

NOTICE OF MEETING

**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 10 June 2015, 7.30 pm
Council Chamber, Easthampstead House, Town Square, Bracknell,
RG12 1AQ**

To: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

Councillors Mrs Birch, Brossard Ms Gaw, Mrs Hamilton, Ms Hayes, Mrs McCracken, Skinner, Virgo and Mrs Temperton

Church Representatives (Voting in respect of Education matters only)

Two Vacancies

Parent Governor Representatives (Voting in respect of Education matters only)

Mr R Briscoe and Mrs L Wellsted

Teachers' Representative (Non-Voting)

Miss V Richardson

Children's Social Care Representative (Non-Voting)

Ms C Barrett

cc: Substitute Members of the Panel

Councillors Allen, Mrs Ingham, Ms Merry, Peacey and Porter

ALISON SANDERS
Director of Corporate Services

EMERGENCY EVACUATION INSTRUCTIONS

- 1 If you hear the alarm, leave the building immediately.
- 2 Follow the green signs.
- 3 Use the stairs not the lifts.
- 4 Do not re-enter the building until told to do so.

If you require further information, please contact: Derek Morgan
Telephone: 01344 352044
Email: derek.morgan@bracknell-forest.gov.uk
Published: 1 June 2015



**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 10 June 2015, 7.30 pm
Council Chamber, Easthampstead House, Town Square,
Bracknell, RG12 1AQ**

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

AGENDA

A pre-meeting for Panel Members will be held at 6.45pm in the Fourth Floor Meeting Room 1, Easthampstead House.

Page No

1. **ELECTION OF CHAIRMAN**

2. **APPOINTMENT OF VICE-CHAIRMAN**

3. **APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS**

To receive apologies for absence and to note the attendance of any substitute members.

4. **MINUTES AND MATTERS ARISING**

To approve as a correct record the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 4 March 2015.

1 - 6

5. **DECLARATIONS OF INTEREST AND PARTY WHIP**

Members are requested to declare any disclosable pecuniary or affected interest, including the existence and nature of the Party Whip, in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest or an affected interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.

6. **URGENT ITEMS OF BUSINESS**

Any other items, which pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

7. **PUBLIC PARTICIPATION**

To receive submissions from members of the public which have been

submitted in advance in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

8. **CORPORATE PARENTING ADVISORY PANEL**

To receive the minutes of the meeting of the Panel held on 25 March 2015. 7 - 14

9. **DIRECTOR'S INTRODUCTORY BRIEFING AND SERVICE PLAN 2015/16**

The Director will provide an introductory briefing in respect of the Department's role and functions which are described in the attached Service Plan. 15 - 40

PERFORMANCE MONITORING

10. **QUARTERLY SERVICE REPORT**

To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the QSR for the fourth quarter of 2014/15 (January to March 2015) relating to Children, Young People and Learning, giving particular attention to outcomes of Ofsted school inspections, headteacher recruitment, recruitment and retention of children's social workers, and Members' input and responsibilities.

Please bring the previously circulated QSR to the meeting. Copies are available on request and attached to this agenda if viewed online.

Panel members are asked to give advance notice to the Overview and Scrutiny Team of any questions relating to the QSR where possible.

OVERVIEW AND POLICY DEVELOPMENT

11. **UPDATE ON THE IMPLEMENTATION OF THE CHILDREN AND FAMILIES ACT 2014**

A briefing in respect of progress in implementing provisions in the above Act, including Special Educational Needs or disabilities and adoption, is attached. 41 - 56

12. **NEXT REVIEW TOPIC/WORKING GROUP**

To establish a working group to undertake a review with reference to the attached work programme. 57 - 60

HOLDING THE EXECUTIVE TO ACCOUNT

13. **EXECUTIVE FORWARD PLAN**

To consider scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning. 61 - 68

DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held on 30 September 2015 at 7.30pm. There will be a pre-meeting for members at 7.00pm.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
4 MARCH 2015
7.30 - 9.40 PM**



Present:

Councillors Mrs Birch (Chairman), Brossard (Vice-Chairman), Allen, Gbadebo, Heydon, Mrs Temperton and Thompson
Mr R Briscoe, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Apologies for absence were received from:

Councillors Ms Hayes, Kensall and Mrs McCracken
Ms C Barrett, Children's Social Care Representative
Mrs L Wellsteed, Parent Governor Representative

Also Present:

Andrea Carr, Policy Officer (Overview and Scrutiny)
Dr Janette Karklins, Director of Children, Young People & Learning
Sonia Johnson, Head of Specialist Services
Christine McInnes, Chief Officer: Learning & Achievement
Kashif Nawaz, Assistant Virtual School Head
David Watkins, Chief Officer: Strategy, Resources and Early Intervention
Councillor Ian Leake

48. Substitute Members

Councillor Thompson substituted for Councillor Ms Hayes.

49. Minutes and Matters Arising

RESOLVED that the minutes of the meeting of the Panel held on 12 January 2015 be approved as a correct record, and signed by the Chairman.

50. Declarations of Interest and Party Whip

There were no declarations of interest relating to any items on the agenda, nor any indications that members would be participating whilst under the party whip.

51. Urgent Items of Business

There were no items of urgent business.

52. Public Participation

No submissions had been made by members of the public under the Council's Public Participation Scheme for Overview and Scrutiny.

53. Corporate Parenting Advisory Panel - 10 December 2014

The Panel received the minutes of the Corporate Parenting Advisory Panel (CPAP) held on 10 December 2014.

Arising from questions raised, the Panel noted:

- The Larchwood Short Break Unit had recently received a further visit from Ofsted Inspectors following the 'Outstanding' grading received at the last full inspection.
- There was a natural turnover in foster carers available to the Council which meant that it was necessary to try and recruit around ten new foster carers each year. Efforts were continuing to re-launch the Foster Carers' Association to provide support for those who volunteered for fostering.
- Support was given to children remaining in foster care in the event that sibling groups were split due to adoption.

54. Quarterly Service Report

The Panel considered the latest trends, priorities and pressures in terms of departmental performance as reported in the Quarterly Service Report (QSR) for the third quarter of 2014/15 (October to December 2014) relating to Children, Young People and Learning. The Panel also received a copy of the presentation slides shown at the recent Members Development Seminar on Child Sexual Exploitation (CSE).

From the comprehensive QSR, the Panel noted the following key messages:

- The current head teacher recruitment exercise was proceeding very satisfactorily. Six new heads had been appointed, having been selected from a strong pool of applicants. A further three posts, each at a different stage in the recruitment process, had yet to be filled. A number of the appointments comprised deputy heads already teaching in the Borough, reflecting the success of development work offered to staff by the Council. An update in respect of head teacher recruitment would be provided at the June 2015 Panel meeting.
- 'Adopt Berkshire' working across four Berkshire Boroughs was launched on 1 December 2014 and formally endorsed on 26 February 2015, to encourage and support Adoption Services.
- A strong focus on school improvement was being made through use of the Pupil Premium. Attention was centred on school leadership and governance, quality teaching and the work of the Executive Headteachers, and a sharper focus on performance data.
- CSE was a key area for further focus, having been the subject of recent Member briefings. It had become a topic of major national and local interest following reviews in Oxfordshire, Manchester, Rochdale and Rotherham.
- Phase 1 of the Department for Communities and Local Government Troubled Families initiative had been successfully completed and the Authority was on an early starter for Phase 2.

With particular reference to school improvement, the Panel was informed of the programme of work with primary school leaders to address performance issues. A paper was tabled detailing the Ofsted Inspection outcomes for schools in reports published up to March 2015. Recent Ofsted reports had included heavy criticisms of

school governing bodies, notwithstanding the role of a school governor was a voluntary one. Guidance notes on the issues raised had been circulated for the assistance of schools, particularly those preparing for an inspection. Ofsted was also reviewing in detail the gap between the attainment by pupils generally and those attracting the pupil premium, with a view to checking how well the pupil premium was being used to close this gap.

With reference to CSE, the Panel was informed of the work of the Operational Group, a multi-agency group of professionals formed specifically to aid the prediction and prevention of children who may be at risk of exploitation in the area. The Group met on a monthly basis, reviewing the cases of about 20 children each month, involving a range of people to engage with them and ensuring that sufficient actions were in place to reduce risk. All children were subject to a sexual exploitation risk assessment (SERA) which graded them from Level 1 to Level 3 (the most serious concern/level of risk). In Bracknell Forest there were currently 4 cases at Level 1; 2 cases at Level 2; and 2 cases at Level 3. Referrals to the Operational Group were most commonly through schools but some came now through engagement with young people themselves. Members' attention was drawn to the 'Quick Guide' to identify the risk indicators for CSE.

The Panel received responses to their numerous questions and comments relating to head teacher recruitment, Ofsted inspections and CSE before thanking officers for their informative updates and congratulating all those concerned in the good work taking place.

55. **Virtual Schools Annual Report**

The Panel considered the Annual Report on the work of the Virtual School covering the period for the academic year 2013 – 2014. The Virtual School had been established with the remit to ensure that Looked After Children received appropriate education and achieved well.

The report set out the vision and values for the Virtual School, the multi agency approach adopted and the impact and achievements during 2013 – 14. Every Looked After Child was required to have a Personal Education Plan (PEP), which was closely monitored. The report went on to cover the support for Looked After Children through transition to adoption and the work with care leavers.

The Panel asked a number of questions for clarification of certain points, noted with satisfaction the scenarios contained in the various case studies in the Annual Report, and extended their congratulations to all concerned with the progress and achievements during the year.

RESOLVED that the Annual Report of the work of the Virtual School be noted.

56. **Pupil Premium**

The Panel considered an update on the Bracknell Forest strategy on the use of the Pupil Premium (PP) funding for the first six months of the academic year 2014 – 15.

The PP grant was additional funding given to publicly funded schools to raise the attainment of disadvantaged pupils from reception to year 11 and close the gap between them and their peers. PP funding was paid for any child registered for free school meals (at any point in the past 6 years), for children who have been looked after for more than one day, adopted from care or under special guardianship, and children of service personnel.

A presentation to the Panel detailed the funding allocation, which totalled over £3.1m for Bracknell Forest in 2014/15. It also illustrated the national and local picture on results at Key Stage 4 and Key Stage 2 for all pupils compared to those attracting PP, and the percentage gap. A strategy had been put in place designed to coordinate actions to close this gap and a number of examples of successful actions were given. This included specific work with those schools identified with the biggest gap, where School Improvement Team advisers, for instance, were able to spend more time with school leadership teams. A diagram showing an overview of value for money compared the cost per pupil of the measures available to the effect/impact of those measures was noted. However, it remained most important and fundamental to provide really good teaching in the classroom. Measures to encourage application for free school meals, which triggered the PP grant, were explained.

The Panel noted the report and presentation.

57. Annual Admissions Arrangement

The report on the Annual Admissions Arrangement for 2016/17 was in preparation, due for submission to the Executive Member by the end of March 2015, and would be circulated to Panel Members thereafter.

58. School Places Plan 2015-2020

The Panel received the School Places Plan 2014 – 2019. The Panel noted the continuing trend of increasing pupil numbers, the progress made against the Plan, and welcomed the assurance that a school place continues to be available for every child in the Borough who wants one.

59. Education Transport Policies

The mainstream Education Transport Policy 2016/17 and the Post 16 policy 2015/16 were in preparation, due for submission to the Executive Member by the end of March 2015, and would be circulated to Panel Members thereafter.

60. Draft Substance Misuse Overview and Scrutiny Working Group Report

The Panel considered a draft report presenting the Review of Substance Misuse Involving Children and Young People, undertaken by a working group of the Panel.

The Panel noted that the report was presented as an early draft, with a number of sections yet to be added, in order that its comments could be received before the end of the municipal year and the elections. The Chairman thanked the Policy Officer (Overview and Scrutiny) for her work in bringing the draft report to this stage and the Working Group members for their time and contribution.

The Panel endorsed the content and recommendations in the draft report and made the following suggestions for additions:

- A list could usefully be included describing the chain of operation and the roles of the individuals involved in substance misuse treatment.
- Recommendation 6.2 could be extended to refer to awareness raising via video, online and social media as well as informative booklets.

RESOLVED that the draft report be finalised by the Working Group, taking account of the comments made, for submission to the relevant Executive Members for a response.

61. **Children and Families Act 2014**

The Panel noted that the main provisions of the Children and Families Act 2014 would come into effect from April 2015. Some information about the implementation of the Act had been covered in various reports and a Members briefing.

RESOLVED that if further briefing about new provisions in the Act is required, for example relating to special educational needs, then a briefing note be circulated directly to Members and/or be included in the agenda of the meeting of the Panel in June 2015.

62. **Executive Key and Non-key Decisions**

The Panel noted the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning.

CHAIRMAN

This page is intentionally left blank

**CORPORATE PARENTING ADVISORY
PANEL
25 MARCH 2015
5.00 - 6.56 PM**



Present:

Councillors Heydon (Chairman), Mrs McCracken (Vice-Chairman), Mrs Birch, Ms Brown and Ms Hayes

Also Present:

Councillor Dr Barnard

46. Declarations of Interest

There were no declarations of interest.

47. Minutes and Matters Arising

RESOLVED that the minutes of the meeting held on 10 December 2014 be agreed as a correct record.

48. Panel Announcements

The Director of Children, Young People and Learning introduced the new Head of Service for Look After Children, Peter Hodges, to Panel Members, and thanked Heather Brown for her work as interim Head of Service for Looked After Children.

Cue cards for Corporate Parents were ready for circulation. The Chairman would investigate the possibility of the cue cards being circulated from the Leader.

(Action: Cllr Heydon)

Cllr Mrs McCracken commented that it was her last Panel meeting before the Elections in May 2015; she had been on the Panel for a number of years and the subject matter discussed was important to her. Cllr Mrs McCracken thanked everyone involved in the work of the Panel over the years.

The Director commented on being pleased with the outstanding grade by Ofsted for Larchwood. There had been a monitoring inspection within two months of this and the grading was endorsed in relation to progress made.

There had been a Thank You card for Councillors for the funding given to looked after children. A scanned version of the card would be circulated.

(Action: Sarah Roberts)

The official launch of 'Adopt Berkshire', the joint adoption service across four Berkshire authorities, had taken place recently. There was a Looked After Children Art Exhibition on 3 June 2015 and it was suggested that the Communications team be involved to promote this event.

(Action: Janette Karklins)

49. **Care Leavers Accommodation**

Nora Dudley, Assistant Team Manager, Care Leavers Service presented a report on Care Leavers' Accommodation, taking into account current provision in Bracknell Forest and analysing the future need of the Leaving Care Service.

