



County Offices
Newland
Lincoln
LN1 1YL

25 August 2021

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 3 September 2021 at 10.00 am in the Council Chamber, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

Debbie Barnes OBE
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(11 Members of the Council and 3 Added Members)

Councillors R J Kendrick (Chairman), W H Gray (Vice-Chairman), S A J Blackburn, T A Carter, R J Cleaver, K H Cooke, Mrs J E Killey, C Matthews, N Sear, J Tyrrell and M A Whittington

Added Members

Church Representative: Reverend P A Johnson

Parent Governor Representatives: Mrs M R Machin and Miss A E I Sayer

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 3 SEPTEMBER 2021**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interest	
3	Minutes of the Children and Young People Scrutiny Committee meeting held on 16 July 2021	5 - 10
4	Announcements by the Chairman, Executive Councillor for Children's Services, Community Safety and Procurement and Chief Officers	Verbal Report
5	High Needs Transformation Programme Update <i>(To receive a report from Carrie Forrester, Programme Manager (Special Education Needs and Disability (SEND) Transformation), which provides the Committee with an update on the High Needs Transformation Programme. Sheridan Dodsworth, Head of SEND and Mary Meredith, Head of Inclusion and High Needs Strategy will also be in attendance for this item)</i>	11 - 52
6	Children in Care Transformation Programme Update <i>(To receive a report from Tara Jones, Head of Service – Children in Care Transformation, which provides the Committee with an update of the Children in Care Transformation Programme)</i>	53 - 84
7	Family Adoption Links - Regional Adoption Agency Progress Update <i>(To receive a report from John Harris, Head of Service – Regional Adoption Agency, which provides the Committee with a progress update relating to the development of the Regional Adoption Agency – Family Adoption Links)</i>	85 - 92
8	Service Level Performance against the Corporate Performance Framework - Quarter 1 <i>(To receive a report from Jo Kavanagh, Assistant Director – Early Help, which summarises for the Committee the Service Level Performance against the Corporate Performance Framework for Quarter 4, for measures that are above or below the target range)</i>	93 - 112
9	Children and Young People Scrutiny Committee Work Programme <i>(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which enables the Committee to consider and comment on the contents of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit)</i>	113 - 118

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Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

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

Contact details set out above.

Please note: This meeting will be broadcast live on the internet and access can be sought by accessing [Agenda for Children and Young People Scrutiny Committee on Friday, 3rd September, 2021, 10.00 am \(moderngov.co.uk\)](#)

All papers for council meetings are available on:
<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**CHILDREN AND YOUNG PEOPLE SCRUTINY
COMMITTEE
16 JULY 2021**

PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)

Councillors W H Gray (Vice-Chairman), S A J Blackburn, T A Carter, R J Cleaver, Mrs J E Killey, C Matthews, N Sear, J Tyrrell and M A Whittington.

Councillor: S P Roe (Executive Support Councillor for Children's Services, Community safety and Procurement) attended the meeting as an observer.

Officers in attendance:-

Katrina Cope (Senior Democratic Services Officer), Tracy Johnson (Senior Scrutiny Officer), Eileen McMorrow (Programme Manager, Special Schools Strategy), Dave Pennington (Head of Property Development), Martin Smith (Assistant Director for Children's Education) and Janice Spencer OBE (Assistant Director of Children's Safeguarding).

9 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillor K H Cooke, The Rev Philip Johnson (Church Representative), Mrs M R Machin (Parent Governor Representative) and Miss A E I Sayer (Parent Governor Representative).

Apologies for absence were also received from Councillor Mrs P A Bradwell OBE (Executive Councillor Children's Services, Community Safety and Procurement), Heather Sandy (Executive Director – Children's Services), and Jo Kavanagh (Assistant Director – Early Help).

10 DECLARATIONS OF MEMBERS' INTEREST

No declarations of members' interest were received at this stage of the meeting.

11 MINUTES OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE MEETING
HELD ON 25 JUNE 2021

RESOLVED

That the minutes of the Children and Young People Scrutiny Committee meeting held on 25 June 2021 be received and signed by the Chairman as a correct record.

12 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR CHILDREN'S SERVICES, COMMUNITY SAFETY AND PROCUREMENT AND CHIEF OFFICERS

The Chairman confirmed that three workshops had now been arranged for members of the Committee with each Assistant Director in Children's Services. Dates and times for the workshops were as follows:

- Monday 19 July 2021 at 11.00am – Janice Spencer, Assistant Director – Children's Safeguarding;
- Tuesday 27 July 2021 at 2.00pm – Martin Smith, Assistant Director – Children's Education;
- Friday 30 July 2021 at 2.00pm – Jo Kavanagh, Assistant Director – Early Help.

It was highlighted that all the workshops were to be held via Teams and the Chairman encouraged all members to attend the workshops if possible.

The Committee noted that the Chairman was proposing to take a ten minute break before item 8 on the agenda.

13 SERVICE LEVEL PERFORMANCE AGAINST THE CORPORATE PERFORMANCE FRAMEWORK - QUARTER 4

The Chairman invited Janice Spencer OBE, Assistant Director – Children's Safeguarding to present the report to the Committee, which summarised the Service Level Performance against the Corporate Performance Framework for Quarter Four.

The Committee was advised that there were 11 measures that should have been reported on for Quarter Four. Of the 11 measures, it was highlighted that seven had achieved their target; and four measures had been unable to be reported on due to the Covid-19 pandemic.

Appendix A to the report provided a copy of the Performance Measure Summary for the Committee's consideration.

The Committee was invited to review and comment on the performance.

During discussion, the Committee commented on the following:

- An observation was made that an historic graph on page 14 of the report still made reference to the term Looked After Children; it was believed that this term had been changed to Children in Care;
- Some concern was raised regarding the educational achievements as a result of the pandemic; and as a result of this when it was likely the Committee would start to see the return of any data; and whether any mitigation had been put in to place to take the non-availability of data into consideration. The Committee was advised that the impact of the pandemic would be felt over a number of years and that measures

were in place to support children's education. It was highlighted that the focus of recovery was being held centrally by the Department of Education and that Ofsted's role had been to identify the impact of provision and what needed to be done to help recovery from the pandemic. The Committee noted that there had been a national review report by Sir Kevan Collins, the Government's former education recovery commissioner, regarding educational recovery and funding that had been made available to schools to help them in their recovery process. It was noted further that local authorities should not collect data, as the data was not comparable. The Committee was advised that all schools had worked very hard to meet the deadline for the teacher assessment process for the children's results in August. In conclusion, the Committee noted that the local authority had adopted a long term view approach and would be working closely with the Regional Schools Commissioner with regard to the recovery of education in Lincolnshire schools;

- Clarity was sought as to what was meant by the term 'participating in learning' (page 27 of the report pack). The Committee was advised that children in care participated in all forms of learning. It was noted that children in care were not disadvantaged in any way, although some courses might be structured differently, the children in care would be on roll and participating in education. Officers agreed to provide members of the Committee with further information as to the level of participation;
- Page 29 – Care Leavers in suitable accommodation. Reassurance was given that a high percentage of care leavers were in suitable accommodation. Praise was extended to all district councils for their support to children in care;
- Comparable statistics. The Committee noted that the Council was aligned to comparable local authorities for statistical information;
- Page 25 - The impact the pandemic had on the achievement gap between pupils eligible for free school meals (FSM) and their non-FSM eligible peers nationally at Key Stage 4. The Committee noted that schools were deploying the national tuition programme and summer schools were being arranged. The Holiday and Activity Fund for engagement had been made available for schools to focus on this particular group to help narrow the gap. The Committee noted that over 4,000 digital devices had been handed out to pupils through Local Authority maintained schools; as well as schools deploying other devices. A request was made for further information regarding the participation of the young people in these activities;
- How performance would be calibrated going forward. The Committee was advised that schools had accommodated the teacher assessment process really well. How that impacted on future choices would be a topic for debate over the next few years. A further question asked was what could be done to monitor any alternative data. The Committee was advised that the local authority could not request data from schools, however, it was felt that some alternative data could be gathered to identify how schools were delivering statutory functions;
- Page 31 - Juvenile first time offenders - The Committee noted that data was still not available from the Youth Justice Board. It was highlighted that a lot of restorative work was being undertaken; and a request was made for some internal data to be provided to the Committee to be able to monitor levels and have some assurances, in the absence of Youth Justice Board data being available. Officers agreed to look into

the request and that the information would be forwarded on to all members of the Committee.

RESOLVED

That the service level performance against the Corporate Performance Framework for Quarter Four be received.

14 PROPOSALS FOR SCRUTINY REVIEWS

The Chairman invited Tracy Johnson, Senior Scrutiny Officer to present the report, which invited the Committee to consider whether it would like to make any suggestions for in-depth scrutiny reviews. Any topics put forward would then be considered by the Overview and Scrutiny Management Board at its meeting on 30 September 2021.

Detailed at Appendix A to the report was a copy of the Scrutiny Prioritisation Toolkit, to help the Committee in selection of the right type of topics.

On pages 37 and 38 of the report, the Executive Director of Children's Services had suggested two topics for consideration by the Committee. These were: Young Carers and Restoring Family Relationships.

Following a short discussion, reference was made to the number of job vacancies in Lincolnshire and how many young people over eighteen would be entering in to the job market and what the economic consequence would be. It was highlighted that matters such as this would be picked up by Economic Development within the Place Directorate.

The Committee agreed to the two suggestions detailed on pages 37 and 38 of the report pack.

RESOLVED

That the following two topics be put forward for consideration by the Overview and Scrutiny Management Board on 30 September 2021: -

- Young Carers; and
- Restoring Family Relationships.

15 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

The Chairman invited Tracy Johnson, Senior Scrutiny Officer to present the report to the Committee.

Details of the Committee's planned items were shown pages 43 to 46 of the report pack. Appendix A to the report advised the Committee of the Executive Councillor decisions to be taken up to 30 November 2021.

The Committee was advised that the next meeting of the Children and Young People Scrutiny Committee would be held on 3 September 2021.

A request was made for the availability of informal Lincolnshire County Council information for the performance indicators where no data had been readily available for the Committee to consider. Officers agreed to look into the request.

RESOLVED

That the work programme presented be agreed.

16 EXCLUSION OF PUBLIC AND PRESS

RESOLVED

That under Section 100(A) of the Local Government Act 1972, the press and public be excluded from the meeting for the following two items of business on the grounds that they are considered to contain exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended.

17 EXPANSION OF THE PRIORY SCHOOL, SPALDING

Consideration was given to an exempt report from Dave Pennington, Head of Property Development, which invited the Committee to consider and comment on the expansion of The Priory School, Spalding, prior to a decision being taken by the Leader of the Council (Executive Councillor for Resources, Communications and Commissioning) between 26 and 30 July 2021.

RESOLVED

That the Children and Young People Scrutiny Committee unanimously supported the recommendations as detailed on page 54 of the exempt report pack.

18 EXPANSION OF THE ST CHRISTOPHER'S SCHOOL, LINCOLN

Consideration was given to an exempt report from Dave Pennington, Head of Property Development, which asked the Committee to consider and comment on the expansion of St Christopher's School, Lincoln, prior to a decision being taken by the Leader of the Council (Executive Councillor for Resources, Communications and Commissioning) between 26 and 30 July 2021.

6

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

16 JULY 2021

RESOLVED

That the Children and Young People Scrutiny Committee unanimously supported the recommendations as detailed on page 70 of the exempt report pack.

The meeting closed at 11.43 am



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 September 2021
Subject:	High Needs Transformation Programme Update

Summary:

This report provides the Committee members with an update on the High Needs Transformation Programme.

Actions Required:

The Committee is invited to seek assurance regarding the purpose and progress of the High Needs Transformation Programme.

1. Background

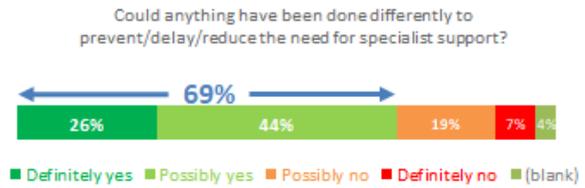
High Needs Transformation Programme

A key aim of the Government's Special Educational Needs and Disabilities (SEND) reforms (2014) was to promote high quality SEN support in schools, enabling more children to have their needs met without the need for an Education Health and Care Plan (EHCP). Another aim was to strengthen inclusion within mainstream schools so that the vast majority of pupils with an ECHP could be educated alongside their peers.

Over the last few years there has been a rise nationally in the number of children with Education Health and Care Plans (EHCPs) who are educated in special rather than mainstream schools. This increase has put a significant pressure on the availability of local provision for children with SEND as well as our High Needs Block (HNB).

Lincolnshire's rise in EHCPs was sharper than both the regional and national averages creating unsustainable pressure within the system. To understand and mitigate the rising demand, Lincolnshire County Council commissioned IMPOWER to work in partnership with the Local Authority (LA) to review SEND and high needs support.

This review found that there were significant opportunities to intervene earlier. In 69% of the cases reviewed by multi-agency professionals it was felt that something could have been done differently to prevent, delay or reduce the need for high level specialist support.



Reviewers who stated something could have been done differently often felt that available services had not been used, or there was lack of evidence of a robust graduated approach. It was considered that there were children with all types of special educational needs where the need for an EHCP could have been avoided but particularly for Communication and Interaction, and Social, Emotional and Mental Health needs.

IMPOWER Key Findings October 2019



Reviewers identified missed opportunities across family support, including local groups, parenting programmes and mental health support. Therefore, there are opportunities to enhance early intervention for children and young people with SEND, in order to minimise the need for high level support.

Working in partnership with a wide range of stakeholders, including young people; parents; early years' providers; schools and post-16 providers; and local authority officers, and in collaboration with Impower consultancy and Lincolnshire Parent Carer Forum, we have developed a High Needs Strategy defining our inclusive ambition as follows:

1. Children and young people, parent/carers and professionals will have a strong understanding of the graduated approach and support available in Lincolnshire. Children and families will feel supported by their community and have confidence with the SEND system, because the right support is provided at the right time.

2. Mainstream settings have strong knowledge and understanding of supporting children with additional needs and are able to use sophisticated ways to teach social and emotional skills. Settings are able to work together with families to ensure that the home environment reflects the support taking place within the school practice, in order to best meet a child or young person's needs.
3. We will move away from exclusions to recognise that behaviour is a communication of need. In response to this need professionals are able to wrap services around a child, helping to meet their need in an inclusive way.
4. We will have high aspirations for our children and young people with additional needs, using plans to help meet needs and achieve outcomes, meaning higher academic achievement, increased personal resilience, increased socialisation and more resilient adults after education.

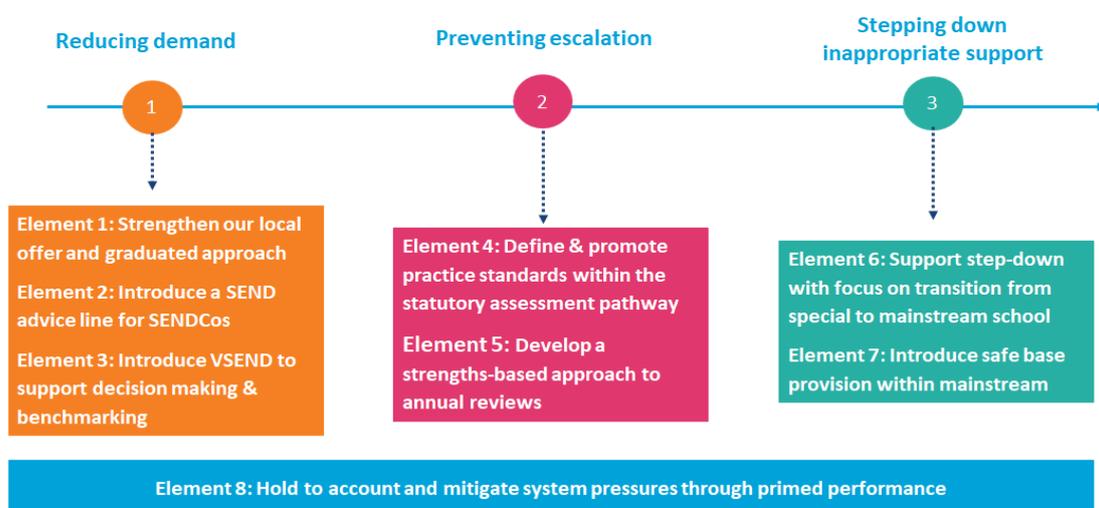
High Needs Strategy

Lincolnshire High Needs Strategy 2021-23 (HNS) is underpinned by a moral and ethical commitment to strengths-based practice, and the social model of SEND which is about removing the barriers to access, rather than focusing on 'within child' deficits. See Appendices A and B for HNS.

There are eight essential elements detailed in the High Needs Strategy designed to translate the strength based vision into reality in practice.

Eight elements | Planned work improves outcomes right across the child's journey

The High Needs Strategy is based on eight elements of work, each of which has an internal workstream. These elements are designed to deliver right across the high needs system:



Reducing Demand at Front Door

The first three workstreams (shown below) focus on the graduated approach, improving earlier identification and support to meet needs and reduce new demand.

- **One: Strengthen our local offer and graduated approach**
- **Two: Introduce a SEND advice line for SENDCos**
- **Three: Introduce VSEND to support decision making and benchmarking**

Lincolnshire Local Offer

The revised [Local Offer](#) is now live on the new JADU platform and feedback is positive including that the new site is easier to navigate and more user friendly.

"Everything works so much better than it did before – WELL DONE!" (Lincs Young Voices)

"Much more visually appealing ...

Blocks of content not overwhelming and clear differentiation between content" (Health Manager)

SEND Local Offer

Lincolnshire's Local Offer - find everything you need to know about SEND in one place

The Local Offer brings together information for children and young people with special educational needs and disabilities and their families.

Search for services >

- Where to start with SEND**
About the special educational needs and disabilities (SEND) local offer.
- Early years and childcare**
Information about children's centres, portage and health visitors.
- Wellbeing advice**
Local health services available to children and young people with SEND.
- Support with education**
How to choose a school, move into further education and get transport.
- Preparing for adulthood**
Jobs, money, housing and transition from children to adult's services.
- Your views and feedback**
Share your views about how you think we can improve our Local Offer.

LOCAL OFFER LINCOLNSHIRE

Quick links

- [Holiday Activities and Food \(HAF\) programme](#)
- [Identify and support SEND](#)
- [Local SEND information, advice and support](#)
- [Read the SEND Code of Practice](#)
- [Help with childcare costs](#)
- [Tell Us How We Can Improve](#)

Ask SALL - advice for professionals

Are you eligible for free childcare?

Valuing SEND and Inclusion Toolkit

Valuing SEND and the SEND Inclusion Toolkit offer a comprehensive, one-stop shop for support in delivering the graduated approach. Training sessions have been widely available and the Inclusion Toolkit is currently being piloted with a number of schools and Early Years settings in advance of its launch more widely in Lincolnshire. Feedback is extremely positive with testers saying the toolkit is extremely helpful to their role. Work will shortly commence to develop digital versions of both the Inclusion Toolkit and VSEND to enable quick and easy access to a range of resources.

"I love [the SEND Inclusion Toolkit] already - just been to the Sensory section, found a great website and shared that with staff working with a little boy with profound hearing loss" (SENDCo /Deputy Head)

"Valuing SEND is simple and strategic. Its scale and statements provide information without jargon and this is crucial for getting parents on board. It really brings clarity to the graduated approach for staff and parents." (SENDCo)

“The use of VSEND helped build our School Development Plan and to see where there were holes” (Head teacher)

Ask SALL (SEND Advice Line for Lincolnshire)

The Ask SALL team has supported 220 settings since September, providing the right support at the right time for almost 400 children with additional needs. The team behind Ask SALL are experts in the graduated approach and the local offer with 75% of calls resolved in the first consultation without escalation to a one-off appointment with an Educational Psychologist (EP); this is undoubtedly contributing to the reduction in system wide pressure. Each consultation is an intervention in itself, maximising the strengths and networks of each individual practitioner.

- Ask SALL has reduced the likelihood for statutory SEND services in 50% of cases, where settings indicated a request for assessment was a likely option upon contact. This has potentially prevented 60 cases progressing into the statutory process, due to SALL intervention.
- Of those most complex cases that progress to a one-off EP appointment, 60% are prevented from entering the statutory SEND arena.
- An incredible 78% of all cases who have received SALL advice have not so far requested an EHC Needs Assessment (EHCNA) after contact.

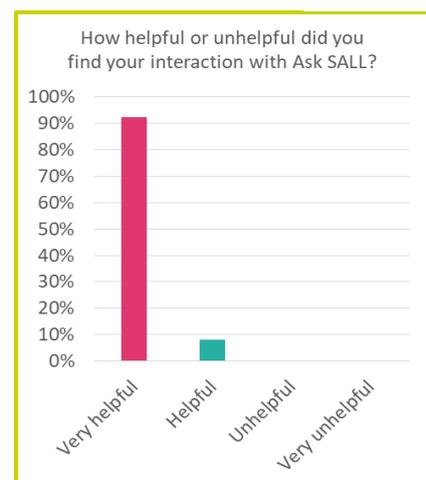
The low numbers of requests for EHCNA following contact with Ask Sall demonstrates early signs of impact and potential cost avoidance as the needs of children and young people are being met earlier and escalation of needs prevented. The advisors are now proactively engaging with settings who most need support through a relationship management approach and to date have engaged with almost 50% of all Lincolnshire primary schools and 50% of all Lincolnshire secondary schools.

Feedback is overwhelmingly positive with 100% of respondents saying they would ‘definitely’ use the service again.

“Knowledgeable [staff] and made you feel as though someone understood the issues presented and offered solutions or a pathway to solving an issue.”

“Thank you and your team for the amazing service again, it is such a valuable service we are so lucky to have. It saves time and focuses our support with children and families in school to where it needs to be; directly with them.”

