



Haringey Council

NOTICE OF MEETING

Corporate Parenting Advisory Committee

MONDAY, 16TH MARCH, 2015 at 7.15 pm HRS or on the rise of the informal meeting with Aspire - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillors Berryman, Gunes, Hare, Morris, Stennett, Waters (Chair) and Weston

AGENDA

1. APOLOGIES FOR ABSENCE (IF ANY)

2. ACTIONS ARISING FROM THE MEETING WITH ASPIRE

Feedback from the earlier meeting with Aspire

3. URGENT BUSINESS

The Chair will consider the admission of late items of urgent business. Late items will be considered under the agenda item they appear. New items will be dealt with at item 13 below.

4. DECLARATIONS OF INTEREST

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the consideration becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member' judgement of the public interest.

5. MINUTES (PAGES 1 - 6)

To consider the minutes of the meeting held on 8th December 2014

6. MATTERS ARISING

7. LOOKED AFTER CHILDREN & HEALTH CHECKS PERFORMANCE UPDATE (PAGES 7 - 14)

The report will provide an analysis of performance information in relation to Looked After Children. The report will also update the Committee on health checks undertaken for looked after children.

8. CARE FOR DISABLED CHILDREN (PAGES 15 - 20)

To provide the Committee with an update on the care for disabled children

9. UPDATE ON USE OF PUPIL PREMIUM GRANT (PAGES 21 - 30)

To provide the Committee with information about the use of and decision making around the Pupil Premium Grant.

10. DIVERSIONARY ACTIVITIES UPDATE

To provide the Committee with an update on diversionary activities to be taken forward to reduce the number of 14-17 year old looked after children.

Report to follow

11. ADOPTION PERFORMANCE

A discussion update on adoption provision, in light of the Edward Timpson MP letter

12. NEW ITEMS OF URGENT BUSINESS

As per Item 3

13. EXCLUSION OF THE PRESS AND PUBLIC

That the press and public be excluded from the meeting for consideration of any urgent items that contain exempt information as defined in Section 100a of the Local Government Act 1972 (as amended by Section 12A of the Local Government Act 1985): paras 1 & 2: namely information relating to any individual, and information likely to reveal the identity of an individual.

14. MINUTES

To consider the exempt minutes of the meeting held on 8th December

15. NEW ITEMS OF URGENT EXEMPT BUSINESS

As per Item 3

16. ANY OTHER BUSINESS

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**MINUTES OF THE CORPORATE PARENTING ADVISORY COMMITTEE
MONDAY, 8 DECEMBER 2014**

Councillors Berryman, Gunes, Hare, Morris, Stennett, Waters (Chair) and Weston

CPAC324. APOLOGIES FOR ABSENCE (IF ANY)

There were no apologies for absence.

NOTED

CPAC325. URGENT BUSINESS

Nil items

CPAC326. DECLARATIONS OF INTEREST

Nil

CPAC327. MINUTES

RESOLVED

That the minutes of the meeting held on 22 September 2014 be agreed as an accurate record of the proceedings.

CPAC328. MATTERS ARISING

CPAC 22 – The Chair reported that the Annual report would be reported to the March 2015 meeting.

CPAC 23 - With regard to fostering and mystery shopping Neelam Bhardwaja to liaise with Monica Singh.

CPAC329. PERFORMANCE MANAGEMENT : CHILDREN AND FAMILIES

The Committee received an introduction of the circulated report from Neelam Bhardwaja.

Arising from the introduction members raised concerns and took a wide ranging discussion in relation to the following points/issues:

Areas for focus

- targets not being achieved effectively on Personal Education Plans (51%) and discussions/concerns expressed as to why the process for completion was not being adhered to. Concerns that all parties concerned were not giving the plans adequate attention and a need to ensure compliance, as part of performance assessment. Whilst there was acceptance that there may be good reasons for why there may not be compliance the actual figure should be higher as the plan was a vital tool in the key issues identified developmental stages of the individual

**MINUTES OF THE CORPORATE PARENTING ADVISORY COMMITTEE
MONDAY, 8 DECEMBER 2014**

- Adoption Figures

Noted that figures for LBH had fallen and whether the recent judgement had had an impact on timescales in England overall. It was noted that the year to date the average for London was 22. In response to a number of queries Ms Walker clarified that in terms of the judgement the issue of adoption being the only option had been questioned and the scenario of a child in care being placed for adoption then at the last moment a relative had come forward – and that although the child had been in long term care and placed and settled, with the advent of a relative this would require the further assessment. The dichotomy was that the adoption court recommended adoption but the Munday judgement said different. Ms Walker added that it was likely that that judgement would be challenged and would then become case law. It was in her 22 years experience that no one case was alike and in assessing each case individually whilst the process could be completed in 24/26 weeks from start to finish it was always dependent on the individual multiple complexities of each case.

It was noted by Ms Bhardwaja that as of 30 October 509 children were in care and although this remained high the target was to reduce this to below 500 and this remained higher than the average in similar boroughs.

Concerns were expressed in relation to the Care or pathway plans and the need to ensure that all children in care had plans completed and in response assurances were given re the challenge to up the numbers similar to the earlier concerns in relation to personal education plans.

RESOLVED

- i. That the contents of the report be noted;
- ii. in relation to the low percentage levels in completion of Personal Education Plans, officers be requested to re-launch the plans with Social Workers, teachers and pupils;
- iii. in relation to the low completion levels of children in care plans, there needed to be more emphasis to the completion of these plans in order to meet the necessary 100% targets; and
- iv. That an progress update report be submitted to the next meeting in March 2015 specifically in relation to this ;

ACTION : N BHARDWAJA/J ABBEY

CPAC330. CHILD SEXUAL EXPLOITATION (CSE)

The Committee received a succinct introduction to the circulated report from the Interim Director of Children's Services – Jon Abbey.

A detailed discussion of the findings of the report ensued and the following main points were noted.

- Concerns expressed at the level of cases reported but the seemingly low number investigations pursued as a result.

**MINUTES OF THE CORPORATE PARENTING ADVISORY COMMITTEE
MONDAY, 8 DECEMBER 2014**

- In response to concerns from members as to the need to ensure that CSE was being acted on at the correct levels within Haringey, it was noted that for Children's Services, the identification of CSE was embedded in 'business as usual', with referrals being made to children's services from a wide range of partners – including schools, health, police and other agencies. Screening and, where appropriate, assessment take place in the First Response service that includes the Multi Agency Information Sharing Hub (MASH).
- In response to clarification as to the function of MASE, it was noted that the Haringey Multi-Agency Sexual Exploitation (MASE) model was utilised to enable a more strategic partnership approach – sharing information on a case by case basis where CSE was identified as a factor. The MASE meeting provided an opportunity for the identified CSE leads for each agency to come together to:
 - review progress of cases and ensure action was being taken;
 - identify trends and problem locations, taking appropriate action to address issues;
 - consider cross-border issues and co-ordinate with other boroughs;
 - ensure that LAC at risk of CSE, and placed away from Haringey, were being protected by agencies in that area.
- With regard to concerns expressed at the level of police expertise and involvement it was noted that that a CSE team within the Metropolitan Police worked within the Pan London Approach, launched earlier in 2014 to work across 32 London Boroughs, with links with the local MASE, bringing a Pan-London co-ordinated response in addition to local intelligence and actions.
- With regard to clarification as to cases referred to LBH Children's Services, the response to CSE in practice was:
 - i) where there was significant risk of harm and the threshold for Child Protection met, a multi-agency strategy meeting to plan an investigation was convened which would possibly lead to an initial child protection conference and a CP plan. Where CSE emerged as a factor, the case would also be referred to the MASE; and
 - ii) for cases that did not meet the threshold for Child Protection, where CSE emerged as a factor, the case was referred to MASE (currently via Quality Assurance service) with the purpose of multi-agency risk sharing and development of an action plan to address the issues raised across three levels of risk.
- Members were advised that that peer reviews were carried out and the recent pairing of LBH with LB Lambeth, and the outcomes of the review would be collated and lessons learned taken forward.
- It was noted that the recent OFSTED findings had led to a number of recommendations underlining the need to strengthen LBH response to CSE, in summary:
 - better identifying the risk of CSE in assessments;

**MINUTES OF THE CORPORATE PARENTING ADVISORY COMMITTEE
MONDAY, 8 DECEMBER 2014**

- reviewing risks posed to looked after children in response to changing age and stage of life; and
- the need to better shape and target LBH responses to groups of 'hard to reach' young people – including those involved in the criminal justice system – to improve their life chances.