The report had been compiled in early February 2015 and the figures were subject to change. There were a range of accommodation options for care leavers and part of the Leaving Care Service work was to expand on these but there was some difficulty in providing the range of accommodation needed for the needs of young people.

10% of care leavers were in university accommodation whilst studying and credit was given to Mark Farmer, Education Support Officer from the Virtual School, for his work supporting Care Leavers into University.

The main priority was to expand the range of accommodation available. The private rented sector was not a realistic option and was competitive; young people were in general looking for a room in a shared property but there were not many of these available.

Housing benefits legislation nationally included a decrease in benefits for young people leaving care when they reached 22 years of age, which in real terms meant a change from being able to live in a one bed flat on enhanced benefits to only being able to afford a room in a shared property. There was a presumption that young people would be earning enough by 22 years to be able to support themselves but this was not a helpful strategy for vulnerable young people and those in low paid positions or on zero hours contracts.

There were developments being progressed with regard to local provision for young people leaving care. Two young people were due to leave residential care soon as they were due to turn 18 years. There was a cohort of approximately 7 young people per year with similar high needs. Staying Put was to enable young people to stay in their current placement post 18 years.

Risk was managed and assessed by the Care Leavers Team via pathway plans in relation to gaps in provision. The pathway plan was a support plan and was undertaken every six months. It was used to assess risks and provide services and was linked to a personal adviser who was seen at least every three months but possibly once a week for high needs care leavers. Care leavers out of the area might have a reciprocal arrangement with other Local authorities' Leaving Care Teams.

There was a consultation event with care leavers on 26 March 2015 to gather their views on accommodation needs; questionnaire's had been sent out by post and online. There would be a focus group style meeting which care leavers had been invited to, and a report on this would be presented at a future meeting of the Panel.

A meeting was planned with regard to taking forward the possible use of Waymead self-contained flats for young people leaving care. The flats were situated next to where the Leaving Care Services were based so support could be provided if needed.

The Care Leavers Team had been separated from the Over 11s Team in the service and there was a focus on care leaver cases for officers.

Nora queried whether it was possible for someone to come and talk to care leavers about getting involved in the electoral process and was advised that people could register to vote online. A visit to care leavers would be investigated further.

(Action: Amanda Roden)

50. **Health of Looked After Children Strategy**

Sharon Hickson, Designated Nurse for Looked After Children, gave a presentation on the Health of Looked After Children Annual Report 2013 to 2014.

Significant national and local developments included Ofsted in Slough, a serious case review following the death of a child in the Royal Borough of Windsor and Maidenhead, from which there had been much learning, and a revised service specification. The current team structure involved a Designated Doctor for Looked After Children five sessions per week, a Designated Nurse for Looked After Children 0.9 whole time equivalent, a Specialist Nurse for Looked After Children 2.6 whole time equivalent, a Co-ordinator 0.8 whole time equivalent, and an Administrator 0.6 whole time equivalent.

The aims of the team were to ensure health needs were identified and met, and to assist Clinical Commissioning Groups (CCG's) and local authorities to meet statutory duties. There had been revised funding from CCGs and young people were visited further afield such as outer London or Swindon. The service model involved Initial health assessments, review health assessments, placement change and discharge, and children placed in East Berkshire by other local authorities. There were audit and governance arrangements. The Department of Health had released new guidance; Sharon would review this and let Panel Members know the differences.

(Action: Sharon Hickson)

Participation was sought via feedback forms, texting, and Children in Care Councils; there had been positive feedback from this and a good return rate. Performance monitoring was undertaken via Initial health assessments and review health assessments. Placements included: 426 children looked after by Berkshire East's Local Authorities, 207 lived within Berkshire, 101 lived within the 20 mile border of their Local Authority, and 118 lived beyond the 20 mile border of their Local Authority. The timeliness of health assessments was monitored. Using external providers for out of area placements beyond 20 miles from the Bracknell border could cause delays in assessments, although this was not a risk as such.

However, Bracknell Forest were the best in Berkshire for timeliness of health assessments with a clear streamline process using the Life Chances team Co-ordinator as the main contact point. Sharon was encouraging other Local Authority's to do likewise.

Access to universal and specialist services included: Sexual Health, Family Nurse Partnership, unaccompanied asylum seekers, substance misuse, emotional and mental health, and children placed out of area. There was a gap in CAMHS provision, for example, at Tier 3 which was being addressed.

The Life Chances conference gave practical solutions to behaviour issues and had helped, and focus areas would be developed further. For out of area placements, young people with profound needs were of the most concern with regard to finding a suitable placement.

Ambitions and priorities included: children and young people to be at the heart of service delivery, monitoring of statutory timescales, outcome focused action plan,

emotional and mental health of looked after children to be a priority, protocol for difficult to engage young people, and effective leadership.

51. Fostering Recruitment and Publicity Strategy 2014- 2017

Kim Harris, Team Manager, Family Placement presented the Fostering Recruitment and Publicity Strategy 2014-2017. Panel members attention was drawn to Appendix A. Marketing campaigns were being undertaken and new posters designed. People were being recruited to key roles and there was a plan for 2015-16. Challenges included young people using the Staying Put option.

52. Looked After Children Placed Out of Area Audit

Sarah Roberts, Policy and Research Officer presented the Looked After Children Placed Out Of Area Audit. The outcomes had been reported to DMT recently and there were positive findings with good monitoring of the quality of providers.

There had been recommendations following this, some of which were procedural changes for example there was now a system in place for alerting young people of a change in Social Worker

It was recommended that young people automatically had an advocate for Child Protection conferences and Looked After Children Reviews unless they opted out. Care plans should include a contingency plans, and there was a strong emphasis on the use of technology to support young people's participation. There would possibly be some specific wording included in the Pledge regarding young people placed out of the area.

53. Regulation 33 Visits

Sarah Roberts, Policy and Research Officer presented a report on Regulation 33 Visits. There had been some changes in the regulatory framework, with streamlining and focus on certain areas. Regulation 33 visits had been undertaken over the past six months and Panel members could attend some visits.

54. Review of The Pledge

Sarah Roberts, Policy and Research Officer presented a report on a review of the Pledge which included an update on actions. There would be an event on 29 May 2015, 11am to 1pm, for the formal signing of the Pledge by the new Head of Service for Looked After Children with looked after children, foster carers, social workers and Independent Reviewing Officers (IROs) invited. SiLSiP would be present at the event also, and invites would be circulated to Panel members.

The Director of Children, Young People and Learning and the Executive Member for Children, Young People and Learning had met with SiLSiP who had been invited to take part in work which informed services for SiLSiP and this had been effective. It was one way to get young people involved in decision making.

55. Local Offer to Looked After Children placed in Bracknell Forest by other Local Authorities

Sarah Roberts, Policy and Research Officer gave an update on the Local Offer to Looked After Children placed in Bracknell Forest by other Local Authorities. There was a published list of services available to young people placed in Bracknell Forest by other authorities. A letter was tabled regarding this and there was further

information on the Council's website. There would be an agenda item at the next meeting of the Panel with regard to observations on this.

56. Exclusion of Public and Press

RESOLVED that pursuant to Section 100A of the Local Government Act 1972, as amended, and having regard to the public interest, members of the public and press be excluded from the meeting for the consideration of the following item which involves the likely disclosure of exempt information under the following category of Schedule 12A of that Act:

- (1) Information relating to any individual (Items 14, 15 & 16).

57. Child Sexual Exploitation

Karen Roberts, Head of Youth Offending and Leaving Care Services presented a report on Child Sexual Exploitation (CSE). There had been two Member Briefing Seminars on CSE; to the Executive and to a larger group of Members.

The Local Safeguarding Children Board (LSCB) had overarching responsibility for CSE; there was a strategic group chaired by Karen Roberts and an operational group which met on a monthly basis and included representatives from the police. There was a high level action plan and it was progressing well. Learning had been gained from high profile enquiries nationally to improve the service in Bracknell Forest.

There was some concern about cases the service was unaware of but there was emphasis on continuing to raise awareness, for example, among hoteliers. The operational group considered children who had gone missing as well as CSE cases. A return interview was undertaken within 72 hours of a child returning after being missing; this time frame was a national standard. Work was developing and showing good results.

There could be barriers to disclosure after returning from being missing, and criticisms included CSE not being taken seriously at the highest level, for example, by elected members and managers.

58. Performance Management Information

Lorna Hunt, Chief Officer: Children's Social Care presented the latest performance management information.

There was information regarding stability of placements and recruitment of more foster carers would help with this. There had been a small number of movements between placements this year, whilst adoptions/SGO's had increased to 17.6%. There had been 6 adoptions and 9 Special Guardianship Orders (SGOs) this year. Some foster carers had been lost through adoptions and SGOs. Sometimes children returned to their parents after a short period of time.

The Care Leavers Team had moved to be managed by Karen Roberts, Head of Youth Offending Service in December 2014 and staff in this team now focused solely on leaving care cases.

Staffing was still a challenge within Children's Social Care in some teams, which the Programme board was looking at. This board, chaired by the Director of Children, Young People and Learning, had four strands of work being developed including improving IT, structure, systems and processes, and workforce development. An

independent panel consisting of an iESE consultant who has carried out efficiency reviews in other councils and has a knowledge of structural models; a representative from Koru Consulting Ltd, with experience in systems and process reviews, and an independent social worker with previous involvement in Bracknell Forest Children's Services' practice projects including Health Checks and quality assurance had met with front line staff to look at the current issues and make recommendations.

Representatives from the Programme Board Team went to Cambridge and received presentations on the work of other local authorities in Cambridge, Essex and Hampshire. There would be a report regarding this to the Executive after the Elections in May 2015.

59. **Staff Recruitment and Retention**

The Panel received a verbal report from Lorna Hunt, Chief Officer Children's Social Care regarding staff recruitment and retention.

Comparisons were made with salaries across Berkshire local authorities, however, even with the Golden Handcuffs offered by Bracknell Forest other Berkshire local authorities had raised their salaries to above that at Bracknell. Salary was important and it was hard to compete with the higher salaries of neighbouring authorities.

The Leaders of Berkshire local authorities were looking at salaries of neighbouring authorities. There had been some successful recruitment of managers at Bracknell, for example, Peter Hodges, new Head of Service for Looked After Children.

Heather Brown commented that it had been a pleasure working with everyone whilst she had been in post as Interim Head of Service for Looked After Children.

Cllr Dr Barnard commented that the contribution of the Corporate Parenting Advisory Panel was good and complimented the scrutiny role, and informed budget decisions and work with SiLSiP.

60. **Dates of Next Meetings and Forward Plan**

Wednesday 24 June 2015, 5pm, Council Chamber, Easthampstead House

- LAC Commissioning Strategy (inc Placement Sufficiency)
- Fostering Statement of Purpose and Annual Report
- Adoption Statement of Purpose and Annual Report
- Life Chances Team Annual Report
- Children Missing from Home and Care
- Corporate Parenting Strategy
- Local Offer to Looked After Children placed in Bracknell Forest by other Local Authorities

Wednesday 23 September 2015, 5pm, Council Chamber, Easthampstead House

- Educational Achievement and Destinations
- Larchwood Statement of Purpose and Annual Report
- Wednesday 9 December 2015, 5pm, Council Chamber, Easthampstead House
- Participation Annual and SiLSiP Annual Report
- Foster Carers Association
- Staying Put

Wednesday 9 March 2016, 5pm, Council Chamber, Easthampstead House

- Regulation 33 Annual Report
- Health of Looked After Children

This page is intentionally left blank



CHILDREN, YOUNG PEOPLE & LEARNING

SERVICE PLAN

April - September 2015

Executive Member:
Councillor Gareth Barnard

Director:
Janette Karklins

March 2015

Contents:

Section 1: Services included in this plan	3
Section 2: Where we are now	9
Section 3: Service Delivery	14
Section 4: Medium Term Objectives and Key Actions.....	18

Glossary

AHDC	Aiming High for Disabled Children
BME	Black and Minority Ethnic Groups
CAMHS	Child and Adolescent Mental Health Services
CMT	Corporate Management Team
CYPL	Children Young People and Learning
CYPP	Children and Young People's Joint Strategic Plan
C&YPP	Children and Young People's Partnership
DAAT	Drug and Alcohol Action Team
DFE	Department for Education
CSST	Children's Specialist Support Team
DMT	Departmental Management Team
EAL	English as an additional language
EHE	Elective Home Education
EIA	Equality Impact Assessment
EOTAS	Children educated other than at school
EYFS	Early Years Foundation Stage
ICT	Information and Communication Technology
KS	Key Stage
LA	Local Authority
LAC	Looked After Children (Children in Care)
LDD	Learning Difficulties and Disability
LSCB	Local Safeguarding Children Board
NQT	Newly Qualified Teachers
NEET	Young People Not in Employment Education or Training
Ofsted	Office for Standards in Education, Children's Services and Skills
PEP	Personal Education Plan
CCG	Clinical Commissioning Group
PVI	Private, Voluntary and Independent sector
SEN	Special Education Needs
YOS	Youth Offending Service

Section 1: Services included in this plan

Children, Young People and Learning is organised into three branches, each led by a Chief Officer. The branches are Children's Social Care; Learning and Achievement; and Strategy, Resources and Early Intervention. A summary of the services which each branch provides are detailed below. A theme that runs through all of the work of the Department is that of early intervention and prevention – addressing issues wherever possible before they reach crisis point.

DIRECTOR CHILDREN, YOUNG PEOPLE AND LEARNING		
Chief Officer - Learning and Achievement	Chief Officer - Children's Social Care	Chief Officer – Strategy Resources and Early Intervention
School Improvement Service	Duty and Assessment Team	Prevention and Early Intervention
Governor Services	Under 11's Team	Family Focus / Family Intervention
Community Education	Over 11's Team	Youth Services
Educational Psychology	Family Placement Team	Performance Management
Pupil Referral Service	Children's Specialist Support Team	Conference and Review Team
Special Educational Needs Team	Larchwood Short Break Unit	Statutory Complaints
Targeted Services	Youth Offending Service	LSCB
-Specialist Support	Care Leavers Team	Information, Advice and Support
-Educational Welfare	Domestic Abuse Perpetrators Service	Participation, Policy and Research
-Safeguarding and Inclusion	Family Group Conferencing	School Admissions
Virtual School	Access to Records	Education Capital & Property
Education Centre		Human Resources
		Finance
		School Sufficiency/Commissioning.
		Services to Schools
		ICT

1. LEARNING AND ACHIEVEMENT

The Learning and Achievement branch includes the School Improvement Service and a range of targeted support services. Members of the branch provide support and challenge to schools as well as specialist training to raise standards and improve educational outcomes for children and young people living in the borough.

