons learnt from serious case reviews.

In addition to the courses in the training programme, there were 26 e-courses which members of the Sub-Group were invited to try.

AGREED

That the training programme be noted.

JOINT BUSINESS

40. <u>LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB GROUP WORK PROGRAMME 2014</u>

The Sub-Group considered its work programme for the coming months and changes made were noted. It was noted the anelination safeguarding Adult Board's

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

business which had been deferred from this meeting would now be considered at the next meeting on 16 July 2014.

AGREED

That the work programme be noted.

The meeting closed at 12.05pm

Agenda Item 10



Report Reference:

Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Review of the method of appointing Local Authority

Governors on Maintained schools

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Review of the method of appointing Local Authority Governors on Maintained schools which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 27 June 2014. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation to the Executive Councillor set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider the report on the Review of the method of appointing Local Authority Governors on Maintained schools. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation in the report and whether it wishes to make any additional comments to the Executive Councillor for Adult Care and Health Services, Children's Services. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required Not applicable

4. Appendices

These are listed below and attached at the back of the report			
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on Review of the method of appointing Local Authority Governors on Maintained schools		

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Hilary Wells, who can be contacted on 01522 553357 or hilary.wells@lincolnshire.gov.uk.



Report Reference: **Executive/Executive Councillor**

Open report on behalf of Executive Director of Children's Services

Report to:

Councillor Mrs P A Bradwell, Executive Councillor for

Adult Care and Health, Children's Services

Date: 27 June 2014

Subject: Review of the method of appointing Local Authority

Governors on Maintained schools

Decision Reference: 1006794

Key decision? No

Summary:

This report reviews the method of appointing Local Authority Governors owing to amendments to the School Governance (Constitution) (England) Regulations 2012 that come in to effect on 1 September 2014.

Recommendation(s):

That agreement is reached to the method of appointing Local Authority Governors as shown in Appendix A.

Alternatives Considered: N/A

Reasons for Recommendation:

To comply with current legislation on appointing Local Authority Governors on maintained schools Governing Bodies.

1. Background

The 2012 Regulations state that Local Authority Governors are nominated by the Local Authority but appointed by the Governing Body. The Local Authority can nominate any eligible person as a Local Authority Governor but it is for the Governing Body to decide whether the nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria the Governing Body has set.

This therefore, necessitates a change in the way that such Local Authority Governors are appointed in this Authority.

2. Conclusion

That the process as shown in Appendix A is approved.

3. Legal Comments:

Changes are within the Executive Portfolio-holder's remit.

4. Resource Comments:

There are no material financial implications arising from acceptance of the recommendation in this report.

5. Consultation

- a) Has The Local Member Been Consulted? No
- b) Has The Executive Councillor Been Consulted? Yes

c) Scrutiny Comments

The Children and Young People Scrutiny Committee will consider this report at its meeting on 13 June 2014. Comments from this meeting will be presented to the Executive Councillor for Adult Care, Health and Children's Services on 27 June 2014.

d) Policy Proofing Actions Required

N/A

6. Appendices

These are listed below and attached at the back of the report		
Appendix A	Details of Change	

7. Background Papers

The School	http://www.legislation.gov.uk/uksi/2012/1034/contents/made
Governance	
(Constitution)	
(England) Regulations	
2012	

This report was written by Debbie Barnes, who can be contacted on 01522 553200 or Debbie.barnes@lincolnshire.gov.uk.

Appendix A

Appointment of Local Authority Governors

The School Governance (Constitution) (England) Regulations 2012 state that Local Authority Governors are nominated by the Local authority but appointed by the Governing Body. The Local Authority can nominate any eligible person as a Local Authority Governor but it is for the Governing Body to decide whether the nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria the Governing Body has set. Local Authorities should therefore make every effort to understand the Governing Body's requirements and identify and nominate suitable candidates.

The following describes the current procedure for Local Authority Governor appointments and a suggested method for making future appointments.

The current procedure for filling vacancies for Local Authority Governors whereby Governing Bodies are invited to put forward their own nominations to stand alongside any made by Members of the County Council has been in place since September 1998.

The Executive Councillor for Adult Care and Health Services, Children's Services has the power to make these appointments when nominations are uncontested.

In cases where there are more nominations than vacancies (i.e. when a County Councillor and a Governing Body have put forward opposing nominees) these are submitted to the Executive for decision.

The School Governance (Constitution) (England) Regulations 2012, in relation to the appointment of Local Authority Governors, state:

In these Regulations "Local Authority Governor" means a person who –

- (a) meets the eligibility criteria specified by the Governing Body:
- (b) is nominated by the Local Authority; and
- (c) is appointed by the Governing Body.

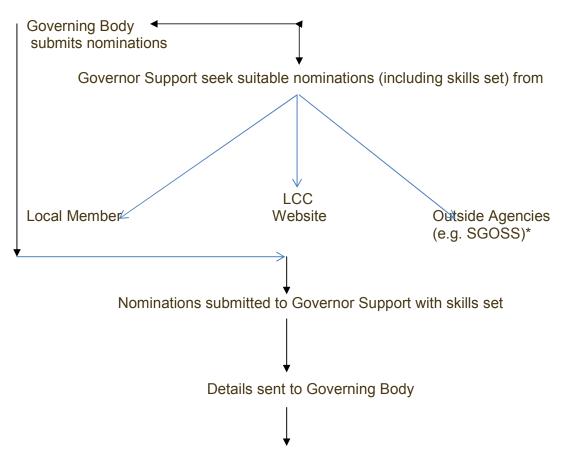
As the role of the Local Authority has changed from one of appointing to one of nominating, it will therefore be necessary to change the process by which Local Authority Governors are appointed under the amended Regulations with effect from 1 September 2014.

The following process is suggested:

- 1) The Governing Body must decide on its eligibility criteria and if necessary conduct a skills audit to determine what those criteria should be.
- 2) The Governing Body must inform the Local Authority (Governor Support) of its requirements.

- 3) Governor Support will seek nominees from available sources, e.g. School Governors' One Stop Shop, websites and local County Councillors.
- 4) The Governing Body will decide if the nominee meets their criteria and if so, make the appointment. If not, the process in 3) above will be repeated.





Governing Body notifies Governor Support when appointment is made

If more than one nominee with the appropriate skills set is received, it will be a Governing Body decision as to who is appointed.

*SGOSS "School Governors' One Stop Shop" The Governor recruitment charity funded by the DfE to help recruit highly skilled new Governors, particularly from the world of work.

Agenda Item 11



Report Reference: **Policy and Scrutiny**

Open Report on behalf of the Executive Director of Children's Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Performance - Quarter 4 2013/14

Summary:

The accompanying appendices to this report provide key performance information for Quarter 4 2013/14 that is relevant to the work of the Children and Young People Scrutiny Committee.

Actions Required:

The Committee is invited to consider and comment on the performance information contained in the appendices to this report.

1. Background

Performance Indicators

Appendix A is the summary report of the performance indicators relating to Children's Services. On presentation of the summary report there will be an opportunity to ask questions.

Appendix B provides a full and detailed report that covers all indicators used by Children's Services. This is also available for questions.

Council Priority Activity Performance

Appendix C highlights Council Priority Activities. Corporate Management Board have identified a number of Council Priority Activities, these are the key projects and programmes that will deliver the most significant changes and new commitments as detailed in the 2012-2015 Council Business Plan and Organisational Strategy, as well as the Executive Director's objectives. There are currently 32 priority projects and programmes, 3 of which are in the remit of this scrutiny committee.

Customer Satisfaction

Appendix D is a breakdown of customer satisfaction information and sets out the complaints and compliments received in Quarter 4 relating to Children's Services.

2. Conclusion

This report summarises the Quarter 4 performance for Children and Young People, which is broken down by each of the Assistant Directors, and the Children and Young People Scrutiny Committee is asked to raise any questions on the content of the report.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are liste	These are listed below and attached at the back of the report							
Appendix A	Summaries of performance							
Appendix B	Detailed performance data for quarter 4 2013/14							
Appendix C	Update on key Children's Services projects							
Appendix D	Complaint and compliments report							

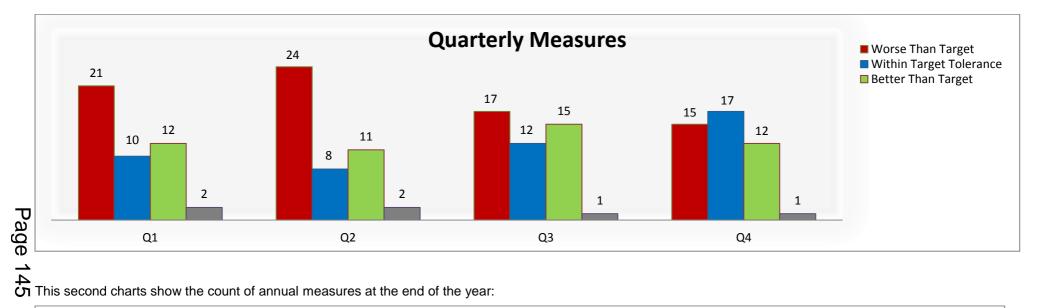
5. Background Papers

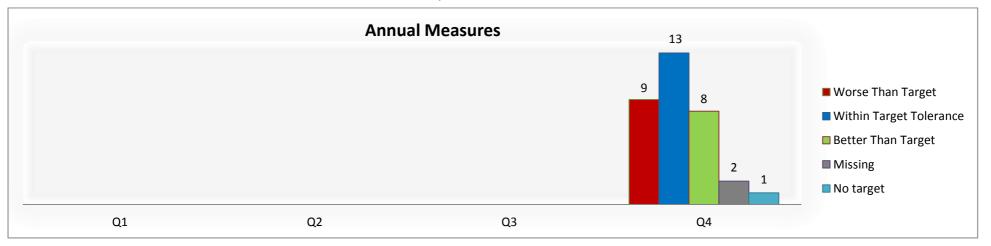
No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sally Savage, who can be contacted on 01522 553204 or sally.savage@lincolnshire.gov.uk.

Summary of performance for 2013-2014

These charts show the counts of performance symbols across the year. Some indicators are measured every quarter, some are only measured annually. In order to compare data easily, these have been split across two charts. This first chart shows the count of quarterly measures across the year:





Summary of performance for quarter 4

These ring charts show the current performance of our 78 indicators.