OFSTED provided two recommendations for the LSCB related to CSE:

- to review the CSE multi-agency guidance to incorporate a link to girls and gangs work;
- to accelerate plans to develop and agree the CSE strategy.

An OFSTED thematic inspection on CSE was underway across a number of authorities (not Haringey), and that LBH would reflect on the findings from this and incorporate learning into its plans in due course.

RESOLVED

That the report, and the discussions and bullet points arising from consideration be noted.

CPAC331. HARINGEY VIRTUAL HEAD ANNUAL REPORT

The Committee received a succinct introduction and briefing to the circulated report from the Interim Director of Children's Services – Tracey Hutchings – head of the Virtual school.

In particular Ms Hutchings highlighted page 5 of the annual report and advised that GCSE results were good at 24%, and higher again over the national average for the previous year which was 16% for 5 A-C inc. English and Maths. Ms Hutchings advised that of the 41 young people in care for the full academic year, 28 had registered end of key stage 2 results and of that 28 10 made better than expected progress (36%) and seven made expected progress (25%). For the 11 (39%) who made less than expected progress the reasons included low attendance at school during years 10 and 11, placed in hospital, secure provision or attending a residential education provision. Also all of the young people who had made expected or better than expected progress (61%) had attended a mainstream school. Many of the young people had been entitled to support through the looked after children pupil premium over the previous three years. This had been used by schools for a variety of support including, tuition, technical equipment and additional activities.

Ms Hutchings referred to page 7 of the annual report and advised that in terms of end of key stage 1 results there were 18 children in care for all of Year 2 (i.e. in care as of Sept 1st 2013 and continued to be in care until the end of the academic year), with LB Haringey achieving in 2 of 3 levels – reading - 83%, Writing 61%, Maths 83%, and overall Level 2 in Reading, Writing and Maths - 56%.

The Committee asked a received clarification to some of the points within the report.

The Chair then summarised and it was:

RESOLVED

**MINUTES OF THE CORPORATE PARENTING ADVISORY COMMITTEE
MONDAY, 8 DECEMBER 2014**

That the report be noted.

CPAC332. OFSTED ACTION PLAN: GETTING TO GOOD

The Chair advised that in respect of the circulated report there was little to add to it and therefore it was for the Committee to note its contents.

Mr Abbey commented that in terms of the action plan there was a great deal to now work upon now that the plan was embedded. Areas such as CSE were far from robust strategies to be effective, but there were a number of positives, which needed to be built on. It was fair to say that there had been a vast improvement in the past 12 months and every effort was being made to aspire to 'good'.

Ms Bhardwaja commented that in terms of the rounded effort of all services to aspire to 'good' it was crucial to ensure that any actions arising from the action plan must be centred on improving outcomes for all children and young people in the Borough.

RESOLVED

That the report be noted.

CPAC333. NEW ITEMS OF URGENT BUSINESS

Nil

CPAC334. EXCLUSION OF THE PRESS AND PUBLIC

Nil

CPAC335. NEW ITEMS OF URGENT BUSINESS

Nil

CPAC336. ANY OTHER BUSINESS

Nil

Cllr Ann Waters

Chair

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Haringey Council

Report for:	Corporate Parenting Advisory Committee 16 March 2015	Item Number:	
Title:	Performance for the year to January 2015		
Report Authorised by:	Jon Abbey Interim Director of Children's Services		
Lead Officer:	Margaret Gallagher Corporate Performance Manager		
Ward(s) affected:	All	Report for Non Key Decision:	

1. Introduction

- 1.1. This report provides an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.
- 1.2. Section 2 contains performance highlights and key messages identifying areas of improvement and areas for focus.
- 1.3. Section 3 & 4 provides some additional analysis with a focus on looked after children and health checks for our children in care. This section also looks at how Haringey performs in comparison to others.
- 1.4. The monthly service scorecard is provided as Appendix 1 so that Members understand how our performance information is collected and analysed in the context of activity relevant to Corporate Parenting Advisory Committee.
- 1.5. Our Ofsted action plan was submitted in October 2014 and feedback was that the plan was fit for purpose and satisfactory. The Quality & Performance Network has brought together the 'Getting to Good' Board, which had been tasked with developing the Ofsted Action Plan, as well as the Performance Call Over meetings which were used to drive performance. This board will now bring together the critical quality and performance elements necessary to get

the authority to Good, including the delivery of the Ofsted recommendations and all other recommendations and findings from other improvement reviews. In addition, weekly performance meetings have been established and are working well to ensure that performance is systematically reviewed across each service.

2. Overall Assessment

Outcome 1 & 2: Outstanding for all and Safety and wellbeing for all

Priority 2: Enable every child and young person to thrive and achieve their potential

Priority 4: Safeguard children and adults from abuse and neglect wherever possible, and deal with it appropriately and effectively if it does occur

Performance Highlights/ Key Messages

- 460 **children were in care** on 27th February 2015, 13 fewer than at the end of January 2015. This is moving closer to alignment with our statistical neighbour average rate of 70 per 10,000 (60 in England). There has been a steady reduction in the number of LAC from a rate of 100 per 10,000 population in 2011/12 to 82. In January 8 children started to be looked after and 15 ceased, a net decrease of 36 children since the start of the financial year, continuing the downward trend seen since November.
- A programme of work around permanency continues to ensure that edge of care services are optimised to prevent children becoming looked after where appropriate. We have seen a 7% reduction in our rate of looked after children between Quarter 2 and Quarter 3. There has been a focus on reviewing children who may be suitable for a special guardianship as this is an increasingly well used legal permanency option that removes children from the looked after system and can provide better outcomes.
- There have been 21 **adoptions** and 18 **special guardianship orders (SGO)** in the year to January. Numbers are down on the previous year, however, there are a number of adoptions and special guardianship orders (SGO) that will go through prior to the end of March, and at this rate we estimate that we will achieve at least 50 legal orders in 2014/15 (25 adoptions and 26 SGOs) exceeding our target of 45.
- The landscape of adoption has changed significantly in the last year which reflects the reduced number of adoption plans, when compared to last year. This is a national trend relating to changes in case law and like other authorities, Haringey is experiencing a significant increase in parents contesting the making of the Adoption Order and appealing the Placement Order. Both of these things mean that processes are more drawn out.
- Recent high profile judgements have restated the principle that adoption is a last resort. Of eight adoption hearings scheduled in court before the end of the financial

year, we can confidently expect two to be granted as the parents are expected to ask the court for leave to contest in the other six cases. This is part of the legal framework which the authority must comply with, however the service is working within the law to ensure that wherever possible, adoptions are timely and best meet the need of the child.