Information about the various areas of work undertaken by the Learning and Improvement branch can be accessed at:

<http://www.bracknell-forest.gov.uk/educationandlearning>

School Improvement Service

The School Improvement Service provides challenge and support for school leaders, governors, teachers and staff to help ensure that all children and young people receive a good education. This is achieved through a small group of experienced and specialist advisers and advisory teachers working in partnership with school based staff including headteachers and leading practitioners. Intensive support is provided for those schools where pupil progress is not yet in line with national expectations and where internal monitoring or an Ofsted inspection have identified the need for rapid improvement.

Governor Services

Bracknell Forest Borough Council is committed to supporting all school governors in its schools to ensure that they have the knowledge, skills and support necessary to carry out their roles and responsibilities.

Community Education

Community Education and Learning is managed by the Community Learning and Skills Team. The service includes a broad programme of tasters and short courses designed to motivate new learners, an intensive family learning programme to help parents and carers support their children's education and a skills for work and life programme.

Targeted Services

Targeted Services provides a range of specialist teams that support and improve outcomes for young people and their families in schools in Bracknell Forest, these are:

BST School Support Team

The BST school support team have specialist teachers and behaviour support assistants that have a wide ranging set of skills to address and identify both school needs and those of its children and families.

Education Welfare Service

The Education Welfare Officers specialise in working with schools to develop effective systems, procedures and interventions and work in partnership with organisations to improve attendance and reduce persistent absence. The team also identify children missing education and work with the school advisory team to monitor the education of elective home educated children.

Safeguarding and Inclusion Team

The Safeguarding and Inclusion team is responsible for Safeguarding in Education, Anti Bullying and Inclusion. The team consists of the Team Leader for Safeguarding and Inclusion, the Anti Bullying Co-ordinator and the Inclusion Support Officer.

Special Educational Needs Team

The Borough is responsible for the special educational needs of all children living in the Borough. The responsibility extends from birth to the age of 19 or when the child leaves school, whichever is the earlier.

The team are responsible for arranging the special provision, usually either through supplementary resources to a mainstream school or through placement in a special school. Some special provision is made through joint arrangements with the Health Authority or Social Care.

Educational Psychology

The Educational Psychology Service plays a role in identifying and assessing the needs of children with special and additional educational needs. It provides consultative support to schools, settings and other services/agencies where issues impinge on the health, emotional, social and educational development of children and young people. It helps schools with the development of their Special Education Needs (SEN) provision, and the Learning Difficulties and Disability (LDD team) with implementation of statutory processes for those pupils who may require a statement of Special Educational Needs.

Pupil Referral Service

The Pupil Referral Service provides suitable education for pupils who, for a variety of reasons, are not able to receive education in school. When young people are excluded from a secondary school they may be reintegrated into another mainstream school, but some pupils will only learn in a particular teaching environment, which is provided within the Pupil Referral Service.

Virtual School

The Virtual School is a team of teachers and dedicated education professionals who work to support the education of Bracknell Forest Looked After Children and care leavers, although our children also remain the responsibility of the school at which they are enrolled.

2. CHILDREN'S SOCIAL CARE

Children's Social Care is responsible for assessing the help and support needed for children and their families with specialist needs, including Child Protection.

Information about the various areas of work undertaken across Children's Social Care can be found at:

<http://www.bracknell-forest.gov.uk/healthandsocialcare>

Duty and Assessment

The Duty and Assessment team is the "front door" to all of Children's Social Care Services, providing advice and information to the public and professionals and undertaking assessments when the child and family appear to need support.

Under 11's Team

The Under 11's Team offers services to the most vulnerable children aged under 11 years and their families, working in partnership with children, parents and other agencies. The Team assesses families who are in crisis, in child protection plans, in court proceedings and also supports young children who are in care. All their work is towards promoting children's welfare and life chances.

Over 11's Team

The Over 11's Team works with children and young people from the age of 11, up to the age of 18. The Team provides support to those who are in need of specialist services, including those on the edge of care, looked after children and those with child protection plans; also young people in transition into living independently and learning how to cope with adult responsibilities.

Family Placement Team

The Family Placement Team supports all aspects of Fostering and Adoption including recruitment, training, assessment and the support of foster carers and adopters. Post-adoption support is offered to young people who have been adopted; birth relatives and adult adoptees. There is also a Short Break scheme offering respite support for children with disabilities.

Specialist Support Services

Specialist Support Services provide a range of services

The **Disabled Children's Team** provides support to children and young people with disabilities and their families. They help minimise the effects of their disability and give them an opportunity to lead lives that are as normal as possible.

Larchwood is a short break care unit, providing respite care for children/young people who have learning difficulties and disabilities. The unit is registered for children and young people aged between 5-18 years; however the majority are aged 10+.

Vulnerable Groups - primarily focuses on missing children and those at risk of sexual exploitation.

Family Group Conference (FGC) - the FGC process is a child focused, family meeting that aims to help families find their own solutions to difficulties they are experiencing.

Aiming High - Aiming High in Bracknell Forest commissions and promotes short break activities for disabled children, young people and their families. Short breaks provide fun activities outside of the school day where disabled children and young people can try new things and develop confidence independently.

Access to Records – responding to any requests to access records held about individuals following set procedures.

Youth Offending Service - The YOS is made up of professionals from a variety of agencies. It provides services for young people aged 10-17 who have offended and are sentenced by the Youth or Crown Court, to be supervised under a range of Youth Justice Court Orders. The service is provided with due regard for the victims of these offences. A prevention service is also provided for those young people aged 8 – 14 years who are at risk of entering the youth justice system for the first time.

The **Domestic Abuse Perpetrators Service** is located within the YOS. This Service is a one to one domestic violence and abuse intervention orientated at fathers in families. The programme helps men to explore and challenge their own behaviour, and try out 'new solutions to old problems'.

The Leaving Care Service provides advice and support to all our care leavers. They provide advice and assistance with a range of issues facing care leavers. Help is aimed at enabling the young person to overcome any difficulties during and after leaving care and living independently as an adult.

3. STRATEGY, RESOURCES AND EARLY INTERVENTION

Strategy, Resources and Early Intervention has a broad remit which includes early intervention, prevention and strategic services including a range of direct support to all of the Borough Schools and across the Department. It provides a key overarching quality assurance role which includes supporting operational staff in day to day performance monitoring, in particular Children's Social Care, and in key regulatory inspection activity. The branch provides a direct link with colleagues in Corporate Services in relation to ensuring the

Department works within the wider corporate framework for management and delivery of services and support to our communities.

Information on services provided with Strategy, Resources and Early Intervention can be found at:

<http://www.bracknell-forest.gov.uk/educationandlearning> and <http://www.bracknell-forest.gov.uk/healthandsocialcare>

Prevention and Early Intervention

Prevention and Early Intervention provides a wide range of support and services across early years, childcare and play, including Children's Centres, the Family Information Service and Family Support Advisers in schools. In addition the Family Focus Project is led by the Head of Service and the Family Intervention Team (from September 2014) providing a range of targeted support to families is situated in this service.

The Early Years Childcare and Play Service provides a range of support, training, advice and funding to providers of early education and childcare to ensure Bracknell continues to improve the quality and availability of provision for children and their families. The Team has also been responsible for the development and management of the new Children's Centres within the borough.

Youth Service

The Service operates Youth Centres, projects including Duke of Edinburgh, Adventure Education and Youth Forum, Mobile Provision and a range of other activities. The Youth Service provides a range of targeted support and intervention for young people including teenage pregnancy and sexual health and substance and alcohol misuse issues. It works mainly with young people aged 13-19, although some centres have clubs for 11-13 year olds.

Performance Management and Governance Team

The Performance Management and Governance Team provides a broad range of services across the department including performance management, a range of Independent functions which include the Independent Reviewing Officer, Independent Chair for Child Protection and Local Authority Designated Officer role, statutory complaints for children, child participation, quality assurance and policy and research, the Children and Young People's Partnership, Information Advice and Support Service, the LSCB Business Manager and Web Support.

ICT Services

The ICT Team provides a range of ICT services which includes support for the effective use of ICT in school management and administration. It provides technical support and training for schools, and within the Department. The ICT Team also plays a key role in liaising with the Corporate Centre on key IT Projects, and supports the development of IT when there is a new school being built, or when schools systems are being upgraded.

Education Capital & Property Team

The Education Capital & Property Team with the external Managing Partner Atkins Ltd. delivers the Education Capital Programme including construction of new schools, expansion or refurbishment of existing schools and the schools Planned Works Programme. The Team also provides information and advice to local building managers on all aspects relating to their premises, and delivers key services to schools including school meals and Offsite & Adventurous Activities.

Human Resources

The Human Resources Team provides ongoing support to managers within the Department

and in schools, in all HR related matters. This includes guidance and assistance with recruitment, managing employee relations and industrial relations. The Human Resources Team works closely with schools, and supports the implementation of workforce remodelling in schools and children's services.

Finance

The Finance Team is responsible for preparing the Children, Young People and Learning service revenue and capital budgets, making allocations to establishments and services, monitoring budgets and completing the statutory accounts. The Team also provides ongoing advice and support to cost centre managers in financial management in accordance with agreed procedures, policies and codes of practice. This includes advice on procurement and contract management to secure maximum value for money and performance from contractors.

A scrutiny role is undertaken to review policies, plans and strategies for financial implications with statutory finance officer comments provided on all decision making reports.

In respect of schools, the Team develops and maintains the Funding Formula for Schools for the allocation of resources and the Scheme for Financing Schools for setting the financial framework that schools need to work within.

School Organisation and Commissioning

The team is responsible for ensuring sufficient school places are available at primary and secondary schools through forecasting pupil numbers and commissioning additional places where required through expanding provision or building new schools.

The Admissions Service prepares and manages a coordinated scheme for admissions to Primary and Secondary Schools in the Borough. Work undertaken within the team includes school places availability, consulting and setting term dates, responses to School Admission Appeals. The Team also sets the School Transport Policy and provides a central system for coordinating applications for free school meals.

This role provides support to the department and the Children and Young People's Partnership in the ongoing development of commissioning. Traded services to schools are managed through this role.

Section 2: Where we are now

Children and Young People's Partnership

The Children and Young People's Partnership has continued to meet with the core purpose of ensuring the delivery of the priorities in the Children and Young Plan, and monitoring the impact of this on outcomes for children, young people and families.

A new Children and Young People's Plan: Creating Opportunities – A Joint strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 2017 was published in April 2014.

<http://www.bracknell-forest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

The plan is informed by performance and inspection information, engagement and consultation with key partners and stakeholders including the LSCB, local and national research and a significant consultation with children and young people.

It contains six priorities for improvement which are important for ensuring good outcomes for children, young people and families in the borough and are felt to be those that can be delivered by working in partnership with others.

The Director, Children Young People and Learning and the Executive Member both sit on the Health and Wellbeing Board and ensure there is a link between the CYP Partnership and the Health and Wellbeing Board.

The Health and Wellbeing Board is a regular item on the CYP Partnership agenda and a joint protocol has been agreed to identify the links between the Health and Wellbeing Board, the Children and Young People's Partnership, the Local Safeguarding Children Board and the Adult Safeguarding Partnership Board.

Local Safeguarding Children Board

The LSCB has produced an annual report. This is a statutory requirement which provides an account of the work it has undertaken in the last year, and demonstrates the impact of the LSCB. The report makes recommendations for partner's consideration and has been presented to a range of audiences including the Council's Executive, Overview and Scrutiny, Children and Young People's Partnership and Bracknell Forest Partnership.

The LSCB has revised and updated the website which is independent from the Council and gives information to public and professionals. The Annual Report and other key information can be accessed on www.bflscb.org.uk

The LSCB Independent Chair meets on a regular basis with the Chief Executive, Director Children, Young People and Learning and the Executive Member, this includes the Leader of the Council attending at least annually.

The LSCB has revised and updated its Business Plan to cover the period 2014 – 2017 which is available on the LSCB website.

Inspection and Regulation

The new framework for the Single Inspection for child protection, and looked after children (including care leavers and adoption) is based on a three year cycle of unannounced Inspection. This has a considerable focus on the journey of the child, the quality of practice and the leadership and management of the organisation.

We have continued to focus on preparation for the Inspection and monitor closely the findings of Inspection in other areas so that we can learn and continue to develop our services.

Ofsted Inspection of schools continues and results from these are reported regularly in the Quarterly Service Report and other relevant meetings.

Larchwood our Short Break Unit for children with learning difficulties has been graded as Outstanding under the new regulations for inspection of children's homes which is quite an achievement as the criteria is more challenging to meet.

Performance Framework

We have continued to focus on the performance framework which includes the Department Management Team Performance Board that meets on a quarterly basis. The Board receives performance information reports on vulnerable children (particularly those within Children's Social Care), and on targeted services and early help. Heads of Service attend to explain their service performance and discuss any areas of concern, noting both good practice and outcomes and areas for further work.

We have continued to monitor our performance in line with our statistical neighbours and we also participate fully in a South East Regional Benchmarking Group (this is supported by the South East Sector Led Improvement Partnership).

Sector Led Improvement

We take an active role in sector led improvement activities in the South East Region. Dr Janette Karklins, Director Children, Young People and Learning is the Chair of the South East Regional Improvement Board in addition to leading peer review and peer challenge in other areas.

During 2013 /14 we had a peer review on our Pupil Referral Service (College Hall). The outcome of this was positive and feedback from the process will contribute to planning for further development of the service.

The Director Children, Young People and Learning has also led a number of Peer Reviews in other local authorities and has been able to bring back examples of good practice and new ideas to consider in our ongoing improvement agenda.

School Places

Extensive work has taken place to ensure sufficient school places are available across the borough, and the capital programme has been building additional forms of entry and bulge classes as needed. A School Places Plan is produced annually providing information and analysis on current and future school place requirements.

SEN developments

The Children and Families Bill has led to significant changes in the way that Children with Special Educational Needs and their families will be supported including the introduction of a new Education, Care and Health Plan which replaces the SEN Statements. This was implemented in September 2014 and work continues to further develop and embed the new systems.

Children's Social Care

Children's Social Care has experienced a continued increase in the numbers of children meeting the statutory threshold for intervention. This includes child protection, children in care (looked after) and Section 17 (Child in Need).

A Children's Social Care Programme Board has been meeting to consider the impact on the service of continued high demand for the statutory services and this has led to some consideration of different ways of working, use of technology and systems and processes.

Developments such as the Life Chances Team for children in care, Domestic Abuse Perpetrators service and Symbol (a service supporting parents who may have a learning difficulty) are all aimed at trying to reduce the high numbers currently in the system.

The Principle Social Worker role is now embedded through the Head of Service Safeguarding, and the second annual report on the impact of this role has been written.