Rather than splitting them by Assistant Director, we have clustered the indicators into six broad categories. Each category has a ring chart. Again, the counts show how many under-performing, on target, and over-performing indicators there currently are in each area.





DMT lead: Janice Spencer

RED DIAMOND

2023SC: No. subject to a CPP per 10,000 population <18

Owner: Roz Cordy Polarity: Smaller is Better Unit: Number per 10,000

P CYPP

✓	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			26.2			27			25.84			24.62
Target			20			20			20			20
Symbol						•			•			•

Latest Comments:

mment Author: Roz Cordy - Comment Subject: Head of Service Commentary

Fere has been a reduction in the number of children with a Child Protection Plan compared to December 2013 but is still above the 2013/2014 target. This is a difficult indicator to manage by target. The reasons can be several and complex, for example earlier recognition that children are suffering significant harm, cases being managed as Child protection rather than Child in Need, an increased number of large sibling groups and better recognition of harm by other agencies. Lincolnshire's numbers per 10,000 are still lower than both it's statistical neighbours and all England placing Lincolnshire in the upper quartile. Monitoring and audits of Child Protection cases occurs on a monthly basis with team managers meeting with Case conference Chairs to discuss individual cases and practice. Heads of service and Assistant Directors, at their monthly performance meeting looking at themes and trends.

CS012: % of privately fostered children visited within required timescales

Owner: John Harris Polarity: Bigger is Better Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			81.48			83.78			80.85			81
Target			85			85			85			85
Symbol			•						•			•

Latest Comments:

Comment Author: John Harris - Comment Subject: Head of Service Commentary

this is a provisional figure and may be revised when the statutory return is completed

the end of year figure is a marginal improvement on the previous figure but remains under target. During 2013/14 9 privately fostered children have had a regulatory visit recorded as being completed outside of timescale. 3 of these cases were closed and the remaining 6 had vists that were entered into the system outside of the timescale. The tracker role has been established to ensure that performance is sustained as they identify due dates for visits and ensure that Social Workers are advised of the need for completion.

NI063 Stability of placements of looked after children: length of placement

Owner: John Harris Polarity: Bigger is Better Unit: %

CYPP	
√	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			67.86			67.07			69.41			66.1
Target			71			71			71			71
Symbol			•			•						•

Latest Comments:

Comment Author: John Harris - Comment Subject: Head of Service Commentary

This data is provisional. It will be finalised with the submission of the Social Care statutory return. Final figures are likely to be available in July.

This performance target represents the group of children who present a considerable challenge for the local authority. Over the past 2 years, there has been a marked increase in the number of looked after children from 492 at end of March 2011 to 595 at year end 2014. Amaongst these has been a significant increase in children requiring permanence. This has increased from 7 in 2011 to 34 in March 2014. As a result, some task centred placements are exceeding the expected duration and some carers have requested that children be moved. There is a recruitment strategy in place to address the needs of these children but the complex needs of some children make securing permanence difficult and this presents a challenge in terms of placement stability.

Agne end of year, 60 children within the NI063 indicator have not been in the same placement for 2 years. Of these it is important to note that 35 are in placements that have lasted for the returned positively to the care of their parents. If these 4 children were added to the numerator performance would be 68.9%. In addition there are 60 indicent within the cohort who are subject to Placement Orders and for whom adoption has not proven to be possible. 4 of this group are in placements that are anticiptaed to meet their needs on a permanent basis.



Actual Targets

NI064 Child protection plans lasting 2 years or more

Owner: Roz Cordy Polarity: Smaller is Better Unit: %

3	Υ	Р	Р	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
al			6.9			5.36			3.81			4.13
et			4			4			4			4
ool									+			

Latest Comments:

Comment Author: Roz Cordy - Comment Subject: Head of Service Commentary

The number of children who have been on a Child Protection plan for two years or more has increased to 4.13, this is slightly above the target of 4.00. The actual numbers are low at 21 children. The cases are regularly reviewed on a multi agency basis to ensure the right intervention is in place for the child.

NI065 Children becoming the subject of a Child Protection Plan for a second or subsequent time

Owner: Roz Cordy Polarity: Smaller is Better Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			10.9			15.08			16.09			14.95
Target			14			14			14			14
Symbol			-			•			*			•

Latest Comments:

Comment Author: Roz Cordy - Comment Subject: Head of Service Commentary

The number of children subject to a Child Protection Plan for a second or subsequent time has reduced to 14.95 but is still above the target of 14. The actual numbers of children are 87 out of a total of 582 subject to plans over the last year. A review of children subject to a plan for a second or subsequent time found that the reason for the second plan was appropriate, however signs of safety mapping is now being completed on every case before the team manager makes a decision to take the case back to initial case conference.

GREEN PLUS

CS145: the percentage of LAC with an up-to-date dental check

Owner: Tara Jones Polarity: Bigger is Better

าit	%

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			92.8			88.1			85.6			98.2
Target			96			96			96			96
Symbol									•			+

Latest Comments:

Comment Author: Tara Jones - Comment Subject: Head of Service Commentary

The target has been exceeded through robust manangement oversight. The use of business support to follow up dental checks with foster carers has proved invaluable in terms of improving performance.

CB146: The percentage of LAC with up-to-date routine immunisations

Owner : Tara Jones

Polarity: Bigger is Better

Unit:

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ω											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			91.3			91.8			85.7			98
Target			96			96			96			96
Symbol			•						•			+

Latest Comments:

Comment Author: Tara Jones - Comment Subject: Head of Service Commentary

Again this is an excellent end of year performance. Through raising awareness within Team meetings, recording of immunisations has improved, reducing the number of errors in ICS.

NI062 Stability of placements of looked after children: number of moves

Owner: John Harris Polarity: Smaller is Better Unit: %

CYPP	
1	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			0.85			2.63			6.45			7.68
Target			8			8			8			8
Symbol			-			-			-			-

Latest Comments:

Comment Author: John Harris - Comment Subject: Head of Service Commentary

the data is provisional and will be finalised with the submission of social care statutory return. Final figures for this indicator are likely to be available in July

the performance has remained within target. This has been achieved against a steadily increasing looked after population. The fostering service has been able to offer more placement choice with an increase in the number of foster placements available but even so, effective matching has not always been possible upon admission to care.

ည် မြို့F C23 (BV163)): Adoptions	of LAC									СҮРР	
→Owner : Tara Jo.	nes		Polarity: Bigge	er is Better		Unit:	%				✓	
4	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			3.8			10.19			15.82			23.91
Target			3			6			9			12
Symbol			-			-			-			-

Latest Comments:

Comment Author: Tara Jones - Comment Subject: Head of Service Commentary

End of year performance has exceeded the target of 15%. The revised Public Law Outline, early permanence and CAFCASS Plus initiative has led to timely assessments and decision making in respect of children's plans for adoption. Increased capacity made available from the adoption reform grants, has ensured increased family finding options, leading to more timely matching and granting of adoption orders.

BLUE CIRCLE

2042SC: LAC per 10,000 population aged under 18

Owner: Roz Cordy Polarity: Smaller is Better Unit: Number per 10,000

C)	В	F)
	_		/	1

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			41.94			40.9			42.16			42.87
Target			43			43			43			43
Symbol			+			+						

Latest Comments:

age

Comment Author: Roz Cordy - Comment Subject: Head of Service Commentary

The current performance is 42.87, the target being 43 per 10,000 children. In terms of actual children 591 were in the care of the Local Authority on the 31st March 2014. The looked after population is still lower per 10.000 than both the England rate and that of our statistical neighbours. It is a difficult target to manage as the need to accomodate children has to be met if the circumstances require it.

CS144: The percentage of LAC with an up-to-date health check

Opwner: Tara Jones Polarity: Bigger is Better Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			89.4			89.8			90.5			96.3
Target			96			96			96			96
Symbol			•			•			*			

Latest Comments:

Comment Author: Tara Jones - Comment Subject: Head of Service Commentary

On the 31st March 2014, there were 597 looked after children. To exceed the target of 96% is excellent, particularly given that 17 young people continue to refuse their health assessment. The joint working with health and social care has ensured continuous improvement to the process. The dedicated Business Support process recently introduced, has allowed for robust monitoring, timely requests and accurate paperwork being sent to the health co ordinators, thus reducing errors. 100% was achieved by all FAST teams and the adoption service.

CS179: Care Leavers In Suitable Accomodation

Owner: John Harris Polarity: Bigger is Better Unit: %

30/06/13

61.27

65

CYPP	
/	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			90.48			88			89.84			91
Target			90			90			90			90
Symbol												

30/09/13

66

65

31/10/13

30/11/13

31/12/13

64.76

65

No Comment Required (on target)

Owner: John Harris

Paget On Symbol

CS180: Care Leavers in Education, Employment or Training

31/05/13

30/04/13

Polarity: Bigger is Better Unit: %

31/07/13

31/08/13



	✓	
31/01/14	28/02/14	31/03/14
		64.8
		65

No	Commont	Poquired	lon	target)
INO	Comment	Required	(011	taryet)

NI061 Timeliness and stability of adoption of looked after children

Owner: Tara Jones Polarity: Bigger is Better Unit: %

CYPP	
1	

											_	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			71.4			73.3			83.67			91.18
Target			90			90			90			90
Symbol						•			•			

No Comment Required (on target)

PAF B79: Fostering/adoption of LAC aged 10 to <16

Owner: John Harris Polarity: Bigger is Better Unit: %

CYPP

-	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
tual			87.63			86.46			87.05			86.96
gget			88			88			88			88
ymbol												

No Comment Required (on target)

DMT lead: Stuart Carlton

RED DIAMOND

2016SC: % of referrals to social care that are repeats, within 12 mths (QP7.1)

Owner: Jo Kavanagh Polarity: Smaller is Better Unit: %

CY	PP
	/

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			17.9			19.02			19.35			19.36
Target			18			18			18			18
Symbol						\rightarrow			*			•

Latest Comments:

mment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

The percentage of repeat referrals has remained at just over 19% since September. Referrals have increased to 6302 at the end of March with repeat re-referrals at 1120. Exploration work in the localities has identified some re-referrals as appropriate as needs can change especially within some large sibiling groups however work is continuing to consider if some cases are being closed without being appropriately stepped down to targeted/early help services within the localities.

