

**Overview & Scrutiny Committee – Monday 1<sup>st</sup> November**  
**Item 6 – Cabinet Member Questions: Councillor Reith – Cabinet Member for Children’s Services**



No	Page/ Point	Question/Observation	Answer (Where applicable)
<b><u>Questions from Cllr Karen Alexander</u></b>			All questions sent to Peter Lewis’ office
1	General	Has the council been approached by any schools interested in becoming academies or free schools under new government legislation? If so how many?	<p>To date we have been approached by 3 proposers looking at setting up free schools in Haringey and submitted applications to the free school department at the Department for Education.</p> <ol style="list-style-type: none"> <li>1. Haringey Jewish primary School – in the first 16, announced in September who were invited to submit 5 year business case.</li> <li>2. Wisdom (primary school) – Currently an independent school in west green seeking to enter the maintained sector –application submitted two weeks ago</li> <li>3. Rise Academy -seeking to establish a 3fe secondary school based in Bruce Grove. Application submitted about 4 weeks ago</li> <li>4. New nursery and primary school – officers meeting the proposers on 21 October 2010 – no further information at this stage. We will update this next week.</li> </ol>
2	P1 -2 Educational Achievement	The briefing says that no secondary school in Haringey falls below the government threshold of 30% of pupils attaining 5+ GCSCs including English and Maths. This was pending results from Greig City Academy. In fact GCA ‘s results have come in below the threshold at 29%. Will council officers be having dialogue with GCA in respect of this result?	The dip in the exam results is as a result of the change to a modular syllabus in maths, particularly poor performance in the final modular exam. The school is developing its modular monitoring systems to ensure that the same problem does not arise in future. Three days of LA Maths consultant support have been offered to the school at no cost. Any additional support would need to be charged due to GCA’s academy status. Academy status means that the school is not entitled to London Challenge support.
3	P1 -2 Educational Achievement	Whilst the GCSE results for looked after children are encouraging there is still a significant difference in achievement between them and non-looked after children. Whilst I appreciate the problems what is the council doing to help raise achievement for these children and improve their life outcomes?	<p>Haringey has a highly effective, efficient Virtual School (HVS). Every Council is responsible for meeting the needs of the CiC’s education within it’s boundaries, and to achieve good and above average outcomes for the children taken into its care. It is the responsibility of all Council Departments to promote and meet the needs of CiC. Haringey has achieved above the London and UK average for Children in Care achieving level 2 ( 5 A-c GCSEs) qualifications.</p> <p>From ‘all England’ LACYP evidence, ‘all England’ LACYP, 14.2%,.have achieved secure level 2 (5 A-C GCSE’s) at the end of Year 11. From the same data source the 2010 ‘all Haringey’ LACYP have achieved 31%, a significant increase on the ‘all England’ average.</p>

			<p>Haringey fulfils the statutory obligations placed on it, i.e. Haringey has a Virtual School for Children in Care,(HVS) every Haringey school has a DT, a strong training programme is in place covering all elements of DFE guidance, tracking and PEP audit processes are in place.</p> <p>However the significant achievement has been delivered by HVS focusing on developing partnerships which have shared in the high expectations expected of the Haringey Children in Care. These partnerships include – Tottenham Hotspur Foundation, Highgate Independent School, local bookshop, local cinema, local library, Middlesex University, Akamas ( a specialist training provider). All partners benefit from the shared contributions they make to raising the aspirations of Haringey Children in Care. This work is in addition to all the HVS cross service work, for example with Admissions, the CAF process, the 'In Yr Fair Access' Panel, for all secondary aged children entering Haringey mid year. HVS is also part of the SEN panel and shares the LA overview of all Haringey's children with complex needs. A transition programme specifically focussing on Yr 11 pupils with profound and multiple needs returning in borough, post 16, is starting this November, in partnership with Tottenham Hotspur Foundation disabilities section.</p> <p>The future well-being of young people is at the heart of Haringey Virtual School of Children in Care's ethos. Since April 2010 Haringey Virtual School of Children in Care has begun to develop into the post 16 area. The initial research into Haringey's own data on Haringey LACYP demonstrated that all Haringey LACYP who achieve a secure level 2 ( 5 A-C GCSE's) at the end of year 11, go on to attain a secure level 3 qualification, and do not at any point in the tracking exercise become NEET. Haringey has a shortage in supply of people with secure level 2 and 3 qualifications, but a significant oversupply of people with secure level 1 qualifications (Haringey Regeneration document-People, Places and Prosperity) Year on year improved educational attainment by young people in care, ie increasing number achieving level 2 and 3 qualifications, is resulting in more young people from care backgrounds achieving economic independence. These young people are becoming the role models for those within the care system also raising expectations across services.</p>
4	P2	NEETs – taking into account the challenges	The 14-19 team:



Haringey Council

	Educational Achievement	faced here what strategies are the council working on to improve these figures?	<ul style="list-style-type: none"><li>▪ Developed the KS4 accredited engagement programme for 100 at risk of NEET young people. This has resulting in excellent transition to education.</li><li>▪ Developed the offsite student pathways (entry to level 2 programmes of learning) for another set of 200 KS4 learners</li><li>▪ Piloted for 2010-11 an apprenticeship programme for 16-18's in school.</li><li>▪ Commissioned a music production provider to provide training for NEETs (35 per year).</li><li>▪ Developed a teenage parents programmes for NEETs.</li><li>▪ Applied for 2 rounds of ESF NEET funding. One is preventative and one is to engage NEETs.</li><li>▪ Are working to develop new post 16 SEN providers and provision. Indications suggest a gap in provision post 19.</li><li>▪ Are developing the KS4 curriculum (Foundation learning) in schools for low attainers who tend to be at risk of NEET.</li><li>▪ Are developing a detailed tracking system of at risk of NEET/ no qualification pre 16.</li></ul> <p>The Connexions Service:</p> <ul style="list-style-type: none"><li>▪ Ensures all Year 11 and Year 12 students complete an “intended destination” survey in the Autumn Term. This highlights those students who have clear career plans and those who may need support. Students are prioritised to receive support from Connexions to ensure that all students have an offer of learning by the Summer Term in accordance with the Government September Guarantee.</li><li>▪ Supports students with a Statement of Educational from Year 9 onwards and in Year 11 are assessed in accordance with Section 139a of the Learning and Skills Act to ensure identification of their ongoing support needs.</li><li>▪ Identifies those students who are likely to become NEET due to a range of issues. This is through liaison with the learning provider, 14 to 19 Team (as above), other professionals/services, information already in place on the Client Caseload Information System (CCIS) database and self referral.</li><li>▪ Provides additional support to looked after young people, teenage parents, young offenders, young people with mental health issues.</li><li>▪ Conducts an “Activity Survey” every Autumn to track all young people age 16 to 19 ensuring that they are in education employment or training and providing one to one support from a personal adviser to those who are NEET.</li><li>▪ Maintains contact with young people on the NEET register, working with them to bring them in to employment education or training.</li></ul>
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			<ul style="list-style-type: none"> <li>▪ Work with training providers to ensure the opportunities provided meet the needs of the young people and working closely with the 14 to 19 Team arrange bespoke solutions where appropriate.</li> <li>▪ Ensure the number of young people whose outcome is “not known” is kept low and decreases by regular tracking and follow up.</li> </ul> <p>The council as an employer have suspended their apprenticeship scheme without consultation and this needs to be reassessed.</p>
5	General	<p>Pupil Premium (announced this week). Whilst being broadly progressive the Institute for Fiscal Studies has concluded that schools in more deprived areas would, under the proposed model, receive a smaller pupil premium than similarly-deprived schools in more affluent areas. Given that we have some of the most deprived areas in the country how will the council ensure that this addresses the needs of our poorest children</p>	<p>It is difficult to be definitive about how the Pupil Premium (PP) will affect Haringey and its pupils in advance of the detailed funding announcement for schools. The IFS have identified a potential issue in respect of the distribution to LA’s of the pupil premium. This is because the proposed methodology seeks to level up all funding for a deprived pupil to the same amount (via the PP) which takes into account existing funding for deprivation provided through the DSG. It is impossible to be categoric about Haringey’s likely position although we can conclude that the following factors are relevant:</p> <ul style="list-style-type: none"> <li>• Haringey is not universally deprived and so the guaranteed level of funding used in the calculation of the Pupil Premium will be influenced by this;</li> <li>• The government have proposed the use of the hybrid ACA model <b>only in the calculation of the PP at this stage</b>. We know that this will, in comparison to other LA’s benefit Haringey; and</li> <li>• The original consultation also identified the need for Looked After Children to be identified for the Pupil Premium, which would be an important group to recognise in Haringey.</li> </ul> <p>However, the government have also made it clear that the pupil premium must be passed on in full to schools in a way that recognises the most disadvantaged pupils. It is likely that the Schools Forum will have a key role in this regard which would be consistent with work, agreed by the Council’s Cabinet to increase the amount of resources targeted locally at deprivation.</p>
6	General	<p>Fair Funding for our children. Our children in Haringey are still receiving £1,318, less than children in neighbouring boroughs. Where are the council at in terms of negotiating a fairer deal for our children?</p>	<p>The outcome from the recent consultation on school funding confirmed that, for 2011-12, the government are proposing to continue with the ‘spend plus’ methodology which will, unfortunately perpetuate the funding anomaly for Haringey children. This is in part to enable the introduction of the PP as described above without other funding changes potentially distorting its intended effects.</p>