Figure A

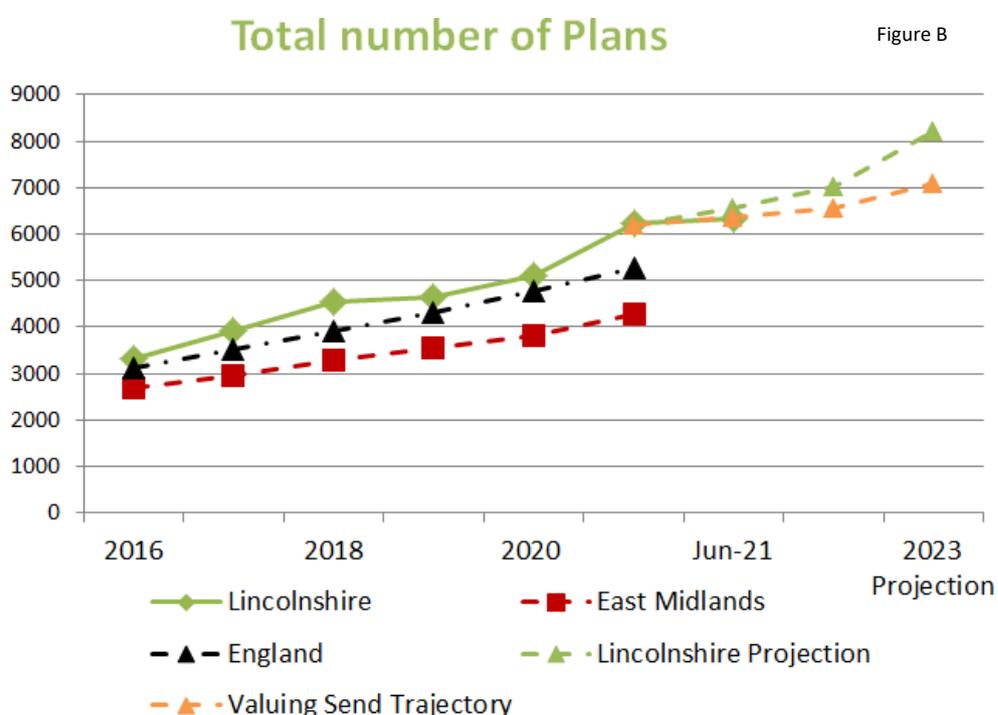


Preventing Escalation - Right Support, at Right Time in the Right Place

Workstreams Four and Five identify improvements to statutory SEND and more robust practice standards reducing escalation of need and ensuring children and young people are receiving the right support, at the right time and in the right place.

- **Four: Define and promote practice standards within the statutory assessment pathway**
- **Five: Develop a strengths-based approach to annual reviews**

The overall number of plans in Lincolnshire, 6,324 in June, remains below Lincolnshire's ambitious trajectory (10% decrease). This is a result of fewer requests in the period after lockdown, the interventions of Ask SALL and the robust evaluation, challenge and support of the newly introduced allocation panel as part of the statutory assessment pathway.



Impact of Covid

There were 76,000 initial requests for an EHC plan in England during 2020, down from 82,300 in 2019 and the first decrease since EHC plans were introduced. This is an 8% decrease on the previous year. Lincolnshire saw a 23% reduction in 2020. The 15% difference indicates the impact of the early Transformation work.

Allocations Panel

The aim of the early intervention strategies is to change culture and practice so that only appropriate requests for an EHC Needs Assessment are made. The robust process at the multidisciplinary six week allocations panel evaluates all requests, with the child at the centre, to ensure only those who need a full assessment have this undertaken. This

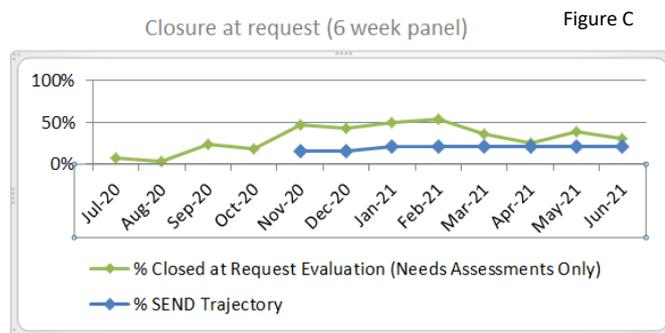
approach is not about reducing assessments by a specific target number but is about ensuring the right support for individual children is provided in the most appropriate way. Full feedback is provided for those which do not progress to assessment to identify how needs can be managed through the graduated approach. This includes a follow up call from Ask SALL where appropriate support and actions required are discussed.

Whilst we remain under the predictive number of new requests, we have seen an increase in numbers requesting assessment over the last few months. This is expected in the later part of the academic year due to settings progressing requests before a child moves year groups, which may be due to a level of anxiety about transition to new phase of education (YR or Y7). In addition, more children have returned to school and are visible as we come out of lockdown. Anxiety about transition is not a reason to request a Needs Assessment and the number of requests declined at the Panel reflects this.

- **2018/19 average - 100 requests per month**
- **September 2020 to June 2021 - average 83 requests per month (17% decrease)**

The percentage of requests not converting to full assessments also remains above our Ambition Trajectory (31% in June) - see Figure C.

- **Trajectory 5% reduction in requests converting to full assessments**
- **2018/19 average = 92.2% of requests converted to full assessment**
- **September 2020 to June 2021 = 60% of requests converted to full assessment (32.2% decrease)**



Prior to the Panel, on average 85% of requests proceeded to a full Needs Assessment and the current average is 60%, significantly reducing the number of children going through an EHCNA unnecessarily and avoiding the high costs of the assessment process.

Annual Reviews

Workstream Five looks at developing a strength based approach to Annual Reviews to maximise opportunities to celebrate young peoples' outcomes and nurture step-down to support needs through the graduated approach. This includes using the Valuing SEND Assessment Tool to review and track progress. Work is ongoing to review learning and how this can be replicated at scale. Once established we expect to see the following outcomes:

- Outcomes for young people are clearer and celebrated when they've been achieved.
- Greater focus on what children and young people *can* do rather than what they *can't* do.
- Children and young people are less dependent on adult support.

- Fewer children and young people feel *different* as a result of adult support in the classroom.
- The Local Authority ceases to maintain EHC Plans at the right time rather than at the end of the child's educational journey.

See Appendix C for Annual Review case studies.

Revolving Door – stepping down inappropriate support

Our vision is for all children and young people with Special Educational Needs and Disabilities (SEND) to be supported to achieve the best possible outcomes in school and in life. Partners in education, health and social care are committed to work together to establish an integrated school system where children and young people get the right support in the right place, at the right time and are able to transition to adulthood and independence when they are ready to do so.

Phase 2 of the implementation plan is now underway and workstreams six and seven focus on providing a more flexible offer for families, away from a binary choice between special and mainstream provision. This will support the concept of a 'revolving door' enabling children and young people to transition back to a mainstream setting when they are academically able improving their long term outcomes.

- **Six: Support step-down with focus on transition from special to mainstream school**
- **Seven: Introduce safe base provision within mainstream**

Step down from Special School to Mainstream

Activity so far includes:-

- Development of a transitions protocol to ensure children, young people and families to always have a choice about their future. The protocol is sensitive to the challenges of transition and provides initiatives such as dual placement to provide families with the confidence they need.
- A multi-agency project board, chaired by Head of Inclusion has been established to drive forward the transitions work.
- Four children are making the move from special to mainstream school this term.
- A further nine children have been identified for whom a transition in the coming year would be appropriate.
- Case studies have been collected, highlighting positive outcomes and key learning (Appendix C).
- An evaluation session was attended by 21 key stakeholders to share experiences and learning about transition.
- Applied behavioural science and MINDSPACE training workshop was delivered to both the Pupil Reintegration Team and the SEND teams to develop skills and a greater focus on the strengths based approach.

Three historical case studies have been collected from young people living in Lincolnshire who had the opportunity to move from their specialist setting into a mainstream school. These three case studies can be used in communication with parents and carers, schools and the wider community to promote the benefits of transitions.

	<p>Emma is now 24 years old. She has cerebral palsy and moved to a mainstream school in year 7. When she left school she attended college and then went on to complete an internship at a nursing home, an apprenticeship at MENCAP in the finance department and is now co-chair of Lincolnshire Young Voices.</p>
	<p>Ben is now 17 years old. He has Asperger's syndrome and moved to his mainstream school in year 7. Ben achieved 6 high grade GCSEs and is now studying for A Levels in Physics, Maths and DT at a mainstream grammar school. He is hoping to study mechanical engineering at university.</p>
	<p>Luke has ASD. He moved from his special school to a mainstream school at 11 years old. He is now 15 and will take his GCSEs next year.</p>

When curating the historic case studies, views were collected from the children (now young adults), their families, schools and the pupil reintegration team. The case studies found improved outcomes for all three children who had transitioned to mainstream school as shown below.

Improved grades and educational attainments	A renewed enjoyment, enthusiasm and commitment to school	Developing greater empathy for others
Learning coping strategies for life	Developing strong and trusting relationships	Improved social integration; developing friendships
Improved concentration	Improved confidence and self esteem	Greater involvement in community-based activities

See Appendix D for current case studies.

Safe Base Provision within Mainstream settings

The aim of the Safe Base is to deliver high quality provision for pupils with SEND, removing any barriers thus allowing each pupil to continue to make good progress in order to meet their identified needs and outcomes.

In recent years there has been a marked increase in demand for specialist educational placements for pupils with Social Emotional and Mental Health (SEMH) and Communication and Interaction needs (C&I). The development of Safe Bases will enable provision to be made for pupils whose needs cannot be met without additional support and resource in mainstream schools/academies.

Robust safe base contract management will also ensure that a proportion of pupils move out of safe base and into mainstream full time, releasing safe base places for pupils coming through the system. The fact that the base is sited within the mainstream lends itself to the revolving door.

A number of mainstream schools/academies have shown interest in developing a Safe Base and work is currently ongoing to develop a proposal for the Children's Directorate Leadership Team (DLT) with clear commissioning arrangements. The aim is to introduce the first Safe Bases in secondary schools by January 2022. This will not only provide much needed additional capacity for specialist places but also increase options open to families.

Hold to account and mitigate system pressures through primed performance

The final workstream in the High Needs Transformation Programme is designed to set and monitor trajectory ambitions across High Needs and embed primed performance and a management approach from Team Managers to DLT. This workstream ensures a clear line of sight between strategic ambitions and decision-making ensuring that information-systems allow system pressures to be mitigated and stakeholders are robustly held to account.

As a result of the Transformation Programme, we are now able to access detailed reporting and identify spikes and trends to enable us to anticipate and respond to demands appropriately. Data is regularly discussed and debated from locality level to DLT so everyone has insight and is responsive to trends. Further analysis is ongoing to understand the increasing demand for EHC Needs Assessments and to develop strategies and interventions to mitigate this demand.

The Programme is acutely aware of the current financial pressures on the High Needs Budget and trajectory modelling continues to inform all of the transformation work and seek to achieve a financially sustainable SEND System.

Governance

The High Needs Transformation Programme, Risk Register and all workstreams are governed by the Children's Directorate Leadership Team through regular reporting from the High Needs Transformation Core Group and feedback from the Transformation Partnership. The partnership meets half termly to ensure full sector engagement and facilitate the co-production of programme strategies and delivery of our inclusive ambition. Financial implications are considered within each work stream when evaluating the options and recommended actions for decision.

2. Conclusion

The Children and Young People Scrutiny Committee is requested to review and comment on the report.

3. Consultation

a) Risks and Impact Analysis

Individual risks and issues logs are being captured and developed by the Transformation Team. All risks are monitored through robust governance arrangements via the Children's Directorate Leadership Team, Transformation Core Group and Transformation Partnership Board.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	High Needs Strategy
Appendix B	High Needs Strategy Quick Read
Appendix C	Case Studies Annual Reviews
Appendix D	Case Studies Transitions

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 Carrie Forrester who can be contacted on 07768 423460 or by e-mail at Carrie.Forrester@lincolnshire.gov.uk.

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High Needs Strategy for Lincolnshire 2021 – 2023

Provision without boundaries
where children feel they belong, are
respected, hopeful and optimistic
about their future



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Introduction

What does the strategy aim to do?

The purpose of this High Needs Strategy (HNS) is to set out our aims and strategic direction over the next three years to ensure that children and young people with Special Educational Needs and Disabilities (SEND) in Lincolnshire are supported to achieve the best possible outcomes in school and in life. Partners in education, social care and health are committed to working together to establish an integrated school system where children and young people get the right health, care and education, in the right place, at the right time and are able to transition to adulthood and independence when they are ready to do so.

Our Inclusive Ambition

The strategy has been developed following a review of our high needs provision in Lincolnshire in partnership with a wide range of stakeholders, including young people, parents, early years' providers, schools and post-16 providers, as well as local authority staff working in collaboration with Impower consultancy. Together, we have defined our inclusive ambition:

1. Children and young people, parent/carers and professionals will have a strong understanding of the graduated approach and support available in Lincolnshire. Children and families will feel supported by their community and have confidence with the SEND system, because the right support is provided at the right time.
2. Mainstream settings have strong knowledge and understanding of supporting children with additional needs and are able to use sophisticated ways to teach social and emotional skills. Settings are able to work together with families to ensure that the home environment reflects the support taking place within the school practice, in order to best meet a child or young person's needs.
3. We will move away from exclusions to recognise that behaviour is a communication of need. In response to this need professionals are able to wrap services around a child, helping to meet their need in an inclusive way.
4. We will have high aspirations for our children and young people with additional needs, using plans to help meet needs and achieve outcomes, meaning higher academic achievement, increased personal resilience, increased socialisation and more resilient adults after education.

National and Local Context

A key aim of the government's SEND reforms (2014) was to promote high quality SEN support in schools, enabling more children to have their needs met within mainstream education. However, over the last few years there has been a rise nationally in the number of children with Education Health and Care Plans (EHCPs) who are educated in special rather than mainstream schools. This increase has put a significant pressure on the availability of local provision for children with SEND as well as our High Needs Block (HNB).

In Lincolnshire, our ambitious Building Communities of Specialist Provision: Together in Lincolnshire Strategy is well underway now. Due to be completed at the end of 2024, Lincolnshire's Special Schools are moving away from their previous specific designations and moving towards "All needs" provision (excluding the SEMH Specialist Schools). Additional Special School places are being created as part of the programme and this will provide much needed capacity but these extra spaces will quickly be absorbed if the broader aims of both the Building Communities of Specialist Provision Strategy and the High Needs Strategy are not achieved.

There has been a corresponding increase in the numbers of children and young people identified as needing additional support through an ECHP plan. Though now beginning to reduce, Lincolnshire's rise was sharper than both the regional and national averages and this created unsustainable pressure within the system which the HNS must ensure, through systemic change, is not repeated.



SEND and High Needs Review

To first understand and then mitigate the rising demand, Lincolnshire County Council commissioned IMPOWER to work in partnership with the LA to review SEND and high needs support and evaluate how well Lincolnshire is delivering support and provision for children and young people with high needs across all partners providing children's services. This review found that there were significant opportunities to intervene earlier; in up to 69% of cases, children's needs could have been prevented, reduced or delayed, in many cases avoiding the need for an EHCP.

This and other findings are summarized as follows:

1. The local offer is not easy to navigate and is not being used effectively to reduce demand
2. Opportunities for effective early intervention are not commonly realised, and demand in early years is increasing
3. Demand for EHC plans are rising, this could be partly due to inconsistent use of the graduated approach
4. Children with SEND are disproportionately excluded, despite professionals feeling they are inclusive
5. There is increasing demand for specialist support, which is where the system and spend is focused
6. Decision making behaviours in the system are not always effectively managing demand
7. Current approaches to understanding needs, provision and finances are not connected
8. There is a lack of clarity about the outcomes being achieved for local pupils
9. There are challenges with performance oversight and a lack of shared understanding of challenges
10. Relationships and a joined up approach across all parts of the SEND system are not as strong as they could be

Mitigating the impact of Covid-19

Covid-19 struck soon after the SEND review was concluded and must also inform any evidence-based strategic response. There is a real risk that the number of pupils referred for EHCP assessment or into specialist Social, Emotional and Mental Health (SEMH) or all-needs provision will only increase sharply without an overtly trauma-informed plan. Advances in neuro-science which show that trauma and adversity impact on all aspects of functioning, both cognitive and emotional¹, must inform our strategy.

We know that the pandemic has increased hardship in a wide range of ways and that more children and young people will be growing up in stress-filled environments because of this, impacting on their capacity to meet age-related expectations, behavioural and academic². The

¹ <https://www.bmj.com/content/371/bmj.m3048>

² <https://www.health.org.uk/news-and-comment/blogs/emerging-evidence-on-covid-19s-impact-on-mental-health-and-health>

HNS strategy must ensure that all adults interacting with vulnerable children and young people understand how they can and must act as buffers against adversity, building resilience so that disadvantage need not become destiny.

We are not starting from ground zero in this. Our HNS will build on the awareness-raising work that has been undertaken already through the Inclusive Lincolnshire training offer and throughout lockdown, when engagement from the school sector in professional learning and reflection was unprecedented; we will build on this momentum and embed the practice within SEND policy and practice such that distressed children and young people are nurtured and healed within their mainstream schools, their resilience and ultimately their life chances subsequently enhanced.

How we will meet this challenge

Underpinning philosophy

Key to this strategy is the embedding of a strengths-based approach in our work with children, young people and families. Strengths-based practice is not a new concept and there are a range of methods, models and policies that underpin it. At its heart, however, this approach is about ensuring that we recognise and seek to build on the strengths and resources of the child or young person and their family, including their interests, skills and support systems, when planning how best to support them.

It is also important to make reference to the 'social model' and the 'medical model' of SEND as ways of understanding, identifying and responding to special needs. The medical model focuses on the child's condition, seeing the problem *within* the child and seeking to treat the child so that he or she can fit in with the environment. The 'impairment' is focused on, rather than the needs of the individual. This model draws on the idea that it is society that disables people, through designing policy and practice to meet the needs of the majority of people who are not disabled or who do not have special needs.

In contrast, the social model of special needs sees the problem within the environment and addresses changes that need to be made for the full participation of a diversity of people to be possible. Reasonable adjustments are made to ensure that individuals are not excluded or disadvantaged by virtue of their difference. As Alexander Den Heijer puts it, "When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

The Warnock Report (1978)³ promoted the social model of disability, with the 1981 Education Act changing the word 'handicap' to 'SEN' in the hope that this would shift the focus from disability to individual needs, the imperative being to meet those needs. However, Warnock's vision for inclusion has faltered in England. The proportion of pupils with learning difficulties who are educated within their mainstream schools has fallen by 24% between 2012 and 2019⁴ and England is an outlier in comparison with the rest of the UK.

In Lincolnshire we have seen that this trend toward increased segregation is stronger than

³ <http://www.educationengland.org.uk/documents/warnock/warnock1978.html>

⁴ <https://inews.co.uk/news/education/government-segregation-special-needs-children-mainstream-schools-328706>

nationally. The aim of the HNS is to reverse that by promoting within Lincolnshire the **social model** of inclusion and to build on the learning from Scotland, where the government's drive for greater inclusion has seen a sharp increase in the number of children with SEND being educated alongside their peers.

Finally, through a responsive and flexible continuum of SEND provision without walls, the HNS will ensure that the great hope which is neural plasticity translates into enhanced outcomes for children and young people. We know that children's progress can be astonishing when the right stimulus is provided, the developing brain being a sponge for learning. (The converse is also true). A special school place should not be viewed necessarily as a school-career, therefore, and neither should an EHCP plan. Our strategy ensures that increased independence is encouraged, recognised and celebrated at every opportunity.

The strategy is not merely a pragmatic response to financial pressure, then. It is underpinned by a moral and ethical commitment to strengths-based practice, the social model of SEND, a trauma-informed and non-pathologizing vision and ultimately equity for all of Lincolnshire's children and young people.

GROWTH MINDSET & INCLUSION

INSTEAD OF THINKING... (FIXED MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.

TRY THINKING... (GROWTH MINDSET)

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER.
Alex Den Heijer

FREE DOWNLOAD: northstarpaths.com

Implementation

The eight elements of the plan are designed to translate this trauma-informed, Warnock inspired, strengths-based vision for special needs provision into practice. Its elements are not organised chronologically but according to three broad areas of work. These will be introduced throughout the course of 2020-2023.

The goal of course will be to ensure that a responsive implementation strategy reflects the still unknown impact of the pandemic and it needs to be emphasised that a sound strategy is

capable of refinement, because it sits within a social, economic and policy context which changes. We must ensure that any new learning is harnessed so that Lincolnshire really does build-back better for children and young people with SEND. The LA will ensure that project managers keep this complex and ambitious plan on track with stakeholders engaged at every stage, not least our strategic partner, the Lincolnshire Parent and Carer Forum (LPCF).

To summarise the eight elements, items 1-3 relate to the graduated approach and how it will be strengthened to bolster early intervention and prevent the escalation of need; the middle components relate to statutory SEND and the introduction of robust practice standards; items 6 and 7 focus on the creation of a more nuanced and flexible offer for families, away from the binary choice between special and mainstream school provision, whilst the eighth element is about ensuring that information-systems allow system pressures to be mitigated and stakeholders robustly held to account.

The Eight Elements of Transformation

One: Strengthen our local offer and graduated approach

It will be important to ensure that the Local Offer promotes trauma-awareness and more broadly the social model of special needs, as outlined above. Updated content will provide families and settings with practical, evidence-informed advice about how to support children and young people experiencing difficulties, rather than how to seek diagnoses or simply refer into specialist services. We will also ensure that website design and language is informed by insights from behavioural science such that inclusive practice is foregrounded, as opposed to the statutory pathway.

We will publish revised graduated approach guidance, rebranding it as Lincolnshire's 'Inclusion Toolkit' to make its core purpose clear: to provide SENCOs and other professionals with high quality practical support which will guide and enhance their day to day practice. There will be co-produced Toolkits for Early Years, schools and post 16 settings, published digitally via the Local Offer.

Underpinned by the social model, the Toolkit will also emphasise the fact that the needs of most children and young people can be met through inclusive High Quality Teaching (HQT) and reasonable adjustments. It will highlight a range of support and intervention that schools can provide, without the need for additional support from an EHCP.

Two: Introduce a SEND advice line for SENCOs

We will launch a SEND Advice Line ('Ask SALL') in order to support professionals in finding solutions easily and quickly, without first having to refer pupils into specialist services or for statutory assessment.

Our advice-line team will familiarise practitioners with the Inclusion Toolkit, ensuring this becomes the 'go-to' document for professionals working with SEND, as well as guidance on

services available via the Local Offer. The core SALL team will also facilitate timely call-backs from educational psychologists when issues, such as emotionally based school avoidance, are complex and positive outcomes in peril.

SALL will contribute over time to workforce development and a 'levelling-up' of the knowledge, skills and understanding that exists within the mainstream sector. It will ensure that professionals feel empowered and supported to 'hold on' rather than 'refer on' and will feature prominently on the home page of the Local Offer.

Three: Introduce VSEND to support decision making & benchmarking

We will embed a new assessment tool in Lincolnshire called Valuing SEND. Valuing SEND is an approach which looks to identify, articulate and track the needs and outcomes of children to create a more objective and holistic picture of needs and the support required to meet them. This approach was developed by IMPOWER Consulting and has been shown to support more productive and meaningful conversations about children and young people's needs, and better tracking of progress and evaluation of support.

The use of Valuing SEND will be central to our strategy to deliver more timely and comprehensive interventions, improving children's long-term outcomes and inclusion. Guidance on its use will be built into the Inclusion Toolkit and supported by Ask SALL as well as supporting our work on statutory assessment and annual review.