Although our re-referral rate increased to 19.4% this year, it is likely that Lincolnshire's performance will remain better than the National (24.9% in 2013) and Regional (27.1% in 2013) average; and that our performance will be better than our Statistical Neighbour average (22.1% in 2013).

Unit: %

CS077: % of open referrals to CWD (excl. OT) and Transition Teams that have a transition plan

Owner : Sheridan Dodsworth Polarity: Bigger is Better

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			92.9			88.9			76.7			90.2
Target			97			97			97			97
Symbol			•			•			•			•

Latest Comments:

Comment Author: Sheridan Dodsworth - Comment Subject: Head of Service Commentary

This indicator is under-performing by just under 7%. This is an improvement of 13% on Quarter 3.

Under-performance relates to 9 young people. 4 young people actually do have a plan but they hadn't been recorded accurately on the Integrated Children's System (ICS) and therefore hadn't pulled through on ICS when the report was run. Team members have again been reminded that there are three places in which Plans need to be recorded on ICS otherwise it will appear that the young person is without a Plan. These records have now been amended.

Three of the 9 young people have Annual Review Plans with Transition Reviews due to take place in the next couple of months as they have only just turned 14.

The other 2 young people actually have Transition Plans and Reviews recorded a month before their 14th birthday, as their transition review took place in the academic year they were due tourn 14 rather than when they had turned 14. The Head of Service is exploring why this isn't being picked up in the performance report.

In reality 100% of the young people open to the Children with Disabilities Team have Transition Plans or are only just approaching the date of their Transitional Review. The need to ensure accurate recording is being addressed again with practitioners.

CS118: % 16-19 LDD clients in EET

Owner: Maggie Freeman

Polarity: Bigger is Better Unit: %

CYPP	
/	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			86.7			73.32			94.69			91.9
Target			90			70			92			94
Symbol						-			-			

Latest Comments:

П

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is below target in terms of the young people we know are in EET. In line with the cohort as a whole there are a high percentage of young people in year 14 for whom their situation has expired, or their situation is unknown (23.6% for LDD compared to 27.3% for the cohort as a whole) There will be young people within this cohort who are in employment and or education and training. Arrangements for identifying the status of young people age 19 -25 with LDD are currently being reviewed and as a result of reducing the number of unknowns we expect to see a reduction in NEET.

→Owner : Maggie	20 28 160: Percentage of 16 to 18 year-olds whose situation is 'unknown' on Aspire 20 wner: Maggie Freeman Polarity: Smaller is Better Unit: %												
0	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14	
Actual			10.97			40.24			14.71			11.34	
Target			10			30			9			8	
Symbol			•										

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

The significant underperformance relates to 18 year olds. The DfE decided that they were no longer able to share UCAS data regarding students entering higher education with us. Whilst we have been able to gather most of this data by contacting these students individually, it has diverted resources from contacting all young people, in particular those who are the most difficult to contact. New arrangements have been developed that will allow Job Centre Plus to share more information about the young people with whom they have contact, and a data sharing agreement is currently being negotiated locally to facilitate this. Our performance in relation to 16 and 17 year olds compares well with national data, due to a decision to prioritise these groups to ensure we meet our statutory duties in relation to Raising the Participation Age.

CS176: % Academic aged 18, whose situation is 'unknown' on Aspire

Owner: Maggie Freeman Polarity: Smaller is Better Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			19.06			64.58			33.13			24.63
Target			19			30			18.6			18.2
Symbol						•			*			•

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

There has been some progress towards this target, but there is still significant underperformance. The decision by DfE to discontinue sharing UCAS data regarding young people who have entered HE means that we have had to contact these young people on an individual basis. This has diverted resources from tracking and supporting other young people, in particular those who are difficult to contact. New arrangements have been put in place nationally to enable Job Centre Plus to share more information about the 18 year olds with whom they have contact. A data sharing agreement is being negotiated locally to facilitate this.

CS 178: Young P	5178: Young People Not In Education, Employment or Training												
Owner : Maggie	Freeman		Polarity: Small	ler is Better		Unit:	%		✓				
<u> </u>	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14	
Actual			3.27			2.56			3.33			3.74	
Target			3.5			3.5			3.5			3.5	
Symbol			-			-			-				

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Although performance is very slightly under target (.24%) it is within the upper quartile nationally. It reflects the considerable amount of work that has been undertaken to increase participation of 16 and 17 year olds. The potential hidden NEET within the unknown 18 year old cohort continues to be of concern.

GREEN PLUS

CS127: % of CWD who've had a transitional annual review

Owner: Sheridan Dodsworth Polarity: Bigger is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			90.48			93.1			89.29			97.6
Target			85			85			85			85
Symbol			-			-			+			+

Latest Comments:

N

Comment Author: Sheridan Dodsworth - Comment Subject: Head of Service Commentary

This indicator is over-performing by almost 13% and is 9% more than Quarter 3. It is testament to the continued efforts of the Children with Disabilities Team who work closely with schools to ensure that children open to the team have their Annual Transitional Review.

The Transitional Review is an essential part of the planning for a young person's transition into adulthood to ensure that the appropriate needs, and services to meet those needs, have been identified well before the child moves from Children's Services. It also allows time for parents or carers to prepare for the way in which their young person will be supported once they resch adulthood. The Team recognises the significance of this period of change and makes it a priority to ensure that young people have their annual review.

CS141: Children's Centres Targeted Reach Achieved

Owner: Cornelia Andrecut Polarity: Bigger is Better

Unit:

CYPP

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			69.9			78			79.9			91.9
Target			75			75			75			75
Symbol						-			-			-

No Comment Available

CS156: Number of full Duke of Edinburgh awards gained **CYPP** Owner: Jo Kavanagh Unit: Number Polarity: Bigger is Better 30/04/13 31/05/13 30/06/13 31/07/13 31/08/13 30/09/13 31/10/13 30/11/13 31/12/13 31/01/14 28/02/14 31/03/14 **Actual** 162 408 881 1,180 **Target** 250 500 750 1,000

Latest Comments:

Symbol

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

The Duke of Edinburgh's Award in Lincolnshire has recently received congratulations from the Central England Regional Office for being the first authority to pass the 3000 mark for new entrants, a total of 3035 registered during 2013/14 a 5.5% increase on the previous year. A total of 1190 young people achieved their Bronze, Silver or Gold Awards. This was a rise of 13.75% on the previous year.

CS161: Troubled	families pro	gramme - nı	umber of fam	ilies worked	with					CYPP				
Owner : Jo Kava	anagh		Polarity: Bigge	er is Better		Unit:	Number			✓				
Φ	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14		
Actual			616			716			938			1,043		
Target			457			548			693			892		
Symbol			-			-			-			-		

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

Performance is better than expected at the end of the second year of the three year Troubled Families Programme. This position reflects our strong performance nationally in identifying and working with all almost all of the families required by the end of the programme. This provides us with the opportunity to opt to become one of the early adopters of phase 2 of the programme with the potential to attract further funding into the authority and expand the numbers of families benefiting from the service.

CS171: Number of statements in the statutory timescale

Owner: Sheridan Dodsworth

Polarity: Bigger is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual												100
Target												95
Symbol												+

Latest Comments:

Comment Author: Sheridan Dodsworth - Comment Subject: Head of Service Commentary

All Statements of Special Educational Needs are completed within statutory timescales. This is testament to the continued efforts of the Additional Needs service to ensure that the needs of young people with special educational requirements are being assessed, identified and met without undue delay.

CS174: % Academic age 16 - Raising the Participation Age (RPA) cohort, whose situation is 'unknown'

Owner : Maggie Freeman

Polarity: Smaller is Better

Unit: %

10												
16	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			4.28			30.76			3.07			2.73
Target			3.8			15			3.5			3
Symbol			•			•			-			-

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is better than target. This is a result of the decision to focus our resources (LA funded careers service) on the 16 and 17 year age group, to ensure that our statutory duties in relation to Raising the Participation Age are met.

CS175: % Academic aged 17, whose situation is 'unknown' on Aspire

Owner: Maggie Freeman

Polarity: Smaller is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			9.17			24.72			7.27			6.44
Target			8			15			7.6			7
Symbol			•			•			+			+

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Perforomance is better than target as a result of the decision to focus the available resource on tracking and supporting 16 and 17 year olds, to ensure that we are meeting our statutory duties in relalation to the 2nd phase of introduction of Raising the Participation Age.

CS183: Percentage of Referrals Progressed to a Continuous Assessment

Owner: Jo Kavanagh Polarity: Unit: %

ω												
lge	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual									83.2			87.4
Target									82			82
Symbol												-

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

Performance is better than expected and reflects the committment to the accuracy of the screening and allocation process. A high proportion of referrals are appropriate and require a continuous assessment in order to identify any unmet needs.

NI082 Achievement of a Level 2 qualification by the age of 19in the Free School Meals Group

Owner: Maggie Freeman Polarity: Bigger is Better Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					65							
Target					63							
Symbol					+							

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Closing the gap in achievement at age 19 between young people who have had free school meals (FSM) and those who have not has been one of the Council's strategic priorities for post 16 edcuation for the last 3 years. Work has been undertaken by the 14 - 19 team through the 14 - 19 Partnership, the Raising the Participation Age (RPA) Vulnerable Learners Group and through the implementation of the Lincolnshire Strategy for Post 16 Learners with Learning Difficulties and/or Disabilities to focus on participation and attainment of vulnerable young people, including FSM. The bringing together of education providers and others who support young people (including statutory and voluntary sectors) is key to this performance.

BLUE CIRCLE

CS052: % of CwD who participate in their short-term breaks review

Owner: Sheridan Dodsworth

Polarity: Bigger is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			83.3			83.3			80.8			92.9
Target			94			94			94			94
Symbol			•			•			*			

No Comment Required (on target)

G&159: Percentage of families of children with disabilities using direct payments

Owner: Sheridan Dodsworth Polarity: Bigger is Better Unit: %

(D				1	I	1	1	1				
<u> </u>	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
O Actual												50.4
Target												50
Symbol												

No Comment Required (on target)

CS167: % of eligible two year-olds who are in receipt of their Early Years Entitlement

Owner: Catherine Stratton Polarity: Bigger is Better Unit: %

CYPP	
✓	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual						79.4			93.2			84.3
Target			70			75			80			85
Symbol			?						-			

Latest Comments:

Comment Author: Steph Douglas - Comment Subject: Head of Service Commentary

Performance is on target as expected at this point in the year. An increased focus on marketing has raised the profile and update of this indicator with eligible families. We are confident that we will achieve the target set within the performance data table.