- Progress continues to be made on the **timeliness of children being placed for adoption. Children adopted this year waited an average of 570 days from becoming looked after to being placed for adoption.** This is slightly above the national threshold of 487 days for 2012/15 but a considerable improvement on the 778 days in 2013/14. A programme of work around permanency is starting to show results. Work to improve systems and processes, avoiding drift in permanency planning and consideration of all legal options including special guardianship continues. Haringey's current average of 570 days compares favourably with England's three year rolling average of 628 days.
- Indicators around **stability of placements for looked after children** remain in line with statistical neighbours and targets. 8.2% of children had three or more placements and 76% of children looked after for more than 2.5 years have been in the same placement for two years or more.
- Haringey is **improving its approach to placements** and working actively with Independent Fostering Agency (IFA) foster carers. Plans for all children in long term care and placed with agency are being reviewed to encourage Special Guardianship applications. The number of looked after children placed with IFA foster carers has reduced from 221 at the end of August to 197 at the end of January. In house foster carers have increased from 157 to 162 over the same period. 21 foster carers have been recruited to date and a new contract is being defined with NRS with a focus on recruitment of carers for young people age 11+ and long term carers.
- Three children were **missing from care** during the month of January and no children were away from placement without authorisation. 11 LAC children were recorded as missing education at the end of January. Five of these are in education at the beginning of March and the number of LAC missing education has reduced to seven children. These are due to placement moves and the SEN consultation process and all are in the process of being dealt with. The Lead Member and DCS are briefed on all cases of missing LAC at a weekly meeting. Focus will be on the quality of the discussion with the young person when they have returned to care to ensure issues causing absence are being tackled, that the learning from the return interviews is captured and reflected in the young person's reviews. Haringey are represented on a group being led by the Borough Commander to consider the data on missing children and any safeguarding risks to this vulnerable group.
- 93.5% of children in care for over one month had **up to date health assessments** at the end of January 2015, a significant improvement from the 79.5% at the end of January 2014. This equates to 433 out of 463 children in care.

Areas for Focus

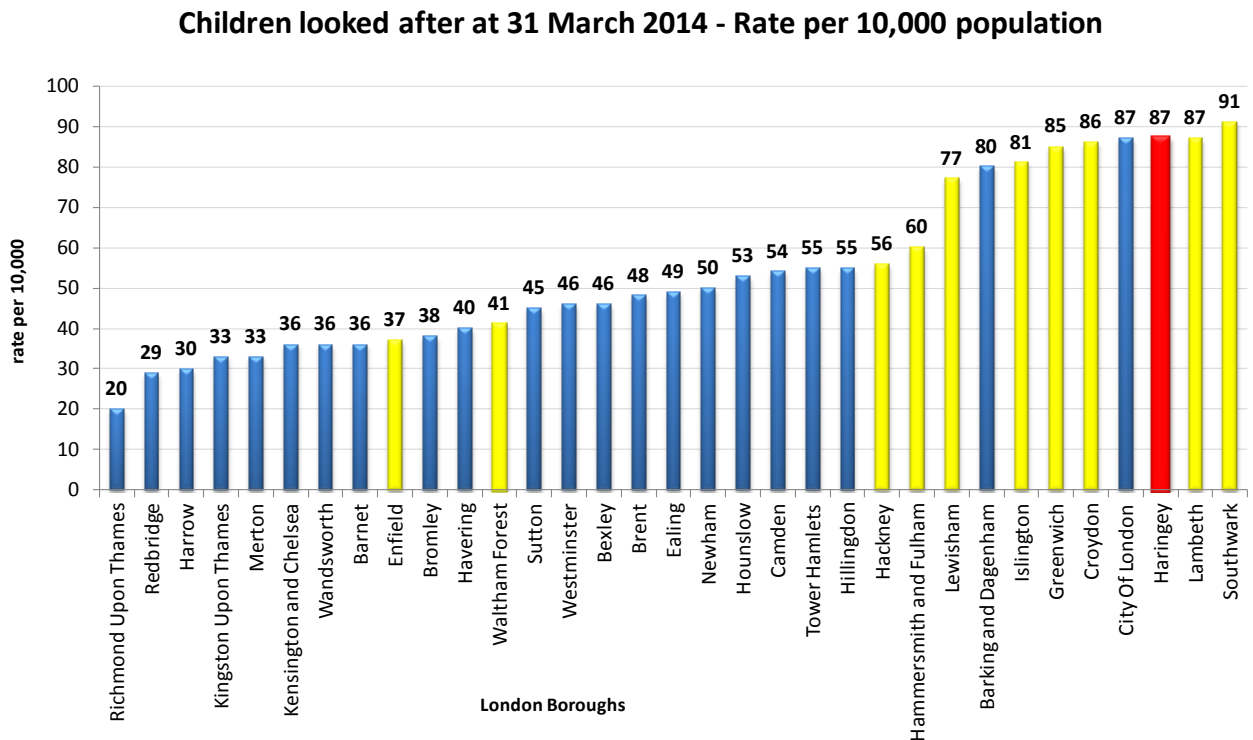
- 84 children (18.6%) were **placed 20 miles or more from Haringey** at the end of January 2015, an improvement from the 99 children at the end of Q2 but remaining above the 16% target and the 12% England average. The reduction is partly owing to an increase in foster carers in the borough and a line by line approach to all placements reviewed regularly by senior managers within the placements team. A reduction in the LAC cohort means that although numbers placed 20 miles plus are reducing, this is not necessarily reflected in the percentage.
- A review of our Looked After Children has recently been completed to look at what additional improvements can be made. The review focused on four key areas around the journey of the child: thresholds; high quality care plans; permanency; cross-cutting performance improvements; and work force training. Findings and recommendations from the review will be fed into the service delivery plans and followed up through a regular stocktake with progress reported to the Leader and Chief Executive.
- 70% of children had an **up to date dental visit** and whilst performance had improved in recent months, it is now on a declining trend and remains below the expected level. Of the 128 outstanding dental visits over half, 53% are aged 14 or over. This is understood to be a recording issue and is being addressed via Heads of Service so that it can be captured more robustly through our performance reports. We expect a purge to address all those children who have no recorded check to yield improved performance results in line with London.
- 81% of **Children in Care visits** were completed on time in this period, a decline from levels achieved in 2013/14 (95%). Some of this may be a recording issue with new social workers not correctly recording visits to Children in Care but there has been a noticeable decline since October last year. The decline in performance coincides with the reduction in the looked after children cohort and a reduction in the cases reviewed over the same period.
- 84% of **Children in Care cases were reviewed** in timescale at the end of January, below the 92% target.
- 58% of school age children have completed **Personal Education Plans (PEP)** at the end of January. This is a decline on the 66% achieved before the summer holidays and below the 90% target. Some system changes to alert social workers when the PEP is due for review and continued work with team managers to review blockages and ensure PEPs are systematically updated should see further progress in this area. This is also a significant focus within the Quality Performance Network group.
- 60% of children in care have up to date **Care Plans** and 37% **Pathway Plans**. This area remains a challenge and some staffing pressures have impacted on both the consistency and timely completion of plans. New staff have been recruited to the Children in Care team and agency staff are being recruited to the Young Adults Service which should yield improvement.
- Performance on **care leavers in suitable accommodation and in education, employment and training** is below target although **care leavers aged 19-21 in higher education (16%) compares very favourably with the national position of**

6%. The service is looking to start working with an organisation called Drive Forward to increase focused assistance with regard to increasing Education, Training and Employment. The Young Adults service offer tenancy workshops and attendance from young people is excellent with feedback from the young person taken into account by professionals to ensure the sessions meet the young person's need. The average timescale for care leavers moving into permanent accommodation is approximately 4 months of accessing the quota which they can access when ready any time between 18 and 21.

- The **duration of care proceedings** in Haringey is increasing. The average duration for cases concluded in Q3 rose from 38 weeks to 41 weeks. This quarter included 2 very long duration cases (93 and 83 weeks) which commenced before the Public Law Outline. The duration compares with the England average position of 29.7 weeks and London 33.8 weeks against a statutory 26 weeks target.
- 67% of cases concluded in more than 26 weeks in Quarter 3 which is an improvement on the 78% for the first half of the year. The Munby judgement has had a significant impact on the duration of cases with adjournments for fair hearing, assessment and to enable parental engagement. Over half of Haringey's court managed cases have been determined as 'exceptional' and thus expected to take longer than 26 weeks. It is expected that improved pre care proceedings work which is being undertaken will begin to impact on the duration of care proceedings and will evidence that all alternate placement options have been explored rigorously at the point of application.

3. Children Looked After

- 3.1. Based on published data at 31st March 2014, Haringey had the second highest rate of children looked after amongst our 10 comparator authorities, only Southwark's rate at 91 was higher. Haringey's current rate of looked after children per 10,000 population at the end of January is 82, a 6.7% reduction compared with the rate at the end of March 2014. This equates to 34 fewer looked after children or 47 fewer at the end of February 2015. The graph below illustrates the **rate per 10,000 children looked after** compared with London rates and highlights our statistical neighbour rates.