Four: Define & promote practice standards within the statutory assessment pathway

The use of VSEND within revised Local Authority EHCP referral documentation will support the development of transparent practice standards and greater consistency across settings. In particular, the grading of 'setting readiness' through the VSEND tool will drive the development of a consistently high quality SEND offer county-wide. Where additional resource is required through an EHCP, this will be because needs are beyond those which should routinely be met within Lincolnshire's inclusive community of schools.

The reintroduction of a six week allocation panel will ensure that these practice standards are embedded. Over time, all referrals for EHCP will be appropriate because practice standards will have been clearly articulated through consistent support and challenge, both at key points along the statutory pathway and through greater clarity in relation to the graduated approach, or in other words our Inclusion Toolkit.

Five: Develop a strengths-based approach to annual reviews

We will ensure that the progress that children and young people make when their needs are expertly met is recognised and celebrated through the annual review process. Repeated VSEND radar diagrams will allow progress across the areas of need to be tracked such that plans are closed when appropriate, especially but not exclusively at key transition points.

We will ensure that the voice of the child is heard. We will also ensure that families are encouraged to view placement in special school as an intervention, whenever the profile of

needs suggests this is appropriate, with transition to mainstream an ambition routinely explored at annual review. Through this and other elements of the HNS, we will transform culture and practice around SEND such that the shared goal is independence, not a statutory plan.

Six: Support step-down with focus on transition from special to mainstream school

The HNS will promote the identification of special school pupils who are ready to consider mainstream as the next step in their progress. Linked with the annual review process, caseworkers from the LA's Pupil Reintegration Team will ensure that transition is supported at every stage. Pupils and their families will be at the centre of decision-making and planning with the approach taken relationship-based, flexible and responsive. A period of dual registration will provide a safety-net, in response to parents' feedback on this, and there will also be flexibility in relation to the choice of mainstream school, which will not in all cases be the nearest.

We will also facilitate the transition back to mainstream of pupils who occupy places in Pilgrim Hospital School, due to severe and often school-based anxiety. For all KS1-3 pupils, a 6 week assessment place upon referral will facilitate the accurate identification of need and the wrap-around support required for successful reintegration. Mainstream settings will be supported in creating the conditions for this highly vulnerable cohort to be successful upon transition back.

Leaders at Springwell Alternative Academy will also ensure that a revolving door continues to release capacity such that some capacity can be released for pupils whose plans name SEMH Special, as well as those excluded or referred via the Ladder for intervention. All permanently excluded pupils in KS1-3 will now be reintegrated back to mainstream within sixteen weeks of placement. This strategic shift also enables us to build on the huge contribution that Lincolnshire's mainstream school leaders have made to our HNS by lowering the rate of permanent exclusion. This has allowed the LA to make more creative and targeted use of existing capacity.

Seven: Introduce safe base provision within mainstream

Usually referred to as 'specialist resource bases' (SRB), many other LAs have invested in enhanced provision within mainstream, enabling a greater proportion of children and young people with complex needs to access their community schools.

In the spirit of Building Communities, and as we endeavour to move away from labels, the HNS strategy will introduce 'Safe base' provision based on learner need rather than the diagnostic label, such as autism, which is typically associated with resourced provision. Through a pilot project, we will fund the establishment of safe bases in a small number of secondary schools as a progressive alternative for those pupils who would otherwise have been allocated special school places at SEND hub.

This will enable us to harness the growth in inclusive practice within mainstream settings that has been driven by Lincolnshire's 'Behaviour Ladder'. It will contribute to the development of a continuum of specialist SEND provision within Lincolnshire, providing families with an option that they report through the LPCF would meet needs in a significant proportion of cases.

Eight: Hold to account and mitigate system pressures through primed performance

Strengthening the visibility and accountability of data across the SEND spectrum, a two tier performance framework will enable us to monitor, evaluate and if necessary flex our HNS. The top level will be for all stakeholders to be able to map the current and future journeys of children and young people with SEND. The second tier will provide more detailed operational data for managers, to inform day to day decision making relating to the provision of SEND services for children and young people. This will also be combined with finance data so that spend in the High Needs area can be projected and understood, along with need type, so that we can ensure our estate of available provision is fit for the needs of Lincolnshire's children and young people with SEND.

How we will know the strategy is working

How we measure success

We will work closely with the LPCF to ensure that children, young people and their families co-produce developments and support us in evaluating progress towards milestones:

- the local offer is appropriate to meeting the current and future needs
- higher achievement among pupils who have special educational needs and disabilities
- fewer pupils in segregated provision and greater inclusion in the local community
- reduction in exclusions, children out of school and NEET population
- better use of specialist provision that meets local needs
- increased confidence in mainstream schools and the LA SEND system
- reduction in SEND appeals and tribunals
- reduction in SEND-related complaints
- a more highly trained workforce
- feedback from parents, pupils and school staff have better access to information and support and that shows they feel more supported by education, health and social care
- better transitions and improved progression pathways that supports preparation for adulthood

We will monitor our offer to ensure that it continues:

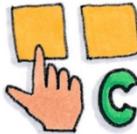
- to meet changing needs
- to be attractive to children, young people and their parents
- to be affordable within future funding allocations

MY INCLUSION ABC'S

@kwfens62

A ALL MEANS ALL 

B BEHAVIOUR IS COMMUNICATION 

C CHOICE 

D BE A BEHAVIOUR DETECTIVE 

E EVERYONE STARTS TOGETHER 

F FAIR MEANS EVERYONE GETTING THEIR NEEDS MET 

H CHILD HONOURING 

G GROWTH MINDSET 

I INDEPENDENCE 

J JOYFUL LEARNING 

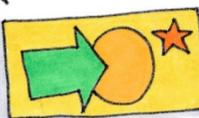
K KIDS DO WELL IF THEY CAN 

L LEAD WITH STRENGTHS 

O OPEN MINDEDNESS 

M MOVEMENT BREAKS 

N NEEDS BASED 

P PLAN & PURPOSE 

Q QUESTION UNEXPECTED BEHAVIOUR WHY? WHY NOW? 

R RELATIONSHIP 

S SELF REGULATION 

T ASSISTIVE TECHNOLOGY 

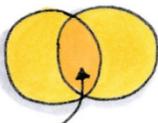
U UNCONDITIONAL POSITIVE REGARD 

U UNIVERSAL DESIGN FOR LEARNING 

V VISUALS 

W WORDS MAKE WORLDS 

X-TRA PROCESSING TIME 

THE POWER OF **YET!** 
Z ONE OF PROXIMAL DEVELOPMENT



High Needs Strategy for Lincolnshire 2021 – 2023

Quick Read Version



About the Strategy



The High Needs Strategy for Lincolnshire sets out our aims over the next three years to make sure that children and young people with Special Educational Needs and Disabilities (SEND) in Lincolnshire are helped to thrive in school and in life.

Our Ambitions



We will make sure that children and young people, parents, carers, and professionals understand the help available to them in Lincolnshire. They will have the right support, at the right time, in the right setting.



Mainstream schools will feel more confident in supporting children and young people with special educational needs and disabilities. Schools will continue to work with families, so they feel confident in supporting their child or young person at home too.



We will continue move away from school exclusions by making sure there is good communication with all services that can help children and young people.



We have high aspirations for our children and young people with SEND. We are committed to supporting our children and young people to achieve their goals in order to thrive academically, and to become more independent adults after education.

Summary

There are four key parts to the High Needs Strategy:

1

The Local Offer

Read more about this in elements 1, 2 and 3 of the full high needs strategy



2

Education, Health and Care Plans

Read more about this in elements 4 and 5 of the full high needs strategy



3

Transitions

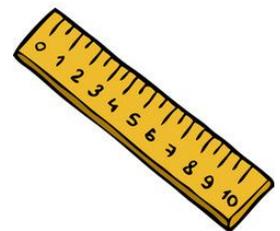
Read more about this in elements 6 and 7 of the full high needs strategy



4

How we use information to keep improving

Read more about this in element 8 of the full high needs strategy



Explaining Jargon

In the High Needs Strategy for Lincolnshire there are words and phrases that may be unfamiliar to you. Some definitions can be found below to help explain some of these terms.

SEND

Special Educational Needs and Disabilities, 0-25.

A child or young person who has a learning difficulty or disability

Inclusive

Giving equal access and opportunities to all children and young people regardless of their needs or background

Strategy

A plan of action to continually improve our services

Setting

A place of education e.g. a school, special school, nursery, early years setting or college

Outcomes

What we want the child or young person to achieve as the result of the support in place

Education, Health and Care Plan

A plan which describes a child or young person's needs, setting out who and how those needs will be supported. An EHC plan is different to other SEND plans because it is a legal document, which means what is agreed within it must happen.

Annual Review

Where we review the child or young person's progress at least once a year, to make sure their Education and Health Care Plan is up to date

1

The Local Offer: this page is about how we will support all children and young people and their families.

Our 'Graduated Approach' means we will follow a cycle of continually assessing, planning, doing and reviewing the help and support a child or young person needs.

These are our steps for helping children and young people with SEND early on to make sure the right support is being given at the right time.



Our 'Local Offer' is an online guide to all the services and information available for children and young people aged 0 to 25 with special educational needs or disabilities and their families. The local offer website can be found here:

[SEND Local Offer – Lincolnshire County Council](#)



We will make our Local Offer stronger so that it gives families and settings the best advice about how to support children and young people. We will make sure it is inclusive so everyone can access the services they need.



For settings, we have set up a dedicated SEND advice line called 'Ask SALL'. This provides over-the-phone consultations for teachers in how to support children and young people with SEND. Advice is free and easy to access and the Ask SALL advisors are experts in the local offer. More information about Ask SALL can be found here: [SEND Advice Line for Lincolnshire \(Ask SALL\) – Lincolnshire County Council](#)



We are providing a set of tools to help settings support children and young people with SEND. **Valuing SEND** and the **Inclusion Toolkit** make it easier for teachers in Lincolnshire to understand the needs of children and young people with SEND and to plan the right support at the right time.

Valuing SEND in settings



The tool includes helpful prompts and questions in three different sections:

- ✓ Understanding the child or young person’s needs
- ✓ Understanding how well the setting can support the child or young person’s needs
- ✓ Understanding how confident the family feels about supporting the child or young person’s needs at home

The first two sections of the tool are completed by teachers in the school, and the ‘home confidence’ section should be completed in partnership with the family.

There are lots of good reasons for using the tool:

It helps families and settings to talk about a child or young person with SEND and how they can be supported	It helps settings look at different ways to help and support a child or young person with SEND	The tool can help to identify any support families may need at home	It helps explore any differences between a child or young person’s needs at home and at the setting
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Valuing SEND for families



Working with settings, a child or young person’s family will be asked to score their confidence between **0** (low confidence) and **10** (very confident to support the child or young person’s needs).

There is no right or wrong answer, it is based solely on how confident a family feels.

It is important that the family feel they can be honest, as this can help teachers learn even more about a child or young person’s needs and how they might best be supported. A family will be asked about their confidence in meeting the needs of their child or young person in the following areas:



Communication and Interaction



Cognition and Learning



Social, Emotional or Mental Health

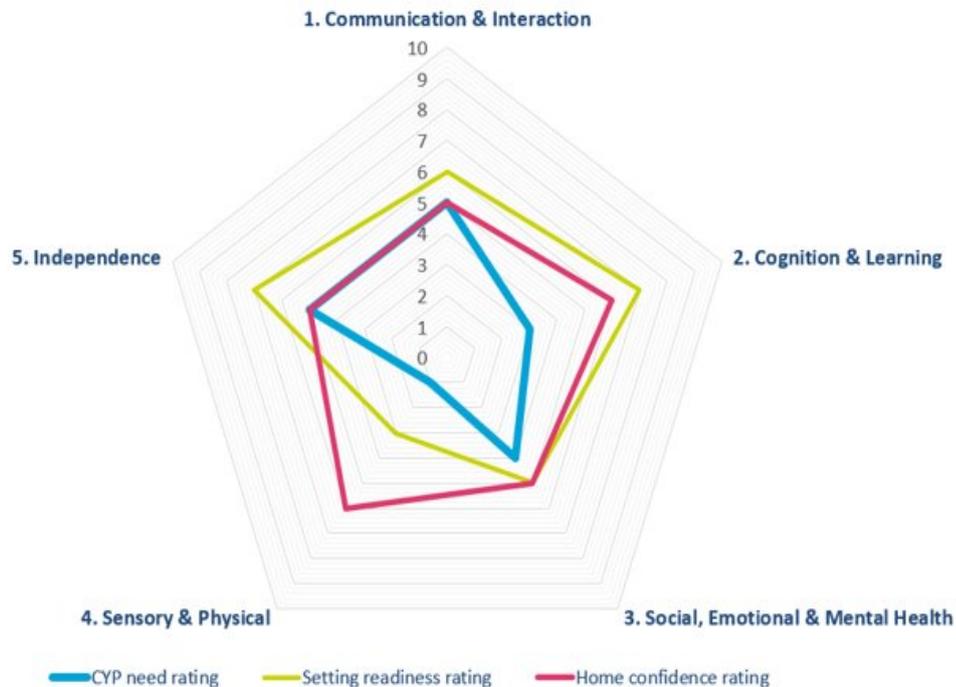


Communication and Interaction



Independence

When completed, Valuing SEND provides a radar chart which can be used to discuss and plan the support needed for an individual child or young person.



The **blue line** shows the child or young person's level of need.

The **green line** shows the setting's readiness to meet the child or young person's needs across the 5 areas.

The **pink line** shows how confident a parent or carer feels in supporting their child outside of school and helps identify other support that may be of assistance.



We have designed an '**Inclusion Toolkit**' to help setting in this planning of support for children and young people with SEND. The tool will show the range of help and support available in each of the Valuing SEND areas and will be full of strategies and resources to support SEND teaching and learning.

We will make the Lincolnshire Inclusion Toolkit available to all teachers in Lincolnshire following a pilot with some target settings.

2

This page is about what happens if a child or young person needs more support than can be provided by the graduated approach

Sometimes a child or young person may be well supported by their setting and still need further help to make progress. When this happens, a setting, or sometimes a family, might submit an Education, Health and Care Needs Assessment Request. If that request is approved an assessment is carried out which may lead to an Education, Health and Care Plan (EHCP) being written. An EHCP is a statutory document that sets out what the child or young person's needs are and how they should be supported.



The use of our tool 'VSEND' will help ensure there is more openness and consistency across settings. It will encourage settings to improve their capacity to support children and young people with SEND.



We have a 6-week panel which makes sure the requests submitted by settings and families for EHC Needs Assessments are considered fairly. This helps us to make decisions about how best to support children and young people with SEND. We will be inviting families to sit on this panel.



If our panel chooses not to grant a request for an EHC Needs Assessment, the family or setting will be offered a conversation explaining why the request wasn't taken forward. Further support around how to best support the child or young person will be offered to settings by Ask SALL (see page 4).



Over time we want to build the confidence and ability of settings to apply the graduated approach and make the most of the local offer so that all requests for Education and Health Care Needs Assessments are for those children and young people who most need them.

Annual reviews of EHCPs

Every year children and young people with an EHCP should have an **annual review**. This is where the child or young person's progress is reviewed and decisions are made about how they can best be supported through the next year. This makes sure that the EHCP is kept up to date. The annual reviews should be completed in partnership with families.

- ✓ We will make sure that children and young people's progress is celebrated at their annual reviews.



- ✓ Our tool Valuing SEND will track the child or young person's progress.

- ✓ We are committed to capturing the views and wishes of a child or young person when their EHCP is reviewed and this plays a key part in our decision making process.

- ✓ Where a child or young person with SEND is not already at a mainstream setting, we will make sure that moving to a mainstream school is explored (where appropriate) at each annual review.

- ✓ Our EHCPs focus on outcomes for the child or young person, across education, health and social care, enabling independence where possible.

- ✓ Children, young people and their families will be at the centre of decision-making.

- ✓ We will continue to ensure that annual reviews are processed on time so that families are not waiting unnecessarily.

3

This page is about how we will remove the barriers between different types of settings

In Lincolnshire we have a wide variety of settings available to children and young people with SEND. It is important that children and young people with SEND can attend the **right setting** for their needs. We are committed to making sure that when a move between settings has been planned, the experience for the child or young person and their family is as positive as possible.

- ✓ We will work with the current and new setting to support these children and young people before, during and after they move.
- ✓ All pupils who have been excluded in Key Stage 1 to Key Stage 3 will move back into mainstream school within six weeks.
- ✓ Special school pupils who are making the move to mainstream will temporarily be able to attend both mainstream and special schools at the same time to build confidence and make the move easier.



Safe base settings

We aim to create 'safe bases' in mainstream schools.

Safe spaces allow more children and young people with SEND to attend mainstream schools with confidence.

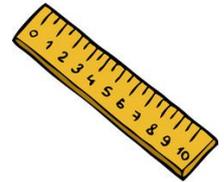
Mainstream schools will be helped to create a supportive environment for children and young people moving back from special schools.

We will support and encourage children and young people with SEND to be able to rely less on the safe base over time and reintegrate into the host mainstream school full time, if this appropriately supports their needs.

4

This page is about how we will use information to keep improving services for children and young people with SEND

To help us make sure we achieve our 4 ambitions, we will use information from across Lincolnshire. This will help us better understand the challenges faced by children and young people with SEND and their families. We will call this our **performance management framework**.



The performance management framework will show us two things:

1. The current and future journeys of children and young people with SEND.
2. More detailed information to managers, to help them make decisions on SEND services for children and young people.

How will we know our strategy is working?

- ✓ Our local offer will meet the needs of children and young people now and into the future
- ✓ Higher achievements for pupils who have SEND
- ✓ Reduction in exclusions and pupils who are out of school
- ✓ Staff in mainstream schools are confident in meeting the needs of children and young people with SEND
- ✓ Children, young people and their families are confident that mainstream school can meet their needs
- ✓ Reduction in SEND appeals, tribunals and SEND-related complaints
- ✓ Parents, pupils and school staff feel more supported and have better access to information



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Improving Outcomes | Case Study 1

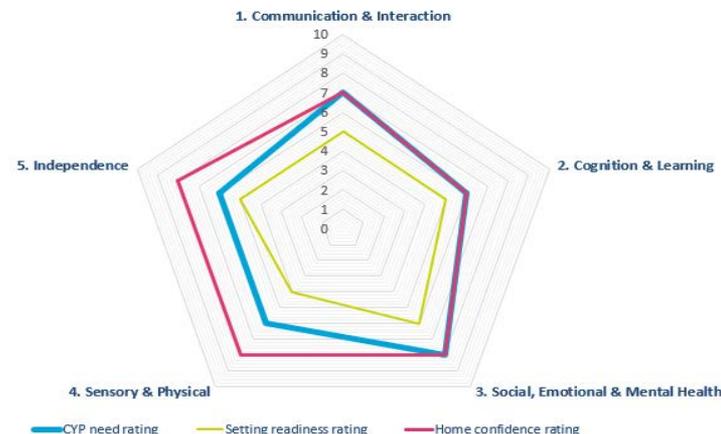


Helen
Female
Year 7

Diagnosis: ASD & ADHD

Context: Attendance very poor at mainstream secondary school due to high anxiety and sensory needs. Became unable to wear uniform and shoes. Position made worse during pandemic. Daily struggle to get her out of the house and usually unsuccessful. School believed they are not meeting her needs so have recommended her for a special school placement.

The SENDCo had significant concerns about Helen being able to cope in mainstream school and her annual review was highlighted as requiring specialist placement.



Changing the conversation: VSEND and the strengths-based approach

Using the VSEND tool and a strength-based approach at Helen's annual review, the setting have established:

- Helen had made considerable progress in her cognition and learning since her last review
- She liked to be met at the school gate and spend time in a safe space prior to going to lessons. This prepared her for the day and lowered the heightened state of anxiety that is caused by getting to school
- Helen has been referred to the Pilgrim School as she stopped attending due to COVID and was unable to restart
- Helen's interest in photography at home will be used to support her in documenting her journey to school; this will be supported by Pilgrim SENDCo, a keen photographer
- Helen will be able to use her abilities in film and photography to help make the journey to school manageable
- Helen's interests were incorporated through the strength-based approach into a strategy to help her to attend school

The parents and settings valuable insight into how to meet this young person's complex needs is central to the success of the transition back to her secondary school.

The SENDCo's view was that VSEND and the strengths-based approach had a positive impact on the outcome of the annual review.

Helen's school and parents were pleased with the approach of the annual review and the support that would be provided for her to return to her school.

Helen is now on dual placement with the special and mainstream schools, the annual review recommendation is to return to mainstream school on a transition plan from special school.

Parents found VSEND approach very clear and were pleased that their situation at home was included in radar.

Improving Outcomes | Case Study 2

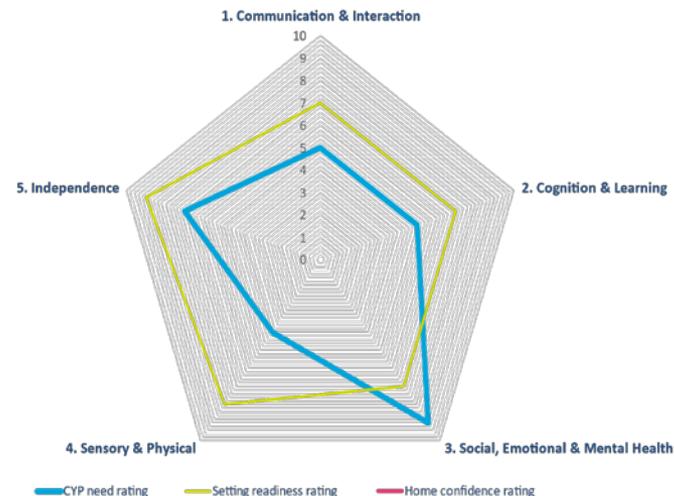


Tom
Male
12 years

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Tom has a diagnosis of ADHD. He displays highly sexualised language and behaviour. Tom's outbursts include swearing and inappropriate touching of peers. Mother reports similar behaviour at home. Tom also has weight management and body image issues which impact negatively in his engagement with peers and his learning. Tom has a very limited diet – mostly plain pasta and his mother has been unable to introduce a healthier diet. Tom says that he dislikes school and gets up early to play on his computer to take his mind off school. He is very sensitive to loud noise and unable to attend music classes. Tom is making progress in his learning but not consistently.

The SENDCo had significant concerns that Tom is at risk of permanent exclusion.



Changing the conversation: VSEND and the strengths-based approach

- The review demonstrated that the school's interventions are meeting most of Tom's needs.
- Tom's behaviour is impacting negatively on his progress
- Tom's behaviour is disrupting the learning of his peers
- School has reported to professionals that Tom is at risk of permanent exclusion
- Tom's parent is struggling to support him with diet and behaviour at home
- School is providing Art Therapy.
- The BOSS team is involved with this case regarding Tom's behaviour.