Early Help

The CAF (Early Help Assessment) has been well embedded and continues to be the tool used to identify needs early and provide support at an early level of need. The Early Intervention Hub provides a mechanism to provide coordinated support for families where more complex needs have been identified and has continued to see a high volume of referrals including an increase in cases which have “stepped down” from Children’s Social Care. The aim of the Hub is to support early help and gradually reduce the number of referrals that progress to Children’s Social Care.

A review of Family and Parenting Support during 2014 led to the development of a new Family Intervention Team to work with parents / families at Tier 2. This team brought together a range of disparate services into a cohesive unit and is now becoming established and providing support at an earlier stage of difficulties being identified.

Education Outcomes

In the **Early Years Foundation Stage**, 65% (60% nationally in 2013) achieved a good level of development; with an average total point score of 35.4 (2013 nat. 33).

43% Pupil Premium pupils attained expected levels or exceeded in all Early Learning Goals, from 32.7% (2013) closing the gap by 4.2%.

At **Key Stage 1** Level 2 results improved in mathematics, slightly decreasing in reading and writing. At the higher Level 2+, a key predictor of good performance at KS2, there was a 2% increase in all subjects. Results have improved at Level 3 in all subjects and significantly in writing.

At **Key Stage 2**, Level 4 results in the key indicator of combined reading, writing and mathematics remains the same as last year. The overall figure for the new key performance indicator of Level 4+ in Reading, Writing and Mathematics at 78% is 8% above the floor standard of 65% (60% in 2013).

The comprehensive reform of **Key Stage 4** has led to a significant decrease in GCSE and equivalent results both nationally and locally. 56.1% of students obtained 5 or more GCSE grades A* - C including English and mathematics, just below the national average of 56.3%, with 68% achieving 5 or more GCSE grades A* - C, (66% nationally).

Post-16 - 98% of entries achieved A* - E pass, in line with national figures.

Workforce

Bracknell Forest employees remain a key focus with a number of priority areas:

- Recruiting people into the workforce, including a focus on recruiting experienced social workers.
- Developing and retaining skilled and experienced staff.
- Strengthening inter-agency/multi-disciplinary team working.
- Promoting strong leadership, management and supervision.
- Safeguarding children and young people, including multi-agency safeguarding training and safer workforce.

We continue to focus on recruitment and retention in difficult areas such as social workers and maths and science teachers, and this will remain a priority in the coming year.

School Sufficiency and Capital Programme

The main focus of the CYPL capital programme continues to be capacity and condition of our schools. Capacity works to provide sufficient pupil places are a high priority in response to the pupil forecasts in the School Places Plan 2014-19, which show a continued increase in numbers over the next five years. New housing development is a key driver; Warfield CE Primary is expanded to meet needs at Warfield West from 2016 onwards and Crowthorne CE Primary is expanding to meet needs on the Transport Research Laboratory (TRL) site from 2017 onwards.

In the period to 2020 further primary places will be needed through new schools to meet needs arising from the Amen Corner, Binfield Learning Village and Warfield East developments. Additional secondary places are being provided through the new Binfield Learning Village. Expansion of existing schools will also continue; Owlsmoor, The Pines, Great Hollands, Edgbarrow, Brakenhale and Garth Hill College are all subject of works to create additional school places.

In addition a number of "surge" classrooms are being planned across the Borough to meet local needs where schools are too small to be expanded in all year groups. The capital programme also includes a significant planned works programme to address the condition of school buildings, and in addition the department will continue to implement disabled access works for individual pupils and staff where and when these are required.

How does the service meet with user expectations?

Participation and engagement of children, young people and adult learners is strongly embedded within the ethos of the Department.

The statutory complaints procedure for Children's Social Care ensures that young people receiving support from the Department are able to make a complaint regarding any aspect of the service they receive. An annual report of Complaints, Compliments and Comments is published on the web site and can be viewed using the following link:

<http://www.bracknell-forest.gov.uk/complimentsandcomplaintschildre socialcare>

A Child Participation Officer plays a key role in enabling children and young people who are looked after to have a voice. The role supports the Children in Care Council, and a range of activities designed to support young people to have their say. A range of activities have been run for young people which provides an opportunity to have fun and have some consultation opportunities.

<http://www.bracknell-forest.gov.uk/lookedafterchildren>

The Children in Care Council called SiLSiP (Say it Loud, Say it Proud) developed a training package which is called "Do you Know". This training package delivered by the young people to those who work with them provides an opportunity to consider what life is like for a child who is looked after. The training was given to members of the Corporate Parenting Panel and Senior Managers in the Department and the feedback and impact were very strong. This programme has continued to be rolled out during the year.

SiLSiP children and young people aged 5 – 8 and 9+ took part in a survey to seek their views on the Pledge to children, young people looked after and care leavers. The outcome of the survey has fed into a review of the Pledge and a revised version has been developed. This is supported by the Corporate Parenting Panel and will be launched at an event of children and young people looked after in May 2015.

Children in Care or children who are subject to a Child Protection Plan also have access to Independent Visitors or advocates if they need one, this is managed through a contract with an independent provider to ensure skilled independent and effective advocacy is secured for young people.

The role of the Independent Reviewing Officer is key to ensuring that children in care are able express their views, this ranges from young people completing a consultation form before their review meeting, supporting young people to chair their own meeting, and meeting with them prior to review meetings to discuss any issues. The IRO Annual Report provides an account of their work during the year and includes a section on the participation of children and young people.

<http://www.bracknell-forest.gov.uk/iro-annual-report-2013-to-2014.pdf>

The Youth Services engage on a daily basis with young people and through direct work are able to discuss a range of issues that may impact on them, such as substance and alcohol misuse, sexual health, keeping safe.

The website for young people has been redesigned and re-launched. This provides young people with a range of information and signposting information for advice, services and support.

<http://www.xpresionz.co.uk/>

The annual BAFTA's, run by Bracknell Forest Council's youth service, gives teenagers the chance to celebrate their achievements and aims to recognise the success and good work of the borough's young people aged between 13 and 19.

The LSCB actively engages with young people to support development of key messages on safeguarding. A key focus has been on Child Sexual Exploitation and the risks associated with it. There has been a range of activities delivered through schools including drama presentations, an event for young people on the subject of risky behaviours led by young people on the Youth Council and engaging young people in Secondary Schools was held and the information gained in this event has been used to inform the ongoing development of the Child Sexual Exploitation Strategy.

Children's Social Care has embedded in practice seeking feedback via evaluation questionnaires which inform ongoing discussions about service development. Child Protection Conferences seek feedback from parents and professionals at the end of each conference via a short questionnaire. Information gained from these questionnaires provides an opportunity to further develop and improve the service provided.

Reforms within the Special Educational Needs / Disabilities services have taken place as a result of new legislation. The Parent Partnership Service was replaced by a new Information, Advice and Support Service providing confidential and impartial advice and information to support parents/carers and children and young people who have, or may have Special Educational Needs and Disabilities (SEND) in Bracknell Forest.

Children's Centres undertake an annual satisfaction survey based around the Ofsted inspection framework. They also consult on a regular basis with services users and other professionals to inform service planning and delivery. All services are evaluated and monitored to ensure they meet the needs of the local community and that there is a positive impact.

Section 3: Service Delivery

All indicators which are reported through the Department's Quarterly Service Report are as follows:

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
Children's Social Care				
L092	Number of children on protection plans (Quarterly)	N/A	Q1 120 Q2 123 Q3 137 Q4 122	N/A
L140	% children looked after in family placement or adoption (Quarterly)	64% each quarter	Q1 67% Q2 67% Q3 63% Q4 62%	63% each quarter
L161	Number of looked after children (Quarterly)	N/A	Q1 108 Q2 112 Q3 105 Q4 104	N/A
NI019	Rate of proven re-offending by young offenders (Annually)	N/A		N/A
CSP 9.01	Reduce the reoffending rate of the Bracknell Forest local cohort of all young offenders (Quarterly)	Maintain good progress made in reducing re-offending	Q1 0.50 Q2 0.59 Q3 0.66 Q4 0.79	Maintain good progress made in reducing re-offending
NI043	Young people within the Youth justice system receiving a conviction in court who are sentenced to custody (Quarterly)	0 each quarter	Q1 0.9 Q2 0 Q3 0 Q4 0	0 each quarter
NI058	Emotional and behavioural health of children in care (Annually)	N/A	13.8	N/A
L188	Percentage of single assessments for children's social care carried out within 45 working days (Annually)	80%	95.8%	80%
NI061	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption (Annually)	60%	16.7%	60%
NI062	Stability of placements of looked after children: number of placement (Annually)	12%	13.5%	12%
NI063	Stability of placements of looked after children: length of placement (Annually)	60%	61.3%	60%
NI064	Child protection plans lasting 2 years or more (Annually)	6%	5.4%	6%
NI065	Children becoming the subject of a Child Protection Plan for a second or subsequent time (Annually)	14%	13.2%	14%
L189	Percentage of referrals to children's social care going on to single assessment (Annually)	70%	91.6%	70%
NI111	First time entrants to the Youth Justice System aged 10-17 (Annually)	N/A		N/A
NI147	Care leavers in suitable accommodation (Annually)	95%	84.6%	90%
L205	Number of adoptive families recruited to meet the needs of children requiring adoption (Annually)	8	0	This is now Adopt Berkshire since 01/12/14

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
L206	Recruit foster carer households (Annually)	10		10
NI112	Under 18 conception rate (Annually)	N/A	-67.9%	N/A
Learning and Achievement				
L139	Schools judged good or better (Quarterly)	75% each quarter	Q1 64% Q2 64% Q3 61% Q4 61%	70% each quarter
NI073	Achievement at level 4 or above in both Reading, Writing and Maths at KS2 (Floor) (Annually)	82%	78%	79%
NI075	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Annually)	67%	56.2%	58%
L153	Percentage of children looked after reaching level 4 Reading at key stage 2 (Annually)	50%	80%	67%
L154	Percentage of children looked after reaching level 4 in Maths at key stage 2 (Annually)	50%	80%	67%
L155	Percentage of children looked after achieving 5 A(star) – C GCSEs at Key Stage 4 (including English and maths) (Annually)	25%	12.5%	25%
L190	Children in care reaching level 4 in Writing at Key Stage 2 (Annually)	50%	80%	67%
L158	Reduction in number of schools where fewer than 60 % of pupils achieve level 4 or above in both Reading, Writing and Maths at KS2 (Annually)	0	1	0
NI079	Achievement of level 2 qualification by the age of 19	N/A	84.8%	N/A
NI080	Achievement of level 3 qualification by the age of 19	N/A	64.5%	N/A
NI081	Inequality gap in the achievement of a level 3 qualification by the age of 19	N/A	27.0%	N/A
NI 082	Inequality gap in the achievement of a level 2 qualification by the age of 19	N/A	25.0%	N/A
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Annually)	80%	67%	80%
NI087	Secondary schools persistent absence rate (Annually)	4.0%	5.4%	4.0%
NI091	Participation of 17 year-olds in education or training (Annually)	N/A		N/A
NI093	Progression by 2 levels in Reading between Key Stage 1 and Key Stage 2 (Annually)	86%	90%	90%
NI094	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (Annually)	89%	88%	89%
L191	Progression by 2 levels in writing between key stage 1 and key stage 2 (Annually)	86%	94%	95%
NI102.1	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 (Annually)	20%	26%	18%

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
NI102.2	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4 (Annually)	22%	32%	22%
NI103.1	Percentage of Special Educational Needs - statements issued in 26 weeks as a proportional of all (Quarterly & Annually)	100% (annual)	Q1 100% Q2 90.9% Q3 75.0% Q4 100%	100% (annual)
NI103.2	Percentage of Special Educational Needs - statements issued in 26 weeks excluding exceptions (Quarterly & Annually)	90% (annual)	Q1 100% Q2 84.6% Q3 60.0% Q4 25%	90% (annual)
NI104	The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 Reading, Writing and Maths threshold (Annually)	50%	56.0%	50%
NI105	The Special Educational Needs (SEN)/non-SEN gap - achieving 5 A*-C GCSE incl. English and Maths (Annually)	40%	42.4%	40%
NI107	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Reading (Annually)	80%	92.7%	83%
NI108	Key Stage 4 attainment for Black and minority ethnic groups (Annually)	365	368	371
L192	Key Stage 2 attainment for black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Writing (Annually)	80%	91.8%	83%
L193	Key Stage 2 attainment for black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Maths (Annually)	80%	90%	83%
L195	Percentage of children who achieve or exceed levels of attainment at the end of Foundation Stage as measured by the EYFSP in all of the Early Learning Goals for communication and language, physical development, personal social and emotional development, literacy and mathematics (Annually)	60%	63%	65%
NI114	Rate of permanent exclusions from school (Annually)	0.08%		1%
NI117	16 to 18 year olds who are not in education, training or employment (NEET) (Annually)			3.8%
NI148	Care leavers in employment, education or training (Annually)	70%	53.8%	70%
L207	Analysis of primary schools performance data and track pupil progress in order to plan and implement appropriate interventions (Annually)	New for 2014/15	0.0%	100%
L208	Analysis of secondary schools performance data and track pupil progress in order to plan and implement appropriate interventions (Annually)	New for 2014/15	66.6%	100%
Strategy, Resources and Early Interventions				
L141	Number of attendances at projects funded or supported by the Youth Service (Quarterly)	Q1 6,000 Q2 4,500 Q3 6,000 Q4 6,000	Q1 6,760 Q2 4,599 Q3 9,123 Q4 10,230	Q1 6,000 Q2 4,500 Q3 7,000 Q4 7,000

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
NI052.1	Take up of school lunches – Primary (Annually)	32%	36.7%	32%
NI052.2	Take up of school lunches – Secondary (Annually)	34%	44.3%	34%
NI066	Looked after children cases which were reviewed within required timescales (Annually)	98%	100%	98%
NI067	Child protection cases which were reviewed within required timescales (Quarterly & Annually)	98% each quarter	Q1 100% Q2 100% Q3 100% Q4 100%	98% each quarter
NI092	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (Annually)	24.5%	25.1%	23%
L202	Number of families turned around through Family Focus Project (Quarterly)	N/A (Baseline year)	Q1 12 Q2 4 Q3 52 Q4	Target of 380 families to be turned around over next five year period
L203	Number of referrals to Early Intervention Hub (Quarterly)	N/A (Baseline year)	Q1 92 Q2 71 Q3 74 Q4 115	N/A
L204	Number of CAF/ Family CAFs undertaken (Quarterly)	N/A (Baseline year)	Q1 105 Q2 42 Q3 73 Q4 86	N/A
L242	Number of cases that step up to Children's Social Care (Quarterly)	-	New for 2015/16	N/A (Baseline year)
L243	Number of cases that step down from CSC to Early Intervention Hub (Quarterly)	-	New for 2015/16	N/A (Baseline year)

