

CORPORATE PARENTING BOARD

AGENDA

Meeting to be held remotely on Wednesday 15 July 2020 at 3.00pm

The meeting will be livestreamed for the public to view on the Council's YouTube channel at: - https://youtu.be/n_B0DaF9YoQ

Part I

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Report of NTW (copy attached).	
7. Housing Offer for Young People – Update	-
Report of the Assistant Director of Housing Services (copy to follow).	

Contact: Gillian Kelly, Principal Governance Services Officer Tel: 0191 561 1041
Email: gillian.kelly@sunderland.gov.uk

Information contained within this agenda can be made available in other languages and formats.

8.	Virtual School – Headteacher’s Report	31
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	Report of the Assistant Director of Law and Governance (copy attached).	

ELAINE WAUGH
Assistant Director of Law and Governance

Civic Centre
SUNDERLAND

7 July 2020

CORPORATE PARENTING BOARD

**Minutes of the Meeting held on Monday 20 January 2020 in Committee Room 2,
Civic Centre, Sunderland at 5.30pm**

Part I

Present:

Members of the Board

Councillor L Farthing (in the Chair)	Washington South Ward
Councillor R Davison	Redhill Ward
Councillor B Francis	Fulwell Ward
Councillor J McKeith	St Peter's Ward
Councillor S O'Brien	Sandhill Ward
Councillor P Smith	Silksworth Ward

All Supporting Officers

Jill Colbert	Chief Executive, TfC
Linda Mason	Head Teacher, Virtual School
Jane Wheeler	Service Manager, Together for Children
Billy Hardy	Change Council
Gavin Taylor	IRO Service, Together for Children
Keith Munro	IRO Service, Together for Children
Sharon Willis	Service Manager, Together for Children
Dr Sarah Mills	Designated Doctor for Looked After Health
Gillian Kelly	Governance Services

In Attendance

James Harrison	Sunderland Echo
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Apologies for Absence

Apologies for absence were received from Councillors Marshall, D MacKnight, N MacKnight and Williams, together with Martin Birch.

Declarations of Interest

There were no declarations of interest.

Minutes

18. RESOLVED that the minutes of the meeting held on 7 October 2019 be agreed as a correct record.

The Chair referred to Councillor Davison's query about the number of fixed term exclusions for Virtual School children which were from schools which were judged to be inadequate or required improvement. Linda Mason would provide this information for the next meeting.

Change Council Update

Billy presented the report of the Change Council and advised that In My Opinion (IMO) had shared replies from teens in care leavers over the country as part of their #dearfutureme campaign. Many children and young people looked after and leaving care wrote a postcard about what the future holds and how they could achieve what they wanted in life.

Involving children and young people in recruitment and selection was embedded in Children's Social Care and in the past few months, children and young people had interviewed social workers as part of an adult panel.

Young people from the Change Council and Regional Children in Care Council had attended the IRO Conference in October. Workshops were held on placement moves and the effect these had, and life story work and raising awareness of the importance of this.

Preparations had been underway for the annual Regional Children in Care Council Conference due to be held on 30 January 2020 at the Beacon of Light. The themes for the conference were mental health and post-16 support and the day would include workshops run by young people, information stands and several young people would be speaking and sharing their stories.

The Participation and Engagement team had been running several drop-in sessions at Next Steps and within Sunderland's Children's Homes on a monthly basis to capture the voice of those young people who did not feel comfortable or could not attend a regular Change Council meeting. Monument View had also invited the team for breakfast on Saturday mornings where young people could sit with the team on an informal basis, allowing them to raise issues or suggestions.

Perrie from the Innovation Unit had attended the Change Council meeting to provide an update on their previous visit in March 2019. A document had been created showing 11 main themes as follows: -

- Mental health
- Better support in school
- Consistent, Relationally-Capable Social Workers
- Honest communication and greater involvement
- Everyone has aspirations

- Simple things can get in the way
- Apprenticeships are valued
- Continued personal support matters
- Stable housing can be hard to achieve
- More support for health and wellbeing and managing money

The document included a brief description of what was discussed and the information had been passed on to Together for Children, who were working to support the improvement of these services.

Following an issue raised by the Change Council's 16+ group, money was raised with the support of Hopespring to provide Christmas hampers to care leavers who did not have family to stay with and often did not receive Christmas presents. Hopespring also provided a Christmas Eve buffet for care leavers and the Manager of TfC Supported Accommodation ensured that there would be a Christmas dinner provided on Christmas Day for any care leaver who had nowhere to go.

The Christmas celebration and awards evening had again been a great success with 31 children and young people receiving awards in categories including education, inspiration to others and sports. The overall Mayor's Award this year went to the Change Council for all the hard work they had done over the past year.

The Chair congratulated the Change Council on the award, noting that the young people involved always worked hard. She added that Members could apply for tickets at the Regional Children in Care Conference through Eventbrite and encouraged those interested to do so.

19. RESOLVED that the Change Council update be noted.

Health of Looked After Children

The Designated Doctor for Looked After Children submitted a report providing an update on health activity for looked after children.

There had been an average of 567 children looked after in quarter 3 which was a decrease from the previous quarter, this represented 102 children per 10,000. Compliance with Initial Health Assessments (IHA) being carried out within 20 working days of a child being looked after was good with 98% of IHAs taking place within statutory timescales.

141 Review Health Assessments had been carried out and this was 99% compliance with timescales. Of these children, 42 had not been brought to their booked appointment and it was a credit to the administration team who had managed to change things around and re-organise appointments. The compliance for out of area initial health assessments currently stood at 50% and Dr Mills noted that it was difficult to get these initial assessments done when the placement was out of the area. Three months' notice was given to out of area placements for Review Health Assessments, however it was known that some southern health departments were struggling with capacity.

Ten Health passports had been issued during the quarter which represented 100% compliance. The Health Passport would be revised in line with improved joint working between the next steps, Looked After Health teams and South Tyneside and Sunderland NHS Trusts.

Work was ongoing to support and improve health services across South Tyneside and Sunderland and the voice of the child would be sought in relation to all changes.

Dr Mills presented the Health Profile Data which had been generated from the health assessments carried out between August 2018 and July 2019. The largest diagnostic group was for behaviour, mental health and lifestyle; this was a broad category and included specific mental health conditions, attachment issues and behaviour in schools. Meetings had been arranged to look at bolstering support for emotional wellbeing and mental health as this was a great concern to children and young people and corporate parents.

A number of in depth projects had been initiated for Asthma, weight and Epilepsy as these conditions were not typically well managed.

The levels of Special Educational Needs (SEN), Learning Disabilities and Education and Health Care Plans (EHCP) identified in the quarter was now able to be reported and would help the ability of the service to meet the needs of young people.

Jill Colbert said that it was incredibly helpful to see the breakdown of conditions and asked where drug and alcohol issues would sit. Dr Mills explained that the medical conditions were based on specific coding but drug and alcohol data was collected separately. The Chair noted that this could be a key area for a Health and Wellbeing Board discussion.

Councillor Smith asked how much of a concern mental health was for children looked after and if there was a particular age group which was more likely to experience difficulties. Dr Mills stated that probably care leavers were of most concern as they could be isolated when transitioning to adult services, however mental health was becoming a worry early on and there was not an age group where there were not concerns.

The Board also received a copy of the review of Sunderland looked after health practice for children and young people with SEN and/or disabilities. Ofsted and the Care Quality Commission (CQC) were reviewing local authority areas to understand how agencies connected to meet the needs and improve the life chances of children with SEN/D in accordance with legislation.

There was no inspection date as yet but the review aimed to enable partners to be as prepared as they could be. A benchmarking exercise was carried out on neighbouring localities who had received an inspection and the identified areas of improvement for Newcastle, Middlesbrough and Cleveland were examined so that Sunderland could consider what might be improved. Dr Mills noted that as a Looked After Health team, they had felt that closer working with the Virtual School was something which could be developed further.

The Chair expressed some concern that the numbers of children looked after with SEN/D and or EHCP were disproportionately low in Sunderland and Dr Mills agreed that children with EHCPs seemed to be underrepresented and it was difficult to get that information.

Linda Mason commented that EHCPs often focused on learning need but the Virtual School was working with schools on social and emotional needs. Trying to describe behaviours had always been a difficult task and SEN ranges were supportive for this.

Councillor O'Brien asked about the timescales for EHCPs and Linda advised that schools were expected to gather evidence over a couple of terms and there was a gestation of about 26 weeks for the plan. The whole process could take a year with evidence being gathered from education, health and social care. Jill Colbert highlighted that this was guided by national expectations set out in the SEN Code of Practice.

Councillor O'Brien was concerned that the system did not seem to have changed for a number of years and the Chair highlighted that professionals did look at other ways of supporting a young person and they would have a personal plan developed, depending on their issues. Jill Colbert noted that the report was concerned with whether the right things were being done for the children in the care of Together for Children and they were committed to doing more work to ensure that they were getting the right support.

Linda Mason added that there were graduated responses to a level of concern under the SEN Code of Practice and Sunderland had introduced ranges in relation to cognition and learning, which schools could use as criteria for measuring progress. This would then enable a decision to be made about moving forward to the EHCP process.

Dr Mills commented that the Looked After Health team now had a good understanding of the Code of Practice and were liaising with education to make sure that this was reflected in health plans.

Having considered the report, it was: -

20. RESOLVED that the content of the report be noted.

NTW Sunderland Looked After Children Data

There was no one available from NTW to attend the meeting and therefore the item was deferred to the next meeting of the Corporate Parenting Board.

Annual Report of the Virtual School Headteacher

Linda Mason, Headteacher of the Virtual School submitted the statutory annual report of the Virtual School Head and the Virtual School for Together for Children and Sunderland City Council. The report highlighted the work of the Virtual School in

improving educational outcomes for Children Looked After from the early years up to targeted care leavers aged 25. The data was for children who had been in the care of Together for Children for a year or more as at 31 March 2019.

The report set out the context and characteristics of the cohort of children looked after in Sunderland and it was highlighted that the structure of the Virtual School had been reviewed and a consultation was due to take place on proposals to increase the staff numbers in the school. The structure in November 2018 and January 2020 had been illustrated within the report and showed that ten associate teachers had been employed on variable hours contracts to provide support in school, home tuition and tuition on site.

The total number of children looked after aged 0 -18 years on 31 March was 595 and 373 of these had been in care for at least a year and this number was used for statistical purposes in the report. Table 4.4 showed a breakdown of all of the children looked after on the school roll and Members were advised that 62 of the total had EHCPs and a further 120 received school based SEND support. This represented 32% of the total cohort.