VSEND demonstrates clearly that Tom's needs are being met largely by interventions in his mainstream school.

Actions:

- Tom's sexualised behaviour to be further assessed through re referral to CAMHS
- Clarity of roles and responsibilities between services
- Parents to be supported re on line safety at home
- Review of impact of ADHD medication on his weight and behaviour
- Referral to school nursing re weight management
- The amended EHCP to focus on Tom's SEMH needs through a co-ordinated response from specialist services in school and at home

Case Study 1 | Ollie's Story



Ollie
Male
Year 10

Overview and Background

Ollie has a learning disability and lives with foster carers, whom he regards as his parents. He moved to the Lincolnshire just 8 months prior to his transition to a new school. Because of concerns regarding his behaviour, he began attending a special school in Lincolnshire. However it soon became apparent that Ollie was in the wrong setting and that both his academic and social needs would be better met by a mainstream school. This was also something that Ollie desperately wanted. Despite professionals stressing the benefits of a gradual move, Ollie was adamant that he wanted to start his new school as quickly as possible on a full timetable and with minimal support and so everyone supported him to do this. This case study was written two months after Ollie moved to his new mainstream school.

Outcomes

- ✓ **Enthusiasm and commitment:** Ollie has 96% attendance at his new school and some teachers have commented on how his enthusiasm has had a positive influence on class groups
- ✓ **Achievement:** Ollie is doing well academically and in his first term has over 200 achievement points
- ✓ **Social Integration:** Ollie made friends quickly, something that he had found difficult at his special school
- ✓ **Improved Self-Esteem -** Ollie is very proud to be in mainstream school (the only one of his siblings)

Case Study 1 | Ollie's Story

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What worked well?	What could have been improved?
Open communication and partnership working with Ollie's foster carer	More face to face meetings
Finding the right school to meet Ollie's needs and shared commitment to regular review meetings throughout	Ollie had no experience of GCSEs, so moving earlier, in year none would have made his experience even better
Pastoral support throughout the process	The mainstream school could have spent time developing school ethos, routines, expectations around homework/uniform prior to the move
Partnership working between the two schools; virtual meetings during the pandemic resulted in more regular contact	The mainstream school would have found a visit to the special school useful prior to the transition
Mainstream school meeting Ollie before he transitioned helped them to get to know him and built their confidence that the transition would be a success	Ollie didn't want to be regarded as 'different' which made the SENDco hesitant to stress the difficulties he might face to other teachers, but with hindsight she would have done this
The lead practitioner in the case kept the process moving and was focussed on outcomes	

The co-production of the process and true joint working has been brilliant so this is something we would love to get involved in again". (Mainstream School)

"It's all been really really positive. The mainstream school has been a joy to work with". (Pupil Reintegration Lead)

"Ollie was so desperate not to be seen as different, it was hard to get him to accept support." (Mainstream school)

Case Study 2 | Matt's Story



Matt
Male
Year 7

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Overview and Background

Matt has ASD and hyper-mobility. Over the years he has had numerous changes of school and experienced some gaps in his education. He joined his special school at the end of yr. 5. Mum felt strongly that she wanted Matt to attend a mainstream school and the special school focused work on preparing Matt for a move. The plan to transition Matt began early in 2021. A bespoke plan was put in place and Matt initially began with a school visit and built his time in the mainstream school over 8 weeks. Both schools worked closely together to ensure an understanding of each others systems and put pastoral support in place for Matt, ensuring a focus on preparation for the new environment and practical issues such as school uniform, spare pens and equipment in case he forgot things. This focus has helped Matt to quickly feel that he is part of his new school. At the time of writing this case study Matt was just coming to the end of his first half term of full time attendance.

Outcomes

- ✓ **Academic achievement:** Matt is doing well academically and outperforming his peers in some subjects such as maths and science. He recently came 2nd in his class in a maths test.
- ✓ **School enjoyment:** This is reflected in Matt's high school attendance.
- ✓ **Adaptability:** Matt has quickly adapted to new routines and as a result is managing his new environment well.
- ✓ **Increased Confidence:** Matt reports feeling good about his achievements and enjoying his experience

Case Study 2 | Matt's Story

What worked well?	What could have been improved?
Taking time to ensure a gradual transition, with a bespoke plan. This was further supported by the special school continuing to keep in touch with Matt after he left them.	A meeting to examine the EHCP in detail would have meant that everyone had a shared understanding of Matt's needs. An annual review has been scheduled but not yet taken place
Finding the right school to meet Ollie's needs; it has been described as a perfect fit for Matt	The mainstream school would have liked to visit Matt in his special school but due to the pandemic this wasn't possible
Pastoral support throughout the process	Funding for this place has not yet been finalised
Recognising Matt's achievements – For example the special school including his move in its newsletter	Matt's mum was unable to attend all the meetings
A taxi rather than school transport helped Matt to start the school day without anxiety	
The special school had a real understanding of the mainstream environment and expectations and so were able to help Matt to prepare.	

"Thanks to the special school for their work, the team accompanying Matt on visits and for their flexibility. It all really helped – They were fantastic" (Mainstream School)

"We are incredibly proud of him". (Special School)

"He loves the school – It's boosted his confidence" (Mum)

Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 September 2021
Subject:	Children in Care Transformation Programme Update

Summary:

This report provides the Committee members with an update of the Children in Care Transformation Programme.

Actions Required:

The Committee is invited to seek assurance regarding the purpose and progress of the Children in Care Transformation Programme.

1. Background

Children in Care (CIC) Transformation Programme

We have a Children's Services system which is working well and a Children in Care Service which is outstanding although there is more we can do to deliver excellent outcomes for children and families, particularly taking into account the impact of Covid-19 and the national lockdowns. More specifically, the pandemic has brought about a pressure upon the placement market place and availability and cost of external placements. Furthermore the availability of in house foster placements has reduced as carers self-isolate or enquiries are not progressed.

In response to the impact of the pandemic upon Children's Services, the Transformation Programme has been developed to provide additional resource and capacity to respond to these challenges. The ambition of the Children's Services CIC Transformation Programme is to ensure that we are providing the right help to the right children at the right time and for the right duration.

Since 2019, the number of children in care in England per 10k population has increased to 65, up from 64 in 2018. Lincolnshire's increased from 43 per 10k in 2019/20 to 45.9 as of October 2020. The total number of children in care for Lincolnshire has increased since April 2020 and as at the writing of this report in July 2021 stands at 691.

Due to the first, second and third lockdown restrictions, we have seen an increased use of out of county residential or independent fostering placements (IFA) as a number of in-house foster carers were unable to offer placements to new children in care because of existing vulnerabilities in the household, self-isolations and shielding. Furthermore, the ages of children in external provision has decreased with some children as young as seven years requiring externally commissioned placements.

Whilst we have seen an increase of confidence in foster carers coming back on line for placements since being vaccinated, the proportion of Lincolnshire children in care in Independent non maintained provision, residential or IFA placements as at 31 March 2020 is now over 10%; 12 months ago it was below 6.5%. This has and will continue to place considerable pressure upon the Council's budget.

Whilst our numbers of children in care and numbers of children placed with external providers compares very favourably in comparison with other local authorities, we need to respond in a proactive way to ensure that wherever safe and possible, children can remain living with their parents or family.

If children do need care provided by the local authority, we also need to ensure that they receive the right care at the right time, for the right duration and more importantly within their own communities. Therefore the Children in Care Transformation Programme is both innovative and ambitious, while embracing our key strategic goals, which are:

- *To reduce the need for statutory intervention in families lives, by providing the right help to the right children at the right time and for the right duration.*
- *To support families to come to their own solutions by focusing upon building networks which they have in place.*
- *To improve outcomes for our Children and Young People, by providing care locally within Lincolnshire rather than care at a distance to keep Children and Young People within their own communities where they can be close to their networks.*

Using the principles of the successful Partners in Practice Programme and the Special Education Needs and Disability (SEND) Transformation Programme, the CIC Transformation is managed through clear and robust governance arrangements. This includes the Transformation Governance Board and the Corporate Transformation Programme. Through stakeholder, staff engagement and co-production, the originally identified six workstreams for the programme were agreed by the Executive Directorate Leadership Team (DLT) and the Transformation Board. It was agreed due to the strong links and interdependencies that Strategic Placement Planning would form part of the Valuing Care Approach, as shown below:



Early Help Strategy Workstream

It is really important that we all identify what we need to be doing across every part of the child's journey to prevent escalation of need and improve outcomes. Therefore the CIC Transformation Programme will also focus upon early intervention and support.

Our Early Help offer to children and families in Lincolnshire is strong, but the Transformation Programme provides a timely opportunity to refresh and develop an Early Help Strategy that is fully-reflective of our strengths and priorities; and owned by both Lincolnshire County Council (LCC) and our partners.

Through a series of engagement workshops and surveys with internal staff and partners, this work stream will gain a collective response to shaping the priorities of the Early Help Strategy and agreement of a small number of meaningful outcome based measures which can be used to track the impact of the Early Help system.

Progress to date:

- Project brief completed.
- Consultation time line developed.
- Consultation workbook devised to shape priorities.
- Through a process of consultation and collaboration with families, partner agencies and Children services staff, we have produced the refreshed Early Help Strategy and developed multi agency Governance arrangements.
- Children, families and partner agency surveys December 2020 to February 2021.
- Children's Services Team Manager (CSTM) workshops February 2021.
- Multi agency Early Help Steering Group established March 2021.
- Draft strategy circulated to CSTM, Lincolnshire Learning Partnership Board (LLPB) and Lincolnshire Safeguarding Children Partnership (LSCP) steering group for feedback March to April 2021. Presented to DLT in April 2021.
- Strategy approved at Executive DLT 12 May 2021. Final approval by the LSCP Strategic Management Group (SMG) June 2021.
- Provisional Strategy launch date November 2021; launch plan being created.

The Early Help Strategy for 2021 - 2023 is attached at Appendix A.

Practice Excellence Workstream

The past nine months has seen a change in the way practitioners work with children and families. Services and localities have put a lot of effort into adapting and creating ways of continuing to keep children safe despite all of the pandemic restrictions. To achieve practice excellence, we must aspire to deliver demonstrable and sustained improved outcomes in the lives of Lincolnshire children and young people. This will be delivered through the Practice Excellence workstream to ensure our Signs of Safety (SoS) Practice Framework and models of working are consistently applied across the workforce and learning from the Covid-19 pandemic is captured.

Progress to date:

- Practice Advisors (PA) continue to support this work stream.
- Family Finding and Restorative Practice Champions have been identified to support practitioners in refresher training. The newly defined Champions model supports the rollout. July/August 2021 will see all the Champions receive refresher training in Family Findings and Restorative Practice.
- Workshops being developed for refresh of the SoS Framework for July/August/September 2021.
- Practice Expectation draft now agreed and being transferred to digital format and will be available for the September refresh re-launch.
- Language audit has now concluded and findings shared with Practice Leads to disseminate to all front line practitioners. Feedback also scheduled to young people involved in the audit.
- Digital development – Lunchtime learning, podcasts, webinars are being developed. SharePoint being developed for access all area for resources.
- Emotional Wellbeing Trauma pathway has been developed and rollout will be in 2021/22.
- Produced the Caring Promise to our Children in Care.

Valuing Care Approach Workstream

The Transformation Programme currently has a unique opportunity to work with Impower to test the use of a new approach called valuing care. Valuing Care is a new approach to explain, record and track needs and outcomes for children in care on an individual and cohort level. This is so we fully understand and communicate their stories, including their strengths and aspirations as well as the needs and risks. Valuing Care is an approach which profiles the needs and strengths of the young person, what is currently in place to support that need and identifies any additional support or intervention the child would benefit from. This is ideally done in a multi-agency setting and in consultation with the child.

How it can support the Transformation Programme:

On an INDIVIDUAL child level

- Helps shape a holistic, nuanced picture of the child and create a shared language with professionals about their needs and goals.
- Used at different points in a child's journey to understand changes over time.
- It is focused upon progress and outcomes.
- The tool can be embedded into the existing case management system Mosaic.

At a POPULATION-level

- Valuing Care helps us get a picture of our overall needs locally.
- We can see the most prevalent needs across the children in care population and within different groups.
- We can use analysis like this to help us understand the picture of needs and challenge assumptions about where needs are highest and lowest. This will help inform:
 - Matching and placement finding
 - Commissioning
 - Foster carer development and recruitment

Phase 1 of the implementation plan:

- We have introduced the Valuing Care approach to 75 practitioners and service leads. Encouraging feedback has been gained on using Valuing Care to shape the Children's Services Sufficiency Strategy and an ambition to embed into practice. The Valuing Care approach was tested using a sample of 149 children from our children in care cohort, resulting in a needs and cost analysis for this sample. This has enabled the service to identify key opportunities to use Valuing Care to improve outcomes and cost, with consideration of plans for some children to step down from high cost external residential placements to foster care and in some cases to explore the transition home.

Phase 2 of the implementation plan will focus upon:

- April 2021 - Implemented the Valuing Care approach across all Children in Care.
- May 2021 – September 2021 - Piloting Valuing Care at Edge of Care and Foster Care reviews/Foster Carer assessments.
- Piloting within transfer (Step Out) to Team Around the Child (TAC).
- Introduced Independent Fostering Agency/In House matching events using the tool to profile children's needs and strengths.
- September 2021 - Review of the Children in Care Valuing Care workflows in Mosaic.
- Evaluate the early implementation within Children in Care processes.
- Develop reporting and trajectory frameworks.
- Utilise the on-going needs and cost analysis to inform key planning and decision making.

- Embed Valuing Care within the commissioning process.
- Refreshed the Out of County (OOC) Placement Meeting, to create Placement Management Meeting and Tracker, in order to robustly monitor OOC spend and the trajectories for returning children and young people to in house placements or transition home.

Re Think Fostering Workstream

Although we have a strong in house Fostering Service, the diagnostic workshops identified the priority below and subsequent challenges:

- To promote fostering as a partnership, working with foster carers every step of the journey by providing the right support, training and resources when needed. This will be delivered through reviewing our current foster carer offer, the development of a fee paid scheme and the evaluation of the Caring2Learn project (C2L).

What we know:

- Covid-19 has impacted upon the availability of foster carers.
- We need to maximise every initial enquiry to ensure we continue to capitalise upon our conversion rates.
- We need to promote our unique selling points to entice potential foster carers.
- We need to ensure the C2L project success can be sustained within existing Children's Services budgets.
- We want all of our carers to be trauma informed.

Progress to Date

- Review of No Further Action (NFA) for fostering enquiries and Foster Carer Survey Response Data to inform Core Offer development.
- Review Caring2Learn Foster Carer feedback.
- Development of existing web platforms to ensure Lincolnshire's Fostering Service is in the top three searches on the internet.
- Review of Initial Enquiry questions and phrasing.
- Review of Initial expressions of interest questions and phrasing.
- All training currently offered has been identified and collated to identify any gaps.
- C2L evaluation and sustainability planning agreed by DLT, and C2L has been incorporated into Business as Usual (BAU) following the end of the Partners in Practice Programme.
- Tiered support approach and a one hub approach for foster carers.
- Scoping of Psychological support to carers, with the additional employment of two NHS Band 6 Children in Care Link Workers leading to -
 - Improved wellbeing.
 - Increased understanding and confidence of trauma and how to support children and young people within their care.
 - Improved stability of placements.

In 2019, Capital funding was agreed for the development of two new children's homes over four years. This project was slightly delayed due to the pandemic; however this Residential Capital workstream and the Residential Reform workstream have now been brought under the scope of the Transformation Board. The Transformation Programme's vision is to provide additional capacity within the residential estate to provide high quality therapeutic placements in house as it is anticipated that these placements will allow for children, particularly young children, to have their needs met better with a view to future step down to foster care. Currently we are heavily reliant on the commissioned placement to indicate whether or not it would be in the interests of a child to move on from a high care home. As a local authority, having this in house provision will ensure that there is not a necessity to commission the current level of high cost placements out of county. The aim is that by 2023, two new residential homes will be established in house, providing an additional eight residential placements.

The Residential Capital workstream will focus upon the creation of two or three new operational mainstream children's homes that are Ofsted registered (either through the purchase of a property or build on a LCC existing site; both opportunities are being explored). This will increase capacity and enable children to be placed back in county in an internal provision that has been designed to provide high quality therapeutic placements to meet their needs. These homes will be smaller units designed to meet both the younger cohort and older cohort. The homes will be based upon a trauma recovery model, with wrap around multi agency support. The Residential Reform workstream will focus upon creating the vision, statement of purpose and recruitment of staff, whilst also managing the Ofsted registrations of the new homes and supporting the identification of those children placed in external provision that may be able to transition to these new homes.

Progress to Date

£1.5m Capital funding has been agreed over three years for the development of two new Children's homes. Potential 50% match funding is available through the new Department for Education (DfE) Children's Homes Capital Programme. Following an information event with the DfE, Lincolnshire will be applying for 50% match funding for two projects. The closing date for applications is 15 October 2021.

Following investigation of various solutions there are now three options being progressed through feasibility and design stages:

1. Lincoln property, hopefully with an early 2022 completion of works and opening of first home in July 2022 (subject to costs and democratic decision in November 2021). Currently at Royal Institute of British Architects (RIBA) Stage 4 for detailed design to prepare for going out to tender. Planning application has been submitted.

2. New Build on an East Lindsey site could be open in Summer 2023 (subject to cost and democratic approval). Currently at RIBA Stage 2. This project is dependent on additional capital being secured through the bid to the DfE as it is not deliverable within the available £1.5m, including the need for an additional home.
3. Economic regeneration property in South Kesteven. Currently at RIBA Stage 1. Structural surveys are taking place on an existing property to determine if this is an economically viable option for a second home, if we are unable to progress with the preferred East Lindsey new build proposal.

2. Conclusion

Each individual workstream identified is governed by the Executive Directorate Leadership Team and Transformation Board. Financial implications will be considered within each workstream when evaluating the options and recommended action for decision. The programme is acutely aware of the current financial challenges facing Children's social care budgets through increased children in care and increased placement costs. The Residential Capital decision report is due to be submitted through the Capital appraisal process in November 2021.

3. Consultation

a) Risks and Impact Analysis

The equality impact assessment was completed at the start of the programme.

Individual risks and issues logs are being captured and developed by the Programme Office Transformation Manager. All risks are monitored through robust governance arrangements via the Transformation Board.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Early Help Strategy 2021-2023

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 Tara Jones, who can be contacted on 01522 552686 or tara.jones@lincolnshire.gov.uk.

Early Help Strategy 2021—2023



Introduction

On behalf of the Lincolnshire Safeguarding Children Partnership, we are delighted to introduce our refreshed Early Help Strategy for Lincolnshire, which has been developed through collaboration, engagement and consultation with children and families. This represents our joint commitment as partners to work collaboratively to provide the earliest help and support for children and young people, so they and their families can receive the right support at the right time and from the right person.

In Lincolnshire we believe Early Help is a collaborative approach, not a provision, every professional working with or engaging with children and families, regardless of organisation, status or position has a responsibility to deliver Early Help and support the family to access appropriate services. By working together, sharing information and resources the best outcomes can be achieved for all children, young people and families. In these unprecedented times, it is necessary to rethink how the whole system works to give children and families the most co-ordinated and effective services. Our commitment to building and supporting family networks, and community-based help has never been more crucial.

Our Early Help offer was critical during the challenge of the Covid19 pandemic and associated lockdown. The multi-agency support to respond effectively and creatively during times of crisis has enabled us to continue to maximise opportunities. We have much to be proud of in Lincolnshire, and the maturity of our Early Help system continues to drive and maintain excellent outcomes for children and families.

We want to thank our staff and our children, young people and families who have helped to shape this strategy and forward plan.



P. Bradwell

Cllr Mrs Patricia Bradwell,



H Sandy

Heather Sandy



C. J. Cook

Chris Cook



M. J. Parker

Martyn Parker



P. Palmer

Pamela Palmer

Executive Councillor Children's Services	Corporate Director of Children's Service	LSCP Chair	Detective Superintendent	Associate Director of Nursing
				

LOCAL CONTEXT

Lincolnshire is a large rural county with communities whose needs differ. We respond to this by ensuring everyone works collaboratively with children and families to meet their needs. The county comprises of one County Council, one City Council, five District Councils and one Borough Council. One of the greatest challenges for Lincolnshire is the size, scale and complexity of the environment in which all services operate. Lincolnshire is the fourth largest county, where 95% of the land area is designated rural and 48% of people live in rural areas compared to the national average of 18%.

We have a population of approximately 783,083, which is projected to grow by 94,000 by 2043 and the number of children aged 0 to 19 has grown by 3.9% in the last 10 years. There are just over 142,950 children and young people aged between 0 and 19 living in Lincolnshire, of which 22,730 (15.9%) live in poverty; of the total of those aged under 16 (121,636), 16.5% live in poverty. These figures are below the national averages of 21.6% for under 16s and 20.9% for 0-19s

We provide for approximately 98,200 children aged between 4 and 16 years of age, with 56,200 educated within primary schools, 40,100 in secondary and approximately 1,900 in special/alternative provision. The school provision within the county is:

- ✓ 5 nursery schools
- ✓ 280 primary schools (including infant and junior)
- ✓ 1 all through school catering from the ages of 3 to 18*
- ✓ 19 special schools
- ✓ 52 secondary schools
- ✓ A University Technical College (UTC) catering for years 10 to 13

We celebrate a strong partnership ethos, demonstrated by our joint ownership of this Strategy; and its associated implementation plan.

- ✓ With an Outstanding Ofsted rated children's services
- ✓ Clear vision for the work with children and families
- ✓ Diverse good quality childcare sector
- ✓ 48 children centres (7 maternity hubs)
- ✓ Integrated locality delivery across four areas
- ✓ Strength in our strategic partnership with schools
- ✓ Almost 930 providers registered to deliver childcare and funded early education places.



The vision for the Early Help system in Lincolnshire is Putting Children First

Working Together with Families to Enhance Children's Present and Future Lives'.

Children, Young People and Families will be:

- Helped to make changes for themselves
- Seen as a positive solution to the challenges they face
- Able to get the right service at the right time
- Understood as a whole family

Supported by skilled professionals that:

- Understand and apply Relationship Based Practice
- Is restorative in approach
- Is well trained and supported

Enabled and equipped by:

- Clear governance that puts children and families at the heart of how we plan and deliver support for them
- Clear framework and set of tools which includes using Signs of Safety as a methodology which builds on families strengths



What is Early Help?

