

NOTICE OF MEETING

Children and Young People's Scrutiny Panel

Tuesday, 29th September, 2020, 6.30 pm - MS Teams Meeting (view it [here](#))

Members: Councillors Erdal Dogan (Chair), Dana Carlin, James Chiriyankandath, Julie Davies, Josh Dixon, Mike Hakata and Tammy Palmer

Co-optees/Non Voting Members: Mark Chapman (Parent Governor representative), Luci Davin (Parent Governor representative), Yvonne Denny (Church representative) and Lourdes Keever (Church representative)

Quorum: 3

1. **FILMING AT MEETINGS**

Please note that this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on.

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The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

2. **APOLOGIES FOR ABSENCE**

3. **ITEMS OF URGENT BUSINESS**

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with as noted below).

4. DECLARATIONS OF INTEREST

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, Paragraph 29 of the Council's Constitution.

6. MINUTES (PAGES 1 - 18)

To approve the minutes of the meetings of 2nd and 11th March 2020 (joint meeting with the Adults and Health Scrutiny Panel).

7. CABINET MEMBER QUESTIONS - COMMUNITIES AND EQUALITIES

An opportunity to question the Cabinet Member for Communities and Equalities, Councillor Mark Blake, on developments in his portfolio that come within the Panel's terms of reference (i.e. youth service and combatting youth offending).

8. RECOVERY PLAN FOR EDUCATION TO CATCH UP ON MISSED SCHOOLING AND TARGETED ACTION FOR DISADVANTAGED COMMUNITIES (PAGES 19 - 24)

To report on the recovery plan for education to catch up on missed schooling and targeted action for disadvantaged communities.

9. MANAGEMENT OF THE SCHOOLS ESTATE (PAGES 25 - 28)

To report and comment on action to maintain the schools estate.

10. WORK PROGRAMME UPDATE (PAGES 29 - 38)

To consider the future work plan for the Panel.

11. NEW ITEMS OF URGENT BUSINESS

To consider any items admitted at item 3 above.

12. DATES OF FUTURE MEETINGS

- 9 November 2020;
- 14 December (budget) 2020; and
- 8 March 2021.

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Tuesday, 22 September 2020

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MINUTES OF MEETING CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL HELD ON MONDAY, 2ND MARCH, 2020

PRESENT:

Councillors: Erdal Dogan (Chair), Dana Carlin, Julie Davies, Josh Dixon, Mike Hakata and Tammy Palmer

Co-opted Member: Mark Chapman and Luci Davin (Parent governor representatives), Yvonne Denny and Lourdes Keever (Church representatives)

27. FILMING AT MEETINGS

The Chair referred Members present to agenda item 1 as shown on the agenda in respect of filming at this meeting and Members noted the information contained therein.

28. APOLOGIES FOR ABSENCE

An apology for absence was received from Councillor Chiriyankandath.

29. ITEMS OF URGENT BUSINESS

None.

30. DECLARATIONS OF INTEREST

None.

31. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

32. MINUTES

AGREED:

That the minutes of the meeting of 19 December 2019 be approved.

33. HARINGEY COMMUNITY GOLD - END OF YEAR ONE SUMMARY

Eubert Malcolm, the Interim Assistant Director for Stronger Communities, reported on the progress up to quarter four with Haringey Community Gold initiative. It was aimed at young people at risk of exclusion from school or on the fringe of criminality. A public health approach was used that focused on strengths. The aim was to turn lives around

and realise potential. Engagement had taken place with 1364 young people in 2019. There were also 309 young people completing activities out of original target of 500. A total of 452 young people had also engaged in aspects of the programme following initial engagement through the outreach team. Activities had also taken place in schools, including a number on employment issues. The ethnicity of the largest percentage of participants was Black British. Payment for the work undertaken as part of the initiative was based on results and £480k had been received so far.

There had been a number of challenges that had been faced in setting up the programme of activities. It had started late due to issues related to processes, recruitment, training and compliance. The programme had been led by voluntary sector partners, who had then invited the Council to lead the consortium. There had been alignment difficulties for the delivery of the programme due to the number and diversity of partners. The drive to engage large numbers of young people also created an influx of requests which presented capacity challenges to grass roots delivery partners. In addition, there were also challenges in ensuring that there was the capacity to deliver a service in multiple locations in order to support young people unwilling to travel.

There were a number of objectives for the second year of the programme. These included:

- Developing closer working relations with Bruce Grove Youth Centre, Project 2020 and Project Future;
- Continuing to promote the programme across Haringey and neighbouring boroughs;
- Finalising the development of the young people's shadow board to provide a strong voice to influence the delivery of activity; and
- Supporting employment, physical activity and sports activity to reflect feedback from young people and practitioners.

In answer to a question, Mr Malcolm stated that there were could be challenges in working with the community. In particular, it could be difficult addressing challenging behaviour amongst young people. An evaluation would take place following the second year of the initiative. This would include case studies that would focus on the changes that the initiative had led to the lives of young people involved. The initiative would contribute to the achievement of the objectives of the Youth at Risk strategy and its associated 10 year action plan.

In answer to another question, he stated that many young people did not feel comfortable disclosing their sexual orientation and not trusting of figures of authority. Efforts were being made to involve girls and there were female detached workers undertaking specific work to address this. There were nevertheless challenges in identifying the sort of activities that young women wanted. He was happy to report back on progress with this. There were targets for levels of participation that had been set by the GLA for the three years of the initiative and it was likely that these would be exceeded.

In answer to a question, Mr Malcolm reported that the initiative was community led and it was partners who had selected the Council to lead the programme. The Council and its partners were always willing to consider the inclusion of new groups though. Some groups would need upskilling and there was also a need to support partners. Some

partners were already over providing. There was a clear project plan. If targets were not met, the Council and its partners would not be paid the grant funding.

Ann Graham, Director of Children's Services, reported that the project plan was extensive and included red, amber and green (RAG) ratings. There were regular meetings between partners and an early warning system in place for any performance issues. The consortium's aim was not just to receive the funding but to deliver outcomes.

In answer to a question regarding provision of activities in the south Tottenham area, Mr Malcolm stated that there were detached youth workers working in the area and consideration was being given to expanding activities there. In addition, some activities had been arranged with Gladesmore School. Staff would go to any areas of the borough where there was a need.

The Panel noted that the target for the total number of participants in the initiative was 1500 for the year. There were key performance indicators (KPIs) which could be shared with the Panel in future reports on progress. It was possible to refer participants in activities to a range of partners. The Exodus scheme was still in operation in the borough. Consideration was being given an exit strategy including income streams so that activities could continue when the initiative finished. Significant funding would be required to ensure sustainability and, in addition, members of the community would need to be provided with the necessary skills. The summer programme was separate from the initiative.

In answer to a question, Mr Malcolm stated that the earlier that interventions took place, the better. Workshops were being undertaken in schools and partners were happy to visits schools that would like ones arranged. The largest cohort of young people involved in the initiative were those between 14 and 16.

The Panel felt thanked officers for the report. They felt that start of the initiative had been positive and demonstrated good joint working. It was important that provision was sustainable and alternative sources of funding needed to identified, such as from the National Lottery. They requested further reports on progress in due course, including monitoring data.

AGREED:

That further reports on progress with the initiative, including monitoring data, be submitted to the Panel.

34. EQUALITY OF ACCESS TO LEISURE AND RECREATION FACILITIES

Andrea Keeble, Commissioning Manager for Active Communities reported that the UK's Chief Medical Adviser had recommended that all children and young people received 60 minutes of physical activity per day. Evidence from Sport England's Children and Young People's Active Lives Survey of 2017/18 indicated that 46% nationally and 43% in London of children and young people were meeting the recommended level. The figure for Haringey was slightly below this at 41%.

