

## Children and Young People’s Scrutiny Panel

### Work Plan 2018 - 20

**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.

| Project                   | Comments  | Priority |
|---------------------------|---|----------|
| Special Educational Needs | <ul style="list-style-type: none"> <li>• SEND children are growing in numbers. They can often find difficulty in accessing services due to stretched Council budgets or lack of clarity on how parents can access services;</li> <li>• Families can find it a struggle to obtain a formal diagnosis for their children, which is often a prerequisite in getting extra support at school and/or at home;</li> <li>• Some groups of SEND children have an increased risk of exclusion from school and there can also be poor outcomes in the classroom, which can have a detrimental impact on families struggling to cope;</li> <li>• Early intervention, including diagnosis, is key in order to put relevant support measures in place so that children with SEND can have fulfilling lives with good educational outcomes.</li> </ul> <p>The review will examine and review the role and the effectiveness of the current service children with Social, Emotional and Mental Health (SEMH) issues and autism receive. It will aim to establish;</p> <ul style="list-style-type: none"> <li>• Looking in particular at their interaction with the Council and schools, what are the experiences of parents with SEMH and autistic children in trying to access support for their children?</li> <li>• What are the waiting times for parents requesting an assessment, obtaining a diagnosis and</li> </ul> | 1.       |

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|                       | <p>receiving the extra support required?</p> <ul style="list-style-type: none"> <li>• What are the outcomes of children with SEMH and autism in relation to their diagnoses?</li> <li>• As local authorities move away from statements to Education Health and Care (EHC) plans, what are the challenges parents face in obtaining EHC plans? How many children currently have a statement or EHC plan and how many apply for it? What are the rejection rates of children trying to obtain an EHC plan and what are the reasons?</li> </ul>   |  |
| 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"> <li>• What are the reasons why children in Haringey enter AP?</li> <li>• Once entering alternative provision, what are their outcomes and attainment levels when compared to mainstream schools?</li> <li>• How many children going through the AP route later enter the youth justice system?</li> <li>• How many children enter alternative provision as a result of SEND needs and how many have a statement or a EHCP plan?</li> <li>• 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;</li> <li>• 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?</li> <li>• Are the outcomes from AP providers uniform within Haringey?</li> <li>• How cost effective is AP.</li> </ul> |  |

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.

| <b>Date</b>             | <b>Potential Items</b>  |
|-------------------------|---|
| <b>6 September 2018</b> | <ul style="list-style-type: none"> <li>• Terms of Reference</li> <li>• Service Overview and Performance Update</li> <li>• Cabinet Member Questions; Children and Families and Communities (to cover areas within the Panel’s terms of reference that are within their portfolios).</li> <li>• Work Planning; To agree items for the work plan for the Panel for this year.</li> </ul> |
| <b>8 November 2018</b>  | <ul style="list-style-type: none"> <li>• Cabinet Member Questions – Children and Families.</li> <li>• New Safeguarding Arrangements.</li> <li>• Financial Monitoring; To receive an update on the financial performance relating to Corporate Plan Priority 1.</li> <li>• Joint Targeted Area Action Plan – Update.</li> </ul>  |
| <b>18 December 2018</b> | <ul style="list-style-type: none"> <li>• Budget Scrutiny</li> <li>• Cabinet Member Questions – Communities</li> </ul>   |

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| <p><b>4 February 2019</b></p> | <ul style="list-style-type: none"> <li>• Educational Attainment Performance; To report on educational attainment and performance for different groups, including children with SENDs. Data on performance broken down into different groups, including children with SENDs, as well as ethnicity, age, household income etc. To include reference to any under achieving groups.</li> <li>• School Exclusions; To consider an overview of current action to address school exclusions and, in particular, the outcome of the detailed analysis of fixed term exclusions.</li> <li>• Chair of LSCB &amp; Annual Report.</li> <li>• Review on Support to Children from Refugee Families (N.B. including NRPF): Update on Implementation of Recommendations</li> </ul> |
| <p><b>19 March 2019</b></p>   | <ul style="list-style-type: none"> <li>• Transition (to be jointly considered with the Adults and Health Panel).</li> <li>• Cabinet Member Questions – Children and Families</li> <li>• Ofsted Inspection – Action Plan</li> <li>• Services to Schools</li> <li>• Review on Child Friendly Haringey: Update on Implementation of Recommendations</li> </ul>   |
| <p><b>2019 - 2020</b></p>     |   |
| <p><b>13 June 2019</b></p>    | <ul style="list-style-type: none"> <li>• Terms of Reference</li> </ul>  |

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|                                 | <ul style="list-style-type: none"> <li>• Work Planning; To agree items for the work plan for the Panel for year.</li> <li>• Cabinet Member Questions – Communities (Mop up any questions from Scrutiny Café)</li> <li>• Youth Services</li> <li>• Review on Restorative Justice: Update on Implementation of Recommendations</li> <li>• Apprenticeships</li> <li>• Review on SEND - Update</li> </ul>              |
| <p><b>19 September 2019</b></p> | <ul style="list-style-type: none"> <li>• Cabinet Member Questions – Children and Families</li> <li>• Chair of LSCB &amp; Annual Report/New Safeguarding Arrangements</li> <li>• OFSTED Action Plan – Progress</li> <li>• The Role of the LADO</li> <li>• Financial Monitoring; To receive an update on the financial performance relating to Corporate Plan Priority 1</li> <li>• Alternative Provision</li> </ul> |
| <p><b>7 November 2019</b></p>   | <ul style="list-style-type: none"> <li>• Cabinet Member Questions – Communities</li> <li>• Childhood Obesity</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Mental health services for teenagers and young people (CAMHS)</li> <li>• Educational Attainment Performance; To report on educational attainment and performance for different groups, including children with SENDs. Data on performance broken down into different groups, including children with SENDs, as well as ethnicity, age, household income etc. To include reference to any under achieving groups.</li> </ul> |
| <b>19 December 2019<br/>(Budget Meeting)</b> | Budget scrutiny  |
| <b>2 March 2020</b>                          | <ul style="list-style-type: none"> <li>• Cabinet Member Questions – Children and Families</li> <li>• Play and leisure</li> <li>• Unregistered schools</li> <li>• Home schooling and safeguarding</li> </ul>  |

TBA:

Joint meeting on Transitions