CS168: % of 16 y	3/168: % of 16 year-olds participating in Learning (according to RPA)											
Owner : Maggie		Polarity: Bigger is Better			Unit:	%		✓				
16	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
○ A © ual			91.47			68.05			94.55			94.1
Target			87			87			87			94
Symbol			-						-			

No Comment Required (on target)

CS170: Gap in achievement of Level 2 qual in both English & Maths by age 19 between FSM grp & peers

Owner: Maggie Freeman Polarity: Smaller is Better

Unit: Score

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					35							
Target					34							
Symbol												

No Comment Required (on target)

CS177: % Academic aged 16 - Raising the Participation Age - LAC Participation in learning

Owner : Maggie Freeman Polarity: Bigger is Better

Unit: %

✓

CYPP

. —	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			75			36.36			85.42			85.71
© T ⊕ get			84			65			86			87
Symbol			•									
Ö												

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

This is effectively on target. The small size of the cohort means the difference represents less than 1 individual

NI059P Percentage of Initial assessments for children's social care carried out < 10 working days

Owner: Jo Kavanagh

Polarity: Bigger is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			90			88.19			86.83			86.83
Target			85			85			85			85
Symbol						-						

No Comment Required (on target)

NI060 Percentage core assessments for children's social care carried out < 35 working days

Owner: Jo Kavanagh

Polarity: Bigger is Better

Unit: %

Ū			1					1				
ac	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
A Qual			89.15			87.3			87.37			85.81
Terpet			85			85			85			85
Symbol			-			-			-			

No Comment Required (on target)

NI079 Achievement of a Level 2 qualification by the age of 19

Owner : Maggie Freeman Polarity: Bigger is Better

Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					85.2							
Target					85							
Symbol												

No Comment Required (on target)

NI080 Achievement of a Level 3 qualification by the age of 19

Owner: Maggie Freeman Polarity: Bigger is Better Unit: %

CYPP

-	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Aggrual					56.5							
(C) T ør get					57							
Symbol												

No Comment Required (on target)

DMT lead: Debbie Barnes

RED DIAMOND

CS043: Primary School persistent absence rate

Owner: John O'Connor Polarity: Smaller is Better Unit: %

	✓	
/14	28/02/14	31

CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					3.9							
Target					3							
Symbol					*							

Latest Comments:

comment Author: John O'Connor - Comment Subject: Head of Service Commentary

Performance is 0.8% worse than the challenging target set this is because primary schools are still not tackling persistent absence with sufficient rigour. This year's performance is 0.2% were than last years which has also been the case for primary schools nationally. The gap between Lincolnshire and that seen nationally remains 0.3% worse.

The data relates to the previous academic year and since this time the inclusion and attendance team have updated the code of conduct for schools in the use of fixed penalty notices and have trained over 150 schools in its application. The effect of this will only in part be seen in the next set of data published.

The attendance strategy is now 2 years old and the majority of the actions are now complete. In August the strategy will be updated focussing on primary school performance. We still expect year-on-year improvements as the new systems embed within schools.

NI114 Rate of permanent exclusions from school

Owner: John O'Connor Polarity: Smaller is Better Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					0.16							
Target					0.1							
Symbol					•							

Latest Comments:

Comment Author: John O'Connor - Comment Subject: Head of Service Commentary

This is 0.06 exclusions per 10,000 population worse than target due to exclusions within Lincolnshire schools remaining higher than that seen nationally. This position is also 0.02 exclusions per 10,000 population worse than last year. Secondary school exclusions still remain nearly twice that of primary schools. Secondary school exclusion panels are being trialed in the summer term and reported back to schools in September. Individual schools are challenged over any exclusion where there is no appropriate reason.

GREEN PLUS

CS155: No. CYP accessing at least one arts/music activity offered by LCC/LSIS

Owner: John O'Connor Polarity: Bigger is Better Unit: Number

CYPP	
/	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual								19,134				
Target								12,500				
Symbol								+				

Latest Comments:

Comment Author: John O'Connor - Comment Subject: Head of Service Commentary

Just under an extra 7,000 children and young people have had access to at least one music or arts activity which is fantastic performance. The popularity of the service continues to grow as nore children take up the offer. Flexible use of facilities, timings and activities has led to this performance.

N1087 Secondary school persistent absence rate

Owner: John O'Connor Polarity: Smaller is Better Unit: %

CYPP

30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
				6.6							
				7							
	30/04/13	30/04/13 31/05/13	30/04/13 31/05/13 30/06/13	30/04/13 31/05/13 30/06/13 31/07/13		6.6	6.6	6.6 7	6.6	6.6 7	6.6 7

Latest Comments:

Symbol

Comment Author: John O'Connor - Comment Subject: Head of Service Commentary

Secondary schools have responded well to the actions contained within the attendance strategy 'Every Day Matters'. It is clear that secondary schools have refreshed their policies and practice to address persistently absent children.

Whilst this is good performance in relation to the target and compared to that nationally (Lincs 6.6%, Nationally 6.5%) it is still much higher than the primary sector.

Since this data is based on last year we expect continued improvement as schools now have an updated code of conduct on the issuing of fixed penalty notices and have attended training sessions in its use and implementation. These should ensure that improvements continue further.

BLUE CIRCLE

CS014 Rate of fixed term exclusions

Owner: John O'Connor

Polarity: Smaller is Better Unit: %

CYPP	
./	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					2.71							
Target					2.7							
Symbol												

No Comment Required (on target)

G&172: Primary Admissions First Choice

Owner: John O'Connor Polarity: Bigger is Better Unit: %

Œ												
<u> </u>	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Acotual					92.3							
Target					92							
Symbol												

Latest Comments:

Comment Author: Richard Porter - Comment Subject: Head of Service Commentary

There are no known issues with achieving this performance at the end of the year.

CS173: Secondary Admissions First Choice

Owner : John O'Connor Polarity: Bigger is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					93.91							
Target					94							
Symbol												

Latest Comments:

Comment Author: Richard Porter - Comment Subject: Head of Service Commentary

There are no known issues with achieving this performance at the end of the year.

DMT lead: Keith Batty

RED DIAMOND

CS136: % of pupils achieving 5 or more A*-G grade GCSEs (or equivalent) including English and Maths

Owner : Andy Birch Polarity: Bigger is Better Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					95.3							
Target					98							
Symbol					•							

Latest Comments:

Comment Author: Andy Birch - Comment Subject: Head of Service Commentary

Performance is currently 2.7% below target

actual outcome is slightly above the 2013/14 National Average of 95%. The crucial reason why this target has not been achieved is due to significant changes in examination entry process. The target of 98% took into account a large range of vocational courses which had proved highly successful in delivering grade C and better outcomes. With the new focus on EBacc and progress 8, schools have narrowed their curriculum much more towards GCSE only subjects which prove more challenging for many students. The school interprovement team is working intensely with schools and academies to support them as they transition to a more academic curriculum. This includes sharing of good practice and close attention to the deployment of pupil premium to ensure that all pupils make good progress.

CS138: Progression by 3 levels in English between KS2 and KS4

Owner: Andy Birch Polarity: Bigger is Better Unit:

CYPP	
1	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					69							
Target					75							
Symbol					•							

Latest Comments:

Comment Author: Andy Birch - Comment Subject: Head Of Service Commentary

Performance is currently 6% below target

The validated National Average for 2013/14 is 69%. All schools and academies have been challenged on their performance. Education Advisers have worked directly with maintained schools focusing on the levels of progress issue. In addition, Advisers have visited Lincolnshire academies and reported on strategies they have in place to improve outcomes. In 2014/5 support as well as challenge is being offered to academies as well as maintained schools.

ື້ ພ #163: Progression by two levels in Reading between Key Stage 1 and Key Stage 2

→Owner: Gill Curtis Polarity: Bigger is Better Unit: %

CYPP	
/	

7											<u> </u>			
∞	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14		
Actual					90									
Target					92									
Symbol					•									

Latest Comments:

Comment Author: Tim Culpin - Comment Subject: Head Of Service Commentary

The Lincolnshire figure did decrease by 1% from 91 in 2012 to 90 in 2013, however here was a drop in the national figure by 2% from 90 to 88. Lincolnshire remains 2% above national and above all its statistical neighbours and improved its national ranking from 35th in 2012 to 30th in 2013.

NI075 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths

Owner: Andy Birch Polarity: Bigger is Better Unit: %

CBF	CIFF
✓	√

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					61.8							
Target					65							
Symbol												

Latest Comments:

Comment Author: Andy Birch - Comment Subject: Head Of Service Commentary

Performance currently 3.2% below target

Lincolnshire has maintained above average performance against the national target for the last four years. Lincolnshire is currently 2.6% above national in terms of 5 ACEM. Education Advisers have been working intensively with LA maintained schools to ensure that future outcomes are in line with expectations. In 2014/5 advisers and consultants will also offer support to academies where attainment is below expectations.

	rtg02i Achievement gap between disadvantaged pupils and their peers (KS2) വ											
Owner : Gill Cur	er : Gill Curtis Polarity: Smaller is Better				Unit:	%	✓ ✓					
<u> </u>	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Æ ual					21.7							
Target					18							
Symbol												

Latest Comments:

Comment Author: Gill Curtis - Comment Subject: Head of Service Commentary

Performance for 2013 was 3.7% below target, with the gap of FSM performance in Lincolnshire to national FSM performance widening to 3%. We are no longer in line with national figures, though within 1% of our statistical neighbours. This is not acceptable and immediate actions were put in place autumn 2013 including adjusting the work of the Education Services to include an explicit focus on effective use and impact of Pupil Premium funding, and setting up of a Programme Board with remit for strategic action planning for Closing the Gap.