98 of children looked after by Together for Children were placed in schools outside of Sunderland and there were 37 children in the care of other local authorities who were educated in Sunderland. 64% of all children looked after were in schools rated good or better by Ofsted. Linda stated that when a school was judged to 'Require Improvement', she would look at the report immediately to ascertain if there was a positive statement in relation to behaviour and welfare and would not automatically remove a child if they were settled. The curriculum match, welfare support and guidance in some schools requiring improvement would mean that a child looked after actually did better than they might in a higher rated school.

Linda advised that improvements had been seen across all indicators for educational outcomes and the gap between children looked after and all children in Sunderland was narrowing. The number of children achieving a good level of development in the Early Years Foundation Stage had increased and was above the regional and national average for children looked after. At Key Stage 2, children achieved mainly at expected level but there were not so many achieving at the higher level.

Turning to Progress 8 scores for Key Stage 4 children, Linda advised that good progress would be shown by 0 or a + figure and explained that each 0.5 represented half a grade. The Virtual School was showing as -1.55 in relation to Progress 8, therefore a grade and a half below the majority of children. Ofsted were developing a new framework which was looking at the school curriculum matching the needs of the cohort.

The Chair commented that outcomes at Key Stage 4 in particular could very much depend on the individual concerned and what had happened in their life. Having stability in school was helpful and it was important that children looked after stayed within their own cohort.

The figures for post-16/Key Stage 5 were not dissimilar to the national picture and there was work taking place currently to reduce the number of vulnerable children who were not in education, employment or training (NEET).

Attendance levels had gone back up to 95.14% and absence levels were scrutinised by the Virtual School on a termly basis, with intervention and support provided where appropriate. The data from 2018/2019 showed that there had been 54 children looked after who had received fixed term exclusions equating to 253 days of exclusion across 31 schools. The Virtual School was developing an improvement plan in relation to exclusions and had an ambitious target of 0% exclusions from primary schools. It was intended to use the SEN ranges to identify issues rather than fixed term exclusions.

The Chair noted that some secondary schools had a zero tolerance policy and used the sanction of fixed term exclusions more frequently. Linda stated that the Virtual School had worked closely with schools which had the majority of exclusions and had actually put a Teaching Assistant into one school which had had a significant impact.

The Chair went on to ask who would advocate on a young person's behalf if it was felt that a school had behaved inappropriately and Linda said that would be her, alongside the young person's carer and social worker. The Chair commented that this was a very important role and that she would like to know more about this. Linda suggested that she could provide a summary of the sorts of things which the Virtual School had been involved in with regard to advocacy.

The Virtual School self-assessment had judged the school to require improvement and some external scrutiny had been requested. The school improvement plan identified the key actions to improve the outcomes of children looked after and the key priorities would be: -

- Developing the effectiveness of leadership and management
- Raising attainment and progress for children looked after
- To engage partners in improvement of educational outcomes for children looked after
- To raise the profile of Sunderland Virtual School
- EPEP development and improvement of quality and timelines on completion
- Improving attendance
- Reducing exclusions
- Education placement for all children looked after
- No drift on admissions to new schools
- New structure including the development of Associate Tutors
- Annual training programme

Linda highlighted that the EPEP had been implemented during the previous term and compliance was 88% and the Virtual School was aware of the issues for the young people who did not have them. Schools did see the value of the EPEP and once they had completed one, the process became more straightforward.

The Chair commented that the framework which the Virtual School had to work in had many contradictions and queried how this could be married up with the Progress 8 targets. Linda advised that since September, Ofsted reports that started to emerge would begin to identify if curriculum or progress was most important and it remained to be seen how this would transfer to data collection.

Upon consideration of the information, it was: -

21. RESOLVED that the Annual Report of the Virtual School Headteacher be noted.

Regulation 44 Visits – May to October 2019

The Board received a report providing an update on the findings in relation to Regulation 44 visits of children's homes undertaken between May 2019 and October 2019.

Colombo Road had received an inspection from Ofsted since the last report to the Corporate Parenting Board and had been judged to be Outstanding for the third visit in a row. The Regulation 44 visits had also been positive with the number of recommendations reducing from 20 to 13 in the reporting period. The voices of young people and their parents came through strongly in the visits and the therapeutic dog at the home had also had a significant impact on the young people living there.

Monument View had also received an Ofsted inspection in recent months and their judgment had reduced from Outstanding to Good. Ofsted had not yet released their full inspection report, therefore the reasons for the change in judgement were not formally available as yet.

The Chair commented that the therapeutic work done at Monument View had not seemed to be valued by the inspector. She felt that the staff were doing an excellent job and was concerned for the impact on staff morale. Sharon Willis noted that there was some work to be done in supporting the staff and there was concern that how well you had to do to get a Good rating was not recognised. Keith Munro added that the comments from young people and parents continued to be good.

Grasswell House had been on a journey following a Requires Improvement judgement and was now rated Good. The home had been inspected the previous week and was found to have 'Improved Effectiveness'.

Revelstoke Road remained Good and despite having a number of critical incidents, Ofsted was very satisfied with how these were being dealt with. All staff were working hard to keep the home improving and the Signs of Safety Model was due to be implemented in the home.

Councillor Davison asked if further information could be given on what was a 'critical incident' and what action was taken to mitigate its effects.

Keith Munro advised that some critical incidents had to be notified to Ofsted and some were based on judgement. If a young person went missing, that would be a critical incident. Staff worked to establish push and pull factors and put strategies in place to reduce those. Notifications had to be made by the home within 24 hours.

The Chair referred to the PACE parenting model mentioned in the report and suggested that a paper could be brought to the Board on this in the future. She highlighted that the physical environment of the homes was fabulous with comfortable communal areas and recently refurbished kitchens.

Having considered the update on Regulation 44 visits, it was: -

22. RESOLVED that the report be noted.

Provisional Work Programme 2019/2020

The Board received a report setting out the proposed work programme for the municipal year and were asked to consider any additional topics for discussion at a future meeting.

In addition to the report requested on the PACE parenting model, which would be produced by Sharon Willis and Dr Liz McManus, it was proposed that examples of the new EPEPs be brought to the July meeting.

23. RESOLVED that the work programme be noted and the suggested new items added.

(Signed) L FARTHING
Chair



REPORT AUTHOR:	Nikki Donaldson, Participation and Engagement Officer
SUBJECT:	Together for Children Change Council Report for Corporate Parenting Board 15th July 2020
PURPOSE:	To report on the activity of both Change Council 10-15 group and Change Council 16+ group (Jan-June 2020)

1. PRE LOCK DOWN JAN-MARCH 2020

Regional Children in Care Conference

On the 30th of January the Regional Children in Care Council held their annual conference. The two main themes of the conference were Mental Health and Post 18 support. The day was a success with over 100 people in attendance. Our Young People supported the delivery of the day including signing everyone into the event, showing delegates to their classrooms and making sure everything ran on time. Two of our young people from the 16+ group were confident to share their stories about their experiences of mental health and post 18 support. Two of our 10-15 group were part of the panel at the end of the day, where professional had the opportunity to ask questions. A report will be completed by the Regional Young Ambassadors and will be shared once we receive it.



Ofsted Monitoring Visit

A monitoring visit took place in February 2020 and Ofsted asked if they could come and speak with Change Council. Change Council decided that it would be good to deliver a presentation a presentation to the inspectors with all the things they had been doing over the last few months. Young people from both the younger and older group attended to deliver the presentation (attached for your information). Ofsted letter to Jill and the team said the following about meeting with the group:

‘Inspectors met a group of young people representing the two children’s change councils (for 10–15 and over-16-year-olds). The young people spoke about the work they have been doing, both locally and regionally, to raise the profile of children in care and care leavers. They reported that, as a result of some of their work, changes have been made and they felt listened to by managers. For instance, the term ‘contact’ has been changed to ‘family time’ and they have been able to change the layout and decor of the family time room. The children have been involved in recruiting staff and participating in training for newly qualified social workers to give the perspective of children who have been in care. The children had a range of experiences of being in care but were generally very positive about the support they received.’

Care Day Cake Day

On the 21st February it was National Care Day 2020. This year Change Council ran a “Care Day Cake Day” to raise money for the charity ‘Become’. Become are a charity for cared for children and those leaving care. All young people cared for in Sunderland were invited to join in the bake off with some amazing treats and cakes made.

The Participation and Engagement Team also held a baking session at the Parker Trust for those young people who wanted to bake together. On Care Day the young people involved held a bake sale with all the cakes that had been made. The cakes were judged by our SLT and Cllr Louise Farthing to find the star baker.

Change Council raised £275 for Become and all the young people enjoyed the friendly competition. Young people involved received a certificate and a letter from Become thanking them. We were also recognised for raising the most money for the charity that day.

Although the baking was fun the theme behind the day was “reimagining”. Young People were asked to think of things that would make the perfect care system.

The young people decided to write theirs on little decorations to go on a giant cupcake. Some of the themes that came out was;

- Better post 18 support
- More children’s homes/foster carers
- Less bullying
- More awareness in schools
- Better mental health support
- More support with housing/ jobs



BECOME.

THE CHARITY FOR CHILDREN IN CARE
AND YOUNG CARE LEAVERS

Nikki Donaldson
Together For Children
Stanfield Centre
Addison Street
Sunderland
SR2 8SZ

27th February 2020

Dear Nikki,

Please pass on our huge thanks to everyone at Together For Children Sunderland for raising vital funds for care-experienced young people by hosting a Care Day 2020 Cake Day.

A special thanks go out to your Participation and Engagement Team as well as every young person who baked and put in so much effort to make Care Day a huge success.

You are our Become champions! Please find your certificate enclosed which you can display with pride.

Your amazing donation of £275 will help us to fight for a future where all care-experienced people have the same chances as everyone else to live happy, fulfilled lives.

You're helping to ensure there's someone at the end of the phone when a young person calls for help, that aspirations are lifted through our programme, Propel, and that the voices of children in care and young care leavers are amplified and united to bring about lasting change to the very system that is meant to care for them.

"What a great service. I spoke to the [Advice & Support Officer] who was really helpful. She listened to everything I had to say and really understood me...I can't thank you enough."

Thank you so much again for your support of our charity and vital cause serving children in care and young care leavers.

If you have any questions or wish to learn more, please don't hesitate to get in touch.

Kindest Regards,

Will Robinson

Fundraising Manager
will.robinson@becomecharity.org.uk
0207 817 8000

16+ Group Work Plan

In February 2020 Change Council 16+ group planned their work for the year, they decided they want to focus on employment, education and training' to raise aspirations of our Care Leavers. The group discussed the barriers that they feel they face when trying to get into further education or employment. Young people do not feel employers understand their needs and complex lives.

One of the ideas the group came up with was to revamp the 'Change' game and tailor the game cards to fit the barriers they face when in further education or employment. The Group would then invite employers and training providers to come and play the game to break down the barriers and show professionals some of the challenges they face.

Change council would like the professionals to make a pledge after playing the game to ensure care leavers are supported. Due to COVID19 this has not yet happened.