			We are awaiting the detailed announcements on school funding to ascertain what proposals there may be after 2011-12 to revert to a formula based allocation. We are hopeful however, based on the consultation responses and the approach in respect of Area Costs proposed for the PP, that the hybrid methodology is the preferred mechanism for recognising Area Costs in the future.
7	General	The renovations at Haslemere Respite Home have run over with the home not being ready in September. What caused the delays? What was the final budget for the renovations and did it remain in budget	The project was completed on 22 October 2010 and was within the agreed cash limit budget of £257,552. Completion was delayed mainly due to unforeseen items that came to light once physical works had started including defective joists, the need to strengthen some load-bearing walls and the inadequacy of the existing fire alarm system which had to be replaced. There were also some minor delays due to the performance of the contractor.
		<b>Questions from Cllr David Winskill</b>	
8	General - Child Protection – legal fees	<p>One of the key drivers for the Council-wide financial restrictions introduced in July to tackle the Haringey budget overspend was the amount spent on legal fees in child protection cases.</p> <p>Please tell us what measures have been taken to impose better financial controls on the situation.</p> <p>It would be useful to respond to this with reference to <i>Action 4.16 [Safeguarding plan Milestone] Improved use of legal support and meetings: <b>not started.</b></i></p>	<p>Regular meetings are scheduled with legal services which include a discussion on budget management issues.</p> <p>Meetings between Lawyers and managers have been put in place to provide an overview of casework management and identify specific themes and issues impacting on case management and court action.</p> <p>A system of delegated authority which ensures that decisions to instruct legal services are made at an appropriate level.</p>
9	P2 Educational Achievement	<p>On 2 February 2010, Cllr Reith's OSC report included the following:</p> <p><b>Successes</b></p> <ul style="list-style-type: none"> <li><i>Haringey schools have improved by 20.1% in the percentage of pupils attaining 5+ A* - C grades at GCSE since 2005, this compares with a national improvement of 13.2%. Haringey improved by 8% from 2008 to 2009 compared to national improvement of</i></li> </ul>	<p>Results in Haringey for the percentage of pupils attaining 5+ A* - C grades at GCSE have improved from 47.6% in 2005 to 72.6% in 2010. An increase of 25%. National results have improved from 56.8% to 74.8%. An increase of 18%.</p>

4.7%. Haringey is now at 67.7% compared to national of 70.0%

- *In the 5+ A\* - C (including English and maths) measure, Haringey schools have improved by 13.5% since 2005 compared to a national improvement of 5.1%. Haringey improved by 3.7% from 2008 to 2009 compared to national improvement of 2.2%. Haringey is now at 45.7% compared to national of 49.8%*
- *There are no Haringey schools below the government threshold of 30% 5+ A\* - C (including English and maths).*
- *The levels of young people who are Not in Education, Employment or Training (NEET) successfully decreased in 2009 to a record low for Haringey of 6.8% which indicates the improvements made in getting young people engaged and re-engaged with learning and work. The challenge will be to continue this in 2010 against an economic recession, and we have already seen figures rise slightly in 2009-10, and relentlessly tracking the destination of every young person aged 16+ in Haringey.*

It also appeared in July's update. Would she like to take this opportunity of updating the report with the latest results?