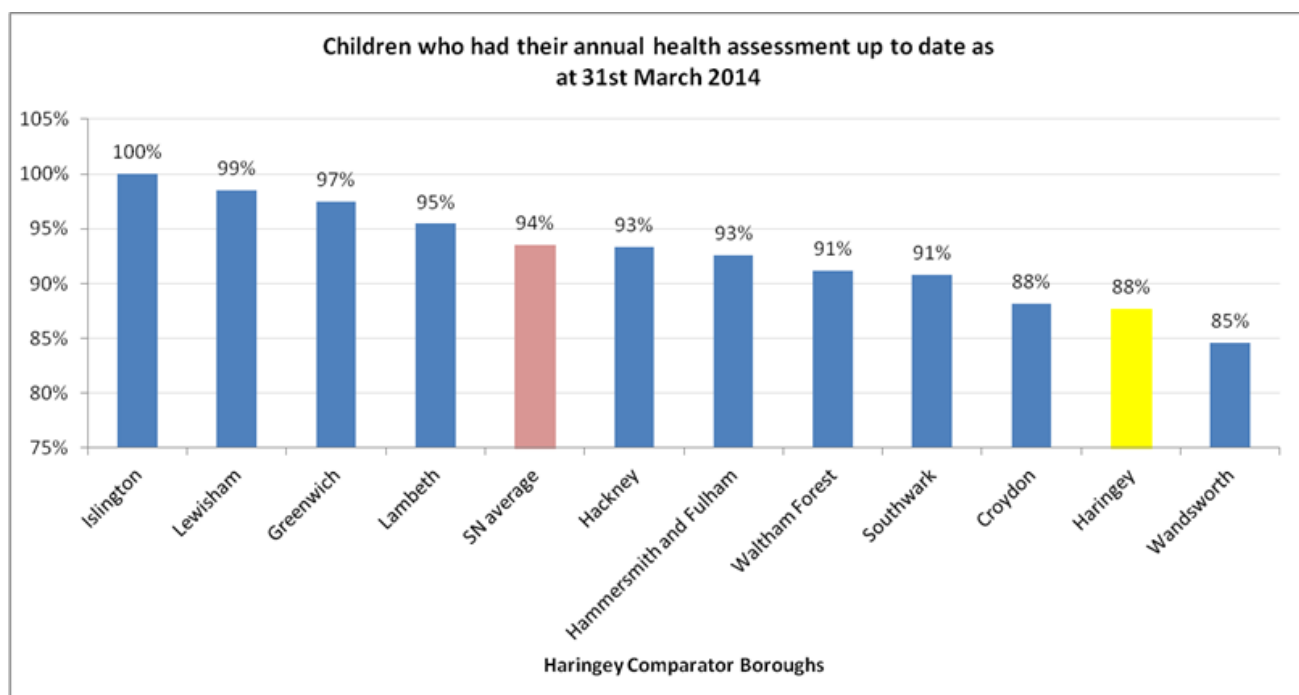


- 3.2. Much of the reduction is attributable to the increased effectiveness of the Resources Panel. The panel primarily looks at outcomes for young people but also considers the financial impact of placing these young people in care in different types of care settings. The Panel is chaired by the Assistant Director and explores all appropriate options in terms of permanency planning for the young person.
- 3.3. We regularly monitor placement types and legal status to analyse how the profile of our young people in care is changing. At the end of January our analysis showed:
- 225 or 48% of the total LAC cohort are over 13 years old and the majority of these are accommodated under s20. 54% are accommodated under a full care order.
 - 81 children in care are under 5 years old, 20% of these are adopted and 15% are fostered by family or friends.
 - There has been a 25% reduction in the number of children looked after under s20 in the last year. 102 children compared with 125 at the start of the financial year and 9 fewer children since December 2014.
 - The biggest proportion and change in children who have become looked after in the last five months is for children in fostering placements.

- 56% of children aged 13 to 17 years old are in fostering placements. 9% are fostered by friends or family and 18% are in residential accommodation.
- There has been a reduction in children placed in residential accommodation, in secure units and in young offender’s institutions over the last 5 months compared with the same period in the previous year.
- 75 children (36%) of those who ceased to be looked after in the year to January returned to live with their parents. This is an increase from the 21% re-unification rate in May 2014 when Ofsted were in. The increased proportion is more in line with levels achieved in 2012/13 (43%).
- 10% of children who ceased to be looked after were adopted and 8% had special guardianship orders granted.
- There has been an increase in the number of children accommodated on a Police Protection order from 5 in January 2014 to 9 in January 2015.

3.4. Haringey deals with a large throughput of work in terms of the profile of our young people and has the fifth highest rate per 10,000 children aged 0-17 years of children and young people who were the subject of an application to court in the past 6 months (including care and supervision orders). Haringey’s rate of 17.3 is well above the average for London 10.9 with only two of our statistical neighbours dealing with more court applications, Islington rate 27.5 and Lambeth 18.1 in sharp contrast to Waltham Forest with a rate of 5.7.


3.5. The SSDA903 Looked after children government return looks at health care and development assessments of children who have been looked after continuously for at least 12 months. In 2013/14 Haringey reported that of the 365 children looked after for more than 12 months at the end of March 2014, 320 or 88% had their annual health assessment, compared with 92% average for London and 94% against our statistical neighbours. The graph below shows Haringey’s performance on health assessments in 2013/14 compared with that of our statistical neighbours.



- 3.6. Health assessments are included in our monthly performance tracking to ensure all children in care for over a month have an up to date health assessment. Good levels of performance have been sustained in the high nineties for the most part of the year, hitting an all time high of 96.1% of children with up to date health assessments in December 2014. This should mean that the proportion of children with up to date health assessments at 31st March 2015 will be significantly improved and in line with levels achieved by our statistical neighbours.



Haringey Council

Report for:	Corporate Parenting Advisory Committee: 16 March 2015	Item Number:	
Title:	Looked After Children with SEN and Disabilities		
Report Authorised by:	 Jon Abbey – Interim Director of Children		
Lead Officer:	Vikki Monk Meyer – Head of Integrated Service for children with Special Educational Needs and Disabilities.		
Ward(s) affected: All	Report for Non Key Decision		

1. Describe the issue under consideration

- 1.1 This report gives a brief overview of the needs of Looked After Children with a statement of Special Educational Need.

2. Background

- 2.1 A large proportion of Looked After Children are likely to have a Special Education Need or Disability, with on average 28% of the Looked After Children population with a statement of Special Educational Need, and 60% with some form of Special Educational Need. (Department for Schools, Children and Families, Guidance on Looked After Children with Special Educational Needs 2009).
- 2.2 Children with low birth weight or born prematurely are more highly pre disposed to developing special educational needs or being born with disabilities. Premature birth and low birth weight can also be caused by factors that affected the babies development in utero e.g. maternal alcohol use, maternal drug use, increased incidents of smoking and poor maternal nutrition. The above factors are also highly correlated with a high deprivation index, where the incidence of language delay in children starting school is 5 times higher than that of a population in a more affluent area.



Haringey Council

2.3 The needs of the Children and Young People with SEN and Disability are wide ranging and can challenge their learning in very different ways. A disability is defined by the Disability Discrimination Act 1995 as:

“...a physical or mental impairment which has substantial and long-term adverse effect on (the person’s) ability to carry out normal day to day functions”

Whereas a child is described as having a Special Educational Need (Section 312 Education Act 1996) if they have:

“a learning difficulty which calls for a special educational provision to be made for them. Children have a learning difficulty if they

- a) have a significant greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above and would do so if special educational provision is not made for them”

2.4 Given the above factors, the majority of Looked After Children who have Special Educational Needs are primarily as a result of a cognitive difficulty or difference in learning from the ‘average’ learning style. These may manifest as an emotional or behavioural issue, with resulting attention and listening difficulties, difficulties with socialisation and emotional development at an appropriate age and stage, or other more specific learning difficulty e.g. literacy difficulty such as dyslexia.