NI102ii Achievement gap between disadvantaged pupils and their peers (KS4)

Owner: Andy Birch Polarity: Smaller is Better Unit: %

CBP	CYPP
✓	✓

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	_
•	•

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					31							
Target					29							
Symbol					*							

Latest Comments:

Comment Author: Tim Culpin - Comment Subject: Head of Service Commentary

It has been recognised that Lincolnshire is not performing sufficiently well in closing the gap at all stages. As a result, a working party has been set up by Lincolnshire County Council, involving LA officers, headteachers and other appropriate stakeholders. Initially this group is working with Nottinghamshire County Council who have been successful in this area. This was a focus at the recent headteacher briefings to challenge the heads to make it a priority in their schools.

GREEN PLUS

CS137: Percentage of pupils achieving the English Baccalaureate at KS4

Owner: Andy Birch Polarity: Bigger is Better Unit: %

CYPP

											_	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					27.2							
Target					22							
Symbol					+							

Latest Comments:

Comment Author: Tim Culpin - Comment Subject: Head Of Service Commentary

Achievement well above target and above national figure

ປ ູນ MD107gie %ge point gap KS2 level 4+ English & Maths - Any Other White Background **CYPP** __Owner : Andy Birch Polarity: Smaller is Better Unit: % 30/09/13 31/12/13 31/03/14 30/04/13 31/05/13 30/06/13 31/10/13 30/11/13 31/01/14 31/07/13 31/08/13 28/02/14 **Actual** 4.8 **Target** 19

Latest Comments:

Symbol

Comment Author: Tim Culpin - Comment Subject: Head of Service Commentary

This is well above target and we are very pleased about this

BLUE CIRCLE

CS139: Progression by 3 levels in Maths between KS2 and KS4 **CYPP** Owner: Andy Birch Unit: % Polarity: Bigger is Better 30/04/13 31/05/13 30/06/13 31/07/13 31/08/13 30/09/13 31/10/13 30/11/13 31/12/13 31/01/14 28/02/14 31/03/14 Actual 72 **Target** 73 **Symbol** No Comment Required (on target) ປຶ່ນ ແລງ 162: Achievement at level 4 or above in both Reading, Writing and Maths at Key Stage 2 (threshold) **CYPP** Owner : Gill Curtis Polarity: Bigger is Better Unit: %

∞											•	
Ň	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					76							
Target					76							
Symbol												

No Comment Required (on target)

CS164: Progression by two levels in Writing between Key Stage 1 and Key Stage 2

Owner: Gill Curtis Polarity: Bigger is Better Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					93							
Target					92							
Symbol												

No Comment Required (on target)

CS165: % of pupils in good or outstanding schools

Owner: Keith Batty Polarity: Bigger is Better Unit: %

—	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Aggrual			79.1			78.36			78.23			79.23
(C) T ør get			80			80			80			80
symbol ယ						•			•			
ŭ		<u> </u>										

No Comment Required (on target)

CS166: % of schools judged to be good or outstanding

Owner: Keith Batty Polarity: Bigger is Better Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			80.6			80.4			81.14			81.66
Target			82			82			82			82
Symbol												

No Comment Required (on target)

CS169: Achievement of Good Level of Development in the Early Years Foundation Stage (EYFS)

Owner: Catherine Stratton Polarity: Bigger is Better Unit: %

∇									∨				
ag	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14	
Actual					65								
Tempet					65								
ト Symbol													

CYPP

Latest Comments:

Comment Author: Steph Douglas - Comment Subject: Head of Service Commentary

There was no target set in advance for this performance indicator as the measurement relates to new statutory assessment criteria introduced in 2013. The target figure is the actual outcome of 65%. Early data collection information indicates that Lincolnshire outcomes of 65% are above the current Local Authority average of 51%. These figures will be confirmed in the 2013 Autumn Statistical Release from the DFE.

NI094 Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2

Owner: Gill Curtis Polarity: Bigger is Better Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					89							
Target					90							
Symbol												

No Comment Required (on target)

DMT lead: Public Health

CYPP

CYPP

RED DIAMOND

Owner: Marie Jarrett

CS117: % 16-19 teenage mothers in EET

Polarity: Bigger is Better Unit: %

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			31.11			22.22			16.67			11.54
Target			27			27			27			27
Symbol			-									

Latest Comments:

comment Author: Marie Jarrett - Comment Subject: Head of Service Commentary

The Programme Coordinator Teenage Parents is now in post and the following measures are being persued A countywide midwifery notification form to alert the TP team to teen parents as as possible and ensure NEET interventions. A working group of analyst and performance leads from public health and childrens services to review intelligence, system indicators and propose revised targets if necessary.

CS181: Percentage of Primary Birth Visits Done Within 14 Days

Owner: LCHS Polarity: Bigger is Better Unit:

											v	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			91.2			92.5			92			90.3
Target			95			95			95			95
Symbol												

Latest Comments:

Comment Author: Carolyn Dean - Comment Subject: Head of Service Commentary

Performance issues have persisted from Q3 into Q4 with primary birth visit target. There are two main reasons why this does not take place: firstly the infant may still be in hospital because of prematurity or other complications following the birth, in which case the Health Visitor carries out the primary birth visit once the infant has been discharged from hospital, in most cases by 30 days. Secondly the Health Visitor has difficulty accessing the home to carry out the visit. In this case the Heath Visitor continues to pursue the contact until achieved.

NI053i Percentage of infants being breastfed at 6-8 weeks (breastfeeding prevalence)

Owner: LCHS Polarity: Bigger is Better Unit: %

CYPP	
1	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			37.1			38.2			40.2			37.3
Target			42.4			42.4			42.4			42.4
Symbol									•			•

Latest Comments:

Comment Author: Carolyn Dean - Comment Subject: Head of Service Commentary

As highlighted in the previous quarter, the maintenace of breastfeeding at 6-8 weeks has traditionally proved difficult to acheive, with Lincolnshire's Q4 performance having dropped further away from the threshold than in Q3.

Staffing issues persist in the service, however the recent review of this service, it's KPI's and targets will hopefully work to solve some of these issues in the near future.

GREEN PLUS

CS148: Under 18 conception rate

Owner: Marie Jarrett Polarity: Smaller is Better Unit:

CYPP	
1	

											•	
	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual									30.5			
Target									36			
Symbol									+			

No Comment Available

ည CS 182: Percenta	ge of 6-8 We			СҮРР										
Owner : LCHS	Polarity: Bigger is Better					Unit:			✓					
о О	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14		
Actual			96.2			96.7			97.7			97.3		
Target			95			95			95			95		
Symbol									-			-		

Latest Comments:

Comment Author: Carolyn Dean - Comment Subject: Head of Service Commentary

Uptake of this service is consistently high but can vary from month to month, depending on the number of families who have been difficult to contact. A target of 95% is realistic taking into consideration this variability from month to month.

DMT lead: Sally Savage

RED DIAMOND

CS108: % LAC (> 20 days) with a PEP

Owner: Karen Bailey Polarity: Bigger is Better Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			84.3			79.08			83.98			89.7
Target			94			94			94			94
Symbol			•			•			*			•

Latest Comments:

Comment Author: Karen Bailey - Comment Subject: Head of Service Commentary

The ePEP performance at 89.70% is below target by 4.30%.

This is due to ongoing issues with the ePEP system. To improve performance Mouchel are investigating the internet firewalls and the effects this may be having on the speed of epep. Business support for social care teams are coordinating epep initiation and meeting bookings to allow social workers better use of time with the system.

PAF C24: LAC absent from School

Owner: Karen Bailey Polarity: Smaller is Better Unit: %

CYPP	
✓	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual						5.3						
Target						2						
Symbol						•						

Latest Comments:

Comment Author: Karen Bailey - Comment Subject: Head of Service Commentary

The LAC absent from school at 5.30% is below the 2.0% target by 3.30%. (smaller is better)

This is due to a limited number of individual LAC who refuse to attend school. LAC identified as having attendance issues have education welfare officers and individual attendance plans that are reviewed monthly.

LAGES currently draw attendance data from the 6 month personal education plan. To improve performance it has been identified that attendance issues need identifying earlier before the young person establishes a non-attendance pattern. The Looked After Children Education Service is currently gathering information on services that can provide daily attendance for all belonging to Lincolnshire.

GREEN PLUS

NI100 Looked after children reaching level 4 in mathematics at Key Stage 2

Owner: Karen Bailey Polarity: Bigger is Better Unit: %

CYPP	
/	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					62							
Target					35							
Symbol					+							

Latest Comments:

Comment Author: Karen Bailey - Comment Subject: Head of Service Commentary

The keystage 2 provisional results for maths exceeded the target set at 35%. A target was set for English but this is no longer measured. It is now split into reading and writing. In reading the percentage achieved exceeded the target set for English and in writing is was within tolerance. To achieve 5A*-C including English and maths a foundation of level 4B+ is needed at the end of KS2. This cohort will eventually be working on GCSE exams with less teacher assessed worked and modular exams. The majority of their courses will be final exams after two years study.

Cohort will need support through use of the pupil premium and LACES intervention throughout their secondary education in order to make continued progress and achieve under the

cohort will need support through use of the pupil premium and LACES intervention throughout their secondary education in order to make continued progress and achieve under the new system. Home tuition started in year 6 is continuing in year 7. Young people in this cohort have had Letterbox Parcels in their year 3, year 5 and will receive them again in year 7. The Letterbox Club was highlighted in Education Matters in Care (2012) as good practice.