In the % attaining 5+ A\* - C (including English and maths) Haringey pupils have improved from 32.2% in 2005 to 47.5% in 2010. An increase of 15.3%. National results have improved from 44.7% to 53.1%. An increase of 8.4%

Greig City Academy has reported that results in 2010 have dropped to 29% attaining 5+ A\* - C (including English and maths).

#### NEETs and Not Known figures

	(based on 3 month averages – Nov, Dec, Jan)	
	NEET	N/K
09 - 10	6.8%	5.0%
08 - 09	6.8%	11.2%
07 - 08	10.3%	10.5%

NEET figures have remained constant from 2008 – 2009 to 2009- 2010. The Not Known figures however have been driven down and as many of them were NEET effectively the NEETs fell for 2009 - 2010. Despite some levelling out the monthly NEETs are continuing on a slight but steady downward trend:

	2010		2009	
	NEET	N/K	NEET	N/K
Aug	7.5%	2.9%	8.4%	3.9%
July	7.4%	2.5%	7.7%	4.1%
June	6.9%	2.6%	7.5%	4.1%

(figures taken from Management Information reports from the CCIS Database)



			<p>(the monthly rise is caused by an annual spike as the current Year 11 cohort move from statutory education to EET. This peaks in September. The most useful measure is therefore to compare figures for the same time last year).</p> <p>Current data indicates NEET vulnerable groups (Young Offenders, Leaving Care, Teenage Mothers) are on the rise. This is due in part to better tracking which has meant that the percentages of those “not known” have reduced and the NEETs have risen. This could also be the first indication that the general NEET population may follow as the down turn deepens. A coordinated approach for these groups is needed.</p>
10	General – Health White Paper	Please give an overview of the CYP Services' response to the Health White paper and what opportunities there might be for improving commissioning of children's health and protection services. <i>It might be useful to respond this with reference to Action 4.02 on the Safeguarding Plan milestone Report</i>	<p>CYPS is responding as part of the whole council response to both the White Paper and recently announced changes for management of the PCT. We have submitted that the White Paper is largely 'silent' on the issue of services for children and young people – which remains a matter of concern. The Director has been involved in Ministerial round-table discussions of some related matters – for example, NHS support to children &amp; young people with special educational needs. His view is that this currently under-developed within the current planning and we await the next iteration for greater clarity.</p> <p>At the same time, we are working to establish close relationships with the GP Collaboratives in Haringey, working with colleagues in ACCS, to ensure that we have the strongest possible voice in securing support for safeguarding work over the whole age range.</p>
		<b>Questions from Cllr Joseph Ejiofor</b>	
11	General –Ofsted/ Safeguarding	The recent unannounced Ofsted inspection highlighted several areas of strength. How will CYPS build upon these strengths within the current financial climate?	The Ofsted Report notes strengths that are largely to do with the way we work now compared to 2 years ago. Part of that is about capacity, which the council has increased during that time. The current financial climate presents a significant challenge for the whole council, though the government is still to confirm whether or not there will be specific funding for areas such as safeguarding. Until then, we are fully engaged in working to set a balanced budget for the council of the next 3 years as part of a MTFs.
12	General –Ofsted/ Safeguarding	What were the areas of weakness that Ofsted considered as needing further improvement?	Three points were highlighted. One relates to making sure that we sustain capacity – which echoes the points made in question 11 above. The second was the need to make sure that we respond to referrals by informing the referrer of action taken more consistently than we currently do, though significant improvement in this matter has already taken place since June 2009. The final point was about better