Statutory guidance re-emphasises the crucial role of effective Early Help and focusses on the collective responsibility of all agencies to identify, assess and provide effective Early Help services and states:



'Providing Early Help is more effective in promoting the welfare of children than reacting later.'

Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early Help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.'

Working Together to Safeguard Children, HM Government, 2018

This Strategy also links with our wider transformation work; particularly our ambitions for SEND and High Needs Reform; transforming services for our Children in Care; and our new Early Childhood Strategy. To find out more, please click on the following links:

[Early Childhood Strategy](#)

[Special Educational Needs Disabilities \(SEND\) Local Offer](#)

[Corporate plan – Lincolnshire County Council](#)

[NHS Long Term Plan](#)

[Lincolnshire Partnership NHS Trust \(lpft.nhs.uk\)](http://lpft.nhs.uk)

[Lincolnshire Safeguarding Children's Partnership](#)

Early Help Principles & Values

In Lincolnshire Early Help is defined as anything that supports children, young people and their families to achieve their potential, by either preventing difficulties, or stopping those getting worse.

Early Help is the term used by all agencies to describe Lincolnshire's approach to providing early support to families so that children, young people and their families are safe, happy and ready for school, work and life's challenges. Early Help is the right help, at the right time, in the right place.

Our belief is that children and young people are best supported by people they know and trust; and that loving human relationships are essential to health and wellbeing. We know most Early Help is provided by families, friends, neighbours and communities, and these are central to our strategy. We are committed to supporting families, extended families, networks of friends and neighbours, and local community-based professionals (both paid and volunteers).

Our Early Help System brings together local partners, including health services, police, voluntary sector, educational settings, housing, and Local Authority services to provide early support to children and their families that build resilience, prevents difficulties from escalating and leads to better outcomes that are sustained.

All of us are committed to continuing to identify and provide support to children and young people who are at risk of poor health and wellbeing. Our goal is providing the **right support**, at the **right time**, through the **right person**. This can only be achieved if all partners work together with families and their networks towards goals that are owned by the children, young people and their families.

Our Principles and Values

- ✓ **Child and Family at the centre of all we do and understood as a whole family.**
- ✓ **Listening to children and families and giving importance to what they say.**
- ✓ **Building on strengths as well as identifying the difficulties.**
- ✓ **Focusing on building family networks that families have in place, to support them to come to their own solutions.**
- ✓ **Identifying the right support at the right time and by the right person.**
- ✓ **Open and honest communication**

The approach of the Early Help system in Lincolnshire is to provide early support to families to prevent needs from escalating and we provide this by ensuring:

- ✓ Children will have the **BEST START** in life
- ✓ Children will **LEARN** and **ACHIEVE**
- ✓ Children, Young people and their families will be **HEALTHY** and **RESILIENT**
- ✓ Children and young people will have safe and supportive families, **RELATIONSHIPS** and **NETWORKS**
- ✓ Children, young people and their families will receive the **RIGHT SUPPORT** at the **RIGHT TIME** by the **RIGHT PERSON** and for the **RIGHT DURATION**

This Early Help Strategy is informed by a commitment to these principles and values, and all partners are responsible and accountable for the delivery of its priorities through a partnership based governance arrangement.

This strategy should be read alongside 'Putting Children First – Meeting the Needs of Children in Lincolnshire'. [Putting Children First - Meeting the Needs of Children in Lincolnshire](#)



Lincolnshire's Early Help System



Lincolnshire has a wide range of services that work with, and for children, young people and families.

We also recognise the impact that the environment and communities, have on children.

Most of all, we acknowledge that the greatest, and most sustainable outcomes are provided by the children, young people, their families, and their friends.

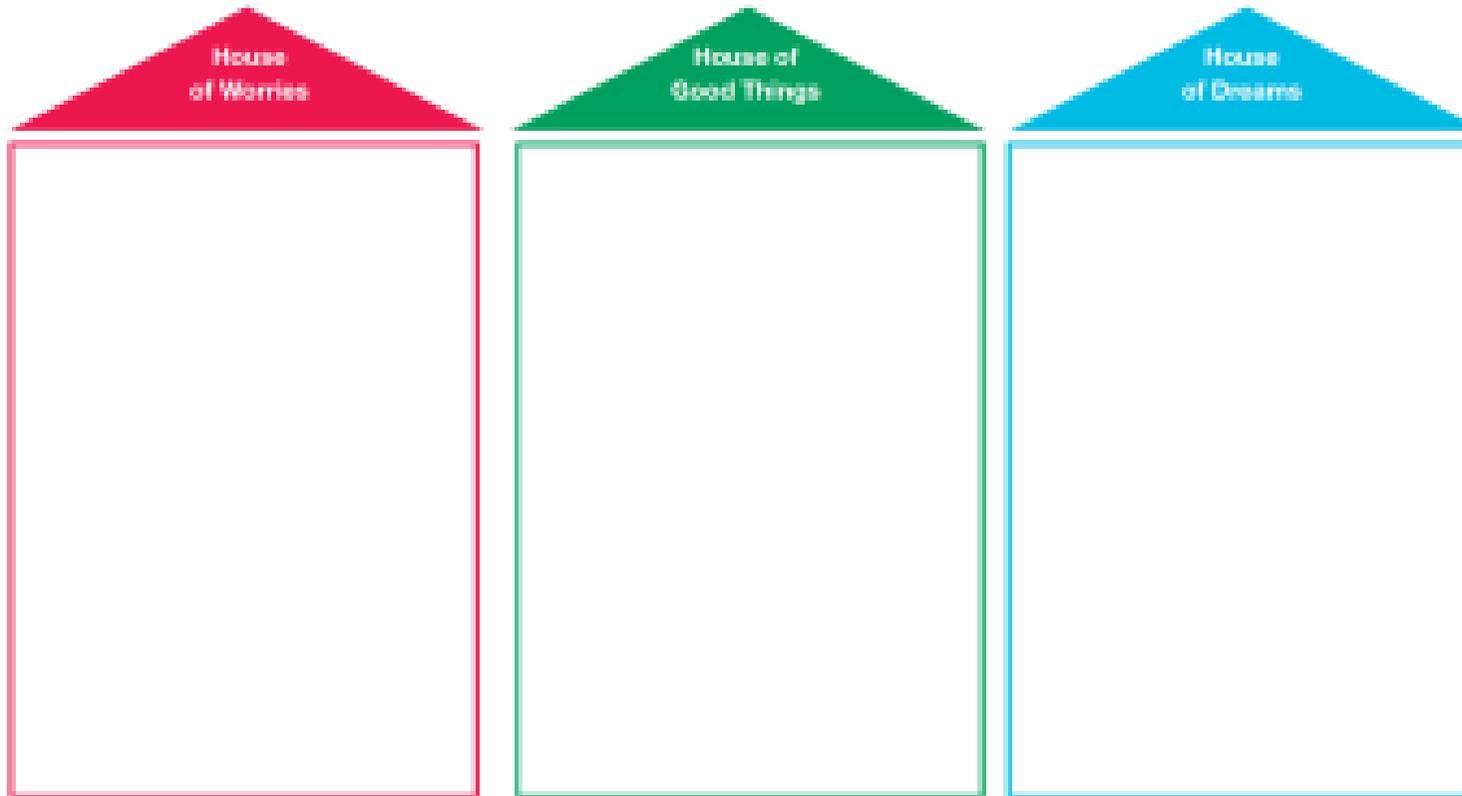
How do we ensure that Early Help is the right support, provided by the right person, at the right time?

In Early Help we use the Early Help Assessment to hold conversations with families and professionals. In Lincolnshire we value relationships and these conversations should be held with the person the family knows trusts or chooses. We use the Assessment to gather, share and analyse information with families so that we can make professional judgements together. We work in an open and honest way with each other and our families so that families feel informed, empowered and in control of their own lives. We have a clear practice framework to support our work with children and families and a set of tools, including restorative practice within our Assessments to help us to:



- ✓ Work at relationships with families
- ✓ Be curious and prepared to admit when we are wrong
- ✓ Listen to our families and use this to inform how we do things
- ✓ Use the family's language and say it in a way that children can understand
- ✓ Be open and honest with our worries and work together to find solutions
- ✓ Focus on behaviours not the person
- ✓ Respect for family culture - ask questions that seek to understand *and* to empower families to find their own solutions

We will work with families in a coaching way and ask questions within the assessment not just around the worries, but also on what is working well and what needs to happen next so that we are balanced and solution focussed. We speak to Children and Young People at every stage and ensure the plan is built around their wishes and feelings. We will all share our professional judgements with each other and the family.



When Families need Early Help:

It is really important, that the moment an early help need is recognised, someone has a conversation with the child/family and their support network about that concern, what it looks like and how it affects the child's life, as well as what everyone is doing to keep them happy and safe. Once the need/s has been identified and the family agree, an Early Help Assessment will be completed. If any of the worries are safeguarding concerns, Partner Agencies will need to call the Customer Service Centre on **01522 782111**.

If the Partner Agency can support the family on their own the Assessment and Plan can be used as tools for conversations and there are no further actions. We call this a Single Agency Response.

Complete Assessment and Plan,
continue to support the family.



Any Safeguarding Concerns call

01522-782111

When we need to involve more than one Agency:

When we identify that the family need support from another Agency we will begin the Team Around the Child (TAC) process. This is where all the people who care about or are working with a child form a team that helps to support them. One professional takes the lead to ensure that services are co-ordinated, coherent and achieving intended outcomes and acts as a single point of contact for the child and their family. A lead professional can be any professional who is a part of the team around the family. This professional can be from any service/agency. It is important that the family are involved in the discussion of who is best placed to coordinate the support and services being offered to the family. Please see Lincolnshire's [TAC Handbook](#) for further guidance.



Any Safeguarding Concerns call

01522-782111

When the needs are around a child's disability sometimes the TAC needs support from the Early Support Care Coordination Service:

Early Support Care Coordination (ESCO) is a service which helps coordinate support for children who are disabled, or have significant and complex additional needs which mean they need additional support during much of their daily lives and it is probable that there will be a long term impact on their development and learning. An ESCO Keyworker will be allocated where there is evidence of unmet care coordination needs relating specifically to the child's disability/complex additional need. Partner agencies will complete an assessment or update a plan that identifies these unmet needs and includes details of agencies working with the family. The assessment or plan will be looked at by ESCO to determine if ESCO can support. If a partner agency identifies that a family would benefit from signposting to support available in their community, parents and carers can book an ESCO drop-in session by contacting Customer Services on 01522 782111.

More information on ESCO and support for Children with disabilities can be found in Lincolnshire's Family Services Directory Children with Disabilities [Children with Disabilities](#)



Any Safeguarding Concerns call

01522-782111

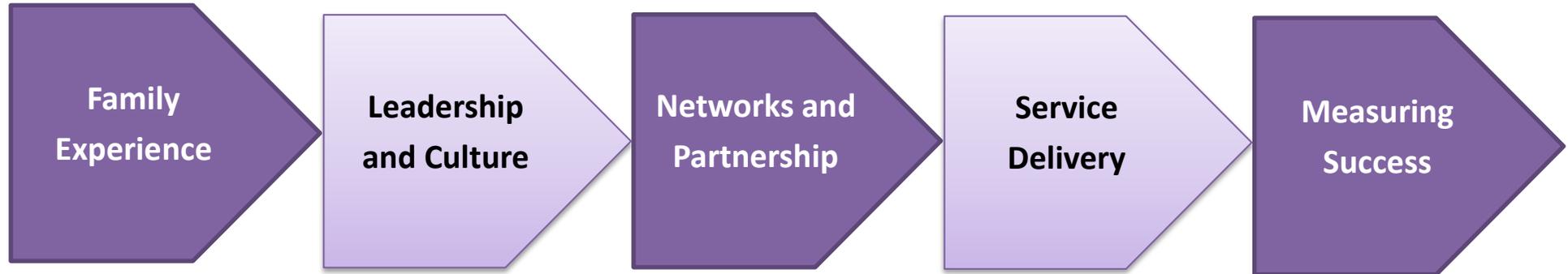
When families need help from a Children's Services Early Help Professional

Early Help Professionals will be allocated when a single agency or team of agencies have identified they are not able to meet the needs of the child. Partner Agencies will complete an Early Help Assessment or update a plan that states the family need the support of an Early Help Professional and what the support looks like. The Assessment or Plan will be evaluated and assessed at the Early Help Front Door and a decision made. The Early Help Front door works with Customer Service Centre and Social Care Screening team to understand whether families can be supported in Early Help and who is the most appropriate professional to support the child/family. They also support in identifying families who may need help from a Social Worker. The Early Help Front Door review the Early Help Assessments to make decisions with professionals and the family on who are the right people at that time to support the family after an assessment has been shared.



What are our priorities moving forward?

In order to continue to do better for children, young people and families, research and practice tell us we need to concentrate on 5 main areas:



Family Experience

GOAL: We want Lincolnshire to be a place where families get the right help, at the right time, from the right person. We want families to feel respected and supported, even when services challenge them. We want them to be actively involved in a conversation to work out what help they need; and be proactive in coming up with a plan that ensures their children are happy, healthy and safe.



PRIORITIES:

- ✓ Improving families' journey through services by embedding a strong practice framework that 'works with rather than 'does to' children, young people and families
- ✓ Improving the way we support our most vulnerable adolescent young people within their schools and communities; and through our evolving Future for Me Service.
- ✓ Implementing our Early Childhood Strategy to support families with very young children
- ✓ Collating more information on child and family experiences to use in further design and delivery of services
- ✓ Increased use of trauma-informed practice to improve experiences of children and their families

Leadership and Culture

GOAL: We want to demonstrate passionate leadership across the whole system, consistent with our vision and principles. We want this creative and innovative leadership to come from all levels of services, to drive a culture of collaboration, belief in early help, and belief in our children and families.

PRIORITIES:

- ✓ Continuing to develop collaborative leadership across the whole early help system, to ensure that this strategy is owned by all of us
- ✓ To demonstrate a learning culture that is creative and innovative



Networks and Partnership

GOAL: We believe that strong networks and partnerships are the key to making sure children and families get the right support at the right time from the right people. Therefore we want every child who needs early help to have a network of people around them who are there for them now and in the future. We want this aim to be supported by strong, committed strategic partnerships between services and organisations.

PRIORITIES:

- ✓ Ensure that building networks on an individual child and family level is a priority throughout all early help
- ✓ Continue to improve collaborative multi-agency support via TAC
- ✓ Continue to develop strong strategic partnerships with common vision and goals



Service Delivery

GOAL: We want all services in Lincolnshire to deliver respectful, strength-based services in a creative and flexible way with confident staff who are true to our principles and values.

PRIORITIES:

- ✓ Working in partnership for the sustained implementation of Signs of Safety, Restorative Practice, Family Finding and Trauma-informed practice models
- ✓ Continued development of a safe and effective 'Front Door' to services, with transparent decision-making and clear guidance to all lead professionals.
- ✓ Ensuring that systems, processes and paperwork support our professionals to deliver high quality services



Measuring Success

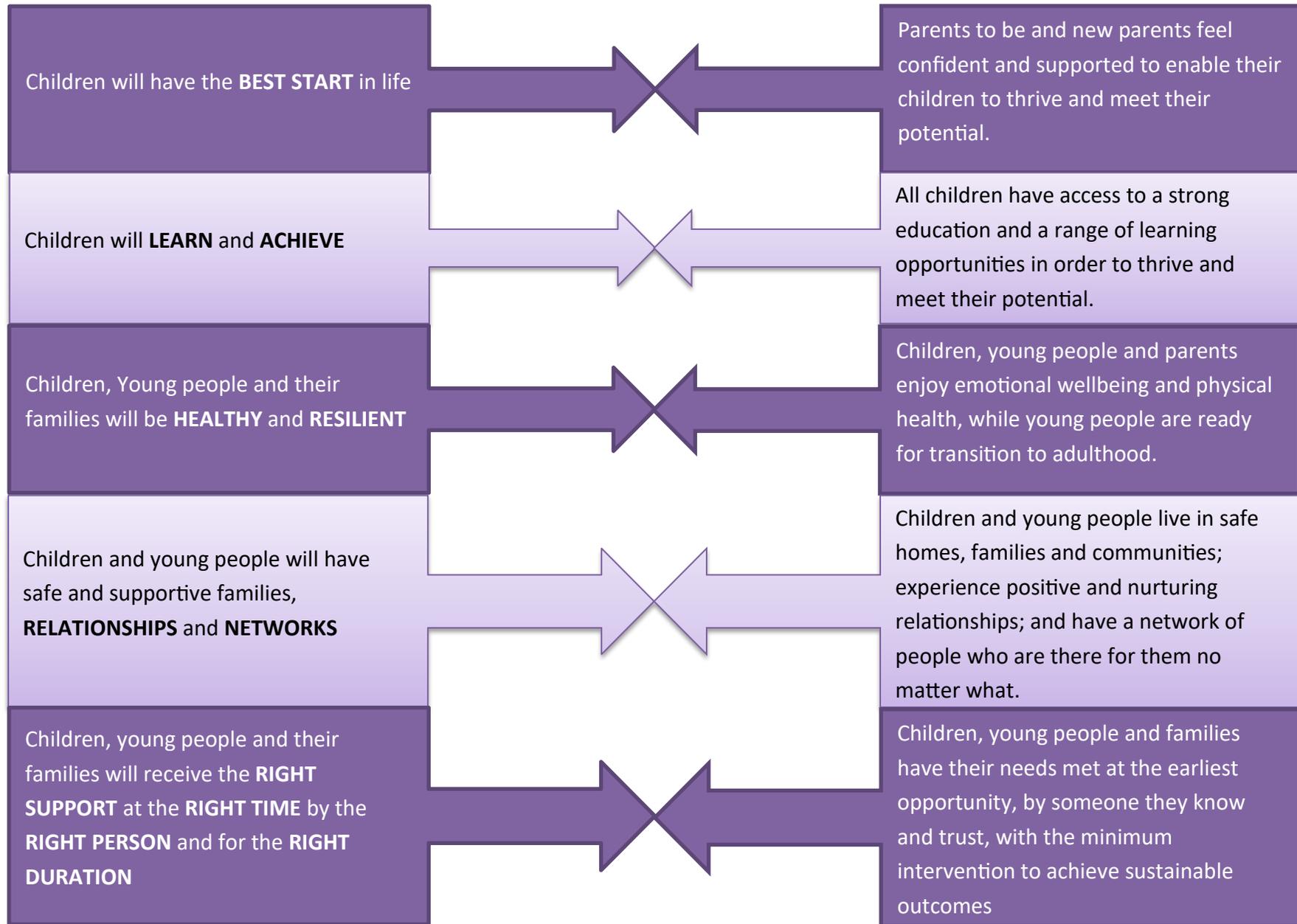
GOAL: We want Lincolnshire to be a place where we know what good early help looks like and feels like to children and families. We want to have a range of ways to demonstrate outcomes, and celebrate what our families and their networks have achieved.

PRIORITIES:

- ✓ Developing a comprehensive, consistent data set for Early Help
- ✓ Developing our data analysis to better understand the needs of children and families in Lincolnshire; and our performance in meeting that need.
- ✓ More direct information from children and families about what works to be visible throughout the system



What success looks like



Governance arrangements

The underlying principle is that the delivery of the Early Help System requires multiple partners to work together, providing an integrated and joined up Early Help offer.

The Lincolnshire Early Help Steering Group is a county wide multi agency group which is accountable to the Lincolnshire Safeguarding Partnership via the Strategic Management Group.

In summary, the purpose of the Early Help Steering Group is to build on the strong partnerships to develop and deliver our Early Help Strategy and to understand the impact upon Children, Young People and Families.

The responsibilities of the Early Help Steering Group include:

- The oversight, production, publication, delivery and review of the Early Help Strategy
- Support the continuous improvement of multi-agency Early Help arrangements across Lincolnshire
- Having open and honest conversations about challenges and opportunities
- Reporting on the impact of the Early Help System to the Lincolnshire Safeguarding Children's Partnership.



Links to other information and resources for Early Help:

lincolnshire.gov.uk/tac

tacadmin@lincolnshire.gov.uk

earlyhelpconsultants@lincolnshire.gov.uk

Customer Service Centre (Children's) 01522 782111





Open Report on behalf of Heather Sandy, Executive Director – Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 September 2021
Subject:	Family Adoption Links - Regional Adoption Agency Progress Update

Summary:

This report sets out progress relating to the development of the Regional Adoption Agency – Family Adoption Links.

Actions Required:

The Children and Young People Scrutiny Committee is invited to review and seek assurance in regards to the progress of the Regional Adoption Agency.

1. Background

The Government's Education and Adoption Act (2016) set out expectations for adoption services through the establishment of regional adoption agencies (RAA). By the end of 2020 every local authority was expected to become part of a RAA.

Following discussions with East Midland's authorities, Lincolnshire, Rutland, Leicestershire and Leicester City agreed on an aligned partnership model and this was further strengthened by the formal inclusion of North Lincolnshire Council in early 2020.

It was agreed that Lincolnshire County Council would become the lead authority for the RAA and the partnership was launched in October 2020 under the banner of Family Adoption Links.

The RAA oversees a number of key areas of adoption provision including the recruitment of adopters, assessment and training, matching and placement of children, along with delivery of post adoption support services.

The strategic vision is managed by the Partnership Board chaired by the Director of Children's Services (DCS) – Leicestershire and with senior level representation from all partner agencies. Actions and developments are commissioned by the Board.

An interim Head of Service (HOS) was appointed and oversaw the final preparation and launch date.

An actual pooled budget was created within the RAA to fund central hub staffing costs including the RAA Head of Service post, marketing officer, data analyst and business support officer. All of these were in post by April 2021. The provision of the posts was funded by equal contributions from all partnership authorities. This has augmented the central Government grant allocation and provided firm staffing foundations for the first 18 months of operation. The intention is that the partnership will deliver a range of financial benefits, including better value for money through economies of scale and a decrease in the number of children requiring specialist, intensive and costly placements/services.

The HOS post will govern the management and decision-making of those local authority budgets in conjunction with the adoption managers that hold responsibility for the budgets locally. This will ensure consistency in decision-making and assist with regional improvements.

A regional programme of communications and virtual briefings are being drawn together to ensure staff, adopters, courts and partners are kept fully informed of developments.

Progress

The partnership has developed the “Family Adoption Links” regional brand. This regional brand reflects the vision, mission, values and strategic outcomes of the partnership.

The partnership appointed an interim Regional Head of Service, responsible for the delivery of the RAA. Unfortunately the post holder left the role and since June 2021 a temporary Head of Service has been appointed until successful recruitment is finalised. It is anticipated that a permanent HOS will be in post by autumn 2021. The Regional Head of Service has a single line of accountability to the Management Board and undertakes a range of key functions in conjunction with service leads across the partnership.