There were inequalities in levels of activity, with wealthier individuals tending to be more active. However, there was a lack of data currently and efforts were being made to address this. It had nevertheless been possible to obtain some data on current levels of participation within Haringey for the report. This had shown large increases in the number of under 16s using Council leisure centres since 2016. The proportion of children and young people from disadvantaged groups using them was also quite high. Many children and young people accessed centres without a membership or leisure card. There were inconsistencies in the data from leisure centres and some areas of concern. In particular, black and minority ethnic (BAME) children were under represented but there was an even balance between genders in accessing facilities. It also appeared that disabled children and young people were using facilities but a lot did not have leisure cards. The National Benchmarking Survey of leisure centres had shown that, whilst Tottenham Green performed well, Park Road needed to attract more children and young people from ethnic minorities.

Ms Keeble stated that the report had shown that there were a number of areas where action was required. In particular, there was a need to encourage the use of leisure cards and increase the robustness of data. Targeted work was also required to increase use by under represented groups.

The Panel noted that the summer programmes of 2018 and 2019 showed positive outcomes. These included reductions in crime and referral to the Multi Agency Safeguarding Hub (MASH). However, work was required to increase participation amongst girls. In addition, the quality of monitoring data needed to be improved and, in particular, that relating to equalities.

Panel Members felt that the current concessionary schemes could be simplified. In addition, concerns were expressed about the quality of service provided at Tottenham Green leisure centre. It was also felt that the centres did not always provide all the activities that people wanted.

Ms Keeble stated that it was recognised that there were challenges at Tottenham Green and Council officers were working with Fusion to address them. Some of the Issues relating to concessions were the Council's responsibility and there was a need for simplification. The provision of additional activities was being considered and further work would be done regarding this, particularly in respect of the summer programme.

Panel Members felt that some leisure centres were not being utilised as much as they could be, particularly New River. It was also felt that the processes required to obtain the concessionary rate could be challenging for some families. In addition, more outreach could be undertaken in schools. It was also suggested that the level of concession could be looked at.

Ms Keeble reported that there would be a major marketing exercise when changes to the concessionary scheme were brought in. Outreach already took place in schools and consideration could be given to signing up children and young people for leisure cards within schools. Whilst Fusion could be encouraged to review the level of concession, care needed to be taken to not adversely affect their income levels as they needed to make enough for the contract to remain economically viable. There was

additional funding for the summer programme though and this could provide a degree of additional flexibility.

35. ELECTIVE HOME EDUCATION AND UNREGISTERED SCHOOLS

Eveleen Riordan, Assistant Director for Schools and Learning, reported that there had been an increase in the number of children who were being home schooled. There had been just under 350 in 2018 but this had dropped down slightly last year to 184. Of these, 68 were girls and 116 were boys. None of these were currently subject to a child protection plan. There were a number of reasons why parents might choose to home educate and these might include religious or philosophical considerations, bullying, medical issues and to avoid exclusion. Children with an Education and Health Care (EHC) plan were also able to be home schooled. There was flexibility regarding what could be taught although there was an expectation that English and Maths would be included. The Council provided an advisory teacher who provided advice and guidance to parents. Visits were also undertaken to monitor the progress of children. However, parents were not obliged to provide access. Action could nevertheless be taken where it was determined that children were not being educated adequately. In respect of unregistered schools, there had been one in the east of the borough but there were currently none.

In answer to a question, Ms Riordan reported that numbers fluctuated but tended to increase towards the end of the school year. It was acknowledged that the role that local authorities had could be challenging. However, home schooling could deliver some good results. One option that could be used was flexi-schooling, where children attended school for part of the week and were home schooled for the remainder. This was subject to the discretion of head teachers. Ms Graham reported that whilst home schooling could be rich and nurturing, there were also risks and there had been some cases where it had gone badly wrong.

Panel Members stated that there were unregistered schools in neighbouring boroughs and these could be accessed by Haringey children. In particular, a recent report had shown there to be significant numbers of unregistered schools in Hackney. Ms. Riordan reported that the Council was in contact with neighbouring boroughs and able to raise concerns with them.

In answer to a question, Ms Riordan reported that there were not the resources to support the development of networks amongst home schooling parents to share good practice. However, they were aware of some networks that already existed and could signpost parents. There had been an increase nationally in the number of home schooled children and she would investigate whether there was any further information or research to explain why this was happening and, in particular, whether there were any particular religious groups who were over represented. However, the proportion within Haringey was broadly similar to other boroughs. There was no evidence that schools were pressurising some children and young people to be home educated in order to remove them from schools rolls. Such actions would be viewed seriously were they found to be occurring.

AGREED:

That the Assistant Director for Schools and Learning be requested to provide further information for the Panel on the reasons for home schooling and, in particular, if there were any particular patterns within the borough or religious groups that are over represented.

36. UNREGISTERED/UNREGULATED AND SEMI-INDEPENDENT HOMES FOR CHILDREN AND YOUNG PEOPLE

Beverly Hendricks, Assistant Director for Social Care, reported that there had been an increase in the level of demand for accommodation outside of family homes in recent years but the amount of suitable placements had not kept up with demand. Providers who offer support and accommodation for young people over the age of 16 were not required to be registered and therefore did not come under the monitoring remit of Ofsted. There were now 16 semi-independent providers within the borough but these were largely used by other local authorities. Engagement was taking place with them and this included support and training on safeguarding issues. The Council's brokerage team was also working with these providers to determine whether they were suitable for use by Haringey. It was important that there was confidence in providers and extensive quality assurance was therefore undertaken. Consideration had been given to the borough joining the West London Alliance consortium of local authorities to commission providers but it had been felt that the spread of accommodation available did not currently meet the needs of Haringey young people. Haringey had placed 73 young people in semi-independent provision in the past year.

Panel Members expressed concerns regarding the educational impact of semi-independent living on young people between the ages of 16 and 18 as it was felt that the level of support that could be provided was not as great as that which could be provided in the home. This could impact on A Level performance. Ms Hendricks stated that this concern was shared. However, there was key worker support available to each young person. She was happy to draft a note outlining the support that was provided. In addition, she felt that it would be useful to undertake an audit to see how young people had benefitted. In respect of costs, Ms Hendricks reported that provision ranged from £320 to £1000 per week which compared favourably with the position elsewhere.

AGREED:

That a briefing note outlining the learning support that was provided to young people between the ages of 16 and 18 in semi-independent accommodation be circulated to the Panel and that this includes an audit of how young people had benefitted from what is currently provided.

37. WORK PROGRAMME UPDATE

The Panel noted that there were a number of outstanding issues within the current plan and agreed that the following issues be prioritised for inclusion on the agenda for the first Panel meeting of the new Municipal Year:

- School estates and action being taken to address maintenance issues; and
- Nurseries and the two and three year old offer.

CHAIR: Councillor Erdal Dogan

Signed by Chair

Date

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**MINUTES OF CHILDREN AND YOUNG PEOPLE'S SCRUTINY
PANEL HELD ON WEDNESDAY, 11TH MARCH, 2020
(JOINT MEETING WITH ADULTS AND HEALTH SCRUTINY
PANEL)**

PRESENT:

**Councillors: Erdal Dogan (Chair), James Chiriyankandath, Mike Hakata,
and Tammy Palmer**

**Co-opted Members: Luci Davin (Parent Governor representative) and
Yvonne Denny (Church representative)**

38. FILMING AT MEETINGS

The Chair referred Members present to agenda Item 1 as shown on the agenda in respect of filming at this meeting, and Members noted the information contained therein'.

39. APOLOGIES FOR ABSENCE

Apologies for lateness were received from Cllr Opoku

40. ITEMS OF URGENT BUSINESS

There were no items of urgent business.

41. DECLARATIONS OF INTEREST

None

42. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

43. TRANSITIONS

At a joint meeting of the Children and Young People's Scrutiny Panel and the Adults & Health Scrutiny Panel, Members received a presentation on a review of priorities for a whole of life autism strategy. Members were asked to note the presentation and provide comments. The presentation set out the policy context, drivers and priorities for young adults with autism who were transitioning from children to adults and the pathways involved in that transition from child-orientated to adult services. It was noted that this was a follow up to a previous look into transitions undertaken by the Adults and Health panel last year. The presentation was introduced by Charlotte Pomery, AD for

Commissioning and Georgie Jones-Conaghan, Joint Lead Commissioner for Adult Learning Disability and Autism.