N/A = Not applicable as it is not appropriate to set a target

Section 4: Medium Term Objectives and Key Actions

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
MTO 4: Support our younger residents to maximise their potential				
4.1	Provide accessible, safe and practical early intervention and support services for vulnerable children and young people in the Borough.			
<i>Supported by the following sub-actions</i>				
4.1.1	Implement the next phase of the five year Troubled Families Initiative and expand the approach to include targeted family support	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017
4.1.2	Further develop the Common Assessment Framework (CAF) and Early Intervention Hub to assess and support Early Help	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017
4.1.3	Further develop the effective transition between Early Help and specialist services	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017
4.1.4	Work with Thames Valley Police to develop a Multi-Agency Safeguarding Hub Model that is appropriate to local needs	31/03/16	Head of Service – Safeguarding	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017
4.1.5	Commence a three year modernisation programme of the Prevention and Early Intervention Service	31/03/19	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017
4.1.6	Develop and implement a pilot project of community based support using DCLG 'Delivering Differently' funding	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
4.1.7	Complete a review of the structure and design of Children's Social care (CSC) to support delivery of operational requirements in light of new legislation including the Children and Families Act 2014 and the Family Justice Review	31/03/16	Chief Officer Children's Social Care	Children and Young People's Plan 2014 - 2017
4.1.9	Extend the principles of the Symbol project to identify and develop links across services for vulnerable adults who are also parents	31/03/16	Head of Service – Safeguarding	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
-----	------------------------	---------	--------------	-----------------------------------

4.2	Increase the number and continue to support foster carers.			
-----	--	--	--	--

4.2.1	Increase the number and continue to support foster carers.	31/03/16	Head of Service – Looked after Children	Children and Young People’s Plan 2014 - 2017
-------	--	----------	---	--

4.3	Increase opportunities for young people in our youth clubs and community based schemes.			
-----	---	--	--	--

<i>Supported by the following sub-actions</i>				
--	--	--	--	--

4.3.1	Continue to deliver a programme of targeted support to young people on issues that impact on their wellbeing e.g. sexual health, substance and alcohol misuse	31/03/16	Targeted Youth Support Manager	Children and Young People’s Plan 2014 - 2017
-------	---	----------	--------------------------------	--

4.3.2	Work with Thames Valley Housing to finalise plans for a residential development to underpin the modernisation of the Youth Service programme to develop a new Town Centre Youth hub	31/03/16	Chief Officer Strategy, Resources and Early Intervention	Children and Young People’s Plan 2014 - 2017
-------	---	----------	--	--

4.3.5	Obtain a partner to operate the potential new Town centre Youth Hub	30/06/15	Chief Officer Strategy, Resources and Early Intervention	Children and Young People’s Plan 2014 - 2017
-------	---	----------	--	--

4.3.6	Work with Voluntary and Community Sector (VCS) to develop universal provision for young people through commissioning services	31/03/16	Head of School Sufficiency and Commissioning	Children and Young People’s Plan 2014 - 2017
-------	---	----------	--	--

4.4	Provide targeted support for families in need through our network of Children’s Centres to support early intervention and prevention.			
-----	---	--	--	--

<i>Supported by the following sub-actions</i>				
--	--	--	--	--

4.4.1	Provide targeted Family Outreach support and early intervention from Children’s Centres	31/03/16	Head of Prevention and Early Intervention	Children and Young People’s Plan 2014 - 2017
-------	---	----------	---	--

4.6	Support a wide range of flexible respite services for the carers of children and young people in need.			
-----	--	--	--	--

<i>Supported by the following sub-actions</i>				
--	--	--	--	--

4.6.1	Implement the new model of “Short Breaks” identified as a result of consultation with stakeholders.	31/03/16	Head of Specialist Services	Children and Young People’s Plan 2014 - 2017
-------	---	----------	-----------------------------	--

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
-----	------------------------	---------	--------------	-----------------------------------

4.7	Communicate with partners to ensure that health, safety and wellbeing priorities for children and young people are identified, and are included in partner plans and strategies where relevant and appropriate.			
Supported by the following sub-actions				
4.7.1	Ensure health, safety and wellbeing priorities are communicated across partnerships via meetings, presentations and reports	31/03/16	Head of Performance and Governance	Children and Young People's Plan 2014 - 2017 Community Safety Strategy LSCB Business Plan
4.7.2	Enhance the emotional health and wellbeing of children and young people at tier 2 in partnership with schools and other providers	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy

4.8	Ensure that all children and young people feel safe, are protected from harm and have their views taken into account when planning and delivering services.			
Supported by the following sub-actions				
4.8.1	Ensure children receiving support through Children's Social Care have access to an Independent Visitor or Advocate to enable them to have their views heard	31/03/16	Head of Service Safeguarding	Children and Young People's Plan 2014 - 2017
4.8.2	Ensure children who are looked after have the opportunity to express their views at their statutory review, and are able to communicate with the Independent Reviewing Officers (IRO) in-between reviews	31/03/16	Conference and Review Team Manager	Children and Young People's Plan 2014 - 2017
4.8.3	Engage with young people through the Youth Forum to ensure that their views are communicated effectively to those responsible for planning and delivering services	31/03/16	Targeted Youth Support Manager	Children and Young People's Plan 2014 - 2017

4.9	Continue to improve outcomes for looked after children in education, health and employment.			
Supported by the following sub-actions				
4.9.1	Further develop support for Care Leavers, including accommodation support, to improve education/employment and training opportunities	31/03/16	Head of Care Leaving Service	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
-----	------------------------	---------	--------------	-----------------------------------

4.10	Children and Young People's Partnership provides the opportunity to develop and agree joint priorities for improvement.			
Supported by the following sub-actions				
4.10.1	Monitor progress and publish an annual review of progress made against the priorities in the Children and Young People's Plan (CYPP) 2014 – 2017	31/03/16	Head of performance Management and Governance	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
-----	------------------------	---------	--------------	-----------------------------------

MTO 5: Work with schools and partners to educate and develop our children, young people and adults as lifelong learners

5.1	Continue to work with early years providers to close the attainment gap.			
Supported by the following sub-actions				
5.1.1	Implement the Every Child a Talker Programme to further develop speech and language skills of children in early years	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017
5.1.2	Implement plans to provide early years places for disadvantaged two year olds and track their progress	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017

5.2	Increase the number of schools in the Borough rated 'good' or 'outstanding' by Ofsted by raising levels of attainment and progress across all phases of learning for all pupils.			
-----	--	--	--	--

Supported by the following sub-actions				
5.2.1	Provide challenge and support for head teachers and governors, developing school capacity to improve the quality of teaching to meet Ofsted standards	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.2.2	Undertake supported school reviews to quality assure school self-evaluation and practice, confirming judgements are accurate and planning for improvement	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.2.3	Monitor the outcome of inspections of schools, and provide challenge and support as appropriate	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.2.4	Implement Pupil Premium Strategy	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
5.3	Support school leaders and governors when considering alternative forms of governance, including forming federations or Academy trusts.			
	Supported by the following sub-actions			
5.3.1	Provide information and support to governors and interface with Government agencies and DfE when schools are considering a change of status	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017

5.5	Increase the average point score of students taking 'A' level examinations.			
	Supported by the following sub-actions			
5.5.1	Analyse post 16 results and option choices and discuss progress with head teachers	31/03/16	School Advisory Team	Children and Young People's Plan 2014 - 2017

5.6	Support children and young people with special needs, where possible at appropriate provision within the Borough.			
	Supported by the following sub-actions			
5.6.1	Develop provision to meet the needs of SEN pupils in the borough by opening the new Rise@ Garth school	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.6.2	Implement a new process for the Education, Health and Care Plans (EHCP) and monitor the transfer of children and young people from SEN to a new EHCP over a two year period	31/03/16	Senior Adviser for Inclusion and Diversity	Children and Young People's Plan 2014 - 2017
5.6.3	Respond to changes in legislation for the provision of additional support for high needs pupils aged 19-25	31/03/16	Head of Targeted Services	Children and Young People's Plan 2014 - 2017
5.6.4	Agree an approach with the Schools Forum that puts the schools budget on a sustainable footing	31/03/16	Head of Finance	
5.6.5	Provide access to impartial and independent support for parents / carers and young people 16 or over as required in the new SEN Code of Practice	31/03/16	Head of Performance and Governance	Children and Young People's Plan 2014 - 2017

5.8	Encourage and support residents to become school governors.			
	Supported by the following sub-actions			
5.8.1	Continue to recruit school governors through publicising the work of governing bodies and providing support and training	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
-----	------------------------	---------	--------------	-----------------------------------

5.9	Increase the participation of school leavers in employment, education or training.			
Supported by the following sub-actions				
5.9.1	Continue to work with schools to identify young people at risk of disengaging in education, employment or training and ensuring appropriate interventions are put in place	31/03/16	Learning Development and Commissioning Manager	Children and Young People's Plan 2014 - 2017
5.9.2	Create a 16-24 Information Advice & Guidance (IAG) hub for young people in Bracknell Forest (Elevate)	31/03/16	Head of Post 16 Education Training and Skills	City Deal

5.10	Encourage all residents to continue as learners, both in relation to future employment and recreation.			
Supported by the following sub-actions				
5.10.1	Work with strategic partners to provide and promote Adult and Community Learning activities	31/03/16	Head of Community Learning and Skills	Children and Young People's Plan 2014 - 2017
5.10.2	Source alternative funding to support the provision of Adult and Community Learning	31/03/16	Head Community Learning and Skills	Children and Young People's Plan 2014 - 2017

5.11	Ensure systems in place for effective pupil and school place planning.			
Supported by the following sub-actions				
5.11.1	Provide sufficient pupil places, through the Education Capital Programme to meet basic need	31/03/16	Head of Education Capital and Property	Children and Young People's Plan 2014 - 2017 School Places Plan
5.11.3	To progress project for the provision of a new Primary / Secondary Learning Village at Blue Mountain (9 form entry secondary school, a 2 form entry primary school and a nursery provision)	31/03/16	Chief Officer Strategy Resources and Early Intervention	Children and Young People's Plan 2014 - 2017 Asset Management Plan
5.11.6	Secure sufficient school places within planned and future housing developments	31/03/16	Head of School Sufficiency and Commissioning	Children and Young People's Plan 2014 - 2017 Asset Management Plan

5.12	Co-ordinate services to schools.			
Supported by the following sub-actions				

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
5.12.1	Evaluate the effectiveness of council services to schools currently provided under a three year SLA and prepare new SLAs for schools for the period 2016 onwards	31/03/17	Head of School Sufficiency and Commissioning	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
MTO 6: Support Opportunities for Health and Wellbeing				
6.2	Support the Health and Well Being Board to bring together all those involved in delivering health and social care in the Borough.			
Supported by the following sub-actions				
6.2.3	Work with partners to improve Child and Adolescent Mental Health Services (CAMHS) provision	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy

6.9	Support people who misuse drugs and/or alcohol to recover by providing appropriate interventions.			
Supported by the following sub-actions				
6.9.2	Provide drug and alcohol misuse awareness raising to new employees and existing staff	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
MTO 11: Work with our communities and partners to be efficient, open, transparent and easy to access and to deliver value for money				
11.2	Ensure staff and elected members have the opportunities to acquire the skills and knowledge they need.			
Supported by the following sub-actions				
11.2.4	Implement the Pay and Workforce Strategy Action Plan, relating to CYPL workforce strategy	31/03/16	Head of Human Resources	Children and Young People's Plan 2014 – 2017 / Pay and Workforce strategy

11.5	Develop appropriate and cost effective ways of accessing council services.			
Supported by the following sub-actions				
11.5.5	Upgrade the framework-i system for Children's Social Care recording	31/03/16	Head of ICT	

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
11.7	Work with partners and engage with local communities in shaping services.			
Supported by the following sub-actions				
11.7.4	Work with Involve to support and develop a Children's Voluntary Sector Forum	31/03/16	Head of Performance and Governance	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy
11.7.8	Work in partnership with the Elevate Project through Breakthrough Employment Service in order to support young people with additional needs into employment	31/03/16	Chief Officer Learning and Achievement	

11.8	Implement a programme of economies to reduce expenditure.			
Supported by the following sub-actions				
11.8.6	Implement the Electronic Document Management Strategy to enhance and extend document scanning	31/03/16	Director of Children, Young People & Learning	
11.8.8	Develop maximum benefits of the Strategic Managing Partner Contract	31/03/16	Chief Officer Strategy, Resources and Early Intervention	Capital Construction Category Strategy

This page is intentionally left blank

TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
DATE: 10 JUNE 2015

**UPDATE ON THE IMPLEMENTATION OF THE
CHILDREN AND FAMILIES ACT 2014
Director of Children, Young People & Learning**

1 PURPOSE OF REPORT

- 1.1 To provide the members of the Children, Young People & Learning (CYPL) Overview and Scrutiny Panel with an update on the implementation of the Children and Families Act 2014 which came into effect in September 2014 and is transforming the way that services in relation to children and young people, especially those with special educational needs or disability (SEND), are delivered.

2 EXECUTIVE SUMMARY

- 2.1 This report provides an update on progress with the implementation of the Children and Families Act. The Act is divided into a number of Parts concerned with adoption and contact, family justice, special educational needs and disabilities, childcare and the welfare of children. Other Parts focus on employment rights linked to parenting. Part 3 of the Act relates to special educational needs or disability and will have the biggest impact for the Local Authority (LA) (and Clinical Commissioning Groups) in terms of cultural and organisational change.

3 SUPPORTING INFORMATION

- 3.1 The Children and Families Bill was introduced into the House of Commons on 4 February 2013. It received Royal Assent and became an Act at the end of March 2014.
- 3.2 For ease of reference each of the key requirements of the Act are summarised under the heading for each Part and a progress update is given one year on. Clearly, it will take time for the impact of these changes to be evidenced.

Part 1: Adoption and contact

Adoption

- 3.3 The Act Implements the Government's plans to see more children being adopted by loving families with less delay. Close relatives, e.g. children and grandchildren, of adopted persons will be able to access information on the adopted person's birth family under certain circumstances. However, adopted adults will be able to give an absolute or a qualified veto on access by relatives.
- 3.4 "Fostering for adoption" is where the local authority places a child for fostering with families who are approved adopters with a view to them adopting the child. The LA must consider fostering for adoption when looking for a foster placement. This section was amended by the Government to make clear that the preferential position of members of the child's birth family, friends and connected persons to adopt the child if appropriate should continue.
- 3.5 A local authority can now be directed to outsource its functions relating to the recruitment, assessment and approval of prospective adopters functions. A new

section 3A is added to the Adoption and Children Act 2002 which enables the Secretary of State to issue a direction to one or more local authorities to transfer their recruitment, assessment and approval of prospective adopters functions to one or more other adoption agencies. The Secretary of State cannot make an order which directs all local authorities to transfer this function before 1 March 2015.