10-15 Group Work Plan

The 10-15 Change Council group decided they wanted to work on challenging the stigma and bullying in schools about being care experienced (both cared for and adopted). Members of the group feel they are often judged because they are cared for and a few have been bullied or singled out for this and know other young people who are also being bullied for being cared for.

To tackle the bullying in schools, Change Council are running a workshop and delivering a presentation at the Professionals 'Anti-Bullying conference' so professionals can understand what young people are experiencing in schools.

The young people also raised that not only do other young people exclude them sometimes professionals also exclude and judge them including teachers and social care staff. Examples include:

- *Young People shared experiences of teachers pulling them out of lessons that might be "upsetting" to them but not actually discussing this first with the young person.*
- *Teachers and Children's Social Care staff label some young people as being a "problem" or "not engaging" which leaves the young people feeling stigmatised.*
- *Young people said they don't like it when their social worker comes into school to see them.*

To tackle this issue the group decided they want to run a big sports day which will be called "Challenge the stigma, Challenge the staff" this day will be packed with sports day competitions and challenges including classics like three legged races to a few new games like "Soak the social worker" (water fight including the young people).

The group would like frontline workers to attend but would also like some of the other teams like Finance and Legal. The outcome is to break down barriers by having a day filled with fun activities and a little healthy competition. Again, this has been put on hold due to COVID19.

Next Steps Drop In

The drop ins that were created to get the voice of young people that don't want to or can't attend Change Council meetings were still on-going, however had moved to the Stanfield centre in the young person's room as it was deemed to be a more of a relaxed environment, some of the drop ins have themes, such as post 16 education. The building is currently closed so the drop ins are currently not running.

2. LOCKDOWN APRIL – JUNE 2020

Due to COVID19 the Participation and Engagement Team have had to think differently about how we are engaging with our cared for children. Young people from both groups have been in touch weekly using message or FB messenger if old enough. Teams meetings are also now scheduled in from July 2020, as young people as young people have been provided with a device as part of the DfE roll out of lap tops.

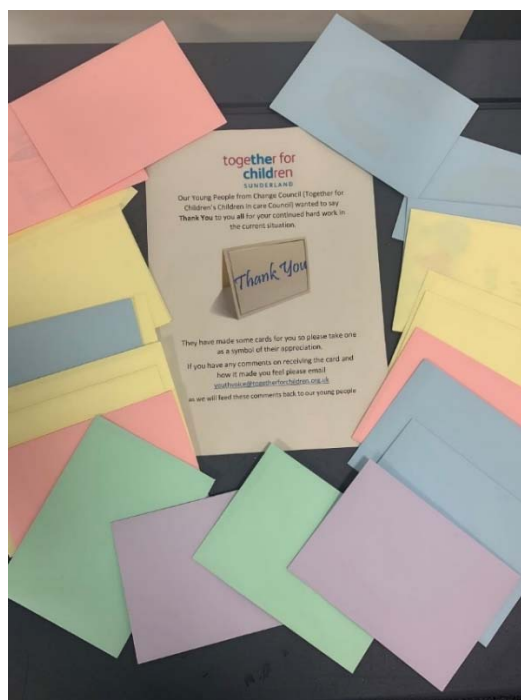
Cook book

Following on from the Care Leavers lunch change council have been very busy pulling together a cook book full of affordable and easy meals. The book has about 40 recipes ranging from batch cooking to desserts. Change council are ensuring that all the instructions are easy to understand and follow. Each recipe comes with an estimated cost, helpful tips and tricks and estimated cooking time. The book is in the final stages of editing then it will be ready to print.

The 29th April was supposed to be the launch of the cook book but due to COVID19 we will be launching this hopefully in July virtually.

Thank you cards

At the beginning of lockdown 2020, young people from Change Council came up with the idea that they want to let staff know in TfC that they appreciated their hard work in difficult circumstances. Young people from both groups engaged in the activity, materials were dropped off for them to create the cards and over 150 cards were made. These were left at the Sandhill Centre for **all** TfC staff to take.





We asked staff for feedback to give the young people and received the following quotes;

'Brilliant really made the day of some of the key workers and support staff who got these cards'

'Made my day and even brought a tear to my eye, thank you'

'The card made our day'

A Big Night In

The Participation and Engagement team worked with Colombo Road Children's Home to submit a Key application (The Key is a charity that supports young people to access funding to fund community projects) to access funding for a game's night across all our own Children's Homes. The young people planned the event and wrote their own application and were successful in their bid. They received £250 from the Key. They planned the night and games were bought and delivered to each of Children's Homes and Domino's Pizza's were ordered.

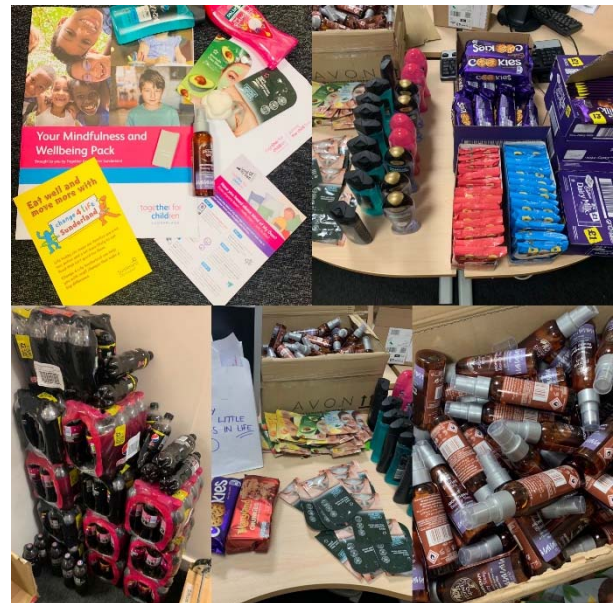


Care Leavers Goodie Bags

Change Council 16+ also submitted a Key application to access funding to create wellbeing chilled night in packs. Supported also from the Prevention Programme (funded by the CCG) 75 individual packs were created.

Young people said that things are hard for young people, especially for those who are alone. They wanted other young people to remember this is not forever and people care.

The participation and engagement team worked with Next Steps workers to identify how many Care Leaver young people they are supporting who are isolating alone so we knew how many to make and Next Steps staff also helped the delivery of these.



One young person who received a pack said;

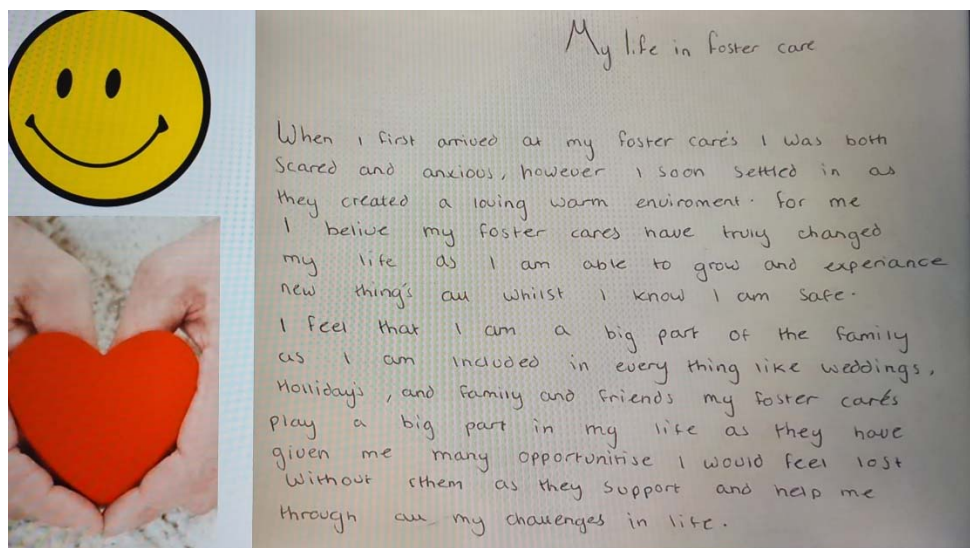
'I really appreciated it and thought it was very thoughtful and shocked that someone has took the time to do this for us. She also said to her worker that she thought the information pack was great around mindfulness.'

'Loving my care package, thank you'

'The mindfulness pack was so helpful. A lot of breathing a calm techniques and lovely colourings inside'

Foster Carer Fortnight

Change Council young people shared their stories of being cared for as part of Foster Carer fortnight. Below are a couple of the stories from both age groups:



National Voice Campaign

One of our young people from the younger group entered a competition with Coram Voice around the theme 'connections'. Unfortunately, he didn't win but look at his amazing entry:

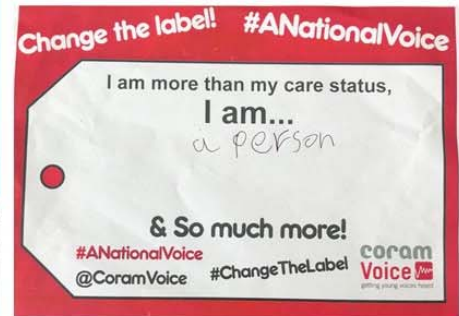
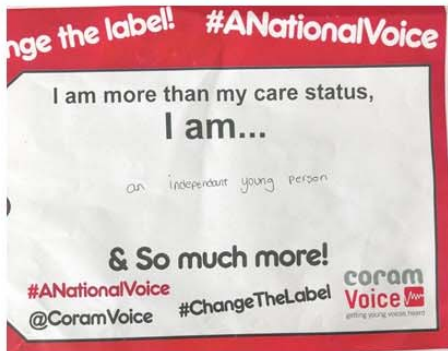


Change the label Campaign

On the 22 June 2020 [A National Voice](#) launched its first virtual campaign, 'Change the Label'.

The campaign aims to change people's perceptions to understand that care experienced children and young people are more than just a care status. We did this by using "Change the Label" cards, which were designed by care experienced children and young people. Both our young people and members of TfC leadership team and wider teams filled out a card and we shared them on social media and Become also shared them nationally.

Sunderland



Sunderland



Social Media

As a reminder if you would like to see what Change Council is up to regularly and the other participation groups follow Youth Voice on:

: @Sunderland Voice

: @sunderlandyouthvoice_

: Sunderland Youth Voice



Looked After Health Team, City Hospitals Sunderland
Report to Corporate Parenting Board
15 July 2020

1. Purpose of the report

1.1. The purpose of this report is to:

- Demonstrate our duty to safeguard and promote the welfare of children looked after
- To assure the corporate parenting board that support and health services to children looked after are provided without undue delay or geographical prejudice
- To demonstrate the aim of the Looked After Health for sustained improvement in the health and wellbeing of children looked after and care leavers
- To assure the child's voice around health issues are included wherever possible
- Report on compliance to statutory targets from the Looked After Health Team, for South Tyneside and Sunderland NHS Foundation Trust

COVID 19

- 1.1. COVID 19 pandemic, resulting in a national lockdown as given us unprecedented times. Within the Looked after health team we had to cease all face to face contact unless clinically necessary, as per national guidance. The guidance directed that all IHA's should be virtual and all RHA's should be ceased. Fortunately due to low levels of redeployment the looked after health team were able to take the decision to continue with RHA's virtually. Carers and CLA have responded well with the virtual assessments though the team have missed the face to face contact with the children and young people.
- 1.2. The team were unable to continue collecting SDQ data over this period and dental assessments have been paused; however the team have continued to collect data around dental health.
- 1.3. Recovery plans are now in place and face to face assessments are resuming for IHA and RHA assessments. A priority will be given to all children and young people who had a virtual IHA to have a face to face assessment before their next health assessment is due, to ensure their growth and wellbeing has been fully assessed.