It was noted that an Autism Strategy Group had been established which included a wide array of partners and parent/carer representatives. The group had met three times and was still developing and expanding.

Members were advised that Autism was a life-long condition for which there is no 'cure'. Autism is a spectrum condition. Which meant there are a wide range of traits associated with autism and different levels of need. Some autistic people also had learning disabilities, mental health issues or other conditions, meaning people needed different levels of support.

Autism causes difficulties with social communication and interactions, as well as a potentially restricted and repetitive range of behaviours, activities or interests. Autistic people are more likely to have environmental sensitivity. This means they may be hypersensitive or under sensitive to pain, temperature or other aspects of their surroundings. This will vary in type and intensity from person to person. The social model of autism is increasingly moving away from seeing autism as a 'disorder' and adopting a 'neurodiverse' understanding that sees autism as being different but not deficient.

Officers set out that a whole of life strategy was being developed, which was partially a response to increased awareness of autism, a recognition of that pathways for autistic people were in some cases inadequate as well as a recognition of the need to listen to the voice of those with autism. Officers also set out that the Council was beginning a process of co-production of services with services users and that this had highlighted a need for change. Further drivers of this work included the Autism Needs Assessment in 2017, a recognition of the need for better early intervention and prevention, as well as the SEND Joint Strategic Needs Assessment completed in March 2020 which showed a growing prevalence of autism in Haringey.

Some key facts and figures:

- There are at least 700,000 autistic people currently living in the UK, which is around 1% of the population.
- Approximately 40% of autistic people have co-occurring learning or intellectual disabilities 80% of autistic people, at some point in their lives, have mental health problems such as anxiety and depression, and the majority rate their anxiety as the number one problem in their lives.
- Autistic people without a learning disability are 9 times more likely to take their own life than the general population.
- There are under reported BAME and equalities issues for autistic people, including a high prevalence of autism amongst trans people and some cultures not recognising autism and having no word for it. Autism is apparently more prevalent in males than females, but this is likely to be due to under-reporting of girls and women and their better ability to mask features and behaviours.
- White Hart Lane, Tottenham Hale and Grove were identified as the wards with the highest number of autistic children in the borough. Officers advised that similar information was not held in relation to adults with autism.

The following was noted in response to the discussion on the policy context and drivers of a Haringey whole of life autism strategy:

- a. In response to a concerns raised about the fact that Tottenham had the highest rate of autism in the Borough and the reasons for this, officers clarified that it was three wards rather than the whole of Tottenham and advised that they were looking to see whether there were any environmental factors that could explain this. Officers advised that they were also working on the Joint Strategic Needs Assessment to identify the issues involved. Members were advised that there was a correlation with a need for speech and language therapy in those areas.
- b. In response to concerns about the Grove and an increasing tendency to concentrate children in specialised schools, officers advised that there were 779 young people with an Education, Health and Care Plan who were identified as being autistic and of these around 530 were in mainstream schools. In contrast, there were around 240 in specialist schools of whom 80 went to the Grove. Officers clarified that these figures related to children who were registered as Haringey residents and could attend educational institutions both inside and outside of the Borough.
- c. In relation to a follow-up question, Officers advised that there were 2282 Education, Health and Care Plans (EHCP) in the borough, which represented an 18% growth from the previous year. One of the key things reflected in an EHCP was autism.
- d. Officers advised that the prevalence of autism within Haringey was broadly on trend with the rest of the UK.
- e. Members sought clarification around what was meant by embedding 'neuro diversity'. In response, officers advised that the language used was crucial with autism as well as the need to adopt an inclusive approach. Overall, the approach involved consulting and listening to patients and providing a person specific response.
- f. Members enquired whether there were home school stats for children with autism. Officers advised that the prevalence of home schooling for children in Haringey was comparatively quite low. Officers agreed to send round the figures for home schooling after the meeting. **(Action: Nathan Jones).**
- g. In response to a question, officers advised that information on adults with autism was much scarcer due to the fact that EHCPs were one of the key means by which autism was identified and pathways/responses were determined. There was no register as such for Haringey adults with autism and Members were advised that only clinical institutions like Maudsley Hospital would hold this information. Officers acknowledged that one of the key outcomes in developing a strategy was to provide better information advice and guidance that our ability to signpost services was improved.
- h. In response to a question, officers set out the importance of self-evaluation and the need to be driven by the data.

Priority one of the Autism Strategy was improving diagnostic services for autistic children, young people and adults. The key elements of this included:

- The development of new pre and post diagnostic support in-borough, run by BEH MHT.
- Children's clinical providers had started to work together on joint clinics across CAMHS/ autism diagnostic services. A review of the current children's diagnostic pathway was underway

- Review and emphasis based on feedback from users on importance of pre & post diagnostic support
- Careful planning to ensure young people transitioning will not be disadvantaged by a children and adult diagnostic service, and agreement locally to ensure a whole of life pathway would underpin this.

The following arose in response to the discussion of priority one of the autism strategy:

- a. Members sought assurances about how much work was being undertaken in relation to hard to reach cases and in particular where English wasn't a first language. In response, officers acknowledged these concerns and agreed that some consideration would be given on how to reach hard to reach communities and what support could be given to help them access services.
- b. In response to a question, officers advised that there was a growing body of research into the causes of autism and that clinical knowledge was developing all of the time. It was noted that autism is something that children could be born with and there were also a range of environmental factors that could have an impact.
- c. In response to a question around the autism hub, officers advised that it was primarily designed for ages 16+, however it was hoped that it would also provide a safe space for parents and carers of autistic children to meet and access a varied of other information and services.
- d. In response to a question around other boroughs that provided a similar autism hub, officers advised that Kensington and Chelsea and Westminster were in the process of implementing something similar and that officers had spoken to their counterparts in those boroughs.
- e. The Chair raised concerns about the transition from children to adult services and the disjointed nature of some of those services. Given that the hub was designed for 16+, the Chair was keen to understand what hub-type services existed for younger children and what those pathways were for preparing for adulthood. In response, officers acknowledged that it was more problematic for children without an Education Health and Care Plan as there was a requirement to be planning for adulthood from 14+ in the EHCP. Officers acknowledged that transitions was an area where outcomes needed to be improved and that a lot of the connection services and career guidance had been passed back to schools which made this more difficult.
- f. In response to officers conceding that there was no equivalent hub service for children, the Chair emphasised the ease of access involved with having a hub as well as people knowing where to go. In response, officers set out that a hub service was not the only source of information, advice and guidance and that the Council also had a local service offer which listed universal services as well as disability specific services across the borough. Officers also set out that schools did a huge amount of work in ensuring people received the correct information and signposting services.
- g. Members requested that further consideration be given to what service offer could be provided for the 14-16-year-old cohort in relation to the autism hub and supporting the transition to adulthood. **(Action: Charlotte Pomery).**

Priority two of the Autism Strategy was increasing complex care services for autistic children, young people and adults in the community. The key elements of this included:

- Working with BEH to improve support for autistic people with mental health needs
- Discharging people from hospital and avoiding admission as per Transforming Care
- Developing Positive Behaviour Support (PBS) local provider market.
- Developing autism supported housing programme e.g. Linden Road, SEN 'halls' in borough
- Developing new PBS LD and Autism day service at Waltheof Gardens to support carers.
- Rolling out PBS training in schools and services in the local area and providing a network for PBS supervisors from April 2020.