BLUE CIRCLE

NI066 Looked after children cases which were reviewed within required timescales

Owner: David McWilliams

Polarity: Bigger is Better

Unit: %

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			100			99.62			99.76			99.64
Target			100			100			100			100
Symbol												

No Comment Required (on target)

D 00067 Percentage of child protection cases which were reviewed within required timescales Owner : David McWilliams

Polarity: Bigger is Better

Unit: %

92	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			98			97.72			98.09			100
Target			100			100			100			100
Symbol												

No Comment Required (on target)

NI101 Looked after children achieving 5 A*-C GCSEs (or equivalent) at KS 4 (with English and Maths)

Owner: Karen Bailey Polarity: Bigger is Better Unit: %

CYPP	
/	

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual					16.2							
Target					16							
Symbol												

Latest Comments:

Comment Author: Karen Bailey - Comment Subject: Head of Service Commentary

The KS4 target for 5A*-C GCSE including English and maths was set at 16% based on detailed knowledge of the cohort and using Fischer Family Trust (FFT) data model B and from Teacher Assessment indicating the levels achieved in core subjects. This process also considered their attendance, behaviour, attitude as reported by the Designated Teacher in school, social worker or carer. The percentage achieving the required level was 16.2% and is within tolerance of the target. These young people have moved onto post 16 education placements or employment with learning with continued support available on an individual level from LACES

PAF C63: Participation of LAC in reviews

Owner : David McWilliams Polarity: Bigger is Better Unit: %

<u> </u>												
93	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			99.73			99.86			99.91			99.8
Target			100			100			100			100
Symbol												

No Comment Required (on target)



Performance Indicators: Summary Exception Report (Worse or better than target)

Symbol Key		
Performance band	Symbol	Colour
Better than target	+	Green
Worse than target	•	Red

	Performance Indicators - Children and Young People Scrutiny Committee										
Measure Name		Target Dec 2013		Actual	Target Mar 2014		Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome		
Number of children sepiect to a Child Protection Plan per 10,000 children	25.84	20.00	•	24.62	20.00	•	There has been a reduction in the number of children with a Child Protection Plan compared to December 2013 but is still above the 2013/2014 target. This is a difficult indicator to manage by target. The reasons can be several and complex, for example earlier recognition that children are suffering significant harm, cases being managed as Child protection rather than Child in Need, an increased number of large sibling groups and better recognition of harm by other agencies. Lincolnhire's numbers per 10,000 are still lower than both it's statistical neighbours and all England placing Lincolnshire in the upper quartile. Monitoring and audits of Child Protection cases occurs on a monthly basis with team managers meeting with Case conference Chairs to discuss individual cases and practise. Heads of service and Assistant Directors, at their monthly perforamnce meeting looking at themes and trends.				
Number of Looked After Children per 10,000 children	42.16	43.00	•	42.87	43.00		The current performance is 42.87, the target being 43 per 10,000 children. In terms of actual children 591 were in the care of the Local Authority on the 31st March 2014. The looked after population is still lower per 10.000 than both the England rate and that of our statistical neighbours. It is a difficult target to manage as the need to accomodate children has to be met if the circumstances require it.				

			Р	erformanc	e Indicator	's - (Children and Young People Scrutiny Comr	1		
Measure Name	Actual Dec 2013	Target Dec 2013		Actual Mar 2014	Target Mar 2014		Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome	
Young people aged 16 to 18 years not in education employment or training.		3.50	+	3.74	3.50	•	Although performance is very slightly under target (.24%) it is within the upper quartile nationally. It reflects the work that has been concentrate on increasing participation of 16 and 17 year olds. The potential hidden NEET within the unknown 18 year olds cohort contiues to be of concern.			
Performance Indicators - Children and Young People Scrutiny Committee - 7 month lag										
Measure Name		Target Aug 2012		Actual Aug 2013	Target Aug 2013		Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome	
The number of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4 as a percentage of the number of pupils at the end of KS4.	62.10	67.00	•	61.80	65.00	•				
The percentage point gap between pupils explible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage (KS) 2 and pupils ineligible for FSM achieving the same outcome.	21.00	18.00	•	21.70	18.00	•	Performance for 2103 was 3.7% below target with gap widening by nearly 3% from 2012 so that we are no longer in line with national figures, though within 1% of our statistical neighbours. This is not acceptable and immediate actions were put in place autumn 2013 including adjusting the work of the Education Services to include an explicit focus on effective use and impact of Pupil Premium funding, and setting up of a Programme Board with remit for strategic action planning for Closing the Gap. [Comment provided by Gill Curtis]			
The percentage point gap between pupils eligible for FSM achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, at KS4 and pupils ineligible for FSM achieving the same outcome.	32.30	30.00	•	31.00	29.00	•	It has been recognised that Lincolnshire is not performing sufficiently well in closing the gap at all stages. As a result, a working party has been set up by Lincolnshire County Council, involving LA officers, headteachers and other appropriate stakeholders. Initially this group is working with Nottinghamshire County Council who have been successful in this area. This was a focus at the recent headteacher briefings to challenge the heads to make it a priority in their schools. [Comment Provided By Tim Culpin]			

		Perfe	orma	ance Indica	ators - Chi	ldre	n and Young People Scrutiny Committee -	7 month lag	
Measure Name	Actual Aug 2012	Target Aug 2012		Actual Aug 2013	Target Aug 2013		Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome
Achievement of Good Level of Development in the Early Years Foundation Stage (EYFS)	?	?	?!	65.00			performance indicator as the measurement relates to new statutory assessment criteria introduced in 2013. The target figure is the actual outcome of 65%. Early data collection information indicates that Lincolnshire outcomes of 65% are above the current Local Authority average of 51%. These figures will be confirmed in the 2013 Autumn Statistical Release from the DFE. [Comment provided by Steph Douglas]		
		Pe	erfor	mance Ind	licators - C	hild	ren and Young People Scrutiny Committe		
Measure Name	Actual Aug 2012	Target Aug 2012		Actual Aug 2013	Target Aug 2013		Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome
Achievement of Good Level of Development in the Early Years Foundation Stage (FYFS)	?	?	?!	65.00	65.00	•	There was no target set in advance for this performance indicator as the measurement relates to new statutory assessment criteria introduced in 2013. The target figure is the actual outcome of 65%. Early data collection information indicates that Lincolnshire outcomes of 65% are above the current Local Authority average of 51%. These figures will be confirmed in the 2013 Autumn Statistical Release from the DFE. [Comment provided by Steph Douglas]		

APPENDIX A: Council Priority Activities with comments

Date created: 09-Apr-14
Position as at 31-Mar-14

Symbol Key										
+		•	>>	?						
Green - No Issues	Blue - No significant concerns	Red - Significant issue(s)	Not yet started	Missing information						

	Overall S	Summary									
Activity Name	Feb 2014	Mar 2014	Comment								
Children & Young People So	Children & Young People Scrutiny Committee										
Project											
FWT Troubled Families Page 198	•		The project continues to make progress in terms of the numbers of families identified (ahead of target) and classifying those that are being worked with by FWT or already by partner organisations (ahead of target). We exceeded internal targets on the number of outcome claims made in July 2013 and made a substantial claim in February 2014. We await the release of national data to see how we compare to other authorities. The expansion of the Operational team is complete, the majority of which is through secondments from partner organisations, enabling the project to work directly with a larger number of families itself and meet our objectives in the long-term. The project has also been boosted by commitment from central government in the Comprehensive Spending Review to look to expand the Troubled Families Programme in 2015/16.								

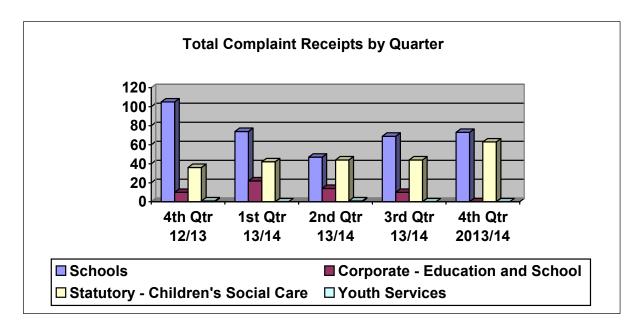
	Overall S	Summary	
Activity Name	Feb 2014	Mar 2014	Comment
Page	?		The Children and Families Bill has now received Royal Assent and so Nationally, we now have a new Children and Families Act 2014 The project is still having to work to a Draft Code of Practice, we understand the 'actual' Code should be available June '14. In addition to the locality co-production events for families, SENCOs workshops, and wider stakeholders events, we are also establishing a method of co-producing with children and young people up-to 25yr. Action for Children Shadow Transition Board, Schools Improvement Team and Educational Psychologists Service are creating opportunities in their community or in school settings. The Project has been an agenda item at the recent Head teacher Breakfast Briefings An initial Draft 1. EHC Plan, along with a Draft Assessment process have been produced and are due to be trialled with a sample of children and young people and families with a variety of complexities over April/May Draft Personal Budgets offer and Draft Transitions processes will also be trialled over April/May We continue to work with the commissioned organisation 'Open Objects' to develop the Local Authority's web-based SEN Local Offer - first view is due 28.4.14. A template for submission by providers has been populated. Education Setting's SEN Local Offer is being supported via specific events through the project. Sally Savage, LCC Assistant Director Children's Services, is now the Project's Sponsor, John O'Connor, LCC Head of Service Children's Services, is now Project Lead The Board have approved a new Project Governance Structure - the task and finish groups have amalgamated into one Delivery Assurance Group which will meet monthly. The Board too will now meet monthly. The Project Sponsor now sits on the Woman and Children's Joint Commissioning Board which will support the Project's need to establish more robust links with Health. CIIr J Hicks is now the Children and Young People Scrutiny Committee Member sitting on the Project's Stakeholder Group
Youth and Community Povelopment			The leases for the outstanding Youth Centres continue to progress. There are three Centres which currently are not progressing towards leases to Community Groups all of which have LCC/Community lead delivery.