- 3.6 Post-adoption support services are changed by giving adoptive parents a right to a personal budget for such services, and by placing a duty on the local authority to provide information on support services. Prospective adopters are given access to the national register of children for whom adoptive parents are sought.

Contact

- 3.7 The Act made new provision whereby to apply for contact post adoption, the adopted child now needs the leave of the court.

Progress

- 3.8 Paragraph 3.3 above refers to relatives of adopted adults who seek to access information on their families. We have had two, one pre and one post new legislative changes and the post adoption social worker and manager are fully aware of the adopted adults' right to add a veto to their records which can support or reject requests by relatives.
- 3.9 Fostering for Adoption (Paragraph 3.4) is fully embedded into practice with clear policy and procedures in place. Training has been provided to staff and consultation from the Berkshire Adoption Advisory Service is available. We have placed children in this type of placement and it has proved successful.
- 3.10 (Paragraph 3.5) From 1st December 2014 Bracknell Forest has elected to collaborate with three other Berkshire Local Authorities to create Adopt Berkshire an adoption service. They are responsible for the recruitment, preparation, and assessment of prospective adoptive families and the matching of children who have plans for adoption.
- 3.11 Paragraph 3.6 relates to personal budgets and has been identified as an action for 2015/16 for the Family Placement Team. All adoptive parents currently have access to the national register. The privacy of children has yet to be something that is requested by prospective adoptive parents.
- 3.12 The final point in Paragraph 3.7 has yet to be 'tested' but the post adoption social worker is aware of this provision.

Part 2: Family Justice

- 3.13 This implements the commitments the Government made in response to the *Family Justice Review* (November 2011), with the objective of achieving better outcomes for children and families who go to court after family separation or where children may be taken into care. The Single Family Court commenced in April 2014.
- 3.14 Attendance at a family mediation information and assessment meeting (MIAM) is required before an application is made to the courts to resolve a family dispute. The MIAM will consider options for mediation or other forms of non-court based dispute resolution. No distinction is made between applicants who are publicly funded (legal aid etc.) and those that are not. Provision is made for amendments to the Family Procedure Rules which will include circumstances where attendance at a MIAM is not required such as urgency or evidence of domestic violence.

- 3.15 A new 'child arrangements order' replaces the existing 'residence order' and 'contact order'. A 'child arrangements order' sets out arrangements about whom, and when, a child lives, spends time and has contact. The aim is to focus parents on the child's needs and not on their (the parents) 'rights'.
- 3.16 A 26-week time limit was introduced when the courts are considering whether a child should be taken into care; the time limits on interim care orders and interim supervision orders are made subject to the court's decision.
- 3.17 When the courts consider a care plan, only the matters essential for permanence provisions in the care order must be considered, i.e. whether the child is to live with a parent, or any member or friend of the child's family, or whether the child is to be adopted or placed in other long term care. The courts may consider other matters in the care order such as contact arrangements.
- 3.18 Changes are made to divorce law so that arrangements for children are no longer considered as part of that process but through separate proceedings at any time.

Progress

- 3.19 The ambition set out in this Part of the legislation is fully supported but the reality of meeting the new requirements is challenging. The 26 week time limit is a particular challenge, as under the Family Justice Review, whilst the cases are required to last no more than 26 weeks, the actual deadline for the social workers to meet this timescale, as they do the majority of the work for the Court, is 16-17 weeks. Since April 2014 the Court has been appointing one expert in the case only, but expecting all cases that are brought to Court to have a parenting assessment completed by the social worker on all the parents and possible extended family members. In families which are complex this can result in large numbers of parenting assessments as all possible members of the extended family are assessed. Increasingly as families are geographically remote this can include assessments for family members elsewhere in Europe. The current average length of time in proceedings is 29.5 weeks, the 4th lowest out of the 6 Berkshire LA's. The target is to be under 26 weeks.
- 3.20 To give some idea of the amount of work required for most cases, it is estimated by social workers that it takes two weeks to prepare the social work evidence to issue care proceedings, at least one week to write a child permanence report, three days to conduct and prepare each viability assessment, two weeks to conduct and to write up a thorough parenting assessment of each family member, two weeks to write the final care plans and statements for each child in the family. Some of this work needs to be completed concurrently. Several parenting assessments per family are sometimes needed as in some families the children have different fathers. Even if the father (s) has not seen the child for the last year or more, or they have serious mental health or drug or alcohol problems, or serious criminal convictions, which in the view of the LA mean they cannot parent, the Courts are insisting on a full parenting assessment being completed.
- 3.21 Alongside this, assessments of family members who could potentially be carers for the child need to be undertaken, with the social worker for the child conducting these initial viability assessments on the extended family member. If this assessment is positive a full connected persons (or Special Guardianship) assessment with the DBS, medical checks of the applicants, health and safety checks of the home, referees, older children and ex-partners being visited, 4/5 home visits to the applicants and a full statement written all have to be undertaken (by the Family Placement Team) often in less than 8-10 weeks. Prior to the new Children and Families Act, these assessments took 16 weeks.

- 3.22 On some cases the social worker could have 3 parenting assessments and up to 4 viability assessments on one family alongside the Court and the LAC processes to complete.
- 3.23 The other pressure coming from the Courts is the private law work in relation to the number of Section 7 and Section 37 reports being requested. Twenty three were requested during 2014. These parents are often involved in bitter and acrimonious disputes and it can take several years to affect any real change in how they function.
- 3.24 The Chief Officer meets with the District Judge to discuss the work and any key issues, every six months. This is a positive meeting as the courts have a very positive view of Bracknell Forest and the immense amount of work which goes into preparing and assisting staff with the complex cases. Further work is taking place to explore the viability of a pan Berkshire Family Drug and Alcohol Court.

Part 3: Children and young people in England with special education needs or disabilities

- 3.25 This section implements the Government proposals which were first published in the Green Paper *Support and Aspiration: a new approach to special educational needs and disability* (2011) and the *Progress and next steps report* (2012).
- 3.26 The Act replaces existing SEN legislation in the Education Act 1996 and achieves the Green Paper objectives of bringing together the separate arrangements for children in schools and young people in post-16 institutions and training up to their 25th birthday, and the integrated Education, Health and Care Plan to replace the statement of Special Educational Needs. The Act also removes in most instances the separate treatment of local authority maintained schools and academies under SEN legislation.

Special educational needs

- 3.27 The current definitions of special educational needs and special educational provision are broadly retained and extended to include young persons in education or training under the age of 25.
- 3.28 The key question remains the same as now: does the LA have to make special educational provision available to meet the child's learning difficulty?

Identifying children and young people with special educational needs and disabilities

- 3.29 The local authority must use its functions to identify all children and young people in its area who have or may have special educational needs or a disability. If a CCG or NHS trust 'forms an opinion' that a child under compulsory school age has (or probably has) special educational needs or a disability, then the NHS body must discuss the opinion with the child's parents. The NHS body must then inform the appropriate local authority.

Children and young people for whom a local authority is responsible

- 3.30 The local authority is 'responsible' for all children or young persons who it has identified as having special educational needs, or who have been brought to the local authority's attention 'by any person' as having, or may be having, special educational needs. This does not apply to disabled children and young people who do not have special educational needs. This means their learning difficulty either does not require special educational provision or they do not have a learning difficulty.

Education, health and care provision: integration and joint commissioning

- 3.31 A local authority must work with health and social care services to ensure 'the integration of educational provision and training provision' where this promotes the well-being of children with special educational needs or a disability, and improves the quality of special educational provision for them. A new definition of well-being is provided. This is not the same as that found in the Children Act 2004 (which remains on the statute book).
- 3.32 In particular, the LA 'and its partner commissioning bodies' (the local CCGs and where relevant the NHS Commissioning Board) must make arrangements ("joint commissioning arrangements") about education, health and care provision to be secured for children and young people with special educational needs for whom the authority is responsible, and those who have a disability. This is known as "EHC provision": education, health and care provision. And, as with current arrangements, the provision for any particular child or young person does not necessarily have to have an EHC plan to safeguard the provision.
- 3.33 Joint Commissioning Arrangements 'must include arrangements for considering and agreeing' (although no duty to agree) EHC provision 'reasonably required' by the learning difficulties and disabilities of children and young people having special educational needs. A Government amendment also requires the Joint Commissioning Arrangements to include the EHC provision for children and young people with disabilities in the local authority area who do not have special educational needs.
- 3.34 The Joint Commissioning Arrangements must include what, and by whom, EHC provision is to be secured, what advice and information is to be provided and by whom, how complaints are to be dealt with, and how disputes between the commissioning partners are to be resolved. The parties to the commissioning arrangements must 'have regard to' the arrangements and keep the arrangements under review. The local authority and NHS commissioning bodies must have regard to the Joint Strategic Needs Analysis (JSNA) prepared by the LA, and the Health and Wellbeing Strategy agreed by the Health and Wellbeing Board. There is no role specified in the Act for the Children's Trust Board.

Information and advice

- 3.35 The local authority must publish a "local offer" of services it expects to be available for children and young people with special educational needs. A Government amendment extended the scope of this section to include children and young people in the LA area who have a disability but do not require special educational provision.
- 3.36 The offer must include EHC provision, other education and training provision, and travel support, and provision to assist in preparing children and young people for adulthood and independent living (which include finding employment and obtaining accommodation). The local authority must publish comments about the local offer,

and the action the authority intends to take in response (the latter is the result of a Government amendment). Regulations will cover information to be included in the offer, the manner of publication and who is to be consulted in preparation of a review of the offer (including the involvement of children and young people). The offer must include information about how to obtain an EHC assessment, information about other sources of information, provision additional to or different from provision in the local offer, and how to make a complaint.

- 3.37 The LA is placed under a duty to provide in its area advice and information to children and young people with SEN and disabilities, and their parents, education institutions, and others 'as it thinks appropriate'.

Mainstream education

- 3.38 The legislation on the education, health and care plan is based on the current legislation for SEN statements including the assumption that a child with a plan (currently a Statement) is educated in a mainstream school. If following an EHC assessment, the LA decides to secure EHC provision using a plan, then the LA must secure provision in a mainstream institution 'unless it is incompatible with (a) the wishes of the children's parent or the young person, or (b) the provision of efficient education for others'. In determining whether mainstream education for a child with an EHC Plan is 'incompatible' with the provision of efficient education, the LA will need to demonstrate that 'no reasonable steps' can be taken 'to prevent the incompatibility'. Similarly, the 'governing body, proprietor or principal' of a mainstream institution will need to demonstrate 'no reasonable steps'.

Assessment

- 3.39 An EHC needs assessment may be requested by a child's parents, a young person or an educational institution. The LA may carry out an EHC needs assessment when it is responsible for a child who has, or may have, SEN. In determining whether to carry out an assessment, the LA must consult the parents and young person, and formally notify them if an assessment is to be carried out or not. A government amendment makes clear that when determining whether to carry out an assessment of a young person aged over 18, the LA must consider whether the young person requires additional time to complete his or her education or training compared to those who do not have SEN.

Education, health and care plans

- 3.40 If required by the EHC needs assessment, the local authority must ensure that an EHC Plan is prepared, and subsequently maintained. The plan must specify the child's or young person's SEN, the outcomes sought, the special educational provision required, and any health care and social care 'reasonably required' by the learning difficulties and disabilities which result in the special educational needs. The Plan may also specify 'other' reasonably required health and social care provision (not resulting in the SEN). In the case of a child under 18, this will include any social care provision which must be made by the local authority under section 2 of the Chronically Sick and Disabled Persons Act 1970. This is a Government amendment. Regulations will specify rules about the content, maintenance, amendment and disclosure of EHC plans.
- 3.41 The Secretary of State can establish a list of independent special schools and special post-16 institutions which are approved for parents to request be named on the EHC plan thus recreating an independent special school list which was abolished by the

Education and Skills Act 2008. Approval of the post-16 institutions is new. Much of the detail will be in regulations.

- 3.42 The LA must secure the special educational provision in an EHC plan and the 'responsible' health care commissioning body must secure the health care provision. Social care provision which is not educational (see s.21) is not included.
- 3.43 Schools and other institutions named in an EHC plan must admit the child or young person irrespective of the law on pupil admissions.
- 3.44 The LA must review an EHC plan in the first year and annually thereafter. The LA must secure a reassessment of the needs of the child when requested by a child's parents or the young person, and do so at other times when it thinks it is necessary. If the young person is aged over 18, the LA must consider whether the educational or training plans have been achieved. The LA can cease to maintain a plan if it is no longer responsible for the child or young person, or determines that an EHC plan is no longer necessary. Regulations will give the rules on how EHC plans can be transferred from one LA to another.
- 3.45 Where a young person has been released from detention who previously had an EHC plan, the LA will become 'responsible' and maintain the plan again. Much of this is transferred directly from the 1996 Act. The legislation also irons out the anomaly relating to the inability to compel the early academies to admit SEN pupils. In Bracknell Forest that has never been a problem as the funding agreement for the only Academy expressly reproduces the 1996 provisions.

Personal budgets and direct payments

- 3.46 Children with an EHCP and their family / carer have a right to request a Personal Budget. A personal budget is the amount specified or proposed to meet the identified needs specified in the child's EHCP and or Social Care Plan. Following a period of consultation and piloting with children, parent/carers and partners the Local Authority now has a Fair Access Policy, Resource Allocation System and Personal Budget Procedure to underpin this work.
- 3.47 In September 2014 the Children's Specialist Support Team launched a multiagency Resource Allocation Panel to enable us to work more closely together to meet identified need including identification of opportunities to joint commission with Health and or Education.

Appeals, mediation and dispute resolution

- 3.48 As at present, parents may appeal to the First-tier Tribunal against certain matters including a decision not to carry out an EHC needs assessment, a decision not to secure an EHC plan following an assessment, and once a plan is finalised about the content of the plan, re-assessment, amendment and ceasing. Young people over compulsory school age will get a right to appeal to the Tribunal (and parents of 16 to 18 year olds will lose the right), and parents of children under 2 years will get one also.
- 3.49 A right to mediation is provided. However, participation in mediation will not be a requirement of appealing to the Tribunal. The local authority must inform the parent or young person of this right, and there are different routes for health care mediation and educational and social care mediation. If mediation is sought on health care issues, the LA must be informed about the health care provision the parent wishes to see in the plan. Mediation is conducted by a mediation adviser.