The following arose in discussion of priority two of the autism strategy:

- a. In response to a request for clarification in relation to the transforming care accelerator pilot proposal, officers advised that this related to additional funding for children who were discharged from hospital to ensure that they retained the same key worker throughout their treatment in order to reduce instances of readmission. In response to a follow up, Members were advised that this was specifically related to complex care needs such as autism and those in receipt of psychiatric care.
- b. In relation to a question on the nature of SEN 'halls', officers set out that this was a project being developed to provide new supported housing at a site in Linden Road for people with autism or who had been discharged from psychiatric care and who were unable to live at home. The facility would be for the 16-25 age demographic and would facilitate their continued attendance at either school or college.
- c. In relation to a query about what suitable housing entailed, officers advised that needs could vary widely across the autistic cohort but that some level of specialist design was required. In particular, housing design needed to have level of environmental sensitivity as ill-considered lighting and decoration could potentially trigger behaviour.

Priority three of the autism strategy was enhancing crisis planning for autistic children, young people and adults in recognition that autistic people were over-represented in mental health services and that without crisis planning, they could spend a long time in psychiatric hospitals unnecessarily. The key elements of this included:

- Crisis management teams.
- The autism hub aims provide low level mental health support, health and wellbeing support and peer support which can prevent crisis in some instances
- Holding a register of those 'at risk' for both children & adults at risk of admission
- Arrange community (education) treatment reviews (CETR) in the community to prevent admission with family and professionals and independent panel of experts.
- Developing Hazelmere respite service for young people and families at risk of placement breakdown and/or admission

The following arose in discussion of priority three of the autism strategy:

- a. In response to a question around providing a rapid response during a crisis, officers advised that a recovery team provided a rapid response as well as there being a dedicated crisis liaison service through CAMHS.
- b. Members questioned whether there was specific service offer towards looked after children and care leavers to reflect the vulnerable nature of this cohort and the additional duty of care owed to them by Members, as corporate parents. The Chair questioned whether a specific target could be put in place for care leavers to reflect this. In response, officers acknowledged these concerns and agreed to develop this further as part of the ongoing development of the autism strategy work.
- c. Members sought clarification around provision of services for low level mental health and anxiety issues as well as the provision of peer review/support services. In response, officers confirmed that the autism hub would include access to CBT and IAPT services. The Chair commented that this could potentially have a big impact on children and young people in the borough.
- d. In relation to a follow-up question about who was leading on the pathway for these services, officers advised that part of the work being undertaken in developing this strategy was around identifying pathways and capturing where gaps existed. It was noted that the autism strategy group were responsible for leading on the development of the strategy and that its composition was developing with time.
- e. The AD for Commissioning agreed to come back to the Children's Panel with a work plan which included a potential improved offer to care leavers as well as pathways for low level mental health support services for children and young people, once this had been developed. **(Action: Charlotte Pomery).**

Priority four of the autism strategy was developing stronger care and support in the community for autistic children, young people and adults in recognition that people with autism and their families could benefit from a range of targeted community services.

The key elements of this included:

- Community services such as Markfield, Kith and Kids.
- The learning disability (LD) and autism day service would provide care for people with LD and autism in the community as well as providing respite for parents and carers.
- The autism hub would provide a place for the community to come together in a safe and accessible environment for people with autism and their support networks.
- The autism Hub would also provide autism awareness training in borough to help make Haringey more autism friendly.

The following arose in discussion of priority four of the autism strategy:

- a. Panel Members were keen to see additional roll out of sensory services such as colour coding of library books and book shelves in libraries to make them more accessible. It was also commented that navigation on the London Underground could be difficult for those autism and that more should be done to lobby TfL to colour code stations in a way that was autism friendly.
- b. In relation to a question around best practice examples on developing sensory approaches, officers acknowledged that there was a significant body of work around best practice on this such as Montessori schools.

Priority five of the autism strategy was improving accessibility for autistic children, young people and adults. In recognition of the limited understanding and awareness of autism in mainstream services including health, education and social care reducing their ability to meet the needs of autistic residents. There was also a recognition by the autism strategy group that autistic residents and their families didn't know where to go for help. The key elements of this included:

- Improved digital accessibility such as through Haricare, but more needed in range of different media; documents such as Preparing for Adulthood Pathway guide very popular.
- Driving the health check scheme to support GP's to identify all patients aged 14 + with learning disabilities, to maintain a register and offer an annual health check, including a health action plan.
- The autism hub aims to provide signposting, training and support in the community to improve access to services and awareness of autism.
- Parent post diagnosis workshops and courses including Signet create vital peer support groups that help families navigate services.

The following arose in discussion of priority five of the autism strategy:

- a. Panel Members sought clarification around the accessibility and availability of information through libraries. Members also commented that Haricare was not well known and sought assurance about how its profile could be raised. In response, officers emphasised the need to provide information consistently and ensure it was widely available. There was a recognition that people often only looked for the information when they needed it and that it was important to make sure that information was available in places that were accessible.
- b. In response to a question about the role of schools, officers advised that there was a lot of information shared with schools but that it was only as effective as the individual schools and the extent to which they passed this information on. It was also recognised that information tended to be increasingly online.
- c. In response to concerns about Haringey being recognised as an autism friendly borough and the obstacles to this, officers recognised that this was a key challenge going forwards and that there was a focus on ensuring that the Council listened to the feedback provided by residents and that what residents wanted was for the information to be available locally.

Priority six of the autism strategy is improving education, employment and training in the community for autistic children, young people and adults. This priority was in recognition that many children and young people faced challenges with the education settings and increased challenges of finding employment or training post 16. The key elements of this included:

- Work was underway in transitions and SEND to improve the offer and pathway during transitions.
- Alternative Provision Review to address the gap in SEMH long term education provision and enabling new approach to exclusions
- SEN commission Project Search and number of supported employment initiatives.
- The autism hub would provide employment and training support for people with autism aged 16+. The hub will also employ people with autism, providing more opportunities in Haringey.

- The borough partnership is prioritising adult supported employment initiatives in adults and health, this was at a scoping stage and the intention was for this to develop at pace and grow significantly.

The following arose in discussion of priority six of the autism strategy:

- a. Panel Members sought clarification around the employment of people with autism within the hub, in response officers advised that funding existed for two roles: One team leader and one administrator role. Officers also outlined that it was envisaged that the hub would also include a volunteering facility for people those with autism.
- b. Members enquired about the issues faced with securing good work experience placements and apprenticeships. It was suggested that the Council should be playing a key role in pushing for good work experience placements. In response, officers advised that there was a real drive around supported employments within Adult Social Services. It was acknowledged that there was a problem with the availability of placements and that the Council had a role in coordinating this.
- c. Members also sought assurance about exclusions and concerns that schools passed difficult children on to other schools. Officers advised that a lot of work was being done around exclusions, which included ensuring that children with undiagnosed autism were not part of an exclusion process. Officers also set out a process of supporting a managed move to another school if a particular child was having problems with their current peer group.
- d. Officers agreed to share figures for the number of apprenticeships and work experience schemes in Haringey. **(Action: Charlotte Pomery).**

Priority seven of the autism strategy is developing stronger community safety for autistic children, young people and adults. This priority was in recognition that evidence suggested that people with autism are over-represented in criminal justice systems both as victims and perpetrators of crimes. There was a lack of specialist support within the criminal justice system.

The key elements of this included:

- Support in schools available –but there were questions about the effectiveness of supporting transition to adulthood.
- Links with community safety needed to be better established –there was crossover with PREVENT and hate crime/ mate crime agendas where autistic people are over-represented in case work
- Implementing the Young People at Risk Strategy with clear focus on supporting those most vulnerable to risk
- Safeguarding in the community and making it everyone's business – was there a campaign needed?