Appendix D - Customer Satisfaction Information – Scrutiny Committees

This committee	_		
31st December 2013 252 (235 (235 252 (235 252 (235 252 (235 252 (235 252 (235 (235 252 (235 252 (235 (235 (235 252 (235 252 (235 (235 (235 (235 (235 (235 (235	Children and Young People Scrutiny Committee		
Total number of complaints received across all LCC service area. Total number of complaints relating to Children and Young People Scrutiny Committee Total number of compliments relating to Children and Young People Scrutiny Committee Total number of compliments relating to Children and Young People Scrutiny Committee Total Service Area Complaints Schools Statutory - Children's Care Statutory - Children's Care Statutory - Children's Care Statutory - Children's Care Admission issue O (10) Schools Complaint Reason Admission issue O (10) Schools Complaint Reason Allegation against Head Teacher Allegation against other school staff Attendance Issues Attendance Issues A (6) Bullying - Homophobic O (0) Bullying - Scolal Media D (0) Bullying - Scolal Media D (2) Bullying Issue D (0) Equality Issue D (0) Equality Issue D (0) Equality Issue D (0) Exclusion Issue D (0) Exclusion Issue D (0) Faculatin Susue D (0) Exclusion Issue D (0) Tunes Parental regularity D (5) Racial Issues D (1) Racial Issues D	Date Range for Report		(1 st December –
Telating to Children and Young	received across all LCC service	,	
Total number of compliments relating to Children and Young People Scrutiny Committee	relating to Children and Young	141 (123)	
People Scrutiny Committee Total Service Area Complaints Schools Corporate – Education and School Statutory - Children's Care 63 (44) Youth Service 0 (0)	Total number of compliments	0 (2)	
Total Service Area Complaints Schools Corporate – Education and School School School Statutory - Children's Care 63 (44) Youth Service 0 (0)			
Corporate - Education and School Statutory - Children's Care 63 (44) Youth Service 0 (0)		Schools	78 (60)
School Statutory - Children's Care 63 (44)	Total Service Area Complaints		` ′
Youth Service			0 (10)
Youth Service		Statutory - Children's Care	63 (44)
Allegation against Head Teacher Allegation against other school staff Attendance Issues 4 (6) Bullying – Homophobic 0 (0) Bullying – Gender 0 (0) Bullying – Sender 0 (0) Bullying – Sendi 0 (0) Bullying – Social Media 0 (2) Bullying – Social Media 0 (2) Bullying Issue 14 (11) Class/School Organisation 7 (1) Equality Issue 0 (0) Exclusion Issue 3 (3) Inconsistency in application of rules Meals/Snacks/Drinks 2 (1) Medical 4 (3) Other 8 (6) Parental responsibilities/rights Procedural Irregularity 1 (5) Racial Issues 3 (1) School Neighbours 1 (0) School Uniform 1 (0) SEN 4 (2) Social Media Abuse 0 (0) Truancy Issues 0 (0)			0 (0)
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Allegation against other school staff			8 (7)
School staff			8 (4)
Attendance Issues			(4)
Bullying - Homophobic 0 (0) Bullying - Gender 0 (0) Bullying - Racial 0 (0) Bullying - SEN 2 (2) Bullying - Social Media 0 (2) Bullying Issue 14 (11) Class/School Organisation 7 (1) Equality Issue 0 (0) Exclusion Issue 3 (3) Inconsistency in application 0 (0) of rules 0 (0) Medical 4(3) Other 8 (6) Parental responsibilities/rights Procedural Irregularity 1 (5) Racial Issues 3 (1) School Neighbours 1 (0) School Uniform 1 (0) SEN 4 (2) Social Media Abuse 0 (0) Truancy Issues 0 (0) Unfair treatment by staff 2 (3)			4 (6)
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SEN 4 (2) Social Media Abuse 0 (0) Truancy Issues 0 (0) Unfair treatment by staff 2 (3)			
Social Media Abuse 0 (0) Truancy Issues 0 (0) Unfair treatment by staff 2 (3)			
Truancy Issues 0 (0) Unfair treatment by staff 2 (3)			` '
Unfair treatment by staff 2 (3)			` '
		,	,

Corporate – Education and	Age	0 (0)			
School Complaint Reason	7.90	0 (0)			
Codes					
	Breach of confidence	0 (1)			
	Conduct/Attitude/Rudeness	0 (2)			
	of staff	, ,			
	Delayed Assessment of	0 (0)			
	Service request				
	Disability	0 (0)			
	Disagree with policy	0 (4)			
	Disagree with Procedure	0 (0)			
	Insufficient Information	0 (0)			
	Provided				
	Other	0 (1)			
	Procedure not Followed	0 (0)			
	Procedural - Other	0 (2)			
	Service Delay	0 (0)			
Statutory - Children's Care	Conduct and attitude of staff	20 (14)			
Complaint Reason Codes	Conduct and attitude of stair	20 (14)			
	Breach of confidentiality	3 (1)			
	Bullying	0 (0)			
	Delay in Receiving Service	1 (2)			
	Disagree with Assessment	2 (3)			
	Disagree with Decision	5 (10)			
	Failed Home Care Visit	0 (0)			
	Insufficient Service	5 (1)			
	Lack of Communication	3 (2)			
	Lack of Service	14 (3)			
	Missed Call	0 (0)			
	Other	6 (3)			
	Policy	1 (0)			
	Procedure	0 (4)			
	Quality of Service	2 (0)			
	Racial discrimination	0 (1)			
	Reduction in Service	0 (0)			
	Refusal of Service	0 (0)			
	Religious and cultural issues	0 (0)			
	Standard of Care	1 (0)			
	Undue Delay is Service	0 (0)			
	Response				
Youth Service Complaint	Conduct/Attitude/Rudeness	0 (0)			
Reason Codes	of staff				
Nouce Tours	Procedural – Other	0 (0)			
		,			
Service Area Compliments	Schools	0 (0)			
	Corporate - Children's	0 (2)			
	Statutory - Children's Care	0 (0)			
How many I CC Cornerate	In O4 there were a system area	r which was upoble			
How many LCC Corporate complaints have not been	In Q4 there was a system erro				
resolved within service standard	to produce the timescale data. This will be rectified for Q1 2014/15 (4)				
Number of complaints referred		i ii io (+)			
to Ombudsman	12 (17)				
	l .				



LCC Overview of Complaints

The total number of LCC complaints received for this quarter (Q4) shows a 4.8% increase on the previous quarter (from 123 to 141). However, when comparing this quarter with Q4 2012/13 this is an 11.6% decrease.

Children's and young people's Services Overview of Complaints

Children's services received a 15% increase (18 complaints) in the number of complaints received compared to quarter 3. However there is a 7% decrease in the number of complaints received compared to quarter 4 2012/13.

School Complaints

Complaint receipts for Schools in quarter 4 shows an increase of 13% compared to the previous quarter.

Quarter 4 complaints are up from quarter 3 (from 69 to 78) and represent the highest volume for all quarters within the 2013/2014 reporting period. However, this represents considerably fewer complaints than for quarter 4 of 2013 (105 complaints).

As usual, bullying represents the principle reason for contact with LCC. The School Liaison Officer has supported parents and schools in seeking to resolve numerous of these complaints, and has also referred schools to the services of the LCC Antibullying Lead Officer.

We continue to see issues with allegations being made against members of staff and a number of these have led to further complaints regarding school organisation where allegations have led to suspension of staff. The School Liaison Officer has fielded enquiries to reassure parents and liaised with CfBT to ensure a consistent response.

The category 'other' covers those complaints that do not sit within any of the existing categories and covers a diverse range of complaints. Recent examples range from complaints that parents have not been told all the details when they suspect a member of staff has been suspended to allegations of inappropriate touching of pupils by other pupils.

Education and School (Corporate) Complaints

Education and School corporate complaint received no complaints this quarter.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 4 for Children's Social Care have significantly increased by 43% (19 complaints). Following the trend over the past 5 quarters, 'Conduct and Attitude of staff' remains the highest reason for complaints. 38% of Children's Care complaints this quarter were related to 'conduct and attitude of staff'.

Overall Children's and Young People Compliments

There were no compliments this quarter for Children's and young people.

Ombudsman Complaints

In quarter 4, 12 LCC complaints were registered with the ombudsman. 4 of these complaints were considered by the Ombudsman. Children and Young People received 1 complaints considered by the ombudsman.

Further in-depth analysis, if required, is available by contacting the Quality and Performance team on 01522 782037 (ext 50037).

Agenda Item 12



Report Reference: Policy and Scrutiny

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to: Children and Young People Scrutiny Committee

Date: 13 June 2014

Subject: Children and Young People Scrutiny Committee Work

Programme 2014

Summary:

This item enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year.

Actions Required:

- (1) To comment and agree on the content of the work programme, as set out in Appendix A to this report.
- (2) To note the content of the Children's Services Forward Plan, as set out in Appendix B to this report.

1. Background

Current Work Programme

At every meeting of the Committee, Members are invited to consider their future Work Programme and to agree on items to be included in the Work Programme. The current work programme for the Committee is attached at Appendix A to this report.

Forward Plan

Also attached at Appendix B for the Committee's consideration is a list of the intended decisions of the Executive or Executive Councillor for Adult Care and Health Services, Children's Services, which fall within the remit of the Children and Young People Scrutiny Committee.

Scrutiny Activity Definitions

Set out below are the definitions used to describe the types of scrutiny, relating to the items:

<u>Budget Scrutiny</u> - The Committee is scrutinising the previous year's budget, the current year's budget or proposals for the future year's budget.

<u>Pre-Decision Scrutiny</u> - The Committee is scrutinising a proposal, prior to a decision on the proposal by the Executive, the Executive Councillor or a senior officer.

<u>Performance Scrutiny</u> - The Committee is scrutinising periodic performance, issue specific performance or external inspection reports.

<u>Policy Development</u> - The Committee is involved in the development of policy, usually at an early stage, where a range of options are being considered.

<u>Consultation</u> - The Committee is responding to (or making arrangements to respond to) a consultation, either formally or informally. This includes preconsultation engagement.

<u>Status Report</u> - The Committee is considering a topic for the first time where a specific issue has been raised or members wish to gain a greater understanding.

<u>Update Report</u> - The Committee is scrutinising an item following earlier consideration.

<u>Scrutiny Review Activity</u> - This includes discussion on possible scrutiny review items; finalising the scoping for the review; monitoring or interim reports; approval of the final report; and the response to the report.