2.5 Children with a special educational need or disability, which is likely to require significant support over and above that available from within the mainstream schools resources, may be issued with a statement of special educational need.

2.6 As from September 2014 the Children’s and Families Act lays out a new Code of Practice for children and young people with disabilities and SEN. This includes the changed format of the legislative support from a statement, to an Education, Health and Social Care Plan (EHC). This new format will include advice and support packages from social care in the plan, and also health services including therapies and Child and Adolescent Mental Health Services.

2.7 Population of Children and Young People in Care

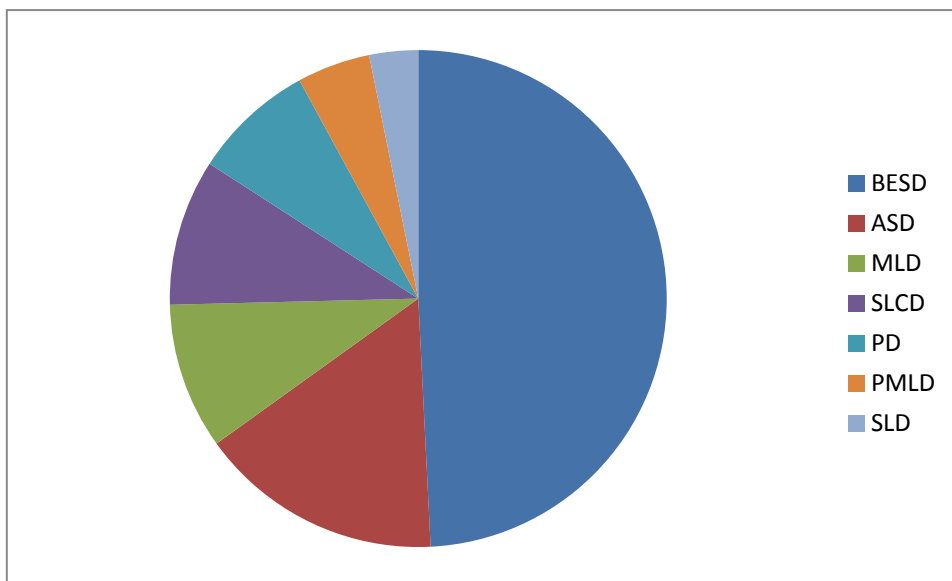
There are 63 children and young people classified as Looked After Children with a statement of special educational need. The primary category of need in the children and young people’s statements is as follows:



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Numbers of Children and Young People	Primary Need
Behavioural Social and Emotional (BESD)	31
Autism (ASD)	10
Moderate Learning Difficulty (MLD)	6
Speech/Language and Communication Difficulties (SLCD)	6
Physical Disabilities (PD)	5
Profound and Multiple Learning Difficulties (PMLD)	3
Severe Learning Difficulties (SLD)	2

The following is a pie chart to show the broad outline of category of need outlined in the children and young people's statements:



2.8 There are higher numbers of children and young people in care with emotional and behavioural difficulties, social communication difficulties. This may be compounded by frequent school moves as a result of changes in foster placements; also impact on the consistency of children's schooling, which also creates challenges in terms of establishing and maintaining an effective learning style for the child.



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- 2.9 There are higher numbers of children with Autism emerging throughout the school system each year. There are also more children with moderate learning difficulties, than those with physical disabilities with or without significant learning difficulties. This needs to be considered alongside the reasons for the child going into care e.g. if the child was accommodated under voluntary agreement with their family (Section 20) or if the child was subject to a care order (Section 31). The children accommodated under section 20 had a disability such as a physical disability or Autism. There were no children with BESD accommodated under section 20.
- 2.10 In the main the children with difficulties that have an environmental factor predominate in the groups of children who are in care. There are very low numbers of children with a genetic difficulty such as Down Syndrome (less than 5 of the children overall).
- 2.11 Frequent school moves as a result of changes in foster placements also impact on the consistency of children's schooling, which also creates challenges in terms of establishing and maintaining an effective learning style for the child.
- 2.12 The table below shows Children and Young People's Primary need and their type of education provision:

Primary Need vs School	BESD	ASD	MLD	SLCD	PD	PMLD	SLD	Total
Out of School	1	0	0	0	0	0	0	3
Secure Unit	1	0	0	0	0	0	0	1
Tuition	2	0	0	0	0	0	0	2
M/S prim	3	0	0	0	2	0	0	5
M/S sec	8	4	3	5	1	0	0	21
Special Day School maintained	5	3	3	0	1	2	0	14
Special Day School independent	4	0		1	0	1	2	8
Residential	7	3	0	0	0	0	0	10
Out of London?	27	7	6	2	4	1	1	46

Key:

BESD - Behaviour, Emotional and Social Difficulties

ASD – Autism

MLD – Moderate Learning Difficulties

PD – Physical Difficulties

SLCD – Speech, Language and Communication Difficulties

PMLD – Profound and Multiple Learning Difficulties

SLD – Severe Learning Difficulties

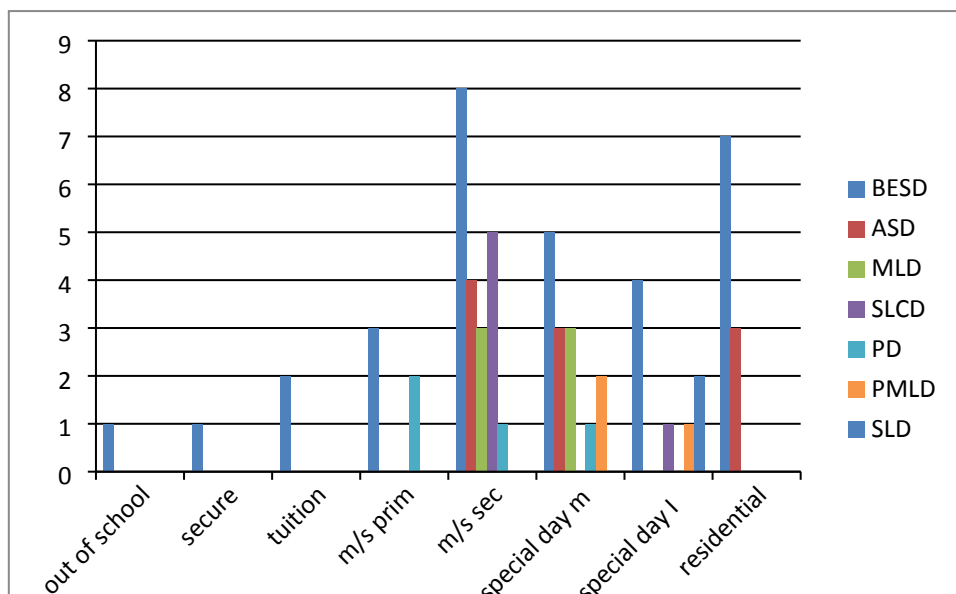
- 2.13 In total 46 young people are in a school out of London, with 10 children overall in residential settings. 1 is out of school and 2 are at tuition, 1 is in a secure setting. The



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highest numbers of children in are in Special Schools (22 in total) with 21 at mainstream secondary school.

2.14 The following shows the numbers of children and type of school placement in each group:



2.15 Children and Young People with Behaviour, Emotional and Social Difficulties are more likely to be educated out of London in a residential setting, with children with Autism the second most likely. Whilst the reasons for this are not completely clear at this stage, analysis of a small sample of children’s cases seems to indicate is it due to factors such as their high levels of activity, and poor sleep patterns and with highly challenging behaviour. The behavioural challenges presented by these children can mean that overnight vigilance, and a change of adult, is needed to ensure the interaction the child receives is positive and choices are not made by the adult due to fatigue. At this stage this is most often found in a residential school. In a day Special Schools this behaviour approach is called ‘change of face’ whereby the adults tag team each other when managing a child through a particularly difficult episode.

2.16 Children with BESD are most likely to be out of school, often due to a breakdown in foster placement leading to a move to another borough. They are also the children and young people most difficult to place in school settings.

2.17 Whilst accurate numbers of children with co-occurring mental health difficulties are not represented here, the highest contributory factor for choosing a residential setting is a Young Person’s challenging behaviour as a result of a significant mental health difficulty.