The following arose in discussion of priority seven of the autism strategy:

- a. In response to a question, members were advised that the head of the family courts had suggested that around one third of all of the cases related to individuals with undiagnosed mental health conditions.
- b. Members advocated the involvement of the police within the autism hub to help police officers deal with people with autism and to improve understanding of the condition. It was suggested that there was a key role around training police officers and that the Borough Commander could be invited to attend the autism

hub. Officers acknowledged this suggestion and agree to try and take this forward. **(Action: Charlotte Pomery/Georgie Jones-Conaghan).**

Priority eight of the autism strategy is empowering autistic children, young people and adults. This priority was in recognition that the 2017 Haringey Strategic Needs Assessment highlighted that there was not enough representation of people with autism in the designing and commissioning of services. The following proposals were put forward:

- The autism strategy group includes autistic residents and parent carers to improve representation and ownership and challenge old norms of 'disorder' e.g. neurodiverse.
- The specification for the autism hub was being designed alongside a series of community engagement sessions with autistic residents and community groups.
- The autism hub would work closely with be coproduced with autistic residents, community groups and partners.
- The primary function of the hub would be about facilitating peer support, so autistic people could support each other and find solutions to issues themselves or as part of a wider community.

The following arose in discussion of priority eight of the autism strategy:

- a. Members requested further information around the make-up of the autism strategy group, as well as the framework that would be used to actively engage people and encourage parents, carers and community groups to be part of the coproduction process. **(Action: Charlotte Pomery).**
- b. Members advocated that the Council needed to be as visible and inclusive as possible in terms of its communication activity to ensure that representation of people with autism was central to the designing and commissioning of services.

Priority nine of the autism strategy is improving data collection for autistic children, young people and adults. This priority was in recognition that the 2017 Haringey Strategic Needs Assessment highlighted that there were a number of significant gaps in the data which make it difficult to present a comprehensive picture of the autistic population in Haringey and their needs, which made it harder to commission services for autistic residents in Haringey. The following proposals were put forward:

- Trying to embed better autism data collection in services through the autism strategy e.g. provision of an adult diagnostic service.
- Improve our understanding and awareness of the issues facing the local autistic community, through community engagement.
- Improve data collection around people with autism in Haringey, through the autism hub.

The following arose in discussion of priority nine of the autism strategy:

- a. The Chair set out the importance of being able to evidence how the data collected would inform the next of strategy development. In response officers acknowledged this concern and assured Members that work was being undertaken to look at how information could be shared with primary care providers. In relation to the data gathering process, officers advised that the self-evaluation framework was a key tool that provided annual data on how Haringey was performing as well as the performance of other boroughs.
- b. The Chair requested that officers provide feedback to the Children and Young People as well as the Adult and Health Panel on how they could be involved

further in the autism strategy process as it developed. **(Action: Charlotte Pomery).**

AGREED:

1. That statistics be circulated to the Panels on the number of children with autism who are home schooled;
2. That further consideration be given to what service offer could be provided for the 14-16-year-old cohort in relation to the autism hub and supporting the transition to adulthood;
3. That the Assistant Director for Commissioning be requested to report back to the Children and Young People's Panel with a work plan that includes a potential improved offer to care leavers as well as pathways for low level mental health support services for children and young people;
4. That figures for the number of apprenticeships and work experience schemes in Haringey for young people with autism be circulated by the Assistant Director for Commissioning to Members of the Panels;
5. That the Police Borough Commander be invited to attend the autism hub;
6. That further information be circulated to the Panels by the Assistant Director for Commissioning on the make-up of the autism strategy group and the framework that would be used to actively engage people and encourage parents, carers and community groups to be part of the coproduction process;
7. That the Assistant Director for Commissioning provide feedback to the Children and Young People's and Adults and Health Scrutiny Panels on how they could be involved further in the autism strategy process as it developed.

CHAIR: Councillor Erdal Dogan/Pippa Connor

Signed by Chair

Date

Report for: Children and Young People's Scrutiny Panel – 29 September 2020

Title: Recovery plan for education to catch up on missed schooling and targeted action for disadvantaged communities

Report authorised by: Ann Graham, Director of Children's Services

Lead Officer: Eveleen Riordan, AD Schools and Learning

Ward(s) affected: All

Report for Key/ Non Key Decision: Noting

Introduction

- 1.1 Coronavirus and lockdown have significantly impacted on education in our schools. The Prime Minister announced that schools would close from 20 March, and although there was a partial reopening in June 2020 (reception, year 6, years 10 and 12), there has been an extended period where very many of our young people have been educated at home using school supplied online and hard copy resources as well as a mixture of online resources available nationally (e.g. BBC education pages), there will have been varied and wide ranging experiences of children and young people in being supported at home and being able to access learning online in a consistent and supportive way. The government's scheme to provide laptops for disadvantaged pupils was slow to roll out despite best efforts and still left a significant cohort of young people for whom IT access was a challenge. This is despite the very best efforts of all of our schools in reducing barriers, including provisions of tablets and Wi-Fi access from many of our schools. Particularly for younger children, the resources were reliant on available and able parents and carers and in some instances, there was not the consistency that allowed for positive access to education during the lockdown months and while schools were partially open.
 - 1.2 From 2 September, the government has made clear that all children and young people are expected to be in school full time. Haringey schools have responded very well to this and we don't have any schools where full return is not expected within week beginning 7 September (to allow for inset days).
- 2. The Haringey impact**
- 2.1 Lockdown is likely to have had a significant impact on the education of many of Haringey's children and young people, including a very unequal impact on our BAME and disadvantaged communities.
 - 2.2 In terms of attendance and on-site provision, vulnerable children (predominantly with an EHCP and/or a social worker – but not based on Free school meals – FSM) and children of critical workers have typically spent time at school over the summer term, but they have not had a full curriculum because of constraints

within school and the need for social distancing and the provision was predominantly childcare focused. We know that:

- Based on the government advice, where possible, primary schools brought back Reception, Y1 and Y6 from 1st June and secondary schools brought back pupils in Y10 and Y12 from 15th June. This was done on rotas and therefore part time attendance only. This helped to provide some degree of educational input but was not a full curriculum
- Some schools (especially primary) brought more students back where possible before the end of the summer term. Again, this was not for a full curriculum but helped to keep children engaged and to see their teachers
- Very broadly, our attendance figures for this period in Haringey saw a low attendance in accordance with the need to keep those in school limited to the vulnerable, those with an EHCP and Key Worker children. Attendance varied widely from phase to phase, from ward to ward and from school to school but all Heads worked hard to ensure that those that needed to access education on site, did so.

2.3 In terms of remote learning, we have seen the following challenges for our children and our families:

- Being at home for 5 months has been challenging for schools and parents alike aiming to continue to educate children and young people at home.
- Secondaries have been better able to provide devices and internet connectivity for students who lack this at home, including the late delivery of laptops from DfE.
- Primary aged children with a social worker also received this support – and some primary schools made great efforts to get devices in the school out to families who needed them.

2.4 While It is hard to generalise, it is clear there has been a real range in terms of levels of engagement and support for pupils to continue their learning at home. Nationally, Oak Academy provided online lessons and there were many other free online resources (Twinkl, Purple Mash, Khan Academy etc, plus many signposted by DfE and by our schools). Locally, most schools were not set up robustly to provide remote/online learning at the point of lockdown. Some schools excelled (Mulberry Primary is an example) in developing new platforms with structured learning activity, teacher input (live or recorded) and a mechanism for submitting work, checking on engagement and progress and providing feedback. Other schools had lower levels of engagement – for example they may have emailed out weekly packs for children to work on and signposted to online resources, but this did not necessarily continue the students' curriculum directly.

3 Impact on learning

- 3.1 The years with the biggest immediate concerns will be Y10 moving into Y11 and Y12 moving into Y13 as they will have missed a large chunk of learning and will be examined publicly at the end of this academic year (GSCEs, A Levels and equivalent exams). We don't yet know what the exam/assessment process will be nationally (and there is a call to have the exams later in 2021 to allow more time to make up for lost learning) and it is hard to predict what impact there will be for these year groups at this stage.
- 3.2 It is impossible to tell as yet what the full impact on learning has been at any phase in Haringey beyond anecdotal feedback from our schools. That is also true across the country. Teachers will want to spend a significant period of time during this autumn term assessing (informally) where students are up to, what catch up is required and how best to fill these gaps.
- 3.3 To engage with this agenda, Haringey Council and the Haringey Education Partnership (HEP) participated in the Lost Learning project alongside Enfield, Camden, Islington, Hackney and Barnet. A broadly similar picture emerged across these LAs and is summarised in a separate report to this one.
- 3.4 Nationally, NFER¹ (a research organisation) conducted an indicative study asking teachers to report on progress for students across 2,000 schools and found that:
- the average learning lost was 3 months but much greater on average for disadvantaged, BAME and boys. More detail on this research can be found [here](#).