			recording of case closure on case files. This point does not suggest that cases have been closed inappropriately; rather that the recording of reasons for closure be better.
13	General –Ofsted/ Safeguarding	How will you address these issues and what will you prioritise?	The capacity planning is already part of the budget-setting work. The other two are being dealt with through reiteration of our good practice guidance to all workers, which will be further audited to make sure that improvement is gained.
14	P.4 Children & Families	The cabinet member highlights the performance management arrangements that have been put in place. How many different separate criteria are used to determine a satisfactory assessment? Over each of the past 3 months, what percentage of core assessments and of initial assessment were considered as being satisfactory?	The file auditing arrangements review the whole case record, there are 10 domains within the file audit tool which review the case management processes from initial contact through referral assessment case planning review and case transfer /closure. The findings of the most recent audit are set out in response to Question 22.  The case file quality practice audit is an audit across the service, the sample of cases would include children in need, children subject to protection plans, children looked after including children for whom plan is adoption. It is therefore difficult to give specific data for core and initial assessments.
15	P.4 Children & Families	For those assessment considered to be unsatisfactory what remedial action is taken regarding the client concerned, and how are further assessments through this 'workstream' being monitored?	Every audit of case records would consider the whole case record, where a record was found to be unsatisfactory the cases for the individual worker concerned would all be audited. Performance is monitored on an individual basis and dealt with appropriately Where records including assessments are considered to be of an unsatisfactory standard the supervising manager would review the case with the social worker to ensure that the work with the family and the focus on the child/children does not in any way increase their vulnerability or need. Where there is seen to be a significant concern about the quality of case work immediate action would be taken to reconvene any professional meetings in order to review the current situation for the child, including visiting the child as necessary.
16	General – Exclusions	How many students ( by year and by ethnicity) have been subject to (i) fixed term exclusion (ii) permanent exclusion over the past two academic years	<b>Exclusion Figures and Ethnicity</b>  Table 1 = Fixed Term Exclusions 2008/9 and 2009/10 Table 2 = Permanent Exclusions 2008/9 and 2009/10 Table 3 = Ethnicity for Primary and Secondary fixed term exclusions 2008/9 Table 4 = Ethnicity Figures Fixed Term Primary 2009/10 Table 5 = Ethnicity Figures Fixed Term Secondary 2009/10 Table 6 = Ethnicity Figures Permanent Primary and Secondary 2009/10



**Table 1**

<b>Fixed Term Exclusions</b>	<b>Primary</b>	<b>Secondary</b>
2008/9	181	1232
2009/10	184	971

**Table 2**

<b>Permanent Exclusions</b>	<b>Primary</b>	<b>Secondary</b>
2008/9	9	26
2009/10	7	31

**Ethnicity Figs 2008/9 – All Fixed term Exclusion**

**Table 3**

<b>Ethnicity</b>	<b>No. of FTE</b>
Afghan	4
Albanian	3
Other Ethnic Group	10
Asian	17
Black African	268
Black American	7
Black Caribbean	439
Black European	4
Black other	29
French	1
Greek Cypriot	14
Iranian	2
Irish	22
Kosovan	8
Kurdish	64

Latin American	1
Lebanese	2
Mixed Race other	18
Mixed Race White African Caribbean	3
Mixed Race White Black African	15
Mixed Race White Black Caribbean	128
Not Specified	9
Polish	4
Portuguese	2
Romanian	1
Turkish	113
Turkish Cypriot	16
Vietnamese	1
White British	135
White Eastern European	11
White European	20
White Other	42

**Ethnicity Figs 2009/10 – Primary School Fixed Term Exclusions**

**Table 4**

<b>Type of School</b>	<b>Ethnicity</b>	<b>No. of FTE</b>
<b>Primary</b>	Asian/Pakistani	1
	Black African	12
	Black African Other	7
	Black British	1
	Black Caribbean	93
	Black Other	3
	Irish	3
	Kosovan	3
	Kurdish	2
	Mixed Race - White and Black African	3

	Mixed Race - White and Black Caribbean	14
	Mixed Race Other	3
	Not Specified	1
	Other Latin American	1
	Polish	2
	Turkish	8
	White British	16
	White Eastern European	11
	<b>Primary Total</b>	<b>184</b>

**Ethnicity Figs 2009/10 – Secondary School Fixed Term Exclusions**

**Table 5**

<b>Secondary</b>	Albanian	4
	Any Other Arab	2
	Any Other Asian Background	2
	Any Other Ethnic Group	10
	Asian Bangladeshi	5
	Asian Indian	1
	Asian Other	1
	Bangladeshi	1
	Black African	147
	Black African Other	26
	Black British/Caribbean	1
	Black Caribbean	265
	Black European	5
	Black North American	1
	Black Other	29
	Greek	2
	Greek Cypriot	5
	Indian	1
	Irish	15
	Kosovan	13
	Kurdish	60