2.0 Compliance data for health assessments - Quarter 1

In Quarter 1 there were, on average, 598 children looked after, this is a slight decrease (16) from the previous quarter. Current rate in Sunderland is 107 per 10,000 Children Looked After¹. This remains higher than the national average.

2.1 Initial Health Assessments (IHA)

- 1.1.1. Local Authorities are responsible for ensuring health assessment of physical, emotional and mental health needs is carried out for every child they look after within 20 working days of becoming looked after.

¹ Children's services analysis tool, ChAT, April 2019

Table 1 - Initial Health Assessments

	Quarter 4	Quarter 1
Number	44	38
Compliance (target 100%)	88%	95%*

*2 did not have consent so health assessment was delayed until it was obtained.

One child did not attend but had appointment rebooked for the next day so health assessment was not delayed

- 1.1.2. During lockdown regular liaison between the Looked After Health team and Senior managers at Together for Children ensured processes were maintained for information sharing.
- 1.1.3. Numbers for coming into care remained average during the lockdown period and Together for Children offered assurance to the Looked after Health team that they are not predicting a 'surge' in children being brought into care as education and other services resume.

2.2 Review Health Assessments (RHA)

- 2.2.1 The RHA must happen at least every six months before a child's 5th birthday and at least once every 12 months after the child's 5th birthday, within the month they became looked after.

Table 2 - Review Health Assessments

	Quarter 4	Quarter 1
Number	90	87
Compliance (target 100%)	92%	98%*

* 2 Health assessments could not be completed, one for medical reasons and one as the young person has joined the Armed forces and will be away during period assessment is due.

- 2.2.2 4 children were not brought/did not attend the booked appointment; they were then offered another appointment within timescale.

2.3 Out of Area Health Assessments

- 2.3.1 There are 34 CLA placed outside of the North East. 1 is in a secure unit.
- 2.3.2 Sunderland CCG are quality assuring all IHA and RHA for external placements and the Looked After health team are monitoring compliance.

Table 3 – Health assessments performed on behalf of Sunderland for children and young people placed outside of area

	Quarter 4	Quarter 1
Total number	7	7
Total Compliance (target 100%)	50%	100%
Number IHA	1	0
Compliance IHA (target 100%)	0%	-
Number RHA	6	7
Compliance RHA (target 100%)	50%*	100%

2.3.3 There is excellent compliance despite the current situation.

3 Health Passports

Table 3 - Health Passports Issued

	Quarter 4	Quarter 1
Number	3	10
Compliance	100%	100%

3.1 The Health passport will be revised in line with improved joint working between the next steps, looked after health teams and South Tyneside and Sunderland NHS Trust.

4. Looked After Health Team

4.1. Work is ongoing to support and improve looked after health services across South Tyneside and Sunderland within the provider sites. The voice of the child is being sought in relation to any changes.

4.2. The Designated nurse role is currently filled under a temporary arrangement. Interviews were held on 1st July and a successful candidate was recruited permanently to the role.

5. Health Profile Data

5.1. The Health Profile Data (Sunderland Looked After Health team, Data Launchpad) continues to be collected at each health assessment.

5.2. In-depth projects looking at Asthma, Weight, Epilepsy and the health of care leavers have commenced. The reports from these projects will be shared at corporate parenting board once completed.

5.3. Data from the largest group: Behaviour, mental health and lifestyle where issues are recorded (190) are being used to support the redesign of services between commissioners, CNTW and South Tyneside and Sunderland NHS Trust.

6. Recommendations and Actions

The Corporate Parenting Board is asked to note the content of the report.

Signed



Dr Sarah Mills

Paediatric Consultant

Designated Doctor for Looked After Health

Northumberland, Tyne and Wear
NHS Foundation Trust



Cumbria, Northumberland Tyne & Wear NHS Trust Sunderland Children Looked After Report

July 2020 (March – May 2020)



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Sunderland Children Looked After Report March – May 2020

1. Activity

	March	April	May
Referrals	0	4	2
Referrals discharged unseen	0	4	1

Referrals discharged unseen

The following provides narrative in relation to reasons why the young people were not seen by the service.

May

- 2 young people transferred to CAMHS – more appropriate service
- 1 young person was offered appointments refused to engage and DNA any appointments offered, agreed referral can be made again in the future should they wish to engage is services.
- 1 young person no longer required the service when appointment made.

April

- Young person transferred to CAMHS - more appropriate service

2. Referral Urgency

All cases referred to CYPs either by phone, fax, and email or in written format are reviewed on a daily basis by members of the clinical team. The purpose of this initial review is in order to signpost any cases that have been inappropriately referred and to ensure any cases that require an urgent or priority response are highlighted and actioned immediately.

CYPS Intensive Community Treatment Service (ICTS) work extended hours and will respond to the young person via telephone to offer a telephone triage within 1 hour. Any young person

requiring an emergency appointment will be offered an appointment within 4 hours of referral being received and for urgent referrals the young person will be offered an appointment within 24 hours.

	March	April	May
Urgent	0	1	1
Routine	0	3	1
Total	0	4	2

3. Waiting Times (All Referrals)

Current Waiting Times to Treatment are detailed below. (Treatment is defined as second attended contact)

	March (Weeks)	April (Weeks)	May (Weeks)
Wait to Treatment	22weeks	15 weeks	15 weeks

Referrals March - May 2020

Since end March 2020 when COVID restrictions were put in place, the service has seen a reduction in referrals although they are starting to increase again.

This reduction in referrals and ongoing service improvements has had an impact on waiting times in that waiting times have significantly reduced. This is reflected in the average week wait to treatment which has reduced to 15 weeks.

During COVID the service has continued to accept all referrals and complete assessments and interventions. New Ways of Working have been fully embraced by the Team to facilitate contact with young people and their families / carers such as online consultation and phone contact. Some face to face contact has taken place where necessary. Further plans are underway as part of our Next Phase Planning where we will see more children & young people and their families face to face, whilst ensuring it is safe to do so.

Children who are Looked After Pathway

A new Pathway has been developed specifically for Children who are Looked After taking account of the additional complexities and needs. This Pathway specifically focusses on work with Foster Carers, which includes Psychoeducational Group Interventions, Consultation and Training to Foster Families in conjunction with Together for Children and continued dedicated scaffolding support to Residential Homes in Sunderland.

Children who are Looked After are offered priority appointments within CYPS and following assessment will access treatment within 6 weeks. The Pathway is a multi disciplinary team consisting of nursing, psychology, child psychotherapy and psychiatry. The team have all completed specific formal training to deliver psychological therapies to meet the needs of the young people and their carers.

Currently there are no waits for Children who are Looked After in CYPS.

4. Current Caseload

	March	April	May
Total Children Looked After	78	95	100
Total CYPS Caseload	1475	1525	1595
Total % Children Looked After	5.3%	6.1%	6.2%

TOGETHER FOR CHILDREN CORPORATE PARENTING BOARD

DATE:	13 th July 2020
REPORT AUTHOR:	Linda Mason HEAD TEACHER Virtual School
SUBJECT:	Head Teacher's Report
PURPOSE:	FOR INFORMATION

1. SUMMARY

The purpose of this agenda item is to provide the Corporate Parenting Board with an update report for the Board in the context of Covid 19. This report highlights the work of the Virtual School in supporting the educational provision for Children Looked After during this period. As agreed with the Board the report provides an outline of the format of the current personal education plans (EPEPS) that were implemented in September 2019.

2. RECOMMENDATION(S)

The Board is requested to receive the report for information

3. Context

Currently as of 7 July 2020 we have 598 Children Looked After.

3.1 COHORT Source Virtual School Data 7 July 2020

	Total	Male	%	Female	%	EHCP F	EHCP M	SEND Support F	SEND Support M
PRE									
Pre School	119	52	44	67	56	0	0	0	0
Nursery 1	22	17	77	5	23	0	0	0	0
Nursery 2	1	1	100	0	0	0	0	0	0
Total	142	70	49	72	51	0	0	0	0
PRIMARY									
Reception	25	13	52	12	48	0	0	3	2
Year 1	24	15	63	9	37	0	0	2	7
Year 2	23	12	52	11	48	0	2	1	4
Year 3	27	17	63	10	37	0	1	3	3
Year 4	22	11	50	11	50	1	0	2	5
Year 5	33	18	55	15	45	1	3	5	5
Year 6	34	21	62	13	38	2	3	4	7
Total	188	107	57	81	43	4	9	20	33

SECONDARY	Total	Male	%	Female	%	EHCP F	EHCP M	SEND Support M	SEND Support F
Year 7	40	21	53	19	47	1	3	4	7
Year 8	44	25	57	19	43	1	7	7	5
Year 9	50	30	60	20	40	0	10	1	12
Year 10	35	22	63	13	37	1	6	3	11
Year 11	38	20	53	18	47	0	2	5	10
Total	207	118	57	89	43	3	28	20	45
POST 16									
Year 12	53	34	64	19	36	3	8	6	9
Year 13	8	7	88	1	12	0	2	0	3
Total	61	41	67	20	33	3	10	6	11
TOTAL CLA Population	598	336	56	262	44	10	47	46	90

3.2 NEET

NEET	22	Male 17	77%	Female 5	23%	EHCP Female 3	EHCP Male 4	SEND SUPPORT Female 0	SEND SUPPORT Male 6
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3.3 SEND

SEND SUPPORT	M	F	% of phase
PRIMARY	33	20	28
SECONDARY	45	20	31
POST 16	12	6	30

EHCP	M	F	% of phase
PRIMARY	9	4	7
SECONDARY	28	3	15
POST 16	10	3	21

3.4 SEND Analysis

The SEND CLA population in total is 193 (SEND Support + EHCP). Therefore 33% of all current CLA have an identified SEND. 136 or 23% of CLA receive SEND support in school with some support of external agencies. 57 or 10% of CLA receive more intensive support due to the EHCP assessment, a significant number attend specialist educational provision in Sunderland and out of area too.