2.18 The child or young person’s primary category of need is not a high indicator of their school placement, outside of residential.



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2.19 Not included in this information are a further 24 children attending residential special schools out of the Borough. These children and young people predominantly have a diagnosis of Autism.

3. Summary:

There are significantly more statemented children of secondary school age, who are also more likely to have Behavioural Emotional and Social Difficulties. As this is a very broad category of need, more analysis is needed about the individual children's educational challenges and diagnosis, across both health and education. The conversion from a statement to an education, health and care plan will be particularly key for this group of children and young people, in identifying and setting outcomes for their individual needs.

4. Comments of the Chief Finance Officer and financial implications

NA

5. Comments of the Assistant Director of Corporate Governance and legal implications

NA

6. Equalities and Community Cohesion Comments

NA

7. Head of Procurement Comments

NA

8. Policy Implication

NA

9. Reasons for Decision

NA

10. Use of Appendices

NA

11. Local Government (Access to Information) Act 1985


Disabilities Discrimination Act 1995

Education Act 1996

Children and Families Act 2014



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Report for:	Corporate Parent Advisory Committee / Aspire 16 March 2015	Item Number:	
Title:	Update on Pupil Premium Plus expenditure on Children and Young People in care		
Report Authorised by:	 Jon Abbey Interim Director, CYPS		
Lead Officer:	Tracey Hutchings – Head of Virtual School		
Ward(s) affected: All	Non-Key		

1. Report

1.1 Pupil Premium Summary Update of Distribution and Use

- 1.2 Since the introduction of the Pupil Premium (PP) in 2011, extra funding has been given to schools in order to close the attainment gap for disadvantaged, LAC and former LAC pupils and assist with the pastoral needs of children with parents in the armed forces. The pupil premium allocation to schools for disadvantaged pupils is linked to the number of pupils entitled to free school meals.

Since 2011 the funding given to schools has increased per pupil; (2011/12 £423, 2012/13 £600, 2013/14 £900) In 2014/15 the allocation is dependent on age. Primary pupils are entitled to £1300, Secondary pupils £935, Service Children £300 and Adopted, SGO or RO children £1900*. All payments for the above are paid directly to the school as identified on the January school census.

* There is now a separate allocation of the Pupil Premium for children adopted from care or who have left care under a Special Guardianship Order (SGO) on or after 30 January 2005, providing they were recorded on the January School Census; and also for children who left care under a Residence Order (RO) on or after 14 October 1991.



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- 1.3 Prior to 2014 children continuously in care from 6 months before 1st April were eligible for the Looked After Children Pupil Premium (LACPP). Now children will be eligible as soon as they enter care, rather than the previous six month criteria. Looked After Children have previously attracted Pupil Premium funding at the same rate as children from low income families, but now they attract a higher rate of funding – the LAC Pupil Premium (LACPP) £1900.
- 1.4 The new guidance: Pupil Premium 2014 to 2015: conditions of grant (February 2014) requires the Virtual School to have control over the Pupil Premium for Looked After Children. The guidance states that the grant allocation for Looked after children must be managed by the Virtual School Head and is to be used for the benefit of the child’s educational needs as described in the pupils Personal Education Plan.
- 1.5 The money was allocated to schools as specific targeted funding to raise the attainment of the child / young person. The expectation is for the LACPP to support educational attainment. Schools need to demonstrate how the LACPP has impacted on progress.
- 1.7 In addition to information requested from the Virtual School, schools are held to account in regards to the use of the Pupil Premium Plus through:-
- performance tables
 - the current Ofsted inspection framework
 - online reports to parents
 - monitoring via PEP stakeholders.

2. Actions by the Haringey Virtual School to Support Implementation

- Worked with finance to set up payment system; currently schools are allocated £600 each term per pupil.
- Produced a leaflet: Haringey Virtual School Guide: The Pupil Premium Plus (LACPPP) for Looked After Children April 2014. This explains the new guidance and describes the processes. It has been made available to Social Workers, Independent Reviewing Officers, Designated Teachers and Supervising Social Workers.
- Updated information on PEP form in regards to allocation, impact and evaluation of the pupil premium. The money is allocated to schools, which needs to be discussed in consultation with the social worker, foster carer and young person in regards to spend; the focus should be on raising education attainment.
- Created Social Worker and Designated Teacher packs to support quality in PEPs, including; planning, provision and improved attainment for LAC.
- Consulted with Haringey Head Teachers through the Network Learning Communities during the Autumn Term on the allocation of the LACPP and how it is monitored and



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evaluated.

- In the Summer Term the Virtual School amended the attainment data collection form (collected via the Virtual School website) to include feedback in regards to use of the pupil premium, requesting a breakdown of intervention, impact and outcome.
- With regards to the distribution of the LACPP to schools, in borough receive the allocation via cash flow. For Out of borough schools they must submit an invoice.

3. Allocation of Lac Pupil Premium 2014-15

- 3.1 Most of the money has been allocated to schools with £600 being sent each term for each LAC. Many schools have responded to our requests there are still a number of Out of borough schools have not submitted an invoice even with additional communication and requests. For the Spring and Autumn Term around 25% of schools Out of borough have not invoiced, this is in line with the experience of other Virtual Heads.
- 3.2 In addition with to the school allocation the Virtual School has used the LACPPP for:
- Big Green Envelopes (termly and half termly green envelopes with books on specific themes sent directly to children in their homes)
 - Catering for Fostering Conference
 - Designated Teacher Conference
 - Theatre trips including Brazillia, Curious Incident of the Dog in the Nighttime and Lion King
 - Maths pack sent out to students of statutory school age
 - Maths club – held at Wood Green library
 - London Eye, River cruise and Afternoon Tea for year 11 pupils
 - Year 11 packs to support study for GCSE's
 - Creation of Social Worker and Designated Teacher packs
 - Distribution of career books
 - Cinema event for Primary aged children
 - Books for foster carers
 - Books for teachers to support LAC
 - three month membership of the Big Green Bookshop book club for carers and children
 - Specific identified support for individuals.
- 3.3 To Care Is To Do - money has been allocated to Tottenham Hotspur Foundation to match fund the programme offering:
- Work Experience
 - Organisation of events, including holiday activity weeks running for 3- 5 days including drama, fashion, money management, leadership development and sports.
 - Cooking club for secondary aged pupils



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- 3.4 Trauma training – schools which attended the Designated Teacher conference and are accessing the Trauma Recovery training delivered by the Educational Psychology Service have been offered Kate Cairns training for one day to be delivered during the next year.
- 3.5 Additional money allocated of £1000 per year 6 pupil offered to schools
- 3.6 Network Learning Community (NLC) Leads have taken up the offer of additional money to be allocated to support 3 or more schools working together to develop aspirations around science and STEM ensuring that LAC are included in offer and benefit from the interventions. Working with the School Improvement Service NLCs will be able to create a bespoke programme and will feed back to each other learning.