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	Lebanese	7
	Mixed Asian and Black	4
	Mixed Black and Any Other Ethnic Group	3
	Mixed Other	5
	Mixed Race - Asian and Black	2
	Mixed Race - Other	9
	Mixed Race - White and Any Other Ethnic Group	2
	Mixed Race - White and Asian Pakistani	1
	Mixed Race - White and Black African	5
	Mixed Race - White and Black Caribbean	75
	Mixed Race Other	5
	Mixed White Other	1
	Moroccan	1
	Not Specified	12
	Other Latin American	1
	Other White	11
	Polish	4
	Portuguese	2
	Romanian	1
	Turkish	65
	Turkish Cypriot	12
	Vietnamese	2
	White British	78
	White Eastern European	9
	White English	23
	White European	11
	White Other	19
	White Romanian	1
	Irish Traveller	4
	<b>Secondary Total</b>	<b>971</b>

**Permanent Exclusions by ethnicity 2008/9**

**Table 6**

Type	Ethnicity	Total
Primary	Black African	1
	Black Caribbean	4
	Portuguese	1
	White British	2
	White Other	1
<b>PRIM Total</b>		<b>9</b>
Secondary	Algerian	1
	Black African	2
	Black African-Nigerian	1
	Black Caribbean	10
	Mixed Race - W&BC	1
	Mixed Race - White & Black Caribbean	1
	Turkish	2
	White British	6
	White Other	2
<b>SEC Total</b>		<b>26</b>
<b>Grand Total</b>		<b>35</b>

17	General - Exclusions	What alternatives to exclusion are CYPS encouraging schools to explore	<p>As alternatives to exclusions CYPS are encouraging schools to use:</p> <ul style="list-style-type: none"> <li>• <b>Restorative approaches</b> Encouraging schools to guide children into 'putting things right'. Giving children the tools to enable them to reflect on their behaviour and the impact it has had on others which will lead to better choices</li> <li>• <b>Pupil and Family Mediation</b> The Inclusion Team (Alternative Education) offers support through advice to pupils (and their families) who are identified as being at risk of exclusion.</li> <li>• <b>Internal Exclusion</b> Schools are encouraged to use resources and appropriate spaces in schools (i.e. Learning Support Units) for internal exclusions. Allowing children to continue with their studies whilst their behaviour needs met</li> <li>• <b>Managed Moves</b> Schools are asked to use managed moves as part of earlier intervention as opposed to</li> </ul>
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			<p>at the point of imminent exclusion. Guidance to support and better planning and reintegration is available to schools. A CYPS representative is available to support schools through the process.</p> <ul style="list-style-type: none"> <li>• <b>Alternative Provision</b></li> </ul> <p>Secondary schools already use alternative provision for KS4 students. Guidance on referring to and using KS4 provision (Quality Assurance) will be made available to schools after the Autumn half term.</p> <p>The Primary and Secondary PSCs are developing intervention programmes for pupils at high risk of permanent exclusion. Schools will defer a permanent exclusion for a period of assessment and intervention at the PSC. They will be expected to work alongside the PSCs towards reintegration back to school.</p>
18	General - exclusions	What changes to the educational support for those children excluded from school does the cabinet member expect to be made in the current financial climate?	The local authority has a statutory duty to provide provision for all children permanently excluded from the 6 <sup>th</sup> day of exclusion. To date this has not changed including the funding mechanism for the PSCs.
		<b><u>Questions from Cllr Rachel Allison</u></b>	
19	General	Please outline the schools winter service plan? Will the council ensure that grit/salt supplies are available to all schools as a top priority to ensure they are not forced to close for health and safety reasons?	Cllr Allison will be aware that the Winter Service Plan was agreed at Cabinet on 12 October 2010. This includes a specific provision for gritting carriageways leading to schools as a second priority after the main highways network. Detailed guidance has been issued to schools this week on preparations for any snow or ice events and in particular the need for them to maintain their supplies of grit and salt. Haringey schools, in comparison to other London boroughs have an excellent record of staying open safely during even the worst of the winter weather and we intend to maintain this.
20	P.1 Looked After Children	The number of LAC appears to be increasing exponentially. Please provide a breakdown of the increase. How much of this is due to net movement into the borough?	<p>Please find below the figures for children coming into care over the last 12 months and children ceasing care in the last 12 months (numbers based on data reported each month). These figures may be subject to minor amendments as is updated.</p> <p>Children who become looked after by a local authority must be permanently resident in that authority to become their responsibility. When a child becomes known to children's services part of the initial enquires would be to establish whether the child is the responsibility of the borough. Currently data is not collated on when a child and their family became resident but this is information that is now being looked at in detail for service planning.</p>