4 What Haringey Council and HEP are doing

- 4.1 The Local Authority and HEP are working with and supporting our schools to make a number of differences that will support continued learning, blended learning (a mixture of remote and in-school education) and future proof against any lockdown or similar in the future. Examples of this include shared best practice in primary to enable remote learning using different digital platforms – Mulberry Primary delivered a session using the LGFL 'J2' platform and an Enfield school (a HEP member delivered a session on Google classroom (a member of staff from Raglan Primary in Enfield).
- 4.2 Through HEP, there has also been connection to the DfE EdTech demonstrators in London to provide expert support for Haringey schools in September and October 2020 to further develop online learning. The LA has also been central to collecting and distributing laptops from the DfE for children with a social worker and this has increased online uptake among cohorts for whom there was formerly a significant barrier.
- 4.3 In the autumn term, HEP will host online CPD² for all Haringey schools about leadership in these times, the recovery curriculum with the leading national figure Professor Barry Carpenter, supporting disadvantaged pupils with the

¹ National Foundation for Education Research - <https://www.nfer.ac.uk/about-nfer/>

² Continuing professional development

leading national adviser Marc Rowland, and on the curriculum with Mary Myatt (also a leading adviser).

- 4.4 Our collaborative work continues to support the highest quality learning through the Key Stage 2 curriculum – resources have been developed and HEP has provided extensive online training for teachers and leaders with Christine Counsell, DfE advisor. Most primaries are signed up to this approach and are implementing it. This will provide a rigorous knowledge rich humanities curriculum, with the biggest gains for our most disadvantaged pupils. It is also very clearly focused on the BAME and BLM agenda with specific training coming up on the development of empire, slavery and the conceptualisation of race and racism for teachers to gain a deep understanding of this
- 4.5 The Local Authority has led the discussions with primary, secondary and special heads across the lockdown period (twice weekly) to connect them, share best practice and communicate back and forth with the DfE on how we are continuing education through a challenging period. These meetings have proved really useful in joining up some of our schools in terms of practice and information sharing.
- 4.6 HEP Improvement Partners (Ips) will be focused on developing remote learning in schools in the coming months (and indeed Ofsted will focus on this with non-graded 'visits' in autumn and resuming normal inspections from January 2021).
- 4.7 The BAME achievement group has developed tools and support to ensure schools tackle the gaps in BAME attainment and outcomes with even greater vigour going forward. The LA and HEP will jointly host another conference, check on delivering against the eight commitments in the pledge, aim to complete a BAME review in every HEP school for free this year, and ask schools to clearly identify and address the impact on BAME communities. We also continue to develop our EAL (English as an additional language) support.

5 Schools

- 5.1 Haringey Schools are all ready to open from 2 September at the start of term to welcome pupils back. There are currently no known restrictions on this, though of course there will be some initial inset days and possible local issues (e.g. staff availability but this is not prohibitive) and there may be bubbles having to isolate in future if there are any confirmed cases of Covid.
- 5.2 Schools will either continue their online learning and integrate it more in what they do (e.g. as evidenced in Mulberry Primary School) or they are well aware of the need to develop a remote learning strategy in case of any bubbles isolating or a local lockdown. The work outlined above will help support schools in this.

6 Conclusion

- 6.1 Lockdown has undoubtedly impacted learning for our children and young people across all settings. While some families have been able to respond to lockdown and support their children with online and other learning, there are wide variations in how successful this has been from school to school and

locality to locality, as well as within single schools. Teachers will use the coming term to develop a greater understanding of what the impact has been and this will help to shape the recovery curriculum which is already underway. There will be undoubted impact on national testing (SATs, GCSEs, A levels and equivalents) in 2021 but schools will work hard with young people to minimise and eradicate this impact. Future announcements by the government may also shape these tests and outcomes.

- 6.2 The LA and HEP will continue to work closely with schools and all education settings to help our children and young people to adjust back into full time education in a school setting and to catch up and close gaps that have inevitably appeared. This work is considered and thoughtful and is developing as and when we unlock the full impact of lockdown in learning for all and for individual cohorts.

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Report for: Children and Young People's Scrutiny Panel – 29 September 2020

Title: Management of the Schools' Estate

Report authorised by: Ann Graham, Director of Children's Services

Lead Officer: Eveleen Riordan, Assistant Director Schools and Learning
Gloria Ighodaro, Head of Estate Management

Ward(s) affected: All

**Report for Key/
Non Key Decision:** Noting

1. Introduction

1.1 The Corporate Landlord service manages a capital programme of minor works across the schools estate, focused on ensuring the basic condition and statutory compliance of the Council's maintained¹ schools (schools directly under the ownership/responsibility of the Council) in the borough.

1.2 Typically, the Corporate Landlord works carried out in schools include mechanical & electrical works, fire safety, fire compartmentation, removal of asbestos, compliance, and replacement of boilers, roofs and windows. Approximately 65% of these works are planned and the rest are reactive or emergency works, particularly relating to boilers. There are three significant sources from where works derive:

- a) **building Condition Surveys** - these identify urgent & emergency H&S works required to the schools identified by the consultants who undertook the condition surveys (commissioned by the Schools Programme within the Major Projects Team on behalf of the AD for Schools and Learning) and passed to corporate landlord to deliver the works;
- b) **compliance works** – statutory compliance works as required as identified by legally required testing for water, gas, electrics, asbestos & fire;
- c) **reactive works** – works identified by the schools or the team during site visits to the school and therefore unplanned works to keep schools safe and operational.

1.3 In 2019/20 the Corporate Landlord Service was typically allocated £1m which included a carry forward of £797K from the previous year, bringing the total 2019/20 budget allocation to £1.797M. In years previous to 2019/20, the allocation had typically been £1M. During this financial year, the team expanded to what it is today, moving from 8 officers to 14 qualified officers to reflect the

¹ The maintained schools in Haringey are our community and foundation schools. Voluntary controlled (church), free and academy schools have their estate managed by the relevant diocese or trust.

demand requirement to undertake necessary works and resolve significant Health and Safety issues in a timely way. On 27 May 2020, a Corporate Landlord Budget update was presented by the Head of Estates Improvement to Children's Services Directorate Management Team (DMT) to advise that the historical budget allocation of £1m per annum was insufficient to maintain the Schools estate from year to year. Consequently, Children's Services DMT agreed to allocate a total of £6.6m to address the detailed programme of maintenance and repair works identified for delivery in financial year 20/21. This figure represents a much more realistic allocation if we are to be able to respond effectively to the issues across the estate in any given year.

- 1.4 The Team consists of the Head of Estate Improvement, building surveyors/project managers, a Technical Services Manager, a Compliance Officer, a Fire Safety Officer, project officers, a Mechanical & Electric (M&E) Surveyor and M&E Inspector.

2 The Council's Schools estate and action being taken to address maintenance issues

- 2.1 The school estate is made up of primary schools (some with associated nurseries), secondary schools, special educational needs schools (SEN), children's centres and alternative provision sites (for children who do not attend mainstream schools as a result of exclusion but do not fall wholly within the SEN bracket).

- 2.2 In total there are 62 sites that are local authority maintained. As of September 2020, a further site has been added, the former Octagon building in Commerce Road N22, which has returned to council ownership after being an outsourced alternative provision service under TBAP for a number of years.

- 2.3 The estate is a mixture of relatively modern construction (up to 30 years old) and aged Victorian stock, with the majority being the latter. There have been historical issues with levels of maintenance/repair and replacement works across the whole school estate. Windows and roofs can present significant health & safety hazards (particularly when window glazing and roofing tiles are no longer secure within their frames/fixings).