- 3.50 The LA must make arrangement for avoiding or resolving disputes between the LA or school or other educational institution and a child's parents or young person with an EHC plan. An independent person must be appointed to resolve the dispute. A government amendment brings health service bodies into this dispute resolution procedure.
- 3.51 The Secretary of State is empowered to introduce pilot schemes to allow children to appeal to the First-tier Tribunal about EHC plans etc. and also about disability discrimination under the Equality Act. An Order will give further details about the age of children etc.

Special educational provision: functions of local authorities

- 3.52 The LA may arrange for a child or young person's special educational provision to be met otherwise in a school or post-16 institution, or in Early Years provision. The authority must be satisfied that it would be inappropriate for provision or part of the provision to be met in an educational institution. The LA must pay the fees at non-maintained schools and post-16 institutions including fees for board and lodging if required by the EHC plan.
- 3.53 The LA can supply goods and services to a maintained school, Academy or institution in the FE sector (but not post-16 institutions generally) in England to assist these institutions generally in providing special educational provision for children and young people with SEN. For an institution within the FE sector, the support must be for a young person with an EHC plan, or there must be an intention of educating or training a young person with an EHC plan, at the institution. For a post-16 institution, non-maintained school, or an independent school (which is not an Academy) it must be in relation to a specific child. The LA is not restricted as far as maintained institutions but for other institutions, it must be related to the institution's duties under s.66, and a charge can be made. The LA has a similar power in relation to Early Years providers.
- 3.54 The LA retains a right of access to all educational institutions (including Academies) which have a child or young person with an EHC plan maintained by the authority for the purpose of 'monitoring the education or training' set out in the plan.

Special educational provision: functions of governing bodies and others

- 3.55 Institutions must use their 'best endeavours' to secure special educational provision for pupils or students who have special educational needs. Schools, but not FE colleges, must appoint an SEN co-ordinator. Parents must be informed if special educational provision is being made for their child, and a young person must also be informed. Schools must prepare an SEN information report about the implementation of the school's policy for 'pupils at the school with SEN'. Information will be prescribed in regulations. Information will also have to be included about facilities for children with disabilities whether or not they have special educational needs. This largely follows the pre existing duties under the 1996 Act.

Detained persons

- 3.56 A detained young person, or a detained child's parent, or the person in charge of secure accommodation can request an EHC needs assessment from the home local authority. The LA can decide not to assess after consulting parents, etc. Where an assessment is done, it is with a view to having an EHC plan in place on the release of the young person from detention. The current law requires the host authority, (the LA in which the custodial institution is based), to arrange appropriate special educational

provision for the detained person. Health provision is arranged by the “detained person’s health services commissioner” which is likely to be NHS England.

Information to Improve well-being of children and young people with SEN

- 3.57 The Secretary of State must use his powers to collect and secure the publication of information which is likely to help improve the well-being of children with special educational needs, and young people aged under 19 England with special educational needs. This ‘special needs information’ must be published annually, in a form and manner that the Secretary of State thinks fit. It must include information about the children, and young people, with special educational needs (without naming the children and young people) and the provision made for them.

Code of Practice

- 3.58 The Secretary of State must issue a Code of Practice about the exercise of functions under this Part of the Act. The following must have regard to the code: Local authorities in England, governing bodies of maintained schools, academies, institutions in the FE sector, PRUs, independent institutions approved by the Secretary of State to accept pupils with EHC plans, early years providers, the NHS Commissioning Board, clinical commissioning groups, NHS trusts and foundation trusts, and (as a late government amendment) youth offending teams, and persons in charge of relevant custodial institutions. The First-tier tribunal must also have regard to the code when relevant.
- 3.59 Before the code can be issued, or a revised code issued, a draft must be laid before Parliament. As previously announced, and confirmed by the draft Code published in October 2013, the existing arrangements for School Action and School Action plus will be abolished.

Progress

- 3.60 These reforms have been implemented with oversight from an SEN Strategic Steering Group and have been focused on actions supported by several work streams. A core group of officers from the LA have been instrumental in the implementation of the reforms. There has been consultation and representation with parent groups and parents have contributed to the development of the local offer, EHC plans and the single assessment framework. We also commissioned KIDS charity to consult with young people around the local offer.
- 3.61 Bracknell Forest was one of only a third of LAs to meet the 1st September deadline for the new ways of working. This report describes the changes that have been made, but it should be noted that many are still in the early stages of implementation. It is too soon to have useful evaluative information, however early indications are positive as systems are working and decision making does seem to be robust. A detailed action plan is in place.
- 3.62 All children and young people who currently have a Statement of Special Educational Needs will be transferred to an EHC plan and the transitional arrangements in the Bracknell Forest plan is for this to happen by April 2018. The transition plan has been published on the local offer website.
- 3.63 A group of parents/carers and professionals have developed a key working strategy from the ‘*Early Support Guide to key working*’ which identifies the key working functions that a lead professional may undertake to support a child and family.

3.64 Approximately 35 parents/carers and professionals have accessed 'Key working and Working in Partnership' training. We currently have 2 LA officers trained to deliver the training and 5 parents and 3 more professionals have expressed an interest in becoming trainers. In the future best practice would be for a professional and a parent/carer to co-deliver key working training. The purpose of the training is:

- To develop a key working strategy across the authority.
- To train a key group of professionals and parents to deliver key working training across all agencies.
- To give a clear message to parents about the role of the keyworker/key working.

3.65 We have developed a single assessment pathway for children, young people and families. They should experience well-co-ordinated assessment and planning leading to timely, well informed decisions. The following general principles underpin the effective assessment and planning processes that have been developed in Bracknell Forest:

a) Participation in decision making:

- Children, young people and their parents/carers are key partners in the process and their views on how, when and to what extent they would like to engage must be taken into account. They should feel confident that they will be listened to and their opinions will be valued.
- Practitioners in all services involved in the assessment and planning process need to be skilled in working with children, parents and carers and young people to help them make informed decisions. All practitioners should have access to training so they can do this effectively.

b) Support for children/young people and parents/carers:

- Local authorities, health agencies and other agencies must work with parents/carers and young people to understand how best to minimise disruption to the child, young person and their family. For example, multiple appointments should be co-ordinated or combined where possible and appropriate, and some children and young people may need special arrangements and appointments.

c) Co-ordination:

- The local authority is responsible for ensuring that there is effective coordination of the assessment and planning process.

d) Sharing information:

- Information sharing is vital to support an effective assessment and planning process which fully identifies needs and outcomes and the education, health and care provision needed by the child or young person. Information can be shared if there are agreed local processes designed to meet specific legal requirements about confidentiality, consent and security of information.
- Bracknell Forest will need to work with its partners to agree local protocols for information collection and management, so as to inform planning of provision for children and young people with SEND at both individual and strategic levels.
- As far as possible there should be a 'tell us once' approach to sharing information during the assessment and planning process, so that families and young people

do not have to repeat the same information to different agencies, or different practitioners/services within each agency.

e) Timely provision of services;

- Where particular services are assessed as being needed, such as those resulting from statutory social care assessments under the Children Act 1989 or adult social care legislation, their provision should be delivered in line with the relevant statutory guidance and should not be delayed until the EHC plan is complete.

Part 4: Childcare

3.66 The Act contains a number of provisions to take forward the Government's aim to reform childcare to ensure "the whole system focuses on providing safe, high-quality care and early education for children". Most measures did not require primary legislation such as changes to the minimum adult to child ratios. However, four new matters have been covered: child-minder agencies, paid Ofsted re-inspection, repeal of the need to publish a sufficiency assessment and a removal of a governing body duty to consult on community facilities.

Progress

3.67 There are currently no child-minding agencies operating in the Borough and we are not aware of any planned or in the process of registering. To date, we are only aware of three agencies operating across England and of one agency in the process of registering in the Oxford area.

3.68 As there are no child-minding agencies operating in Bracknell Forest, we have no experience to date of dealing with disqualified agencies or with child-minders who have been suspended by an agency. We are constantly monitoring childcare requirements via brokerage by the Family Information Service, and monitoring waiting lists through contact with childcare providers. While the duty to publish a childcare sufficiency assessment is repealed, we have used this change in duty to revisit the methods of assessment and are now producing more localised sufficiency data based upon broader criteria to determine whether more childcare is required in specific wards and are producing detailed reports to support findings. Over the past 4 months we have analysed the need to expand childcare provision in Central Sandhurst, College Town, Little Sandhurst and Wellington, Owlsmoor, Crown Wood and Harmans Water.

3.69 We have a Local Condition of funding the Early Education free entitlement for 2, 3 and 4 year olds. This document complies with all legislation including The Children and Families Act 2014. There are no additional local conditions imposed by the LA.

3.70 To date, we are not aware of any of our schools developing childcare provision without consultation. As the local authority duty to secure sufficient childcare for working parents under Section 6 remains unaffected, we expect that our schools will continue to consult with the LA and with parents to ensure that provision continues to be mapped to need and that any childcare offered is sustainable, affordable, accessible and of good quality.

3.71 The Family Information Service will be uploading information to explain the Tax-free childcare scheme as it is made available by the Government. National promotional materials will used as the message to families must remain consistent and in line with the central government initiative.

Part 5: Welfare of Children

Child performances

- 3.72 The LA is required to license children from birth to the end of compulsory school age if they are to participate in public performances or in recorded performances intended for public exhibition. An assessment is made as to whether the child is fit to participate and that proper provision has been made to secure his health and kind treatment whilst performing to ensure his education and wellbeing will not suffer. Some types of public performance, particularly stage acting and ballet, are banned for children under the age of 14 unless it can be demonstrated that only someone at about the age of the child for whom a licence is sought can fulfil the part. This requirement, found in s.38 of the Children and Young Persons Act 1963, is repealed. The Children (Performances and Activities)(England) Regulations 2014 came into force on 6th February 2015 and apply to the granting of licences under the Children and Young Persons Act 1963. These regulations detail the application requirements, licence details, and general requirements applicable to both licenced performances and those exempt from licencing as defined in the 1963 Act. The LA can decide whether to issue licenses on the merits of the application alone.

Tobacco, nicotine products and smoking

- 3.73 There are several new requirements on restricting the sale of tobacco products to under 18-year olds or otherwise reducing the chance that children will be subjected to smoking. They nearly all require further consultation on the details.
- The Act makes it a criminal offence for a person over the age of 18 to buy tobacco or cigarette papers on behalf of an individual aged under 18.
 - The sale of nicotine products, e.g. e-cigarettes, to persons under the age of 18 is prohibited. Regulations will be able to include new nicotine products while exempting, for example, foods that have naturally occurring levels of nicotine.
 - Regulations can be made to standardise tobacco packaging when the Secretary of State considers that the packaging contributes to reducing the risk of harm, or to promoting the health or welfare of, children and young people under the age of 18. In other words, cigarettes etc. can only be sold in plain packaging.
 - Regulations can be made to provide for cars to be smoke-free when a person under the age of 18 is present in the vehicle. This was a Government defeat in the Lords but the amendment was added to the Bill in the Commons on a free vote.

Young carers and parent carers

- 3.74 The legislation on the rights of young carers is consolidated and extended to include the right to a local authority assessment of need for support to all young carers under the age of 18 regardless of whom they care for, what type of care they provide or how often they provide it. The LA must carry out an assessment if the authority thinks the young person may have a need for support, or if requested by the young carer, or his or her parents. The assessment must take account of the wishes of the young person to work and participate in education, training or recreation. The assessment must involve the young person, the parents and the person cared for. A written record of the assessment must be made which must include a statement as to whether the LA considers the child to be in need.

- 3.75 The LA must take “reasonable steps” to identify “the extent to which” there are young carers in their areas. The Act excludes young people who are carers by virtue of a work contract or are doing caring as a voluntary activity although the LA can ignore this requirement. The provision of care includes “providing practical or emotional support”. Assessments can be combined with other assessments if the young person and the cared for person agree.
- 3.76 The legislation on the right to an assessment for parent carers is consolidated. The requirement that such carers provide a substantial amount of care on a regular basis in order to be assessed is removed, and local authorities are required to assess when a need is perceived, as well as on request. In carrying out an assessment, the LA must have regard to the well-being of the parent carer using the definition of well-being in Part 1 of the Care Act 2014. The LA must also have regard to the need to safeguard and promote the welfare of the disabled child and other children in the family. Child carers are very often children in need by the very nature of their caring responsibilities.

Progress

- 3.77 The requirements concerning child performances have been included in our current arrangements which were already robust.
- 3.78 The regulations for restricting the sale of tobacco and nicotine products and smoking requirements are outside the specific remit of our services, but are being implemented nationally. The Children and Families Act 2014 also gave the Secretary of State for Health the power to legislate against smoking in private vehicles when children are present. Regulations were approved in February 2015 and the law will enter into force on 1st October 2015. Smoking in cars causes harm in several ways. Firstly, there is the harm to the smoker from inhaling tobacco smoke. Secondly, there is harm to other occupants of the vehicle from inhaling secondhand smoke. Thirdly, there is the potential harm that children will perceive smoking to be normal adult behaviour. Fourthly, there is potential harm to the driver, passengers and other road users from the driver’s temporary loss of control of the vehicle when lighting or extinguishing a cigarette.
- 3.79 Meeting the needs of young carers and parent carers was already well embedded in Bracknell Forest. As a result of the consolidation and extended rights to assessment, officers across services in CYPL, in Adult Social Care, Health and Housing, in health services, schools and with KIDS, (the contracted service provider for young carers) have been working together to raise awareness and plan to address the new requirements. In progress so far:
- A workshop involving all partners was held in November 2014 from which priorities were clarified: definitions, identification, assessment, referral and family work.
 - Colleagues in CYPL and ASCHH directorates have subsequently worked together on assessment and referral process development.
 - The Directors of CYPL and ASCHH are proposing to update the Memorandum of Understanding that they sign to demonstrate their commitment to young carers; the Council is contributing to the development of the national model Memorandum was published in April 2015.
 - The Council renewed its contract for services with KIDS from 1 October 2014 with a service specification based on the Act.

Staying put arrangements

- 3.80 Former looked after children will be able to continue to live (“stay put”) with their former foster parents until the age of 21, if the local authority determines that it would be appropriate for them to do so, and both the young person, and the foster parents wish to make a “staying put” arrangement.

Progress

- 3.81 Bracknell Forest has a Staying Put (SP) Policy and Procedures 2015. This was agreed earlier this year and will be rolled out to all Children’s Social Care Teams to ensure good practice. There is a specific leaflet for young people who seek to remain with their foster carers and all Bracknell Forest foster carers have been updated with this information. The Family Placement Team is working closely with the Leaving Care Team and the Policy Officer to ensure practice is embedded. The Independent Reviewing Officers have been briefed by the Family Placement Team Manager. A series of lunchtime sessions for all staff from the 7th May 2015.
- 3.82 We currently have one young person in a SP arrangement and are considering SP arrangements for three others.