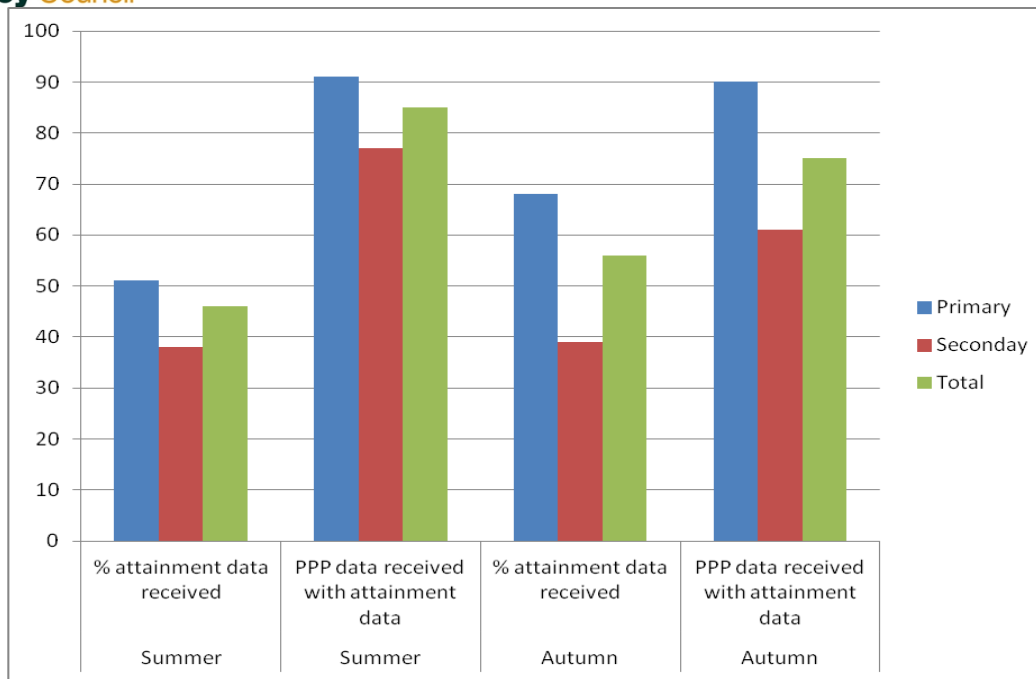
4. Allocation of LACPP to Schools

- 4.1 The use of the LACPP should be part of the PEP meeting and it should support the decision in regards to where the money could be allocated to support the raising of attainment. Within the PEP document is a section where spend should be recorded and evaluated. Also at the end of each term we request an update from schools in regards to the current attainment of the young person and also information in regards to how the LACPP has been used and an evaluation of impact.
- 4.2 The response from schools in regards to this information does vary with some schools responding regularly and others sporadically.

Response from schools using the Virtual School on-line Eform



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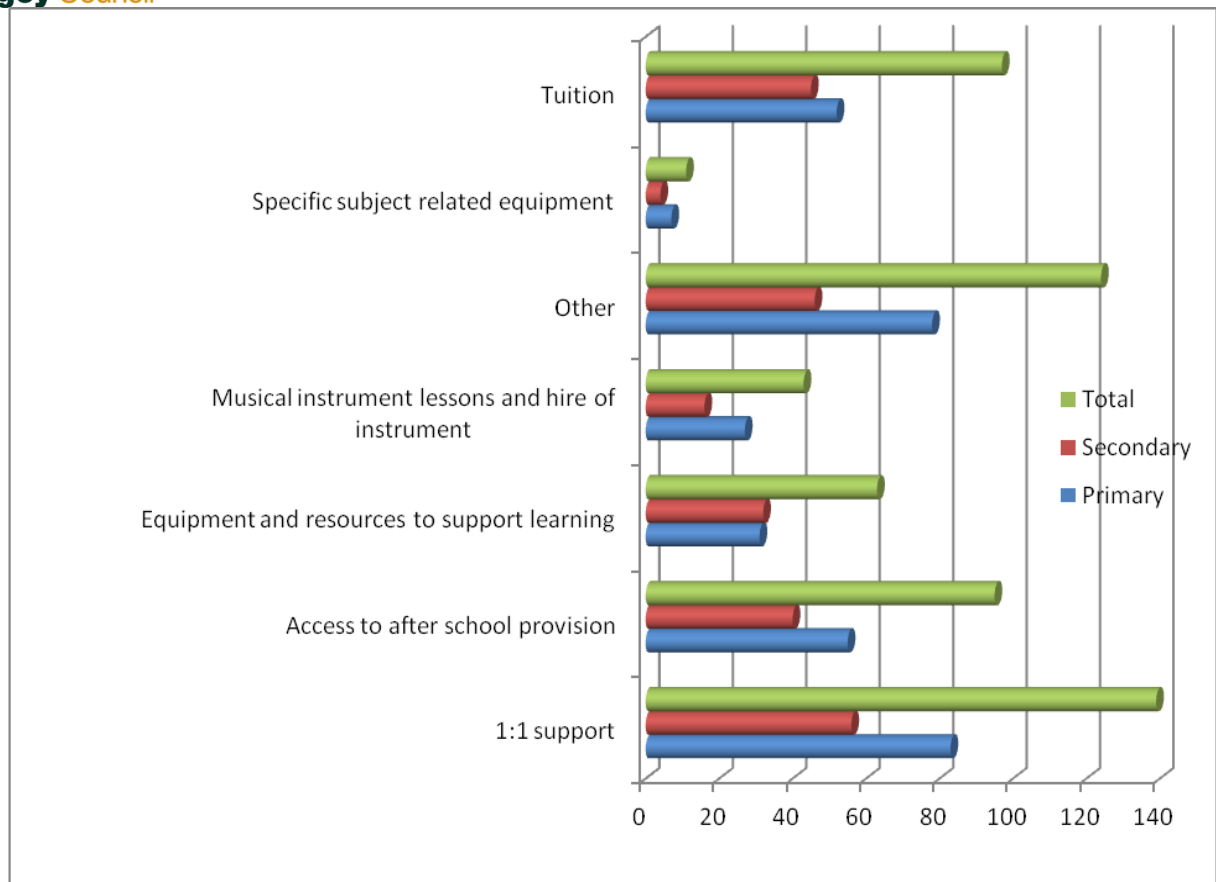
From the data received by schools in the Autumn Term 2014, 89% of Haringey LAC are making progress with their learning.

- 4.3 The reporting from schools has shown that the intervention strategies employed using the LACPP is diverse and many are making use of specific research based intervention programmes and schemes.
- 4.4 Many of the reports from schools state that the interventions have supported improved confidence and engagement with tasks. For some children there has been a significant change in academic progress during the year or within a specific time frame.

4.5 Current spend by schools of the LACPP 2014-15 (Summer and Autumn Term)



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4.6 From the information received from schools during at the end of the Summer and Autumn Term 2014 the LACPP has been used for a range of interventions and activities. Interventions under each of the areas include:

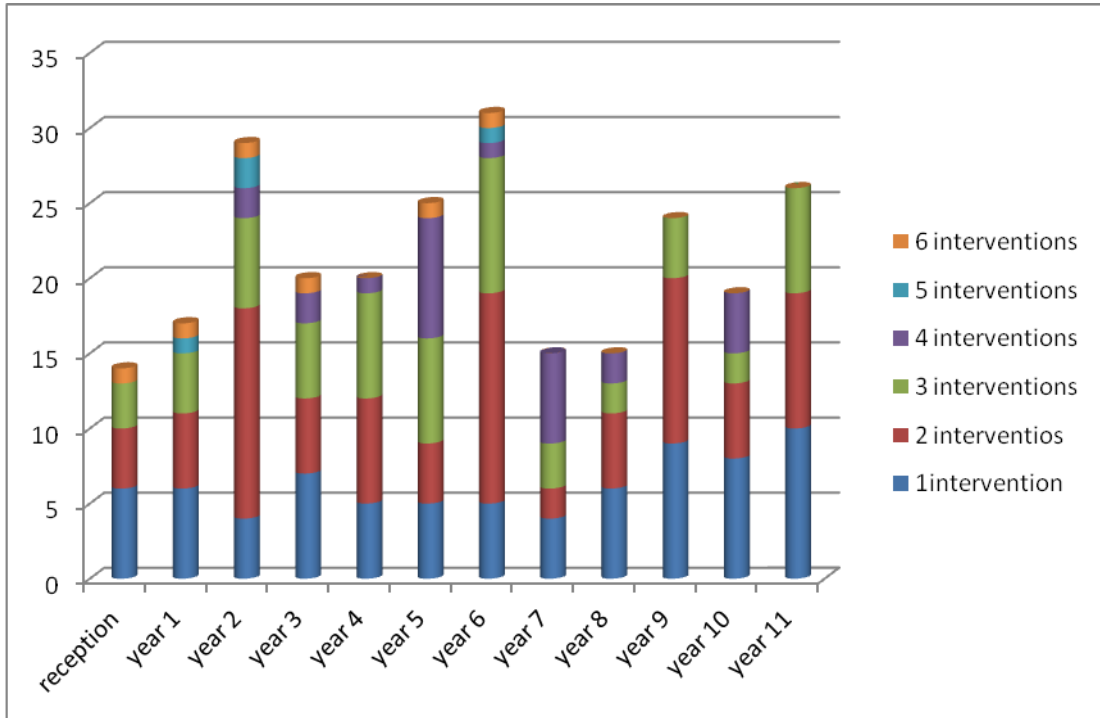
- **121 Support:** Sports, Reading, English, Maths, Handwriting, Phonics, French and Counselling
- **After School Provision:** PEP, social skills, Brilliant Club, Sewing Club, diverse sports including Football, Golf, Dance, Karate, Tennis, Swimming and Gymnastics, Knitting club, Drama, Choir and multi-literacy sport
- **Equipment:** Laptop, tricycle, CD player, revision guides and ipad
- **Musical Instruments:** Guitar, drums, keyboard, flute, steel pans, violin, trombone and singing
- **Tuition:** Literacy, Numeracy, Maths, Reading, ICT, History, EAL, Computing and Maths and subject boosters
- **OTHER:** Spanish, Social Stories, Therapy, outings, Skiing trip, interview skills, trip to France, Play Therapy and Food Technology lessons