- 2.4 These issues are mostly due to the age of the buildings and an historic lack of investment in the maintenance/repair over time. This is mostly obvious where there are still timber windows in the original single glazed Georgian barred style which can be very expensive to repair or replace and where access to roofs on the older stock can be very difficult and costly as well as disruptive to the day to day running of our schools during term time. However, there have been no reports of widespread significant issues with the building structures that Corporate Landlord have been made aware of to date.

2.5 Mechanical & electrical (M & E)

M & E refers to heating systems and plant equipment – a number of the heating and hot water systems in place in our schools are old and, as such, the Corporate

Landlord Team is dealing with poorly maintained, poorly serviced plants and systems; coupled with parts have been cannibalised for use on sister boilers/plant instead of boilers/plants being fully replaced. There is inefficiency due to age and the systems require significant works to replace and bring plant rooms back into line with current standards.

2.6 Statutory compliance

Our school buildings in most respects are out of statutory compliance on a number of sites. The risks of non-compliance can be severe and can result in part or full closure of a school and the mitigating measures to prevent closure can be expensive where systems are not adequate – particularly fire detection. The inadequate systems have potential for serious consequences in terms of harm or lives lost to users and legal penalties for council officers (and potentially head teachers and chairs of governors) should the worst happen. Furthermore, some of our schools have not historically fully understood their role and responsibilities in terms of the statutory compliance testing and surveying.

2.7.1 To address this, a Schools Premises Management Handbook has been developed which clearly sets out the roles and responsibility of the schools as tenants and the Council as the landlord. A communications plan is being developed which will set out the various means of engagement with key stakeholders, including Head Teachers, School Site Managers, School Business Manager and Board of Governors. This Handbook is expected to launch in September 2020.

2.8.1 However, having the Handbook is only one solution and will not necessarily mean schools have money to do all the necessary statutory compliance testing required to ensure the Schools are safe.

2 Corporate Landlord repair and Maintenance Programme

3.1 Both the Corporate Landlord and the Major (Capital) Projects teams have programmes in place to address the issues arising from historical lack of maintenance and repairs in our schools as outlined in this briefing. These are covered by both planned programmes of works and reactive maintenance. Any immediate health and safety hazards to the elements are picked up in the reactive works as a rule.

3.2 In addition to reactive works, the planned programme of works (with a reactive works contingency budget) for the schools this year is in the region of £5 million.

3.3 Statutory compliance

A general issue with the compliance is that our schools may struggle to fulfil their statutory duties in the event that budget constraints present themselves. That said, all of our schools do receive Devolved Formula Capital (DFC) from the Department for Education (DfE) and are expected to pay for minor repairs and maintenance from this funding, as well as any discretionary spending on their premises.

3.4 Should schools not carry out the statutory compliance tests required, there would be little way of ascertaining the remedial works that the Council is responsible for carrying out. In the event that the Council agreed to set a revenue budget aside to support the schools, the revenue cost would be in the region of £400K. (there is

£500K in the capital budget for this year for works arising from compliance testing) but it would give the schools a baseline position where we have compliance testing in the schools up to 85-95%. It would likely take up to a year to achieve in full. In this scenario, the schools would have time to plan their budgets for subsequent years.

3.5 To this end, the Assistant Director for Children's Services, Finance colleagues and the Head of Organisational Resilience are exploring the potential for identifying a Council revenue budget to enable Corporate Landlord to respond to situations where schools may struggle to fulfil their statutory compliance duties for the initial financial year only (2020/21). In any case, the Corporate Landlord Team continues to offer Schools with the necessary support and guidance to ensure that the School's estate is managed in a collaborative manner.

4 Conclusion

4.1 There has been an historic lack of investment in our schools estate. In the last 18 months, this has begun to be addressed through the creation of officer capacity to manage the estate, additional funding to increase the historic funding that had not seen an increase for a number of years, through the creation of a Schools Handbook to clearly set out rolls and responsibility and through ongoing work with schools, including heads, school business managers and chairs of governors so that schools are empowered to take up their own responsibilities and commitments. This work is very important progress and is ongoing in the gradual improvement of our estate which is supported by a robust capital programme of works running to millions over the coming years.

Report for Children and Young People's Scrutiny Panel – 29 September 2020

Title: Work Programme 2020-21

Report authorised by: Ayshe Simsek, Democratic Services and Scrutiny Manager

Lead Officer: Robert Mack, Principal Scrutiny Support Officer
Tel: 020 8489 2921, e-mail: rob.mack@haringey.gov.uk

Ward(s) affected: N/A

**Report for Key/
Non Key Decision:** N/A

1. Describe the issue under consideration

- 1.1 This report presents an outline workplan for 2020-21 and requests the views of the Panel on priorities and issues to be added.

2. Recommendations

- 2.1 That the Panel approves the draft current work programme for 2020-21, attached at **Appendix A**.
- 2.2 That consideration be given to which one-off items to prioritise and any additional issues to be added to the work plan.
- 2.3 That the Overview and Scrutiny Committee be requested to endorse the workplan for the Panel at its meeting on 6 October 2020.

3. Reasons for decision

- 3.1 The Overview and Scrutiny Committee and its Panels completed their workplans for 2018-20 and were in the process of developing new ones for 2020-22 when the Covid-19 crisis occurred. A scrutiny survey had been undertaken and analysed as part of this. Another Scrutiny Café event had also been arranged but this needed to be postponed.
- 3.2 After lockdown, the normal work of the Committee and its Panels was suspended. Regular virtual meetings of the Committee were arranged though, with short, focused agendas. In order not to divert or distract key officers and partners from responding to the crisis, these centred around Cabinet Member questions with officer involvement and the need for written reports reduced. The first round of Panel meetings for the year were cancelled.
- 3.3 With the crisis now past its initial peak and some degree of normality returning, the Committee and its Panels are now in a position to resume their normal work, albeit with the need for virtual meetings for the foreseeable future. The Panel

will therefore need to give further consideration to how it develops its workplan. A key part of this will be plans for how the borough recovers from the Covid-19 pandemic.

4. Alternative options considered

- 4.1 The Panel could choose not to review its work programme but this could diminish knowledge of the work of Overview and Scrutiny and would fail to keep the full membership updated on any changes to the work programme.

5. Background information

- 5.1 A draft outline workplan for the remainder of 2020-21 has been developed for the Panel and this is attached as **Appendix A**. The items within it comprise the following:
- Cabinet Member Questions for the two Cabinet Members whose portfolios fall within the terms of reference for the Panel; and
 - Matters that are routinely reported to the Panel, such as exam and test result and updates on the implementation of the recommendations of previous reviews; and
 - Scrutiny of the budget
- 5.2 There are also several reports that the Panel has previously requested to come to future meetings. These are listed under “to be arranged”. There are more of these than there currently is capacity to accommodate within the number of scheduled meetings for the Panel. It will therefore be necessary for the Panel to prioritise those that it feels are the most significant. There may also be other matters that the Panel wishes to add to the workplan. To assist the Panel in prioritising items, feedback from the Scrutiny Survey that took place in February is attached as **Appendix B**.
- 5.3 The Panel began a review on schools earlier in the year and had its first evidence session on 10 February, when it received evidence from relevant Council officers. A further evidence session had been scheduled for 10 March but had to be postponed. It should now be possible for evidence gathering to be resumed, although this will need to be undertaken virtually.
- 3.4 The need to continue to hold meetings virtually means there will be some limitations on what is possible. It can be challenging to maintain focus for an extended period of time when meeting virtually and meetings will should therefore be kept short and focussed. In addition, the Panel may wish to receive evidence from people who do not have access to the necessary IT or be able to operate it. Certain evidence gathering activities may also not be possible at the moment, such as visits.

Forward Plan

- 5.4 Since the implementation of the Local Government Act and the introduction of the Council’s Forward Plan, scrutiny members have found the Plan to be a

useful tool in planning the overview and scrutiny work programme. The Forward Plan is updated each month but sets out key decisions for a 3-month period.