A revised partnership website is under construction. The website will be the most important element in our approach to recruitment and support to adoptive parents and as such, the key component in uniting the partnership as a RAA. This easy to find, easy to use site will offer dynamic engagement with users thanks to its visual simplicity, clear signposting, clever copy and most importantly the ease with which users can make contact with us through a variety of mediums. The website will set the tone for professional, consistent and outstanding services we seek to provide as a partnership and become, ultimately, a single point of contact for those interested in becoming adoptive parents and in time, for those seeking post adoption support and training.

The Data Analyst has worked collaboratively with partnership representatives to deliver an agreed submission to the Adoption and Special Guardianship Board on a quarterly basis. Work is taking place to deliver a regional data set that will support recruitment and family finding activity. Microsoft Power BI will provide accurate adoption reporting facilities for both individual local authorities and the region, and provides visuals that will

support the presentation of adoption data for any OFSTED inspection. Work is currently taking place to facilitate the sharing of this to all partner authorities.

The partnership has brought together regional operational managers responsible for adoption from each partner. This group demonstrates a shared purpose to deliver services for families that are locally determined but at the same time have clear links to wider local, regional and national priorities. The group meets monthly and a service lead is allocated to core functions essential to develop a regional approach. The workstreams are Assessment and Training, Family Finding and Post Adoption Support.

The Assessment and Training workstream is led by Georgina Oreffo from Leicester City. An agreed modular approach to both pre and post approval training is in place. The mode of delivery will be enhanced by the development of the website which will act as a hub for on line and face to face training modules. The ambition is for courses to be available to adopters across the partnership which should enable more rapid access and provide staff flexibilities.

The Family Finding workstream is led jointly by Anne Johnson from Lincolnshire and Ellie Taylor from Leicestershire. The ambition of the partnership is to provide a consistent approach to family finding and ensuring that the partnership is able to meet the needs of most children requiring adoption. The adoption of a single approach requires practice to change for some partners and proposals for achieving a whole partnership approach will be made to the Family Adoption Links Board.

Post Adoption Support is the other key workstream and is led by Karen Everatt from North Lincolnshire. It builds on the practice delivered within the aforementioned workstreams. All partners have a different post adoption support offer and that is likely to remain the case. The ambition is for all adopters at the point of initial contact, to have information about the support available with the website signposting the local details. An identified area of need is the provision of therapeutic interventions. The partnership delivers a range of interventions and will need to consider whether it would be more cost effective to adopt a single intervention in the mid-term.

The Regional Head of Service is a temporary appointment in post pending successful recruitment of a permanent Head of Service. As such the focus since June 2021 has been very much on progressing the core pillars of practice as outlined above, upon which the partnership approach can fully develop. At the same time the post is continuing to engage key stakeholders within and beyond the Council to align services and to identify broader opportunities for transformation and development. This includes representing the region to the Department of Education (DfE), at the National RAA Leaders Group and the Regional Adoption and Special Guardianship Leadership Board.

2. Conclusion

The partnership development has taken place against a backdrop of a pandemic and staff changes. Development of the partnership is centred on core areas which when completed will provide the partnership with genuine momentum and provide opportunities to modify

adoption practice and create some staffing efficiencies. Progress is very much in line with the expectations of the revised Government strategy for adoption "Achieving Excellence Everywhere" issued in July 2021.

3. Consultation

a) Risks and Impact Analysis

Not Applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	RAA Data Dashboard

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 John Harris who can be contacted on 079202 74866 or by e-mail at john.harris@lincolnshire.gov.uk

RAA Data Dashboard

The below examples of our Family Adoption Links reporting dashboard demonstrate how we as a RAA are moving towards a centralised reporting hub, granting the ability to report both locally and regionally, with scope to increase this to nationally once the infrastructure is in place.

Centralised reporting is an opportunity to propagate our RAA identity, reduce ambiguity and silo working, and promote sharing best practice. It is just as much about making a cultural shift in the way we operate as a RAA, combined with improving our efficiency, and creating more time to focus on value adding tasks.

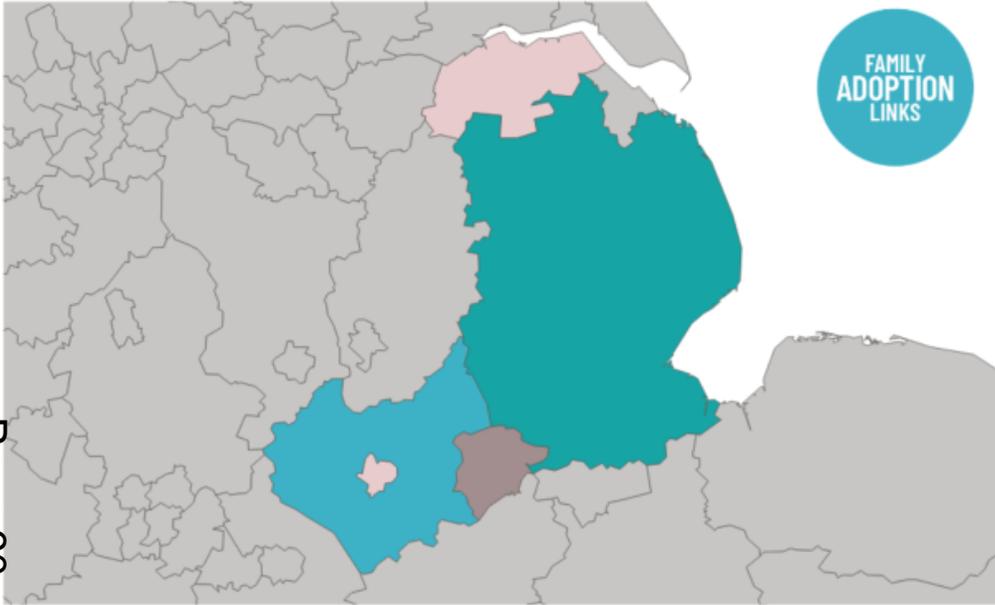
The below views show a proposed view of our adopter portfolio with regards to some key metrics that were defined by the service manager. These views can be tailored by the user to see the local and regional position and each visualisation can be further deep dived to provide more clarity behind the figures and encourage a curiosity around our data.

Moving to a centralised dynamic reporting tool across the RAA will enable a cultural shift in managers being able to use data to manage service delivery in a timelier manner. It will help to reduce duplication, as one report can then be used by each local authority to report on their individual performance without having to create their own specific view, and will in essence give us one version of the truth, as we will all be reporting off the same base data.

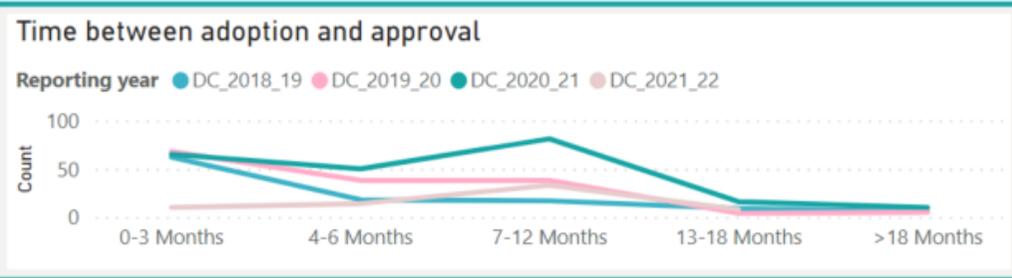
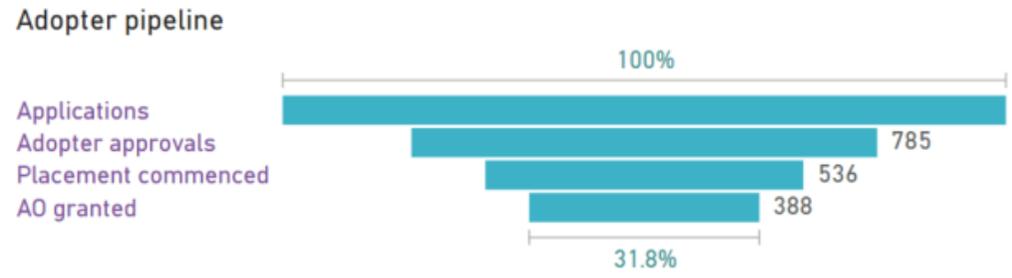
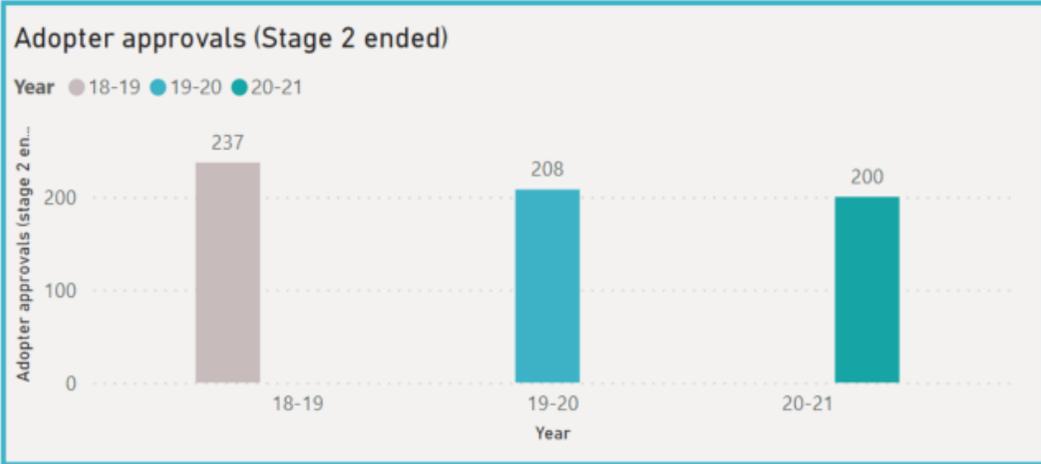
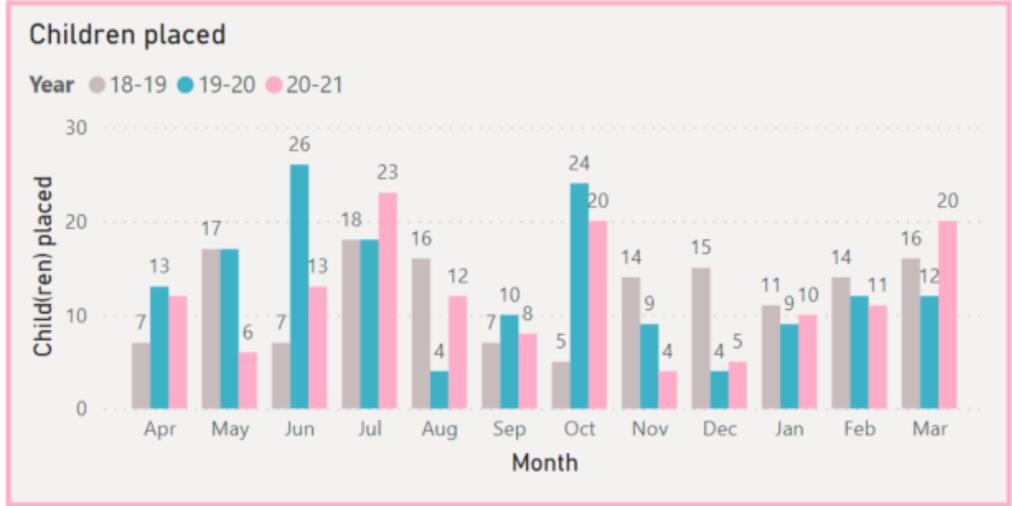
Alongside creating meaningful dynamic reports, we should also be focusing on the data extraction and validation process, seeking to eliminate manual effort where possible and ensure consistency across the piece.



RAA Adopter Portfolio Dashboard:

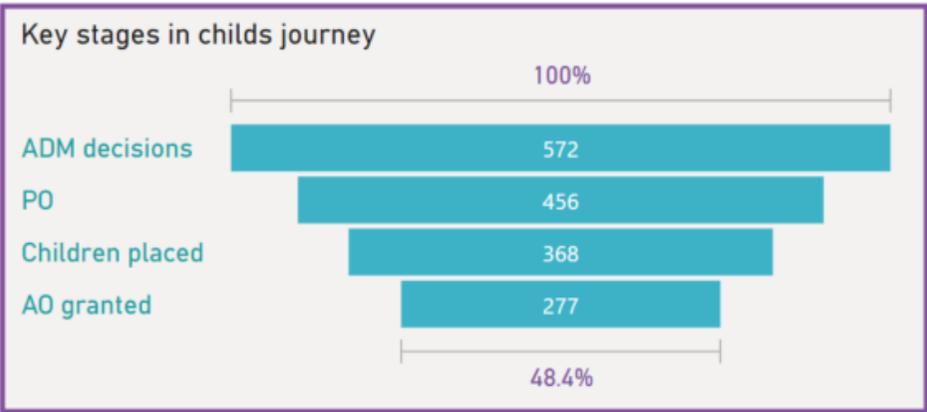
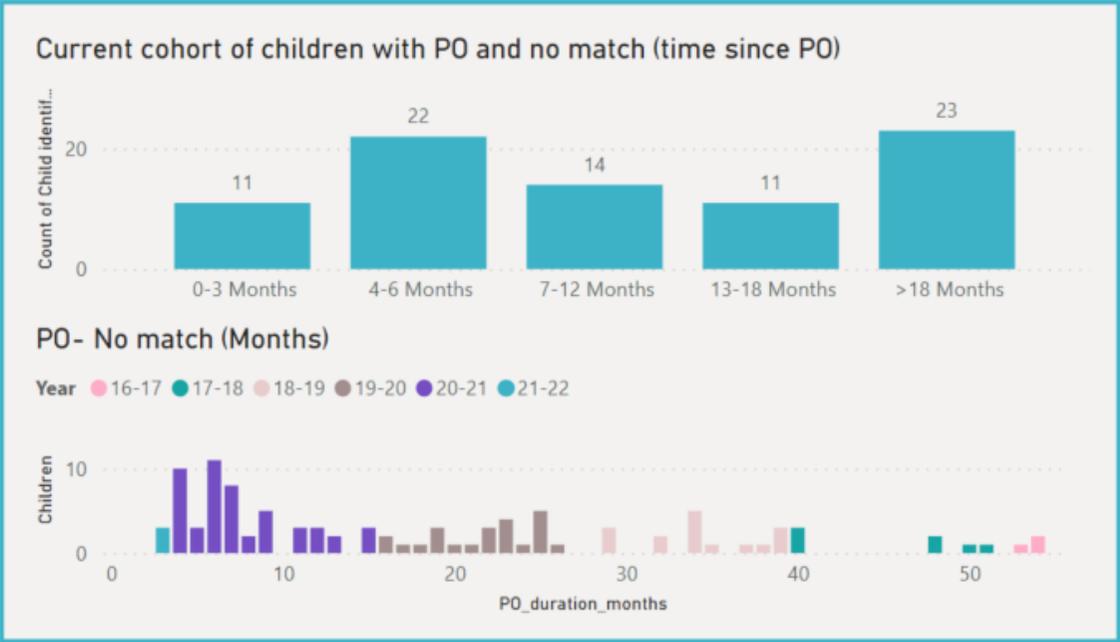
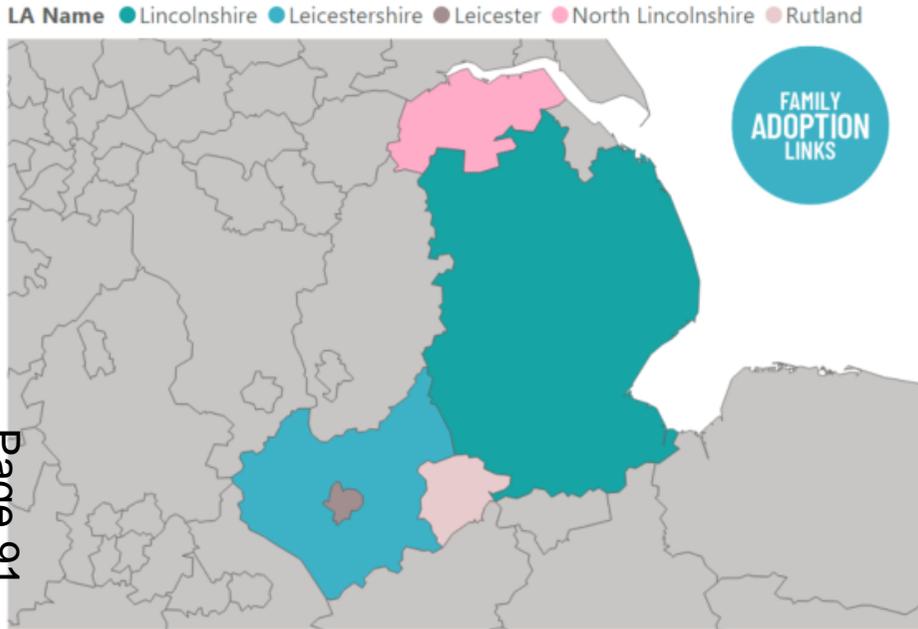


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RAA Child Portfolio Dashboard:

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Open Report on behalf of Heather Sandy, Executive Director – Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 September 2021
Subject:	Service Level Performance against the Corporate Performance Framework – Quarter 1

Summary:

This report summarises the Service Level Performance against the Corporate Performance Framework for Quarter 1. This report will only summarise the measures that are above or below the target range.

Actions Required:

The Committee is invited to review and comment on the performance of the measures that are either above or below the target range.

1. Background

This report will summarise the performance of the Tier 2 Service Level Performance measures for the Children and Young People Scrutiny Committee.

There are eight measures that should be reported at Quarter 1.

In Quarter 1:

- 3 measures exceeded their target;
- 3 measures have achieved their target; and
- 2 measures are unable to be reported on due to Covid-19.

Measures that exceeded their target:

Average time taken to move a child from care to an adoptive family (PI 125)

Despite the on-going Covid-19 pandemic, Lincolnshire continues to perform well in this measure and the numbers are significantly better than figures from recent history for comparator areas (both Statistical Neighbours and Nationally). Our high performance in this area is achieved through being aware of the journey of each child and ensuring that

the adoption team is able to engage in twin tracking at the earliest opportunity within the service and via the regional adoption approach. There has been some delay in getting cases through the courts during the Covid-19 pandemic, and this may continue to have some impact on the statistics and data for this year despite the gradual easing. Several of the children are in protracted proceedings.

Average time taken to match a child to an adoptive family (PI 126)

The performance this quarter continues to exceed target, despite the Covid-19 pandemic, and is better than National and Statistical Neighbour comparator figures. Recruiting the right families for children reduces the need to identify independent adoptive placements which in turn minimises potential delays and ensures we continue to do well in respect of this indicator. The Covid-19 pandemic continues to affect this measure. Until we were able to develop our systems and use Covid risk assessments, fewer children were placed in Quarter 1 last year. These systems are now effective and we were able to place a higher number of children in Quarter 4, some of whom had been difficult to place.

Care Leavers in suitable accommodation (PI 146)

The good performance in relation to accommodation is down to good working relationships with District Councils and their willingness to view care leavers as a priority group. The continued flexibility and resilience of our housing provider, Nacro, during the pandemic in ensuring safe accommodation is on offer should also be noted. The above combined with the persistent and creative work of leaving care staff has ensured that nearly every care leaver is suitably accommodated. A further two young people have gone to custody and this is deemed as unsuitable accommodation. This will impact on our figures, but Lincolnshire County Council (LCC) is unable to change a care leaver being in custody.

Measures that are unable to be reported on due to Covid-19:

Juvenile first time offenders (PI 15)

Unfortunately we are still in the position where we are unable to provide updated figures for this measure. Due to the Covid-19 pandemic, to minimise non-essential travel by their analysts, the Ministry of Justice (MoJ) paused access to the Police National Computer. This access has now been resumed but on a priority basis. Nevertheless we are hopeful that the Youth Justice Board (YJB) will be able to provide updated figures soon. The performance team provide managers with regular cohort reports and persistent offender reports so that resilience is maintained in the interim.

For information, the last available figure for juvenile first time offenders is 121 (rate per 100,000) for the reporting period January 2019 - December 2019. This has increased from the previously reported figure of 119 due to recalculations by the YJB.

Juvenile Re-offending (PI 125)

Unfortunately we are still in the position where we are unable to provide updated figures for this measure. Due to the Covid-19 pandemic, to minimise non-essential travel by their analysts, the MoJ paused access to the Police National Computer. This access has now been resumed but on a priority basis. Nevertheless we are hopeful that the YJB will be able to provide updated figures soon. The performance team provide managers with monthly cohort reports and persistent offender reports so that resilience is maintained in the interim.

For information, the last available figure for juvenile reoffending is 30.6% for the reporting period October 2018 – December 2018.

2. Conclusion

The Children and Young People Scrutiny Committee is requested to review and comment on the report.

3. Consultation

a) Risks and Impact Analysis

None required

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Performance Measure Summary

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 Jo Kavanagh, Assistant Director – Early Help, who can be contacted on 01522 554505 or jo.kavanagh@lincolnshire.gov.uk.

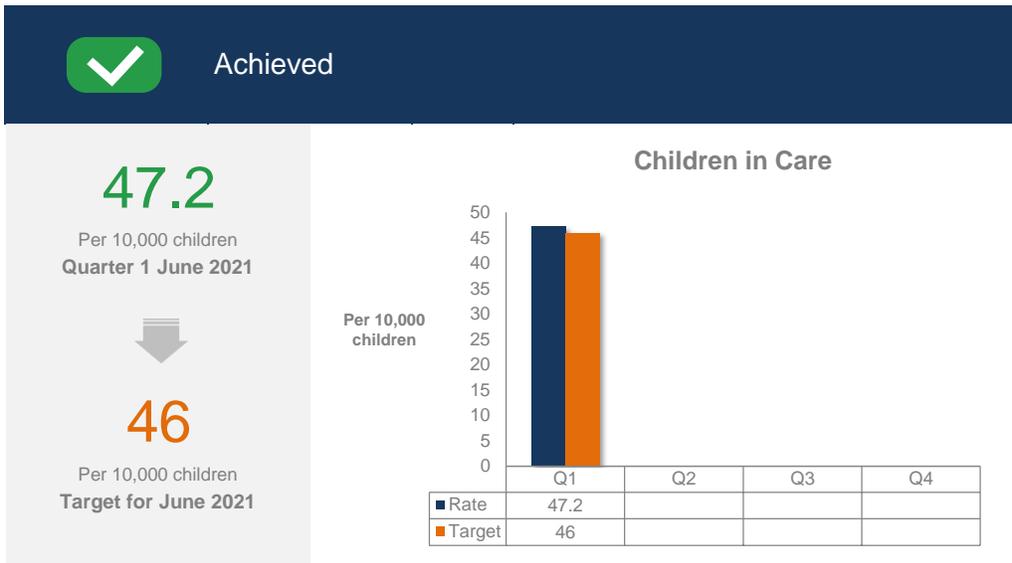
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Children in Care

Children in Care per 10,000 population aged under 18. There are a number of reasons why a child may be placed in the care of the local authority. Most often it is because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for the child, have been neglecting the child or the child has committed an offence. The local authority has specific responsibilities and duties towards a child who is in care or who has been in care.