3.5 Out of Area and Other Local Authorities

We have 98 children looked after attending schools in other local authorities. 77 of these are living in and attending schools in local authorities in the North East mainly in Durham and Stockton.

We have 20 children looked after by other local authorities attending schools in Sunderland a significant number attend specialist provision.

Source Virtual School Data and Welfare Call 7 July 2020

3.6 OFSTED CATEGORY

CATEGORY	TOTAL Reception to Year 11 - 395	%
Outstanding	51	13
Good	254	64
Requires Improvement	47	12
Inadequate	35	9
Not Applicable (eg new academy)	8	2

4 STRUCTURE

4.1 The Virtual School has been restructured to better reflect the needs of cared for children and former cared for children. We have successfully externally recruited strong candidates to two new posts (Senior Lead and Inclusion, Safeguarding and Intervention Officer – Post 16) during the Covid 19 lockdown period. They will take up their posts over the coming weeks and this will be fully operationalised in September 2020. Other structural changes include the re - designation and new job descriptions for two posts: Inclusion, Safeguarding and Intervention Officers with specific Key Stage responsibilities (Early Years KS1 and KS2 and, KS3 and KS4) they will also hold responsibility for key areas of SEMH and SEND and an increase in teaching capacity. The new Senior Lead post will hold responsibility specifically for former cared for children and EPEPs.

4.2 Data and Performance

Work has been completed to improve data held across different management information systems and teams and this work will be further advanced by the development of an Education Service Performance Team. This team will work across all education services to support robust data gathering and coherence, data analysis and reporting including the Virtual School.

5 COVID 19 Virtual School Response

5.1 Since Covid 19 lockdown the Virtual School staff have all worked remotely. Together with social care and schools the service identified, using RAG methodology, which children needed to be prioritised. All children out of area and in children's homes were identified as top priority as were several children who had complex needs. The role of the Virtual School was to maintain twice weekly safe and well calls, to offer support with education alongside the home school's input, speaking with both carer and child. All cared for children received at least one call from the Virtual School a week. This was in addition to calls from schools and Social Worker. Some carers were overwhelmed (positively) by the response from all professionals and it has been stated for example that: "I'd rather have 5 calls a week than feel isolated and unsupported."

5.2 The service has maintained contact with schools to confirm which children were attending throughout this period and this was maintained during the return to school for Reception, Year 1 and 6.

5.3 Working with Welfare Call the EPEP format was adapted to ensure it reflected the remote and online teaching that schools and children were involved with. EPEPs

have been maintained at 94% during this period. The Virtual School team have maintained links with Social Workers and school Designated Teachers throughout this period and have attended virtual cared for children reviews and Strategy meetings accordingly. The service also maintained contact with schools to advocate for children's attendance if it was appropriate to do so.

5.4 The Head Teacher is Chair of the North East Regional Virtual School as well as a Board member of the National Association of Virtual School Head Teachers (NAVSH). This has proved particularly useful during Covid19 as regular webinars were held by NAVSH and provided the opportunity to remain in touch with the DFE, OFQUAL and Ministers to ensure CLA and Virtual Schools were central to policy and guidance decisions. Sharing of good practice was a key aspect to this relationship.

5.5 TfC and the Virtual School purchased laptops for all children in children's homes and worked with schools on the use of Pupil Premium to buy laptops where this was necessary, in the very early stages of lockdown, to ensure all children looked after had access to relevant technology. All cared for children have been allocated a DFE laptop and 4G dongle where appropriate.

5.6 Prior to Covid the newly created NEET coordinator for cared for children and SEND young people role, had evidence of early impact on outcomes for that cohort of young people. The programme has developed a partnership approach to supporting the targeted groups and in the first year helped to start the development of a new post-16 pathway, improved mentoring opportunities and created a range of specific training opportunities for young people at risk of becoming NEET.

6 Welfare Call Electronic Personal Education Plans (EPEP)

6.1 What is a Personal Education Plan (PEP)

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child or young person, carefully tracking their progress and supporting them to achieve well and to be aspirational. All children looked after (CLA) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC from being in preschool provision up to the age of 18.

The key personnel who should be involved in every PEP meeting are:

The child or young person

The child or young person's Social Worker

The child or young person's Carer

The Designated Teacher or named lead for LAC from the child or young person's education or training setting, nursery, school, college or provider.

6.2 Giving the child or young person a voice

Everyone should ensure that at every stage the child or young person is fully involved in the meetings and the decision making processes in relation to their care and education. The young person should be fully supported to participate in their PEP meetings to ensure that their wishes and feelings about their education are taken into account in the development, implementation and review of their PEP.

The Virtual School wants all professionals to begin the completion of each child or young person's PEP by talking with them and completing with the child/young

person's voice section within their EPEP. These views should then be referred back to at each stage of developing the rest of the young person's PEP. These conversations will take very different forms depending upon the young person's age, abilities, specific learning or language needs and/or frame of mind at the time. Everything should be done to support them in an appropriately personalised way to be able to voice their views, wishes and feelings. It should be noted that each young person will be expressing their views on a daily basis and not just in preparation for their PEP meeting.

If the child or young person is either too young or feels unable to attend their PEP meeting their views must be brought to the PEP meeting by the most appropriate person and the key discussion points should be shared in an appropriate way with the child or young person after the meeting.

6.3 Accessibility

The EPEP system is accessible at anytime from anywhere meaning that schools and social workers can access it from school, within the authority, during the PEP meeting or at home etc. This enables the completion of certain sections of the EPEP document prior to a meeting taking place. The EPEP is not to be used instead of an actual meeting taking place. The meeting, involving all parties who have a responsibility to the child, including the child themselves, is a fundamental part to the whole PEP process and it must be ensured that this still continues so that everyone's input, feedback and comments can be taken into consideration for the future planning of the child.

6.4 Content of EPEP

The EPEP has a number of sections:

- The PEP meeting
- About Me
- My Education
- Attainment
- Careers information
- My Views, Wishes and Feelings
- Targets and Outcomes
- Other info

Each of these sections can be set to being completed by the Designated Teacher only, Social Worker only or by both.

To support the change in education delivery and remote learning a new Covid 19 Form and Covid Contact Form was created. The focus was on remote learning but also on the mental health and wellbeing of the CLA and transition planning where relevant. There was also an opportunity to include regular contact information.

The example EPEP in Appendix 1 is a full PEP and contains attainment and progress data for each stage of a child's education. However, what the Designated Teacher will see will only relate to the age group of the child. 80% of what is entered on the initial EPEP will remain the same, only the review elements eg attainment, and progress, targets etc will be reviewed each term, this reduces workload.

The EPEP enables messages to be sent through to the Virtual School. Documents such as the EHCP, Education Psychology reports, photographs, awards etc can also

be added to the child's file. The EPEP targets reflect any EHCP targets, they should not be different.

Each EPEP has to be signed off by the Designated Teacher. The Virtual School will then Quality Assure the EPEP (see appendix 1 QA document).

6.5 IRO Training and access

All IROs have been trained and given access. They can see each EPEP as it is completed.

6.6 Social Worker Training and access

In the Autumn term 2019 it was agreed that all Social Workers would have access to EPEPs via an upload to Liquid Logic until they were fully trained, this would be done by the Virtual School. The EPEP training was initially deferred to enable Signs of Safety training to be fully rolled out and embedded as a priority. Training was due to begin in March 2020 but was interrupted by Covid 19. This will be resumed as soon as we are able to begin, hopefully in the Autumn Term 2020.

7 FINANCIAL IMPLICATIONS

Full utilisation of the Pupil Premium grant in support of improving educational outcomes

8 BACKGROUND PAPERS

Appendix 1

EPEP Bobby Test Child
EPEP Virtual School Guidance
EPEP Virtual School Quality Assuring an EPEP

9 CONTACT

Name: Linda Mason
Position: Head Teacher Virtual School
Email: linda.mason@togetherforchildren.org.uk
Tel: 0191 5615696 07900 350502

PERSONAL EDUCATION PLAN OFFICIAL-SENSITIVE

Bobby Test Child

Date of Birth 01-May-2004

Sunderland

Head of Virtual School for Sunderland: Linda Mason
Tel: 0191 561 5776

together for
children
SUNDERLAND

Date of PEP Meeting: 03-Dec-2019

Date of PEP Document: 07-Jul-2020

Barnsley Scotland School

Designated Teacher:

Social Worker: Andrew Henderson

Covid-19 PEP form

THE PEP REVIEW

People who have contributed to this form being populated.

Name	Role

EDUCATION PROVISION

Please identify the current educational provision this pupil is accessing.

If 'Other' please identify what this is

Please describe the provision being accessed?

To what extent has the child / young person engaged in the provision offered?

What are the current emotional, social and wellbeing needs of the child / young person?

CHILD/YOUNG PERSON'S VIEWS

How are you finding your current education arrangements?

Is there anything you need help with?

What have you enjoyed most about having to stay at home/go to provision in school?

What are you finding difficult about having to stay at home/go to provision in school?

What are you most looking forward to?

Describe your thoughts when you consider your return to school/education setting

ADULTS' VIEW

What are the views of the carer?

What are the views of the social worker?

TRANSITION PLANNING

For ALL the children/young people there will be an element of transition when education settings return, be that a move to another school/provision, another year group and class teacher, or merely the fact of transitioning back into a school/education setting.

What transition will this CYP experience?

If 'Other' please add detail..

Please provide a summary of any transition support provided to date and any further considerations which may be needed

ACTIONS / TARGETS - AS REQUIRED

Actions required by adults - e.g. to support current education provision and transition arrangements
Targets if agreed with carer/education provider.

Action or Target	By whom	By when	PP+ used to support Action?	PP+ Cost

Additional information/minutes from the meeting

ARRANGE THE NEXT PEP MEETING:

Date of next PEP review meeting

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting

Contact COVID-19

Designated Teachers

Please complete the drop down menus twice a week to record when you have had or tried to have contact with the young person. Please record any additional information in the "Additional Information Box" dating the comment and recording who made the comment. Please include information about the number of contact attempts made, any comments from the contact and any causes for concern. Please also record any information with dates about any changes to the young person's circumstances, and any days when the young person is actually attending an education setting. Please provide information about materials and support being given to enable the young person to continue with their learning.

Social Workers

Please do NOT use the drop down menus. Please record any information about contact you have had with the young person during each week so the education setting is aware of when the young person has had contact with you. Please include any information about the young person's circumstances that you feel will assist the education setting to support the young person.