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- **Specific Subject Related Equipment:** Reading, English, ASDAN, ProjectX guided reading

4.7 Number of interventions provided per term per pupil



4.8 Many of the interventions although not specific to academic work continues to be important to consolidate learning and provide enrichment and support in order to engage with learning.

4.9 The challenge in regards to the pupil premium is for it to be used to support academic attainment and for schools and other professionals to recognise the point at which a young person can engage in academic interventions in addition to the supportive and pastoral interventions.

4.10 The monthly PEP audit has identified that the use of the funding outlined on the PEP would currently be classed as not strong enough. Reasons included that it is not always specific, it is not used for additional offers but general offers available to all pupils in a school. The LACPP is not targeted to specific need or is not matched to the identified needs. In response to the PEP audit findings we have developed a range of documents to support quality PEPs. This includes the RAG rating document which demonstrates factors that rate a PEP based on requires improvement, good and outstanding.

5. Proposed Way Forward Based on Research and Findings from the First Year of Virtual School Holding Responsibility for Distribution



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- Increase the response from schools in regards to attainment information and details of LACPP use and impact.
- If funds allow, pay a higher amount to pupils in reception and year 1, as research has shown that early intervention supports language development and reduces the gap in attainment aged 7 and 14.
- Contact and challenge schools who have received money but not provided a breakdown of the use of the pupil premium.
- Challenge the use of the money to support it being used for things over and above the usual offer to a student at the school.
- Create an outline for schools in regards to appropriate use of the pupil premium to support attainment and long term benefits.
- Finalise creation of the young person's guide for PEP meetings.

6. Key Documents

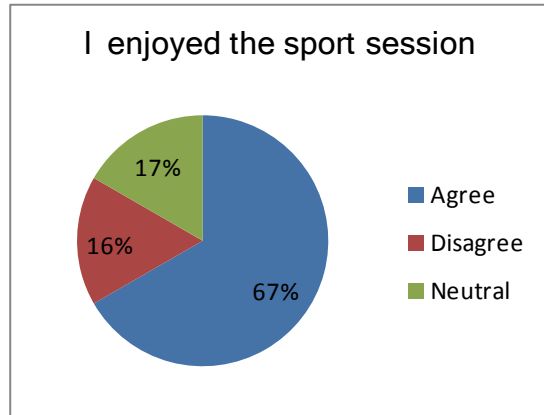
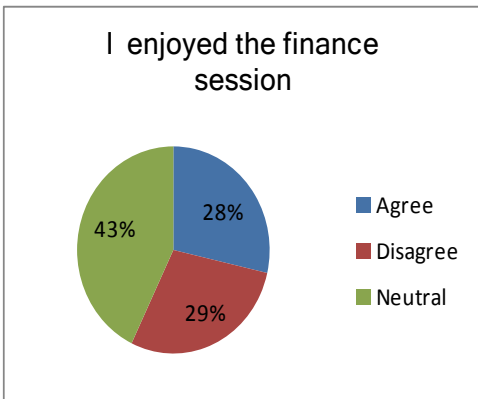
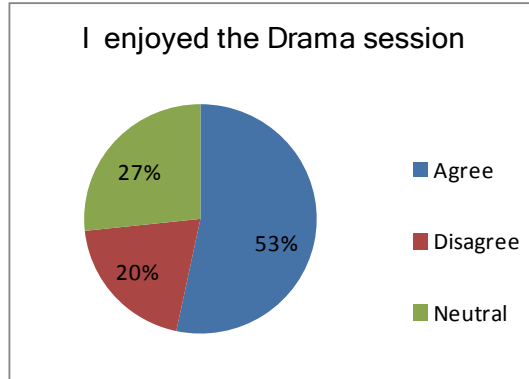
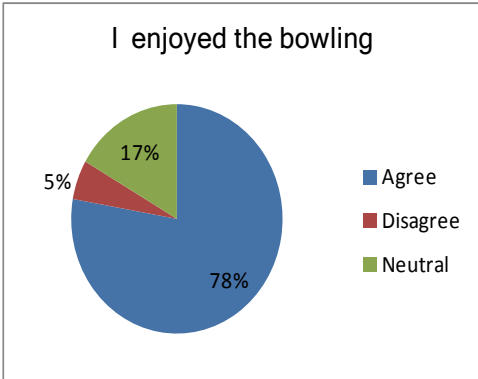
- Promoting the Education of Looked After Children – Statutory guidance for local authorities *July 2014*
- Ofsted report: The Pupil Premium: How schools are spending the funding successfully to maximise achievement *February 2013*
- Pupil Premium 2014 to 2015 conditions of grant
- DFE: Evaluation of Pupil Premium *July 2013*
- Sutton Trust: EEF teaching and learning toolkit *February 2014*.



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Young People’s Evaluation of Recent Events and Activities:

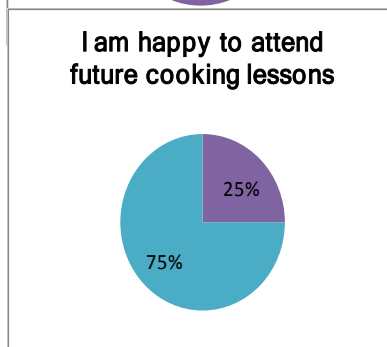
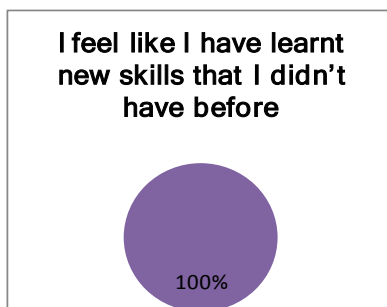
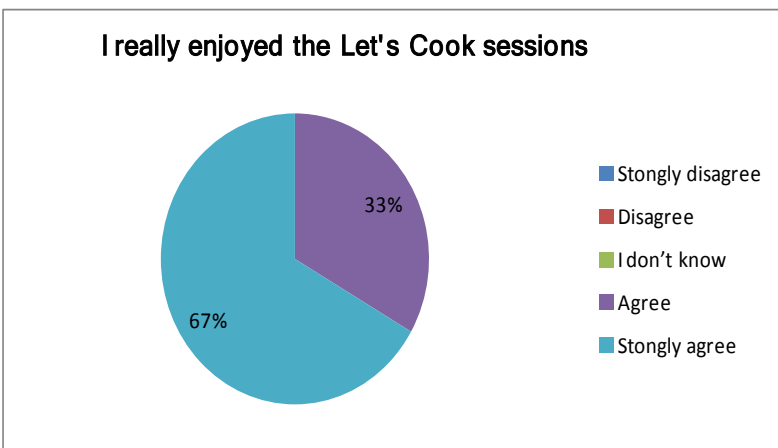
Half Term Activity Week – February 2015



Something you’ve learned:

- How to have fun
- To get on with others
- Friendship
- About communication in group work
- How to budget

Let’s Cook



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