Educational achievement of looked after children (LAC)

- 3.83 Each local authority is required to have a ‘virtual school head’ (VSH) who can have a positive impact on the educational achievement of looked after children. The VSH will be responsible for the allocation of the Pupil Premium to schools based on clearly defined additional provision in each LAC’s Personal Education Plan.

Progress

- 3.84 The borough has an appointed lead in this area. The Head for the Virtual School for Looked After Children is responsible for delivering key aspects of the service in schools, both in the borough and for those in other local authorities. The three key areas of accountability are:
- To champion the educational needs of looked after children across the authority and those placed out-of-authority.
 - To make sure that there is a system to track and monitor the attainment and progress of looked after children.
 - To ensure that all looked after children have a robust and effective personal education plan (PEP) and access one-to-one support, including personal tuition where appropriate.
- 3.85 This change has led to a further emphasis on the working relationship between Social Workers, Virtual School Heads and Independent Reviewing Officers (IROs) to work in partnership. This is to ensure that education arrangements for a child are arranged at the same time as a care placement and that an out-of-authority care placement should not be made unless there is appropriate educational provision in place before the placement is agreed.
- 3.86 We recognise the importance of partnership working and actively promote Corporate Parenting. There is an expectation that Looked After Children are the responsibility of all services and that their outcomes can only improve if those services work together. The Virtual School is an active member of the Life Chances Team and co-chairs this group supporting the development and monitoring of the action plan. The action plan is a continuous working document which is reviewed at each meeting.

Our key partners include: Pupil Referral Unit, Behaviour Support Team, Education Welfare Service, SEN team, Children's Social Care, Educational Psychology, Ethnic Minority and Traveller Achievement Service, School Improvement Team, Leaving Care Service, Fostering and Adoption, Independent Reviewing Officers, Information Management, Further Education Providers, Admissions Service and Welfare Call.

3.87 Further progress in implementing the statutory remit of the role has meant that we support schools by being proactive to:

- Track and monitor the progress of all Bracknell Forest Looked After Children
- Deliver in school interventions and placement support through 1 to 1 work from qualified teachers.
- Intervene, where necessary, in admissions of Looked After Children to school and ensure key partners are familiar with the School Admissions Code
- Arrange individual tuition as required.
- Access Early Years advice and support.
- Monitor completion and undertake quality control of Personal Education Plans (PEPs).
- Identify individual and cohorts of Looked After Children who may need additional support.
- Provide Further Education / Higher Education advice and support.
- Provide support at Looked After Children Annual Reviews and Special Educational Needs meetings.
- Support transitions between schools and key stages.
- Support partnership working with agencies and Council Services.
- Provide support/advice to Designated Teachers in schools, set up networks for Designated Teachers and regularly liaise with all Designated Teachers.
- Maintain a database of Designated Teachers for Looked After Children at schools and Ofsted ratings of schools.
- Deliver training to teachers, school governors, foster carers and partners.
- Recognise the achievements of Looked After Children through an annual awards ceremony.
- Advise on the targeted use of the Pupil Premium to raise achievement.
- Advice to carers at key stages of schooling such as SATs and GCSEs.

Part 6: The Children's Commissioner

3.88 The Act develops the role of the Children's Commissioner and has changed the primary function of the Commissioner from representing the views and interests of children and young people to promoting and protecting children's rights. The new Children's Commissioner for England is Anne Longfield OBE who started 1st March 2015.

Parts 7, 8 and 9 – Employment

3.89 A number of changes are made to workplace practice to support better parenting as set out in the *Modern Workplaces* (May 2011) consultation and the Government responses on *Flexible Parental Leave* and *Flexible Working* (both November 2012).

Progress

- 3.90 The changes to employment rights have been incorporated, where necessary, into Council policies and procedures. They include working parents being able to share parental leave and statutory shared parental pay; time off for the partners of pregnant women to attend ante-natal appointments; and the right for all employees to request flexible working.

Contact for further information

Dr Janette Karklins, Director, Children, Young People & Learning
01344 354183

Janette.karklins@bracknell-forest.gov.uk

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
10 JUNE 2015**

REVIEW TOPIC AND WORKING GROUP

1 PURPOSE OF REPORT

- 1.1 This report invites the Panel to select its next policy review topic and establish a working group to undertake the review with reference to the attached Panel Work Programme for 2015/16.

2 RECOMMENDATION(S)

- 2.1 **That the Panel selects a topic and establishes a working group for a future policy review.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To agree arrangements in respect of the Panel's next piece of policy review work.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 The Panel's 2015/16 Work Programme is attached at Appendix 1 to facilitate selection of the next review topic and working group membership.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 6.1 Not applicable.

Background Papers

None.

Contact for further information

Richard Beaumont – 01344 352283
e-mail: richard.beaumont@bracknell-forest.gov.uk

Andrea Carr – 01344 352122
e-mail: andrea.carr@bracknell-forest.gov.uk

APPENDIX 1

2015/16 Overview and Scrutiny Work Programme

The proposed work programme for O&S in 2015/16 is shown on the following pages. The programme is aimed at maintaining a strategic and co-ordinated work programme based on major areas of Council and partner organisations' activity. The review topics take account of what is likely to be timely, relevant, and to add value. The programme incorporates the routine, on-going work of O&S and the completion of reviews currently underway.

The O&S Commission has consulted the O&S Panels, the Council's Corporate Management Team and the Executive on the work programme, as required by the Council's Constitution.

The work programme will necessarily be subject to continual refinement and updating. The 'future possible reviews' are those which are unlikely to be resourced until 2016/17 or later.

CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW AND SCRUTINY PANEL	
1.	<p>Monitoring the performance of the Children, Young People and Learning Department</p> <p>To receive an introductory briefing on the role of the Children, Young People and Learning Department, with reference to their service plan for 2015/16.</p> <p>To include on-going review of the Quarterly Service Reports, receiving statutory plans and reports (such as the annual reports of the Local Safeguarding Children Board, and on complaints received). Monitoring:</p> <ul style="list-style-type: none"> • The creation of the 'Learning Village' in Binfield • Schools' performance, particularly secondary schools; • The action taken by the Executive to earlier reports by the Panel
2.	<p>Exercising pre-decision scrutiny by reference to the Executive Forward Plan</p> <p>To selectively contribute to the formulation of new policies in advance of their consideration by the Executive.</p>
3.	<p>2016/17 Budget Scrutiny</p> <p>To review the Council's Children, Young People and Learning budget proposals for 2016/17, and plans for future years.</p>

2015/16 WORKING GROUPS	
Children, Young People and Learning O&S Panel	<p>Child Sexual Exploitation</p> <p>To review the Council's response to the risks of Child Sexual Exploitation, delivered in concert with Community safety partner organisations.</p>

FUTURE POSSIBLE REVIEWS (Unlikely to be resourced until 2016/17 or later)	
<u>Children, Young People and Learning</u>	
1.	Early Intervention Services To review the effectiveness of early intervention services for families and children, for example parenting skills and crime prevention.
2.	Supporting Disadvantaged Children and Families To review the impact of the Council's 'Family Focus' programme.

This page is intentionally left blank

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
10 JUNE 2015**

**EXECUTIVE KEY AND NON-KEY DECISIONS RELATING TO
CHILDREN, YOUNG PEOPLE AND LEARNING
Assistant Chief Executive**

1 PURPOSE OF REPORT

- 1.1 This report presents scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning for the Panel's consideration.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning appended to this report.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To invite the Panel to consider scheduled Executive Key and Non-Key Decisions.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Consideration of Executive Key and Non-Key Decisions alerts the Panel to forthcoming Executive decisions and facilitates pre-decision scrutiny.
- 5.2 To achieve accountability and transparency of the decision making process, effective Overview and Scrutiny is essential. Overview and Scrutiny bodies are a key element of Executive arrangements and their roles include both developing and reviewing policy; and holding the Executive to account.
- 5.3 The power to hold the Executive to account is granted under Section 21 of the Local Government Act 2000 which states that Executive arrangements of a local authority must ensure that its Overview and Scrutiny bodies have power to review or scrutinise decisions made, or other action taken, in connection with the discharge of any functions which are the responsibility of the Executive. This includes the 'call in' power to review or scrutinise a decision made but not implemented and to recommend that the decision be reconsidered by the body / person that made it. This power does not relate solely to scrutiny of decisions and should therefore also be utilised to undertake pre-decision scrutiny.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

No advice was sought from the Borough Solicitor, the Borough Treasurer or Other Officers or sought in terms of Equalities Impact Assessment or Strategic Risk Management Issues. Such advice will be sought in respect of each Executive decision item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

Richard Beaumont – 01344 352283
e-mail: richard.beaumont@bracknell-forest.gov.uk

Andrea Carr – 01344 352122
e-mail: andrea.carr@bracknell-forest.gov.uk

CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL**EXECUTIVE WORK PROGRAMME**

REFERENCE:	I053377
TITLE:	Adoption Service Statement of Purpose 2015-16 and Annual Report 2014-15
PURPOSE OF REPORT:	To seek approval of the revised Adoption Service Statement of Purpose for 2015-16 and the Adoption Service Annual Report 2014-15.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	No financial implications.
CONSULTEES:	Family Placement Team Children's Social Care Management Team Children, Young People & Learning DMT
CONSULTATION METHOD:	Bracknell Forest adoptive parents

REFERENCE:	I054086
TITLE:	Binfield Learning Village: Appointment of School Sponsor
PURPOSE OF REPORT:	To agree the process for appointing a sponsor for the proposed all-through Binfield Learning Village as an Academy school.
DECISION MAKER:	Executive
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	The Borough Treasurer is satisfied that no significant financial implications arise from agreeing the Appointment Plan.
CONSULTEES:	The views of the Community Reference Group will be incorporated into the published version.
CONSULTATION METHOD:	The DfE statutory process will be followed. The DfE expect local views to be reflected in the specification.

Unrestricted

REFERENCE:	I054079
TITLE:	Changes to Admission to Schools as a Basis for Consultation
PURPOSE OF REPORT:	To review school admissions criteria and designated areas in the light of the new, large housing developments that are likely to be built over the next 10 years.
DECISION MAKER:	Executive
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	No significant financial implications arise from this report. Any options for change that are proposed in the future will need to be costed and funded before formal approval.
CONSULTEES:	To be confirmed.
CONSULTATION METHOD:	Extensive consultation will be planned and undertaken if the review scope and process is agreed.

REFERENCE:	I053375
TITLE:	Fostering Service Statement of Purpose and Annual Report
PURPOSE OF REPORT:	To seek approval for the revised Fostering Service Statement of Purpose 2015-16 and the Fostering Service Annual Report 2014-15.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	No financial implications.
CONSULTEES:	Children in Care Council (SiLSIP) Family Placement Team Children's Social Care Management Team Children Young People & Learning DMT
CONSULTATION METHOD:	Meetings with interested parties.

Unrestricted

REFERENCE:	I053379
TITLE:	Larchwood Statement of Purpose 2015-16 and Annual Report 2014-15
PURPOSE OF REPORT:	To approve the revised Larchwood Statement of Purpose 2015-16 and Annual Report 2014-15.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	No financial implications.
CONSULTEES:	Children's Social Care Management Team Children, Young People & Learning DMT
CONSULTATION METHOD:	Publicly available at Larchwood Unit for perusal and comment.

REFERENCE:	I053378
TITLE:	Private Fostering Service Statement of Purpose 2015-16 and Annual Report 2014-15
PURPOSE OF REPORT:	To approve the revised Private Fostering Statement of Purpose 2015-16 and Annual Report 2014-15.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	No financial implications.
CONSULTEES:	Family Placement Team Children's Social Care Management Team Children, Young People & Learning DMT Local Safeguarding Children Board
CONSULTATION METHOD:	Meetings.

Unrestricted

REFERENCE:	I054104
TITLE:	Release of Section 106 Funding
PURPOSE OF REPORT:	To agree the release of S106 contributions as part of the 2015/16 Education Capital Programme.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	Within existing funding.
CONSULTEES:	Relevant Ward Councillors
CONSULTATION METHOD:	Consultation with Ward Councillors

REFERENCE:	I051102
TITLE:	Response to Children, Young People & Learning Overview and Scrutiny Panel Working Group review on Substance Abuse
PURPOSE OF REPORT:	To determine the Executive's response to the recommendations in the report by a working group of the Children, Young People & Learning Overview and Scrutiny Panel Working Group review on Substance Abuse
DECISION MAKER:	Executive
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	None
CONSULTEES:	None
CONSULTATION METHOD:	None

Unrestricted

REFERENCE:	I052110
TITLE:	Update on Provision for Young People Not In Education, Employment or Training (NEET)
PURPOSE OF REPORT:	To approve the update on activities to support young people who are NEET.
DECISION MAKER:	Executive
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	None
CONSULTEES:	Not applicable
CONSULTATION METHOD:	Not applicable

REFERENCE:	I054235
TITLE:	Education Capital Programme - Great Hollands Primary School
PURPOSE OF REPORT:	Approval of procurement plan for the expansion works at Great Hollands Primary School.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	25 Jun 2015
FINANCIAL IMPACT:	Within existing budget.
CONSULTEES:	Headteacher, Governing Body, parents/carers and neighbours
CONSULTATION METHOD:	Meetings with school, Governing Body and Education Capital Programme Board. Public consultation to be held in July 2015.

Unrestricted

REFERENCE:	I054234
TITLE:	Education Capital Programme - Winkfield St Mary's CE Primary School
PURPOSE OF REPORT:	To award the contract for the construction works to create a surge classroom at Winkfield St Mary's CE Primary School.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	25 Jun 2015
FINANCIAL IMPACT:	Within existing budget
CONSULTEES:	Headteacher, Governing Body, parents/carers and neighbours
CONSULTATION METHOD:	Online consultation and open evening. Meetings with school and Governing Body. Education Capital Programme Board.

REFERENCE:	I051899
TITLE:	School Places Plan 2015-2020
PURPOSE OF REPORT:	To approve the annual update of the School Places Plan that describes latest pupil data, forecasts of pupil numbers for the next five years and a commentary on the need to add school capacity.
DECISION MAKER:	Executive
DECISION DATE:	15 Dec 2015
FINANCIAL IMPACT:	No direct financial impact as a result of the Plan.
CONSULTEES:	Professional partners
CONSULTATION METHOD:	Through discussion at meetings and comments on draft papers