2. Conclusion

That consideration is given to the content of this report.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

These are listed below and attached at the back of the report											
Appendix A	Children an	Children and Young People Scrutiny Committee Wo									
	Programme	Programme									
Appendix B	Children's Sei	Children's Services Forward Plan									

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Theme: "That every child, in every part of the county should achieve their potential"

Chairman: Councillor John Hough Vice Chairman: Councillor Bob Adams

13 June 2014						
Item	Contributor	Purpose				
Frontline Social Workers and Safeguarding Scrutiny Review – Draft Final Report	Tracy Johnson Scrutiny Officer	Scrutiny Review Activity				
Proposal to expand the capacity at Scampton Pollyplatt Primary School (Final Decision)	Michelle Andrews Interim Head of Property and Technology Management	Pre-Decision Scrutiny (Executive Councillor decision on 27 June 2014)				
Proposal to expand the capacity at Cranwell Primary School (Final Decision)	Michelle Andrews	Pre-Decision Scrutiny (Executive Councillor decision on 27 June 2014)				
Transition arrangements for children and young people with Special Educational Needs	Stuart Carlton Assistant Director Sheridan Dodsworth Head of Service SEND	Status Report				
Lincolnshire Safeguarding Boards Scrutiny Sub- Group Update	Cllr Ron Oxby Chairman of the Scrutiny Sub Group	Member Report				
Review of the method of appointing Local Authority Governors on Maintained schools	Keith Batty Assistant Director of CfBT Education Services Hilary Wells Principal Administrative Officer, Governor Support	Pre-Decision Scrutiny (Executive Councillor decision on 27 June 2014)				
Theme Performance: Quarter 4	and Development Sally Savage Assistant Director	Performance Scrutiny				

25 July 2014							
Item	Contributor	Purpose					
Domiciliary Care	Lynn Brammer	Pre-Decision Scrutiny					
Commissioning Review	Interim Commissioning	(Executive decision on 2					
(EXEMPT)	Team Manager	September 2014)					
Commissioning of Youth	Phil Taylor	Pre-Decision Scrutiny					
Housing Services	Lincolnshire Youth	(Executive decision on 2					
(EXEMPT)	Housing Coordinator	September 2014)					

	25 July 2014						
Item	Contributor	Purpose					
Proposal to expand the capacity at Lincoln The Sir Francis Hill Community Primary School (Final Decision)	Michelle Andrews	Pre-Decision Scrutiny (Executive Councillor decision on 8 August 2014)					
Proposal to expand the capacity at Lincoln St Faith's CofE Infant & St Faith and St Martin CofE Junior schools (Final Decision)	Michelle Andrews	Pre-Decision Scrutiny (Executive Councillor decision on 8 August 2014)					
Proposal to amend the age range at Ash Villa School	Paul Copping Head of Service for Special Schools	Pre-Decision Scrutiny (Executive Councillor decision on 8 August 2014)					
Strategic Priorities for 16 – 19 (25) Education and Training for 2015/16	Stuart Carlton	Policy Development					
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report					
Universal Free School Meals	Tony McGinty Assistant Director – Healthy Communities	Status Report					

12 September 2014						
Item	Contributor	Purpose				
Selection of an operator	Michelle Andrews	Pre-Decision Scrutiny				
for a new primary		(Executive Councillor				
academy in North		decision on 26 September				
Hykeham (Final Decision)		2014)				
Strategic Priorities for 16 –	Stuart Carlton	Pre-Decision Scrutiny				
19 (25) Education and		(Executive decision on 7				
Training for 2015/16		October 2014)				
Theme Performance:	Sally Savage	Performance Scrutiny				
Quarter 1						
Lincolnshire Safeguarding	Cllr Ron Oxby	Member Report				
Boards Scrutiny Sub-						
Group Update						
Education Support	Andrew McLean	Status Report				
Services (CfBT) including	Head of Service -					
Governance	Children's Commissioning					
Arrangements and School						
Performance	Keith Batty					
Additional Item						

17 October 2014							
Item	Contributor	Purpose					
Fundamental Budget		Budget Scrutiny					
Review 2015/16 – 2018/19	Executive Director of						
	Children's Services						
Review of Short Break	Lynn Brammer	Pre-Decision Scrutiny					
Services for Children with		(Executive decision on 4					
Disabilities	011 14 5 1 1 1	November 2014)					
Frontline Social Workers	Cllr Mrs Patricia Bradwell	Scrutiny Review Activity					
and Safeguarding Scrutiny	Executive Councillor for						
Review – Executive	Adult Care, Health						
Response	Services, and Children's						
Cabaal Adminaiana and	Services	Compting Davies Activity					
School Admissions and	John O'Connor	Scrutiny Review Activity					
Exclusions Scrutiny	Head of Service School						
Review – Monitoring	Support						
Update							
Corporate Parenting Panel	Cllr David Brailsford	Member Report					
Update							
Additional Item							

28 November 2014						
Item	Contributor	Purpose				
Theme Performance: Quarter 2	Sally Savage	Performance Scrutiny				
Lincolnshire Safeguarding Boards Scrutiny Sub- Group Update	Cllr Ron Oxby	Member Report				
Additional Item						
Additional Item						
Additional Item						
Additional Item						

Items to be Scheduled

Lincolnshire Health and	David O'Connor	Pre-Decision Scrutiny
Care – Proposal and	Programme Director	
Business Case for Change	Lincolnshire Health and	
	Care	
Support and Aspiration for	Sheridan Dodsworth	Status Report
Children with Special		
Educational Needs	John O'Connor	
Overview of Education	Debbie Barnes	Status Report
Inclusion Review	Keith Batty	Status Report
Strengthening	TBC	Status Report
partnerships between		
Diocesan church school		
providers and LA		
providers for education		
Community Access to	Keith Batty	Update Report
School Facilities – Interim		
report		
Stamford Endowed	Keith Batty	Update Report
Schools Scholarship		
Tapering- Interim (4th		
Year) Review		
Closing the Gap - an	Tim Culpin	Update Report
update from the	Head of School	
Programme Board	Improvement	
(including updates on		
closing the gap for pupils	Maggie Freeman	
eligible for FSM)	Head of Service 11-19	
School PE, Sport and	Philip Garner	Update Report
Physical Activity: The	Specialist Programme	
development of the	Manager	
Legacy Challenge across	Public Health	
Lincolnshire		
Regional Commissioners	TBC	Status Report
Child Poverty Action Plan	Andrew McLean	Update Report
Themes - Poverty of		
Access, Economic		
Poverty, Poverty of		
Aspiration		
Anti Bullying	TBC	Status Report
Opportunities for Post-16	Maggie Freeman	Update Report
Learning		

Theme Outcomes

The Children and Young People Scrutiny Committee is aligned to the five principles set out in the Children and Young People's Plan 2012-2015:

1. Early Intervention and Prevention

• Strong universal services, providing early action and intensive support to vulnerable children and young people.

2. Safeguarding and Best Start in Life

- Ensuring children are safe in every environment.
- Encouraging community responsibility for safeguarding.

3. Aspiration and Well Being

- Ensuring all those working with children champion the importance of aspiration.
- Develop self-esteem, self-belief and resilience in all children, young people and their families.

4. Learning and Achievement

- All children being the best that they can be.
- Closing the gap between vulnerable groups and children living in disadvantaged communities.

5. Best Use of Resources

- Integrating delivery with a focus on outcomes, life chances and opportunities.
- Effective use of resources to provide better services locally.
- Empower communities, creating opportunities for them to engage.

For more information about the work of this Committee please contact Tracy Johnson, Scrutiny Officer, on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

APPENDIX B

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 2 JUNE 2014

	DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
10	006427	Proposal to expand the capacity at Cranwell Primary School (Final Decision)	Friday, 27 June 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County District and Parish Councils, MPs, Trade Unions and Diocese	Report	Head of Property and Technology Management Tel: 01522 553269 Email: michelle.andrews@lincol nshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Ruskington and Cranwell; Sleaford; Sleaford West and Leasingham
Page	006428	Proposal to expand the capacity at Scampton Pollyplatt Primary School (Final Decision)	Friday, 27 June 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County District and Parish Councils, MPs, Trade Unions and Diocese	Report	Head of Property and Technology Management Tel: 01522 553269 Email: michelle.andrews@lincol nshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Gainsborough Rural South; Nettleham and Saxilby; Welton Rural
	006794	Changes to the Appointment of Local Authority Governors	Friday, 27 June 2014	Executive Councillor: Adult Care and Health Services, Children's Services		Report	Executive Director of Children's Services Tel: 01522 553200 Email: debbie.barnes@lincolns hire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	All Divisions
10	006623	Proposal to amend the age range at Ash Villa School (Final Decision)	Friday, 8 August 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Head of Service - Vulnerable Children (CFBT) Tel: 01522 553342 Email: pcopping@cfbt.com	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Ruskington and Cranwell; Sleaford; Sleaford Rural South; Sleaford West and Leasingham

1006621	Proposal to expand the capacity at Lincoln The Sir Francis Hill Community Primary School (Final Decision)	Friday, 8 August 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Head of Property and Technology Management Tel: 01522 553269 Email: michelle.andrews@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Bassingham Rural; Lincoln Birchwood; Lincoln Boultham; Lincoln Bracebridge; Lincoln East; Lincoln Glebe; Lincoln Moorland; Lincoln North; Lincoln Park; Lincoln West; Skellingthorpe and Hykeham South
Page 213	Proposal to expand the capacity at Lincoln St Faith's CofE Infant and St Faith and St Martin CofE Junior Schools (Final Decision)	Friday, 8 August 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Head of Property and Technology Management Tel: 01522 553269 Email: michelle.andrews@lincol nshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Bassingham Rural; Hykeham Forum; Lincoln Birchwood; Lincoln Boultham; Lincoln Bracebridge; Lincoln East; Lincoln Glebe; Lincoln Hartsholme; Lincoln Moorland; Lincoln North; Lincoln Park; Lincoln West; Skellingthorpe and Hykeham South
1006948	Commissioning of Youth Housing Service	Tuesday, 2 September 2014	Executive	Young people; current service users; current service providers; Homeless Strategy Group; and Youth Housing Strategy Delivery Board	Exempt Report	Lincolnshire Youth Housing Coordinator Tel: 07775026264 Email: phil.taylor@lincolnshire.g ov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	

1007065 New!	Domiciliary Care Commissioning Review	2 September 2014	Executive	Care leavers and looked after children	Exempt Report	Interim Commissioning Team Manager Tel: 01522 554076 Email: lynn.brammer@lincolnsh ire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	
1006812	Selection of an operator for a new primary academy in North Hykeham (Final Decision)	Friday, 26 September 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County District and Parish Councils, MPs, Trade Unions and Diocese	Report	Head of Service - Property and Technology Management Tel: 01522 553269 Email: michelle.andrews@lincol nshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Hykeham Forum; Skellingthorpe and Hykeham South
1006945	Strategic Priorities for 16 - 19 (25) education and training for 2015/16	Tuesday, 7 October 2014	Executive	Children and Young People Scrutiny Committee	Report	Head of Service 14 - 19 Email: maggie.freeman@lincoln shire.gov.uk Tel: 01522 552753	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions