



County Offices
Newland
Lincoln
LN1 1YL

9 June 2022

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 17 June 2022 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, Mrs J E Killey, C Matthews, N Sear, T J N Smith, 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, 17 JUNE 2022**

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 22 April 2022	5 - 12
4	Announcements by the Chairman, Executive Councillor for Children's Services, Community Safety and Procurement and Chief Officers	
5	Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families) <i>(To receive a report from Tara Jones, Head of Service – Children in Care Transformation and Hannah Fassler, Interim Head of Service for Boston/South Holland Locality, which invites the Children and Young People Scrutiny Committee to consider a report on the Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families), which is being presented to the Executive Councillor for Children's Services, Community Safety and Procurement for a decision between 04 and 08 July 2022)</i>	13 - 84
6	Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire <i>(To receive a report from Sara Gregory, Commissioning Manager – Children's Strategic Commissioning, which invites the Committee to consider a report on the Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire, which is being presented to the Executive for a decision on 05 July 2022)</i>	85 - 188
7	Government Green Paper on Special Educational Needs and Disabilities and Alternative Provision <i>(To receive a report from Kate Capel, Head of Service for Inclusion, which invites the Committee to review and comment on the summary of the government's Green Paper, SEND Review: Right support, right place, right time)</i>	189 - 196
8	Building Communities of Specialist Provision; Together in Lincolnshire - Update on Workforce Development Strategy <i>(To receive a report from Eileen McMorrow, Programme Manager, Special Schools Strategy, which provides the Committee with an update on the progress made in the implementation of the SEND workforce development learning platform within the Building Communities of</i>	197 - 212

- 9 **Children and Young People Scrutiny Committee Work Programme**
(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)

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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, 17th June, 2022, 10.00 am \(modern.gov.co.uk\)](#)

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<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**CHILDREN AND YOUNG PEOPLE SCRUTINY
COMMITTEE
22 APRIL 2022**

PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)

Councillors W H Gray (Vice-Chairman), S A J Blackburn, T A Carter, R J Cleaver, C Matthews, N Sear, T J N Smith, J Tyrrell, M A Whittington and R B Parker

Added Members

Councillors: Mrs P A Bradwell OBE and S P Roe were also in attendance.

Chris Cook (Independent Chair of Lincolnshire Safeguarding Children Partnership (LSCP)) and Philip Clark (Lincolnshire Deputy Police and Crime Commissioner) also attended the meeting as guests.

Officers in attendance:-

Charlotte Gray (Head of Service- Children's Strategic Commissioning), Heather Sandy (Executive Director – Children's Services), Linda Dennett (Interim assistant Director – Children's Health & Children's Commissioning), Martin Smith (Assistant Director – Children's Education, Matt Clayton (Admissions and Education Provision Manager – Children's Education), Nicky Myers (Interim Head of Service for Early Years), Sara Gregory (Commissioning Manager – Children's Strategic Commissioning), Stacy Waller (LSCP Business Manager – Children's Safeguarding), Thomas Crofts (Democratic Services Officer) and Tracy Johnson (Senior Scrutiny Officer)

In attendance via Teams: -

Janice Spencer OBE (Assistant Director – Children's Safeguarding)
Fenella Chambers (NHS Lincolnshire Clinical Commissioning Group) attended the meeting as a guest.

69 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Megan Machin (Parent Governor Representative), Marc Jones (Lincolnshire Police and Crime Commissioner) and Jo Kavanagh (Assistant Director – Early Help).

It was reported that, under Regulation 13 of the Local Government Committee and Political Groups) Regulation 1990, Councillor Parker was replacing Councillor Killey for this meeting only.

70 DECLARATIONS OF MEMBERS' INTEREST

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
22 APRIL 2022**

There were no declarations of interest.

71 MINUTES OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE MEETING HELD ON 4 MARCH 2022

RESOLVED:

That the minutes of the meeting held on 4 March 2022 be confirmed and signed by the Chairman as a correct record.

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

The Chairman announced that at the Government had now published the SEND Green Paper and the Education White Paper and that an overview of the SEND Green Paper had been added to the work programme for the next meeting of the Committee to advise Members of its consultation process. An overview of the Education White Paper had also been added to the work programme for the meeting on 22 July 2022.

Councillor Mrs Bradwell announced that the Council's Ofsted inspection report had been published and was to be distributed to Members. It was reported that the report was very positive and commended all officers involved in sustaining services throughout the pandemic.

Heather Sandy commended all officers involved in the Ofsted inspection.

73 LINCOLNSHIRE SAFEGUARDING CHILDREN PARTNERSHIP - ANNUAL REPORT

The Committee received a report and presentation from Chris Cook (Independent Chair - Lincolnshire Safeguarding Children Partnership) and Stacey Waller (LSCP Business Manager). In reference to the report, the following matters were covered in the presentation:

- An analysis of child exploitation, including digital exploitation. The Committee was also informed that a piece of research and data collection work was underway to gain a better understanding of the issue.
- The LSCP had secured a successful partnership with the Child Sexual Abuse Centre of Expertise. Work was ongoing to develop a pathway of support so that practitioners, social workers, police officers and teachers know where to go and how to access the best support for children and young people within the county. The project was expected to launch in September 2022 and the Committee was to be made aware of developments.
- A programme to give children aged 10 to 11 the opportunity to become Junior Online Safety Officers (JOSOs) had been rolled out across participating schools, whereby children take on the role of helping their peers stay safe online. 72 children in Lincolnshire were currently JOSOs.

- New courses had been developed this year, including:
 - Recognising and Supporting Parents in Parental Conflict
 - Sexual Behaviours Traffic Light e-Learning and toolkit
 - Children that Experience Domestic Abuse
 - Responding to Child Exploitation and Missing Children during the COVID-19 Pandemic
 - DASH
 - MARAC & MOP Training
 - Control, Coercive Behaviour and Stalking in an intimate relationship
 - Disguised compliance (updated to include new learning)
- The Neglect Strategy had been updated to standardise nomenclature and help practitioners more easily identify neglect.
- Campaigns during the reporting period had covered:
 - Self Harm Awareness
 - Safer Sleep for Infants
 - National Child Safety Week
 - Private Fostering
 - Child Exploitation
 - Safer Internet Day (in collaboration with Lincolnshire Police)
 - Online Safety (annual campaign delivered across the Christmas period)
 - Racist, Bullying and Hate Crime
 - Domestic Abuse
- A Q (quad) Collaboration Group was formed to align activities in training, audit and policy, analytical resource, reviews and engagement.

Philip Clark, Deputy Police and Crime Commissioner, and Fenella Chambers from NHS Lincolnshire Clinical Commissioning Group, were in attendance to represent the Police and Health on behalf of the Partnership and were allowed to participate for this item.

During the discussion on the report and presentation the following comments were received:

- The prevention of illicit drug use was principally the responsibility of the police and social care interventions.
- JOSOs should be celebrated and recognised to promote the benefits of understanding online safety and responsibility.
- The wider rollout of the JOSOs programme relied upon school engagement. Some schools had not engaged with the programme as resources had been tight throughout the pandemic. Only 66% of schools had responded to confirm compliance with safeguarding responsibilities.
- It was a statutory obligation to report data pertaining to the deaths of children and highlight any deaths that were flagged as concerning. The current data gave assurance that there was no shortfall of service.
- Child deaths identified smoking as a modifiable factor, and second-hand smoke was not considered to be a form of neglect unless the child had specific health issues.

- The Partnerships' priorities reflected those identified by young people themselves at the Youth Council.
- A new LCC Domestic Abuse Programme Board had been set up to oversee and report on the Domestic Abuse Partnership to ensure governance and accountability. Updates on the Partnership would be reported to the Public Protection and Communities Scrutiny Committee.

Members expressed disappointment school response rate to the JOSO programme and agreed to promote the programme to schools within their divisions.

RESOLVED:

That the Committee reviewed the report and was satisfied with the work of the Partnership.

74 COMMISSIONING ARRANGEMENTS FOR THE HOLIDAY ACTIVITIES AND FOOD (HAF) PROGRAMME

Consideration was given to a report by Sara Gregory, Programme Manager – Children's Integrated Commissioning, on Commissioning Arrangements for the Holiday Activities and Food (HAF) Programme, which was being presented to the Executive for a decision on 4 May 2022. In addition to the report, the following was reported:

- The Council had received a £2.6 million grant from central government to use for activities and meals for children throughout school holidays.
- The programme had received a lot of positive feedback.
- The County Council had relied upon other organisations to deliver the programme including charities and district councils.
- The programme was to be extended to secondary school aged children.
- The programme had also proved to help educate children on good nutrition.
- It was ensured that the procurement of services to deliver the programme was fair and competitive but maintained a strict criterion on quality.

In response to questions raised by the Committee, the following points were confirmed:

- The HAF programme had to be delivered in line with strict guidance from the Department for Education which meant it had to be focused on children entitled to benefits related free school meals. The Council would not be able to prioritise a provider for a grant because they offered to provide sessions for all children due to the strict guidance and the eligibility criteria. However, it was recognised that for some providers who offer chargeable services, this might restrict their ability to become involved in the HAF programme and the Council was keen to ensure a wide range of providers were taking part. As a result, these providers were being approached to highlight how they could still deliver their sessions but offer a number of free places to children who would be eligible for the HAF programme.

- By holding the HAF sessions in schools, the overheads would be less than some of the private venues, which was an important consideration when there was a limit on the level of funding for each place in order to make the programme viable. In addition, schools were considered a good venue as a lot of families like to go to their local school as it was a familiar environment. When sessions for the Christmas and Easter programmes had been hosted at a school, trips had been arranged to take children for days out to different places to enrich their experiences.
- The grant funding given to the Council was based on the number of eligible children entitled to free school meals and would be available to those children who attended a school in Lincolnshire.
- The Council was required to collect monitoring information and provide this back to the Department for Education. In addition, the Council had its own monitoring process which was established through the pilot programme and was being refined and expanded as the number of providers increased. Spot checks were being undertaken of providers to check the quality of the food and activities being undertaken, check the safeguarding policies and procedures in place, and that food allergies and cultural needs were being catered for. The assessment of the Easter HAF programme would be shared with the Committee. An invitation was extended to members of the Committee to join officers on monitoring visits to see what HAF provision was being provided in their local communities.
- Hard to reach communities could be targeted due to the range of provision offered all over the County which meant that some provision could be offered really close to where they live. The open select list approach enabled the Council to bring in new providers each time it ran the HAF programme so it would be able to look at where there was a need to increase provision in a particular area. Schools were being informed of any planned HAF provision in the area for passing onto eligible families to encourage attendance and highlight the benefits of their child attending. Children's social care staff were also being informed of the HAF programme so that they could promote it to any eligible families they worked with.
- Not many schools were delivering HAF provision themselves, but some were allowing providers to use their premises. Work was being undertaken to get more schools on board and ensure providers were covering more schools.
- There was no specific target set by the Department for Education in terms of the percentage of eligible children reached. The £2.6m grant funding would not be enough to reach all of the nearly 30,000 eligible children. It was expected that between 10,000 and 15,000 children of the eligible cohort would be reached. However, not all eligible children were expected to take up the offer. As the HAF programme was operated during the school holidays, some families did not put their children into HAF sessions during the shorter Christmas and Easter breaks as they wanted to spend the time with their children. It was anticipated that the summer programme would be more popular due to the longer break. The Council reported to the Department for Education on the number of children who were involved in the HAF programme.
- Some of the funding could be used to cover transport costs to enable access to the HAF provision if it was not within walking or travelling distance.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
22 APRIL 2022**

- Alongside district councils, the Voluntary and Community Sector was fundamental for expanding the programme and providers were being made aware of the opportunity to take part through the Voluntary Sector Forum. In addition, the application process was being simplified to encourage more applications and longer-term funding was being offered so that providers could employ staff to deliver the provision.
- Any unspent grant funding would have to be returned to the Department for Education. The underspend in 2021 was due to the very short notice received to deliver the pilot and put arrangements in place. In addition, there was only around 5,000 places available for the Christmas programme due to a lack of providers offering to deliver the provision. Lessons had been learnt from the pilot and a mixed model approach of planning for targeted provision and allowing providers to spontaneously come forward was being pursued.
- There was a need to ensure that the provision was spread across the County and focused in the areas where it was needed the most. For the Easter HAF programme, some bids were not accepted as there was already provision being offered in that area, whereas bids were accepted in areas of priority which were not already covered. The Easter HAF programme had been a hybrid model with some provision being delivered by providers, while some was delivered by Council staff, such as the Music Service and youth teams.

Members of the Committee agreed that all councillors needed a briefing on HAF provision in their areas so that they could better support residents and promote the service, which was felt to be underutilised. It was agreed that a briefing would be circulated to all councillors setting out what HAF provision would be offered in their local communities.

RESOLVED:

1. That the Committee support the recommendations to the Executive as set out in the report.
2. That the Committee's comments be passed on to the Executive in relation to this item.

75 PROPOSAL TO EXPAND CAPACITY AT THE FOURFIELDS CHURCH OF ENGLAND SCHOOL, SUTTERTON (FINAL DECISION)

Consideration was given to a report by Matthew Clayton, Admissions and Education Provision Manager, on the proposal to expand capacity at Fourfields Church of England School, Sutterton, which was being presented to the Executive Councillor for Children's Services, Community Safety and Procurement for a decision on 29 April 2022. In addition to the report, focus was drawn to the need for additional classroom space, as currently a class of 30 could not be accommodated and it was necessary to mix year groups.

In response to questions raised by the Committee, the following points were confirmed:

- When planning the design of schools, consideration was given to trying to future proof the school as much as possible for further increases in pupil numbers. It can be anticipated where there might be a need to expand a school further in the future.

Future proofing schools was limited by the size of the site and access, so there might come a point in the future where another school was required, but at this stage future proofing was planned as best as possible based on what was currently known.

RESOLVED:

1. That the Committee support the recommendation to the Executive Councillor as set out in the report.
2. That the Committee's comments be passed on to the Executive Councillor in relation to this item.

76 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

The Committee considered a report from Tracy Johnson, Senior Scrutiny Officer, which invited members to consider and comment on the content of its work programme, to ensure that scrutiny activity was focused where it could be of greatest benefit.

Members noted the work programme and asked that a report on the effectiveness of the Holiday Activities and Food (HAF) programme be added.

RESOLVED:

That the work programme be agreed subject to the inclusion of the amendments mentioned above.

77 WELTON DEVELOPER CONTRIBUTIONS

Consideration was given to a report which summarised developer contributions for a capital project in Welton.

RESOLVED:

1. That the Committee support the recommendation to the Executive Councillor as set out in the report.
2. That Committee's comments be passed on to the Executive Councillor in relation to this item.

The meeting closed at 12.58 pm

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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:	17 June 2022
Subject:	Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families), which is being presented to the Executive Councillor for Children's Services, Community Safety and Procurement for a decision between 04 and 08 July 2022.

The views of the Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to: -

- 1) Consider the attached report and to determine whether the Committee supports the recommendations to the Executive Councillor as set out in the report.
- 2) Agree any additional comments to be passed on to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Children's Services, Community Safety and Procurement is due to consider a report on the Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families) between 04 and 08 July 2022.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive Councillor. Comments from the Committee will be reported to the Executive Councillor.

3. Consultation

The Committee is being consulted on the proposed decision of the Executive Councillor between 04 and 08 July 2022.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families), to be presented to the Executive Councillor between 04 and 08 July 2022

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 07774 405040 or tara.jones@lincolnshire.gov.uk.

Open Report on behalf of Heatherr Sandy, Executive Director for Children's Services

Report to:	Councillor Mrs P A Bradwell, Executive Councillor for Children's Services, Community Safety and Procurement
Date:	Between 04 and 08 July 2022
Subject:	Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families)
Decision Reference:	I025704
Key decision?	Yes

Summary:

The purpose of this report is to present the findings from the Building Back Better Regional Family Hubs Project and the revised Supporting Families Programme. Each local authority in the region was awarded funding via the Department of Education (DfE), to produce a feasibility assessment to achieve political approval to move towards the development of a Family Hub model. Lincolnshire has completed its feasibility study (Appendix 1) and considered three options. Significant funding has been committed to Family Hubs from central government, between 2020-5, this is testament to changing attitudes within government, and the increasing number of local authorities (LAs), united by the Family Hubs vision. As little as two years ago, people would have been unfamiliar with the concept of Family Hub whereas they are now treated as a serious policy solution at local and national level. Family Hubs are at the heart of delivering the new Supporting Families Programme and therefore this report sets out recommendations for the development of the Family Hub approach within the wider context of the refreshed Supporting Families Programme.

This report invites the Executive Councillor for Children's Services, Community Safety and Procurement to consider the recommendations and the attached feasibility report at Appendix 1.

Recommendation(s):

That the Executive Councillor for Children's Services, Community Safety and Procurement approves:-

1. Commencement of early planning through self-evaluation against the DfE Start for Life and Family Hubs Programme Guide expectations and progression to a full

Business Case to design a Family Hub Model for Lincolnshire. (as per Appendix 1, Lincolnshire Family Hubs Feasibility Study, Option 2). Self-evaluation and early planning can be met within existing budgets ahead of the grant award in Autumn 2022.

2. A delegation to the Executive Director Children's Services in consultation with Executive Cllr for Children's Services, Community Safety and Procurement that once the Family Hub Funding Programme is released (expected Summer 2022), she can accept the selection for this programme and submit evidence of Lincolnshire's ability to meet the grant requirements for it.

Alternatives Considered:

1.	Do Nothing. This option would be the least desirable as we would not meet the grant conditions for the Supporting Families Programme and would not meet the Programme Guide expectations to satisfy the release of the pre-selected Family Hubs Grant.
2.	The preferred and recommended option - Commencement of early planning through self-evaluation against the DfE Start for Life and Family Hubs Programme Guide expectations and progression to a full Business Case to design a Family Hub Model for Lincolnshire.
3.	Pause at the Feasibility stage until further guidance is published in respect of the Family Hubs Grant, expected late Summer 22, with the funding finalised for pre-selected local authorities (LAs) by Autumn 22. If the decision is not agreed to commence further to the Full business case stage of the Family Hub approach, then the work to date would cease, losing momentum and engagement.

Reasons for Recommendation:

Lincolnshire is in a strong position to build upon the existing strengths of the Children's Centre and Early Help System, to develop a Lincolnshire Family Hub approach and also achieve the new requirements for the Supporting Families Programme. The opportunity has arisen for Lincolnshire to be part of the 75 LA's pre-selected to receive base level grant funding over three years to move to a Family Hub approach. Whilst the final Programme Guide for the eligible LA's is still being developed, we know that LA's will need to evidence that they will be able to meet a number of minimum expectations by year 3. There is additional funding available for those pre-selected LA's who are more advanced in their Family Hub approach to demonstrate that they can meet the Go Further expectations and also to become trail blazers. Trail blazers will need to lead the way on early development/delivery across all strands of the programme, creating quick change and establishing best practice. Option 2 will enable the Council to continue with the current momentum and enable early planning and self-evaluation ahead of the sign up process.

1. Background

In November 2021, the Government announced £500 million of funding within the Spending Review towards families and early years services, in line with their 2019 manifesto promises. The £500m package includes:

- Family Hubs: £82m to develop a network of Family Hubs (75 LA's). On the 2nd April 22, Lincolnshire was pre-selected to receive a slice of this funding, due to high levels of deprivation as part of the Levelling Up Agenda.
- Parenting programmes: £50m
- Start for Life offer: £10m
- Breastfeeding support: £50m
- Infant and perinatal mental health: £100m
- Workforce pilots (in a small number of LAs): £10m
- £200m towards expanding Supporting Families programme over the coming three years, bringing total investment in the programme over the period to nearly £700m.

The £82 million specifically for Family Hubs indicates the Government's increasing commitment to supporting families, providing the right help at the right time. In the words of Minister for Families, Will Quince, at the launch of the National Centre for Family Hubs, "The Government believes in the family hub model." He is also clear that Family Hubs are a way of delivering the Supporting Families vision of an effective Early Help System.

This report has been created to bring together the Family Hubs Feasibility and the opportunities arising from the refreshed Supporting Families Programme.

The Family Hub feasibility assessment has confirmed that we have a strong and mature Early Help system and Early Childhood strategy, which is the envy of some local authorities, however it has also highlighted opportunities to strengthen further the services to children and families of Lincolnshire. These opportunities include refining our access points to a welcoming community place based Hub where families are directed to the right support first time. Family Hubs need to be able to effectively serve their whole community, A physical building (Children's centres) and a strong outreach service is therefore recognised as an essential element of their provision. Outreach seeks to engage those families that have typically been less likely to access services and harder to reach. Community ownership and the centrality of volunteers and community services within Hubs also broaden the appeal of the Hub and enable those who may be wary of statutory services to see the Hub as a central aspect of their local community.

Opportunities for delivering advice, support and guidance through wider digital channels, such as online, virtual are also identified as a way of extending Family Hubs' reach beyond a physical building and community resources. A 'blended offer' of digital and physical support is an essential component to ensure that families can access support, and better outcomes are achieved, through a sustainable model of service provision. Lincolnshire can enhance its existing strong offer and create efficiencies through the role of digital tools, so that the overall offer becomes increasingly recognised and understood. This blended approach can support awareness raising, engagement, self-help and the delivery of professional support in a flexible way.

The refreshed Supporting Families Programme sees the introduction of a new outcomes framework and Early Help System Guide. There is a need for commitment to use the Early Help System Guide (EHSG) to help integrate and transform local public services to embed whole family working and re-balance the system; to commit sufficient development and analytical resource to the programme; and to deliver the required milestones for increasing data maturity. Therefore, to achieve the overall aspirations of the Local Authority and its partners, we need to focus on the following areas:

- Increased visibility of the programme
- Alignment with other priorities and initiatives
- Appropriate governance
- Revision of the Local Supporting Families Outcomes Framework
- Co-produced self-assessment with partners against the Early Help System Guide
- Building the evidence of what works locally, for whom and why, including cost benefit analysis.

We also need to demonstrate progression against the two core elements of the programme: data maturity and the transformation required to meet the expectations within the new Early Help System Guide and the new Programme sign up conditions. The main points to note are:

- There is an emphasis on evidence-based behaviours and balancing the system across early help and social care.
- There is an expectation to link up with any developments within Start for Life and Family Hubs.
- Outcome numbers are directly related to need.
- It is a 'partnership' funding statement
- Insufficient progress could result in funding being withheld.

The Council currently performs well within the current Supporting Families Programme, however it is predicted that with the increased investment in the programme nationally, there will be a significant increase in the targets Councils are expected to achieve with regards the number of families that are making and sustaining change.

The Lincolnshire Family Hubs Feasibility at **Appendix 1**, details findings and recommendations of what the next steps should be, should there be an appetite to proceed to a Family Hub approach, which will also support the new expectations of the Supporting Families Programme.

Phase 2 of the Family Hub model would include:

- Self- evaluation against the draft Start for Life and Family Hub Programme Guide.
- Developing the consensus for change with key stakeholders.
- Engagement and co-production with partners, communities and children and families
- Focus on the changes needed to deliver the opportunities detailed in the feasibility
- Develop a shared understanding of the model the partnership wishes to aspire to and the outcomes. Co-production and engagement

At the end of phase 2, outputs will include:

- a business case for a local Family Hub approach.
- a detailed delivery plan for implementing Lincolnshire's Family Hubs.

Family Hubs Background

In July 2021 the government announced that a new programme with £24 million of funding had been created with an aim of levelling up outcomes for vulnerable children and building back a fairer, more resilient system. This new fund, as well as looking at projects tackling the issues facing the most vulnerable children in society, would be funding the acceleration and roll out of more Family Hubs, which would be delivered by the nine Regional Improvement and Innovation Alliances.

Lincolnshire's Family Hub feasibility assessment can be found at (Appendix 1).

Definition of a Family Hub

Family hubs are a way of joining up locally and bringing existing universal and early help services together to improve access to services, connections between families, professionals, services, and providers, and putting relationships at the heart of family help. Family hubs bring together services for families with children of all ages (0-19) or up to 25 with special educational needs and disabilities (SEND), with a great Start for Life offer at their core.

How services are delivered varies from place to place, but the following principles are key to the family hub model:

- **More accessible** – through clearly branded and communicated hub buildings (Children's Centres), virtual offers and outreach.
- **Better connected** – family hubs drive progress on joining up professionals, services and providers (state, private, voluntary) – through co-location, partnerships, data sharing, shared outcomes and governance. Moving from services organised for under-fives, to families with children of all ages, reduces fragmentation (even though an emphasis on early years and the 'Start for Life' offer will remain).
- **Relationship-centred** – practice in a family hub builds on family strengths and looks to improve family relationships to address underlying issues

Family Hub services have a range of objectives, varying from area to area, but will broadly speaking provide early help and intervention for families with the aim of improving education, health and public service outcomes for children and adult members of the family.

Children's Centres will be at the heart of delivery, whilst bringing services together and changing the way family help and support is delivered locally. A proportion of Family Hub services will be delivered in a physical space and virtually. Other services will be delivered in the homes of families themselves – outreach will form an integral part of Family Hubs, overcoming the access barriers many families experience in receiving the support they need and harnessing community resources.

Supporting Families Background

The programme was initially called the Troubled Families Programme and was launched by the former Prime Minister David Cameron in 2011. The initial aim of the programme was to “turn around” the lives of 120,000 families with multiple problems across England by May 2015.

The second phase was due to run from 2015 to 2020 but was extended to March 22 and was aimed at supporting 400,000 families with three key objectives

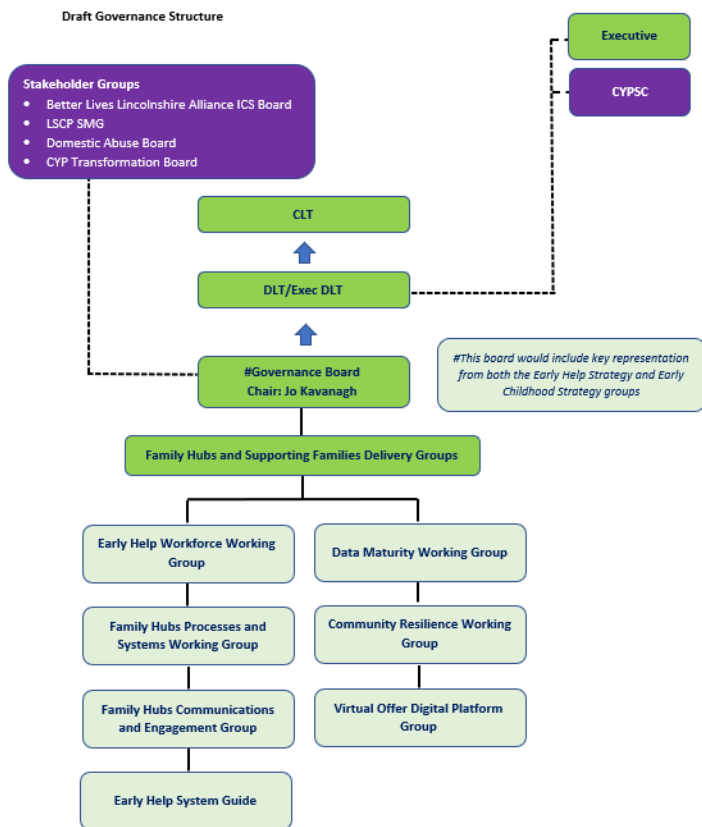
- **For families:** to achieve significant and sustained progress with 400,000 families with multiple, high-cost problems.
- **For local services:** to reduce demand for reactive services by using a whole family approach to transform the way services work with these families.
- **For the taxpayer:** to demonstrate this way of working results in cost savings.

In March 2021, the programme was renamed ‘Supporting Families’ to better reflect the aims and achievements. As Supporting Families is about working with the whole family, not just the children, or a single family member. The programme now sits within the new Department for Levelling Up, Housing and Communities (DLUHC) and has cross Government stakeholders and buy in which was demonstrated in the November 2021 Spending Review.

The Spending Review reflected the commitment to a significant expansion of the programme by announcing an additional £200m for Supporting Families. This is around a 40% real-terms uplift in funding for the programme by 2024-25, taking total planned investment across the next three years to nearly £700m. A more detailed report is attached as **Appendix 2**.

Draft Governance Structure

The draft temporary governance structure is proposed for 12 months to support the project deliverables, as shown in the diagram. It has been created to reflect true partnership working, transparency, co- ownership, and accountability.



2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision-making process.

An Equality Impact Analysis has been completed (Appendix 3). In summary the analysis indicates that when Family Hub approach is developed there would be a long-term positive impact on more children, young people and their families. The programme's core objectives would enhance universal and targeted early support in the wider Lincolnshire area, reaching more families and increasing the offer to children up to 19 or 25 years for those with SEND.

Joint Strategic Needs Assessment (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health and Wellbeing Strategy (JHWS) in coming to a decision.

The JSNA and the JHWS have been taken into account during the preparation of this report on the proposal to develop a Family Hub approach and respond to the revised Supporting Families Programme.

Children, Young People and families can expect enhanced services to be delivered through physical buildings, virtually and via outreach within a family hub network; which will include Start for Life, and other services across the 0-19 (25 in some cases) age range. The Family Hub approach focuses upon increasing access and connection to services which include the promotion of the Start for Life offer, education, health and wellbeing.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

This duty has been considered but no negative implications have been identified. With a vision for integrated, whole-family approaches to family help central to the family hub approach, effective and accessible support for whole family working including young people up to the age of 19 or 25 if young person has special educational needs or disabilities. The combined programme will offer earlier help and support to children and families and contribute for the potential for a reduction in crime and disorder within each locality.

3. Conclusion

Lincolnshire is in a strong position to build upon the existing strengths of the Children's Centre and Early Help System, to develop a Lincolnshire Family Hub approach and also achieve the new requirements for the Supporting Families Programme.

4. Legal Comments:

The report sets out a clear rationale for the approval of early planning through self-evaluation against the DfE Start for Life and Family Hubs Programme Guide expectations and progression to a full Business Case to design a Family Hub Model for Lincolnshire, within the wider context of the refreshed Supporting Families Programme.

There is sufficient existing resource within the service to complete the self-evaluation and progress with the preferred Option 2, as per Appendix 1, Lincolnshire Family Hubs Feasibility Study.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor: Children's Services, Community Safety and Procurement.

5. Resource Comments:

The recommended option within this report is Option 2, has no financial implications for the Council. The early planning and self-evaluation against the minimum and go further expectations will place the council in a strong position for achieving the base line grant funding and trail blazer funding in the Autumn of 2022.

The financial risk is that the whilst the grant funding is for 3 years, further funding may not be available in future years.

6. Consultation

a) Has Local Member Been Consulted?

Yes

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

This report will be considered by the Children and Young People Scrutiny Committee at its meeting on 17 June 2022. The comments of the Committee will be reported to the Executive Councillor.

d) Risks and Impact Analysis

as detailed in the report

7. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Family Hubs Feasibility Study
Appendix 2	Supporting Families Paper
Appendix 3	Equality Impact Assessment

8. 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 07774 405040 or tara.jones@lincolnshire.gov.uk.

Lincolnshire Family Hubs Feasibility Study

Study Reference	Build Back Better – East Midlands Regional Grant Funding
Author & Job Role	Tara Jones Head of Service Transformation, Cath North Family Hub Regional Co-Ordinator and Tracey Robinson Programme Manager
Sponsor & Job Role	Jo Kavanagh Assistant Director Early Help
Date	25/03/2022

Date	Version	Description	Author	Distribution
25/03/2022	1.0	Final draft of Lincolnshire's Family Hubs Feasibility Study	Tara Jones	Jo Kavanagh

Table of Contents

Executive Summary	3
Background.....	5
What are Family Hubs?	6
Early Help in Lincolnshire.....	8
Supporting Families.....	8
Requirements Statement.....	9
Our Landscape.....	11
Problem Statement.....	13
What have we done?.....	14
What have we found?.....	15
Key data	17
What we want to do.....	26
Appendices	33

Executive Summary

In July 2021 the government announced that a new programme with £24 million of funding had been created with an aim of levelling up outcomes for vulnerable children and building back a fairer, more resilient system. This new fund, as well as looking at projects tackling the issues facing the most vulnerable children in society, would be funding the acceleration and roll out of more Family Hubs, which would be delivered by the nine Regional Improvement and Innovation Alliances.

East Midlands RIIA were awarded a total of £473,000 funding for this Build Back Better grant. This included funding for the delivery of feasibility studies on Family Hubs across the regional authorities of £40k per authority. It also provided funding for a full time Regional Family Hubs Co-ordinator, Lincolnshire were the nominated authority to lead this.

This Family Hub feasibility assessment has been undertaken in line with the Regional Improvement and Innovation Alliance (RIIA) Executive Group approved priorities for the DfE Building Back Better Fund. Family Hubs - Strand 2: Project 1.

This report provides information on the current delivery of Universal and Early Help services to families and identifies options for Family Hubs Transformation to fulfil the vision of accessible, seamless support, responding to the needs and strengths of the local population from the first **1001** critical days of life to 19 years (25 years for young people with SEND).

The East Midlands region is enthusiastic to engage with the Family Hub agenda to support the further development of integrated early help services across the region. Building Back Better funding has been secured to produce the feasibility assessment of Lincolnshire moving towards the Family Hub model and inform the political decision.

This feasibility study contains information that describes the justification for moving to a model of Family Hub delivery. This feasibility is to be presented at the Children and Young People's Scrutiny Committee on the 17TH June 2022 and if agreed by the Executive, we will commence the development of a full business case, starting with a self-evaluation against the DfE Start for Life and Family Hubs Programme Guide.

The Options Appraisal identifies:

- **Option 1** - Do nothing

- **Option 2** – To continue to capitalise on the progress to date and enable early planning to progress a full business case through the self-evaluation against the DfE Start for Life and Family Hubs Programme Guide. To seek approval for delegation to the Executive Director Children’s Services in consultation with Executive Cllr for Children’s Services, Community Safety and Procurement that once the Family Hub Funding Programme is released (expected Summer 2022), she can accept the selection and submit evidence of Lincolnshire's ability to meet the grant requirements ahead of the funding of the grant monies expected to be released in Autumn 2022.

- **Option 3** - Pause at the Feasibility Stage until further guidance is published in respect of the Family Hubs Grant, expected Summer 22, with the funding for pre-selected LA’s being finalised by Autumn 22. If the decision is not agreed to commence to the development stage of the Family Hub approach, then the work to date would cease, losing momentum and engagement.

Background

There have been various announcements of funding to support children, young people and families with transformation initiatives and a clear direction of the vision, communicated by the government over the last few months.

In June 2021 the government announced a £1.4 billion Education Recovery Package which includes £153 million to be provided to offer training to early years staff.

In July 2021 the government announced a new programme with £24 million of funding aimed at levelling up outcomes for vulnerable children and building back a fairer, more resilient system. This new fund, as well as looking at projects tackling the issues facing the most vulnerable children in society, would be funding the acceleration and roll out of more Family Hubs. This would be delivered by working with the nine Regional Improvement and Innovation Alliances.

In August 2021, the Government announced a further £20 million boost for Family Hubs, awarded from the Treasury's Shared Outcomes Fund and split into two separate projects:

- Transformation Fund to help 10 LA's launch Family Hubs
- Growing Up Well to improve information sharing between professionals and improve the 'user experience' for families

In November 2021, the Government then announced £500 million of funding within the Spending Review towards families and early years services, in line with their 2019 manifesto promises. The £500m package includes:

- Family Hubs: £82m to develop a network of Family Hubs (75 LA's of which Lincolnshire has been pre-selected)
- Parenting programmes: £50m
- Start for Life offer: £10m
- Breastfeeding support: £50m
- Infant and perinatal mental health: £100m
- Workforce pilots (in a small number of LAs): £10m
- £200m towards expanding Supporting Families programme over the coming three years, bringing total investment in the programme over the period to nearly £700m.

The £82 million specifically for Family Hubs indicates the government's increasing commitment to supporting families, providing the right help at the right time. In the words of Minister for Families, Will Quince, at the launch of the National Centre for Family Hubs, "The Government believes in the Family Hub model." He is also clear that Family Hubs are a way of delivering the Supporting Families vision of an effective Early Help System.

What are Family Hubs?

A Family Hub is a system-wide model of providing high-quality, joined-up, whole-family support services. Hubs deliver these services from conception, through a child's early years until they reach the age of 19 (or 25 for young people with special educational needs and disabilities).

Family Hubs aim to make a positive difference to parents, carers, networks and their children by providing a mix of physical and virtual spaces, as well as outreach, where families can easily access non-judgmental support for the challenges they may be facing.

Family Hubs will provide a universal 'front door' to families, offering a 'one-stop shop' of family support services across their social care, education, mental health and physical health needs, with a comprehensive [Start for Life](#) offer for parents and babies at its core.

Although each Family Hub is bespoke to the local community and LA it serves there are three key [delivery principles](#) that underlie all Family Hubs:

❖ ACCESS

- There is a clear and simple way for families with children of all ages to access help and support through a Family Hub building and a Family Hub approach.

❖ CONNECTION

- Services work together for families, with a universal 'front door', shared outcomes and effective governance.

- Professionals work together through co-location, data-sharing and a common approach to their work. Families only have to tell their story once, the service is more efficient, and families receive more effective support.
- Statutory services and Voluntary and Community Sector (VCS) partners work together to get families the help they need.

❖ **RELATIONSHIPS**

- The Family Hub prioritises strengthening relationships and builds on family strengths. Relationships are at the heart of everything that is delivered in Family Hubs.

Government Policies informing Family Hubs:

- Department for Health and Social Care – Best Start in Life – **1001** Critical Days.
- Department for Levelling Up, Housing & Communities – Supporting Families Programme and the Early Help System Guide.
- Department for Work and Pensions – Reducing Parental Conflict.

Government funding supporting the agenda has been released with further funding anticipated to support development and implementation. The Government is committed to championing the roll out of Family Hubs as Hubs can improve the accessibility of support services for vulnerable families.

There is an initial focus on the Best Start for Life offer within the Family Hub approach, with Dame Andrea Leadsom MP, strongly hinting that LA's performance within the **1001** critical days may be subject to light touch inspection.

The ambition of the Family Hub model includes:

- Build community resilience to help neighbourhoods flourish
- Give children the best possible start in life
- Make sure families can live safely
- Make the best use of buildings and funding

Lincolnshire is in a strong position, with a mature Early Help System and is ready to build upon our successful Children's Centre offer. Family Hubs sits at the heart of our Early Childhood Strategy, Early Help Strategy and Supporting Families agenda.

Early Help in Lincolnshire

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 families to access appropriate services.

By working together, sharing information and resources, the best outcomes can be achieved for all children, young people and families. As part of our recovery, post restrictions, 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 Covid 19 pandemic and associated lockdowns. The multi-agency support to respond effectively and creatively during times of crisis has enabled us to continue to maximise opportunities such as improving our digital platform and virtual offer and harnessing community resources.

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, but we can build upon this further and the Family Hub model can support this.

Supporting Families

Supporting Families Agenda

The Government believes in the Family Hub model, they are also clear that Family Hubs are a way of delivering the Supporting Families vision of an effective universal offer and Early Help System.

The new Supporting Families outcomes framework is expected to be published by the Government within the coming weeks. There was wide consultation on proposed changes, which suggest a move to achieving, measuring and sustaining outcomes for families in ten areas. There is expected to be a transition period of six months for the move to the new framework which will need further work with regard to leadership, data and practice.

Proposed Supporting Families New Outcomes Framework:

- Good attendance, behaviour and engagement with education
- Good early years development
- Good mental and physical health
- Better managed substance misuse
- Good family relationships
- Children being safe from abuse and exploitation
- Secure housing
- Families safe from domestic abuse
- Families diverted from crime
- Financial stability

The above outcomes framework encompasses the vision for Family Hubs, together with increased funding of £200 million nationally will help up to 300,000 more families facing multiple issues access whole-family support.

This is around a 40% real-terms uplift in funding for the programme by 2024-25, taking total planned investment across the next three years to nearly £700m.

Requirements Statement

Business Drivers

- Build Back Better agenda and grant fund for the completion of this feasibility
- Early Years Healthy Development Review covering the following six action areas:
 - Seamless support for every family
 - A welcoming Family Hub for every family to attend
 - Information when families need it
 - Empowered workforce
 - Continually improving the Best Start for Life offer
 - Leadership for change
- Best Start in Life 1001 Critical Days Report
- Supporting Families Programme
- Early Help System Guide
- Reducing Parental Conflict
- Early Childhood Strategy
- Early Help Strategy
- Lincolnshire JSNA

- LGA Review of Early Years
- Children's Services SEF – 'to provide an excellent range of early help and health services to identify need at the earliest point'
- SEND Transformation Programme
- Children in Care Transformation Programme
- Care Review

Business Requirements

- Scope best practice in Family Hubs development locally, regionally, nationally and tailor to meet the needs of Lincolnshire's diverse communities
- To reduce the number of children coming into care. Numbers are not sustainable and impact on LCC budget
- To reduce re-referrals and build community support for those families
- To reduce numbers of children with Education and Health Care Plans through increasing numbers of families gaining support through universal and targeted services
- To increase support to families who have children with disabilities in their communities
- To increase children starting school with a good level of development
- To increase support in their communities to families around the most common primary needs for children open to social care
 - Domestic abuse
 - Mental health – parent/carer
 - Abuse and neglect
- To build efficient and sustainable services within communities
- There is a very strong indication that we will be subject to light touch inspection
- To develop whole family way of working across range of services ensuring the Supporting Families outcomes are at the heart of design
- To consider governance arrangements ensuring all partners have equal 'buy in' to the Family Hubs agenda.

Our Landscape

Contribution to Strategic Priorities

The **Council's Corporate Plan** – sets out what the Council wants to achieve for local residents and communities. The Corporate Plan underpins a "One Council" approach, ensuring all services are working towards shared goals and help different areas of the Council to work together more effectively. The Council's vision for *Working for a Better Future* includes the Council leading the way with others to support people and communities in the coming years to have:

- **High aspirations for their lives and their communities.** This includes championing educational excellence, so every child has a high-quality education to succeed in life.
- **The opportunity to enjoy life to the full.** This includes promoting safe and secure homes to help those who look after others, aspire for all children to have a caring home, give children the best possible start and provide opportunities for a fulfilling life.
- **Thriving environments.** This includes making sure families can live safely and have access to great choice and high-quality education.
- **Good-value Council Services.** This includes innovative services making best use of technology to meet the needs of our customers; effective and efficient partnerships operate across Lincolnshire and are responsive to emerging opportunities; people's needs are met in a timely, responsive and efficient way; high- quality public services are delivered in a cost-effective way.

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:

- 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.

Children's Services Vision – Putting Children First



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.

Problem Statement

Although Lincolnshire is not, yet formally 'registered' as a Family Hub with DfE, we are in a strong position to develop from our existing strengths and successes within our Early Childhood and Early Help arena and the work we have done in meeting the Supporting Families agenda.

What is required is a place based, welcoming hub approach, linked with local community resources to ensure that families can access what they need when they need it to connect to the right service first time. Currently, the way services are organised for families can sometimes be too fragmented, resulting in missed opportunities to identify early signs of need and then coordinate support.

Better integration can mean better public services for families who do not have to repeat their story to different professionals and get the help they need more swiftly. Unnecessary and wasteful duplication can also be avoided.

Lincolnshire is engaged in work to implement the following approach:

- Having a configuration of early help services that are increasingly integrating and taking a family-based approach, linking groups of related policies and services
- Having consolidation of services which became necessary through the pandemic accelerated integration, and this can be further enhanced through the Family Hub model
- Preparing to go through the political process in April following the completion of the feasibility study
- Mapping of the current offer is supporting the move towards a Family Hub approach which will place Children's Centres, community buildings and services along with a digital and virtual platform at its core
- Data analysis has been completed at a county level, which will be subject to a further analysis at postcode level if moving to the design and development phase
- Consultation and engagement have been limited during the feasibility stage. We have engaged with LCC staff and partners through existing partnership groups around the challenges and opportunities. This has provided rich feedback which supports the need for more co-ordinated support. (**Appendix 1**).

What have we done?

The methodology has used a Theory of Change (**Appendix 2**) which has been built from:

- Government policy development
- LCC current policy drivers
- LCC staff engagement feedback
- Public Health data analysis
- Children's Services data analysis with specific reference to:
 - Supporting Families
 - Social Care data
 - Early Years data
 - Better Births
 - 0-19 Health Services
 - Early Help data
- The Anna Freud National Centre for Family Hubs through regular meetings, webinars, and workshops
- A light touch assessment
- Initial mapping of universal, preventative, and early interventions across the County through the activity of the Community and Voluntary Sector.

What have we found?

Deprivation - Urban areas and East Lindsey are generally more deprived than the rest of the county.

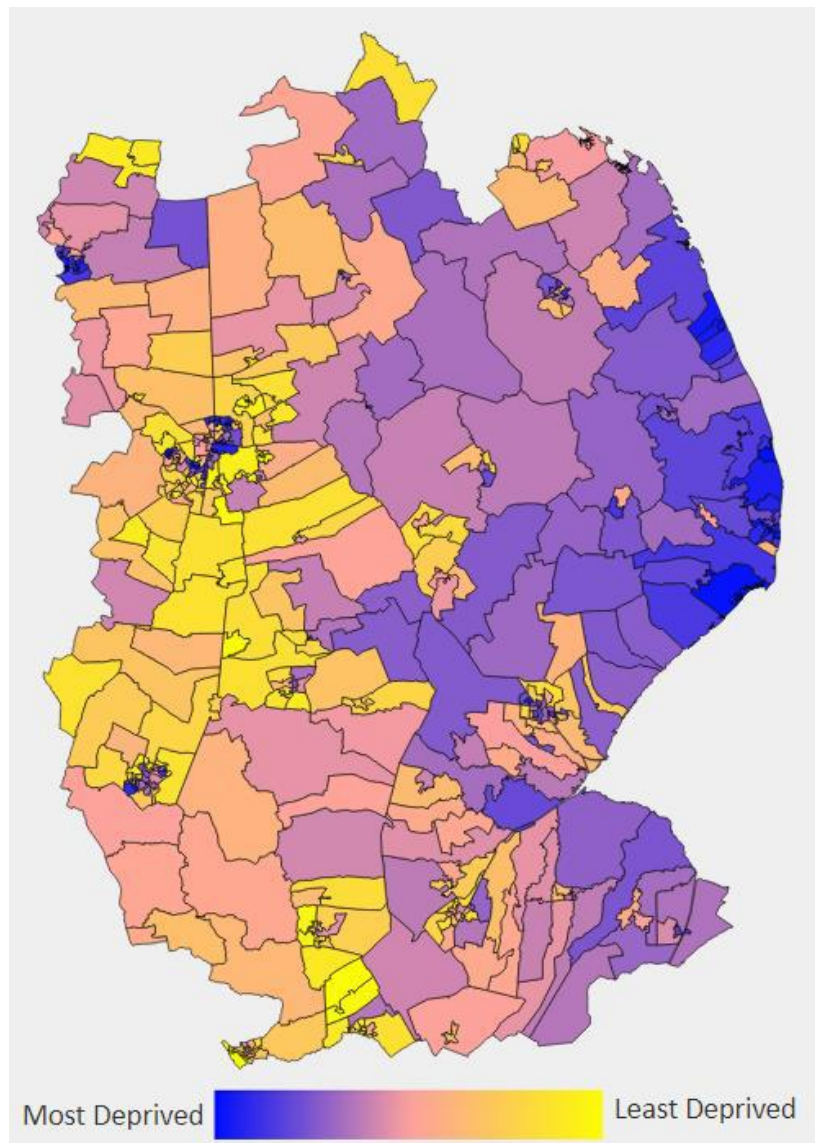


Figure 2 – Deprivation across the county

Figure 2 shows IMD 2019 data for Lincolnshire. Looking more closely at the pattern of deprivation across the County, clear contrasts can be seen in the urban areas of Gainsborough, Lincoln, Grantham and Boston in comparison to areas in the rest of the County.

A contrast can also be seen when comparing the East Coast to the rest of the County.

The general pattern of deprivation across Lincolnshire is in line with the national trend, i.e., that urban and coastal areas show higher levels of deprivation than other areas.

The Lincolnshire coastline particularly the towns of Skegness and Mablethorpe are amongst the most deprived 10 percent of neighbourhoods in the country. In addition, the surrounding LSOAs are within the most deprived 30 percent which, for a rural area, is quite unusual.

The pattern of deprivation seen here is based on the overall IMD rankings, but the individual domains need to be investigated more closely in order to fully understand the reasons why these areas have scored so low. Individual deprivation domains may well reveal a very different pattern, and in terms of identifying and evidencing deprivation those are just as valid.

Area	% persons living in most deprived areas	Change from IMD 2015	Direction of change (↓↑)
Boston	15.5	4.1	↓
East Lindsey	34.0	4.2	↑
Lincoln	29.2	2.8	↓
North Kesteven	0.7	0.4	↑
South Holland	2.1	0.0	-
South Kesteven	3.5	1.1	↓
West Lindsey	16.1	3.0	↑

Table 2 – Percentage of people living in most deprived areas

As can be seen in Table 2, since the release of the 2015 IMD the percentage of people living in the most deprived areas has increased for 3 of the districts that comprise Lincolnshire (East Lindsey, North Kesteven, West Lindsey), decreased for 3 districts (Boston, Lincoln, South Kesteven), and has remained the same for 1 district (South Holland)

Children and young people

Aligned with the Children’s Commissioner for England, we aspire for our younger generation to have the brightest future possible. Key inequalities affecting children and young people in Lincolnshire include: living in poverty; being a child in care, speaking English as an additional language, having parents with poor mental health or having experienced or witnessed traumatic events.

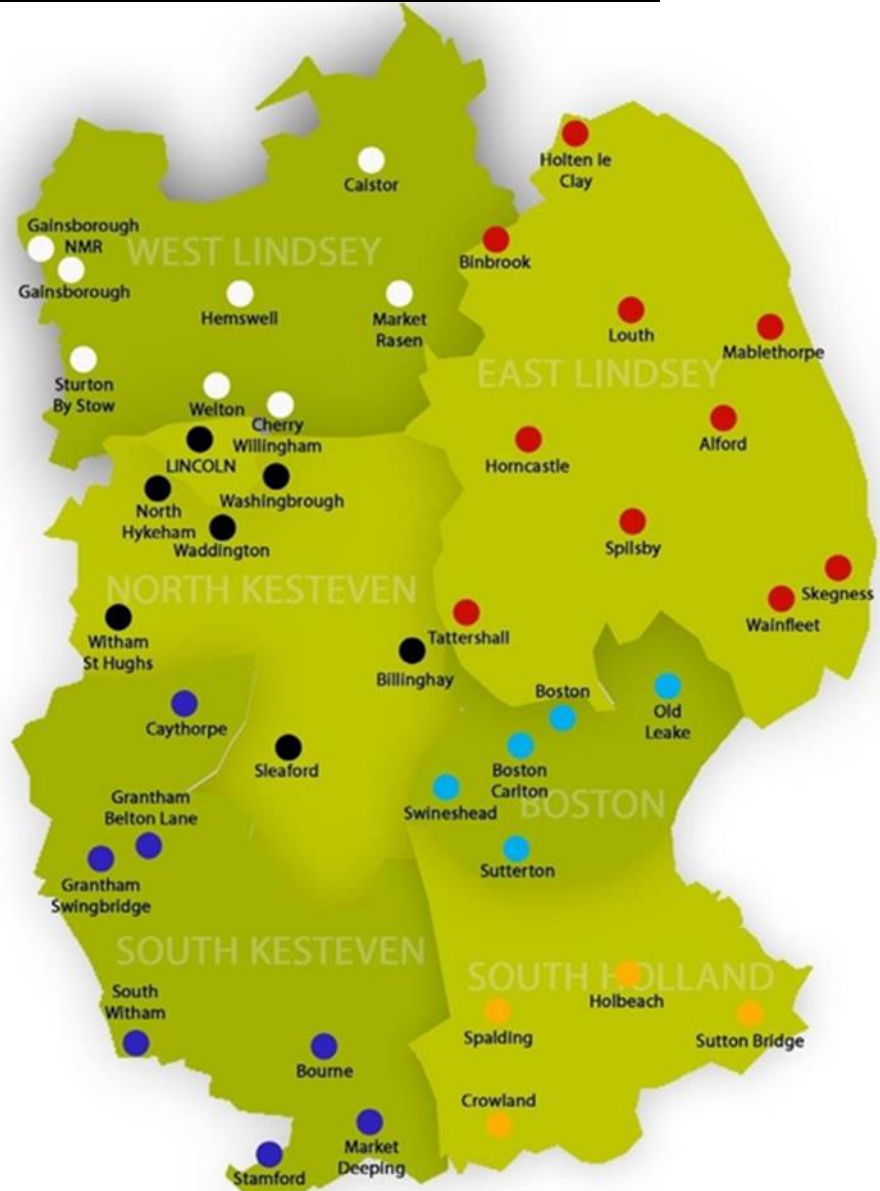
Approaches in partnership to addressing those wider social determinant factors of poor health, mental health and wellbeing in communities are therefore critical in improving the lives of our young generations and their future health outcomes.

Key data

Level	Number	Source	
TAC Internal	558	January 2022 Performance Reporting	
TAC External	2201		
F4M	199		
CIN	3294		
CP	388		
CiC	717		
CWD	239		
SEND	6538		
Education Outcomes	Percentage	Descriptor	Source
GLD Foundation Stage	69.6% in 2019 72% National average	Good level of development across all prime areas	Best Start Comm ICAM Early Childhood Strategy
Key Stage 1 (Age 7)	61.5% in 2019 64.9% National average	Local measure of Reading, Writing & Mathematics combined	Scrutiny Committee report EY's and School recovery
Key Stage 2 (Age 11)	61% in 2019 64.9% National average	National measure of Reading, Writing & Mathematics combined	Scrutiny Committee report EY's and School recovery
Key Stage 4 (Aged 16)	42.5% in 2019 43.4% National average	Pupils achieving strong grades 9-5 in English and Maths GCSE	National Statistics DFE
Education Health Care Plans (EHCP)			
EHCP Data	6,236 Lincolnshire 4,277 East Midlands 5,286 National	Numbers of children with EHCP	January 2022 Performance data

Under 5 yrs	191	Numbers of children with EHCP	January 2022 Performance data
Aged 5 – 10	2,322	Numbers of children with EHCP	January 2022 Performance data
Aged 11 – 15	2,370		
Aged 16 – 19	1,363		
Aged 20 – 25	292		
Free School Meals		Descriptor	Source
Free School Meals (FSM) Eligibility		Count of pupils on roll: 109,078 Count of eligible pupils: 25,005 Percentage eligible pupils: 22.92%	FSM Data – January 2022

Lincolnshire Children's Centres



Area	Children's Centre	Postcode
Boston North	Norfolk Lodge	PE21 6PW
	Fishtoft Road St	PE21 0AA
	Christophers	PE21 8HY
	Carlton Road	PE21 8QX
	Old Leake	PE22 9HR
Boston South	Sutterton	PE20 2JN
	Swineshead	PE20 3EN
East Lindsey Coastal	Skegness	PE25 2QT
	Alford	LN13 9PS
	Mablethorpe	LN12 1DP
	Wainfleet	PE24 4DD
East Lindsey North	Louth	LN11 8DQ
	Holton Le Clay	DN36 5DR
	Binbrook	LN8 6DU
East Lindsey South	Spilsby	PE23 5EP
	Horncastle	LN9 6DA
	Tattershall	LN4 4QZ
Lincoln North	Lincoln North	LN2 2DD
	Carholme	LN1 1PU
	St Giles	LN2 4NP
Lincoln Central	Lincoln Central	LN5 7XT
	Bracebridge	LN5 8QT
	Abbey Moorland	LN2 5AX
		LN6 7DT
Lincoln South	Birchwood	LN6 0JE
	North Hykeham	LN6 8QZ
North Kesteven South	Sleaford	NG34 7TW
	Billinghay	LN4 4HU
	Caythorpe	NG32 3DR
North Kesteven North	Waddington	LN5 9BN
	Washingborough	LN4 1BW
	Witham St Hughs	LN6 9WF
South Holland	Spalding	PE11 2JQ
	Crowland	PE6 0JA
	Holbeach	PE12 7LZ
	Sutton Bridge	PE12 9TB
South Kesteven - North	Grantham Belton Lane	NG31 9PP
	Grantham Swingbridge	NG31 7XQ
South Kesteven - South	South Witham	NG33 5PH
	Bourne	PE10 9DX
	Stamford	PE9 1HE
	Market Deeping	PE6 8JE
West Lindsey Gainsborough	Gainsborough Market Arcade	DN21 2DY
	Hemswell CC	DN21 5XS

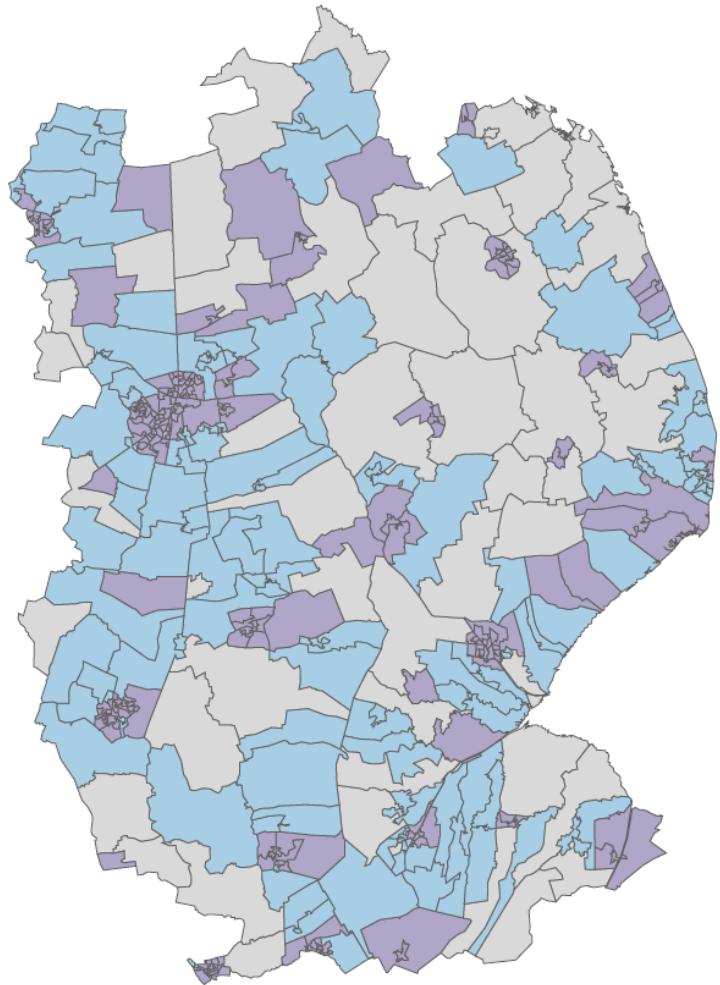
Travel Times

Transport & Service Accessibility: Lincolnshire's rurality also means a significant element of the population live in dispersed, small communities without quick & easy access to support services. Family hubs are also a way of joining up locally, bringing together existing family help services across health (physical and mental health) and social care, as well as VCS and education settings, to provide a single point of access and through a mix of community physical spaces and virtual spaces,

This accompanying map displays (in grey) wards where the majority of the local 0-19 population live further than a 30-minute walk or public transport journey from their local CC. We can see this to be a widespread issue in Lincolnshire, particularly pronounced in areas of rurality. Children and young people living in urban areas are more likely to live within a 30-minute journey time of their local CC.

Lincolnshire Childrens Centres 30 Min Walk or Public Transport

Travel Time ● ≤30 mins by public transport ● ≤30 mins either on foot or by public transport ● More than 30 mins



Max 30 mins walk

Local Authority	Population
Boston	46389
East Lindsey	60833
Lincoln	100049
North Kesteven	54310
South Holland	27797
South Kesteven	88959
West Lindsey	43851
Total	422188

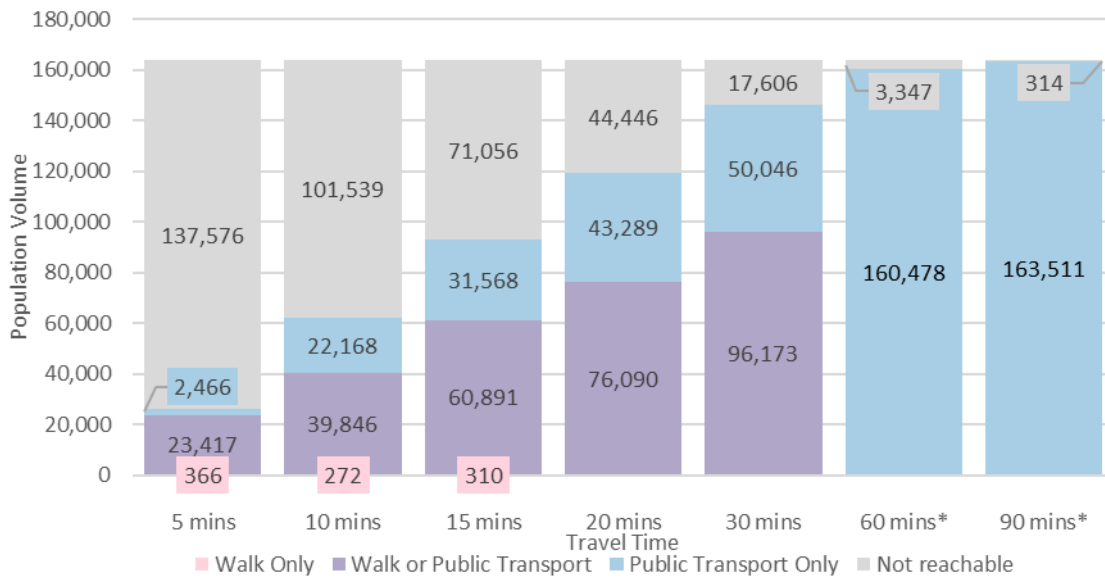
Max 30 mins either on foot or by public transport

Local Authority	Population
Boston	64389
East Lindsey	110156
Lincoln	100049
North Kesteven	107024
South Holland	78293
South Kesteven	130934
West Lindsey	80264
Total	671109

More than 30 mins away

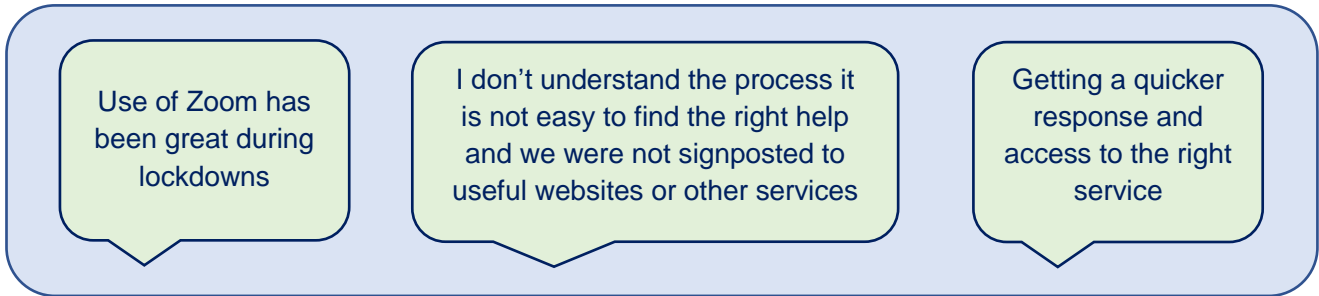
Local Authority	Population
Boston	6448
East Lindsey	31874
North Kesteven	11125
South Holland	17564
South Kesteven	12291
West Lindsey	15922
Total	95224

The graph below shows the number of children and young people aged 0-19 at various journey times to CCs according to SHAPE data. It shows 10.7% of 0-19s live at an address located greater than 30 minutes away from their local CC either on foot (at an adult's brisk walking pace) or by public transport. Over 3,300 0-19s live further than a 60-minute journey away by public transport.



Stakeholder Feedback

Consultation with families has told us:



Consultation with LCC staff and partners has told us:



Need: Existing issues and rationale for the Family Hub model

The rationale for Family Hubs is underpinned by a need for a wider range of services for families that are:

- **Equitable:** So, they address the fragmentation of services and provide equitable access to support and services in every community across Lincolnshire, but which are also relevant to local context and needs
- **Efficient:** Maximise the use of buildings, resources and reach by working with the community and voluntary sector and other partners
- **Inclusive:** Maximise the initiatives to promote male carer engagement and other seldom heard families in Family Hub services
- **Responsive and accessible:** to ensure all families, particularly vulnerable groups, will be able to easily access services locally. Including encouraging families of 5–19-year-olds to increase their use of Family Hub services.
- **Digital Offer:** good navigation and self-serve to improve the experience for children and families, who need to access services through a Family Hub and improve information sharing between those professionals who work in a Family Hub
- **Integrated:** to encourage all services to work closely together reducing the need for families to 're-tell' their stories

Opportunities

Link with universal provision further to take a joined-up approach

Work with partners to develop a welcoming place based hub creating one point of access

Develop a co-ordinated virtual offer enabling families to access seamless support through one place

Map current Children Centres offer against population needs assessment identifying any gaps

Opportunities What we can begin doing

Undertake stakeholder engagement workshops gaining community knowledge and experience

Build on high level Community and Voluntary Sector mapping to postcode level identifying opportunities in local areas

Build links with existing Community Connectors working to build community resilience

Build links with Social Prescribers aiming to support low level mental health and reduce isolation

Work more with universal and preventative services providing earlier intervention in communities, so problems don't escalate

Further build links with universal and preventative services building community networks supporting families stepping out of targeted interventions

Review parenting support pathways and work with all partners to gain a consistent approach

What we want to do

Conclusion and Options

A whole-system approach to Family Hubs Transformation will be designed and developed which will be articulated through a more detailed self-evaluation, theory of change, full business case and delivery plan. This will enable local stakeholders to make explicit and considered choices about key service design issues using the local assessment of community needs and contextual issues to create Family Hubs that, whilst bespoke to the local community, retain a sharp focus upon strong universal services for all. The developed theory of change will help foster a shared language and model of integrated service provision and reinforce the use of evidence and evaluation to identify shared outcomes.

The Early Help System Guide, DfE Start for Life and Family Hub self-evaluation tool and co-production workshops with stakeholders, will be used to further develop the theory of change and support the design and development of our Family Hubs approach.

Recommendations:

1. The Executive Cllr Children's Services, Community Safety and Procurement approves **Option 2**
2. The Executive Cllr Children's Services, Community Safety and Procurement delegates approval to the DCS that once the Family Hub Funding Programme guide is released (expected Summer 2022), Lincolnshire can accept the selection and submit evidence of it's ability to meet the grant requirements.

Timescales to Develop the Full Business Case

The DfE grant funding is a 3 year programme. Whilst the final Programme Guide for the eligible LA's is still being developed, we know that LA's will need to evidence that they will be able to meet a number of minimum expectations by year 3. There is additional funding available for those pre selected LA's who are more advanced in their Family Hub approach to demonstrate that they can meet the Go Further expectations and also to become trail blazers. Trail blazers will need to lead the way on early development/delivery across all strands of the programme, creating quick change and establishing best practice.

OPTION 1:	Do Nothing	
Option Description	The Family Hubs model will not be adopted in Lincolnshire and services will continue to be delivered as currently configured	
Assumptions	Continuation of current levels of funding	
Financial Implications	None	
Benefits & Dis-Benefits		
Benefits	<ul style="list-style-type: none"> • Staff continue to deliver within known parameters of service with ongoing practice development • No financial cost to the council 	
Dis-Benefits	<ul style="list-style-type: none"> • Services are overwhelmed by increased demand from families. • Actual costs exceed projected budgets. • Demands on specialist services continue to increase as fewer families access help early in life or when needs arise in their communities 	
Risks		Risk Grading Low / Medium / High
<ul style="list-style-type: none"> • DfE have confirmed further funding streams will follow this Build Back Better Family Hubs feasibility regional work which Lincolnshire has been pre selected. The Council will not be able to draw down on the Grant should it not approve a move towards a Family Hub approach for Lincolnshire • Light touch inspection of Family Hubs which is likely to focus on first 1001 critical days • Assurance checks for the impact of the supporting families programme and validity of Payment by Results (PBR) claims 		High
Supporting changes	Business as usual	
Deliverability & Timescale considerations	Annual planning cycles	
Other considerations	None	

OPTION 2:	Progress To Design and Development Phase
Option Description	To continue to capitalise on the progress to date and enable early planning, begin to progress a full business case through the self-evaluation against the DfE Start for Life and Family Hubs programme guide. To seek approval for delegation to the Executive Director Children's Services in consultation with Executive Cllr for Children's Services, Community Safety and Procurement that once the Family Hub Funding Programme is released (expected Summer 2022), she can accept the selection and submit evidence of Lincolnshire's ability to meet the grant requirements ahead of the funding of the grant monies expected to be released in Autumn 2022.
Assumptions	Self-evaluation process can be delivered within existing resources until the grant funding is released in the autumn of 2022.
Financial Implications	None
Benefits & Dis-Benefits	
Benefits	<ul style="list-style-type: none"> • By end of second stage there will be a full business case for the Family Hub approach along with a theory of change demonstrating why this approach is needed and delivery plan. • Sufficient staff time, capacity, and resources to successfully steer the transformation process and ensure co-production with families, community sector and partners • The development phase will enable the Family Hub approach and the Supporting Families programme to be fully considered and brought together in support of the development of a place based model of Early intervention and support. • Family Hubs are expected to improve children's wellbeing, educational attainment and life chances, reduce family poverty, improve mental health and lead to lower crime, unemployment and other negative outcomes which carry significant cost to the public purse. These centres enhance integrated working by enabling easier access to support, better outcomes for families, more effective service delivery and smarter use of budgets.
Dis-Benefits	<ul style="list-style-type: none"> • Self-evaluation is completed and the Council fails to meet the minimum expectations to draw down the grant funding.

Risks	Risk Grading Low / Medium / High
<ul style="list-style-type: none"> • Strategic concerns may be mitigated by stressing the economic case and community benefits of Family Hubs • CVS partners may not be open to the development of Family Hubs • Move through development phase and unable to meet minimum expectations to draw down funding available. 	LOW
Supporting changes	<ul style="list-style-type: none"> • DfE Start for Life and Family Hubs programme and self-evaluation will be co-ordinated through an experienced steering group to ensure all dependencies are mapped and the risk of duplication is mitigated against. • From the First 1001 Critical Days to young adulthood, Family Hubs co-created with communities will support improved educational, health and wellbeing outcomes and enable our families to flourish. • We will refine the theory of change with partners through stakeholder engagement involving community and voluntary sectors and children, young people, and families. • Further work will be undertaken to analyse data at postcode level to inform development alongside stakeholders to ensure co-production remains at the forefront.
Deliverability & Timescale considerations	<ul style="list-style-type: none"> • Self-evaluation <ul style="list-style-type: none"> ○ Evidence of ability to meet minimum expectations and go further expectations submitted to the DfE end of summer 2022 • Develop trajectory to move through the development phase, which will include <ul style="list-style-type: none"> ○ Drilling down into postcode level data ○ Undertake stakeholder engagement workshops, beginning co-production ○ Further exploration of key partners in local areas, CVS, families being key • Refine the Theory of change
Other considerations	<ul style="list-style-type: none"> • Moving to design will provide the opportunity to involve all partners in co-production • Strengthen universal, preventative and earlier intervention services in local communities • Identify efficiencies of buildings and resources • Bringing together key policy drivers encompassing the whole early help system

OPTION 3:	Pause at Feasibility Stage	
Option Description	Pause at the Feasibility stage until further guidance is published in respect of the Family Hubs Grant, expected Summer 22, with the funding finalised for pre-selected LA's by Autumn 22. If the decision is not to commence further to the development stage of the Family Hub approach, then the work to date would cease, losing momentum and engagement.	
Assumptions	Following publication of the Family Hub funding guide, the Council wishes to accept the grant.	
Financial Assumptions	None	
Benefits & Dis-Benefits		
Benefits	<ul style="list-style-type: none"> • Findings to date would be held and reviewed to inform next steps should further funding be secured. • Staff continue to deliver within known parameters of service with ongoing practice development. • No financial cost to the council 	
Dis-Benefits	<ul style="list-style-type: none"> • The opportunities of the model would not be realised and the motivation and momentum will not be maintained. • Demands on specialist services continue to increase as fewer families access help early in life or when needs arise in their communities 	
Risks		Risk Grading Low / Medium / High
<ul style="list-style-type: none"> • Development opportunities would not be realised • Development work would not continue which will impact upon outcome of any inspection • Light touch inspection of Family Hubs which is likely to focus on first 1001 critical days 		Medium

Supporting changes	<ul style="list-style-type: none"> • Business as usual
Deliverability & Timescale considerations	Current secondments supporting this initial feasibility study end on 31 st March 2022
Other considerations	None

Appendices

Appendix 1 – High Level Findings from Engagement Workbook



High Level
Engagement Workbook

Appendix 2 – Theory of Change



Lincolnshire Family
Hubs TOC - Final.pdf

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Lincolnshire Supporting Families Programme Update and Forward Plan

MARCH 2022

Hannah Fassler and Paula Whitehead

Background to the Programme

The Programme was initially called the Troubled Families Programme, and was launched by the former Prime Minister David Cameron in 2011.

The funding for the Programme is a mix of core funding to support service transformation, and a model of Payment by Results (PBR).

The first phase of the programme ran from 2012 to 2015 with an aim to “turn around” the lives of 120,000 families with multiple problems across England by May 2015.

Its premise was that there was a better way to work with families with multiple problems by identifying the underlying and interlinked problems that a family faced and dealing with them in order to initiate change in that family.

The second phase was due to run from 2015 to 2020 with three objectives

1. For families: to achieve significant and sustained progress with 400,000 families with multiple, high-cost problems.
2. For local services: to reduce demand for reactive services by using a whole family approach to transform the way services work with these families;
3. For the taxpayer: to demonstrate this way of working results in cost savings.

This second phase aimed to support 400,000 families by 2020.

In January 2020, the Department confirmed further funding to extend the programme to March 2021.

The November 2020 Spending Review saw a further extension to the programme to 2021-22.

In March 2021, the programme was renamed ‘Supporting Families’ to better reflect the aims and achievements.

The programme sits within the new Department for Levelling Up, Housing and Communities (DLUHC). However, it has cross Government stakeholders and buy in. This was demonstrated in the November 2021 Spending Review.

The Spending Review saw significant investment, and a prioritization of ‘Levelling Up’. There is commitment to a significant expansion of the programme.

The combined Department for Education (DfE), Department of Health and Social Care (DHSC) and DLUHC £500m funding package includes:

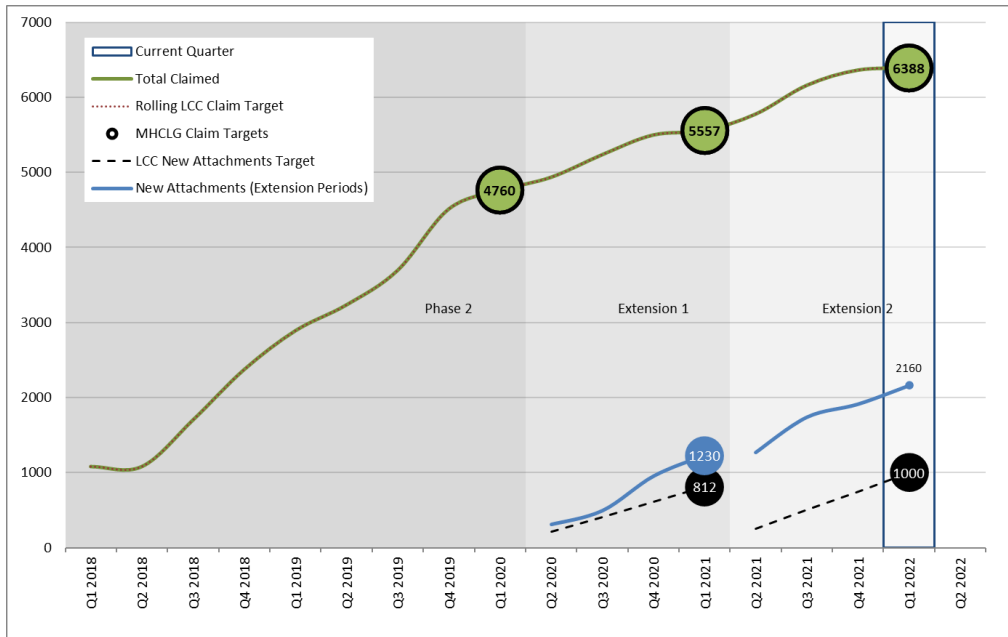
- ❖ An additional £200m for Supporting Families
- ❖ Family hubs: £82m
- ❖ Parenting programmes: £50m
- ❖ Start for Life offer (0-2s services for parents & babies): £10m
- ❖ Breastfeeding support: £50m
- ❖ Infant and perinatal mental health: £100m
- ❖ Health workforce pilots (in a small number of LAs): £10m

The additional £200 million funding will help up to 300,000 more families facing multiple issues access whole-family support.

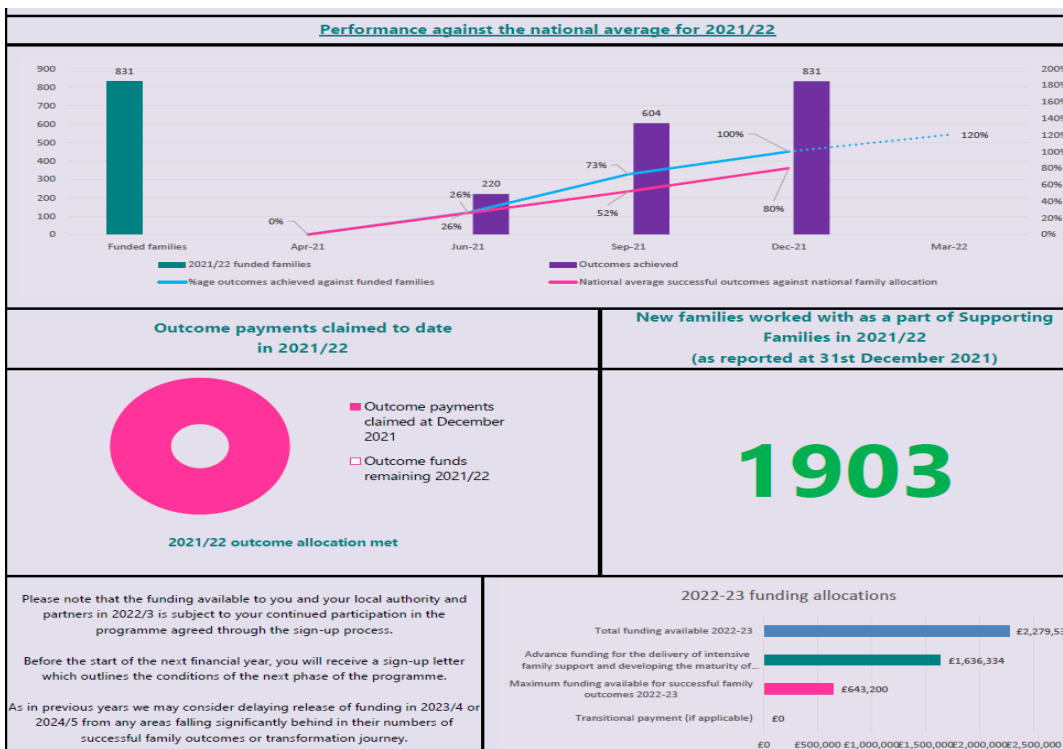
This is around a 40% real-terms uplift in funding for the programme by 2024-25, taking total planned investment across the next three years to nearly £700m.

Current Performance

Since 2018, when the Programme moved into its current phase, and into its current Lincolnshire management structure, we have made significant progress in both the delivery of a good early help system, and in its achievement of payment by results outcomes.



Despite the uncertainty of the future of the Programme and its associated funding, we have achieved 100% of claims at each phase, and are currently one of the highest performing authorities in relation to Payment By Results. The dashboard below, supplied by the National Families Team, demonstrates the current financial years performance. However, a significant increase in target is expected, and will create a challenge for Lincolnshire.



Current National Context

Sign Up Conditions

Sign up to the programme is via Debbie Barnes OBE as the Chief Executive, with quarterly performance updates sent to Heather Sandy as the Director of Children's Services.

The commitments for 2021-22 are as follows:

- To achieve measurable outcomes with the minimum number of families by March 2022. Those who reach the minimum number early, are asked to continue to provide progress information (both families worked with and outcomes) for all families supported up to March 2022.
- To integrate and transform local public services to embed whole family working using the Early Help System Guide to inform the development, refinement and implementation of early help and data strategies (or equivalent)
- To provide sufficient coordination to achieve these commitments and nominate a senior responsible officer alongside a Troubled Families Coordinator to lead the transformation of the early help system across your local public service partnership.
- To have sufficient development and analytical resource to improve your systems to deliver as a minimum the following milestones of data maturity:
 - Data governance at a strategic level is established overseeing data sharing and use across all partners to support families. Receive regular person level data feeds from internal Local Authority sources, such as education data.
 - Through discussions with police colleagues, work towards sharing datasets (including, where possible, offending data relating to different age ranges, and domestic abuse data) to enable joint analytics to support families. Partners will work together to identify any barriers to data sharing and overcome these barriers, through sharing good practice.
 - Working towards or establish data sharing agreements for person level data on health, housing (rent arrears and antisocial behaviour), and homelessness.
 - All individual outcomes are embedded in the case management system from notification / assessment to closure.

It is likely that sign up conditions will be strengthened to reflect the increased funding for the new 3 year programme.

There may also be an opportunity to apply for Earned Autonomy which is awarded to the most mature areas, and gives all funding up front as opposed to the PBR system. However, this is likely to have additional conditions to be met.

Assurance Visits

The National Team conduct assurance visits (formerly spot checks) during the programme. This is in order:

- To audit successful family outcomes (PBR claims) ensuring they meet the criteria and the key principles of the programme including whole family working, one plan, one keyworker for the family
- To assess how areas are progressing against sign up conditions
- To gain understanding of different practice, data and delivery models.
- To identify areas that need support.
- To identify good practice and case studies

Assurance Visit Process

1. Areas are identified & contacted. This is generally via a risk-based process, but all programmes have been scrutinised in each phase of the programme.
2. The national team select ten random claims for detailed scrutiny. The local authority needs to provide evidence via a standard template.
3. A desk-based review is conducted on the ten cases selected and key lines of enquiry for the visit are decided.
4. Visit arranged.
5. At the visit the evidence for the cases is further reviewed, with the local authority demonstrating how they use their systems to identify, monitor and evidence cases
6. Other aspects of the visit are generally meetings with Director of Children's Services, Strategic Officers, Programme Manager, partners and keyworkers.
7. The national team provide feedback and confirm if claims are valid, invalid, or need reclassification
8. The national team send a letter from Deputy Director of Programme to the Local Authority Chief Executive.

Following National join up at the last spending review, there is the potential for this to be aligned with other inspection activity and DfE processes.

Early Help System Guide

In 2020, the national Supporting Families team published the Early Help System Guide (EHS) which gave a national vision for Early Help and a self-assessment designed to guide conversations between partners, think about the right questions, and develop a common language for the changes we all want to see.

In summary the EHS is:

- The national description of a mature EH system of services
- And a self-assessment guide for all areas

The following graphics are taken from the latest available EHS documentation.



The policy narrative 'Supporting families 2021-22 and beyond' outlined a number of commitments to mature and modernise the programme and do more to encourage transformation:

"Work with areas to identify the key features that underpin a successful local system and map these into a 'transformation road map' for local areas. We will also explore what we can do to better incentivise progress against these, including the possibility of financial rewards"

The EHS is expected to continue to be arranged under sections on Leaders, Families, Communities and Workforce.

The Lincolnshire programme manager has been part of a national working group to review the Early Help System Guide within the last year, and the revised document is expected within the next few weeks. We expect the refreshed Early Help System Guide to provide:

- A slimmed down number of descriptors of maturity
- More clarity around the meaning of the descriptors
- Clearer guidance around how different workforces should operate as part of the EH System
- A more nuanced scoring system
- A clearer focus on family voice and lived experience

Outcomes Framework

The new outcomes framework is expected to be published by the Government within the coming weeks.

There was wide consultation on proposed changes, which suggest a move to achieving, measuring and sustaining outcomes for families in ten areas:

- ✓ **Good attendance, behaviour and engagement with education**
- ✓ **Good early years development**
- ✓ **Good mental and physical health**
- ✓ **Better managed substance misuse**
- ✓ **Good family relationships**
- ✓ **Children being safe from abuse and exploitation**
- ✓ **Secure housing**
- ✓ **Families safe from domestic abuse**
- ✓ **Families diverted from crime**
- ✓ **Financial stability**

There is expected to be a transition period of six months for the move to the new framework which will need substantial work with regard to leadership, data and practice.

Other Government priorities and initiatives

The programme is closely linked to the following areas, amongst others, which are expected to be subject to announcements in the coming weeks.

- The Care Review
- Youth Justice prevention
- Reducing Parental Conflict
- Family Hubs
- Best Start in Life
- Further detail on Levelling Up following the White Paper

Alignment and cohesion will be crucial to maximizing success. Therefore it is recommended that this paper be considered in the current transformation context, and linked to further work on Early Help and Early Childhood Strategies, and the development of Family Hubs.

It should also be noted that the Supporting Families Programme is the cornerstone programme regarding **sustaining** outcomes for children, young people and families. It also has a strong evidence base, when done successfully, of **cost benefit** across the system.

Local Vision and Priorities

The aim of the Supporting Families Programme is to help families living with multiple challenges earlier in order to achieve better outcomes, and thus reduce the demand on statutory services. The key principles are of whole family working with a lead practitioner that the family knows and trusts; and whole system, partnership working so that support is aligned and making best use of resources.

Lincolnshire has a relatively mature early help system; and has a proven track record of partnership working. However, we are also committed to continuous improvement, and responding to the challenges faced both locally and nationally at the current time.

It is suggested that to deliver the programme to a high standard; and achieve the overall aspirations of the Local Authority and its partners, we need to focus on the following areas:

- **Increased visibility of the programme**
- **Alignment with other priorities and initiatives**
- **Appropriate governance**
- **Revision of the Local Supporting Families Outcomes Framework**
- **Co-produced self-assessment with partners against the Early Help System Guide**
- **Building the evidence of what works locally, for whom and why, including cost benefit analysis.**

We also need to demonstrate progression against the two core elements of the programme: data maturity and service transformation.

Data maturity

Mature data models allow local partnerships to support families through:

- Bringing together the data held by individual partners.
- Understanding all the issues and outcomes experienced by families.
- Consistent and visible case management across the partnership.
- Using data to inform resourcing and decision making (at a local and national level)

The illustration below is taken from the latest available national guidance on Supporting Families Programme Data Maturity Model.



Service transformation

Service transformation work will be informed by our self-assessment against the new Early Help System Guide; and by our existing transformation commitments.

However, we have already secured much information from managers, staff and partners during the refresh of our Early Help Strategy. This gives us a strong basis upon which to build.

Only by increasing our use of evidence-based, whole family working across the system will we be able to meet outcomes targets that are expected to significantly increase year upon year.

The increased funding announced so far is weighted to the service transformation element in order that the first year can be used to build capacity in the areas of work most likely to support more families earlier and better.

The Local Authority is expected to achieve transformed working across a wide range of partners.

A self-assessment and further discussion paper on transformation priorities should be produced with partners in early Summer, subject to publication of the EHSG and associated programme guidance.

However, it is suggested that the key focus be on supporting Lincolnshire families:

Earlier – to reduce demand for statutory intervention and higher-level services

Better – to use evidence-based behaviours to get support right the first time, and sustain outcomes

Together – continue to develop and sustain partnership working across the whole system to make best use of resources and maximise outcomes.

Nationally, the expectation from DfE and DLUHC is that the Supporting Families Programme will be key to ‘re-balancing the system’, that includes reducing the demand on social care which fits with Lincolnshire’s transformation vision.

Budget Position

The funding allocation letter for Lincolnshire was received on 31st January 2022. It is only a one year funding statement at this point; but there is a commitment to a further two years.

A copy is embedded at Appendix B below.



Lincolnshire 2022-23
funding allocation.pdf

The funding is split into the following amounts:

	2020 -2021	2021-2022	Difference
Service maturity funding	£1,176,000	£1,636,334	£460,334
Payment by Results funding	£664,800	£643,200	(£21,600)
Total	£1,840,800	£2,279,534	£438,734

Main points to note are:

- The programme uplift is supported by DfE.
- There is an emphasis on evidence-based behaviours and balancing the system across early help and social care.
- There is an expectation to link up with any developments within Start for Life and Family Hubs.
- Outcome numbers are directly related to need.
- It is a 'partnership' funding statement
- Insufficient progress could result in funding being withheld.

In addition, only a fraction of the committed funding has been allocated for year one. This suggests a steep rise for years two and three, with associated rise in targets.

Future Requirements

To be able to successfully deliver the new three year programme, and the expected increase in conditions and targets, further investment of the transformational element of the grant will be necessary.

Management infrastructure could still be kept to a minimum, particularly if the programme and work on Family Hubs were aligned.

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Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

Page 71

Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Build Back Better Funding – Family Hubs Programme	Person / people completing analysis	Tara Jones/Tracey Robinson
Service Area	Children's Services	Lead Officer	Tara Jones – Transformation Manager Tracey Robinson Programme Manager
Who is the decision maker?	DLT	How was the Equality Impact Analysis undertaken?	Desktop Analysis
Date of meeting when decision will be made	tbc	Version control	0.1
Is this proposed change to an existing policy/service/project or is it new?	New	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Directly delivered
Describe the proposed change	<p>Programme Overview</p> <p>In July 21, the government announced that a new programme with £24 million of funding had been created with an aim of levelling up outcomes for vulnerable children and building back a fairer, more resilient system. This new fund, as well as looking at projects tackling the issues facing the most vulnerable children in society, would be funding the acceleration and roll out of more Family Hubs, which would be delivered by the nine Regional Improvement and Innovation Alliances.</p> <p>East Midlands RIIA were awarded a total of £473,000 funding for this Build Back Better grant. This included funding for the delivery of feasibility studies on Family Hubs across the regional authorities of £40k per authorities. It also</p>		

provided funding for a full time Regional Family Hubs Co-ordinator, which Lincolnshire were the nominated authority to lead this.

This Family Hub feasibility assessment has been undertaken in line with the Regional Improvement and Innovation Alliance (RIIA) Executive Group approved priorities for the DFE Building Back Better Fund. Family Hubs - Strand 2: Project 1.

This feasibility assessment has confirmed that we have a strong and mature Early Help system and Early Childhood strategy, which is the envy of some local authorities, however it has also highlighted opportunities to strengthen further the services to children and families of Lincolnshire. These opportunities include refining our access points to a welcoming community place based Hub where families are directed to the right support first time. Family Hubs need to be able to effectively serve their whole community, A physical building (Children's centres) and a strong outreach service is therefore recognised as an essential element of their provision. Outreach seeks to engage those families that have typically been less likely to access services and harder to reach. Community ownership and the centrality of volunteers and community services within Hubs also broaden the appeal of the Hub and enable those who may be wary of statutory services to see the Hub as a central aspect of their local community.

Opportunities for delivering advice, support and guidance through wider digital channels, such as online, virtual are also identified as a way of extending Family Hubs' reach beyond a physical building and community resources. A 'blended offer' of digital and physical support is an essential component to ensure that families can access support, and better outcomes are achieved, through a sustainable model of service provision. Lincolnshire can enhance it's existing strong offer and create efficiencies through the role of digital tools, so that the overall offer becomes increasingly recognised and understood. This blended approach can support awareness raising, engagement, self help and the delivery of professional support in a flexible way.

This work fits within the overall Children in Care Transformation Programme, which provides the opportunity to explore and identify the opportunities and benefits across the child's journey from Edge of Care to Leaving Care.

- 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 Looked After 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

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state 'no positive impact'.

Age	Children and young people from 0-19 (25yrs SEND) and their families will be able to access Family Hubs at the earliest point they need support. There will be a specific focus on the first 1,001 critical days of life through the Best Start in Life, identifying those children in need of support to achieve GLD. Strengthening the council's relationships with wide ranging community partners will enable children, young people and their families to access support in their communities at a universal level. This will reduce numbers of children and young people in statutory services and ensure continued support in communities when closing to services.
Disability	Children with disabilities are statistically likely to have poorer outcomes than their non-disabled peers, for complex reasons which are understood by practitioners. By putting disabled young people and their parents at the heart of Family Hubs development, we will support families to gain support prior to accessing statutory CWD services. In addition this will see a reduction in EHCPs and an increase in TACs at the 0-5yrs ages which will provide holistic family support.
Gender reassignment	Children and young people who are beginning the process of questioning, changing or reaffirming their gender identity are particularly vulnerable to discrimination, disavowal, and dismissal. This can happen in families, school and health settings, and social settings and with peer groups. Through involving children, young people and families in the design and development of Family Hubs the knowledge brought by LGBT groups and communities will be encouraged and will inform development to meet their needs.
Marriage and civil partnership	

Page 76

The family unit is at the heart of the Family Hub philosophy, and its role is emphasised in restorative practice, relationship-based practice and a 'signs of safety' practice framework, which builds on families' strengths. 'Family' is not defined in a traditional or narrow sense (traditionally; man, woman and children as a single unit), and embraces the diversity of family forms and structures that have emerged. The approach and ethos makes no definition of 'family' but recognises the significance of a range of relationships to build networks in support of all family members. Family Hubs aim is to build supportive networks within communities.

	<p>The focus of the first 1,001 days of life is key to Family Hub development. Further embedding through a range of services at this point of life is fundamental. Not only offering a strong offer of maternity but going forward into childhood with a range of support services identifying potential issues early in life will enable potential issues to be identified and responded to early through a strong universal approach. Families are able to access this. Maternal mental health will be embedded into the Family Hub approach of digital and face to face services will meet a range of access opportunities.</p>
	<p>Although it is often perceived as a mono-cultural (mainly white, anglo-saxon) society and community, Lincolnshire has surprising cultural and ethnic diversity, particularly in its larger towns and in Lincoln itself. The Family Hub model will look to work alongside diverse populations responding to their needs and creating services which meet their needs. The philosophy seeks to ensure that race awareness, and anti-racism work, as well as in all other areas of children's services work.</p>
	<p>Family Hub ethos is to develop accessible services alongside voluntary and community sector organisations alongside faith organisations in local communities which in turn will enable members of the community their needs identified and responded to appropriately. The Family Hub Network would see faith organisations at the heart of the network. The aim is to ensure that discrimination does not arise indirectly or through established practices and traditional ways of working as much as from deliberate acts of discrimination.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 77</p>	<p>The gender and sex discrimination danger is monitored by our social work and children's support services. The collation of statistical support for a methodology and practice which ensures that sex/gender equality is considered at all opportunities in the council's work. Family Hubs methodology aims to be inclusive of all genders and targets involvement of fathers and male carers in all aspects of service offers.</p>
	<p>Sexual orientation should be irrelevant in terms of one's experience and opportunities for support in education, work, social interaction, and so on. The reality of discrimination demonstrates that it has a disadvantageous effect on people's lives and prospects. The Family Hubs ethos recognise this and address it through conscious measures countering discrimination against this category of clients</p>

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Children, young people and families - the Family Hubs programme sets out to deliver the following positive impacts:

- To reduce the need for statutory intervention in families' lives, by providing a programme of early intervention of preventative services at a universal level
- To enable access in a families' own community through one front door providing the right support early
- To support families to come to their own solutions by focusing upon building community networks
- To improve access through a blended digital and face to face offer meeting the needs of the wider population
- To improve universal support for families affected by SEND (Special Educational Needs and Disabilities)
- To develop outreach services to proactively engage harder to reach families

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

Age	No perceived adverse impact. We anticipate positive impacts as above
Disability	No perceived adverse impact. We anticipate and expect positive impacts as above
Gender reassignment	No perceived adverse impact. We expect positive impacts.as above
Marriage and civil partnership	No perceived adverse impact. We expect positive impacts as above
Pregnancy and maternity	No perceived adverse impact. We expect positive impacts as above

Race	No perceived adverse impact. We expect positive impacts as above.
Religion or belief	No perceived adverse impact. We expect positive impacts as detailed above.-
Sex	No perceived adverse impact. We expect positive impacts as above
Sexual orientation	No perceived adverse impact. We expect positive impacts as above

Page 80

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	
Disability	
Gender reassignment	
Marriage and civil partnership	
Pregnancy and maternity	
Race	
Religion or belief	

Sex	
Sexual orientation	
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	<p>Yes, but the EIA is viewed as a 'living document' and the effects or impact on the client groups who have protected characteristics will be monitored, and examples of positive impacts and outcomes will be added to the document to demonstrate the effects.</p> <p>Any negative developments or outcomes will also be monitored and recorded, with the important caveat that action will be taken to nullify or counter any negatives. This too will be recorded and monitored.</p>
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	<p>The Family Hubs programme will be evaluated with benefits measured. This will take place regularly, with periodical, annual project input and recording/evaluation.</p>

Further Details

Are you handling personal data?	<p>Yes</p> <p>If yes, please give details.</p> <p>Staff details Children details if appropriate</p>
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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	Specific examples to be identified noted and recorded on this EIA as a 'living document'. Updated versions of this EIA to be published half-yearly	Tara Jones/Tracey Robinson Tara Jones/Tracey Robinson	Quarterly and half-yearly Half-yearly
Signed off by		Date	Click here to enter a date.

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 June 2022
Subject:	Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire, which is being presented to the Executive for a decision on 05 July 2022.

The views of the Committee will be reported to the Executive as part of its consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to: -

- 1) Consider the attached report and to determine whether the Committee supports the recommendations to the Executive as set out in the report.
- 2) Agree any additional comments to be passed on to the Executive in relation to this item.

1. Background

The Executive is due to consider a report on the Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire on 05 July 2022.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive. Comments from the Committee will be reported to the Executive.

3. Consultation

The Committee is being consulted on the proposed decision of the Executive on 05 July 2022.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire, to be presented to the Executive on 05 July 2022

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 Melissa Cullingham, who can be contacted on melissa.cullingham@lincolnshire.gov.uk

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

Report to:	Executive
Date:	05 July 2022
Subject:	Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire
Decision Reference:	I025706
Key decision?	Yes

Summary:

Lincolnshire County Council's Children's Services currently commissions the Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service via two separate contracts that commenced in July 2017 and were extended to 31 March 2023. These services were procured through a single open competitive tender process with two lots. The combined annual value of the current contracts is £1,936,712.

The Best Start Lincolnshire Services provide support for children aged 0 to 5 years and their families and are primarily delivered in Lincolnshire's 48 children's centres.

A commissioning review of the Best Start Lincolnshire Services commenced in August 2020 in anticipation of the contract end date.

This report makes recommendations for the re-commissioning of the Best Start Lincolnshire Services from 1 April 2023.

Recommendation(s):

That the Executive:

1. Approves the re-commissioning of the Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, via an open competitive tender process with two lots, to commence 1 April 2023 for three years initially, with an option to extend for up to two years to 31 March 2028.
2. Delegates to the Executive Director of Children's Services in consultation with the Executive Councillor for Children's Services, Community Safety and Procurement, authority to take all decisions necessary to conduct the procurement process up to and including the award and entering into of the contract.

Alternatives Considered:

- **Do Nothing:** This is not a viable option as the current contractual arrangement is due to expire on 31st March 2023.
- **Decommissioning:** This is not a viable option as the Best Start Lincolnshire Services support the Council in fulfilling statutory duties under Section 1 and Section 3(2) of the Childcare Act 2006. Decommissioning both services would be likely to result in significant gaps in provision and put more pressure on existing services. There would be no benefits to children and families in Lincolnshire of de-commissioning the services and further work would be needed to ensure statutory duties were being met to make arrangements for the delivery of integrated early childhood services. De-commissioning could result in vulnerable families and their children not being supported which could negatively impact on their future outcomes and likely result in them requiring more costly specialist provision in the future.
- **Influencing:** Commercial aspects of the services cannot be delivered without funding, and it is not feasible to think that the services could be delivered through influence/partnership alone.
- **Insourcing:** The Council could consider insourcing the Best Start Lincolnshire Services and integrating the services into the wider Early Years Hub. However, this is not a recommended option due to the following identified risks:
 - TUPE implications and costs associated with voluntary sector staff and then moving onto Local Government Terms and Conditions creating reduced value for money. Increased costs are likely due to needing to give transferring employees' access to LGPS which will mean future outsourcing options are restricted.
 - Potential reduction in workforce if staff chose not to TUPE. Although the Council does have its own early years teams, the capacity of these teams is taken with other functions and therefore would not have the capacity to deliver these services without additional recruitment.
 - Recruiting to new services can be difficult. There is no guarantee that any in-housed services will be ready to launch with a full staffing complement that are sufficiently upskilled to deliver the service(s). Given that there are two services that in-sourcing could be given consideration to this puts even more vulnerable children and their families at risk of not receiving the right support quickly enough.
 - There is likely to be a public perception that the services are aligned to social care services which may impact on engagement (most likely of vulnerable families). Anecdotally, vulnerable families report that they like to engage with non-Social Care providers for these services.

Reasons for Recommendation:

- The current Best Start Lincolnshire contracts are due to end on the 31 March 2023 and a commissioning review has recommended the re-commissioning of both Best Start Lincolnshire Services to ensure a key focus on supporting the educational attainment of children in their early years and increasing parental

awareness of the importance of the early years; as well as encouraging ethnic minority families to access early childhood services.

- Re-commissioning of the Best Start Lincolnshire Services will continue to support the Council to meet its statutory duty under Section 1 and Section 3(2) of the Childcare Act 2006.
- The current Best Start Lincolnshire Services were commissioned through an open competitive tender process via two lots, with bids received from four different organisations for the Early Years and Family Service and one bid received for the Inclusion Service, and therefore the market has already been tested. There are likely to be providers that would be interested in delivering these services.
- Re-commissioning of the Best Start Lincolnshire Services through an open competitive tender will stimulate the market and promote innovation and value for money in line with the Public Contract Regulations 2015. There is also the potential to broaden the marketplace in Lincolnshire.
- External providers may be able to attract additional funding streams to a service that the Council cannot access.
- The recommended model for the Best Start Lincolnshire Services will ensure that there is reduction in duplication and increased evidence-based provision for the Early Years and Family Service and expansion countywide for the Inclusion Service, whilst also ensuring future Best Start Lincolnshire provision is better aligned to national and local priorities across health, education, and social care.

1. Background

The Best Start Lincolnshire: Early Years and Family Service comprises:

- early childhood activities mainly run from children's centre buildings. Children and parents/carers attend play-based sessions that support early learning and development and positive parenting skills. Universal sessions are available as well as more targeted sessions for vulnerable children and their parents/carers.
- skills development for parent/carers with vulnerable children aged 0-19 (0-25 with SEND). The service helps parents/carer of their pathway to employment by signposting to available courses and volunteering opportunities and co-delivering with other professionals such as the Department for Work and Pensions (DWP) to deliver employment readiness courses. Creche provision is available to help facilitate parents/carers to access skills development activities if another childcare cannot be accessed.

The Best Start Lincolnshire: Inclusion Service supports ethnic minority families with children aged 0 to five years to access the Best Start Lincolnshire: Early Years and Family Service and offers translation support. It covers three Lincolnshire districts: Boston, South Holland, and Lincoln. Delivery includes multinational groups within children's centres, home visits and attendance at key meetings such as ESCO (Early Support and Care Coordination), housing, etc. In addition, the Service provides 16 translations per quarter of

documents for families that will support them to engage within their community. Six core languages supported by the Service are Romanian, Russian, Lithuanian, Latvian, Polish and Bulgarian.

A commissioning review of the Best Start Lincolnshire Services commenced in August 2020. The review has considered local and national policy requirements, local need (both pre and during Covid), feedback from service users/professionals, the performance of the Best Start Lincolnshire Services, comparisons against other local authorities and the supplier market.

The Commissioning Plan ([Appendix 1](#)) provides an overview of review findings in relation to the future commissioning of the Best Start Lincolnshire Services which are summarised below.

Current Commissioning Arrangements

The Best Start Lincolnshire: Early Years and Family Service is currently delivered by Early Years Alliance (EYA), trading as Pre-school Learning Alliance. The current annual value of the contract is £1,871,712.

The Best Start Lincolnshire: Inclusion Service is currently delivered by PAB Languages Ltd. The current annual value of the contract is £65,000.

Both services are commissioned via a contract for services following an open competitive tender process. The contracts commenced 1 July 2017 and were due to cease 30 June 2022. Both contracts have been extended to 31 March 2023 by an exception to the Council's Contract and Procurement Procedure Rules (CPPRs) because of delays to the review caused by the Covid-19 pandemic. There is an option to extend both Best Start Lincolnshire contracts for a further 3 months to the maximum agreed exception period of 30 June 2023.

Statutory Duties

The Council has no explicit statutory duty to provide the Best Start Lincolnshire Services, but the services support the Local Authority's statutory responsibilities under **the Childcare Act 2006** outlined below:

- **Section 1:** Duty on local authorities to improve the well-being of young children in their area and reduce inequalities between them.
- **Section 2:** Explanation of the meaning of early childhood services.
- **Section 3:** Duty on local authorities to make arrangements to secure that early childhood services in their area are provided in an integrated manner in order to facilitate access and maximise the benefits of those services to young children and their parents.
- **Section 5A:** Arrangements to be made by local authorities so that there are sufficient children's centres, so far as reasonably practicable, to meet local need.
- **Section 5C:** Duty on local authorities to ensure each children's centre is within the remit of an advisory board, its makeup and purpose.
- **Section 5D:** Duty on local authorities to ensure there is consultation before any significant changes are made to children's centre provision in their area.

Needs Summary

- The Lincolnshire early years population is decreasing, however, there is a significant rise in children with an ECHP in this age group.
- 12% of Lincolnshire’s population live in the 20% most deprived areas in the county.
- There has been a 20% increase in children in their early years from ethnic minorities since 2017, there has been an increase across most areas of the county. The table below shows the percentage increase in each Children’s Services locality:

Locality	BME Population Aged 0 to 5 years 2016	BME Population Aged 0 5 years 2019
Boston	2,505	3,525 (+40%)
South Holland	1,922	2,517 (+30%)
Lincoln	2,056	2,530 (+23%)
West Lindsey	903	890 (-1.4%)
North Kesteven	867	1,390 (+37.6%)
South Kesteven	1,985	2,262 (+13.9%)
East Lindsey	1,377	920 (-33.1%)
Total	11,615	14,034 (+20.8%)

- Children’s centre registration is very high, including for children with SEND, but attendance is not as high, even pre-pandemic. Recent data shows 55% of the GP registered population attended a children’s centre between October-December 2021.
- Health Visitors see high numbers of children in their early days and months but checks at 12 months and 2-2 ½ years need to be higher. The pandemic has significantly impacted this with many parents opting out of assessments (in 2020/21 46.5% of children received a 12-month review and 81.7% of children received a 2-2 ½ year review, NHS Fingertips, Child, and Maternal Mental Health-Early Years Profile). Local Health Visitor service delivery data reports between July and September 2021 showed an improvement, 81.9% of children received a 12-month review.
- Immunisation rates have reduced (fallen below the threshold of 95% of the target population), and breastfeeding rates are below the England average (children breastfed at birth 63.5% as at 2020/21: England average 67.4% and 6-8 weeks 41.1% totally or partially breastfed: England average 47.6%).
- Lincolnshire continues to have more pregnant women smoking at time of delivery than regional and national comparators.
- Although Covid-19 has had an impact, Lincolnshire has more children accessing their Early Years Entitlement at 2 years (63% as at Summer 2021; compared to 62% nationally) and is in line with the national average for eligible 3- and 4-year-olds (90% as at Summer 2021 locally and nationally).

- Lincolnshire is just below the national average in Good Level of Development (GLD) for all children in the Early Years Foundation Stage, including children eligible for Free School Meals and SEN, and is below the statistical neighbours' average for most of the comparators (Early Years Outcome Dashboard, 2019).

GLD Foundation Stage FSM Eligible Children	England	54%	56%	56.6%	57%
	East Midlands	52%	52%	54%	55%
	Statistical Neighbours	52.6%	52.8%	54.2%	53%
	Lincolnshire	54.1%	52.8%	52.4%	56%
GLD Foundation Stage All Other Children	England	72%	73%	73.8%	74%
	East Midlands	67.6%	68.8%	69.8%	70.3%
	Statistical Neighbours	71.8%	72.6%	73.1%	74%
	Lincolnshire	73.3%	72.6%	72.1%	72%
GLD Foundation Stage SEN Pupils without EHCP	England	26%	27%	28%	29%
	East Midlands	26%	26%	26%	26%
	Statistical Neighbours	26.56%	26%	26%	26.89%
	Lincolnshire	27%	25%	24%	25%
GLD Foundation Stage SEN Pupils with an EHCP	England	4%	4%	5%	5%
	East Midlands	4%	3%	4%	4%
	Statistical Neighbours	7.25%	5.4%	4.56%	4.11%
	Lincolnshire	6%	Not available	5%	2%

**Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.*

Although the Health Visitor 2-2 ½ check indicates more Lincolnshire children are achieving a good level of development when compared to regional colleagues and are on par with the national average. There is a disparity between the Early Years Outcome data and the Public Health England profiles for child development.

- The increase in children aged 0-5 with SEND is evident in rising referrals to services such as Portage (48% increase in referrals as at end of July 2021 compared to July 2020) and higher requests for school transition support for children that are autistic or have learning difficulties (40% of the referrals to the Autism and Learning Difficulties Service in 2020/21 academic year). As evidenced from the IMPOWER review, earlier support for families with young children may prevent, reduce, or delay the need for an EHCP.

Evidence Summary

There is a strong link between maternal health and infant health: antenatal education can help to manage and reduce maternal mental ill health during pregnancy and early childhood. The first two years of a child's life have a profound impact on their future development and long-term outcomes: not enough parents know that early childhood is an important time for development and the key link between parental mental health and the subsequent long-term development of children. Integrated working between professionals has many benefits including reducing the word gap for children, improving

cognitive development, improving physical health, improving behaviour, supporting parent/child interactions, and reducing duplication and costs.

Any future Best Start Lincolnshire: Early Years and Family Service should offer high-quality and evidence-based early years provision that contributes to raising the GLD of children in their early years in Lincolnshire and empowers parents and carers to become their child's first educator. Whilst any future Best Start Lincolnshire: Inclusion Service should focus on high-quality intervention which empowers ethnic minority families to access wider community-based provision to support their child's early development.

Service Performance

Both services are rated as Good in terms of performance and have received positive feedback from service users who have accessed them.

Best Start Lincolnshire Early Years and Family Service

- The service had c. two years and seven months of delivery prior to the pandemic.
- Pre-Covid-19 the number of sessions delivered was rising particularly for vulnerable children and in outreach venues widening the reach of services. The pandemic significantly impacted on the number of sessions delivered.

Session Type	July 2017 to March 2018		18/19 FY		19/20 FY		20/21 FY	
	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg
Universal sessions	4,342	1,447	18,855 (+225%)	4,714	17,532 (-7%)	4,383	4,968 (-72%)	1,242
Vulnerable sessions	88	29	339 (+193%)	85	1,167 (+244%)	292	929 (-21%)	232
Outreach sessions	0	0	250 (+250%)	62	330 (+32%)	82	129 (-61%)	32
Total	4,430	1,107	19,444 (+77%)	4,861	19,029 (-2%)	4,757	6,026 (-68%)	1,506

- The total number of children and families accessing sessions (including virtual sessions) was also significantly impacted due to Covid-19 (NB: children may be included more than once):

Attendance Type	July 2017 to March 2018		18/19 FY		19/20 FY		20/21 FY	
	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg
Families	73,423	24,474	112,338 (+14.7)	28,084	112,387 (+0.04%)	28,096	13,272 (-88%)	3,318
All children aged 0 to 5	84,877	28,292	130,304 (+15%)	32,576	130,041 (-2%)	32,510	13,272 (-90%)	3,318

Vulnerable children aged 0 to 5	1,783	594	4,865 (+105%)	1,216	5,680 (+14%)	1,420	1,221 (-78%)	305
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- Performance reporting between July and December 2021 showed that 45% of attendees at outreach sessions had not also attended a session in a children’s centre building showing this mixed model was engaging different families.
- 3,965 KIT calls were made between July 2020 and March 2021 to vulnerable families.
- In 2020/21 An average of 53% vulnerable children aged 0-5 known to Children’s Services attended sessions (an increase of 6% compared to the previous financial year).
- The development of children open to Children’s Services and those identified as being below their expected development for their age is tracked. The percentage of children making progress within both cohorts of children has decreased since 2018/19.
- Stakeholder feedback collated by the Service between December 2020 and May 2021 showed that an average of 92% of families who provided feedback following face-to-face sessions said the sessions benefited their child and family.
- The demand for creche provision has been low with 33 creches provided since the start of the contract with an average of 2 children per creche provision.

Skills Development Service Offer:

- Referrals for skills development reduced by 53% in 2020/21 compared to the previous year but those parents/cares that then enrolled onto courses reduced at a lesser rate. The table below provides a summary of referrals received since the start of the contract:

Data Type	Skills Development Service Offer			
	July 2017 to March 2018	2018/19 FY	2019/20 FY	2020/21 FY
Number of new referrals received	135	501	321 (-36%)	151 (-53%)
Number of parents/carers enrolled onto learning*	90	230	227 (-1.3%)	173 (-24%)
Number of parents/carers secured employment*	17	46	43 (-6.5%)	16 (-63%)
Avg % of parents/carers who achieved outcome** on their pathway to employment	73%	70%	75.9% (+5.9%)	71.5% (-4.4%)

*Can include parents/carers being supported from previous financial years

**An outcome is based upon achievement of their goals when they joined the skills development programme, e.g., enrolment onto training or securing employment.

- Since the start of the contract 64.9% of those referred enrolled onto learning and 11% secured employment.

Best Start Lincolnshire: Inclusion Service

- The table below demonstrates there has been a growth in the number ethnic minority families registered and engaging with children’s centres across all areas since including those where the Inclusion Service does not cover (grey= covered, orange= not covered).
- Indications are that overall children’s centres are engaging ethnic minority families successfully. The pandemic significantly impacted on engagement with children’s centres in 2020, due to restrictions in place at the time. Engagement in 2021 generally increased to above pre-pandemic numbers. Children’s centre reporting in January 2022 showed engagement in Boston and South Holland has now risen to 961 (above pre-pandemic comparisons).

Area	Number of BME families registered with children’s centres				Number of BME families engaging in all children’s centre services			
	2018	2019	2020	2021	2018	2019	2020	2021
Boston & South Holland	2,890	2,973 (+2.8%)	2,952 (similar)	2,952 (same)	845	934 (+9.5%)	165 (-82.3%)	778 (+371%) (-16.7%, 2019)
Lincoln	454	754 (+66%)	1,073 (+42%)	1,489 (+39%)	241	309 (+28.2%)	93 (-70%)	434 (+367%) (+40.4%, 2019)
West Lindsey	298	323 (+8%)	328 (similar)	412 (+25.6%)	119	123 (+3.4%)	15 (-88%)	140 (+833.3%) (+13.8%, 2019)
North & South Kesteven	569	837 (+47%)	1,077 (+28%)	1,374 (+28%)	258	309 (+19.8%)	65 (-79%)	421 (+548%) (+36.2%, 2019)
East Lindsey	323	375 (+16%)	460 (+19.3%)	549 (+19.3%)	132	145 (+9.8%)	52 (-64%)	208 (+300%) (+43.4%, 2019)
Total	4,534	5,262 (+16%)	5,890 (+12%)	6,776 (+15%)	1,595	1,820 (+14%)	390 (-78.6%)	1,981 (+408%) (+8.8%, 2019)

(Sources: Synergy November 2018, November 2019, November 2020 and November 2021 Hard to Reach Reports).

- The inclusion Service received 62 referrals (+25% compared to previous financial year); referrals are from a wide range of professionals including Social Care, Early Help, Health Visitors, ESCO. Parents/carers can also self-refer.

- 2,846 contacts made with 317 families. (+607% compared to previous financial year linked to telephone contact increase during the pandemic).
- Between April 2021 and December 2021 an average of 21% of children sustained attendance in the Inclusion Service (new performing reporting metric). Sustained attendance isn't always positive as the service should be transitioning families to the Early Years and Family Service.
- 108 units (e.g., documents, posters, leaflets, etc) were translated into the six different assigned languages.
- Approximately 65 multinational groups were co-delivered with the Best Start Lincolnshire: Early Years and Family Service, attended by approximately 109 families and 155 children (may include double counting as attendance is counted from both services).
- 90% of parents/carers who provided feedback felt the service had improved their confidence.
- 80% of parents/carers who provided feedback felt able to access support without ongoing assistance from the Service.
- The service has successfully engaged with vulnerable and hard to reach families. On average 92.9% of vulnerable ethnic minority children aged 0-5 accessed the Inclusion Service (new performance reporting and includes children open to services as well as children living in 0-30% IMD areas).

Stakeholder Engagement

Stakeholder engagement identified that both services are highly regarded by service users and that families liked being able to access the services both outdoors and in the wider communities. Targeting services based on local needs was important and evidence based early learning sessions were highly rated. Partnership working between professionals was highly valued but could be strengthened for children with SEND and a stronger focus on inclusion is needed. The need for support for ethnic minority families is felt to be increasing but the offer is not the same across the county: better use of the Council's corporately commissioned translation service is needed.

Duplication between the commissioned skills development offer and the Council's internal Adult Skills and Family Service has been identified. The Adult Skills and Family Learning Service has a high percentage of learners that achieve a qualification and is also working with much higher volumes of service users: some of whom will have been signposted by the commissioned skills development offer. Pathway mapping undertaken with the Adult Skills and Family Learning Service has identified that there would be no gaps in provision if a skills development offer was not included with any future commissioned Early Years and Family Service model. The current commissioned skills development offer signposts parents/carers to the offer already available through the Adult Skills and Family Learning Service, as well as other relevant services. The Adult Skills and Family Learning Service brokers a wide range of courses from adult learning training providers and has confirmed they have sufficient capacity to meet the demand from parents/carers and directly promote their offer within children's centres. Other professionals, e.g. Early Help, Health Visitors, can also directly signpost to the Adult Skills and Family Learning Service and other relevant services.

Recommended Model

Modelling of the service was conducted based on review findings. The recommended model is summarised below with Appendix D of the Commissioning Plan providing further detail.

Early Years and Family Service

The Early Years and Family Service should continue to provide high-quality early learning sessions for children aged 0-5 years and their parents/carers across all children's centre sites and identified outreach community-based locations (including outdoor locations). There will be a core menu of universal sessions available with bespoke sessions tailored to the needs within each Children's Services locality. There will also continue to be sessions targeted at vulnerable families. Sessions will primarily be face-to-face, with some virtual webinars offered where these are most beneficial to families. Sessions will continue to be available Monday to Saturday to allow for parents/carers different working patterns.

There will continue to be collaborative working with the Council's Early Years Teams and a strong emphasis on continued partnership working with the Council's Children's Health 0-19 Service and midwifery services. In addition, there will be robust partnership working with early years, SEND and children with disabilities services to provide a fully inclusive early years offer to all Lincolnshire children in their early years and their families within their local communities.

There will no longer be a commissioned Skills Development Service offer within the future model as there is a high-quality provision already available to families through the Council's Adult Skills and Family Learning Service.

Universal session delivery

Universal sessions should continue to be available from antenatal to age 5 years (early years), with a stronger emphasis on sessions targeted at children up to the age of 3 years. There will be a strong emphasis on supporting parents/carers to be their child's first educator as well supporting parents/carers to understand and normalise their child's behaviours at key developmental stages. A more varied programme of evidence-based sessions will be available.

Sessions will have the ability to be flexible to meet the needs of families within each Children's Services locality but will be aligned to the three prime areas of the Early Years Foundation Stage Curriculum: Communication and Language, Physical Development and Personal, Social and Emotional Development and will also be aligned to relevant Public Health Outcomes to ensure key messages are shared and support the direct link of good health to good levels of development.

There will continue to be mixed age group sessions available to enable families with more than one child up to the age of 5 years to access provision and a "Readiness for School" programme will also be available during the Spring Term to help parents/carers to support their child transition into primary.

Existing session provision will be accessible for children with additional needs and/or disabilities and tailored sessions will also be available for families to attend and gain further support and track their child's development via Tapestry where appropriate.

Targeted session delivery

In addition to continuing to offer sessions targeted at supporting vulnerable families, there will be a greater emphasis on utilising more evidence-based programmes to better support the early childhood development of vulnerable children and support their parents/carers to be their first educators.

There will continue to be robust partnership working with the Council's Early Years Teams to track both vulnerable children and children identified below age and stage to offer tailored support and guidance to families to improve that child's early life chances.

Inclusion Service to support ethnic minority communities

Lincolnshire's population is becoming increasingly diverse and there is evidence that families from ethnic minority communities already access the Early Years and Family Service which must continue to be inclusive and meet the needs of all families. The Inclusion Service offer for ethnic minority communities with children aged up to 5 years should continue but with a refined focus. However, this should be an equitable countywide offer and not just focussed on three areas.

The service will work with a range of professionals to identify vulnerable (open to services and/or as identified by an early years professional) and hard to reach families/communities (not engaging in the Early Years and Family Service offer) and support them through direct engagement to access children's centres and the community. This will include ensuring a presence within relevant children's centres when midwifery and health visiting services are being delivered to support ethnic minority families early and promote the services available to them.

Co-delivery with the Best Start Lincolnshire: Early Years and Family Service should continue with a key focus on supporting ethnic minority families to engage. The Service will continue to offer home visits for up to 6 months to vulnerable ethnic minority families of children up to the age of 5 years who require more bespoke and intensive support with a focus of parents/carers then accessing provision within their community.

Translation support will continue to be provided when working with ethnic minority families to better support them to access services within their local communities. This will include translation support of documents, letters, leaflets associated with the early years offer available within local children's centres and/or other community venues. However, referrals to provide sole translation support for Social Care Teams and meetings such as Children in Need (CIN), Child Protection (CP), Team around the Child (TAC), etc. will no longer be accepted as the Council already has a corporate translation contract in place to support such translation requests. Where the Service is already supporting an ethnic minority family to engage in the community, and it is a requirement for the Service to support the family to attend a Social Care meeting in these circumstances the Service will provide translation support within the meeting where appropriate.

Funding Recommendations for future Best Start Lincolnshire Provision

The current combined funding for the commissioned Best Start Lincolnshire Services is £1,936,712 per annum. £20,000 of the funding for the Best Start Lincolnshire: Early Years and Family Service is from the 2-year-old Trajectory Funding.

The table below outlines the overall funding required to fund the recommended model outlined in this report from April 2023 onwards:

Service	Current full FY Commitment per annum	Proposed full FY Commitment per annum for recommended option
Best Start Lincolnshire: Early Years and Family Service	£1,871,712 (Excluding VAT)	£1,594,712 (Excluding VAT) £1,913,654.4 (Including VAT)
Best Start Lincolnshire: inclusion service for ethnic minority communities	£65,000 (Excluding VAT)	£130,000 (Excluding VAT) £156,000 (Including VAT)
Total	£1,936,712 (Excluding VAT)	£1,724,712 (Excluding VAT) £2,069,654.40 (Including VAT)
Reduced level of investment per annum		£212,000

It is recommended that skills development is provided via the Council's Adult Skills and Family Learning service which would reduce funding by approximately £277,000. However, the recommendation is to increase the Inclusion Service offer to a countywide offer which will require additional staffing resource. This will therefore require additional funding for any future commissioned Best Start Lincolnshire: Inclusion Service for ethnic minority communities. It is anticipated that an additional investment of £65,000 would be required for a future Inclusion Service. This would still allow for a net efficiency saving for the Council against the current Best Start Lincolnshire Services funding of £212,000 per annum. It has been confirmed by the Interim Head of Service for Early Years that the £20,000 contribution from the 2-year-old Trajectory Funding can continue and therefore there will not be impact on this efficiency saving.

Whilst staffing models for commissioned contracts would be at the discretion of the successful supplier(s), it is anticipated that there would be a reduction of FTE associated with the change in the skills development service offer. The minimum FTE requirement for a Best Start Lincolnshire: Inclusion Service for ethnic minority communities across the County would increase.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Act.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision-making process.

An Equality Impact Assessment has been initiated as part of the service review and whilst this is working document, the current draft EIA is attached as Appendix E with the Commissioning Plan. Given that the recommendation is to re-commission Best Start Lincolnshire Services and although a change to the skills development commissioning is being recommended, there are no identified gaps in provision nor will be any persons be negatively impacted on because the support is available through other Council services.

The Equality Impact Assessment will be further developed should this be required following decision-making processes.

Joint Strategic Needs Analysis (JSNA and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision.

The first two years of a child's life has been proven to have a monumental impact on long-term outcomes for children, poor access to early education and support by parents/carers to promote early development increase the likelihood of poor educational attainment and future adult hood outcomes such as secure employment and achieving economic wellbeing.

Ensuring that the right support is available at the right time for children in their early years and their families, is essential to effectively meeting their needs and improving their early educational outcomes and later life chances.

The re-commissioning of Best Start Lincolnshire Services will ensure that there is no gap in provision for children in their early years and their families and children continue to be supported to improve their early development and parents/carers continue to be supported to be their child's first educator.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

Re-commissioning of Best Start Lincolnshire Services will ensure that children in their early years continue to be supported to access early education provision, thus helping to support their long-term outcomes into adulthood.

3. Conclusion

The evidence is clear that the Council's commissioned Best Start Lincolnshire Services are highly valued and strong performing services that should continue to be commissioned with some limited amendments. The Best Start Lincolnshire Services are supporting the Council to increase attendance at children's centres and outreach venues, in particular vulnerable families thus reducing the need for more intensive intervention support for children in their early years and their families.

The review has identified duplication with the Council's Adult Skills and Family Learning Service and the recommended model seeks to reduce the duplication by no longer commissioning this element. This will ensure best value for money for both the Council and service users. The recommended budget should be sufficient to deliver the

recommended future model for the Best Start Lincolnshire Services, whilst still affording some efficiency savings to the Council.

The Best Start Lincolnshire Services should be procured through an open competitive tender process with 2 lots with a new contract in place from 1st April 2023. Previous procurement and current market knowledge indicate there will be sufficient interest.

The Best Start Lincolnshire Services will continue to support children in their early years and their families to access high-quality early education provision to contribute to increasing the GLD of children in their early years in Lincolnshire and support parent/carers to be their child's first educator.

4. Legal Comments:

The Council has the power to enter into the contracts proposed.

The proposals are compliant with the Council's procurement obligations.

The decision is consistent with the Policy Framework and within the remit of the Executive.

5. Resource Comments:

The recommendation in the report to approve the re-commissioning of the Best Start Lincolnshire Services (Early Years and Family Service and Inclusion Service for ethnic minority communities), via an open competitive tender will assist in delivering value for money for each service tendered. The continuation of the service provision will provide support for children and parents; deliver on local priorities along with supporting the Council's statutory duty under Section 3(2) of the Childcare Act 2006.

The service is currently funded as a base budget through Council core funding, along with a small contribution that comes from the 2-year-old Trajectory Funding in the Dedicated Schools Grant. The completion of the robust review of service requirements has identified an opportunity to achieve an efficiency saving of £0.212m from April 2023 compared to current spending levels.

6. Consultation

a) Has Local Member Been Consulted?

N/A

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The decision will be considered by the Children and Young People’s Scrutiny Committee on the 17 June 2022 and the comments of the Committee will be reported to the Executive.

d) Risks and Impact Analysis

To not re-commission Best Start Lincolnshire Services would:

- Likely result in further decrease in GLD of all children across Lincolnshire, having an impact on future educational attainment and future adult life chances.
- Likely create a gap in support and put more pressure on existing services, such as 0-19 Children’s Health Service, Early Help and Social Care.
- Not support the Early Childhood Strategy nor the Early Help Strategy.
- Be a high risk of increased pressure on the Council (reputational and financial) in relation to meeting its statutory duties.
- Not support national and local priorities across health, education, and social care to ensure even more children in their early years and their families access the right support at the right time.

7. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Best Start Lincolnshire Commissioning Plan

8. 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 Melissa Cullingham, who can be contacted on melissa.cullingham@lincolnshire.gov.uk

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Children's Services Commissioned Best Start Lincolnshire Early Years Services Review

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Document Control (i)	
Version	
Version Number:	1.0
Version Date:	11/05/2022
Description of Change:	Click here to enter text.
Sponsor Approval	
Name:	Jo Kavanagh and Linda Dennett
Position:	Assistant Director and Interim Assistant Director
Date:	

Contents

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Introduction 2. Current Commissioning Arrangements 3. Commissioned Early Years Services Review Findings 4. Current Commissioned Early Years Services Funding 5. Recommended Model including Future Funding Recommendations | <ol style="list-style-type: none"> 6. Option Analysis <ol style="list-style-type: none"> 6.1. Options overview, criteria, and approach 7. Recommended Option(s) <ol style="list-style-type: none"> 7.1. Council Funding Implications 7.2. Impact Assessment 8. Appendices |
|---|---|

1. Introduction

Lincolnshire County Council's Children's Services is the lead commissioner for the following Best Start Lincolnshire services:

- Early Years and Family Service
- Inclusion Service for ethnic minority communities

These services provide support for children aged 0 to 5 years and their families, primarily delivered in Lincolnshire's children's centres. The combined annual value of the Best Start Lincolnshire services is £1,936,712 per annum.

A commissioning review of the Best Start Lincolnshire services commenced in August 2020. The review considered local and national policy requirements, local need (both pre and during Covid-19), feedback from service users/professionals, the performance of the relevant services, comparisons against other local authorities and the supplier market. This Commissioning Plan provides the overview of the key findings in relation to any future commissioning of the Best Start Lincolnshire services.

It is important to note that most children currently in their early years will not remember a time before the Covid-19 pandemic, and all will have been impacted in some way. Making sure the right support is available for these children and their families into the future is vital.

Aim of the Commissioning Plan

To inform decision makers of:

- The key findings of the review.
- The recommended model for Best Start Lincolnshire services from April 2023 onwards.
- The funding requirements for the recommended model and any cost efficiencies.
- The recommended approach for recommissioning Best Start Lincolnshire services.

2. Current Commissioning Arrangements

Existing commissioning arrangements for the services in scope of the review are as follows:

- **Best Start Lincolnshire: Early Years and Family Service:** delivered by Early Years Alliance (EYA), trading as Pre-school Learning Alliance. The current annual value of the contract is £1,871,712.
- **Best Start Lincolnshire: Inclusion Service for ethnic minority communities:** delivered by PAB Languages Ltd. The current annual value of the contract is £65,000.

Both services are commissioned via a contract for services following an open competitive tender process. The contracts commenced 1st July 2017 and were due to cease 30th June 2022. Both contracts have been extended to 31st March 2023 by an exception to the Council's Contract and Procurement Procedure Rules (CPPRs) because of delays to the review caused by the Covid-19 pandemic. There is an option to extend both Best Start Lincolnshire contracts for a further 3 months to the maximum agreed exception period of 30th June 2023.

3. Commissioned Early Years Services Review Findings

3.1 Policy Background, Statutory Duties and Local Priorities

Legislation

Appendix A provides detail of how the Best Start Lincolnshire Services align to and support national and local policy, strategies, and priorities.

The Council has no explicit statutory duty to provide the Best Start Lincolnshire services, but the services support the Local Authority's statutory responsibilities under **Section 3(2) of the Childcare Act 2006** to make arrangements to secure integrated early childhood services and maximise the benefit of those services to parents, prospective parents and young children.

In addition to Section 3 there are several other Sections of the Childcare Act 2006 linked to the provision of children's centres and are outlined below:

- **Section 1:** Duty on local authorities to improve the well-being of young children in their area and reduce inequalities between them.
- **Section 2:** Explanation of the meaning of early childhood services.
- **Section 3:** Duty on local authorities to make arrangements to secure that early childhood services in their area are provided in an integrated manner in order to facilitate access and maximise the benefits of those services to young children and their parents.
- **Section 5A:** Arrangements to be made by local authorities so that there are sufficient children's centres, so far as reasonably practicable, to meet local need.
- **Section 5C:** Duty on local authorities to ensure each children's centre is within the remit of an advisory board, its makeup and purpose.
- **Section 5D:** Duty on local authorities to ensure there is consultation before any significant changes are made to children's centre provision in their area.

Local Priorities

- **The Council's Corporate Plan** –these services support *The Opportunity to enjoy life to the full; Thriving Environments and Good-value Council Services*.
- **The Better Births Project** launched the Maternity Hubs within children's centres in 2017 and a more combined focus of maternity services and early years services is expected to be further embedded in the future.
- **The Children's Health Service 0-19** was insourced into the Council in October 2017 and includes the delivery of health visiting services for children from birth to the end of their reception year, and their families. The Service delivers the **Healthy Child Programme (HCP)**, which is a nationally mandated programme. A recent first phase of a national Public Health review of the HCP has highlighted the need for a greater emphasis on evidence-based and targeted support, as well as addressing vulnerability and reducing inequalities in health, with multi-agency working at the heart of community resilience and improving outcomes for children.
- The Council's **Children's Services principles** which underpin how services are commissioned and delivered include strong protective universal services accessible to all with a range of early help available, so children have the best start in life and families have extra help when they need it.

- The Council's **Early Years Peer Challenge Review** undertaken in November 2019 highlighted some areas for improvement including:
 - Strengthen shared accountability and governance across the system to develop and deliver the Early Childhood Strategy.
 - Engage with those outside of Children's Services and develop a shared understanding of vision, goals, and key terminology such as early childhood, school readiness, home learning environment.
 - Re-balance the focus for early years delivery between children's centres and the wider community.
 - Develop a plan to build capacity of the early years' workforce across the partnership, maximising skills, and experience.
- Lincolnshire's development of its **Early Childhood Strategy** provides a strong basis to further improve outcomes for children *from pregnancy to the end of the foundation stage*. The Strategy sets the primary aim to increase the Good Level of Development (GLD) of children across Lincolnshire and to improve outcomes.
- The Council's **Early Help Strategy 2021-23** provides a strong basis to foster a collaborative approach for every professional working with or engaging with children and families, regardless of their organisation, status, or position as a shared responsibility to deliver Early Help and support families to access the appropriate services. "Putting Children First" and "Working Together with Families to Enhance Children's Present and Future Lives".
- **Adult Skills and Family Learning Service** is a Council-led service to support parents/carers within Lincolnshire to access learning and support to eventually get them back into employment. Consideration has been given within the review of the Best Start Lincolnshire: Early Years and Family Service to the duplication between the skills element offer within that service and the Adult Skills and Family Learning Service offer.
- **A wider review of emotional wellbeing and mental health services** is currently taking place. Consideration has been given within the review of the Best Start Lincolnshire services to how parents/carers can be better supported to understand, support, and normalise their child's emotional development and/or behaviours at key developmental stages.
- **A review of commissioned services to support children with disabilities** is currently being undertaken, which includes an Early Support Learning Provision (ESLP) for children up to the age of 5 years with disabilities delivered within local children's centres. Consideration has been given within the review of the Best Start Lincolnshire services to the interdependencies with the ESLP in order to determine how the relevant services can work together in order to provide a more inclusive offer for all children up to the age of 5 years with disabilities within children's centres and the wider community.
- **A review of a commissioned Portage Service** is also currently being undertaken. The service provides home visiting support for children aged 0 to 5 years with SEND, and their families, where there is a learning difficulty, developmental delay or physical difficulty impacting on the child's educational development. Consideration has also been given within the review of the Best Start Lincolnshire services to the interdependencies with the Portage Service to determine how the services can work together to ensure there are inclusive evidence-based group sessions for children in their early years with SEND within children's centres and the wider community.

- **Family Hubs** is a government funded initiative to support local authorities to develop and launch Family Hubs to provide high-quality, joined-up, whole family support services within local communities. Hubs deliver services from conception, through a child's early years, until they reach the age of 19 (or 25 SEND). In November 2021, the Council on behalf of the East Midland Regional Improvement and Innovation Alliance received funding from the Department for Education to support the roll out of the Family Hub Model. The funding received in November 2021 is to enable each local authority in the region to undertake a feasibility assessment of the opportunities of moving towards a Family Hub model could bring to all children and families. Lincolnshire is already in a good position to build upon its successful children's centre offer and maternity hubs across the County, and the Family Hubs model also fits with Lincolnshire's Early Childhood and Early Help strategies.

Summary of Key Findings

- The Council does not have an explicit statutory duty to commission or provide the Best Start Lincolnshire services, however, the services do support the Council in its statutory duty to make arrangements to secure integrated early childhood services for children aged 0-5 years and their families.
- Services for children and families in Lincolnshire were cited as Outstanding by Ofsted in 2019.
- The Joint Local Area SEND Inspection (2018) identified the partnership working between midwifery, health visiting and early years workers in the co-delivery of free universal antenatal education as a strength within Lincolnshire. The partnership working between specialist early years teachers and commissioned early years providers was also identified as a strength.
- There is a clear commitment across all local priorities in ensuring children and their families are supported from pregnancy to the end of their early years foundation stage to secure the best possible start in life for children. Any future Best Start Lincolnshire services need to have strong partnership working between other early years services to ensure a coordinated and inclusive offer for all Lincolnshire young children including those with protected characteristics and/or health inequalities.
- Future commissioning of the Best Start Lincolnshire services needs to be aligned to national and local priorities and work flexibly with the Council as local priorities develop and embed.

3.2 Evidence Summary

Appendix B provides further detail for this section.

- The Early Intervention Foundation in November 2021 published *Growing up in the Covid-19 pandemic: An evidence review of the impact of pandemic life on physical development in the early years (international and UK)*. Early findings were:
 - Decrease of physical activity and positive attitudes towards physical activity during the pandemic (although no UK evidence could be found for under 5s).
 - Food security had worsened across the globe and the UK.
 - Increase in unhealthy meals and snacking during the pandemic with reports of increased obesity (although no UK evidence could be found).

- Results were inconclusive with both positive and negative findings with regards to breastfeeding and as such further investigation was required.
- Evidence was limited but did suggest that oral health for infants declined due to the pandemic.
- Evidence indicates a significant drop in vaccinations due to the pandemic and a lack of parental knowledge and difficulty in accessing vaccination appointments.
- Results were contradictory with some highlighting positive changes to sleep with other noting negative changes, although no UK evidence could be found.

Supporting Antenatal and Postnatal Concerns

- Evidence is clear that good parenting during the first 1001 days of a child's life can have a significant positive impact on their life chances and there is longstanding evidence that a baby's social and emotional development is strongly affected by the quality of their attachment with its caregiver.
- There is evidence that antenatal education can help to manage and reduce maternal mental ill health during pregnancy and early childhood, leading to improved coping, greater partner support and a better birth experience.

Supporting Children in their Early Years

- Improving coordinated multi-agency support for children, parents, and families during crucial periods of a child's development, including prevention and early intervention support, can contribute significantly to improving children's life chances.
- The **Evaluation of Children's Centre in England (ECCE) report**, July 2016 (Department for Education) highlights the key findings from a six-year study from 2009 to 2015 looking at the impact evidence from children's centres across England. This included parent-child relationships, parental stress and the home learning environment, some key findings from this study included:
 - Using children's centre services either in a more directed way at baseline (limited or heavily), rather than inconsistently, predicted improved mental health outcomes for mothers later on.
 - Mothers who attended centres that were expanding services (in combination with no cuts to services) also showed improved mental health compared to mothers attending centres that had experienced budget cuts and were reducing services.
 - Early health and developmental problems at baseline (mean age 14 months) predicted poorer outcomes at age 3 plus.
 - Greater financial disadvantage and lower maternal education level predicted poorer behavioural and cognitive outcomes.
 - Offering a greater number of named programmes for families at a children's centre predicted better outcomes for selected child behaviour and family outcomes. These are all outcomes that involve parent-child interactions.
- The **Best Beginnings in the Early Years** report, Children's Commissioner for England, July 2020, highlights that every baby needs a loving, nurturing relationship with parents/carers, a safe home free from stress and adversity, the right help to develop good language and other cognitive skills, support to manage behaviour and regulate their emotions and good physical and mental health and access to health care in order

to have the right foundations for a healthy and happy life. The report highlighted those children who do less well at five are:

- Five times as likely to end up being excluded by the end of primary school (82% more likely after accounting for local demographics).
- Twice as likely to have had contact with Children's social care at age eleven (46% more likely after accounting for demographics).
- Three times more likely to be struggling with reading at eleven, even once demographics are accounted for.
- Four times more likely to be struggling with writing at eleven (three times more likely after accounting for demographics).
- The **State of the Nation: Understanding Public Attitudes to the Early Years**, November 2020 (Ipsos MORI on behalf of the Royal Foundation) sets out the key findings from research and national surveys on attitudes in the UK towards bringing up children from conception to 5 years. This identified that the majority of parents do not see early childhood years as an important time for development and a key link between parental mental health and the subsequent long-term development of children.
- An evidence review undertaken by the World Health Organization (WHO) in 2020 (**Improving early childhood development**), highlighted four key elements to improve early childhood development and secure outcomes:
 - Responsive Caregiving: All infants and children should receive responsive care during the first 3 years of life; parents and other caregivers should be supported to provide responsive care.
 - Promote Early Learning: All infants and children should have early learning activities with their parents and other caregivers during the first 3 years of life; parents and other caregivers should be supported to engage in early learning with their infants and children.
 - Integrate Caregiving and Nutrition Interventions: Support for responsive care and early learning should be included as part of interventions for optimal nutrition of infants and young children.
 - Support Maternal Mental Health: Psychosocial interventions to support maternal mental health should be integrated into early childhood health and development services.

Early Intervention Foundation (EIF)

- An evidence review undertaken in 2014 (**Getting It Right for Families**) highlighted effective integrated approaches to supporting parent child interactions within early years can reduce duplication and improve the support available to families. In addition, there was some evidence to suggest that an integrated approach can improve children's cognitive development, physical health, behaviour, and parent/family relationships. The several positive effects and benefits of integrated early years services included:
 - Enhanced communication between services which led to better cooperation and implementation.
 - Services were more responsive and had better accessibility and user engagement.
 - It reduced duplication and were more cost effective.

- An evidence-based programme review undertaken in 2016 (**Foundations for Life: What Works to Support Parent Child Interaction in the Early Years**) highlighted that young children thrive in environments that are predictable and responsive to their needs. Where environments are negative, unpredictable, or overwhelming it is vital that parents/carers have access to support that is of high quality and well-matched to their needs. An evidence-base review of 75 early years programmes within the UK found that 17 programmes were likely to be effective on improving children's outcomes, if carefully commissioned to meet local needs. Although there was no one programme that was recommended, the evidence was strongest for programmes that target based on early signals of risk in child development and programmes which focused on children's behavioural development also tended to have better evidence of effectiveness. Recommendations for commissioners included:
 - Developing clear and consistent approaches to assessing risk across the early years system in relation to child development and the most effective responses and interventions. This included the importance of identifying children aged 3 years not making the transition from aggressive behaviours to more sophisticated methods of negotiation and impulse control.
 - Supporting the development of a culture of evidence use and building the evidence base, including investing in skills development and sharing promising practice and innovation.
- Research undertaken on **Closing the Word Gap: learning from five areas who have gained ground, 2020** found six common themes which improved the word gap:
 - *Theme 1: Partnerships and integrated working*
 - *Theme 2: Early identification and intervention*
 - *Theme 3: A focus on the family*
 - *Theme 4: Getting it right for 2-year-olds*
 - *Theme 5: High-quality provision in early years settings*
 - *Theme 6: A skilled workforce*
- The EIF's spending review evidence, **the Case for Early Intervention to Support Levelling Up and Covid Recovery (2021)**, identified six key early intervention approaches to support levelling up from Covid and to improve early intervention and these were:
 - Intensive home visiting between birth and two years was shown to reduce income related learning gaps.
 - Supporting children's early language development was shown to improve children's early language and preliteracy skills.
 - Supporting first-time parents, which included co-parenting classes during pregnancy and after birth was shown to improve child behaviour at ages 3 and 7.
 - Parenting support was shown to improve the parent-child relationship, reduce parental use of negative discipline, and reduce child conduct problems at home and at school.

Evidence-based programmes

- **Early Talk Boost:** for children with delayed language, targeted at children between the ages of 3 and 4 years. Delivered in children's centres or other early years settings by

early years practitioners, aiming to improve children’s core language skills, as well as academic attainment and social/emotional difficulties in the long term. Children taking part have been identified by early years practitioners as having delayed language (not an identified special educational need), which may include English as an additional language. EIF highlights there is preliminary evidence of improving child outcomes, including enhancing school achievement, improving auditory language skills and improving expressive language skills, but evidence is limited as there have not been any randomised controlled trials conducted. Indicated by EIF as having a low cost to set up and deliver when compared with other interventions (estimated unit cost of £100 or lower, 2019).

- **Empowering Families, Empowering Communities (EPEC):** for families with children aged 0-16 years to improve parents/carers confidence and provide them with strategies to help improve interactions with their child and reduce negative child behaviour. “Baby and Us” is particularly focused at parents/carers with children aged 0 to 2 years, and there are other tailored offers for parents/carers of children with ASD/ADHD, parents/carers, and children at risk, as well as supporting parent/carers where there is a parental mental health concern. Rated by the EIF as having statistically significant impact on at least one child outcome and estimated as being low cost to set up and delivery when compared to other evidence-based programmes (an indicative unit cost of £100 or lower, 2016).
- **Family Foundations:** for couples expecting their first child, which can be delivered alongside standard childbirth classes. Parents attend five sessions prior to the baby’s birth and a further four additional sessions when baby is between four and six months old. Parents learn strategies for working together effectively as co-parents in managing their child’s care and responding to his or her needs. Evidence from two randomised controlled trials showed improved relationship satisfaction and functioning amongst participants. Parents were reported to experience significantly less overall parenting stress and less depression and anxiety compared to those not participating in the programme. Most consistent impacts for children included improved attachment-related behaviours, improved behaviour at age 3 and improved prosocial behaviour at school at age 7. Rated by the EIF as having a long-term positive impact through multiple high-quality evaluations and estimated as being low cost to set up and deliver when compared to other evidence-based programmes (an indicative unit cost of £100 or lower, 2016).
- **Incredible Years:** for parents/carers of pre-school children. “Incredible Years Toddler” is focused on parents/carers with children aged 2 to 3 years and “Incredible Years Preschool” at parents/carers with children aged 3 to 6 years. Both provide parents/carers with strategies to interact with their child and better understand their child’s behaviour at key developmental milestones. The preschool programme is ranked by EIF as a having long-term child outcomes lasting over a year whereas the toddler programme was ranked as only showing preliminary outcomes which have not been robustly tested. Both programmes are estimated as medium to low cost to set up and deliver when compared to other evidence-based programmes (an indicative unit cost of £100 to £499, 2016).
- **Parents as First Teachers (PAFT):** for parents with a child aged three or under, aimed at developing family resilience and promoting positive parenting behaviours that will continue after the family’s engagement in the programme has ended. Frequency and

duration are determined by family's needs and although primarily a home visiting programme it can also be delivered in children's centres. Practitioners also facilitate parent-child interaction through age-appropriate talk, play and reading activities. EIF indicates that the programme has at least one rigorous conducted randomised control trial that demonstrates a significant positive impact on at least one child outcome. Evidence suggests that positive outcomes for children include improved receptive language, expressive language, and vocabulary as well as improved child self-help skills and developmental milestones. Estimated by EIF as being a medium to high cost to set up and deliver when compared with other interventions (an indicative unit cost of £1,000 to £2,000, 2021).

- **Peers Early Education Partnership (PEEP) Learning Together Programme:** for parents with a child between birth to five years and teaches parents age specific skills for supporting their child's early learning and social and emotional development. The programme aims to improve child development and all sessions include talk time, songs, and rhymes, sharing books and stories and things for families to try at home. The EIF indicates that the programme has some evidence of improving a child's outcomes such as improving self-esteem (maternal acceptance), improving verbal comprehension, vocabulary, writing and numeracy, although there is no evidence from rigorously conducted randomised control trials. In addition, five independent research studies undertaken by the universities of Oxford and Warwick, highlighted that the programme:
 - Successfully reaches isolated families and engages them in their children's learning.
 - Helps parents become more aware of their children's development and how to foster it.
 - Helps children develop good foundation for literacy and strong self-esteem.
 - Enables practitioners to unlock parents' potential rather than focus on their problems.

Summary of Key Findings

- There is a strong link between maternal health and infant health. Emotional development is strongly affected by the quality of attachment with a child's care giver.
- Antenatal education can help to manage and reduce maternal mental ill health during pregnancy and early childhood.
- The first two years of a child's life have a profound impact on their future development and long-term outcomes.
- Not enough parents know that early childhood is an important time for development and the key link between parental mental health and the subsequent long-term development of children.
- All babies need access to a nurturing relationship with parents/carers, a safe home free from stress and adversity, the right help to develop good language and other cognitive skills, support to manage behaviour and regulate their emotions and good physical and mental health and access to health care.
- Children doing less well at age 5 are more likely to be excluded from school, have had contact with Children's social care and struggle to read and write.

- Early childhood development and outcomes can be improved by responsive caregiving, early learning, supporting mother’s mental health, and integrating care giving and nutritional interventions.
- Integrated working between professionals has many benefits including reducing the word gap for children, improving cognitive development, improving physical health, improving behaviour, supporting parent/child interactions and reducing duplication and costs.
- Key early intervention approaches to support levelling up from Covid include intensive home visiting to reduce income related learning gaps, supporting early language development, supporting first time parents including co-parenting classes, providing parental support.
- There are a several interventions for children in their early years that can evidence improved outcomes.

3.3 Needs Summary

Lincolnshire Early Years Population

- There are c. 7,500 births in Lincolnshire each year (JSNA Early Years, 2019).
- There are c. 47,466 children aged 0 to 5 in Lincolnshire (ONS population estimate mid-2020). A decrease of c. 3% since 2016 and projections show that this is likely to decrease by a further 2% by 2025 (Lincolnshire Population Projection Tool, 2018).
- GP registration estimates of children aged 0-5 (January 2022) are c.36,066.
- 12% of Lincolnshire’s population live within the 20% most deprived areas of England, with 19 Lower Super Output Areas (LSOAs) within the 10% most deprived nationally (IMD 2015).
- There are currently 39,273 children aged 0-5 registered at children’s centre (January 2022) representing 83% of the ONS population estimate and 109% of GP registered estimate. 55% of the GP registered population attended a children’s centre between October-December 2021.
- Of those registered with a children’s centre 71% identified as white British and 19% identified as all other ethnic groups combined. 10% did not provide a response.
- The Best Start Lincolnshire inclusion service for ethnic minority communities was commissioned in Boston, South Holland, and Lincoln. Since 2017 the number of ethnic minority children aged 0 to 5 years in Lincolnshire has increased by 20.8% with increases seen in North and South Kesteven as well as Boston, South Holland, and Lincoln. The table below shows the percentage increase in each Children’s Services locality:

Locality	BME Population Aged 0 to 5 years 2016	BME Population Aged 0 5 years 2019
Boston	2,505	3,525 (+40%)
South Holland	1,922	2,517 (+30%)
Lincoln	2,056	2,530 (+23%)
West Lindsey	903	890 (-1.4%)

North Kesteven	867	1,390 (+37.6%)
South Kesteven	1,985	2,262 (+13.9%)
East Lindsey	1,377	920 (-33.1%)
Total	11,615	14,034 (+20.8%)

- 14.3% of pupils in Lincolnshire are from ethnic minority groups and 10.3% have English as a second language. Boston, South Holland, Lincoln, West Lindsey, North Kesteven and South Kesteven have all seen rises in their percentage of pupils from ethnic minority groups compared to 2016. Boston continues to have the highest percentage of ethnic minority pupils (2019 School Census).

Locality	% BME Pupils 2016	% BME Pupils 2019
Boston	27%	34.12% (+7.12%)
South Holland	16%	20.56% (+4.56%)
Lincoln	15%	19.6% (+4.16%)
West Lindsey	7%	7.3% (+0.3%)
North Kesteven	5%	8.56% (+3.56%)
South Kesteven	10%	11.8% (+1.8%)
East Lindsey	6%	5.53% (-0.47%)
Total		Avg +3%

Early Health

- Health Visitors provide a strong universal offer to families from birth and as at 2020/21: (NHS Fingertips, Child and Maternal Mental Health – Early Years Profile)
 - 90.6% of Primary Birth Visits were delivered within 10 to 14 days.
 - 90.4% of 6–8-week visits were delivered on time.
 - 46.5% of children received a 12-month review and 81.7% of children received a 2-2 ½ year review

The pandemic impacted on some families taking up some universal checks as well as some workforce challenges which meant checks were targeted at vulnerable families. However, local Health Visitor service delivery data reports that between July to September 2021, the percentage of children who received a 12-month review was 81.9%.

- In 2020/21 63.5% infants were breastfed from birth in Lincolnshire (below England average of 67.4%). With 41.1% of infants totally or partially breastfed at 6-8 weeks (current statistical method) (slightly worse than the England average of 47.6%). (NHS Fingertips, Child and Maternal Mental Health – Pregnancy and Birth profile). 74% sustained breastfeeding between Primary Birth Visit and 6–8-week checks.

- Immunisation rates for some childhood vaccinations in Lincolnshire in 2020/21 fell below the threshold of 95% of the target population (90.5% for MMR for one dose at 2 years old: 92.9% for Dtap/IVP/Hib at 2 years old and 94% for children in care immunisations) (NHS Fingertips, Child and Maternal Mental Health – Child Health profile).
- The latest data (2018/19) for children aged 0-4 showed 2.5% attended A&E this is a lower rate than regional and national averages.
- 15.8% of women were smoking at time of pregnancy in Lincolnshire (2020/21) which is higher than the regional average of 12.6%.

Early Learning and Education

- As at Summer 2019, 82% of eligible 2-year-olds were accessing their Early Years Entitlement (EYE) to free early education. Covid-19 significantly impacted on young children accessing their entitlement as this reduced to 78% as of Summer 2020 (69% nationally) and further reduced to 63% in Summer 2021 (62% nationally).
- As at Summer 2019, 95% of all 3 and 4-year-olds were accessing their EYE (94% nationally). During Covid-19 this reduced to 91% in Summer 2020 (93% nationally) and further reduced to 90% in Summer 2021 (90% nationally).
- Lincolnshire is just below the national average in Good Level of Development (GLD) for all children in the Early Years Foundation Stage, including children eligible for Free School Meals and SEN, and is below the statistical neighbours' average for most of the comparators (Early Years Outcome Dashboard, 2019).

		2016	2017	2018	2019
GLD Foundation Stage FSM Eligible Children	England	54%	56%	56.6%	57%
	East Midlands	52%	52%	54%	55%
	Statistical Neighbours	52.6%	52.8%	54.2%	53%
	Lincolnshire	54.1%	52.8%	52.4%	56%
GLD Foundation Stage All Other Children	England	72%	73%	73.8%	74%
	East Midlands	67.6%	68.8%	69.8%	70.3%
	Statistical Neighbours	71.8%	72.6%	73.1%	74%
	Lincolnshire	73.3%	72.6%	72.1%	72%
GLD Foundation Stage SEN Pupils without EHCP	England	26%	27%	28%	29%
	East Midlands	26%	26%	26%	26%
	Statistical Neighbours	26.56%	26%	26%	26.89%
	Lincolnshire	27%	25%	24%	25%
GLD Foundation Stage SEN Pupils with an EHCP	England	4%	4%	5%	5%
	East Midlands	4%	3%	4%	4%
	Statistical Neighbours	7.25%	5.4%	4.56%	4.11%
	Lincolnshire	6%	Not available	5%	2%

**Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.*

- According to health profiles for child development (undertaken as part of Health Visitors' mandated checks), more 2 to 2½ year olds in Lincolnshire are achieving a good

level of development when compared to regional colleagues (82.1% compared to 79.9% regionally) and are on par with the national average (82.9%). (Public Health England: Child Development Profiles 2020/21).

- 79.2% of agencies leading a Team Around Child (TAC) were for children and young people aged 5 to 11+ years; 20.8% for children pre-birth or early years.

Special Educational Needs and/or Disability

- As of December 2021, 91.9% of children aged 0-5 with SEND were registered with a children's centre with 58% attending- a correlation was drawn with higher attendance at centres where Early Support Learning Provision for children with a disability is provided by KIDS.
- Nationally there has been an increase in CYP with an Education Health and Care Plan (EHCP) and the increase in Lincolnshire has been higher than other areas. Between January 2018 and January 2021 EHCP numbers increased by 37% (4,560 to 6,236). One of the largest increases was for children under 5 (+94%).
- Approx. 54% (81/151) of the children in receipt of Early Years Inclusion Funding were awarded the lower (emerging one) band and 64% (144/225) were awarded the slightly increased (emerging 2) band. (Early Years Inclusion Funding Data 2020)
- The most common areas of need for children accessing inclusion funding were:
 - Communication and Interaction (74%)
 - Emotional, Behavioural and Mental Health (8%)
 - Cognition and Learning (8%)
 - Sensory and Physical (7.5%)
- An IMPOWER review in partnership with the Council to review SEND and high-needs support was undertaken in 2020. This review found that there were significant opportunities to intervene earlier; in up to 69% of cases, children's needs could have prevented, reduced, or delayed, in many cases avoiding the need for an EHCP.
- There is a high demand for Portage support for children aged 0-5 with SEND where there is a learning difficulty, developmental delay or physical difficulty that is impacting on the child's educational development, with c. 49% increase in referrals as at the end of July 2021 (282) compared to July 2020 (189).
- Approximately 40% of referrals to the commissioned Autism and Learning Difficulty Service, which supports children in mainstream schools, were for children transitioning from early years into primary.

Summary of Key Findings

- The Lincolnshire early years population is decreasing, however, of this population there is a significant rise in children with an EHCP.
- Of Lincolnshire's population 12% live in the 20% most deprived areas in the county.
- There has been a 20% increase in children in their early years from ethnic minorities since 2017, there has been an increase across most areas of the county.
- Children's centre registration is very high, including for children with SEND, but attendance is not as high, even pre-pandemic.
- Health Visitors see high numbers of children in the early days and months but checks at 12 months and 2-2 ½ years need to be higher. The pandemic has significantly impacted this with many parents opting out of assessments (as at 2020/21 46.5% of

children received a 12-month review and 81.7% of children received a 2-2 ½ year review, NHS Fingertips, Child and Maternal Mental Health – Early Years Profile). Local Health Visitor service delivery data reports between July and September 2021, 81.9% of children received a 12-month review.

- Immunisation rates have reduced, and breastfeeding rates are below the England average.
- Lincolnshire continues to have more pregnant women smoking at time of delivery than regional and national comparators.
- Although Covid-19 has had an impact, Lincolnshire has more children accessing their Early Years Entitlement at 2-years and is in line with the national average for eligible 3- and 4-year-olds.
- Lincolnshire is below the regional and national average averages for GLD of foundation stage pupils. Although the Health Visitor 2-2 ½ check indicates more Lincolnshire children are achieving a good level of development when compared to regional colleagues and are on par with the national average. There is a disparity between the Early Years Outcome data and the Public Health England profiles for child development.
- The increase in children aged 0-5 with SEND is evident in rising referrals to services such as Portage and higher requests for school transition support for children that are autistic or have learning difficulties. As evidenced from the IMPOWER review, earlier support for families with young children may prevent, reduce, or delay the need for an EHCP.

3.4 Performance of Current Commissioned Services

Performance information on the Best Start Lincolnshire services is provided below. Both services are currently rated Good for performance and have received positive feedback from service users.

Best Start Lincolnshire: Early Years and Family Service

The Best Start Lincolnshire: Early Years and Family Service comprises of two elements.

The first is early childhood activities across Lincolnshire that support children's early development and their parents/carers positive parenting skills/techniques. Delivery encompasses play-based sessions mainly run from children's centre buildings focused on different areas of child development to provide tailored support where needed, such as communication themed sessions.

The second is skills development for parent/carers with vulnerable children aged 0-19 (0-25 with SEND). This element includes access to a skills development worker who supports parent/carers in their pathway to employment by signposting to available courses and volunteering opportunities across the County as well as co-delivering with other professionals such as the Department for Work and Pensions (DWP) to deliver employment readiness courses (e.g., Opening Doors to Employment Course). In addition, a creche provision is available to help facilitate parents/carers to access skills development activities if another childcare cannot be accessed.

Service delivery is embedded across 48 designated children’s centres in Lincolnshire, including two additional sites and 24 outreach sites. Families need to be registered with their local children’s centre to access the Service.

Staff working in the Service are co-located within children’s centres to ensure robust partnership working with Early Years, Health Visitors and Midwifery in both planning and delivering activity.

Covid-19 restrictions significantly impacted on service delivery, with a strong focus on virtual delivery and/or outdoor face-to-face delivery, in accordance with Covid guidelines, during times when it was not possible to deliver indoor face-to-face sessions.

Service Performance: 2020/2021 and pre-Covid comparisons where available:

- The service had c. two years and seven months of delivery prior to the pandemic.
- Pre-Covid-19 the number of sessions delivered was rising particularly for vulnerable children and in outreach venues widening the reach of services. The pandemic significantly impacted on the number of sessions delivered; in 2020/21 there was a 72% decrease in universal sessions, 21% decrease in vulnerable sessions and 61% decrease in outreach venues.

Session Type	July 2017 to March 2018		18/19 FY		19/20 FY		20/21 FY	
	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg
Universal sessions	4,342	1,447	18,855 (+225%)	4,714	17,532 (-7%)	4,383	4,968 (-72%)	1,242
Vulnerable sessions	88	29	339 (+193%)	85	1,167 (+244%)	292	929 (-21%)	232
Outreach sessions	0	0	250 (+250%)	62	330 (+32%)	82	129 (-61%)	32
Total	4,430	1,107	19,444 (+77%)	4,861	19,029 (-2%)	4,757	6,026 (-68%)	1,506

- Performance reporting between July and December 2021 showed that 45% of attendees at outreach sessions had not attended a session in a children’s centre building.
- In 2020/21 there was a 95% reduction in antenatal top tips sessions delivered compared to the previous year again impacted by the pandemic. Positively though, 127 Early Days sessions (developed in 2020 to support new mums with low mood during the pandemic) were delivered during the 2020/21 financial year in partnership with Midwifery and Health Visitors.
- The total number of children and families accessing sessions (including virtual sessions) was also significantly impacted due to Covid-19 (NB: children may be included more than once):

Attendance Type	July 2017 to March 2018		18/19 FY		19/20 FY		20/21 FY	
	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg	Number	Quarter Avg
Families	73,423	24,474	112,338 (+14.7)	28,084	112,387 (+0.04%)	28,096	13,272 (-88%)	3,318
All children aged 0 to 5	84,877	28,292	130,304 (+15%)	32,576	130,041 (-2%)	32,510	13,272 (-90%)	3,318
Vulnerable children aged 0 to 5	1,783	594	4,865 (+105%)	1,216	5,680 (+14%)	1,420	1,221 (-78%)	305

- In 2020/21 An average of 53% vulnerable children aged 0-5 known to Children's Services attended sessions (an increase of 6% compared to the previous financial year).
- 3,965 KIT calls were made between July 2020 and March 2021 (new reporting measure) to vulnerable families, with 348 families signposted on to other services (130 (37%) were signposted to Health Visitors via the Council's Children's Health Service 0-19 Single Point of Access).
- Children's development is monitored through their attendance at early years sessions. The service (with permission) tracks the development of two cohorts of children using Tapestry; vulnerable children who are open to services (Class One) and those whose development, through their attendance at early years sessions, has been identified as being below their expected development for their age (Class Two). The percentage of children making progress within both cohorts of children has decreased since 2018/19 (when tracking of children started):

Tapestry Data Breakdown	18/19 FY	19/20 FY	20/21 FY	18/19 FY	19/20 FY	20/21 FY
	Class One Children			Class Two Children		
% Making progress	84%	77% (-7%)	78% (+1%)	85.5%	84% (-1.5%)	76% (-8%)
% Not making progress	2.5%	2% (-0.5%)	5% (+3%)	3%	9% (+6%)	6.5% (-3.5%)
% Not attending regularly enough for development to be tracked.	13.5%	21% (+8.5%)	17% (-4%)	11.5%	7% (-4.5%)	17.5% (+10.5%)

- Stakeholder feedback collated by the Service between December 2020 and May 2021 showed that an average of 92% of families who provided feedback following face-to-face sessions said the sessions benefited their child and family. The sessions that families said benefitted them the most were Learning Together Babies, outdoor Toddler Play, Stay and Play and Learning through Play. *"My 6-month-old son really enjoys attending these groups. It offers him a variety in activities, different sensory play compared to what he can do at home, and it's lovely to watch him looking and trying to engage with other children and adults."*

- 100% of families who attended Wellbeing Walks and provided feedback said these benefitted their child and family. *“It was great for me and my baby to meet other mums in the park as she was born before the first lockdown and she has never seen another baby before.. She was babbling away to the other babies, and it was great to chat with other mums...”*
- 52% of families said they were happy with virtual sessions delivered when face-to-face sessions were not possible due to Covid-19 restrictions in place at the time.
- The demand for creche provision has been low with 33 creches provided since the start of the contract to September 2021 with only 67 children attending the provision (an average of 2 children per creche provision).

Skills Development Service Offer:

- Referrals for skills development reduced by 53% in 2020/21 compared to the previous year but those parents/carers that then enrolled onto courses reduced at a lesser rate. The table below provides a summary of referrals received since the start of the contract:

Data Type	Skills Development Service Offer			
	July 2017 to March 2018	2018/19 FY	2019/20 FY	2020/21 FY
Number of new referrals received	135	501	321 (-36%)	151 (-53%)
Number of parents/carers enrolled onto learning*	90	230	227 (-1.3%)	173 (-24%)
Number of parents/carers secured employment*	17	46	43 (-6.5%)	16 (-63%)
Avg % of parents/carers who achieved outcome** on their pathway to employment	73%	70%	75.9% (+5.9%)	71.5% (-4.4%)

*Can include parents/carers being supported from previous financial years

**An outcome is based upon achievement of their goals when they joined the skills development programme, e.g., enrolment onto training or securing employment.

- Since the start of the contract 64.9% of those referred enrolled onto learning and 11% secured employment.
- The number of parents/carers who were supported sit on advisory boards reduced in 2020/21 by 39% and no volunteers or parent champions were recruited due to Covid-19 lockdowns and restrictions that were in place.

Data Type	Advisory Boards/Volunteering			
	July 2017 to March 2018	2018/19 FY	2019/20 FY	2020/21 FY
Number of parents/carers on advisory boards	26	46	59 (+28%)	36 (-38%)
Number of new volunteers/ parent champions recruited	33 volunteers 2 parent champions	3 volunteers 1 parent champion	11 volunteers 0 parent champion	0 volunteers 0 parent champion (same)

- 1 existing parent champion secured employment (similar to previous years).

Summary of Key Findings

- Service delivery was significantly impacted by the Covid-19 pandemic due to the closure of children's centres and restrictions in place around face-to-face delivery. Pre-pandemic the number of sessions had been increasing, significantly for vulnerable families. Face-to-face delivery within children's centres has now fully resumed.
- Evidence shows outreach sessions have a positive impact on engaging those that have not accessed a children's centre building. Currently 45% of parents/carers are attending outreach sessions rather than sessions within their local children's centre.
- The percentage of vulnerable families accessing children's centres fell significantly during the pandemic as expected. Despite Covid-19, development of Class One children (open to Children's Services) being tracked by the Service has remained solid during the 2020/21 financial year when compared to the previous financial year, with a high percentage of children open to Children's Services meeting or exceeding their milestones.
- The Service is well regarded by parents/carers who access it. Only 52% of parents/carers said they were happy with virtual sessions. Where outdoor sessions were offered in accordance with Covid-19 restrictions, these were highly valued by those parents/carers who accessed them.
- A relatively high number of parents/carers referred for skills development support actually enrolled onto learning and met their outcome goals but a low percentage secured employment.

Best Start Lincolnshire: Inclusion Service for ethnic minority communities

The Best Start Lincolnshire: BME Inclusion Service supports ethnic minority families with children aged 0 to five years to access the Best Start Lincolnshire: Early Years and Family Service and offers translation support.

The Service currently covers three Lincolnshire districts; Boston, South Holland, and Lincoln. Services include multinational groups within children's centres, home visits and attendance at key meetings such as ESCO (Early Support and Care Coordination), housing, etc. In addition, the Service provides 16 translations per quarter of documents for families that will support them to engage within their community. Six core languages supported by the Service are Romanian, Russian, Lithuanian, Latvian, Polish and Bulgarian.

Families need to be registered with their local children’s centre within the areas where the Service is supporting to access the Service. Referrals for support are triaged by the Council’s Early Years Practitioners which means very few referrals are rejected by the Service.

Service Performance: 12 months April 2020 to March 2021, including pre-Covid comparisons where available:

- As set out earlier in the Commissioning Plan, the BME population in Lincolnshire is estimated to have increased.
- The table below demonstrates there has been a growth in the number ethnic minority families registered and engaging with children’s centres across all areas since November 2018 including those where the Inclusion Service does not cover (green= covered, red= not covered). Indications are that overall children’s centres are engaging ethnic minority families successfully. The pandemic significantly impacted on engagement with children’s centres in 2020, due to restrictions in place at the time, although engagement in 2021, in the majority of areas apart from Boston and South Holland increased to above pre-pandemic numbers. However, indications are, from children’s centre reporting as at the end of January 2022, that the number of ethnic minority families engaging in Boston and South Holland has now risen to 961 (above pre-pandemic comparisons).

Area	Number of BME families registered with children’s centres				Number of BME families engaging in all children’s centre services			
	2018	2019	2020	2021	2018	2019	2020	2021
Boston & South Holland	2,890	2,973 (+2.8%)	2,952 (similar)	2,952 (same)	845	934 (+9.5%)	165 (-82.3%)	778 (+371%) (-16.7%, 2019)
Lincoln	454	754 (+66%)	1,073 (+42%)	1,489 (+39%)	241	309 (+28.2%)	93 (-70%)	434 (+367%) (+40.4%, 2019)
West Lindsey	298	323 (+8%)	328 (similar)	412 (+25.6%)	119	123 (+3.4%)	15 (-88%)	140 (+833.3%) (+13.8%, 2019)
North & South Kesteven	569	837 (+47%)	1,077 (+28%)	1,374 (+28%)	258	309 (+19.8%)	65 (-79%)	421 (+548%) (+36.2%, 2019)
East Lindsey	323	375 (+16%)	460 (+19.3%)	549 (+19.3%)	132	145 (+9.8%)	52 (-64%)	208 (+300%) (+43.4%, 2019)
Total	4,534	5,262 (+16%)	5,890 (+12%)	6,776 (+15%)	1,595	1,820 (+14%)	390 (-78.6%)	1,981 (+408%) (+8.8%, 2019)

(Sources: Synergy November 2018, November 2019, November 2020 and November 2021 Hard to Reach Reports).

- The inclusion Service received 62 referrals (+25% compared to previous financial year); referrals are from a wide range of professionals including Social Care, Early Help, Health Visitors, ESCO. Parents/carers can also self-refer.
- 2,846 contacts made with 317 families. (+607% compared to previous financial year linked to telephone contact increase during the pandemic).
- Between April 2021 and December 2021 an average of 21% of children sustained attendance in the Inclusion Service (new performing reporting metric). Sustained attendance isn't always positive as the service should be transitioning families to the Early Years and Family Service.
- 108 units (e.g., documents, posters, leaflets, etc) were translated into the six different assigned languages.
- Approximately 65 multinational groups were co-delivered with the Best Start Lincolnshire: Early Years and Family Service, attended by approximately 109 families and 155 children (may include double counting as attendance is counted from both services).
- 90% of parents/carers who provided feedback felt the service had improved their confidence.
- 80% of parents/carers who provided feedback felt able to access support without ongoing assistance from the Service.
- During the pandemic additional translation support was offered to ethnic minority families via Social Care. This resulted in an additional 68% of translation support (on top of their normal offer) for some very vulnerable families during this very challenging time.
- The service has successfully engaged with vulnerable and hard to reach families. On average 92.9% of vulnerable ethnic minority children aged 0-5 accessed the Inclusion Service (new performance reporting and includes children open to services as well as children living in 0-30% IMD areas).
- The service supported a bespoke antenatal education class for a group of Russian families and worked with EDAN to support mums to implement their safety plans and understand the implications on the early years children. The service also supported a family with a child in their early years and limited English to support a primary age sibling to access education by explaining the education system and its importance and then helping with the school application and access to uniform.

Summary of Key Findings

- The Service is highly valued by those who access it and is noted to have made a difference to their confidence.
- Despite the impact of Covid-19 on many suppliers, the Service continued to meet the demand from service users (which significantly increased during compared to previous years).
- The Service shows positive impact for ethnic minority families with the majority moving on to integrate within their community and provision without the need for support.
- The number of ethnic minority families engaging in the universal offer within children's centres is increasing which is very positive as the Early Years and Family Service must be inclusive and meet the needs of children and families from all

backgrounds. There is not a notable difference in access for areas where the service doesn't run compared to where it does.

- Although the pandemic significantly impacted on engagement with children's centres in 2020 due to restrictions in place at the time, engagement in 2020/21 in the majority of areas apart from Boston and South Holland was above pre-pandemic numbers. Indications are from children's centre reporting as at the end of January 2022, however, the number of ethnic minority families engaging in children's centres in Boston and South Holland has now risen above pre-pandemic numbers.
- The service has been successful in bespoke work with vulnerable and hard to reach families.

3.5 Stakeholder Engagement Analysis

Stakeholder engagement identified that numerous parties felt the need for the skills development part of the Best Start Lincolnshire Early Year and Family Service had changed because the support existed elsewhere. This was explored further.

3.5.1 Stakeholder Feedback for both Best Start Lincolnshire Services

Stakeholder feedback was collated in various ways from online services, case mapping, service observation visits and engagement sessions run with professionals. Overall, this considered feedback from parents/carers and a wide range of professionals working with families of children in their early years including Health Visitors, early help, early years, social care and SEND.

A high-level summary for each of the Best Start Lincolnshire services can be found below:

Service	Feedback	What needed to happen
Best Start Lincolnshire: Early Years and Family Service	<ul style="list-style-type: none"> • Session delivery to children and families was highly valued by parents/carers accessing them and the professionals' signposting families to them. • Parents/carers valued the home learning ideas and virtual session delivery during Covid-19 lockdowns. Most parents/carers and professionals, however felt that children and families benefitted the most from the face-to-face sessions. • Most parents/carers who accessed the outdoor face-to-face sessions highly valued these. • 100% of parents/carers who accessed learning through play (evidence-based programme – PEEP) and growing talk sessions 	<ul style="list-style-type: none"> • Core focus to remain on face-to-face session delivery in any future provision within children's centres, with greater use of outreach and outdoor venues. • Sessions to be targeted at particular age groups as well as sessions that allow parents/carers to bring children within multiple age ranges up to the age of 5 years. • Home-learning ideas to be embedded as a key element of session delivery in the future model. • Bespoke 1:1 support including KIT calls to be retained within the future model. • More evidence-based programmes and/or evidence-based practices to be used

	<p>provided positive feedback on these sessions.</p> <ul style="list-style-type: none"> • Not all parents/carers were aware of the face-to-face sessions available to them in their local community. • Professionals felt more needed to be done to target children aged 0 to three years and to better support new parents/carers during the first year of their child’s life. • Some parents/carers saw it as a barrier not to be able to bring different age groups of children to a session, even though there were sessions available that enabled parents/carers to bring children within multiple age ranges up to the age of 5 years. • During Covid-19 a booking system was introduced when session delivery could re-commence within children’s centres which was negatively received by a number of parents/carers. Although this was perceived as a positive by the supplier as it enabled better planning of activities to meet the needs of children attending. • Most parents/carers who had access to KIT calls found these useful. • The partnership working between midwifery, Health Visiting, the Council’s early years practitioners and the early years and family service was perceived positively by all relevant professionals. • There is limited partnership working with skilled workers/services to better support children with SEND, and their families. • Ensuring a locality-based approach to meeting the needs of families within their local communities was seen as a 	<p>within any future session delivery.</p> <ul style="list-style-type: none"> • Strengthen pathways between relevant early years services to ensure families can seamlessly “step in” and “step out” of services and all services are aware of the offer available families within their local community. • Greater partnership working and sharing of expertise with the wider SEND early years workforce to ensure a more inclusive offer is available to children with SEND, and their families, within their local children’s centres and wider community venues. • To reduce duplication with the Council’s Adult Skills and Family Learning Service.
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	<p>positive by all relevant professionals.</p> <ul style="list-style-type: none"> • Skills element of the service offer was seen as a duplication of the Council's Adult Skills and Family Service offer by a wide range of professionals. 	
<p>Best Start Lincolnshire: Inclusion Service for ethnic minority communities</p>	<ul style="list-style-type: none"> • Parents/carers who accessed the service and professionals considered it to be of excellent quality. • Parents/carers most valued support to access groups (run by the Best Start Lincolnshire: Early Years and Family Service in conjunction with PAB), as well as support with housing and benefits, ante-natal support, securing early years entitlement funding and nursery provision. • Professionals felt there was a different offer across the County for ethnic minority families which needs re-looking at given changes to local demographics. • Professionals felt that the need for translation support is increasing throughout the County. 	<ul style="list-style-type: none"> • To ensure any future model continues to focus on an inclusion and support element with a focus on empowering families to access provision. • A countywide offer for ethnic minority communities with children in their early years up to the age of five years to ensure an equitable offer across the county.

Summary of Key Findings

- Both services are highly regarded by parents/carers.
- Families liked accessing services outdoors and in wider community venues in addition to most of the sessions being in local children's centres.
- Targeting services based on local needs was important.
- Evidence based early learning sessions were highly rated in all feedback.
- Using a booking system wasn't flexible enough for families although helped planning for the provider.
- Professionals felt the skills development offer was a duplication of other available services.
- Joint working between professionals e.g., early years, Health Visitors and Midwives was highly valued but could be strengthened for children with SEND.
- A stronger focus on inclusion is needed and being able to meet the needs of children from diverse backgrounds and with additional needs including SEND.
- The need for support for ethnic minority families is felt to be increasing but the offer isn't the same across the county, with demand for translation support also increasing.

The Council has a corporately commissioned translation service and more needs to be done to encourage the better use of this.

3.5.2 Adult Skills and Family Learning Service Duplication

Since the skills development offer was commissioned through the Best Start Lincolnshire: Early Years and Family Service, the Education Skills Funding Agency (ESFA) funding and capacity of the Adult Skills and Family Learning Service has increased.

The Council's Adult Skills and Family Learning Service offer supports the economic wellbeing of Lincolnshire families and is funded through the Education Skills Funding Agency (ESFA): £2,000,000 per annum. The funding is used to employ tutors to deliver family learning courses in schools and for local education providers to deliver adult learning courses. Funding for childcare places is also available to help families access services.

Currently Early Years Educators within the commissioned Best Start Lincolnshire: Early Years and Family Service will signpost parents/carers to the Skills Development Officers (SDOs) within the commissioned skills service as well as invite SDOs to attend a session to talk to parents/carers. Vulnerable parents/carers can also be signposted to the SDOs via Health Visitors and Early Help as well as access support directly from the SDOs. SDOs will work with the parent/carers to understand their needs and signpost parents/carers to the courses available via the Adult Skills and Family Learning Service.

Engagement and pathways mapping with the Council's Adults Skills and Family Learning Service has been undertaken as part of the review of the commissioned skills development offer within the Best Start Lincolnshire: Early Years and Family Service. Further detail can be found in **Appendix C**. Duplication between the commissioned skills development offer and the Adult Skills and Family Learning Service has been identified. However, key differences between the services have also been identified:

- SDOs will signpost/support parents/carers to access the provision already available to them, whereas officers within the Adult Skills and Family Learning Service broker the course provision and will identify any gaps in provision and design and broker new courses in response to any identified unmet needs.
- The Adult Skills and Family Learning Service create all of their own marketing/promotional material on the courses that are available through their service offer, including any new courses brokered. They also maintain and manage a web-based platform that all available courses are advertised and booked through. Whereas SDOs update and maintain noticeboards within the children's centres which, apart from information on the support available through them, are updated with information on courses and marketing/promotional material already available. SDOs do not create any marketing or promotional material in relation to courses already available, nor do they manage the booking of courses.
- Officers within the Adult Skills and Family Learning Service broker and maintain relationships with the course providers, as well as support the quality assurance of course provision provided through the contracted adult learning providers. The SDOs within the commissioned skills development service offer do not commission courses, manage course providers nor do they quality assure adult learning course provision.

Duplication between the Adult Skills and Family Learning Service and the commissioned skills development service includes:

- Both services work with vulnerable parents/carers, however the Adult Skills and Family Learning Service offer is available to all adults aged 19+ in Lincolnshire.
- Both services signposts to courses available; the commissioned skills development offer, however, only signposts to courses already available which include courses available via the Adult Skills and Family Learning Service.
- Both services offer advice/guidance on courses available, although the Adult Skills and Family Learning Service can also arrange or create courses where there are any unmet needs identified. SDOs can support vulnerable parents/carers to raise queries if required, or request information on their behalf, although all professionals working with vulnerable parents/carers should be able to support them to access the information they need if they require help to access it.
- Commissioned SDOs support parents/carers with action planning to help identify which course might be right for them; this support is also available via the Adult Skills and Family Learning Service if parents/carers contact them directly.
- Once enrolled on courses, commissioned SDOs can offer parents/carers advice/guidance where possible, support parents/carers to access the courses or signpost parents/carers to other opportunities upon completion of a course; this support is also available via the course tutors employed by the training providers commissioned by the Adult Skills and Family Learning Service where required.
- Both services offer support for childcare where this is an identified need in order for the parent/carer to access skills and learning opportunities; the Adults Skills and Family Learning Service can provide the opportunity for parents/carers to apply for funding to support children to access existing early years provision, e.g., nurseries or pre-school for the parent/carer to access learning.

Between August 2020 and July 2021, the Adult Skills and Family Learning Service supported 5,535 unique learners (262 were via direct delivery of Family Learning), of which 98% completed their course(s) and 88.95% achieved a. qualification. The overall attendance rate was 94.9% and the average course retention rate was 97.6%. In addition, between August 2021 and January 2022, the Adult Skills and Family Learning Service have supported 2,525 unique learners (372 were via direct delivery of Family Learning) some of which have not completed their learning; therefore, qualification rates and full data will not be finalised until the end of this academic year.

The volume of service users is significantly higher than the commissioned skills development service, with the number of new referrals for the commissioned skills development service in 2020/21 was equivalent to approximately 2.7% of the overall unique learners supported through the Adult Skills and Family Learning Service (some of whom will have been signposted by SDOs to the Adult Skills and Family Learning Service and therefore will already be accounted for within the number of learners).

Summary of Key Findings

- There is duplication between the commissioned skills development offer within the Best Start Lincolnshire: Early Years and Family Service and the Council's internal Adult Skills and Family Learning Service. However, the skills development offer will only

signpost/support parents/carers to access the provision already available, whereas the Adult Skills and Family Learning Service broker the provision and will identify any gaps in provision and design and broker new courses in response to any identified unmet needs.

- Skills Development Officers within the commissioned skills development offer signpost vulnerable parents/carers supported by the service to the Council's Adult Skills and Family Learning Service, many of whom will already have been signposted via the Early Years and Family Service, Health Visitors or Early Help, adding an extra layer of handover for vulnerable parents/carers.
- The Adult Skills and Family Learning Service has a high percentage of learners that achieve a qualification and is also working with much higher volumes of service users.
- The Adult Skills and Family Learning Service have confirmed they have capacity to directly support more parents/carers, including vulnerable groups and directly promote their offer within children's centres, if the skills development offer commissioned in the Early Years and Family Service ceased.
- Findings from the pathway mapping undertaken with the Adult Skills and Family Learning Service has identified that there would be no gaps in provision if a skills development offer was not included within any future commissioned Early Years and Family Service model.

3.5.3 Case Mapping

A case mapping exercise was undertaken as part of the review with the skills development element of the Best Start Lincolnshire: Early Years and Family Service. The mapping involved 10 cases in total which included referrals from a range of different professionals. Below is an overall summary of the case mapping but further detail is available if requested:

Summary of Key Findings

- Positive feedback from families and professionals on support provided by skills development. In particular, the knowledge of the skills staff was appreciated by service users, including their knowledge of local services.
- Examples of positive multi-agency working to support the child and their family, but this was beyond the remit of the skills development offer, e.g., a parent was experiencing housing issues and the relationship with the local Council had broken down, The Skills Development Officer supported the parent through mediation between the parent and the local Council to resolve the housing issue.
- Better representation of the child's voice throughout the support provided is needed as well as better capturing the voice of parent/carers. Although the service is aimed at working with families, there was no evidence of children's voice and how the skills development support provided had positively impacted on the family holistically.
- Evidence of inappropriate referrals being accepted, with 40% of the referrals for building confidence and self-esteem and emotional or family support being provided instead of support for pathway to employment. In these instances, the family should have been referred to the Council's Early Help team for support.
- Assessment tools to track progress were limited and therefore evidence of impact was qualitative rather than quantitative.

- Although parents/carers gave good feedback they often stopped all communication once they had achieved their goal making it difficult for the Service to demonstrate long-term impact post support.
- Evidence of signposting to other existing services and courses that are also signposted to by the Council's Adult and Family Learning Service, as the service lacked the internal facilities or skills to support.

3.6 Examples of practice in other Authorities

A number of other authorities were contacted to establish their arrangements for providing early years services within children's centres. Many local authorities have undesignated their children's centre sites and reduced their centre portfolio or repurposed their centres to offer alternative services, e.g., integrated health services or vulnerable parenting provision. The landscape of children's centres may also change nationally in the upcoming months and years due to the current Family Hub initiative. Due to Covid-19 the response from local authorities was limited and therefore a desktop analysis of current arrangements and local authority data was also undertaken, with the findings summarised below. None of the authorities had a specific inclusion service to support ethnic minority communities with children in their early years up to the age of five years but where translation or other support was provided this is included below.

- **Cumbria:** has 33 centres with delivery commissioned across three different contracts for services with Family Action, Action for Children and Barnardo's, which all three offer their service as a 0-19 service and are planning to move towards family hub models. Delivery varies across each of the providers, with clear evidence-based programmes utilised. Translation support was available for ethnic minority communities.
- **Cornwall:** has 33 in-house Family Hubs which offer services to families pre-birth to 25 years. Translation support was available for ethnic minority communities.
- **Derbyshire:** has 21 in-house centres, and operate on a hub and spoke model, meaning one centre in an area is the main operation base and the remaining centres only open as needed to deliver services, with a varied offer of delivery including sessions for children with SEND. Telephone-based translation support was available for ethnic minority communities.
- **Norfolk:** has 8 children's centres which are commissioned through a Contract for Services with Action for Children, which offer a wide range of evidence-based programmes for the families of children aged 0-5 years. An interpreting service is available to professionals which includes a Language Line (telephone interpreters) which is accessible free of charge to all early years providers (funded through the Council's Early Years Team). Norfolk County Council also accesses interpreting and translation services through its partnership with an interpreting and translation service.
- **Northamptonshire:** has 38 children centres delivered by the Libraries and Information Service and links in with delivery from their StrongStart team. Delivery varied depending on each provider, but clear evidence-based programmes were offered and in-house family support by their StrongStart team. A translation framework is in place to provide translation and interpretation support.

- **North Lincolnshire:** has 12 in-house children's centres. They operate on a hub and spoke model with 5 centres being classed as their main sites. Their centres are linked into their Early Help provision, and they utilise the 12 sites as their targeted provision with universal sessions delivered from alternative community venues. A translation hotline is available that offers translation services.
- **Nottinghamshire:** has 34 in-house children's centres with delivery consisting of multiple evidence-based programmes. Translation support is available.
- **Staffordshire:** a total of 11 in-house children's centres. There is a reliance on free Google translate for any translation needs.
- **Suffolk:** has a 38 children's centres called Health and Children's Centres due to the strong link between their centres and health delivery by both midwifery and health visiting, in particular the individual health visiting teams are aligned to a particular children's centre group. Translation services are available for both languages and British Sign Language (BSL).
- **Worcestershire:** has 28 children's centres delivered by schools or early years settings, such as nurseries. There is at least one children's centre in each district that is run by Parenting and Family Support providers who Worcestershire County Council commission to deliver groups and support to parents and families. Activities such as stay and play groups, baby massage and breastfeeding support groups continue to be delivered across Worcestershire and are often run by trained volunteers or independent groups.

Summary of Key Findings

- Models vary across the different local authorities as statutory guidance states what needs to be delivered but not the method to do so, therefore there is no one consistent model.
- Several local authorities have insourced or provided their early years children's centre services in-house, for some of these local authorities their Good Level of Development (GLD) of foundation stage children eligible for free school meals (FSM) is higher than national and statistical neighbour averages, for example North Lincolnshire and Staffordshire.
- However, where services are commissioned out or delivered by other partners GLD of foundation stage children with SEN is better than national and statistical neighbour averages, for example Worcestershire and Norfolk.
- None of the local authorities had a bespoke inclusion service to support ethnic minority communities with young children although most of the local authorities had translation support that families and professional could access.
- A common theme across several of the local authorities is a strong focus on partnership working between early years services, early help and health visiting.

4. Current Commissioned Early Years Services Funding

The current combined funding for the commissioned Best Start Lincolnshire services is £1,936,712 per annum. £1,871,712 per annum is allocated to the Early Years and Family Service and £65,000 for the inclusion service to support ethnic minority communities. The allocation of this funding for each of the services is summarised below. £20,000 of the current funding is from the 2-Year Old Trajectory Funding which contributes to the overall value of

the Best Start Lincolnshire: Early Years and Family Service contract.

Best Start Lincolnshire: Early Years and Family Service

Salary costs account for approximately 76% of the overall allocated funding with the remaining 24% attributed to management fees, corporate overheads and other non-salary costs.

Early Years and Family Service	
Description	Annual Allocated Funding
Salary costs for all staff (inclusive of National Insurance and pension costs)	£1,420,000
Management fees and corporate overheads	£327,547
Non-salary & other costs (e.g., travel, training, IT)	£124,165
Total Cost	£1,871,712

Actual contract expenditure on the existing Best Start Lincolnshire: Early Years and Family Service contract was impacted by vacancies and Covid-19, any underspend was recovered by the Council. Equally in previous years any underspend relating to staff turnover was recovered or re-invested.

Best Start Lincolnshire inclusion service for ethnic minority communities

Salary costs account for approximately 81.5% of the overall allocated funding with the remaining 18.5% attributed to management fees, corporate overheads, and other non-salary costs.

<u>Inclusion Service for ethnic minority communities</u>	
Description	Annual Allocated Funding
Salary Costs for all staff (inclusive of on costs – Tax/NI/Pension)	£53,000
Management fees and corporate overheads	£5,500
Non-salary & other costs (e.g., premises charges, travel, training, IT).	£6,500
Total Cost	£65,000

The Service has consistently fully spent against the current contract. On occasions the supplier has incurred a small overspend against the contract associated with staffing costs which have been met by the supplier.

5. Recommended Model

The recommended model is summarised below, with **Appendix D** providing further detail.

Early Years and Family Service

The Early Years and Family Service should continue to focus on providing high-quality educational sessions for children aged 0-5 years and their parents/carers across all 48 designated children’s centre sites (plus the additional 2 sites) and identified outreach

community-based locations (including outdoor locations). There will be a core menu of universal sessions available for children and families with a more bespoke session offer tailored to the needs within each Children's Services quadrant. There will also continue to be sessions targeted at vulnerable groups of families, especially where families may require support to access services or may require additional support to be their child's first educator. Sessions will primarily be face-to-face, with some virtual webinars offered where these are most beneficial to families. Sessions will continue to be available Monday to Saturday to allow for parents/carers different working patterns.

The Service should continue to work collaboratively with the Council's Early Years Teams, including continuing to be co-located within children's centres. There will be a strong emphasis of continued partnership working with the Council's Children's Health 0-19 Service and midwifery services to ensure co-delivery of sessions from the antenatal period, as well as the inclusion service for ethnic minority communities. In addition, there will be robust partnership working with early years SEND and children with disabilities services, e.g., Portage and ESLP, to provide a fully inclusive early years offer for all Lincolnshire children in their early years and their families within their local communities.

The Service will be expected to ensure clearly defined roles and responsibilities of its staff and provide innovative solutions to support the needs of Lincolnshire children aged 0 to 5 years and their families within local communities. In addition, the Service will also be better aligned to local priorities and will be expected to work flexibly with the Council and adapt its offer accordingly as relevant local priorities for the Council further develop and embed, e.g. Early Childhood Strategy, Family Hubs. The Service will also be expected to work in partnership with the Council to help develop pathways with other in-house and commissioned services to ensure young children and their parents/carers access the right support, at the right time and by the right professional.

There will no longer be a commissioned Skills Development Service offer within the future model as there is high quality provision already available to families through the Council's Adult Skills and Family Learning Service. The creche provision for families accessing skills or advisory boards will also no longer be available as take up of this has been extremely low and the Adults Skills and Family Learning Service can provide the opportunity for parents/carers to apply for funding to support children to access existing early years provision, e.g., nurseries or pre-school for the parent/carer to access learning.

Universal Session Delivery

Universal sessions should continue to be available from antenatal to age 5 years (early years), with a stronger emphasis on sessions targeted at children up to the age of 3 years. There will be a strong emphasis on supporting parents/carers to be their child's first educator as well supporting parents/carers to understand and normalise their child's behaviours at key developmental stages. A more varied programme of evidence-based sessions will be available.

Sessions will have the ability to be flexible to meet the needs of families within each Children's Services locality but will be aligned to the three prime areas of the Early Years Foundation Stage Curriculum: Communication and Language, Physical Development and Personal, Social

and Emotional Development and will also be aligned to relevant Public Health Outcomes to ensure key messages are shared and support the direct link of good health to good levels of development.

There will continue to be mixed age group sessions available to enable families with more than one child up to the age of 5 years to access provision and a “Readiness for School” programme will also be available during the Spring Term to help parents/carers to support their child transition into primary.

Existing session provision will be accessible for children with additional needs and/or disabilities and tailored sessions will also be available for families to attend and gain further support and track their child’s development via Tapestry where appropriate.

Targeted Session Delivery

In addition to continuing to offer sessions targeted at supporting vulnerable families, there will be a greater emphasis on utilising more evidence-based programmes to better support the early childhood development of vulnerable children and support their parents/carers to be their first educators.

There will continue to be robust partnership working with the Council’s Early Years Teams to track both vulnerable children and children identified below age and stage to offer tailored support and guidance to families to improve that child’s early life chances.

Inclusion Service to Support Ethnic Minority Communities

Lincolnshire’s population is becoming increasingly diverse and there is evidence that families from ethnic minority communities already access the Early Years and Family Service which must continue to be inclusive and meet the needs of all families regardless of their background. The inclusion service offer for ethnic minority communities with children in their early years aged up to 5 years should continue but with a refined focus. However, this should be an equitable countywide offer and not just focussed on three areas.

The service will work with a range of professionals to identify vulnerable (open to services and/or as identified by an early years professional) and hard to reach families/communities (not engaging in the Early Years and Family Service offer) and support them through direct engagement to access either bespoke or universal activities in children’s centres and the community. This will include ensuring a presence within relevant children’s centres when midwifery and health visiting services are being delivered to support ethnic minority families early and promote the services available to them.

The Service will co-deliver groups with the Best Start Lincolnshire: Early Years and Family Service with a key focus on supporting ethnic minority families with understanding their child’s development and empowering parents/carers to be their child’s first educator. This will include supporting parents/carers to better support their children through key educational transitions, including transition to primary.

There will continue to be a key focus on supporting Romanian, Russian, Lithuanian, Latvian, Polish and Bulgarian families. However, the Service will be expected to provide further

provision within the scope of the contract, where required, to include support for asylum-seeking families with children in their early years that move into Lincolnshire and require support to integrate within their new community.

Referrals to the Service will continue to be triaged via the Council’s Early Years Practitioners.

Home Visits

The Service will continue to offer home visits to ethnic minority families with children in their early years up to the age of 5 years who require more bespoke and intensive support to better support them to access provision available within their local children’s centre or wider community venues. Home visit support will be time-limited (maximum of 6 months) In order to empower parents/carers to access provision within their local communities.

Translation Support

Translation support will continue to be provided as part of the Service offer when working with ethnic minority families to better support them to access services within their local communities. This will include translation support of documents, letters, leaflets associated with the early years offer available within local children’s centres and/or other community venues. However, referrals to provide sole translation support for Social Care Teams and meetings such as Children in Need (CIN), Child Protection (CP), Team around the Child (TAC), etc. will no longer be accepted as the Council already has a corporate translation contract in place to support such translation requests. Where the Service is already supporting an ethnic minority family to engage in the community, and it is a requirement for the Service to support the family to attend a Social Care meeting in these circumstances the Service will provide translation support within the meeting where appropriate.

Funding Recommendations for the Future Best Start Lincolnshire Services

The table below outlines the overall funding required to fund the recommended options outlined above from April 2023 onwards.

Service	Current full FY Commitment per annum	Proposed full FY Commitment per annum for recommended option
Best Start Lincolnshire: Early Years and Family Service	£1,871,712	£1,594,712 (Excluding VAT) £1,913,654.4 (Including VAT)
Best Start Lincolnshire: inclusion service for ethnic minority communities	£65,000	£130,000 (Excluding VAT) £156,000 (Including VAT)
Total	£1,936,712	£1,724,712 (Excluding VAT) £2,069,654.40 (Including VAT)
Reduced level of investment per annum		£212,000

It is recommended that a skills development offer is no longer part of any future commissioned Best Start Lincolnshire: Early Years and Family Service offer and the allocated funding for the current commissioning skills development offer is approximately £277,000.

However, the recommendation is to increase the inclusion service offer for ethnic minority communities to ensure a fully inclusive countywide offer and therefore this will require additional staffing resource. To ensure sufficient staffing resource for any future ethnic minority inclusion service provision there will be a requirement to increase the staffing resource. This will therefore require additional funding for any future commissioned service.

The approximate cost of ethnic minority community support workers is £23,000 and co-ordination is approx. £26,000 per annum (inclusive of National Insurance and pension costs). Therefore, to increase the delivery staff, whilst also still allowing for some co-ordination/project management support, it is anticipated that an additional investment of £65,000 would be required for a future Best Start Lincolnshire: inclusion service for ethnic minority communities. This would still allow for an overall efficiency saving for the Council against the current Best Start Lincolnshire services funding of £212,000 per annum. It has been confirmed by the Interim Head of Service for Early Years that the £20,000 contribution from the 2-year-old Trajectory Funding can continue and therefore there will not be impact on this efficiency saving.

Whilst staffing models for commissioned contracts would be at the discretion of the successful supplier(s), it is anticipated that there would be a reduction in FTE in a future Best Start Lincolnshire: Early Years and Family Service, associated with the change in the skills development service offer. The minimum FTE requirement for a Best Start Lincolnshire: inclusion service for ethnic minority communities across the County would increase.

6. Options Analysis

6.1. Options Overview, Criteria and Approach

a) Do Nothing

The contractual arrangements for services in scope of this review are due to expire on 31st March 2023, therefore it is not a viable option to do nothing and allow those contracts to expire unless no future service delivery is required.

b) Decommissioning

The Best Start Lincolnshire services support the Council in fulfilling statutory duties as covered in the Section 3.1. Decommissioning both services would be likely to result in significant gaps in provision and put more pressure on existing services. There would be no benefits to children and families in Lincolnshire of de-commissioning the services and further work would be needed to ensure statutory duties were being met to make arrangements for the delivery of integrated early childhood services. De-commissioning could result in vulnerable families and their children not being supported which could negatively impact on their future outcomes and likely result in them requiring more costly specialist provision in the future.

c) Influencing

There is no requirement for any organisation, other than the Council, to commission or provide these services. Commercial aspects of the services cannot be delivered without funding, and it is not feasible to think that the services could be delivered through influence/partnership alone. This is not a realistic option for consideration.

d) Insourcing

It is legally possible for the Council to consider insourcing the Best Start Lincolnshire services into the Council and integrating these into the Early Years Hub. However, there would be some implications under Transfer of Undertakings (Protection of Employment) (TUPE). Staff could be employed on their existing terms and conditions, but the Council would have to offer access to the Local Government Pension Scheme (LGPS) which could make it more expensive to employ them. This would result in less funding available for the delivery of the services and would also limit the Council's ability to outsource services again in the future because many potential suppliers may be put off bidding if they need to offer a comparable pension scheme to LGPS for transferring employees.

The existing suppliers already work well with the Council's locality teams and so the benefits of integration if these services were to be insourced are fairly limited. The Council would not be able to achieve significantly more savings by providing the services in-house. The Council is not an expert in providing its own services for ethnic minority communities and will be reliant on the expertise of transferring staff to provide the support needed. Therefore, this is not a recommended option due to the risks identified below.

Benefits:

- Greater budget control,
- Greater control and ability to influence the in-house offer.
- Greater oversight of operational delivery and service performance.
- More scope to integrate with other services, such as the Early Years Hub and Early Help.

Risks:

- There is a strong early years market of providers and this could result in the destabilisation of the market.
- TUPE implications and costs associated with voluntary sector staff and then moving onto Local Government Terms and Conditions creating reduced value for money. Increased costs are likely due to needing to give transferring employees' access to LGPS which will mean future outsourcing options are restricted.
- Potential reduction in workforce if staff chose not to TUPE. Although the Council does have its own early years teams, the capacity of these teams is limited and therefore would not have the capacity to deliver these services without additional recruitment.

- Recruiting to new services can be difficult. There is no guarantee that any in-housed services will be ready to launch with a full staffing complement that are sufficiently upskilled to deliver the service(s). Given that there are two services that in-sourcing could be given consideration to this put even more vulnerable CYP and their families at risk of not receiving the right support quickly enough.
- There is likely to be a public perception that the services are aligned to social care services which may impact on engagement (most likely of vulnerable families). Anecdotally, vulnerable families report that they like to engage with non-Social Care providers for these services.

e) Procurement

The current Best Start Lincolnshire services were commissioned through a single open competitive tender process with two lots, with bids received from four different organisations for the Early Years and Family Service and one organisation for the BME Inclusion Service and therefore the market has already been tested. Market research suggests there are likely to be providers that would be interested in delivering the Best Start Lincolnshire services.

The evidence demonstrates that the Best Start Lincolnshire Services support the Council in its statutory obligations in relation to children's centre provision and by undertaking the further re-procurement of the Best Start Lincolnshire Services will ensure that the Council continues to meet its statutory obligations and also ensure greater integration and partnership working with in-house, commissioned and other relevant services to ensure a more inclusive countywide offer for all children in their early years and their families.

The review of the Best Start Lincolnshire: Early Years and Family Service has identified duplication of provision between the Skills Development offer and the Council's Adult Skills and Learning Service and has recommended that a skills development offer is no longer part of a future commissioned Best Start Lincolnshire: Early Years and Family Service. There are also no anticipated TUPE implications for the Council as most of the roles and responsibilities of the Council staff within the Adult Skills and Learning Service are different to the roles and responsibilities of the Skills Development Officers within the current Early Years and Family Service.

The removal of the creche provision that is currently available to support families to access skills and learning opportunities is also not anticipated to leave a gap in provision for parents/carers. The take up of this provision has been extremely low over the lifetime of the contract and the Council's Adult and Learning Skills Service can also provide the opportunity for parents/carers to apply for funding for childcare costs to support parents/carers to attend skills and learning opportunities, where appropriate to do so.

It is recommended that the Best Start Lincolnshire Services are commissioned for three years from 1st April 2023 to 31st March 2026, with the option to extend for

up to a further two years to 31st March 2028. It is also recommended that the services are commissioned through one open competitive tender with two lots, providing organisations with the option to bid for either one or both lots.

Consideration has been given to procuring both Best Start Lincolnshire services under one lot, however, this approach will considerably limit the market and the market has been untested as procurement was previously via two lots, with no bids received for both lots.

Benefits:

- The services would be provided by organisations that can demonstrate they are experienced in providing early years support, including support for ethnic minority communities.
- Stimulate market competition to promote innovation and value for money.
- There is potential to broaden the provider marketplace in Lincolnshire.
- External providers may be able to attract additional funding streams to a service that the Council cannot access.
- Would continue to ensure a continued key focus on supporting young children and their families and a key focus on aligning the services to national and local priorities and public health outcomes.
- Would ensure even more young children and their families get access to the right support at the right time.
- Would ensure the appropriate skillset and expertise is available to deliver the services.

Risks:

- The successful bidder(s) may not have the infrastructure in place to deliver the service.
- Potential redundancy costs for current Best Start Lincolnshire: Early Years and Family Service supplier in relation to skills development staff as these staff are not anticipated to be in scope for TUPE.
- Potential loss of staffing expertise if staff chose not to TUPE should a new supplier(s) be successful in their bid(s).

7. Recommended Option(s)

The recommended commissioning option is 6.1e:

To re-procure the Best Start Lincolnshire Services (Early Years and Family Service and an inclusion service to support ethnic minority communities) from 1st April 2023 for three years initially, with an option to extend up to a further two years.

7.1. Council Funding Implications

Recurrent funding for the Best Start Lincolnshire services, with some level of efficiency savings identified, will enable the Council to continue to receive a good return on its investment by

ensuring young children’s needs are met sooner, thus reducing the reliance on more specialist services in the future, and associated costs.

7.2. Impact Assessment

The Council must engage with such persons as appear to them to be affected by changes to the current commissioning arrangements. The recommendation is to re-commission the Best Start Lincolnshire services building on existing practice. There is a recommendation not to include a skills development offer within a future commissioned Early Years and Family Service offer due to the duplication of provision already available to Lincolnshire parents/carers but it is anticipated that there will be no persons negatively impacted on, as there are no gaps in provision identified.

Appendix E provides the current draft Equality Impact Analysis (EIA), which will be further developed should this be required following decision-making processes.

8. Appendices

Appendix	Title	Attachment
Appendix A	Legislation, policies and priorities	Embedded Below
Appendix B	Evidence Summary	Embedded Below
Appendix C	Skills Service Mapping	Embedded Below
Appendix D	Best Start Lincolnshire Services Recommended Model	Embedded Below
Appendix E	Equality Impact Analysis (EIA)	Embedded Below

Appendix A – Policy Background, Statutory Duties and Local Priorities

Legislation

The Council has no explicit statutory duty to provide the Best Start Lincolnshire services, but the services support the Local Authority's statutory responsibilities under **Section 3(2) of the Childcare Act 2006** in relation to making arrangements to secure integrated early childhood services and maximising the benefit of those services to parents, prospective parents and young children.

In addition to Section 3 there are several other Sections of the Childcare Act 2006 linked to the provision of Children's Centres and are outlined below:

- **Section 1:** Duty on local authorities to improve the well-being of young children in their area and reduce inequalities between them.
- **Section 2:** Explanation of the meaning of early childhood services.
- **Section 3:** Duty on local authorities to make arrangements to secure that early childhood services in their area are provided in an integrated manner in order to facilitate access and maximise the benefits of those services to young children and their parents.
- **Section 5A:** Arrangements to be made by local authorities so that there are sufficient children's centres, so far as reasonably practicable, to meet local need.
- **Section 5C:** Duty on local authorities to ensure each children's centre is within the remit of an advisory board, its makeup and purpose.
- **Section 5D:** Duty on local authorities to ensure there is consultation before any significant changes are made to children's centre provision in their area.

In addition, the services support the Local Authority's statutory responsibilities in relation to:

- **the Children Act 1989 and 2004, Section 2.3i:** the Children's Commissioner must monitor the implementation in England of the United Nations Convention on the Rights of the Child (UNCRC). Article 31 of the UNCRC states that children have the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
- **the Children and Families Act 2014, Part 3, Section 19(d):** Local Authorities must support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.
- **the Education Act 1996, 2002 and 2011: Part 1:** Duty for Local Authorities to provide free of charge Early Years provision.

National Strategy/Guidance and Priorities include:

- The **Marmot Report (2010)** on health inequalities highlighted that development begins before birth and that the health of the baby is significantly affected by the health and well-being of the mother. It states that one of the most effective evidence-based strategies for reducing health inequalities would require action to give every child the best start in life. Key findings included:
 - People living in the poorest neighbourhoods in England will on average die seven years earlier than people living in the richest neighbourhoods.

- People living in poorer areas not only die sooner but spend more of their lives with disability - an average total difference of 17 years.
- The lower one's social and economic status, the poorer one's health is likely to be.
- Health inequalities arise from a complex interaction of many factors - housing, income, education, social isolation, disability - all of which are strongly affected by one's economic and social status.
- Health inequalities are largely preventable. Not only is there a strong social justice case for addressing health inequalities, but there is also a pressing economic case. It is estimated that the annual cost of health inequalities is between £36 billion to £40 billion through lost taxes, welfare payments and costs to the NHS.

A framework for action with 6 key policy objectives were:

- Giving every child the best start in life.
- Enabling all children, young people and adults to maximize their capabilities and have control over their lives.
- Creating fair employment and good work for all.
- Ensuring a healthy standard of living for all.
- Creating and developing sustainable places and communities.
- Strengthening the role and impact of ill-health prevention.
- **Promoting the health and wellbeing of Looked After Children, 2015** provides statutory guidance for local authorities, CCGs and NHSE. This guidance outlines the roles for local authorities including:
 - Ensuring the undertaking of a health assessment by a registered medical practitioner.
 - Looked after children have an up-to-date health plan based upon the report of their health assessment.
 - Prompt notifications by the local authority to CCGs when changes are made to placements or emergencies.
 - Service cannot be refused or not provided due to the length of placement and the right for children to access provision.
 - All parties must cooperate when commissioning health services for children.
 - JSNAs and JHWSs should take into account the health needs of looked after children.
 - Agreed local mechanisms that comply with NHS England's guidance in relation to secondary health care when making placement decisions.
- The **Early Intervention Foundation (2016)** highlights that parents and care givers lay the foundations for emotional regulation, communication, and problem solving as well as strengthening their self-esteem. Young children thrive in environments that are predictable and responsive to their needs. Children can struggle, however, where environments are neglectful, unpredictable or overwhelming. It is important therefore that the health and wellbeing of parents and carers is considered when looking to improve outcomes for young children, and not just during pregnancy.
- The **National Maternity Transformation Programme, 2016** which supports the Better Birth Lincolnshire department that are furthering the development of the current model to ensure future resources are utilised to best meet the needs of families, with

particular attention to cost effectiveness, by embedding the principles and practice of the community maternity hubs in areas of highest need to help reduce inequalities.

- The ***Unlocking Talent: A Plan for Social Mobility (2017) Unlocking Talent Fulfilling Potential; Ambition 1: Close the 'word gap' in the early years*** highlights that a good early years education is the cornerstone of improving social mobility and these key years are the opportunity to make sure that all children develop the strong cognitive, social and emotional foundations on which future success is built.
- The ***1001 critical days, 2020*** manifesto highlights the period between conception and a child's second birthday as a critical time. During this time of rapid growth, babies' brains are shaped by their experiences, particularly the interactions they have with their parents and other caregivers. What happens during this time lays the foundations for future development. Pregnancy and the birth of a baby is a critical 'window of opportunity' when parents are especially receptive to offers of advice and support.

Some of the key things they review heard from parents were: -

- The lack of information readily available on where to obtain support within their community and information available in a useable and easy to access manner.
- Workload of professionals within support services impacted on their ability to access help and sometimes resulted in them not receiving the support they needed.
- In some instances, there was not a clear plan of support that was shared with the parent and a lack of joined up working with clear roles and responsibilities for the professionals involved.

The next steps for the review are to widely encourage the take up of The Best Start for Life initiative which has 6 clear aims: -

- Seamless support for families across services and professionals.
 - Welcoming Hubs for families where they can access Start for Life services.
 - Information for families when they need it via digital, virtual and telephone.
 - Empowered Start for Life workforce with flexible and adaptable skill set to meet need.
 - Continuous improvements of the Start for Life initiative to ensure outcomes are achieved.
 - Leadership for change which ensures adoption and accountability at a local and national level.
- Public Health England's **Healthy Child Programme 0-19, 2021 refresh** highlights that setting the foundations for health and wellbeing during pregnancy and in the early years is crucial to ensuring every child is given the best start in life. The Healthy Child Programme brings together health, education and other main partners to deliver an effective programme for prevention and support and provides a framework to support collaborative working and integrated delivery. Aims include:
 - Helping parents/carers to develop and sustain a strong bond with children.
 - Supporting parents/carers in keeping children healthy and safe and reaching their full potential.
 - Supporting resilience and positive maternal and family mental health.

- Making sure children are prepared for and supported in all childcare, early years and education settings and are especially supported to be “ready to learn” at two and “ready for school” by five.

Being ready for school is assessed as every child reaching a level of development which enables them to:

- Communicate their needs and have good vocabulary.
- Become independent in eating, getting dressed and going to the toilet.
- Take turns, sit still and listen and play.
- Socialise with peers, form friendships and separate from parent(s).
- Have good physical health, including dental health.
- Be well nourished and within the healthy weight for height age.
- Have protection against vaccine-preventable infectious diseases, having received all childhood immunisations.

The first phase of the Public Health review of the Healthy Child Programme was published in March 2021 and although there is no change to the mandated health and development checks, there is a stronger emphasis on evidence-based and targeted support. In addition, there is a greater emphasis on addressing vulnerability and reducing inequalities in health and focusing on local solutions with multi-agency working at the heart of community resilience and improving outcomes for children.

- The ***Early Years Foundation Stage (EYFS) Curriculum, 2021*** highlights that a child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Ofsted

- Children's Services is inspected by Ofsted in specific requirements and an inspection undertaken in 2019 of children's social care services rated services for children and families in Lincolnshire as outstanding. The inspection Framework assesses the following area in relation to children's emotional wellbeing and behavioural concerns:
 - Children in care and care leavers are in good physical and mental health or are being helped to improve their health. Their health needs are identified and met.
 - Care leavers develop the skills and confidence they need to maximise their chances of successful maturity to adulthood, including parenthood. Care leavers have trusted relationships with carers and staff from the local authority and develop supportive relationships within the community, including with family and friends. They receive the right level of practical, emotional, and financial support until they are at least 21 and, when necessary, until they are 25.
 - Children, young people, and families are offered help when needs and/or concerns are first identified. The early help improves the child's situation and supports sustainable progress.

- Assessments and plans are dynamic and change in the light of emerging issues and risks. Assessments (including early help assessments) are timely and proportionate to risk. They are informed by research and by the historical context and significant events for each child. They result in direct help for families if needed and are focused on achieving sustainable progress for children.
- Children in care and care leavers are protected or helped to keep themselves safe from bullying, homophobic behaviour, and other forms of discrimination.
- Children and young people make good educational progress at school or other provision since being in care.
- Children and young people who do not attend school have prompt access to suitable good-quality registered alternative provision.
- The **Joint local area SEND inspection in Lincolnshire** conducted by Ofsted and the Care Quality Commission (CQC) in 2018 to judge the effectiveness of the local area of Lincolnshire in implementing the disability and special educational needs reforms (as set out in the Children's and Families Act 2014). The inspection focused on the effectiveness of the local area in:
 - Identifying CYP's special educational needs and/or disabilities.
 - Assessing and meeting the needs of CYP who have special educational needs and/or disabilities.
 - Improving outcomes for CYP who have special educational needs and/or disabilities.

In relation to early years the following were identified as a strength:

- Partnership working between midwives, health visitors and early years workers in the co-delivery of free universal antenatal education.
- The partnership working between specialist early years teachers and commissioned early years providers.

Local Priorities

- The **Council's Corporate Plan** – sets out what the Council wants to achieve for local residents and communities. The Corporate Plan underpins a "One Council" approach, ensuring all services are working towards shared goals and help different areas of the Council to work together more effectively. The Council's vision for *Working for a Better Future* includes the Council leading the way with others to support people and communities in the coming years to have:
 - High aspirations for their lives and their communities. This includes championing educational excellence, so every child has a high-quality education to succeed in life.
 - The opportunity to enjoy life to the full. This includes promoting safe and secure homes to help those who look after others, aspire for all children to have a caring home, give children the best possible start and provide opportunities for a fulfilling life.
 - Thriving environments. This includes making sure families can live safely and have access to great choice and high quality education.
 - Good-value Council Services. This includes innovative services making best use of technology to meet the needs of our customers; effective and efficient partnerships operate across Lincolnshire and are responsible to emerging

opportunities; people's needs are met in a timely, responsive and efficient way; high- quality public services are delivered in a cost effective way.

- The **Better Births project** launched the Maternity Hubs within Children's Centres in 2017 and a recent dual funded post between the Early Years hub and Better Births will see a more combined focus of maternity services and Early Years services in future.
- The **Children's Health Service 0-19** was insourced into the Council in October 2017 and includes the delivery of a health visiting service for children from birth to the end of their reception year and their families. This review also included any impact or findings from the national Public Health review of the Healthy Child Programme, which considered the current mandated health and development checks provided by Health Visitors to children aged 0-5.

Six high impact areas for Health Visitors which also align to Early Years are:

- Supporting transition to parenthood
 - Supporting maternal and family mental health
 - Supporting breastfeeding
 - Supporting healthy weight and nutrition
 - Improving health literacy, managing minor illnesses, and reducing accidents
 - Supporting health, wellbeing, and development, ready to learn and narrowing the gap.
- The **Time Project** is an 18-month trial project that begun on 1st July 2019 and is targeted to two areas of high levels of child removal or repeat removals, these were Gainsborough and Grantham. The project looks to support women who have had or are at risk of repeat child removal through intensive one to one support to support the mother's life chances and reduce the risk of future of their children being removed. Following on from the success of the pilot, the Council has now recruited four permanent TIME project workers (one per quadrant) to continue the project across the County.
 - The Council's **Early Years Peer Challenge Review** undertaken in November 2019 and areas highlighted for improvement. Some of the key recommendations included:
 - Engage with those outside Children's Service and develop a shared understanding of vision, goals, and key terminology such as early childhood, school readiness, home learning environment.
 - Re-balance the focus for Early Years delivery between the children's centre and the wider community assets.
 - Develop a plan to build capacity of the early years' workforce across the partnership, maximising skills, and experience Lincolnshire's review of commissioned behaviour outreach support services as part of a wider **mental health, emotional wellbeing, and behaviour outreach support services** review.
 - Lincolnshire's development of its **Early Childhood Strategy** provides a strong basis to further improve outcomes for children to the end of their foundation stage. The Strategy sets out the primary aim to increase the Good Level of Development (GLD) of all children across Lincolnshire and to improve Lincolnshire's outcomes when compared to statistical neighbours. The five key steps/milestones within the Strategy are:
 - Step 1: Parents access effective antenatal and postnatal care as set out within the Better Births strategy.
 - Step 2: Each child to attend all mandated health checks as set out in the healthy child programme.

- Step 3: Parents and their children access quality, age appropriate and learning experiences at the earliest opportunity that best meet their needs.
- Step 4: All children take up their three- and four-year-old early years entitlement in high quality early years provision.
- Step 5: Parents and professionals work together to ensure transition arrangements meet the needs of the child to better prepare children for school and to make the most out of the reception year.
- Lincolnshire's refreshed **Early Help Strategy 2021-23** is a collaborative approach for every professional working with or engaging with children and families, regardless of organisation, status or position. The vision of the Early Help system in Lincolnshire is "putting children first and working together with families to enhance children's present and future lives". This includes:
 - Children, young people and families will be helped to make changes for themselves, seen as a positive solution to the challenges they face, are able to get the right service at the right time and are understood as a whole family.
 - Supported by skilled professionals that understand and apply Relationship Based Practice, are restorative in approach and are well training and supported.
 - Enabled and equipped by clear governance that puts children and families at the heart of planning and delivery with a clear framework and set of tools which builds on family's strengths.

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

- Children have the best start in life.
- Children learn and achieve.
- CYP and their families are healthy and resilient.
- CYP have safe and supportive families, relationships and networks.
- CYP and their families receive the right support at the right time by the right professional for the right duration.
- The **Adult Skills and Family Learning Service** is an internal adult skills service to support parents within Lincolnshire to access learning and support to eventually get them back into employment. The aim of the service is to support economic wellbeing of families within Lincolnshire which will have a further impact on their children's wellbeing. The service has been running for several years and is funded by the Education Skills Funding Agency (ESFA) - £2,000,000 per annum. The funding enables the service to employ tutors to deliver family learning courses in schools and commission around 90% of their funding to local education providers to provide adult learning courses. In addition, they can support families to access services by offering funding for childcare places and are Ofsted inspected.
- Lincolnshire's **wider mental health, emotional wellbeing and behaviour support services** review is currently taking place to understand the impact relevant services are currently having on Lincolnshire CYP in order to recommend the most appropriate provision for CYP to better support their mental health, emotional wellbeing and/or behavioural concerns in the future.
- Lincolnshire's **review of commissioned services to support children with disabilities** is currently being undertaken to understand the impact of the provision is currently having on children with disabilities and to recommend the most appropriate provision in the future. The current provision includes an Early Support Learning Provision (ESLP) for

children up to the age of 5 years with disabilities delivered within local children's centres.

- Lincolnshire's **review of a commissioned Portage Service** is currently being undertaken to understand the impact of the provision is currently having on children with SEND and/or developmental delay and to recommend the most appropriate provision in the future. This service provides home visiting support for children aged 0 to 5 years with SEND, and their families, where there is a learning difficulty, developmental delay or physical difficulty impacting on the child's educational development.
- Lincolnshire's **Family Hubs** is a government funded initiative to support local authorities to develop and launch Family Hubs to provide high-quality, joined-up, whole family support services within local communities. Hubs deliver services from conception, through a child's early years, until they reach the age of 19 (or 25 SEND). In November 2021, the Council on behalf of the East Midland Regional Improvement and Innovation Alliance received funding from the Department for Education to support the roll out of the Family Hub Model. The funding received in November 2021 is to enable each local authority in the region to undertake a feasibility assessment of the opportunities of moving towards a Family Hub model could bring to all children and families. Lincolnshire is already in a good position to build upon its successful children's centre offer and maternity hubs across the County, and the Family Hubs model also fits with Lincolnshire's Early Childhood and Early Help strategies. Any future provision will need to adapt to possible new ways of working and this consideration will be made within recommendations.
- The Council's **Children's Services principles which underpin how services are commissioned and delivered** are:
 - **Early Help:** Strong protective universal services accessible to all with a range of early help available so children have the best start in life and families have extra help when they need it.
 - **Safeguarding:** A shared responsibility to ensure children are safe at home, school and in their community.
 - **Aspiration:** Children are able to thrive and cope with life challenges.
 - **Learning and Achievement:** All children being the best they can be with targeted interventions to close the gap so vulnerable children achieve as well as their peers.
 - **Best use of Resources:** Integrated commissioning with a focus on best value, improved outcomes and community engagement.

Appendix B – Evidence Summary

Supporting Antenatal and Postnatal Concerns

- Evidence is clear that good parenting during the first 1001 days of a child's life can have a significant positive impact on their life chances and there is longstanding evidence that a baby's social and emotional development is strongly affected by the quality of their attachment with its caregiver. For example, the **1001 critical days, 2020** manifesto highlights the period between conception and a child's second birthday as a critical time. During this time of rapid growth, babies' brains are shaped by their experiences, particularly the interactions they have with their parents and other caregivers. What happens during this time lays the foundations for future development. Pregnancy and the birth of a baby is a critical 'window of opportunity' when parents are especially receptive to offers of advice and support.
- **The University of Warwick (Shrader, McMillan et al, 2009)** review of research on the effectiveness of antenatal education highlighted that antenatal preparation for parenthood courses, including group based support, can support women with low-level depression and anxiety. In addition, focused and participative antenatal education can help reduce maternal anxiety, leading to improved coping, greater partner support and a better birth experience. Antenatal preparation courses can support parents to adopt a range of healthy behaviours that affect pregnancy, birth and early parenthood and group-based programmes had a higher level of satisfaction, partly due to group-based programmes providing the opportunity for parents/carers to develop social networks with their peers.

Supporting Children in their Early Years

- Improving coordinated multi-agency support for children, parents, and families during crucial periods of a child's development, including prevention and early intervention support, can contribute significantly to improving children's life chances. As highlighted in the **Munro Review of Child Protection: final report – a child-centred system**, 2011 (Department for Education): “preventative services can do more to reduce abuse and neglect than reactive services”.
The **Evaluation of Children's Centre in England (ECCE) report**, July 2016 (Department for Education) highlights the key findings from a six-year study from 2009 to 2015 looking at the impact evidence from children's centres across England. The evaluation focused on five strands which included: survey of children's centre leaders; longitudinal survey of families accessing children's centres; investigation of children's centre service delivery and reach; impact analysis of the effects of children's centres on child, mother and family outcomes and value for money analysis. Some findings from strand 3 were:
 - Over 90% of staff highlighted top five services that were key to delivery, these were stay and play, evidence-based programmes, early learning and childcare, developing and supporting volunteers and breastfeeding support.
 - Key evidence-based programmes used were Incredible Years (further details provided below), Triple P (parenting programme) and Family Nurse Partnership (a home-visiting programme for young mothers expecting their first child, delivered by trained nurses or midwives).

- Four further aspects of delivery placed as highly important by management staff were the ability to talk informally to other professionals such as health visitors, staff ability to call professionals when conducting referrals, workers visiting the home and the accessibility of the centre.

Some findings from strand 4 regarding outcomes included parent-child relationships, parental stress and the home learning environment, some key findings were:

- Using children's centre services either in a more directed way at baseline (limited or heavily), rather than inconsistently, predicted improved mental health outcomes for mothers later on.
- Mothers who attended centres that were expanding services (in combination with no cuts to services) also showed improved mental health compared to mothers attending centres that had experienced budget cuts and were reducing services.
- Early health and developmental problems at baseline (mean age 14 months) predicted poorer outcomes at age 3 plus.
- Greater financial disadvantage and lower maternal education level predicted poorer behavioural and cognitive outcomes.
- Offering a greater number of named programmes for families at a children's centre predicted better outcomes for selected child behaviour and family outcomes. These are all outcomes that involve parent-child interactions.
- The **Best Beginnings in the Early Years** report, Children's Commissioner for England, July 2020, highlights that every baby needs a loving, nurturing relationship with parents/carers, a safe home free from stress and adversity, the right help to develop good language and other cognitive skills, support to manage behaviour and regulate their emotions and good physical and mental health and access to health care in order to have the right foundations for a healthy and happy life. The report included information on Children's Centre delivery and stated that children who do less well at five are:
 - Five times as likely to end up being excluded by the end of primary school (82% more likely after accounting for local demographics).
 - Twice as likely to have had contact with Children's Social Care at age eleven (46% more likely after accounting for demographics).
 - Three times more likely to be struggling with reading at eleven, even once demographics are accounted for.
 - Four times more likely to be struggling with writing at eleven (three times more likely after accounting for demographics).
- The **State of the Nation: Understanding Public Attitudes to the Early Years**, November 2020 (Ipsos MORI on behalf of the Royal Foundation) sets out the key findings from research and national surveys on attitudes in the UK towards bringing up children from conception to 5 years. This identified that the majority of parents do not see early childhood years as an important time for development and a key link between parental mental health and the subsequent long-term development of children. Three emerging themes were:
 - The importance of promoting education and dissemination of evidence on the primacy of the early years to parents, parents of the future and the whole of society.

- The need to cultivate and sustain more support networks for parents to enhance their mental health and wellbeing.
- Encouraging society as a whole to be more supportive of parents, carers and families in the early years.

Some other key findings included:

- Recognition of the importance of the early years is far from universal.
- Parents of a 0 to 5-year-old: just 31% stated that this is the most important developmental period.
- 7 in 10 parents of 0 to 5-year-olds (69%) are not aligned with the scientific consensus that the conception to age 5 period is crucial in providing the foundation of health and happiness.
- The London School of Economics and the Centre for Mental Health estimate that nearly three quarters (72%) of the cost associated with poor maternal health is related to adverse impacts on the child rather than the mother.
- There is strong evidence linking parental mental health and the long-term development of children.
- An evidence review undertaken by the World Health Organization (WHO) in 2020 (**Improving early childhood development**), highlighted four key elements to improve early childhood development and secure outcomes:
 - Responsive Caregiving: All infants and children should receive responsive care during the first 3 years of life; parents and other caregivers should be supported to provide responsive care.
 - Promote Early Learning: All infants and children should have early learning activities with their parents and other caregivers during the first 3 years of life; parents and other caregivers should be supported to engage in early learning with their infants and children.
 - Integrate Caregiving and Nutrition Interventions: Support for responsive care and early learning should be included as part of interventions for optimal nutrition of infants and young children.
 - Support Maternal Mental Health: Psychosocial interventions to support maternal mental health should be integrated into early childhood health and development services.

Early Intervention Foundation (EIF)

- An evidence review undertaken in 2014 (**Getting It Right for Families**) highlighted effective integrated approaches to supporting parent child interactions within early years can reduce duplication and improve the support available to families. In addition, there was some evidence to suggest that an integrated approach can improve children's cognitive development, physical health, behaviour, and parent/family relationships. The several positive effects and benefits of integrated early years services included:
 - Enhanced communication between services which led to better cooperation and implementation.
 - Services were more responsive and had better accessibility and user engagement.
 - It reduced duplication and were more cost effective.

Qualitative studies on integration show several positive effects including enhanced communication between services leading to better cooperation and implementation. Integrated services are more responsive with greater accessibility and user engagement. Integration also reduces duplication and is more cost-effective. There is some evidence that integration improves outcomes for children in terms of increased cognitive development, better physical health and behaviour and improvements in parenting and family relations. Findings from local areas suggest a strong consensus that integration improves outcomes for children and families although there is a lack of quantitative evidence on the difference that integration can make to outcomes.

- An evidence-based programme review undertaken in 2016 (**Foundations for Life: What Works to Support Parent Child Interaction in the Early Years**) highlighted that young children thrive in environments that are predictable and responsive to their needs. Where environments are negative, unpredictable, or overwhelming it is vital that parents/carers have access to support that is of high quality and well-matched to their needs. An evidence-base review of 75 early years programmes within the UK found that 17 programmes were likely to be effective on improving children's outcomes, if carefully commissioned to meet local needs. Although there was no one programme that was recommended, the evidence was strongest for programmes that target based on early signals of risk in child development and programmes which focused on children's behavioural development also tended to have better evidence of effectiveness. Recommendations for commissioners included:
 - Developing clear and consistent approaches to assessing risk across the early years system in relation to child development and the most effective responses and interventions. This included the importance of identifying children aged 3 years not making the transition from aggressive behaviours to more sophisticated methods of negotiation and impulse control.
 - Supporting the development of a culture of evidence use and building the evidence base, including investing in skills development, and sharing promising practice and innovation.
- Research undertaken on **Closing the Word Gap: learning from five areas who have gained ground, 2020** based upon five case studies from local authorities that had been successful in reducing the word gap between their disadvantaged children and their peers. In some cases this word gap could be identified from 18 months old and they found six common themes which improved the word gap:
 - *Theme 1: Partnerships and integrated working:* evidence of joined-up working on language and communication, with professionals from different services collaborating on initiatives and making joint decisions about children. The professionals were clearly accustomed to working closely together and had good relationships.
 - *Theme 2: Early identification and intervention:* evidence that the mandated Healthy Child Programme reviews were working well and identifying children in need of additional help with their language at age 2 or often even earlier. Health visitors were not working alone: family hub or children's centre staff and practitioners in early years settings used assessment well to spot needs and track children's progress. Work undertaken to upskill practitioners in early years settings to deliver communication and language interventions, and to work with

families, reduced those needing to be referred to a speech & language therapist, because their speech and language needs were lower-level and could be met by well-trained settings and well-supported parents.

- *Theme 3: A focus on the family:* evidence of a retained focus on early years speech and language in their various arrangements for children’s centre/family hub/early help services. Most had developed interesting family-focused early language initiatives, from home learning to help from a team of dedicated early communication support workers.
- *Theme 4: Getting it right for 2-year-old:* evidence that the local authorities had consistently higher take-up of funded places for 2-year-olds than the national average, and an above-average percentage of these children in good or outstanding provision. The national evaluation of the pilot of the 2-year-old offer found that the children who took part had improved language outcomes, where the provision was high-quality.
- *Theme 5: High-quality provision in early years settings:* evidence that there was an above-average proportion of funded 3- and 4-year-olds in good or outstanding provision.
- *Theme 6: A skilled workforce:* evidence of having a legacy of skilled practitioners as a result of previous well-embedded training programmes, such as Every Child a Talker. As well as continued professional development in speech and language, using evidence-based methods: not one-off courses, but sustained opportunities for learning through coaching, use of video, reflection, action research and peer-to-peer support.
- The EIF's spending review evidence, **the Case for Early Intervention to Support Levelling Up and Covid Recovery (2021)**, identified six key early intervention approaches to support levelling up from Covid and to improve early intervention and these were:
 - Intensive home visiting between birth and two years was shown to reduce income related learning gaps.
 - Supporting children’s early language development was shown to improve children’s early language and preliteracy skills.
 - Supporting first-time parents, which included co-parenting classes during pregnancy and after birth was shown to improve child behaviour at ages 3 and 7.
 - Parenting support was shown to improve the parent–child relationship, reduce parental use of negative discipline, and reduce child conduct problems at home and at school.

Evidence-based programmes

- **EIF Foundations for Life: What works to support parent-child interaction in the early years** report (2016) measured the impact of different early years programmes using a ranking method to determine effectiveness:
 - Those ranked as a 4 had received a minimum of two high-quality evaluations and proved that there were long-term outcomes for a child lasting a year or longer.
 - Those ranked as a 3 had at least one high-quality evaluation and at least one outcome has seen a positive impact.

- Those ranked as a 2 have some evidence from a preliminary review and can show some significant positive impact on at least one impact although this is relative and not been formally evaluated.
- Those ranked as NL2 do not currently show the level of impact.
- Those ranked as NE have been proven from high-quality evaluations to not show any impact.

In addition, programmes were rated based on their cost based on the indicative costs of all of the inputs required to run and set up each of the programmes. This is not the market price of an intervention, but is based on programme costs such as training requirements and staff time on a scale of 1 to 5, where 1 indicates the least resource-intensive programme and 5 the most resource-intensive based on EIF estimates when compared to other interventions reviewed by EIF:

- Cost rating of 5: high cost to set up and deliver. Indicative unit cost range of £2,000 or higher.
 - Cost rating of 4: medium-high cost to set up and deliver. Indicative unit cost range of £1,000 to £2,000.
 - Cost rating of 3: medium cost to set up and deliver. Indicative unit cost range of £500 to £999.
 - Cost rating of 2: medium-low cost to set up and deliver. Indicative unit cost range of £100 to £499.
 - Cost rating of 1: low cost to set up and deliver. Indicating unit cost range of £100 or lower.
- **Early Talk Boost:** for children with delayed language, targeted at children between the ages of 3 and 4 years. Delivered in children’s centres or other early years settings by early years practitioners, aiming to improve children’s core language skills, as well as academic attainment and social/emotional difficulties in the long term. Children taking part have been identified by early years practitioners as having delayed language (not an identified special educational need), which may include English as an additional language. EIF highlights there is preliminary evidence of improving child outcomes, including enhancing school achievement, improving auditory language skills and improving expressive language skills, but evidence is limited as there have not been any randomised controlled trials conducted. Indicated by EIF has having a low cost to set up and deliver when compared with other interventions (estimated unit cost of £100 or lower, 2019).
Evidence rating: 2: Cost Rating 1. Child outcomes: enhancing school achievement and employment.
 - **Empowering Families, Empowering Communities (EPEC):** for families with children aged 0-16 years to improve parents/carers confidence and provide them with strategies to help improve interactions with their child and reduce negative child behaviour. “Baby and Us” is particularly focused at parents/carers with children aged 0 to 2 years, and there are other tailored offers for parents/carers of children with ASD/ADHD, parents/carers and children at risk, as well as supporting parent/carers where there is a parental mental health concern. Rated by the EIF as having statistically significant impact on at least one child outcome and estimated as being low cost to set up and delivery when compared to other evidence-based programmes (an indicative unit cost of £100 or lower, 2016).

Evidence rating: 3; Cost Rating: 1. Child outcomes: preventing crime, violence and antisocial behaviour.

- **Family Foundations:** for couples expecting their first child, which can be delivered alongside standard childbirth classes. Parents attend five sessions prior to the baby's birth and a further four additional sessions when baby is between four and six months old. Parents learn strategies for working together effectively as co-parents in managing their child's care and responding to his or her needs. Evidence from two randomised controlled trials showed improved relationship satisfaction and functioning amongst participants. Parents were reported to experience significantly less overall parenting stress and less depression and anxiety compared to those not participating in the programme. Most consistent impacts for children included improved attachment-related behaviours, improved behaviour at age 3 and improved prosocial behaviour at school at age 7. Rated by the EIF as having a long-term positive impact through multiple high-quality evaluations and estimated as being low cost to set up and deliver when compared to other evidence-based programmes (an indicative unit cost of £100 or lower, 2016).

Evidence rating: 4; Cost rating: 1. Child outcomes: supporting children's mental health and wellbeing; enhancing school achievement and employment; preventing crime, violence and antisocial behaviour.

- **Incredible Years:** for parents/carers of pre-school children. "Incredible Years Toddler" is focused at parents/carers with children aged 2 to 3 years and "Incredible Years Preschool" at parents/carers with children aged 3 to 6 years. Both provide parents/carers with strategies to interact with their child and better understand their child's behaviour at key developmental milestones. The preschool programme is ranked by EIF as a having long-term child outcomes lasting over a year whereas the toddler programme was ranked as only showing preliminary outcomes which have not been robustly tested. Both programmes are estimated as medium to low cost to set up and deliver when compared to other evidence-based programmes (an indicative unit cost of £100 to £499, 2016).

Incredible Years Toddler – Evidence rating: 2+; Cost rating: 2. Child outcomes: preventing crime, violence and antisocial behaviour.

Incredible Years Preschool – Evidence rating 3+; Cost rating: 2. Child outcomes: enhancing school achievement and employment; preventing crime, violence and antisocial behaviour.

- **Parents as First Teachers (PAFT):** for parents with a child aged three or under, aimed at developing family resilience and promoting positive parenting behaviours that will continue after the family's engagement in the programme has ended. Frequency and duration is determined by family's needs and although primarily a home visiting programme it can also be delivered in children's centres. Practitioners also facilitate parent-child interaction through age-appropriate talk, play and reading activities. EIF indicates that the programme has at least one rigorous conducted randomised control trial that demonstrates a significant positive impact on at least one child outcome. Evidence suggests that positive outcomes for children include improved receptive language, expressive language, and vocabulary as well as improved child self-help skills and developmental milestones. Estimated by EIF as being a medium to high cost to set up and deliver when compared with other interventions (an indicative unit cost of £1,000 to £2,000, 2021).

Evidence rating: 3+; Cost rating: 4. Child outcomes: preventing child maltreatment; enhancing school achievement and employment; preventing crime, violence and antisocial behaviour; preventing obesity and promoting healthy physical development.

- **Peers Early Education Partnership (PEEP) Learning Together Programme:** for parents with a child between birth to five years and teaches parents age specific skills for supporting their child's early learning and social and emotional development. The programme aims to improve child development and all sessions include talk time, songs and rhymes, sharing books and stories and things for families to try at home. The EIF indicates that the programme has some evidence of improving a child's outcomes such as improving self-esteem (maternal acceptance), improving verbal comprehension, vocabulary, writing and numeracy, although there is no evidence from rigorously conducted randomised control trials. In addition, five independent research studies undertaken by the universities of Oxford and Warwick, highlighted that the programme:
 - Successfully reaches isolated families and engages them in their children's learning.
 - Helps parents become more aware of their children's development and how to foster it.
 - Helps children develop good foundation for literacy and strong self-esteem.
 - Enables practitioners to unlock parents' potential rather than focus on their problems.

Evidence rating: 2+; Cost rating: 1. Child outcomes: supporting children's mental health and wellbeing; enhancing school achievement and employment.

Appendix C - Adult Skills and Family Learning Service Pathway mapping against Commissioned Skills Development Service Offer

Statutory duty in relation to Skills

Section 3(2) of the Childcare Act 2006 (linked to the provision of children's centres) in relating to supporting families' economic wellbeing through:

- Links with Jobcentre Plus to encourage families to improve skills, employment prospects and financial situation.
- Links with local skills and training providers, voluntary organisations and volunteering, debt advice and other services to support families.
- Arrangements made at the centre to assist families on gaining access to employment support and advice.
- Duty to secure sufficient childcare, as far as is reasonably practicable, for working parents and parents who are studying or training for employment.

“Providing services “through” a children’s centre does not mean that services should actually be delivered in a children’s centre, or that children’s centres should be given any greater weight as potential service locations than other settings.”

Adult Skills and Family Learning Service

The Council's Adult Skills and Family Learning Service supports Lincolnshire parents/carers from aged 19+ years, including vulnerable groups, to access learning and support to help parents/carers get back into employment. The aim of the Service is to support the economic wellbeing of Lincolnshire families and is funded through the Education Skills Funding Agency (ESFA): £2,000,000 per annum. The funding enables the Service to commission tutors to deliver family learning courses in schools, with c. 90% of their funding allocated to the commissioning of local education providers to deliver adult learning courses. In addition, they can support families to access services by offering funding for childcare places and are Ofsted inspected.

Since the skills development offer was commissioned through the Best Start Lincolnshire: Early Years and Family Service in 2017, the ESFA funding and capacity of the Adult Skills and Family Learning Service has increased.

Skills Development Offer within the Best Start Lincolnshire: Early Years and Family Service

The Skills Development offer within the current Best Start Lincolnshire: Early Years and Family Service contract supports vulnerable parents/carers with children aged 0-19 years (0-25 SEND) only who are on a pathway to employment through a caseload model. Skills Development Officers are employed by the supplier of the contract and work with parents/carers to define an action plan and signpost parents/carers to appropriate courses or other services to support them on their pathway.

Courses that parents/carers are signposted to include those that are offered through the Council's Adult Skills and Family Learning Service.

Mapping against the Adult Skills and Family Learning Service Pathway

Adult Skills and Family Learning Service Pathway	Duplication with Commissioned Skills Development Offer Pathway	Difference
<p>Service available to all adults in Lincolnshire aged 19+, including vulnerable groups.</p>	<p>Yes: Skills Development Officers (SDOs) work with vulnerable parents/carers of children and young people aged 0 to 19 years (25 SEND).</p>	<p>SDOs can support young parents under the age of 19 years. However, the number of young parents under the age of 19 supported through a pathway of employment by the commissioned SDOs has been minimal over the lifetime of the contract. In addition, the Raising of the Participation Age (RPA) Duty includes all young parents and young people up to the age of 18 years and the Council already has a range of services in place to support vulnerable groups of young people, including young parents, which includes a team to support young people not in education, employment or training (NEET). Young parents are also able to access support via their Health Visitor, Early Help, school or college.</p>
<p>Signposting to relevant courses available through a member of the skills team.</p>	<p>Yes: commissioned skills offer signpost to courses already available through the Council's skills team.</p>	<p>Whilst there is no difference to signposting to relevant courses; the SDOs only signpost to courses already available, which include courses available via the Adult Skills and Family Learning Service. Whereas the Adult Skills and Family Learning Service will also broker the course provision, which is provided by contracted adult learning</p>

		providers and will identify any gaps in provision and will broker courses to meet those gaps in provision.
Course provision provided by one of the skills team's contracted adult learning providers. Family Learning courses are provided by employed tutors.	No	SDOs do not commission adult learning providers but signpost/ support access to provision that is already available.
All courses promoted via web-based platform.	Partial: SDOs signpost to where courses are promoted.	Although SDOs promote the offer that is available through them and signpost to where courses are promoted, they do not directly promote courses via web-based platform.
Learner/service need identified: course designed and developed in response to identified need or standard adult only course (part of annual programme identified).	Partial: SDOs can support parents/carers to identify what their learning needs are and signpost/support access to existing provision available.	SDOs do not design or create new courses but support/ signpost parents/carers to access courses/provision already available to them.
Marketing/promotion of courses via the Council's Social Media platforms, posters, leaflets, mailing systems, newsletters, word of mouth from staff. Marketing/promotion includes course, venue, dates, times, contact details.	Partial: SDOs promote the support that is available through them. SDOs signpost to existing marketing/promotion materials available on the courses available and will signpost parents/carers to where they can access courses.	Although SDOs will promote the service available through them, they do not arrange/develop any promotion/marketing of courses. SDOs signpost parents/carers to existing marketing/ promotion materials available. Through the right marketing/promotion to all professionals working with vulnerable families, vulnerable families should be able to be directly signposted/supported to access the information available to them. This could include the Adult Skills and Family Learning Service directly marketing/ promoting the

		provision available via the children's centres and through children's centre social media accounts which parents/carers have access to.
Learner directly contacts team member provided on advert. Learner can ask questions/ further info and learner can also ask about support available for childcare/ transport.	Partial: SDOs can hold vulnerable parents/carers on a caseload and support them to raise queries regarding courses if required or signpost parents/carers to where they can get further info from.	SDOs can hold caseloads of vulnerable parents/carers. However, all professionals working with vulnerable parents/carers should support them to access other services/ support where required. This includes directly signposting parents/carers to the support available via the Adults Skills and Family Learning Service. Parents/carers accessing courses are also able to access support via the contracted adult learning providers' course tutors who do hold them on their course caseload.
Information provided to learner via email/telephone/ leaflets and possible initial assessment can be undertaken where necessary.	Yes: SDOs can request information on behalf of the parent/carer if required and pass this information on to the parent/carer. SDOs can also revisit action plan with parents/carers to help identify whether course(s) are right for them.	SDOs can also provide advice on other issues such as housing, mental health, finances, etc. This is often through signposting to alternative services; however, support is also available through the Council's Early Help teams and wider support within children's centres. It should be the responsibility of all professionals working with vulnerable families to support them to access other services where this is an identified need.
Learner books onto course via email/phone/website or	Partial: SDOs can revisit action plan with parents/ carers to identify/signpost	SDOs do not directly book parents/carers onto courses but can support

decides not to continue. Further information, advice, guidance can be provided where learner decides not to continue with booking.	to further information, advice, guidance if learner decides not to continue with booking.	them to book onto courses but would signpost parents/carers for further advice/guidance where this was needed. Advice/guidance, and support with booking onto courses available directly via the Adult Skills and Family Learning Service without the need for signposting to them.
Booking confirmed and learner enrolled by provider/website. Learner will be allocated a tutor.	No	SDOs do not book/enrol or confirm a booking to learner, nor does SDOs allocate learners to a course tutor. The contracted adult learning providers will allocate learners to a course tutor.
Learner arrives at venue/online course.	No	SDOs can support parents/ carers to arrive at/access course if required. However, support is also available via contracted adult learning providers' course tutors.
Learner starts course, completes and achieves. Learner is monitored/ supported via tutor. Allocated tutor will be able to offer further support/guidance if needed.	Partial: SDOs can offer parents/carers advice/ guidance where possible.	SDOs are not course tutors. Whilst SDOs can offer parents/ carers advice/guidance where possible, direct support is available to parents/carers via the contracted adult learning providers' course tutors.
If a learner decides to withdraw, support/signposting to appropriate agency or another appropriate course will be provided by tutor.	Yes: SDOs can signpost parents/carers to other appropriate support/courses.	SDOs are not course tutors. Whilst SDOs can signpost parents/carers to other appropriate support courses, direct support is available to parents/carers via the contracted adult learning providers' course tutors.
Learner completes and achieves course.	Yes: SDOs can signpost parents/carers to other	SDOs are not course tutors. Whilst SDOs can signpost parents/carers to

Progression opportunities are advised by the course tutor.	possible progression opportunities.	other appropriate support/courses; direct support is available via the contracted adult learning providers' course tutors.
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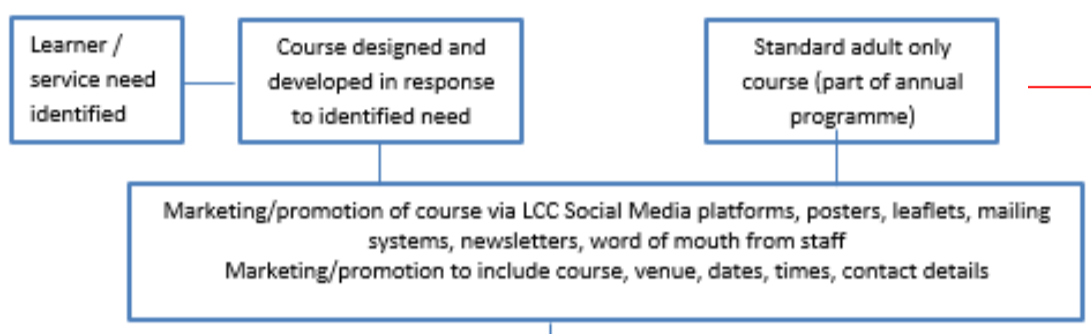
*KEY – Boxes and wording in red are differences between the internal skills service and the commissioned skills service.



Adult Skills and Family Learning Service Pathway

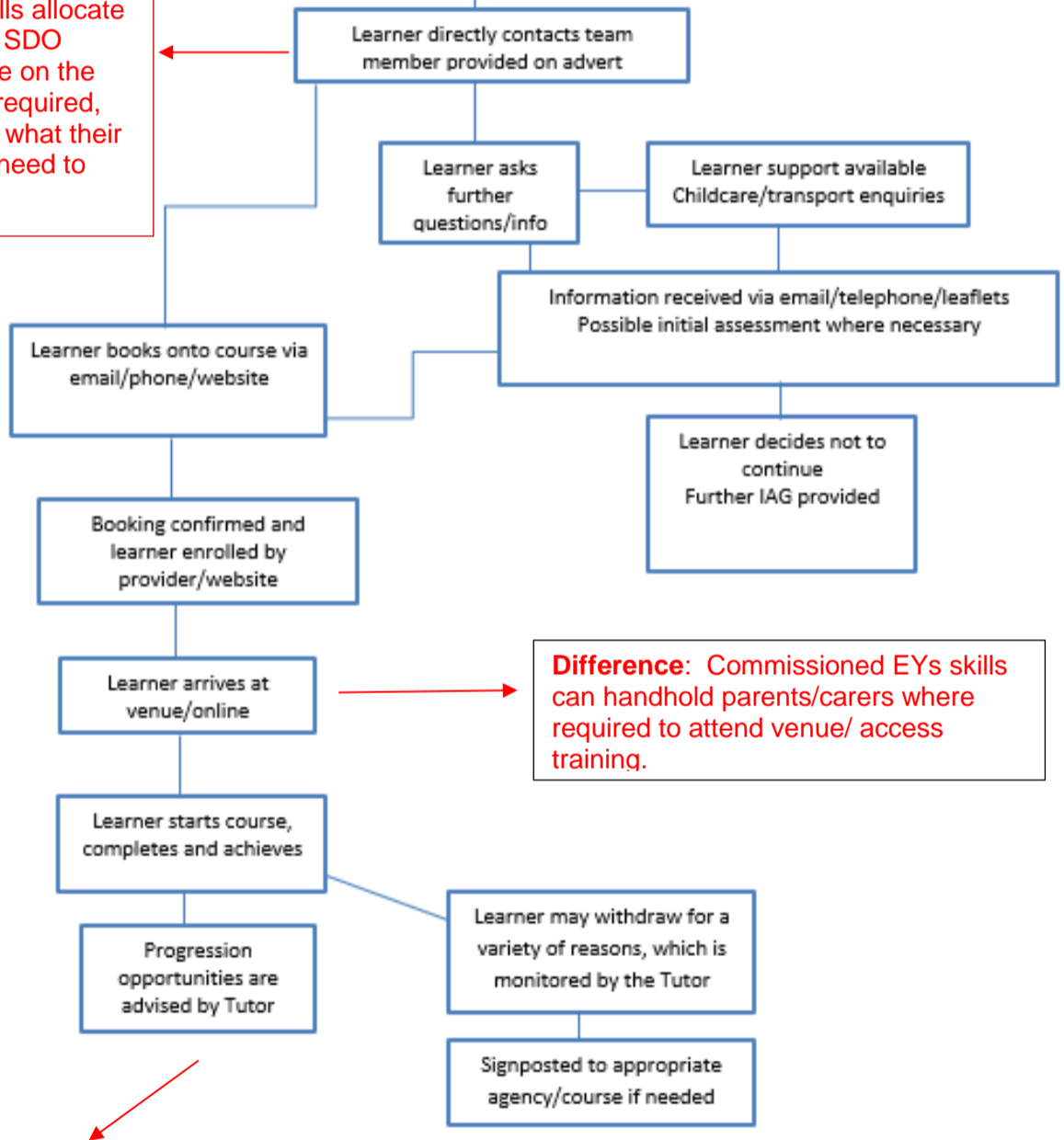
- Service is available for all adults in Lincolnshire aged 19+
- Service will be provided by one of our contracted adult learning providers or directly delivered by a member of the team.
- All courses are promoted on our [Zaspire](#) website

(Commissioned EYs Skills service only work with vulnerable groups but can work with young parents/carers under the age of 19).



Difference: Commissioned EYs Skills signpost to existing courses and do not arrange or create new ones.

Difference: Commissioned EYs Skills allocate a parent/carer to an SDO caseload. SDO supports throughout the time they are on the caseload and provides guidance as required, especially where parents are unsure what their pathway needs to be and what they need to access.



Difference: Commissioned EYs skills can handhold parents/carers where required to attend venue/ access training.

NB: although the internal team do not hold caseloads, parents/carers when on a course will be allocated a tutor who will be able to offer further support/guidance if needed.

Difference (general): Commissioned EYs Skills also provide advice on other issues such as housing, MH, finances etc. This is often through signposting to alternative services. Although this support is available through Early Help and wider support within CCs.

Appendix D – Proposed Best Start Lincolnshire Services Model Overview

Council-led early years services, Health Visiting, Midwifery, other relevant commissioned early years services, parents/carers, children	Age	Universal	Targeted	Changes	Safeguarding, Early Help, Social Care, SEND, early years education settings
	Antenatal	<ul style="list-style-type: none"> • Co-delivery of antenatal education from 17+ weeks pregnant with Health Visiting and Midwifery. • Sessions delivered from children’s centres or other outreach venues. 	<ul style="list-style-type: none"> • Targeted sessions suitable for families from 17+ weeks pregnant will be identified in partnership with Health Visiting. 	<ul style="list-style-type: none"> • Co-delivery of antenatal education from 17+ weeks to bring in line with support provided by Early Help and Social Care. • Stronger partnership working with Health Visiting, Midwifery, and the Council’s Early Years Teams to identify Early Years sessions suitable for targeted families from 17+ weeks pregnant. 	
		<ul style="list-style-type: none"> • Partnership working with Health Visiting and Midwifery in order to support the promotion of services to ethnic minority communities and provide inclusion support in order to encourage ethnic minority families to engage in the antenatal education offer. 	<ul style="list-style-type: none"> • Partnership working with Health Visiting and Midwifery in order to support the promotion of services to ethnic minority communities and provide inclusion support in order to encourage ethnic minority families to engage in the antenatal education offer. 	<ul style="list-style-type: none"> • Countywide offer dependent on need within localities. 	
0-5 years	<ul style="list-style-type: none"> • Early childhood services delivered from Children’s Centres and community venues based on need within the local community. • “Early Days” groups for new parents/carers identified with low mood delivered in partnership with Health Visiting and Midwifery. • More sessions focusing on early childhood targeted at children aged 0 to 3 years. 	<ul style="list-style-type: none"> • Early childhood services offer for targeted groups of families (1:1 and group offer) as needed in children’s centres and wider outreach venues. • Utilising a range of evidence-based programmes (or elements of) to support targeted groups of families. • Tracking of identified children with developmental delay in order to provide/arrange 	<ul style="list-style-type: none"> • Greater partnership working and joint delivery with the wider early years workforce to ensure a more joined up offer and seamless pathways between services. • Greater use of community venues for the delivery of early childhood services. • Higher volume of sessions for children aged 0 to 3 years. • Improved evidence-based offer. 		

		<ul style="list-style-type: none"> • Toddler sessions aimed at up to age 3 (up to age 5 allowed) with key focus on “ready to learn”. • Co-delivery with the Council’s Early Years staff of a school readiness programme targeted at children aged 3 to 5 years. • Mixed sessions for families with babies and toddlers. • Session delivery to better align to relevant local priorities and Public Health outcomes with the ability to be flexible as local priorities embed and develop. • Partnership working with other early years services (commissioned and Council-led) that support families with children with additional needs, e.g. Early Support Learning Provision (ESLP), Portage, Early Years Specialist Teachers to ensure a universal offer that meets the needs of children with additional needs and/or disabilities. • Coordinated delivery with the ESLP offer to provide families accessing the ESLP sessions with the opportunity to also access the universal early childhood sessions. 	<p>tailored support for the children and their families.</p> <ul style="list-style-type: none"> • Targeted offer for children with additional needs and/or disabilities to help support families access the universal offer. • Partnership working with other early years services (commissioned and Council-led) that support families with children with additional needs and/or disabilities, e.g. Early Support Learning Provision (ESLP), Portage, Early Years Specialist Teachers to ensure targeted offer meets the needs of children with additional needs and/or disabilities. • Booking system for targeted sessions to ensure activities are planned around the needs of the children attending. 	<ul style="list-style-type: none"> • More flexibility for staffing and delivery of sessions based on needs of the local community. • Greater emphasis on working with early years services that support children with additional needs and/or disabilities to ensure a more inclusive offer across the County. • Booking system for targeted sessions to ensure activities are planned around the needs of the children attending. • Reduced duplication between Council-led and commissioned early years services through greater partnership working. • Skills development offer no longer part of a commissioned service offer due to duplication of provision with the Council’s Adult Skills and Learning offer. • Crèche provision for parents/carers engaged in skills development sessions no longer part of a commissioned service offer as skills development offer will not be included. • Greater alignment with local and national priorities, including Public Health outcomes. • Greater flexibility within the service offer to adapt the offer as local priorities embed in order to continue to meet the needs of local communities. 	
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		<ul style="list-style-type: none"> • Close partnership working with the Early Years and Family Service and the Council-led Early Years services in order to help promote the services available to ethnic minority families within their local children’s centre and wider community. • Co-delivery of groups with Early Years and Family Service targeted at supporting ethnic minority families with understanding of their child’s development and empowering them to access the Early Years and Family Service offer. • Co-delivery of multi-national groups with the Early Years and Family Service. • Countywide offer dependent on need within individual localities. 	<ul style="list-style-type: none"> • Partnership working with a range of professionals to identify and support vulnerable and hard to reach ethnic minority families to access the universal offer within their local children’s centre or wider community. • Support for vulnerable or hard to reach ethnic minority families to take up their two- and three-year-old early years entitlement funding. • Support for asylum-seeking families with children in their early years to help support families to integrate into the community and access the local children’s centre or wider outreach early years offer within their local community. • Weekly or bi-weekly drop-in sessions for vulnerable or hard to reach families to provide practical support in order to access the early years provision within their local community. • Translation support for vulnerable or hard to reach families to understand processes such as Team Around the Child, Child in Need, Child Protection. 	<ul style="list-style-type: none"> • Countywide offer based on need within localities. • Key focus on identifying and supporting vulnerable and hard to reach ethnic minority families to access the universal offer within their local children’s centre or wider community. • Drop-in sessions to provide practical support to vulnerable or hard to reach ethnic minority families in order to support them to access the early years offer within their local communities. • Greater presence within local children’s centres meaning less capacity for home-based support. • Time-limited home visiting support. • Greater partnership working with the wider early years workforce to ensure seamless pathways to early years provision for ethnic minority families. • Support for asylum-seeking families with children in their early years to help support families to integrate into the community and access the local children’s centre or wider outreach early years offer within their local community. • Translation support focussed on supporting vulnerable and hard to reach ethnic minority families to access early years services within 	
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			<ul style="list-style-type: none"> • Time limited (up to a maximum of 6-months) home visiting support where further targeted support is identified as a need in order to support the family to access provision within their local community. Referral for home-based support will be via the Council's Early Years Practitioners. • Strong partnership working with a wide range of key early years professionals to ensure families are accessing the right support, at the right time and by the right professional. 	<p>their local communities (where already supporting families).</p> <ul style="list-style-type: none"> • Sole translation requests to provide translation support for Social Care Teams and meetings will no longer be accepted as the Council already has a corporate translation contract in place to support such requests. Unless circumstances where Service is already supporting a vulnerable or hard to reach ethnic minority family and the Service is required to attend with the family then translation support may be provided within the meeting, where appropriate. 	
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Early Years and Family Service	
Ethnic minority inclusion service	

Equality Impact Analysis to enable informed decisions

The purpose of this document is to: -

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Commissioned Early Years Services Review – Best Start Lincolnshire Services (Early Years and Family Service & BME Inclusion Service).	Person / people completing analysis	Melissa Cullingham Sara Gregory
Service Area	Children's Strategic Commissioning Services – Children's Services	Lead Officer	Charlotte Gray
Who is the decision maker?	Lincolnshire County Council/Executive	How was the Equality Impact Analysis undertaken?	Through review and previous and current stakeholder engagement
Date of meeting when decision will be made	22/02/2022	Version control	V0.4
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Re-commissioned
Describe the proposed change	Re-commissioning Best Start Lincolnshire: Early Years and Family Service and an inclusion service for ethnic minority communities following a review to inform improvements to the existing services. The proposed model for the Best Start Lincolnshire: Early Years and Family Service does not include the continuation of a skills development offer (and associated crèche provision) for vulnerable parents/carers of children aged 0 to 19 years as this has been identified as a duplication of provision as the Council already has an Adult Skills and Family Learning Service which is available to all Lincolnshire parents/carers.		

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state 'no positive impact'.

Age

Perceived positive impact for young children (0 to 5 years) and their families as:

- Stronger partnership working between the Early Years and Family Service and the wider early years workforce will ensure a more joined up offer and seamless pathways between services, supporting more families to access the right support, at the right time and by the right professional. In addition, greater use of community venues for the delivery of childhood services and an increased focus on sessions for children aged 0 to 3 years, with greater alignment to local priorities and public health outcomes will mean that even more young children will be supported at key developmental milestones and are ready to learn.
- There is evidence that families from ethnic minority communities are accessing the Early Years and Family Service which must continue to be an inclusive service to meet the needs of all families regardless of their background. Changing the Inclusion offer for ethnic minority communities with children aged 0-5 years to a targeted offer for vulnerable young children and their families from ethnic minority communities will ensure those ethnic minority children and their families who need the support to access the universal early years provision within their local communities will get the support they need to access it.
- Increasing the capacity of the Inclusion Service for ethnic minority communities will ensure a targeted countywide and equitable offer for all vulnerable ethnic minority families with children aged 0-5 years.
- There will be a greater emphasis on the Early Years and Family Service working in partnership with other early years services supporting children with additional needs and/or disabilities (Council-led and commissioned) to ensure a more inclusive offer for young children and their families within their local communities.
- There will be greater flexibility within the Early Years and Family Service offer to adapt the offer as local priorities embed in order to continue to meet the needs of local communities.
- There will be a broader range of evidence-based sessions to support vulnerable groups of young children and their families in order to ensure more vulnerable groups of children are supported at key developmental milestones and are ready to learn.

The Council already has an Adult Skills and Family Learning Service in Lincolnshire that supports all adults aged 19+, including vulnerable groups. The current commissioned skills development offer only works with vulnerable parents/carers with children aged 0 to 19 years who are on a pathway to employment, and signpost parents/carers to the skills development support available to them, including the Adult Skills and Family Learning Service. Perceived positive impact for parents/carers aged 19+ with children aged 0 to 19 years who are on a pathway to employment will ensure just one point of access for skills development and learning support via the Council's Adult Skills and Family Learning Service, thus reducing the additional layer for families having to go through in order to access Adult Skills and Family Learning Service support. Early Years Educators within the

	current Best Start Lincolnshire Early Years and Family Service, Health Visitors, Early Help and other professionals working with vulnerable families in local children's centres will be able to signpost vulnerable parents/carers directly to the Adult Skills and Family Learning Service.]
Disability	Perceived positive impact for young children with additional needs and/or disabilities as stronger partnership working between the Early Years and Family Service and other relevant early years services (Council-led and commissioned) will ensure a more inclusive offer for young children and their families within their local communities.
Gender reassignment	No perceived positive impact as there are no changes proposed to the current delivery model that will impact on this protected characteristic.
Marriage and civil partnership	No perceived positive impact as there are no changes proposed to the current delivery model that will impact on this protected characteristic.
Pregnancy and maternity	Perceived positive impact as stronger partnership working between the Early Years and Family Service and Health Visiting/ Midwifery/Council-led early years teams and co-delivery of antenatal education from 17+ weeks pregnant will ensure even more expectant families will have access to support within their local communities sooner, including vulnerable groups of expectant families. Perceived positive impact for ethnic minority families as stronger partnership working with the Early Years and Family Service, Health Visitors and Midwifery in order to ensure the early identification and support for vulnerable and hard to reach ethnic minority families, so that they are supported sooner to access the universal offer available to them within their local children's centre and local community.
Race	Perceived positive impact for ethnic minority communities with children aged 0-5 years as: - <ul style="list-style-type: none"> • There is evidence that families from ethnic minority communities are accessing the Early Years and Family Service which must continue to be an inclusive service to meet the needs of all families regardless of their background. Changing the Inclusion offer for ethnic minority communities with children aged 0-5 years to a targeted offer for vulnerable young children and their families from ethnic minority communities will ensure those ethnic minority children and their families who need the support to access the universal early years provision within their local communities will get the support they need to access it. • Increasing the capacity of the Inclusion Service for ethnic minority communities will ensure a targeted countywide and equitable offer for all vulnerable ethnic minority families with children aged 0-5 years. • Will ensure support for asylum-seeking families with children aged 0 to 5 years that move into Lincolnshire and require support to integrate within their new community where required.

Religion or belief	No perceived positive impact as there are no changes proposed to the current delivery model that will impact on this protected characteristic.
Sex	No perceived positive impact as there are no changes proposed to the current delivery model that will impact on this protected characteristic.
Sexual orientation	No perceived positive impact as there are no changes proposed to the current delivery model that will impact on this protected characteristic.

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

N/A

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state *'No mitigating action identified'*.

No perceived negative impact for young children aged 0 to 5 years, or their parents/carers, as there are no changes to the model that will impact negatively on this age group.

No perceived negative impact for parents/carers who are open to services (vulnerable groups) with children aged 0 to 19 years (25 SEND) who currently access support from the Skills Development Service offer within the current commissioned Early Years and Family Service. Mapping of pathways with the Council's Adult Skills and Family Learning Service has identified that there would be no gap in provision for parents/carers as the current commissioned Skills Development Service offer signposts parents/carers to the offer already available through the Council's Adult Skills and Family Learning Service. The Council's Adult Skills and Family Learning Service offer is available to all adults in Lincolnshire aged 19+, including vulnerable groups and brokers a wide range of courses from adult learning training providers across the County and the service has confirmed they have sufficient capacity to meet the demand from parents/carers in Lincolnshire. The Adult Skills and Family Learning Service can directly promote available courses to parents/carers and also all professionals working with vulnerable parents/carers, e.g. Health Visitors, Early Years Educators and Early Help, should all be able to directly signpost vulnerable parents/carers to the Adult Skills and Family Learning Service.

No perceived negative impact for parents/carers who require support with transport to courses/adult learning opportunities as this support is already available via the Council's Adult Skills and Family Learning Service.

No perceived negative impact for parents/carers wishing to access creche provision in order to access courses/adult learning opportunities as the take up of this provision via the commissioned Early Years and Family Service skills development offer has been limited over the lifetime of the contract. In addition, parents/carers who wish to access childcare provision can already apply for funding to support with childcare (where appropriate) via the Adult Skills and Family Learning Service.

Skills Development Officers (SDOs) within the current commissioned Skills Development Service can hold caseloads of vulnerable parents/carers, however, this is primarily associated with signposting parents/carers to existing opportunities. In addition, where parents/carers need support in accessing a course or with the course content itself, support is already available to parents/carers via the course tutors within the contracted adult learning providers contracted via the Council's Adult Skills and Family Learning Service.

No perceived negative impact for vulnerable parents/carers requiring advice on housing, mental health, finance, etc to vulnerable parents/carers on their caseload as vulnerable parents/carers will continue to be able to access this support via the Council's Early Help teams and the wider support available to Lincolnshire residents, which Skills Development Officers would have signposted parents/carers to.

No perceived negative impact for vulnerable parents/carers wishing to book onto courses as courses are already advertised via the Adult Skills and Family Learning Service and should a parent/carer require support with accessing/booking onto an adult learning course, support is already available to the parent/carer via the Service directly. Currently the skills development offer within the commissioned Early Years and Family Service do not operate a booking system for courses nor do they advertise courses or market courses available, they signpost parents/carers to where the courses are advertised and how parents/carers can book onto them.

	<p>No perceived negative impact for parents/carers who wish support to access another courses after completing an appropriate course as this support is already available via the Council's Adult Skills and Family Learning Service, and is also available via the course tutors who are employed by the contracted adult learning providers.</p> <p>The commissioned Skills Development Service offer within the Early Years and Family Service can work with vulnerable young parents under the age of 19. However, there is no perceived negative impact for young parents under the age of 19. The number of young parents supported through a pathway of employment by the commissioned service offer has been minimal over the lifetime of the contract. The Raising of the Participation Age (RPA) Duty includes young parents and all young people up to the age of 18 years have to participate in either full time study in a school, college or training provider or full time work or volunteering (combined with part-time education or training) or an apprenticeship or traineeship or a re-engagement programme (if they have been absent from the education system). The Council already has a range of services in place to support vulnerable groups of young people, including young parents, which includes a team to support young people not in education, employment or training (NEET). Young parents will also continue to be able to access support via their Health Visitor, Early Help, school or college.</p>
Disability	<p>No perceived negative impact for young children with additional needs aged 0 to 5 years, or their parents/carers, as there are no changes to the model that will impact negatively on this age group.</p> <p>No perceived negative impact for parents/carers with a disability who are open to services (vulnerable groups) with children aged 0 to 19 years (25 SEND) who currently access support from the Skills Development Service offer within the current commissioned Early Years and Family Service. Mapping of pathways with the Council's Adult Skills and Family Learning Service has identified that there would be no gap in provision for parents/carers as the current commissioned Skills Development Service offer signposts parents/carers to the offer already available through the Council's Adult Skills and Family Learning Service. The Council's Adult Skills and Family Learning Service offer is available to all adults in Lincolnshire aged 19+, including support for learners with disabilities or learning difficulties and brokers a wide range of courses from adult learning training providers across the County and the service has confirmed they have sufficient capacity to meet the demand from parents/carers in Lincolnshire. The Adult Skills and Family Learning Service can directly promote available courses to parents/carers and also all professionals working with vulnerable parents/carers, e.g. Health Visitors, Early Years Educators and Early Help, should all be able to directly signpost vulnerable parents/carers to the Adult Skills and Family Learning Service.</p> <p>No perceived negative impact for parents/carers with a disability who require support with transport to courses/adult learning opportunities as this support is already available via the Council's Adult Skills and Family Learning Service.</p> <p>No perceived negative impact for parents/carers with a disability wishing to access creche provision in order to access courses/adult learning opportunities as the take up of this provision via the commissioned Early Years</p>

	<p>and Family Service skills development offer has been limited over the lifetime of the contract. In addition, parents/carers who wish to access childcare provision can already apply for funding to support with childcare (where appropriate) via the Adult Skills and Family Learning Service.</p> <p>No perceived negative impact for parents/carers of children aged 0 to 19 years (25 SEND and/or Care Leaver) with a disability requiring advice on housing, mental health, finance, etc can continue to be able to access this support via the Council's Early Help teams and the wider support available to Lincolnshire residents, which Skills Development Officers would have signposted parents/carers to.</p> <p>No perceived negative impact for parents/carers with a disability or learning difficulty wishing to book onto courses as courses are already advertised via the Adult Skills and Family Learning Service and support for adults with a disability or learning disability is already available via the Service directly. Currently the skills development offer within the commissioned Early Years and Family Service do not operate a booking system for courses nor do they advertise courses or market courses available, they signpost parents/carers to where the courses are advertised and how parents/carers can book onto them.</p> <p>No perceived negative impact for parents/carers with a disability who wish support to access another courses after completing an appropriate course as this support is already available via the Council's Adult Skills and Family Learning Service, and is also available via the course tutors who are employed by the contracted adult learning providers.</p> <p>The commissioned Skills Development Service offer within the Early Years and Family Service can work with vulnerable young parents under the age of 19. However, there is no perceived negative impact for young parents under the age of 19 with a disability. The number of young parents supported through a pathway of employment by the commissioned service offer has been minimal over the lifetime of the contract. The Raising of the Participation Age (RPA) Duty includes young parents and all young people up to the age of 18 years have to participate in either full time study in a school, college or training provider or full time work or volunteering (combined with part-time education or training) or an apprenticeship or traineeship or a re-engagement programme (if they have been absent from the education system). The Council already has a range of services in place to support vulnerable groups of young people, including young parents, which includes a team to support young people not in education, employment or training (NEET). Young parents will also continue to be able to access support via their Health Visitor, Early Help, school or college. No perceived negative impact.</p>
Gender reassignment	No perceived negative impact.

Marriage and civil partnership	No perceived negative impact.
Pregnancy and maternity	No perceived negative impact.
Race	No perceived negative impact.
Religion or belief	No perceived negative impact.
Sex	No perceived negative impact.
Sexual orientation	No perceived negative impact.

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

N/A

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at engagement@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

To help inform the review of the Best Start Lincolnshire services in order to make recommended changes/improvements that better meet the needs young children, their families and the professionals working with them.