Contact Details

	1st Contact	Date of 1st Contact	2nd Contact	Date of 2nd Contact	Additional Notes e.g. number of attempt made, and comments from the contact, any causes for concern	Please identify the setting for learning and engagement of the CYP Learning = learning provided by education setting or learning through play/positive activities (where appropriate)
23/03/2020						
30/03/2020						
06/04/2020						
13/04/2020						
20/04/2020						
27/04/2020						
04/05/2020						
11/05/2020						
18/05/2020						
25/05/2020						
01/06/2020						
08/06/2020						
15/06/2020						
22/06/2020						
29/06/2020						
06/07/2020						
13/07/2020						
20/07/2020						

27/07/2020						
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The PEP meeting

Reason for meeting

ATTENDANCE AT PEP MEETING

People who attended my PEP meeting

	Name	Contact details	Attended	Required copy of PEP	Email address
Child/ Young Person	Miss Marple		Yes	No	
Designated Teacher	Mr Lowe		Yes	Yes	
Social Worker	Mrs Fluffles		Yes	Yes	
Carer	Nadia Szczepanska		No	Yes	
Parent	Oswald Philips		No	Yes	
Parent					
Mentor					
SENCO/ INCO	Emma Pattinson		Yes	Yes	
Virtual School Representative	Bobby		No	No	
Other					
Other					

Is the young person present for their PEP meeting?

If no, who will feedback to this young person?

ADDITIONAL INFORMATION - MEETING NOTES

Additional information relevant to the child/young person (discussed at this meeting)

ARRANGE THE NEXT PEP MEETING:

NOTE: Please be aware that statutory guidance now required that PEPs are reviewed every term. Please ensure that my PEP meeting is planned to take place a few weeks before my next LAC Review meeting so that my most up to date PEP is available to inform discussions about my whole care plan.

Date of next PEP review meeting

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting

About me

PERSONAL INFORMATION	
First name	Surname
Bobby	Test Child
I like to be known as	Date of birth
bob	01-05-2004
How do I describe my gender	The pronouns I like to describe myself
First language	Year group
English	11
HEALTH CONCERNS	
Are there any health issues that impact upon the child/young person's education?	If Yes, please give details. (Be respectful with the information shared - Remember: Only required if impacting on education/school environment).
Are there any social and emotional or developmental needs (including any related to attachment and past trauma) ? Yes/no	If Yes, please provide details of the child/young person's needs.
What support and/or interventions are in place to support the child/young person.	Please explain why any required support is not in place. Enter n/a if not applicable.

My Education

CURRENT EDUCATION SETTING INFORMATION

School name	School address/ contact details
Barnsley Scotland School	29 High Bank Road Penistone Sheffield,S36 9QH
Date started at present school	Mentor/key person
09-09-2013	
Designated teacher	Is the young person being offered full time (25 hours) teaching/training?
If yes, outline how the 25 hours are constituted eg school placement etc	If the 25 hours are not being offered/accessed, please give details. Also explain what is being done to support the young person to return to full time education (including timescales).
Full time mainstream	

SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Does the pupil have special education needs? If so, at which code of practice stage is he/she at?	What is the main educational need identified on the Education Health and Care Plan (EHCP) or SEN support plan?
No SEN	
What support is specified on the Education Health and Care Plan (EHCP) or SEN support plan?	If the pupil is 14 or over, has a transition review taken place or is one planned?
Has the EHCP or other SEN support plans been uploaded into the child/young person's documents section?	

PASTORAL UPDATE

How does the child/young person present in school on a day to day basis?	
Snapshot of Attendance	What support is in place ,or will be put in place, to improve attendance (If required)
Good (more than 98%)	
Snapshot of Behaviour	What support is in place ,or will be put in place, to help the child/young person manage their behaviour (If required)
Good	
Snapshot of Emotional health and Well-being	If the child's emotional health has been noted as a concern please outline any steps being taken to address this.
Good	
Have you attached a print out of any concrete assessment of emotional health for this academic year to date?	

TRANSITION TO A NEW SCHOOL/EDUCATIONAL PLACEMENT

Please give details of any key stage transition plans (this may include moving schools and getting ready for further education, training or employment)	Please describe any particular support this young person may need to make a successful transition

Full name and address of school or college being applied for	What is the Ofsted rating of the school or college being applied for?
	Requires Improvement

Attainment

Year 11 results

Overall am I making good progress regardless of my attainment

Subject	Autumn Teacher Assessment	Spring Teacher Assessment	Summer Teacher Assessment
	Good Progress	Good Progress	Good Progress

Attitude to Learning

Subject	Autumn Teacher Assessment	Spring Teacher Assessment	Summer Teacher Assessment
	Attitude	Attitude	Attitude
Attitude to Learning			

Please provide details of achievement in all subjects currently being studied.

Subject		Autumn		Spring		Summer	
	End of KS4 target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target
Mathematics							
English language							
English literature							

Biology/ Science 1							
Chemistry/ Science 2							
Physics							

What is the young persons estimated?

Subject	Autumn	Spring	Summer
	Number 0-90	Number 0-90	Number 0-90
Attainment 8 Score			

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

Subject	Autumn	Spring	Summer
	Yes/No	Yes/No	Yes/No

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

Overall am I making good progress regardless of my attainment

Subject	Autumn Teacher Assessment	Spring Teacher Assessment	Summer Teacher Assessment
	Good Progress	Good Progress	Good Progress

Attitude to Learning

Subject	Autumn Teacher Assessment	Spring Teacher Assessment	Summer Teacher Assessment
	Attitude	Attitude	Attitude
Attitude to Learning			

Please provide details of achievement in all subjects currently being studied.

Subject		Autumn		Spring		Summer	
	End of KS4 target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target
Mathematics							
English language							
English literature							
Biology/ Science 1							
Chemistry/ Science 2							

Physics							
---------	--	--	--	--	--	--	--

What is the young persons estimated?

Subject	Autumn	Spring	Summer
	Number 0-90	Number 0-90	Number 0-90
Attainment 8 Score			

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

Subject	Autumn	Spring	Summer
	Yes/No	Yes/No	Yes/No

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

SATS Results for Key stage 2

Please enter the SATS results below:

Subject	Results			Teacher Assessment Code
	Raw Score	Scaled Score	Has Made Expected Standards	
Mathematics				
Reading				
Writing				
[GPS] Grammar, Punctuation and Spelling				
Science				

SATS results (pre 2016)

Subject	Results
National Curriculum Teacher Assessment Level / National Curriculum Test Level	
Reading	
Writing	
Mathematics	
Science	
Speaking and listening	

Additional Notes:

Please provide the actual achieved grades.

Subject	
	Achieved

Additional Notes:

Careers Information

FUTURE PLANNING: CAREERS AND ASPIRATIONS - WHAT THE YOUNG PERSON SAID (DUPLICATE OF CHILD VOICE SECTION)

Do you have a particular course, career or job in mind? If so, what is it?	Do you need any additional financial support to progress your career aims?
Have you received information about the financial support available through the Government?	What qualifications and/or experience do you need to achieve your career ideas? e.g. specific subjects, grades, work experience or extra-curricular activities?

CAREERS ADVICE AND GUIDANCE

Has the young person had access to independent and impartial careers advice?	Date of the most recent interview
Yes	
Outcomes of careers discussion	
Bobby indicated that he would like to work in the music industry hopefully as a musician. He will be applying for a place in college.	
Bursary and financial support	
Has the young person received advice about the Looked After government bursary for Post16	

My Views, Wishes and Feelings

Please choose which Child Voice Form you wish to use

KS2 Child Voice

Who has completed this with me?

Have my views been shared at my PEP meeting?

If I do not manage to attend my PEP meeting, who will be sharing my views and feeding back to me?

Completion guidance:

- Talk about things I think are going well and write them down
- Talk about the things that are worrying me and write them down
- Help me pick a score in the box below to show how well I think things are going
- Help me to think about what needs to happen to help me and write down my ideas

Information about me, please include as much information as possible in this table about my views, wishes and feelings about my education and care arrangements. This should be a record of everything we discuss.

Things that I think are going well	Things that I am worried about	What I think needs to happen to help (Think about what would need to happen for you to improve the score you chose below.)

Please help me to pick a score from 0-10 , where 0 is I don't think things are going well in my class and 10 is where I feel everything is going really well and I am happy coming to school

Score recorded in previous PEP

The things that would help to make it better are (please date any entries)

New score given in this PEP

The things that would help to make it better are

Here are some extra questions it might be helpful to discuss with me. You may not need to discuss all of these at every PEP meeting. Please check with me which ones I would like to discuss.

What I enjoy about most about coming to school is

The lessons I like best are

The best things I have done or achieved at school are

The lessons or learning I would like to get better at are

When I am older the jobs I might like to do are

The things I like to do after school are: (clubs, teams, activities)

When I am finding something difficult in school these are the best things that adults can do to help me

When I am upset at school I would like the adults to help me by

The things that help me best with my learning are

The things that would make me happier at school are

Please include information about anything else we have talked about which might include how I feel about my education, health or my care.

Targets/ Outcomes

TARGETS/ OUTCOMES

REVIEWING AND SETTING TARGETS/ OUTCOMES

Previous Outcome/targets

Outcome/target	Why	How	Who	When	PP+ Cost
To improve in maths, more specifically to be able to be able to apply and interpret limits of accuracy including upper and lower bounds.	This is the only subject where further support is required and the child has identified they are not confident in Maths.	1:1 sessions have been put in place	DT and Maths tutor	26-Jul-2019	Pupil Premium Plus (PP+) £200.00

Review Previous Outcome/targets

Outcome/target	Achieved	Comments on actual Outcome/targets
To improve in maths, more specifically to be able to be able to apply and interpret limits of accuracy including upper and lower bounds.		

New Outcome/targets

Outcome/target	Why	How	Who	When	PP+ Request
				No date set	No funding requested

Other Information

REFERENCE INFORMATION		
Social Care ID	Stud ID	
753951		
UPN	ULN	
TR78946123		
Religion/ culture	Ethnicity	
	White British	
Gender		
Male		
CARE INFORMATION		
Legal status	What is the current care plan?	
V2 - Accommodation under S20 single period of accommodation		
Date into care	Number of placements	
30-11--0001		
Placement type	Placement start date	
Foster carer provided by LA outside LA	07-09-2016	
Summary of care plan: (needs overall aims and objectives) Provide information that the school will need to know in order to meet the pupils needs including health		
Carer details		
Address	Telephone number(s)	Email address
1 The DriveBank AvenueGoogle City	45826 975621 66	d.bolton@welfarecall.com
CONTACT INFORMATION		
Who should be contacted in an emergency?	Who will liaise with the school on a day to day basis?	
Carer,		
Who will receive school information?	Who will give permission for school day trips?	
Mother, Father, Carer, Social worker,	Mother, Social worker,	
Who will give permission for residential trips?	Who will attend parents evenings?	
	Mother, Father, Carer,	
People prohibited from contact with the child		
HEALTH		
Has the school been fully briefed on the details around this young person's health needs?	Are there any precautions, interventions, adaptations to the environment or resources that the school should be aware of?	
OTHER INFORMATION RELATING TO MY EDUCATION		
URN	DfE number of establishment/education provider (where applicable)	

Previous school history

School address	Date from	Date to	Type of school	Reason for leaving
Hill View Junior Spelter Works Road Sunderland	07-09-2009	19-07-2013	Mainstream Junior	Moved From Primary To Secondary

My Personal Education Plan Summary

PERSONAL INFORMATION

First name	Surname
Bobby	Test Child
I like to be known as	School name
bob	Barnsley Scotland School

SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Does the pupil have special education needs? If so, at which code of practice stage is he/she at?	What is the main educational need identified on the Education Health and Care Plan (EHCP) or SEN support plan?
No SEN	

PASTORAL UPDATE

Snapshot of Attendance	What support is in place ,or will be put in place, to improve attendance (If required)
Good (more than 98%)	
Snapshot of Behaviour	What support is in place ,or will be put in place, to help the child/young person manage their behaviour (If required)
Good	
Snapshot of Emotional health and Well-being	If the child's emotional health has been noted as a concern please outline any steps being taken to address this.
Good	

LOOKING TO THE FUTURE

Do you have a particular course, career or job in mind? If so, what is it?	What qualifications and/or experience do you need to achieve your career ideas? e.g. specific subjects, grades, work experience or extra-curricular activities?