This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

A lower rate of children in the Local Authority's care indicates a better performance.

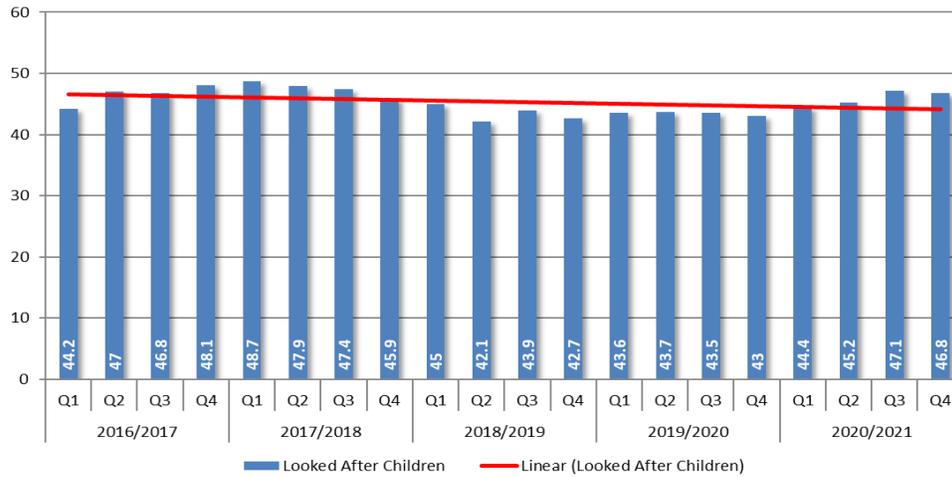


About the latest performance

This measure has achieved target, however, it is currently showing a slight adverse trend. Whilst the number of Children in Care leavers has stayed reasonably static compared to 31st March 2021 (Quarter 4 2020/21), the number of Children in Care starters over Quarter 1 2021/22 has been around 20% higher than in Quarter 4 2020/21. This appears to have pushed the Children in Care per 10,000 figure slightly further up over the past quarter. However, despite the increase, the Lincolnshire number of Children in Care per 10,000 remains significantly below the most recent published figures both nationally and by our statistical neighbours (67 per 10,000 and 62.67 per 10,000 respectively as at 31st March 2020).

Further details

Children in Care per 10,000 of the Lincolnshire Population



About the target

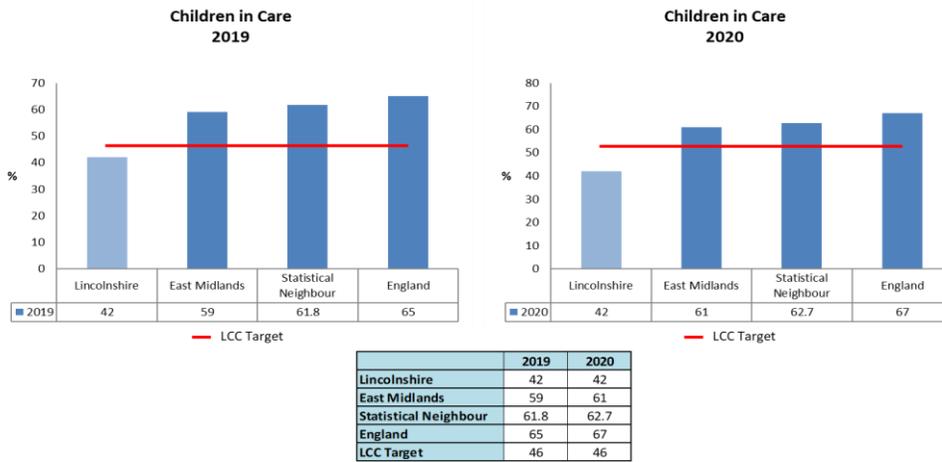
Taking into account recent performance the target remains at a rate of 46 per 10,000 children (approximately 670 children).

About the target range

The Upper and lower Target allows for the number of Children in Care to vary between approximately 626- 699. This is about +/- 35 children from target. Anything above or below this number would be flagged as worse than target, i.e. indicating a significant variance from the current position.

About benchmarking

Comparator information is available and is showing an increasing trend

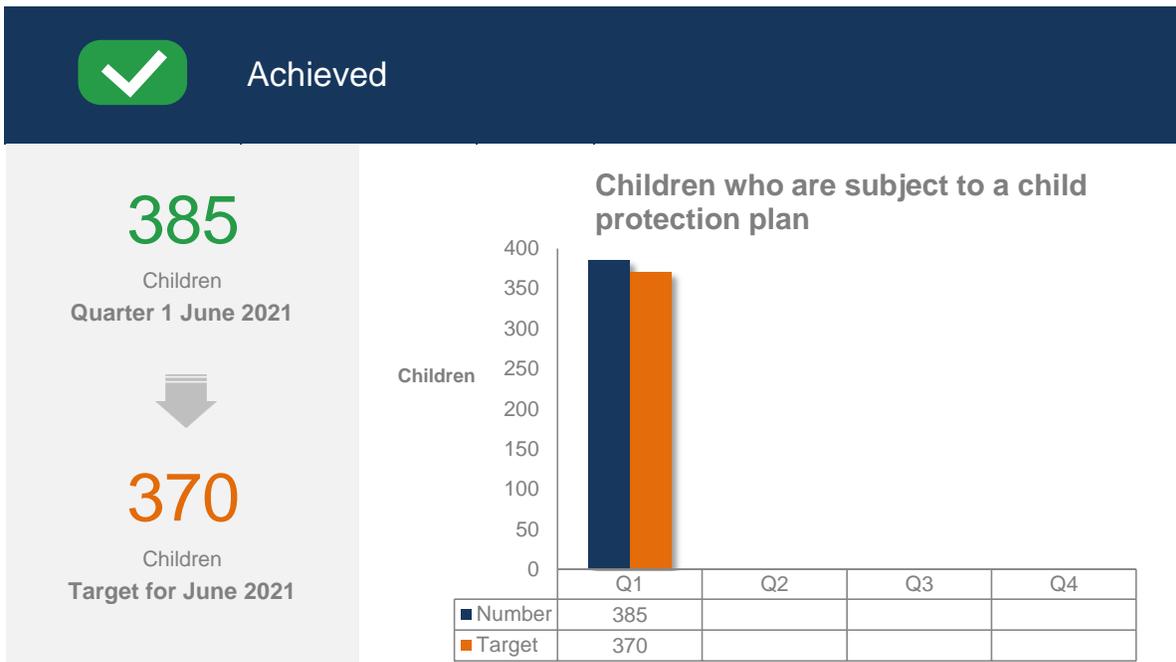


Children who are subject to a child protection plan

A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.

This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

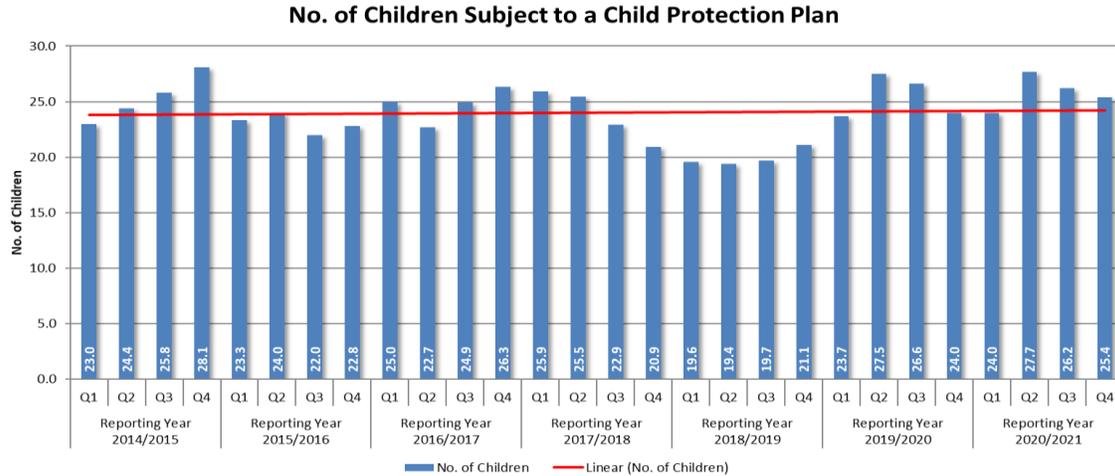
A lower number of children who are subject to a child protection plan indicates a better performance.



About the latest performance

Current performance has met the targets set.

Further details



About the target

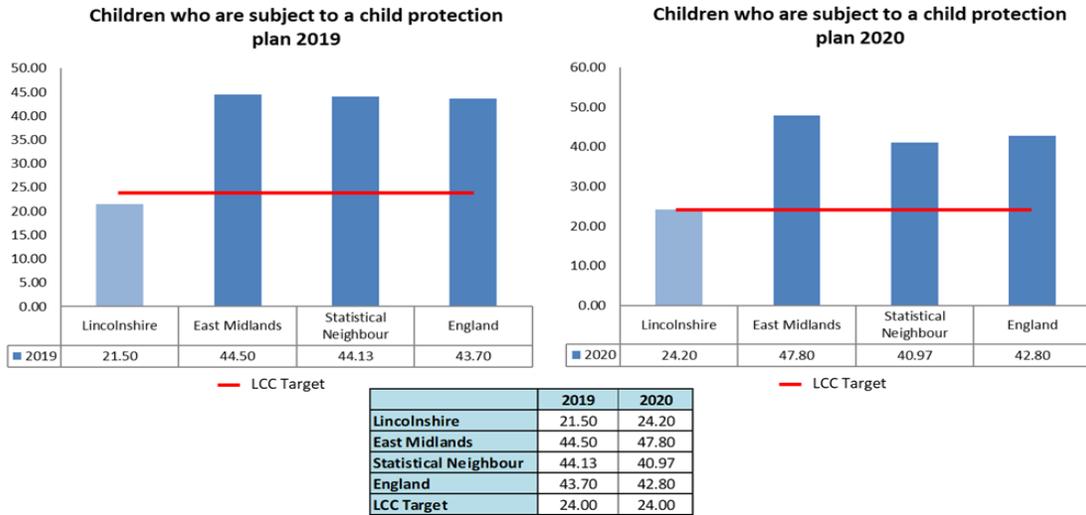
Targets have been revised to 370 to take into account current trends.

About the target range

We have set a tolerance position of approximately 60 children with a CPP. This equates to a tolerance range of approximately +/- 30 children from the target.

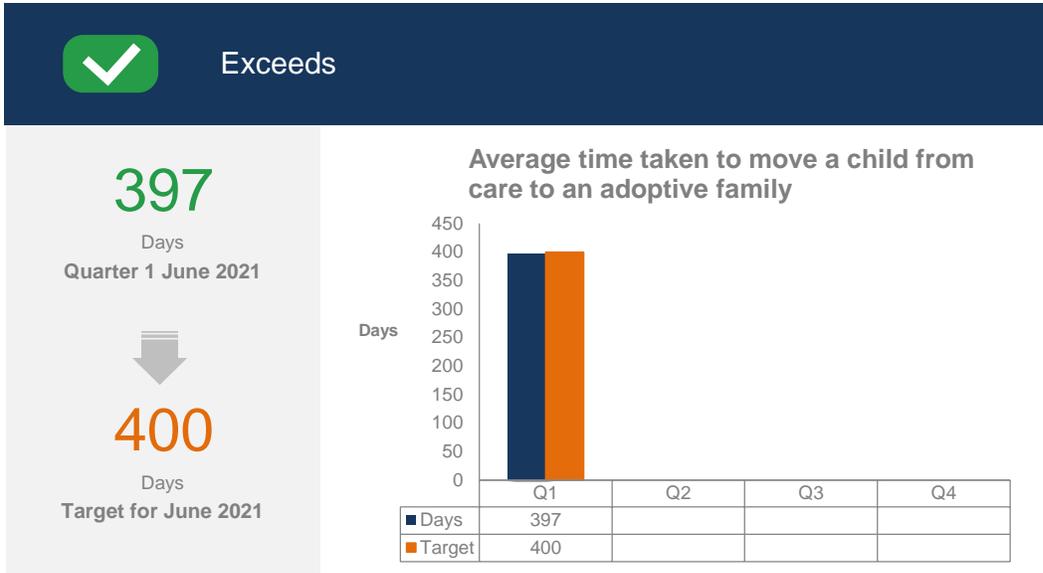
About benchmarking

Comparator information is available. Benchmarked against National, Regional and Stat neighbours.



Average time taken to move a child from care to an adoptive family

Average number of days between the child entering care and moving in with their adoptive family. A lower number of days taken to move a child from care into an adoptive family indicates a better performance.

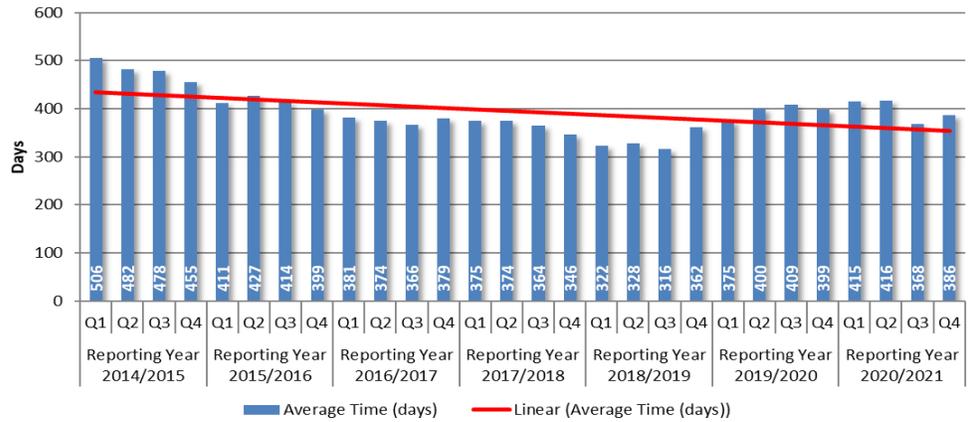


About the latest performance

Despite the on-going Covid-19 pandemic, Lincolnshire continues to perform well in this measure and the numbers are significantly better than figures from recent history for comparator areas (both Statistical Neighbours and Nationally). Our high performance in this area is achieved through being aware of the journey of each child and ensuring that the adoption team is able to engage in twin tracking at the earliest opportunity within service and via the regional adoption approach. There has been some delay in getting cases through the courts during Covid, and this may continue to have some impact on the statistics and data for this year despite the gradual easing. Several of the children are in protracted proceedings.

Further details

Average Time (Days) Taken to Move a Child From Care to an Adoptive Family



About the target

Target set significantly better than national average

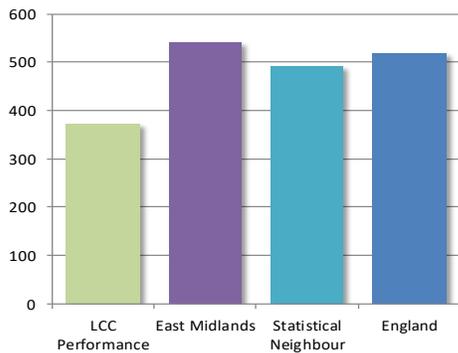
About the target range

A maximum value of 490 has been set as this would mean performance is worse than the most recent national figures.

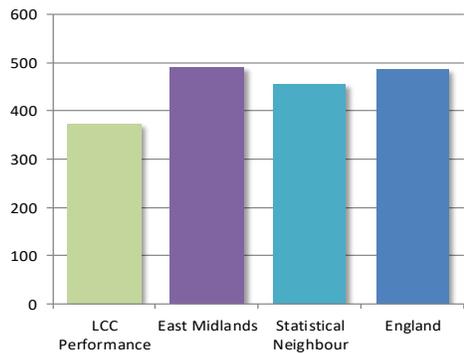
About benchmarking

Benchmarking information is available for 2018, however, 2019 figures have not yet been released

Time taken to move from care to adoptive families (days) 2014-2017



Time taken to move from care to adoptive families (days) 2015-2018

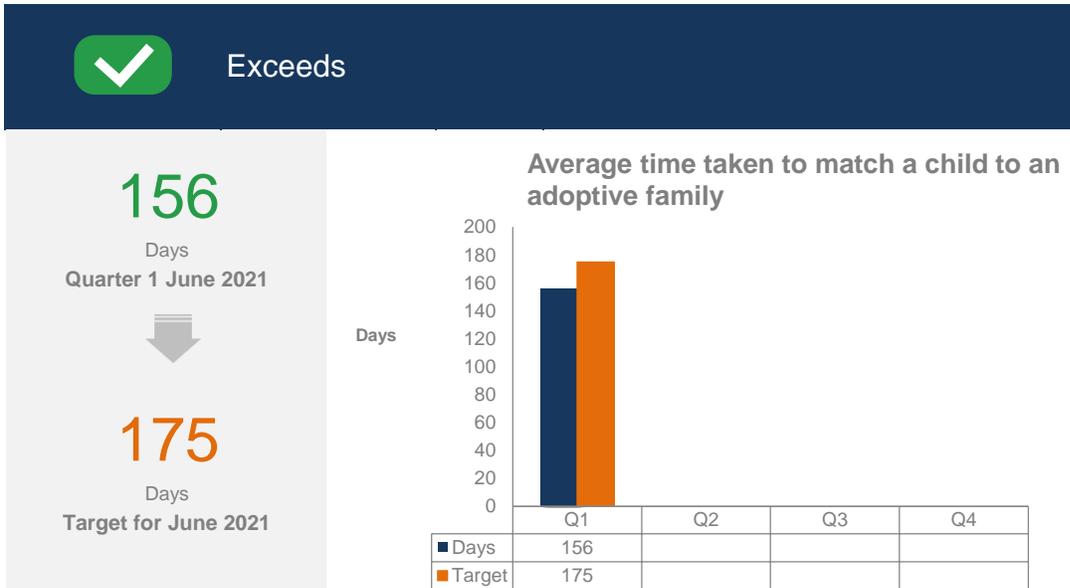


	2014/2017	2015/2018
LCC Performance	372	372
East Midlands	542	490
Statistical Neighbour	492.3	456.3
England	520	486

Average time taken to match a child to an adoptive family

Average number of days between the local authority receiving the court order to place a child and the local authority deciding on a match to an adoptive family.

A lower number of days taken to match a child to an adoptive family indicates a better performance.

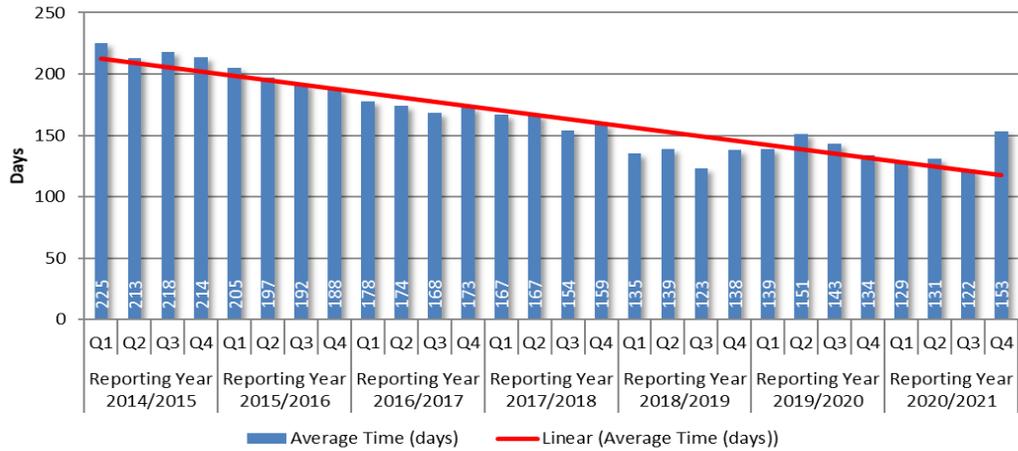


About the latest performance

The performance this quarter continues to exceed target, despite the Covid 19 pandemic, and is better than National and Statistical Neighbour comparator figures. Recruiting the right families for children reduces the needs to identify independent adoptive placements which in turn minimises potential delays and ensures we continue to do well in respect of this indicator. The Covid-19 pandemic continues to affect this PI. Until we were able to develop our systems and use Covid risk assessments fewer children were placed in quarter 1 last year. These systems are now effective and we were able to place a higher number of children in quarter 4, some of whom had been difficult to place.

Further details

Average Time (Days) Taken to Match a Child to an Adoptive Family



About the target

Target has been reduced to 175 days to take into account recent trends of a higher number of adoptions, which is expected to impact figures. However, the revised target remains significantly better than the most recent published National figures.

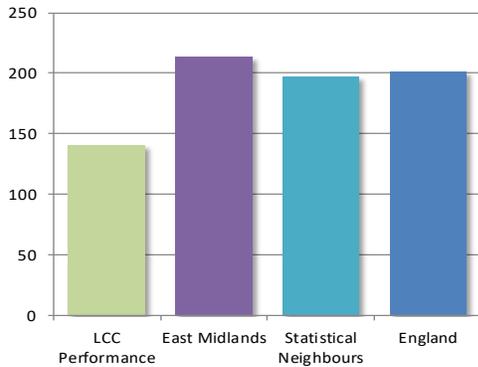
About the target range

Both upper and lower target ranges have been set to 10 days (average)

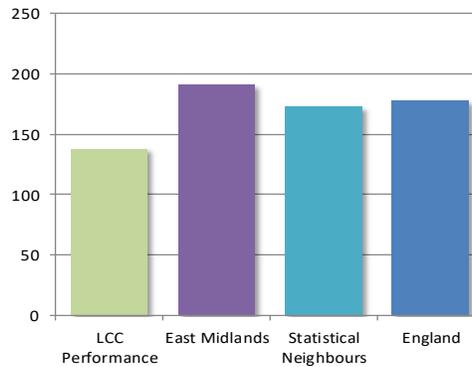
About benchmarking

Benchmarking information is available for 2019.

Average time taken to match a child to an adoptive family (days) 2015-2018



Average time taken to match a child to an adoptive family (days) 2016-2019



	2015/2018	2016/2019
LCC Performance	141	138
East Midlands	213	191
Statistical Neighbours	196.8	172.11
England	201	178

16-17 year old Children in Care participating in learning

This measures young people recorded as being in care participating in learning at the end of the reporting period and will not take into consideration the length of time that they have been in local authority care.

Numerator: Number of Children in Care participating in learning at the end of the reporting period.

Denominator: Number of Children in Care at the end of the reporting period.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

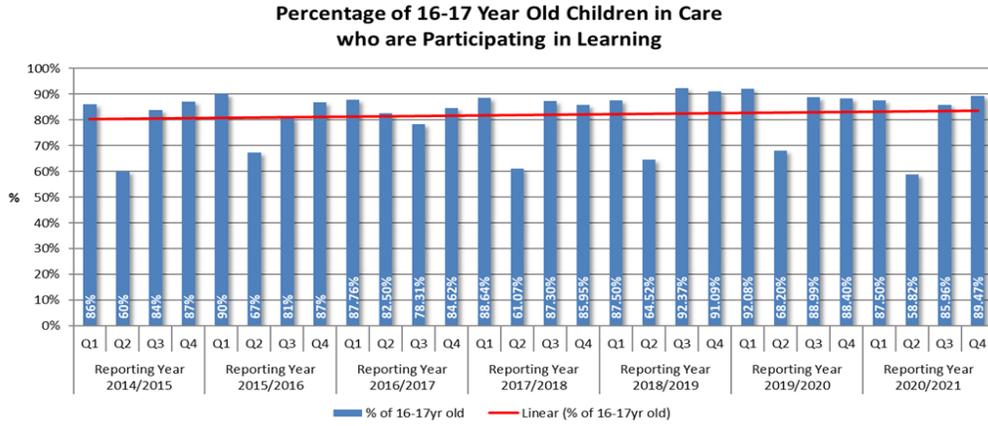
The parameters of this measure were previously defined as recording 16-18 year old Children in Care participating in learning. As of Q1 2017/18 onwards, the Department for Education no longer require monitoring of children aged 18, and so the measure has been amended accordingly, restricting data provision to 16-17 year old Children in Care only. A higher percentage of Children in Care participating in learning indicates a better performance.



About the latest performance

Current performance has met the targets set.

Further details



About the target

Target remains the same as the previous year. Q2 & Q3 targets lower to allow for the expected dip at this time of year due to September being the start of the tracking process

About the target range

The target range is set at a level to allow for 2 percentage points above the target and 5 percentage points below the target.

About benchmarking

Benchmarking information is not available for this cohort

Care Leavers in suitable accommodation

A care leaver is a young person who reaches the age of 18 who had been in local authority care.
Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".

Denominator: Number of care leavers turning 19 years of age in the year.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

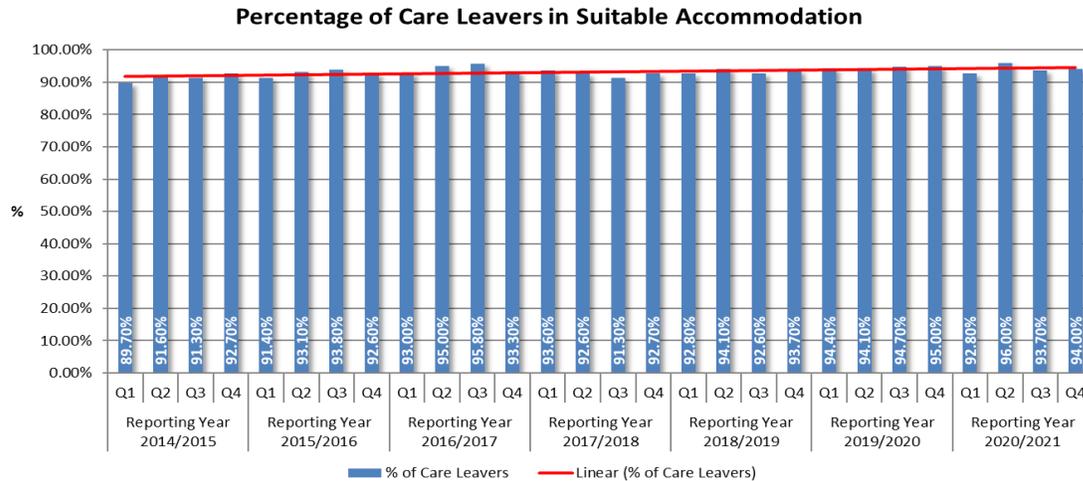
A higher percentage of care leavers in suitable accommodation indicates a better performance.



About the latest performance

The good performance in relation to accommodation is down to good working relationships with District Councils and their willingness to view care leavers as a priority group. The continued flexibility and resilience of our housing provider, Nacro, during the pandemic in ensuring safe accommodation is on offer should also be noted. The above combined with the persistent and creative work of leaving care staff has ensured that nearly every care leaver is suitably accommodated. A further 2 young people have gone to custody and this is deemed as unsuitable accommodation, this will impact on our figures, but LCC is unable to change a care leaver being in custody.

Further details



About the target

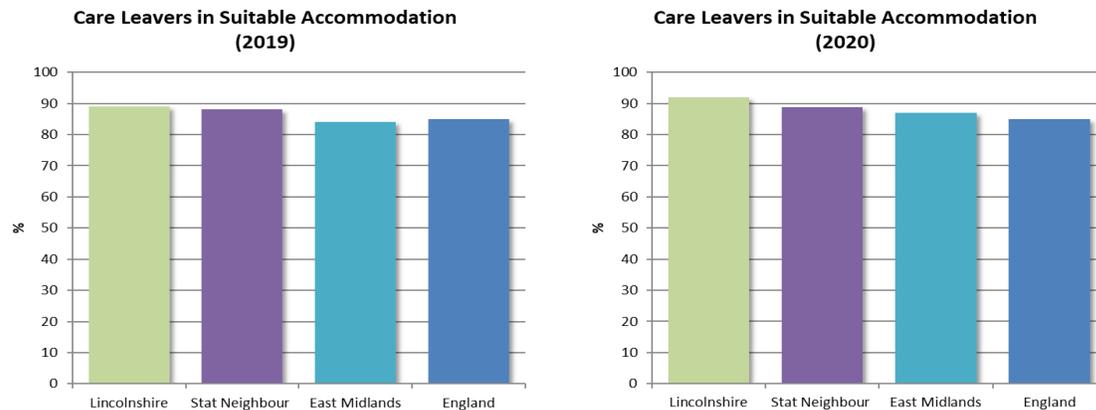
Target to remain the same as previous year, we are above both national and similar authority average.

About the target range

The lower target has been set at the 25% quartile. Meaning if we fall below this we will not be in the top 25% of authorities. The upper target has been set 5% above this.

About benchmarking

Benchmarking information is available and we constantly perform better than comparators.

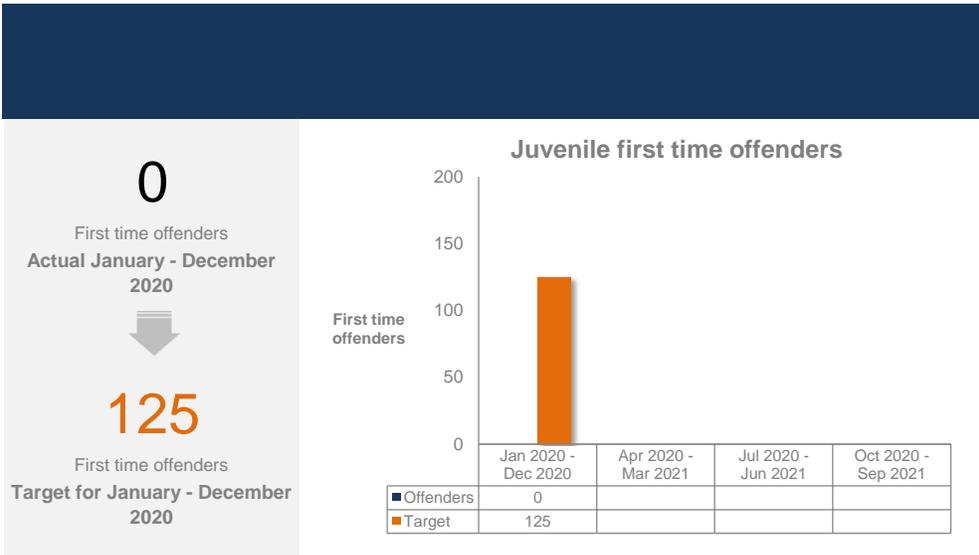


	2019	2020
Lincolnshire	89	92
Stat Neighbour	88.11	88.8
East Midlands	84	87
England	85	85

Juvenile first time offenders

The First Time Entrant (FTE) measure is a rate per 100,000 of 10-17 population in Lincolnshire. Data is reported with a 6 month lag and a rolling 12 month period, for example Jan 2018 – Dec 2018 data is reported in Q1 2019/2020.

A lower number of young people entering the criminal justice system for the first time indicates a better performance.

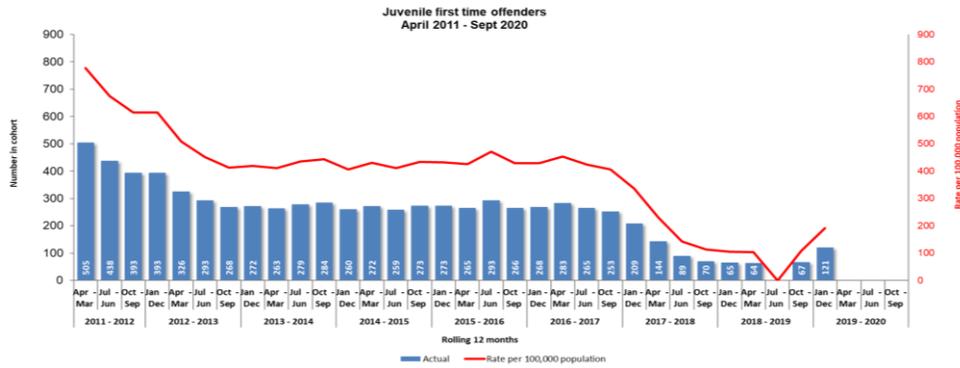


About the latest performance

Unfortunately we are still in the position where we are unable to provide updated figures for this metric. Due to the COVID-19 pandemic, to minimise non-essential travel by their analysts the MoJ paused access to the Police National Computer. This access has now been resumed but on a priority basis, nevertheless we are hopeful that the YJB will be able to provide updated figures soon. The performance team provide managers with regular cohort reports and persistent offender reports so that resilience is maintained in the interim.

For information, the last available figure for juvenile first time offenders is 121 (rate per 100,000) for the reporting period Jan 19 - Dec 19. This has increased from the previously reported figure of 119 due to recalculations by the YJB.

Further details



About the target

The Lincolnshire average rate in 2020/21 (to date) has been 104, but our Youth Offending Service is entering a new period of stability that may begin to fluctuate following the dramatic drop over last few years.

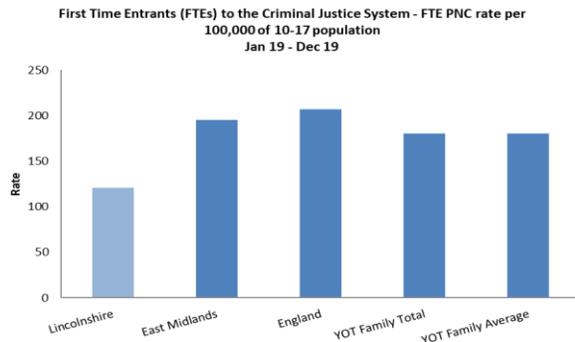
A target of 125 is still relevant and allows for this period of uncertainty while remaining well below the previous year's average as a goal for improvement.

About the target range

The Lincolnshire average rate in 2020/21 (to date) has been 104, but our Youth Offending Service is entering a new period of stability that may begin to fluctuate following the dramatic drop over last few years. The upper and lower targets have been set to take this into account.

About benchmarking

Benchmarked against National, Regional and YOT Family performance



Juvenile First Time Offenders	Jan 19 - Dec 19	
	Number	Rate
Lincolnshire	76	121
East Midlands	838	195
England	11,087	207
YOT Family Total	1,014	180
YOT Family Average	101	180

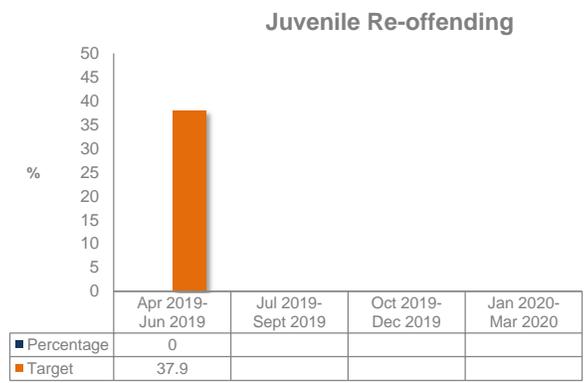
Juvenile Re-offending

The number of young people aged 10 to 17 who commit a proven offence in a 12 month period following previous involvement with Lincolnshire Youth Offending Service.

This measure uses a 3 month cohort to review for a further offence committed in the subsequent 12 month period. Offenders are still monitored for 12 months after the follow-up offence has been committed.

Data will be reported with a 2 year lag.

A lower percentage of juvenile re-offending indicates a better performance.

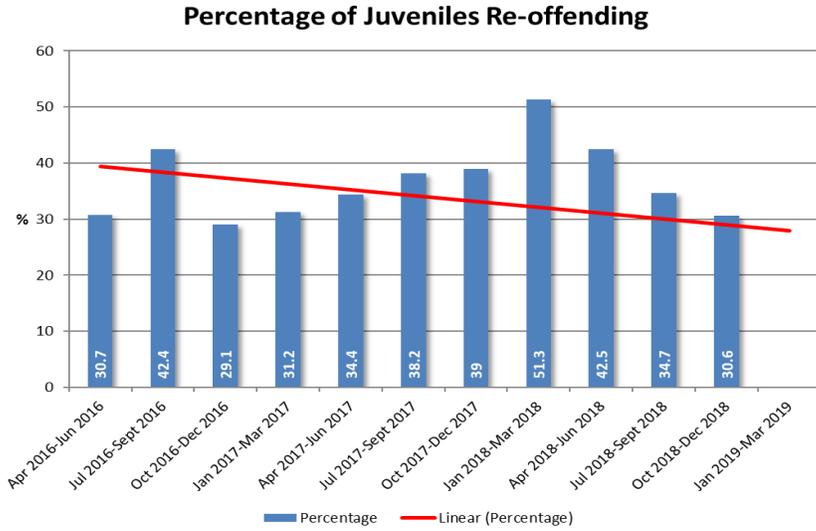


About the latest performance

Unfortunately we are still in the position where we are unable to provide updated figures for this metric. Due to the COVID-19 pandemic, to minimise non-essential travel by their analysts the MoJ paused access to the Police National Computer. This access has now been resumed but on a priority basis, nevertheless we are hopeful that the YJB will be able to provide updated figures soon. The performance team provide managers with monthly cohort reports and persistent offender reports so that resilience is maintained in the interim.

For information, the last available figure for juvenile reoffending is 30.6% for the reporting period Oct 18 - Dec 18.

Further details



About the target

Performance in reoffending can fluctuate quarter on quarter due to the small cohort numbers being reviewed.

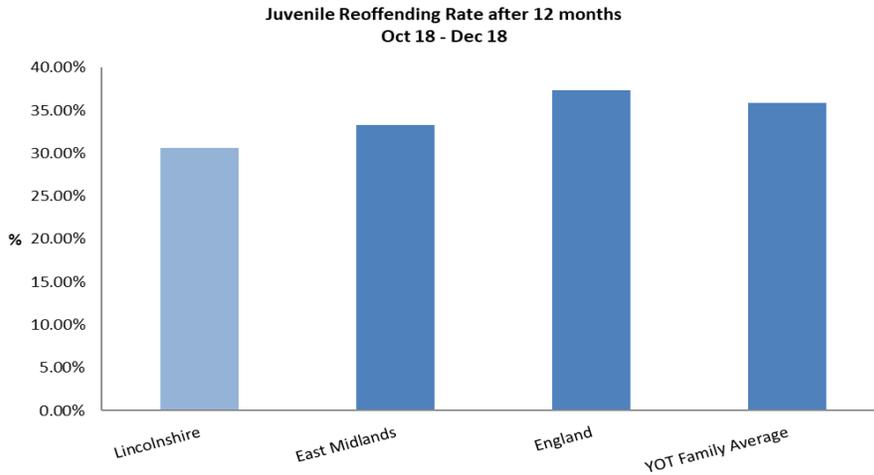
This target reflects the National average performance in 19/20 to date. Our goal is to remain at or below this average figure.

About the target range

Upper and lower targets have been set to allow for the range of movement possible based on cohort numbers.

About benchmarking

Benchmarked against National, Regional and YOT Family performance



Juvenile Reoffending Rate after 12 months	Oct 18 - Dec 18		
	Number in the cohort	Number of reoffenders	% Reoffending
Lincolnshire	36	11	30.60%
East Midlands	405	135	33.30%
England	5,656	2,112	37.30%
YOT Family Average	59	21	35.90%

Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	Children and Young People Scrutiny Committee
Date:	03 September 2021
Subject:	Children and Young People Scrutiny Committee Work Programme

Summary:

This item enables the Committee to consider and comment on the content of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit. The Committee is encouraged to highlight items that could be included for consideration in the work programme.

Actions Required:

- (1) To review and agree the Committee's work programme as set out in this report.
- (2) To highlight for discussion any additional scrutiny activity which could be considered for inclusion in the work programme.

1. Background

Current Items

For reference, the Committee's items for this meeting are set out below: -

3 September 2021		
Item	Contributor	Purpose
High Needs Transformation Programme	Carrie Forrester, Programme Manager (SEND Transformation) Sheridan Dodsworth, Head of Special Educational Needs and Disability (SEND) Mary Meredith, Head of Inclusion and High Needs Strategy	Policy Development

3 September 2021		
Item	Contributor	Purpose
Children in Care Transformation Programme	Tara Jones, Head of Service - Children in Care Transformation	Policy Development
Family Adoption Links - Regional Adoption Agency Progress Update	John Harris, Head of Service - RAA	Performance Scrutiny
Service Level Performance against the Corporate Performance Framework – Quarter 1	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

Planned Items

The Committee's planned items are listed below:

15 October 2021		
Item	Contributor	Purpose
Update on the Building Communities of Specialist Provision Strategy	Sheridan Dodsworth, Head of Special Educational Needs and Disability Eileen McMorrow, Programme Manager, Special Schools Strategy Dave Pennington, Head of Property Development	Policy Review (Yearly Update)
Restorative Practice - Lincolnshire Joint Diversionary Panels (JDP)	Andy Cook, Service Manager - Future4Me/ Youth Offending Superintendent Mark Kirwan - Lincolnshire Police Tony Pryce, JDP Coordinator	Performance Scrutiny
Corporate Parenting Responsibilities	Janice Spencer, Assistant Director – Children's Safeguarding	Induction

15 October 2021		
Item	Contributor	Purpose
Children's Services Annual Statutory Complaints Report 2020-21	Jo Kavanagh, Assistant Director - Early Help	Performance Scrutiny

19 November 2021		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Partnership (LSCP) Update	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Performance Scrutiny
Children in Care Transformation - Residential Estate Expansion Programme	Tara Jones, Head of Service - Children in Care Transformation	Pre-Decision Scrutiny (Executive Councillor decision on 22 – 30 November 2021)
Wickenby Children's Home	Dave Pennington, Head of Property Development Matthew Stapleton, Senior Project Manager, Corporate Property	Pre-Decision Scrutiny (Executive Councillor decision on 22 – 30 November 2021)
Service Level Performance against the Corporate Performance Framework – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
The expansion of St Lawrence School, Horncastle (EXEMPT)	Dave Pennington, Head of Property Development	Pre-Decision Scrutiny (Leader decision between 22 - 26 November 2021)

14 January 2022		
Item	Contributor	Purpose
Council Budget 2022/23	Heather Sandy, Executive Director – Children's Services	Budget Scrutiny

14 January 2022		
Item	Contributor	Purpose
Schools Funding Update 2022/23 - Mainstream Schools	Mark Popplewell, Head of Finance – Children's	Pre-Decision Scrutiny (Executive Councillor Decision on TBC)
Director of Public Health Annual Report 2021	Derek Ward, Director of Public Health Andy Fox, Consultant in Public Health	Performance Scrutiny
Children Missing Out on Education Annual Report 2020/21	Jill Chandar-Nair, Inclusion and Attendance Manager	Policy Review
Sustainable Modes of Transport to School (SMOTS) Action Plan Update	Mark Rainey, Commissioning Manager - Commercial	Performance Scrutiny

4 March 2022		
Item	Contributor	Purpose
Service Level Performance against the Corporate Performance Framework – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
Lincolnshire Local Authority School Performance 2020-21	Martin Smith, Assistant Director - Education	Performance Scrutiny

22 April 2022		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Partnership (LSCP) Update	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Performance Scrutiny

Items to be scheduled

- Inclusive Lincolnshire Strategy – Policy Review

2. Conclusion

The Committee is invited to review, consider and comment on the work programme as set out above and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix A.

3. Appendices

These are listed below and attached at the back of the report	
Appendix A	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

4. 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, Senior Scrutiny Officer, who can be contacted on 07552 253814 or by e-mail at tracy.johnson@lincolnshire.gov.uk.

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 01 SEPTEMBER 2021

DEC REF	MATTERS FOR DECISION	REPORT STATUS	DECISION MAKER AND DATE OF DECISION	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE CONSIDERED	OFFICER(S) FROM WHOM FURTHER INFORMATION CAN BE OBTAINED AND REPRESENTATIONS MADE (All officers are based at County Offices, Newland, Lincoln LN1 1YL unless otherwise stated)	DIVISIONS AFFECTED
I021049	The expansion of St Lawrence's School, Horncastle	Exempt	Leader of the Council (Executive Councillor: Resources and Communications) Between 22 Nov 2021 and 26 Nov 2021	Children and Young People Scrutiny Committee	Reports	Head of Property Development Email: dave.pennington@lincolnshire.gov.uk Programme Manager, Special Schools Strategy Email: eileen.mcmorrow@lincolnshire.gov.uk	Horncastle and the Keals
I022290	Children in Care Transformation - Residential Estate Expansion Programme	Open	Executive Councillor: Children's Services, Community Safety and Procurement Between 22 Nov 2021 and 30 Nov 2021	Children and Young People Scrutiny Committee	Reports	Admissions and Education Provision Manager Tel: 01522 553535 E-mail: matthew.clayton@lincolnshire.gov.uk	All Divisions
I022291	Wickenby Children's Home	Open	Executive Councillor: People Management, Legal and Corporate Property Between 22 Nov 2021 and 30 Nov 2021	Children and Young People Scrutiny Committee	Reports	Senior Project Manager Tel: 01522 553807 E- mail: matthew.stapleton@lincolnshire.gov.uk	Ermine and Cathedral