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

<p>Age</p>	<p>Where possible stakeholder engagement was undertaken to help inform the review but due to the Covid-19 pandemic this was limited. In view of this stakeholder engagement activity has been undertaken via a range of different methods which included: service observation visits undertaken by the assigned commissioning officer which included gaining feedback from a number of parents/carers accessing the provision when visits were undertaken; surveys designed by both the provider and LCC submitted to families via Survey Monkey across the 2020-21 and 2021-22 financial year; service user feedback submitted to commissioning; professional stakeholder feedback from task and finish groups as part of the review process; engagement with the Council's Adult Skills and Family Learning Service representatives and feedback from a wide range of representatives across the Council's Children's Services through the Review Board. Overall, this took into account feedback from parents/carers of young children aged 0-5 years, as well as where possible young children themselves, early years education providers, wider early years professionals working with young children and other strategic partners.</p> <p>All engagements that have been taken into consideration to date took place between April 2019 and June 2021.</p>
<p>Disability</p>	<p>As above.</p>
<p>Gender reassignment</p>	<p>As above.</p>
<p>Marriage and civil partnership</p>	<p>As above.</p>
<p>Pregnancy and maternity</p>	<p>As above.</p>

Race	As above.
Religion or belief	As above.
Sex	As above.
Sexual orientation	As above.
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	Yes – all engagement has taken into account feedback from the current review and previous engagement which has included feedback from a wide range of stakeholders, including service users and non-service users. The EIA will be updated following any further engagement that may take place during the democratic reporting process.
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	A post-project review will be conducted to identify any benefits already achieved. Any new service will be subject to contract management. This will involve tracking performing indicators and other information designed to monitor the effectiveness of delivery in meeting people’s needs, including feedback and views of service users.

Further Details

Are you handling personal data?

No

If yes, please give details.

Actions required

Include any actions identified in this analysis for on-going monitoring of impacts.

Action

Lead officer

Timescale

Version	Description	Created/amended by	Date created/amended	Approved by	Date approved
0.4	EIA Best Start Lincolnshire services review	Melissa Cullingham and Sara Gregory	01.02.2022		



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

Report to:	Children and Young People Scrutiny Committee
Date:	17 June 2022
Subject:	Government Green Paper on Special Educational Needs and Disabilities and Alternative Provision

Summary:

On 29 March 2022, the government published a Green Paper with proposals on how to improve the Special Educational Needs and Disabilities (SEND) 'system' for children, young people and their families. The Green Paper also includes proposals about improvements to the Alternative Provision (AP) system.

The Green Paper is subject to public consultation which closes on 22 July 2022.

This report summarises the proposals.

Actions Required:

The Children and Young People Scrutiny Committee is invited to review and comment on the summary of the government's Green Paper.

1. Background

In September 2014, the Part 3 of the Children and Families Act (2014) introduced a raft of legislation aimed at reforming the way in which children and young people (0-25) with Special Educational Needs and/or Disabilities (SEND) are identified and supported (see Background Papers). The new legislation was a response to a review undertaken by Brian Lamb OBE in 2009 which identified significant flaws in the 'SEND system'.

The legislation put children, young people, and their families at the centre of decision-making with an emphasis on co-production of both services and individual plans. The SEND Code of Practice, launched at the same time, supported a focus on *outcomes* aimed at addressing long-standing concerns that young people with SEND do not do as well as their peers without additional needs.

In September 2019, the government commissioned a SEND Review in response to ongoing concerns that the 'SEND system' was failing to deliver improved outcomes for children and young people. The Green Paper, *SEND Review: Right support, right place, right time. Government consultation on the SEND and alternative provision system in England* was published by HM Government on 29 March 2022 (see Background Papers).

The Green Paper acknowledges examples of good practice seen throughout the review and recognises a system 'driven by a hard-working and dedicated workforce who are committed to delivering excellent support for children and young people with SEND'. However, it identifies three key challenges facing the SEND system:

- Challenge 1: outcomes for children and young people with SEN or in alternative provision are poor.
- Challenge 2: navigating the SEND system and alternative provision is not a positive experience for children, young people and their families.
- Challenge 3: despite unprecedented investment, the system is not delivering value for money for children, young people and families.

The Green Paper suggests that 'a vicious cycle of late intervention, low confidence and inefficient resource allocation is driving these challenges'.

The Green Paper sets out the findings and proposals of the SEND review, which are summarised as:

Chapter 1: The case for change

- Children and young people with SEND and those in alternative provision have consistently poorer outcomes than their peers.
- Experiences of the SEND and alternative provision system are negative.
- The SEND and alternative provision system is financially unsustainable.
- There is too much inconsistency across the SEND system in how and where needs are assessed and met.

Chapter 2: A single national SEND and alternative provision system

The Green Paper proposes:

- Establishing a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health, and care.
- Reviewing and updating the SEND Code of Practice to ensure it reflects the new national standards to promote nationally consistent systems, processes, and provision.
- Establishing new local SEND partnerships, bringing together education (including alternative provision), health and care partners with local government and other partners to produce a local inclusion plan setting out how each local area will meet the national standards.

- Introducing a standardised and digitised Education, Health and Care Plan (EHCP) process and template to minimise bureaucracy and deliver consistency.
- Supporting parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, drawn from the local inclusion plan, including mainstream, specialist and independent, that are appropriate to meet the child or young person's needs.
- Streamlining the redress process, making it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases.

Chapter 3: Excellent provision from early years to adulthood

The Green Paper proposes:

- Increasing the total investment in schools' budgets by £7 billion by 2024-25, compared to 2021-22, including an additional £1 billion in 2022-23 alone for children and young people with complex needs.
- Consulting on the introduction of a new SENCo National Professional Qualification (NPQ) for school SENCos and increase the number of staff with an accredited Level 3 SENCo qualification in early years settings to improve SEND expertise.
- Commissioning analysis to better understand the support that children and young people with SEND need from the health workforce so that there is a clear focus on SEND in health workforce planning.
- Improving mainstream provision, building on the ambitious Schools White Paper, through excellent teacher training and development and a 'what works' evidence programme to identify and share best practice, including in early intervention.
- Funding more than 10,000 additional respite placements through an investment of £30 million, alongside £82 million to create a network of family hubs, so more children, young people and their families can access wraparound support.
- Investing £2.6 billion, over the next three years, to deliver new places and improve existing provision for children and young people with SEND or who require alternative provision. We will deliver more new special and alternative provision free schools in addition to more than 60 already in the pipeline.
- Setting out a clear timeline that, by 2030, all children will benefit from being taught in a family of schools, with their school, including special and alternative provision, in a strong multi-academy trust (MAT), or with plans to join or form one, sharing expertise and resources to improve outcomes.
- Investing £18 million over the next three years to build capacity in the Supported Internships Programme, and improve transitions at further education by introducing Common Transfer Files alongside piloting the roll out of adjustment passports to ensure young people with SEND are prepared for higher education and employment.

Chapter 4: A reformed and integrated role for alternative provision

The Green Paper proposes:

- Making alternative provision an integral part of local SEND systems by requiring the new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention.
- Giving alternative provision schools the funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision-specific budget.
- Building system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust, or have plans to join or form one, to deliver evidence-led services based on best practice, and open new alternative provision free schools where they are most needed.
- Developing a bespoke performance framework for alternative provision which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations.
- Delivering greater oversight and transparency of pupil movements including placements into and out of alternative provision.
- Launching a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice.

Chapter 5: System roles, accountabilities, and funding reform

The Green Paper proposes:

- Delivering clarity in roles and responsibilities with every partner across education, health, care, and local government having a clear role to play, and being equipped with the levers to fulfil their responsibilities.
- Equipping the Department for Education's (DfE) new Regions Group to take responsibility for holding local authorities and MATs to account for delivery for children and young people with SEND locally through new funding agreements between local government and DfE.
- Providing statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged.
- Introducing new inclusion dashboards for 0-25 provision, offering a timely, transparent picture of how the system is performing at a local and national level across education, health, and care.
- Introducing a new national framework of banding and price tariffs for funding, matched to levels of need and types of education provision set out in the national standards.
- Working with Ofsted/Care Quality Commission (CQC) on their plan to deliver an updated Local Area SEND Inspection Framework with a focus on arrangements and experience for children and young people with SEND and in alternative provision.

Chapter 6: Delivering change for children and families

The Green Paper proposes:

- Taking immediate steps to stabilise local SEND systems by investing an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme, over the next three years, to support those local authorities with the biggest deficits.
- Tasking the SEND and Alternative Provision Directorate within DfE to work with system leaders from across education, health and care and the Department of Health and Social Care to develop the national SEND standards.
- Supporting delivery through a £70 million SEND and alternative provision change programme to both test and refine key proposals and support local SEND systems across the country to manage local improvement.
- Publishing a national SEND and alternative provision delivery plan setting out government's response to this public consultation and how change will be implemented in detail and by whom to deliver better outcomes for children and young people.
- Establishing, for implementation of the national delivery plan, a new National SEND Delivery Board to bring together relevant government departments with national delivery partners including parents, carers and representatives of local government, education, health, and care to hold partners to account for the timely implementation of proposals.

The Green Paper was initially subject to a 13-week public consultation, closing 1 July 2022, but has been extended by three weeks following the late publication of the paper in other formats (09.05.22), including Easy Read and British Sign Language. The consultation now closes on 22 July.

There are 22 consultation questions (Appendix A). Responses can be emailed to sendreview.consultation@education.gov.uk or can be posted to: SEND and AP green paper consultation Department for Education 1st Floor, St Paul's Place Sheffield S1 2JP.

Following the completion of the consultation, the government will publish a national SEND delivery plan setting out the government's response to the consultation and how the proposals will be implemented.

2. Conclusion

The government published the Green Paper on SEND and AP at the end of March. The report summarises the proposals set out in the Green Paper, which is open to public consultation until 22 July 2022.

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	Consultation Questions to respond to Green Paper on SEND and AP

5. Background Papers

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

Document title	Where the document can be viewed
Children and Families Act 2014	Children and Families Act 2014 (legislation.gov.uk)
Green Paper - SEND Review: Right support, right place, right time. Government consultation on the SEND and alternative provision system in England	https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time

This report was written by Sheridan Dodsworth who can be contacted on 07775 705127 or by e-mail at sheridan.dodsworth@lincolnshire.gov.uk

List of consultation questions to respond to the SEND and AP Green Paper

1. What key factors should be considered when developing national standards to ensure they deliver improved outcomes and experiences for children and young people with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system.
2. How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?
3. What factors would enable local authorities to successfully commission provision for low-incidence high cost need, and further education, across local authority boundaries?
4. What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?
5. How can parents and local authorities most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents confidence in the EHCP process?
6. To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation? Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why, specifying the components you disagree with and alternatives or exceptions, particularly to mandatory mediation.
7. Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting children and young people's education back on track? Please give a reason for your answer with examples, if possible.
8. What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?
9. To what extent do you agree or disagree that we should introduce a new mandatory SENCo NPQ to replace the NASENCo? Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why.
10. To what extent do you agree that we should strengthen the mandatory SENCo training requirement by requiring that headteachers must be satisfied that the SENCo is in the process of obtaining the relevant qualification when taking on the role? Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why
11. To what extent do you agree or disagree that both specialist and mixed MATs should be allowed to coexist in the fully trust-led future? This would allow current local authority maintained special schools and alternative provision settings to join either type of MAT. Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why

12. What more can be done by employers, providers and government to ensure that those young people with SEND can access, participate in and be supported to achieve an apprenticeship, including through access routes like traineeships?
13. To what extent do you agree or disagree that this new vision for alternative provision will result in improved outcomes for children and young people? Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why
14. What needs to be in place in order to distribute existing funding more effectively to alternative provision schools, to ensure they have the financial stability required to deliver our vision for more early intervention and re-integration?
15. To what extent do you agree or disagree that introducing a bespoke alternative provision performance framework, based on these 5 outcomes, will improve the quality of alternative provision? Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why
16. To what extent do you agree or disagree that a statutory framework for pupil movements will improve oversight and transparency of placements into and out of alternative provision? Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
 - If you selected Disagree or Strongly Disagree, please tell us why
17. What are the key metrics we should capture and use to measure local and national performance? Please explain why you have selected these.
18. How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences and risks?
19. How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?
20. What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?
21. What support do local systems and delivery partners need to successfully transition and deliver the new national system?
22. Is there anything else you would like to say about the proposals in the green paper?



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

Report to:	Children and Young People Scrutiny Committee
Date:	17 June 2022
Subject:	Building Communities of Specialist Provision; Together in Lincolnshire - Update on Workforce Development Strategy

Summary:

This report provides the Children and Young People Scrutiny Committee with an update on the progress made in the implementation of the SEND workforce development learning platform within the Building Communities of Specialist Provision Strategy.

Actions Required:

The Children and Young People Scrutiny Committee is invited to review and comment on the implementation of the SEND workforce development learning platform.

1. Background

- 1.1. In November 2018, the Executive granted approval to implement the Building Communities of Specialist Provision Strategy. Implementation of this strategy commenced in January 2019 and will take place over the next five years with the final school changes being made in September 2024.
- 1.2. Once fully implemented, the strategy will make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils can attend their nearest special school, confident that their education and health needs can be fully met.
- 1.3. The strategy will provide a locality-based, sector-wide approach to specialist education, which will enable all special schools to meet the wide range of needs of pupils within their local community.
- 1.4. The move to 'All Needs' specialist education in Lincolnshire, in line with the strategy, will undoubtedly present challenges for teaching and non-teaching staff as special schools accept pupils with a wider range of needs and greater complexities. In order to ensure special schools have a skilled and proficient workforce who can educate and support children and young people with the widest range of special educational

needs and disabilities (SEND), it is necessary to develop a consistent approach to training and development in this sector.

- 1.5. To address this and ensure the needs of the special school workforce can be met, a cross-sector workstream was established with representation from special schools, mainstream schools, Local Authority Officers, Third Sector providers, SEMH (Social, Emotional, and Mental Health) specialist schools and Educational Psychologists.
- 1.6. Co-designed and developed by the council and the special school leaders who make up the SEND Alliance, the Building Communities of Specialist Provision Workforce Development Service will provide an operational response to support the implementation of the overarching strategy.
- 1.7. The service will bring together in one place the commissioned and recognised professional development resources and training opportunities available to the county's professionals involved in the education of those with SEND. The resources and training opportunities provided by the service shall be easily accessible to all; ensuring pupils with SEND are supported by individuals who have access to the highest quality training resources so all student needs can be met.
- 1.8. Up-skilled staff will enhance the experience of pupils with SEND in mainstream schools, enabling them to remain in their local school and be educated alongside their mainstream peers. In order to enhance collaborative working across the sector, the SEND Alliance will also work as a support network which will enable staff to share valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.

Workforce Development Learning Platform Delivery Model

- 1.9. The workforce development learning platform was commissioned on 10 February 2022 via a Public-to-Public Collaboration Agreement, under Regulation 12(7) Public Contracts Regulations 2015 between Lincolnshire County Council (LCC) and Lincolnshire Wolds Federation, as lead agency for the SEND Alliance. This is because LCC has a statutory duty for the education and welfare of children in its area and an academy trust has a duty to provide education; the particular academy trusts within the SEND Alliance have developed SEND specialisms. Therefore, these parties can work together to share knowledge and develop the SEND workforce across the county, to the benefit of both special and mainstream schools.
- 1.10. The aims of the service are:
 - To develop a coordinated, sector-led approach to professional development to ensure all pupils with SEND can access a quality education in the right place, as close to home as possible.
 - To develop a learning offer which can provide all school staff with access to a training framework for SEND, mapping existing SEND training provision, across Lincolnshire, to ensure they are aligned to the proposed framework for Building Communities of Specialist Provision.

- To provide a learning offer which is easily accessible, affordable and available to all school staff from special and mainstream sectors to enhance their specialist knowledge of SEND.
- To provide appropriate information and signposting to parents and carers (and their advocates) to develop and grow their knowledge of SEND in supporting their children's needs.
- To utilise sector expertise in the development and "ongoing maintenance" of the learning model to ensure it continues to meet the requirements of the sector as pupil need and complexity changes over time.
- To recognise the excellent array of training and professional development already on offer to those working with children and young people with SEND by bringing together in one place a holistic and extensive training offer.
- Contribute to the establishment of a culture of SEND inclusion which is embedded in all aspects of school life through increased awareness and access to learning and development opportunities, alongside all other aspects of the county's SEND strategy including the High Needs Transformation.
- To work closely with other complementary services in Lincolnshire commissioned by the Customer to support in a holistic manner, the establishment of a culture of SEND inclusion.

1.11. The SEND Workforce Development Learning Platform will mirror the existing training platform provided by the Lincolnshire Safeguarding Children Partnership (LSCP) which has proved most successful in providing training, resources and support to all professionals with a responsibility for safeguarding children and young people. It will utilise the existing resource and be accessed in the same way, with individual logins allocated to education settings, other professionals, and parents and carers.

1.12. Agreements are in place between the SEND Alliance and LSCP to utilise its existing platform, and all requirements and regulations regarding Information Assurance and Governance have been addressed to ensure compliance.

1.13. The delivery model will be implemented over the next two years, with full sector-wide implementation in place by the end of summer term 2023.

1.14. Implementation timeline

Phase Ref.	Phase Description	Project Year
Phase 1	<ul style="list-style-type: none"> • Set up and development of Service Resources • Testing of Service Resources on the LCSP LMS platform 	Year 1 (By end of summer term 2022)
Phase 2	<ul style="list-style-type: none"> • Launch access and roll out of the Service Resources to special schools • Ongoing review and updating of Service Resources • Promotion and roll out of V-SEND Toolkit to Service Users 	By end of Year 1 (Feb 2023)

Phase 3	<ul style="list-style-type: none"> • Launch access and roll out of the Service Resources to mainstream schools, other relevant SEND related professionals, parents/carers and their advocates • Ongoing review and updating of Service Resources to ensure accuracy and currency of offer • Interim evaluation • Ongoing promotion and championing of the V-SEND Toolkit to Service Users 	In Year 2
Phase 4	<ul style="list-style-type: none"> • Sustainable transition to self-funding model (including roll out of the offer to Independent Schools) • Resources to ensure accuracy of information and currency of offer • Legacy/impact evaluation • Ongoing promotion and championing of the V-SEND Toolkit to Service Users 	In Year 3

1.15. In phase 1 (current), the SEND Alliance will prioritise content creation and launch of the online learning platform for all Lincolnshire special schools. Feedback from parents in the consultation process on the Building Communities of Specialist Provision Strategy showed they wanted reassurance that all special schools will have the necessary skills and access to CPD (Continuing Professional Development) in order to meet the wide range of needs schools will provide.

1.16. In Phase 2, the SEND Alliance will launch the online platform for all mainstream schools and academies in the county. During this phase, any special school completing and ready to meet a wider range of needs will be supported/continue to be supported to engage with the learning platform.

1.17. In Phase 3, the learning platform will open to parents and carers of children and young people with SEND along with their advocates/representatives and other interested stakeholders in the wider community.

1.18. In Phase 3, the service will transfer to self-funding, thereby negating any financial commitment from LCC. A sustainability plan has been established for this to happen.

1.19. The SEND learning platform forms part of the council's wider vision for SEND provision and as a result cannot be implemented in isolation of the council's SEND Transformation Strategy. The strategy has been designed to bring together all aspects of SEND provision to ensure children and young people can be educated in the right place at the right time, as close to home as possible. As a result, the SEND learning platform will also provide direct links to:

- The Valuing SEND Approach and Toolkit (V-SEND)
- Ask SALL Advice Line
- SEND Inclusion Toolkit

- 1.20. The V-SEND Toolkit is an integral part of Lincolnshire's strategy for identifying needs and monitoring progress of children and young people with SEND in education, and the learning platform will support its implementation and use in both special and mainstream schools.
- 1.21. This comprehensive approach to ensuring all those involved in the education of children and young people with SEND are sufficiently skilled to meet their needs can be seen in Appendix A. This diagram represents how the learning platform will support the transformational interventions being implemented by the council alongside the training and resources the platform will provide.
- 1.22. As can be seen from the diagram in Appendix A, the learning platform is tiered, with each level targeting a specific cohort of school staff.
- Introductory Level – providing learning support and resources for everyone in the school, irrespective of their role to ensure a minimum competency standard.
 - Tier 1 – providing learning support and resources for those who have more specific interaction with children and young people with SEND where their role allows them increased opportunity to adjust in their practice and/or environment.
 - Tier 2 – providing learning support and resources to those who require a greater depth of SEND knowledge as they have continuous and direct involvement in educating children and young people with SEND.
- 1.23. This tiered approach to training provides appropriately targeted access to a wide range of learning resources and training and will be available to all special school staff, both teaching and non-teaching. This is to ensure a culture of SEND awareness and inclusion is embedded in all aspects of school life.
- 1.24. The tiered approach utilises a wide range of learning methods (e-learning, technology, online resources and face to face training) to ensure equity and ease of access, in a geographically vast county. The induction level provides access to basic SEND awareness through online learning models, factsheets, other resources and signposting to existing free to access training. As staff progress through the tiers to enhance their SEND skills and knowledge, the learning modules would become more intensive and provide a greater depth of understanding.
- 1.25. It is important to acknowledge the excellent array of training and professional development already commissioned by LCC and also that which is available from other providers. The SEND Workforce Development Learning Platform intends to highlight, through signposting, high quality training already available and utilise the skills and expertise of the Lincolnshire SEND Alliance to create training provision where gaps have been identified.

- 1.26. Appendix B shows the areas of training which the workstream identified as essential for staff in special schools to be able to meet all needs. It presents the identified areas of learning, aligned with the four categories of SEND and the proposed learning methods
- 1.27. Where a training need has been identified but no training is available to address the needs, the SEND Alliance through Lincolnshire Wolds Federation have been commissioned as part of this service to develop and provide training and resources to meet this need.

2. Conclusion

Key Achievements

- 2.1 The workforce development learning platform was commissioned on 10 February 2022 via a Public to Public Collaboration Agreement, under Regulation 12(7) Public Contracts Regulations 2015 between Lincolnshire County Council and Lincolnshire Wolds Federation as lead agency for the SEND Alliance. Service Specifications have been approved and signed and contract management governance established.
- 2.2 Agreements are in place between the SEND Alliance and LSCP to utilise its existing platform and all requirements and regulations regarding Information Assurance and Governance have been addressed to ensure compliance.
- 2.3 The SEND Alliance has commenced development of the learning platform site and examples of the initial content, including screen shots of videos, can be seen in Appendix C.
- 2.4 The lead agency, Lincolnshire Wolds Federation, has engaged with sector experts as authors to develop the content for the induction and tier 1 levels as per the requirements for Phase 1 of the project.
- 2.5 Authors have been instructed from the following sectors:
- Educational Psychologists
 - Therapy Services
 - Intensive Interaction
 - Nuture UK
 - Education Endowment Foundation
 - LEAD Hub
 - Bishop Grosseteste University
 - Lincoln University

2.6 In development of the Induction Tier, authors are currently developing training content for the following learning areas:

- Respecting individuals
- Working with professionals
- Types of SEND
- SEND Code of practice
- The neurotypical child

2.7 In development of Tier 1 learning, authors are currently developing training content for the following:

- Intensive Interaction
- Lego therapy
- Friends programme
- Emotional Literacy Support Assistants programme
- Sensory Integration – working with NHS / LCC colleagues within the Sensory Processing Difficulties Working Group
- Restorative approaches
- Trauma informed / attachment

2.8 Deployment agreements have been issued by the Lincolnshire Wolds Federation to all collaborating parties and agreements are in place.

2.9 Video resources have been developed as tasters to start to promote the service on Twitter, with over 100 views each, on the following types of need:

- Rare chromosome disorders
- Attention Deficit Hyperactivity Disorder
- Fragile X Syndrome
- Autism Awareness
- Trauma and Attachment
- Premature birth
- Sensory impairment
- Cerebral Palsy
- Hearing impairment
- Visual impairment

2.10 Tasters shared via social media, primarily Twitter have attracted significant attention with 387 followers and an average of 1,166 views per video. Images of these can be viewed in Appendix C.

2.11 The first phase of content will be available during May half-term to commence quality assurance, with initial upload being completed in June 2022.

3. Consultation

a) Risks and Impact Analysis

Risk and Impact Analysis completed as part of the Building Communities of Specialist Provision Strategy.

Live risk and impact log held by Project Office.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Building Communities of Specialist Provision Strategy - SEND Workforce Development Learning Platform Delivery Model
Appendix B	Workforce Development Learning Platform Content Summary
Appendix C	Sample Content for Learning Platform

5. Background Papers

Document title	Where the document can be viewed
Building Communities of Specialist Provision; Together in Lincolnshire Strategy	Available via email from Programme Manager Eileen.mcmorrow@lincolnshire.gov.uk
Building Communities of Specialist Provision; Together in Lincolnshire Strategy Service Specification	

This report was written by Eileen McMorow, who can be contacted on 01522 552632 or Eileen.mcmorrow@lincolnshire.gov.uk.

Appendix A: Building Communities of Specialist Provision Strategy - SEND Workforce Development Learning Platform Delivery Model

Tiered Approach to Workforce Development for Special Educational Needs and Disabilities in Lincolnshire



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Appendix B – Workforce Development Learning Platform Content Summary

Tiered Approach to Workforce Development for Special Educational Needs and Disabilities (SEND)	
<p>Induction Level Introduction to Inclusion and Special Educational Needs and Disability for everyone within the special school setting, irrespective of their role to ensure a minimum level of competency. Focus on being aware of all aspects of SEND and how to contribute to a supportive school culture. For some staff within the setting this level of training will be all that is required.</p>	
<p>Audience All new staff. Non-teaching staff including, but not exclusive to:</p> <ul style="list-style-type: none"> • Estates team • Lunch-time Supervisors • Administrative team • Governors • Catering • Transport Providers 	
Identified Areas of Learning	Learning Methodology
<ul style="list-style-type: none"> • What is Inclusion? • Types of SEND • SEND Code of Practice • Quality Teaching and Learning across SEND • Awareness of Trauma Informed Practices • Inclusive Behaviour Support • Signs of Safety • Awareness of Neurotypical Child • Respecting Individuals • Working with Professionals • Transport Training 	<p>All Induction Level training will be provided via LSCP Learning Platform (SEND)</p> <ul style="list-style-type: none"> • Factsheets • E-Learning modules • Resources • Articles • Signposting to additional resources and specialist organisations • Online/Face to Face training utilising already commissioned provision.

Tier 1

SEND Workforce Development intended for members of staff who have more interaction with children and young people and their role allows them increased opportunity, and responsibility, to make adjustments in their practice and/or environment. These competencies incorporate and build upon the core competencies by focussing more on specific SEND issues to meet All Needs.

Audience

Intended to meet staff at their point of need in accordance with role requirements

- Teacher
- Headteacher
- SLT
- HLTAs
- Learning Mentors
- LSA's
- Staff with designated areas of responsibility e.g. pastoral / communication / home-school liaison
- MSA's
- Non-pupil facing staff in accordance with role, e.g. manual handling

SEMH Modules in Tier 1 are also intended for Pastoral Support Team

Identified Areas of Learning	Learning Methodology
<ul style="list-style-type: none"> • Autism Education Trust – Tier 1 • PECS Overview (Raising Awareness of Communication) • AAC Overview (Raising Awareness of Communication) • Intensive Interaction (Raising Awareness of Communication) • Sensory Integration/Sensory Processing • Feeding – Awareness Raising, information and signposting • Guide to Physiotherapy/Occupational Therapy • Overview of Manual Handling • Personal Care and Dignity 	<p>LSCP Learning Platform (SEND)</p> <ul style="list-style-type: none"> • Factsheets • E-learning modules • Resources • Articles • Signposting to commissioned services • Face to Face Training

<ul style="list-style-type: none"> • Overview of Team Teach • Attention Deficit Hyperactivity Disorder • Cognition • First Aid • Awareness of Mental Health • Trauma and Attachment • Building a Trauma Informed Environment • Restorative Approaches • Nurture Principles • Awareness of Grief and Loss 	
<p>Tier 2 SEND Workforce Development intended for members of staff who need a greater depth of knowledge of SEND, specifically how to support individual pupils with complex physical and learning needs, challenging behaviour and emotional wellbeing difficulties.</p>	
<p>Audience Intended to meet staff at their point of need in accordance with role requirements</p> <ul style="list-style-type: none"> • SENDCo • Pastoral team • Senior Leadership Team • Higher Level Teaching Assistants • Learning Support Assistants • Learning Mentors • Teachers 	
<p>Identified Areas of Learning</p>	<p>Learning Methodology</p>
<ul style="list-style-type: none"> • Autism Education Trust – Tier 2 and 3 • Intensive Interaction • Sensory Circuits • Tac Pac • Feeding Practitioner • Personal Care Practitioner Training 	<p>Primarily Online/Face to Face training except where awareness only required.</p> <p>LSCP Learning Platform (SEND)</p> <ul style="list-style-type: none"> • Factsheets • E-learning modules • Resources

- Emotional Literacy Support Assistant Training
- Awareness of Lego Therapy
- Friends Programme
- Awareness of Theraplay
- Solution Focused Coaching
- Advanced Restorative Practices
- Mental Health First Aid


- Articles
- Signposting to commissioned services
- Online/Face to Face Training

Sample Content for Learning Platform









Reset Preview

Module

You have not started this learning item. Start



SEND Workforce Development: Induction Tier - Types of SEND
Allocated 06-May-2023 14:26 New

 Types of SEND - Fragile X Syndrome Not Accessed Start	 Types of SEND - ADHD Not Accessed Start	 Types of SEND - Foetal Alcohol Spectrum Disorder Not Accessed Start	 Types of SEND - Hydrocephalus Not Accessed Start
 Types of SEND - Fragile X Syndrome Not Accessed Start	 Types of SEND - ADHD Not Accessed Start	 Types of SEND - Foetal Alcohol Spectrum Disorder Not Accessed Start	 Types of SEND - Hydrocephalus Not Accessed Start

Test Videos for Learning Platform



SEND Workforce Development @SendWorkforce · 17 Mar

How much do you know about [#hydrocephalus](#) ? Let Noah and Miss Risdale talk you through...

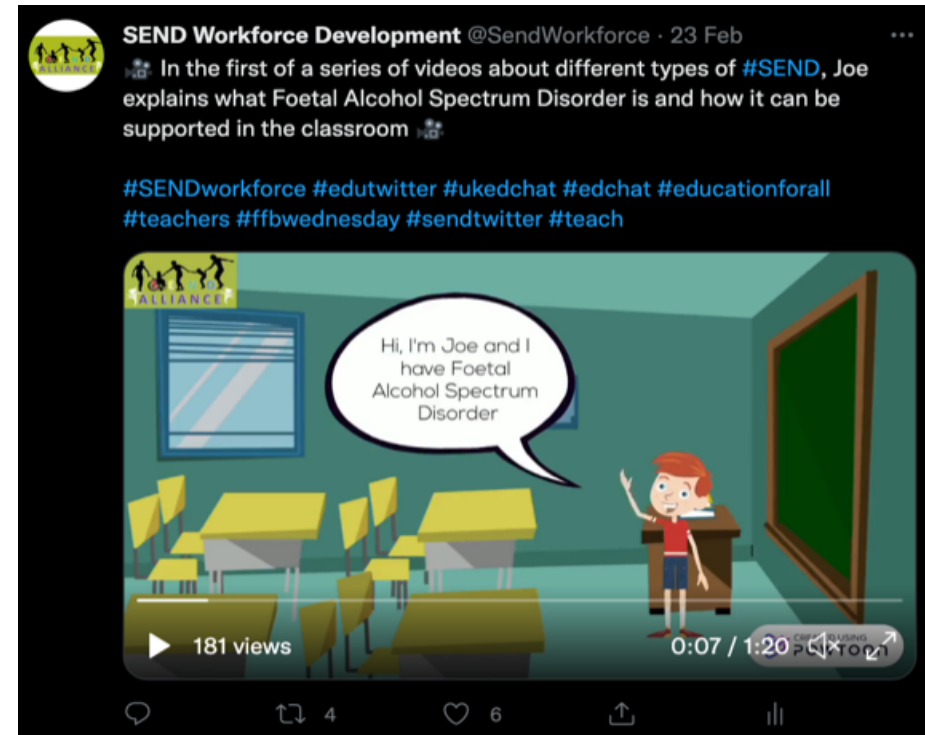
Take a look at [@SHINEUKCharity](#) and [@pdnetUK](#) for more information

[#SENDworkforce](#) [#edutwitter](#) [#teachertwitter](#) [#ukedchat](#) [#educationforall](#) [#sendtwitter](#) [#sltchat](#) [#educat](#) [#BrainAwarenessWeek](#)

107 views 0:04 / 1:25

3 2

This is a screenshot of a Twitter video player. The video thumbnail shows two cartoon characters, a boy and a girl, in a classroom setting. The boy is pointing towards the girl. The video player interface includes a play button, view count (107 views), and a progress bar showing 0:04 / 1:25. Below the video are icons for replies, retweets (3), likes (2), and share.



SEND Workforce Development @SendWorkforce · 23 Feb

In the first of a series of videos about different types of [#SEND](#), Joe explains what Foetal Alcohol Spectrum Disorder is and how it can be supported in the classroom

[#SENDworkforce](#) [#edutwitter](#) [#ukedchat](#) [#edchat](#) [#educationforall](#) [#teachers](#) [#ffbwednesday](#) [#sendtwitter](#) [#teach](#)

Hi, I'm Joe and I have Foetal Alcohol Spectrum Disorder

181 views 0:07 / 1:20

4 6

This is a screenshot of a Twitter video player. The video thumbnail shows a cartoon boy named Joe standing in a classroom, pointing towards a speech bubble that says "Hi, I'm Joe and I have Foetal Alcohol Spectrum Disorder". The video player interface includes a play button, view count (181 views), and a progress bar showing 0:07 / 1:20. Below the video are icons for replies, retweets (4), likes (6), and share.

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 June 2022
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: -

17 June 2022		
Item	Contributor	Purpose
Family Hubs Feasibility and the refreshed Supporting Families Programme (formerly Troubled Families)	Tara Jones, Head of Service – Children in Care Transformation Hannah Fassler, Interim Head of Service for Boston/South Holland Locality	Pre-Decision Scrutiny (Executive Councillor decision between 4 - 8 July 2022)

17 June 2022		
Item	Contributor	Purpose
Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire	Sara Gregory, Commissioning Manager – Children’s Strategic Commissioning	Pre-Decision Scrutiny (Executive decision on 5 July 2022)
Government Green Paper on Special Educational Needs and Disabilities and Alternative Provision	Kate Capel, Head of Service for Inclusion	Position Report
Building Communities of Specialist Provision; Together in Lincolnshire - Update on Workforce Development Strategy	Eileen McMorrow, Programme Manager, Special Schools Strategy	Performance Scrutiny

Planned Items

The Committee's planned items are listed below:

22 July 2022		
Item	Contributor	Purpose
Schools White Paper 2022 - Opportunity for all: strong schools with great teachers for your child	Matt Spoons, Head of Service – School Standards	Position Report
Educational Attainment in Lincolnshire Schools	Matt Spoons, Head of Service – School Standards	Performance Scrutiny
Service Level Performance against the Corporate Performance Framework – Quarter 4	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

22 July 2022		
Item	Contributor	Purpose
Residential Estate Expansion Programme – Children’s Home Louth (EXEMPT)	Dave Pennington, Head of Property Development Wendy Lanes, Project Manager - Corporate Property	Pre-Decision Scrutiny (Executive Councillor decision between 1 – 22 September 2022)

09 September 2022		
Item	Contributor	Purpose
Children In Care and Care Leavers Strategy	Andrew Morris, Corporate Parenting Manager	Pre-Decision Scrutiny (Executive decision on 4 October 2022)
Service Level Performance Reporting against the Performance Framework 2022/23 – Quarter 1	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 14 - 21 September 2022)
The Lincolnshire Secure Children’s Home- New Build (EXEMPT) (To Be Confirmed)	Tara Jones, Head of Service – Children in Care Transformation Matthew Stapleton, Senior Project Manager, Corporate Property	Pre-Decision Scrutiny (Executive Councillor decision between 19 - 23 September 2022)

21 October 2022		
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)

21 October 2022		
Item	Contributor	Purpose
Children's Services Annual Statutory Complaints Report 2021-22	Jo Kavanagh, Assistant Director - Early Help	Performance Scrutiny

2 December 2022		
Item	Contributor	Purpose
Joint Diversionary Panel – Update against Recommendations from University of Lincoln Evaluation	Andy Cook, Service Manager - Future4Me/ Youth Offending Chief Inspector Daryl Pearce, Lincolnshire Police Tony Pryce, JDP Coordinator	Performance Scrutiny
Service Level Performance Reporting against the Performance Framework 2022/23 – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

13 January 2023		
Item	Contributor	Purpose
Children's Services Budget Proposals 2023/24	Heather Sandy, Executive Director – Children's Services	Budget Scrutiny
Recommissioning of Children with Disabilities services	Rosemary Akrill, Senior Commissioning Officer	Pre-Decision Scrutiny (Executive decision on 7 February 2023)
Attendance in Schools, Elective Home Education and Children Missing Education Annual Report 2021/22	Jill Chandar-Nair, Inclusion and Attendance Manager	Policy Review

3 March 2023		
Item	Contributor	Purpose
Service Level Performance Reporting against the Performance Framework 2022-2023 – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
Lincolnshire Local Authority School Performance 2021 - 22	Martin Smith, Assistant Director - Education	Performance Scrutiny

21 April 2023		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Partnership (LSCP) Annual Update	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Yearly Update

Items to be scheduled

- Response to the removal of the Local Authorities School Improvement Monitoring and Brokering Grant
- Water Fluoridation in Lincolnshire
- High Needs Transformation Programme Update
- Review of Children and Young People Mental Health Services
- Review of the Holiday Activities and Food Programme

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 JULY 2022

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
I025704	Family Hub Feasibility Study - decision to progress to development stage	Open	Executive Councillor: Children's Services, Community Safety and Procurement Between 4 July 2022 and 8 July 2022	Internal SLT, CSTM's, Early Help Governance Group, LSCP, Children and Young People Scrutiny Committee	Reports	Head of Service - Boston/South Holland Locality Area E-mail: tara.jones@lincolnshire.gov.uk	All Divisions
I025706	Re-commissioning of Best Start Lincolnshire services	Open	Executive 5 Jul 2022	Children and Young People Scrutiny Committee	Reports	Commissioning Manager - Children's Strategic Commissioning E-mail: saraj.gregory@lincolnshire.gov.uk	All Divisions
I026216	Residential Estate Expansion Programme - Children's Home Louth	Exempt	Leader of the Council (Executive Councillor: Resources, Communications and Commissioning) Between 1 September 2022 and 22 September 2022	Children and Young People Scrutiny Committee	Reports	Head of Property Development E-mail: Dave.pennington@lincolnshire.gov.uk	Louth North; Louth South
I026118	The Lincolnshire Secure Children's Home - New Build	Exempt	Executive Councillor: Children's Services, Community Safety and Procurement Between 19 September 2022 and 23 September 2022	DLT/Executive DLT/Children and Young People Scrutiny Committee	Reports	Head of Service - Children in Care Transformation E-mail: tara.jones@lincolnshire.gov.uk	All Divisions

I021049	The expansion of St Lawrence's School, Horncastle	Exempt	Leader of the Council (Executive Councillor: Resources and Communications) Between 14 Sept and 21 Sept 2022	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
I025746	Recommissioning of Children with Disabilities services	Open	Executive 7 Feb 2023	Children and Young People Scrutiny Committee	Reports	Rosemary Akrill, Senior Commissioning Officer Rosemary.akrill@lincolnshire.gov.uk	All Divisions