TARGETS/ OUTCOMES

REVIEWING AND SETTING TARGETS/ OUTCOMES

Previous Outcome/targets

Outcome/target	Why	How	Who	When	PP+ Cost
To improve in maths, more specifically to be able to be able to apply and interpret limits of accuracy including upper and lower bounds.	This is the only subject where further support is required and the child has identified they are not confident in Maths.	1:1 sessions have been put in place	DT and Maths tutor	26-Jul-2019	Pupil Premium Plus (PP+) £200.00

Review Previous Outcome/targets

Outcome/target	Achieved	Comments on actual Outcome/targets
To improve in maths, more specifically to be able to be able to apply and interpret limits of accuracy including upper and lower bounds.		

New Outcome/targets

Outcome/target	Why	How	Who	When	PP+ Request
				No date set	No funding requested

NEXT PEP MEETING

Date of next PEP review meeting

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting



Sunderland Virtual School

EPEP GUIDANCE

SEPTEMBER 2019

SECTION 1

KEY INFORMATION AND GUIDANCE

The information below has been designed to help all Designated Teachers access the Welfare Call EPEP following the training you all received in June 2019. Initially only Designated Teachers will be given access and will be responsible for completing all sections of the EPEP. Training for Social Workers will be rolled out in 2020.

1 YOUR ACCOUNT

At the beginning of the Autumn Term you will have received log in details via email from Welfare Call enabling you to access the website.

PLEASE NOTE: You will only receive log in details if you have a Looked After Child attending your school.

All LAC children should appear on your case load when you log in.

Children from other local authorities who use Welfare Call will also appear.

If you have any problems with your account, contact:

Welfare Call Support Helpline 01226 716333

2 INFORMATION UPDATES

Please keep the Virtual School informed of any changes that you become aware of:

- Social Worker
- Designated teacher
- Carer
- Placement
- Contact details

This will prevent any delays in completing the PEP and setting up accounts

Whilst the Virtual School receives regular notifications from Social Care about changes sometimes you know before we do.

3 NAVIGATING THE EPEP

Once you have logged in you will find the full list of your caseload under:

[EPEP \(5\) the number of LAC in your school > My Case Summary](#)

This will show your cases with basic level details regarding other professionals linked to the young person, there is also a link that will take you directly to the PEP document:

[GoTo \(Young Person's Name\)PEP](#)

The status of you case load will appear across 3 columns labelled:

Overdue PEPs	out of their statutory 6-month time limit or beyond the planned date on the last PEP
No PEP dates	not set at the last meeting
upcoming PEPs	date set previously and needs to be concluded before that date expires

3.1 HOW TO COMPLETE THE PEP

Once you have accessed the PEP document, 1 of 2 colours will be shown across the tab headings which is to highlight which user is responsible for which sections of the PEP document. Normally this would be **RED** for the Designated Teacher, **BLUE** for the Social Worker and **PURPLE** for joint responsibility.

As explained during the training Social Workers will not receive training or access to Welfare Call until the Spring term so there are only two colours currently on the tab during the AUTUMN Term:

RED for Designated Teachers

PURPLE for joint responsibility

1.Introduction	2.The PEP meeting	3.About me	4.My Education	5.Attainment
6.Careers Information	7.My Views, Wishes and Feelings	8.Targets/ Outcomes	9.Other Information	10.My Personal Education Plan Summary

Work your way through each section. Much of the information will remain the same from PEP to PEP so the initial one may take some time to complete but future PEPS will only need updated information entered.

IT IS ESSENTIAL THAT YOU ADD THE DATE OF THE NEXT PEP MEETING

The Virtual School has determined 3 dates during the school year whereby schools **MUST** have completed a termly EEP these dates for 2019/2020 are:

AUTUMN 13 December 2019

SPRING 27 March 2020

SUMMER 3 July 2020

ARRANGE THE NEXT PEP MEETING:

NOTE: Please be aware that statutory guidance now required that PEPs are reviewed every term. Please ensure that my PEP meeting is planned to take place a few weeks before my next LAC Review meeting so that my most up to date PEP is available to inform discussions about my whole care plan.

6 Date of next PEP review meeting

[DT] [User Icon] [Help Icon]

Select Date

Once you have completed each section please remember to save each section.

When you have completed the PEP please click when complete at the top of the page.

DT: ! 'Click' when completed

Once you click complete this will send a notification to the virtual school to say all sections are complete.

On receipt of this notification the virtual school will quality assure the document and rate it **RED**, **AMBER** or **GREEN**, based on the quality of information completed.

Last VS Rating

On: 10-06-2019

Rating: Green

If your PEP has been rated as **AMBER** or **RED** you will receive some information in the notes section about what is missing or what needs to be improved and this needs to be completed before the virtual school will finalise and rate **GREEN** this completes the PEP.

[Change History](#)

[Attendance Report](#)

[Previous PEPs](#)

[Documents](#)

[Notes](#)

[Pupil Premium Summary](#)

Once complete the PEP can be found in the previous PEPS section.

The system will then prepopulate a new PEP ready for the next meeting.

Based on the date of the next planned PEP meeting you will get notifications reminding you of meeting dates.

If for any reason the planned date is changed **please change this on the existing (previous) PEP** as this is the date used to remind you when it is due.

Please do NOT set dates beyond the set dates for each term.

3.2 SAVING INFORMATION IN EPEP

You **MUST** save the information you have entered before you leave each section

Please Confirm

Have you saved your data? Are you sure you wish to leave this page?

Cancel OK

There is no **AUTOSAVE**

If the system does not detect any navigation or input for a period of 40 minutes, it will time you out.

At 30 minutes a small green box will appear in the bottom right of your screen which will count down for 10 minutes.

PLEASE SAVE your page at this point to reset the timer to ensure no work is lost.

If your PEP timer runs out ... YOU MUST CLICK SAVE

The system will log you out but due to pressing save the system will remember your work ... a quick call to Welfare Call will retrieve this work.

3.3 PRE-POPULATED FIELDS

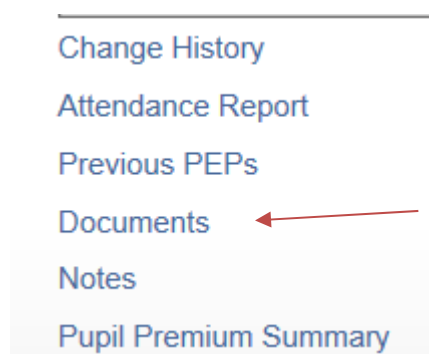
Fields that have a grey background are prepopulated with information that the Virtual School has provided. If this inaccurate, please ensure that the Virtual School are informed so that they are able to keep records provided to Welfare Call up to date.

Once the first EPEP has been completed, around 80% of the information will be pre-populated to the next PEP and new information collected in regard to pupil voice and targets etc. We hope this will make the completion of PEPS much easier and less time consuming, however, the information within the pre-populated fields **MUST** be **CHECKED** for accuracy and changed/removed if no longer applicable.

3.4 VOICE OF THE CHILD/YOUNG PERSON

For most children and young people, the Virtual School expect the standard forms/questions will be completed on the online form.

However, for those with communication difficulties, SEND, refusing to engage etc there is a facility to upload documents, this can be the child or young persons voice or other documents related to evidence of progress or photos, awards etc.



MIND OF MY OWN APP

Children Looked After have an opportunity to communicate their feelings through an APP and this is already being used nationally and by Sunderland CLA. There is now an opportunity express their views about their education too, this is something Sunderland Virtual School have agreed to pilot for the organisation. Please encourage your CLA to use the app or download and get an account. See the link below

<https://mindofmyown.org.uk/>

One App is an app that helps young people communicate their views in a way that suits them. Young people create their own account, which can be used on any device at any time. This means that young people can use the app to say how they are feeling, what support they need and tell their worker about things that are important to them.

All children should have their voices heard. This is especially the case for those with additional needs and younger children. **Express** is a co-designed, innovative and user-friendly app that helps children express their views, wishes and feelings in a fun digital way that's easy for workers to understand and evidence. This app is the perfect way to gather children's views for their education, health and care plans.

If a CLA wishes to communicate something via the app regarding their education this will be picked up through a secure Service portal where designated workers are able to view and download

performance data, app metrics and an overview of the information that children have provided to the organisation. Mind Of My Own data reflects the real thoughts of young people collected in real time. Data that can revolutionise your decision making, whether at an individual, service or corporate level.

4 TARGET SETTING

Targets set should be **SMART**

SMART means **specific**, significant, stretching, **measurable**, meaningful, motivational, agreed, **achievable**, action-orientated, realistic, **relevant**, result-orientated, **time bound**.

It is important that the Designated Teacher or another teacher with appropriate experience of target-setting composes the targets to ensure that they are relevant and specific to the child's educational needs.

Objectives should be aspirational and focus on accelerated progress and address:

- Any underachievement particularly in maths and English;
- Any barriers to learning for example: social, emotional and behavioural;
- Ways of helping the child to make progress in line with their peers and or ability;
- Ways of supporting areas of need, reasonable adjustments to behaviour and other policies;
- Access to key staff;
- Access to enrichment activities and clubs both in and out of school, if appropriate;
- Access to educational psychology, mental health support and work on trauma and attachment as required.

It is essential that Pupil Premium Plus is used to support the child/young person achieve their objectives

Other areas to consider

Punctuality/attendance

- Is there an attendance printout?
- If there are attendance concerns, is there an attendance officer involved?
- Have any underlying issues that might be causing attendance problems been investigated and how are they been addressed? e.g., bullying, worries about work?