			<p><b>Monthly reported figures in pack</b></p> <table border="1"> <thead> <tr> <th></th> <th>Started</th> <th>Ceased</th> </tr> </thead> <tbody> <tr> <td>Oct-09</td> <td>20</td> <td>16</td> </tr> <tr> <td>Nov-09</td> <td>31</td> <td>21</td> </tr> <tr> <td>Dec-09</td> <td>35</td> <td>21</td> </tr> <tr> <td>Jan-10</td> <td>21</td> <td>23</td> </tr> <tr> <td>Feb-10</td> <td>21</td> <td>16</td> </tr> <tr> <td>Mar-10</td> <td>32</td> <td>22</td> </tr> <tr> <td>Apr-10</td> <td>18</td> <td>15</td> </tr> <tr> <td>May-10</td> <td>26</td> <td>19</td> </tr> <tr> <td>Jun-10</td> <td>15</td> <td>15</td> </tr> <tr> <td>Jul-10</td> <td>33</td> <td>18</td> </tr> <tr> <td>Aug-10</td> <td>17</td> <td>31</td> </tr> <tr> <td>Sep-10</td> <td>23</td> <td>22</td> </tr> </tbody> </table>		Started	Ceased	Oct-09	20	16	Nov-09	31	21	Dec-09	35	21	Jan-10	21	23	Feb-10	21	16	Mar-10	32	22	Apr-10	18	15	May-10	26	19	Jun-10	15	15	Jul-10	33	18	Aug-10	17	31	Sep-10	23	22
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21	P.1 Looked After Children	Suppose the number of LAC continues to rise, how is this to be funded? Given that we already struggle to find foster places, how are we going to cope? At what point will the service reach saturation? What are the contingency plans?	<p>It is, of course, difficult to predict the number of Looked after Children (LAC) and their costs. However, the service is now much better placed to be confident about the quality of the decisions that it takes in respect of providing care and to children and families. These decisions are relevant at all stages of the process but in particular:</p> <ul style="list-style-type: none"> <li>• Ensuring that it is in the best interests of children in the short and long term to be looked after.</li> <li>• Ensuring that appropriate care is provided for those in care; and</li> <li>• Ensuring that Children’s long term care needs are met appropriately whether that be by returning home, or being placed with long term fostering solutions.</li> </ul> <p>In addition whatever the correct course of action is the service is also committed to ensuring that the most cost effective options are made.</p> <p>The Director, through the regular budget monitoring processes, is responsible for prioritising expenditure in the Children’s Service and collectively within the Council for balancing the need to maintain children’s safety within the Council’s overall resources.</p>																																							
22	General	Given the huge rise in children subject to child	An average caseload for a social worker is between 12/15 individual children , the variance																																							

		<p>protection plans, can the cabinet member assure us that social worker caseloads are manageable, fall within government guidelines and that corners are not being cut. Is the internal audit process which assesses the quality of response to cases still continuing? What are the results of the last audit?</p>	<p>would be due to the complexity of the case and the experience of the worker.</p> <p>There have been 10 quality of practice audits completed by managers in September 2010, of these 3 were rated overall as inadequate, 4 as adequate, 2 as good and 1 as outstanding. Areas of work judged as good highlighted key decision meetings and child and young person focussed practice. Areas which were judged as inadequate highlighted supervision recorded on records and case planning and review. Areas of good practice are acknowledge and action is taken in response to any concerns raised through the audit process.</p> <p>In addition to the regular audits, there is a planned scheduled of focused audits a being undertaken including individual team and thematic audits eg First response conduct a 6 weekly rolling audit on different themes (eg re-referrals, core assessments etc).A range of independent audits on casework is undertaken by independent practitioners for elected members, one commissioned by the lead member for children's services and one by children's safeguarding policy and practice advisory committee</p>
23	P. 3 School Meals	<p>How many children in Haringey currently receive free school meals? What is the likely impact of the recently announced pupil premium for the children of Haringey?</p>	<p>The number of children entitled to a free school meal as recorded on the January 2010 PLASC data return was 10,310 which is around 33% of the total pupil population at that time. The consultation on the Pupil Premium (PP) identified, amongst other measures, the use of Free Meal eligibility in order to identify disadvantaged pupils and distribute the PP.</p>