- 5.5 To ensure the information provided to the Panel is up to date, a copy of the most recent Forward Plan can be viewed via the link below:

<http://www.minutes.haringey.gov.uk/mgListPlans.aspx?RP=110&RD=0&J=1>

- 5.6 The Panel may want to consider the Forward Plan and discuss whether any of these items require further investigation or monitoring via scrutiny.

6. Contribution to strategic outcomes

- 6.1 The contribution of scrutiny to the corporate priorities will be considered routinely as part of the Panel's work.

7. Statutory Officers comments

Finance and Procurement

- 7.1 There are no financial implications arising from the recommendations set out in this report. Should any of the work undertaken by Overview and Scrutiny generate recommendations with financial implications these will be highlighted at that time.

Legal

- 7.2 There are no immediate legal implications arising from the report.
- 7.3 In accordance with the Council's Constitution, the approval of the future scrutiny work programme falls within the remit of the OSC.
- 7.4 Under Section 21 (6) of the Local Government Act 2000, an OSC has the power to appoint one or more sub-committees to discharge any of its functions. In accordance with the Constitution, the appointment of Scrutiny Panels (to assist the scrutiny function) falls within the remit of the OSC.
- 7.5 Scrutiny Panels are non-decision making bodies and the work programme and any subsequent reports and recommendations that each scrutiny panel produces must be approved by the Overview and Scrutiny Committee. Such reports can then be referred to Cabinet or Council under agreed protocols.

Equality

- 7.6 The Council has a public sector equality duty under the Equalities Act (2010) to have due regard to:
- Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;

- Advance equality of opportunity between people who share those protected characteristics and people who do not;
- Foster good relations between people who share those characteristics and people who do not.

7.7 The Panel should ensure that it addresses these duties by considering them within its work plan, as well as individual pieces of work. This should include considering and clearly stating;

- How policy issues impact on different groups within the community, particularly those that share the nine protected characteristics;
- Whether the impact on particular groups is fair and proportionate;
- Whether there is equality of access to services and fair representation of all groups within Haringey;
- Whether any positive opportunities to advance equality of opportunity and/or good relations between people, are being realised.

7.8 The Panel should ensure equalities comments are based on evidence. Wherever possible this should include demographic and service level data and evidence of residents/service users views gathered through consultation.

8. Use of Appendices

Appendix A – Children and Young People’s Scrutiny Panel; Work Plan for 2018/20

Appendix B – Summary of responses from Scrutiny Survey relating to areas covered by the Children and Young People’s Scrutiny Panel.

9. Local Government (Access to Information) Act 1985

N/A

Children and Young People's Scrutiny Panel

Work Plan 2020 - 21

<p>1. Scrutiny review projects; These are dealt with through a combination of specific evidence gathering meetings that will be arranged as and when required and other activities, such as visits. Should there not be sufficient capacity to cover all of these issues through in-depth pieces of work, they could instead be addressed through a “one-off” item at a scheduled meeting of the Panel. These issues will be subject to further development and scoping. It is proposed that the Committee consider issues that are “cross cutting” in nature for review by itself i.e. ones that cover the terms of reference of more than one of the panels.</p>		
Project	Comments	Priority
Schools	<p>There are now a range of different types of school within the borough. These include:</p> <ul style="list-style-type: none"> • Community schools; • Foundation schools and voluntary schools; • Academies; • Free schools; and • Faith schools. <p>The resulting fragmentation presents challenges for local authorities. These include ensuring that all schools are providing a good standard of education and the planning and co-ordination of school places. In addition, schools are subject to varying degrees of local democratic control.</p> <p>The review will:</p> <ul style="list-style-type: none"> • Seek to identify the different categories of school that there are within Haringey and their characteristics as well as the diversity of curriculum and ethos offered by individual schools; 	In progress

	<ul style="list-style-type: none"> • Consider the ways that might be available to the Council to influence schools within the borough and, in particular, facilitate school improvement and co-ordination of school places most effectively; and • Look at practice in other local authority areas and what appears to have been most effective. <p>The review will then focus on how the Council might best respond strategically to the significant surplus in school reception places that there is within Haringey. These have serious budgetary implications for many primary schools due to the way in which schools are funded. Demand for school places is subject to fluctuation and there will also be a need for sufficient places to be available to accommodate future any increases in demand for places. As part of this, the review will consider:</p> <ul style="list-style-type: none"> • The role the Council has in working with schools to manage effectively the reductions in school rolls; • How a balanced range of school provision across the borough might best be maintained; and • What could be done to mitigate financial pressures on schools and ensure that any adverse effects on schools are minimised 	
Alternative Provision	<p>The review will look at Alternative Provision (AP) services provided to students who no longer attend mainstream education for reasons such as exclusion, behavioural issues, school refusal, short/long term illnesses as well as any other reasons. The main areas of focus will be:</p> <ul style="list-style-type: none"> • What are the reasons why children in Haringey enter AP? • Once entering alternative provision, what are their outcomes and attainment levels when compared to mainstream schools? • How many children going through the AP route later enter the youth justice system? • How many children enter alternative provision as a result of SEND needs and how many have a statement or a EHCP plan? • The demographics of children entering AP including ethnicity, gender, areas of the borough where children in AP are drawn from and levels of children receiving free school meals prior to entering AP; 	

	<ul style="list-style-type: none"> • What are the challenges schools and local authorities face and what can we do better to meet the needs of children so as to avoid AP altogether? • Are the outcomes from AP providers uniform within Haringey? • How cost effective is AP. 	
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<p>2. “One-off” Items; These will be dealt with at scheduled meetings of the Panel. The following are suggestions for when particular items may be scheduled.</p>	
Date	Potential Items
2020-21	
29 September 2020	<ul style="list-style-type: none"> • School estates and action being taken to address maintenance issues • Recovery plan for education within the borough, including action being taken to enable children and young people to catch up on missed schooling and targeted action for disadvantaged communities • Cabinet Member Questions - Communities • Work Planning; To agree items for the work plan for the Panel for year
9 November 2020	<ul style="list-style-type: none"> • Terms of Reference • Cabinet Member Questions – Children and Families

	<ul style="list-style-type: none"> • Haringey Safeguarding Children's Partnership • Educational Attainment and Performance; To report on educational attainment and performance. Data on performance to be broken down into different groups, including children with SEND, ethnicity, age, household income etc. To include reference to any under achieving groups as well as data on the comparative performance of schools within the borough and clear evidence that programmes are in place to respond to performance issues highlighted within the data, including targets and outcomes.
14 December 2020 (Budget Meeting)	<ul style="list-style-type: none"> • Budget scrutiny • Scrutiny Review of SEND – Update on Implementation of Recommendations • Cabinet Member Questions - Communities
8 March 2021	<ul style="list-style-type: none"> • Cabinet Member Questions – Children and Families
To be arranged	<ol style="list-style-type: none"> 1. School exclusions data 2. NRPF: <ul style="list-style-type: none"> • Progress with implementing improvements identified as required by the practice audit undertaken on the work of the NRPF team in 2017; be submitted to a future Panel meeting; and • How families with NRPF are assisted in accessing good quality immigration advice so that they are better able to resolve their status quickly. 3. Transitions – Further Update (to be considered jointly with the Adults and Health Panel)

	<ol style="list-style-type: none"> 4. Haringey Community Gold – Further Update 5. Nurseries and the Two and Three Year Old Offer 6. CAMHS – Evaluation of Trailblazer Project 7. Childhood Obesity - School Catering Contracts 8. That the Assistant Director for Commissioning be requested to report back to the Children and Young People’s Panel with a work plan that includes a potential improved offer to care leavers as well as pathways for low level mental health support services for children and young people (Transitions meeting) 9. That the Assistant Director for Commissioning provide feedback to the Children and Young People’s and Adults and Health Scrutiny Panels on how they could be involved further in the autism strategy process as it developed
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