Curriculum

- Does the pupil has access to the full curriculum, does the curriculum meet their needs?
- Level of progress? Measures of progress? e.g. in relation to age related expectations, Reading Age and/or Spelling Age – date when tested
- Curricular priorities, e.g. literacy/numeracy?
- Homework – completed? On time?
- Reception, Yr2 and Y6: Are transition plans in place /going ahead?
- Y9: options – is everyone aware and is support needed to make timely, appropriate choices?
- Curricular strengths e.g. art, music
- GCSE subjects; Y11 – target and predicted grades
- Coursework – up to date? Any problems?
- Transitions to Post 16
- Work experience – plans in place?
- Careers Advice?

Educational Needs (learning and/or emotional, social, behavioural)

- Does the pupil have a statement of special education needs/EHCP? Are they identified as having Additional Education Needs? Are these reflected in the PEP?
- What are the needs? How are they being addressed? Current IEP/BSP/Annual Review Report? Attached?
- Other needs, e.g. emotional/social/pastoral/physical?
- Times or situations that affect behaviour?
- What does the SDQ (Strengths and Difficulties Questionnaire) suggest as areas that need development?
- Support available? What strategies are in place?
- Other agency involvement – e.g. Behaviour Support Team; anger management; counselling/therapy

Study support

- In class – Teaching Assistant support? 1:1/small groups? Which subjects & how often?
- Homework support – at home? At school? Attendance at school run homework clubs if available?
- Liaison between home and school? e.g. homework diary; attendance at Parents' Evenings etc.
- Carers effectively support learning at home?

Cultural/ Religious

- Are there related cultural and/or religious needs (including mixed ethnicity)?

Out-of-School-Hours Learning/extra-curricular activities

- Sporting/musical/ artistic interests or strengths; hobbies or clubs, e.g. Brownies, Scouts, Cadets etc.
- Full opportunity to pursue these?
- Extra funding or resources needed to make them happen?

Personal development

- Relationships with peers and adults?
- Opportunities to develop friendships outside of school, e.g. in-home placement?
- Need for mentoring? Does school offer peer mentoring?
- Stability/consistency of home and school placement?
- Need to build confidence, self-esteem?
- Personal strengths and need to encourage these
- Holidays and extra-curricular events

Other agency involvement

- Health - occupational therapy, speech therapy, designated nurse for CLA, CAMHS
- Social Care – Early Help, Play therapy, counselling
- Education - Attendance, Behaviour Support Team
- Personal Advisers, Careers

Transfer/transition

- Arrangements for this, e.g. liaison with prospective school in advance of transfer/ move;
- transfer of relevant information and documentation especially if moving out of authority

5 ACCESS FOR DELEGATED USERS

To add any additional users to the system please follow the below:

EPEP > DT/SW Delegation > enter name and email address of the new user > Request set up

- The delegate user must have the same school/authority email address as the user requesting
- Access given can be made restricted to certain children and young people and sections
- It is up to you to maintain the list of delegated users

PLEASE NOTE this is only for additional staff members within your school or for a student social worker if applicable.

If the DT or Social Worker is to change the Virtual School must be made aware so they can notify Welfare Call

SUPPORT HELPLINE 01226 716333 OR epep@welfarecall.com

Alternatively, use our messages via the extranet once you are logged in

<https://extranet.welfarecall.com>

SECTION 2

STATUTORY GUIDANCE

The Personal Education Plan (PEP)

1 WHEN

All looked-after children must have a care plan, of which the PEP is an integral part.

The PEP (pre-school to age 18) should be initiated as part of the care plan, **the first PEP within 20 days**.

It is an evolving record of what needs to happen for looked-after children to enable them to make at **least expected progress** and fulfil their potential.

The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances.

The school, other professionals and the child's carers should use the PEP to support achieving those things.

2 FREQUENCY

The care plan must be reviewed within 20 working days from the point at which the child becomes looked after, three months from the first review, six months after the second review and the third and subsequent reviews.

To ensure that there will always be an in-date PEP to support the Care Plan reviews and statutory expectations schools will ensure that when a child is new in to care that an:

- **INITIAL PEP is completed within 20 days**
- **A PEP is reviewed each term**, new targets are set and a date set for the next meeting agreed.

3 WHO

The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school.

Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together.

All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

4 PEP CONTENT

The PEP should cover the full range of education and development needs including:

- access to a nursery or other high-quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs;
- on-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies);
- provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion);
- transition support where needed, such as when a child starts attending a new school or returns to school (e.g. moving from pre-school/ early years to primary school, primary to secondary school, from secondary school to further education, or following illness or exclusion) or when a child has a plan for permanence (e.g. placed for adoption) and may change schools as part of that plan;
- school attendance and, where appropriate, behaviour support; and
- support needed to help the child realise their short and long-term academic achievements and aspirations. This includes:
 - support to achieve expected levels of progress for the relevant national curriculum key stage, and to complete an appropriate range of approved qualifications;
 - careers advice and guidance and financial information about further and higher education, training and employment. Discussions about longer term goals should start early and, ideally, well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve;
 - and, out-of-school hours learning activities, study support and leisure interests.

5 INITIATING, DEVELOPING AND REVIEWING THE PEP

Wherever the child is placed, their social worker, supported by the authority's VSH, should take the lead to:

- initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;
- ensure that where a child is placed **in an emergency, the PEP is initiated within 10 working days of their becoming looked-after**, wherever they are placed;
- ensure, with the support of others, including the VSH, that the PEP contains a summary of the child's current attainment and progress (including any additional needs such as SEN and mental health needs);
- ensure the PEP is effective and is available for the first statutory review meeting of the care plan; and
- ensure the PEP gives details of who will take the plan forward and specifies timescales for action and review.

Once requesting the initiation of a PEP, the Virtual School will need to work with the child's social worker and relevant designated teacher to facilitate its completion and agree how pupil premium plus (PP+) can most effectively be used to facilitate the child's educational attainment and progress.

6 QUALITY ASSURANCE OF PEPS

VSHs should have a quality assurance role in relation to PEPs. To be effective and high quality, a PEP should:

- be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement (academic and otherwise), and inform any discussion about education during statutory reviews of the child's wider care plan;
- be linked to, but not duplicate or conflict with, information in any other plans held by the child's education setting or responsible authority – e.g. their care plan or Education, Health and Care Plan;
- identify developmental (including any related to attachment and past trauma) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences;
- say what will happen or is already happening to identify and support any mental health needs, including detailing any support that is required or ongoing from mental health specialist support services;

- include **SMART** short-term targets, including progress monitoring of each of the areas identified against development and educational needs;
- include **SMART** longer-term plans for educational targets and aspirations. These should, according to age and understanding, typically focus on: public examinations, further and higher education, managing money and savings, work experience and career plans and aspirations;
- identify actions, with time scales, for specific individuals intended to support the achievement of agreed targets and use of any additional resources (e.g. the pupil premium plus) specifically designated to support the attainment of looked-after children;
- include behaviour management strategies agreed between the VSH and school to help ensure challenging behaviour is managed in the most effective way for that child; and
- highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels.

Arrangements for the flow of information to develop, review and update the PEP should be in place to ensure the VSH, designated teacher, carer and, where appropriate, child and parent have a copy of the latest version of the document.

SMART means **specific**, significant, stretching, **measurable**, meaningful, motivational, agreed, **achievable**, action-orientated, realistic, **relevant**, result-orientated, **time bound**.

The VSH and social worker should work together to ensure that monitoring arrangements are in place so that actions and activities recorded in the PEP are implemented without delay.

This involves working in a joined-up way with the child's school (usually through the designated teacher) and other relevant people and agencies (e.g. educational psychologists or the Children and Young People's Mental Health Service) where necessary.

VSHs should make arrangements for **PEPs to be reviewed each school term**.

This should **include mapping how the pupil premium and any other additional funding has been used to support the targets set in the PEP**. This is to ensure that the story of the child's educational progress is current and continues to meet the child's educational needs.

It is also to ensure that information from the PEP is available to feed into the next statutory review of the wider care plan. The nature of these arrangements and who to involve are for the VSH to decide in partnership with others.

7 ROLES

7.1 The designated teacher role in the PEP

The designated teacher **leads on how the PEP is developed** and used in school to make sure the child's progress towards education targets is monitored.

7.2 The social worker's role in supporting the PEP

The social worker with responsibility for the child should:

- not take significant decisions about a looked-after child's education without reviewing the PEP in consultation with the child, the child's school (Designated Teacher), carer, VSH, IRO and, where appropriate, their parent(s);
- alert the IRO to any significant changes to the child's PEP such as the breakdown or change of an education placement so that the IRO can decide whether a review of the care plan is required;
- work with the child's school or other education setting between the statutory reviews of their care plan (involving the VSH if necessary) to ensure that up-to-date PEP information is fed into those reviews, which are chaired by the child's IRO;
- ensure that all relevant information about the child's educational progress and support needs is up-to-date and evidenced before the statutory review meeting; and
- act on any changes required to meet the child's education needs identified by the IRO.

7.3 The IRO's role in supporting the PEP

IROs should ensure that the PEP's effectiveness is scrutinised in sufficient detail in order to feed in to the statutory review and at other times if necessary.

If a child also has an Education and Health Care (EHC) plan, where possible, the IRO should ensure review of the care plan, including the PEP, is appropriately linked with the statutory review of the EHC plan. The VSH should work with the IRO and child's social worker to help enable this.

The IRO should raise any unresolved concerns about a child's PEP or education provision with social workers and the VSH.

The care plan must be reviewed within 20 working days from the point at which the child becomes looked after, three months from the first review, six months after the second review and the third and subsequent reviews.

8 POST 16

The duty to promote the educational achievement of a looked-after child extends to looked-after young people aged 16 or 17 preparing to leave care. These are referred to in the Children Act 1989 as 'eligible children'.

Local authorities should ensure that:

- the PEP is maintained as part of the preparation and review of the pathway plan and builds on the young person's educational progress;
- each pathway plan review scrutinises the measures being taken to help the child prepare for when s/he ceases to be looked after by considering:
 - the young person's progress in education or training;
 - how s/he is able to access all the services needed, including SEN provision, to prepare for training, further or higher education or employment;
 - links are made with further education (FE) colleges and higher education (HE) institutions, and care leavers are supported to find establishments that understand and work to meet the needs of looked-after children and care leavers;
 - each eligible care leaver knows about the 16-19 Bursary Fund; and
 - each eligible care leaver receives a higher education bursary of £2,000 when going on to study a recognised HE course, and that arrangements for the payment of the bursary are agreed by the young person as part of the overall package of support that a local authority provides to its care leavers.

In line with the Children Act 1989 and the corporate parenting principles, young people transitioning from care should be supported to continue their education and achieve their aspirations. VSH have an important role in them achieving this.

Although clearly focused on children aged between pre-school and 18, VSHs should work with care leaving teams to ensure the education of those transitioning from care is supported at both a strategic and individual level.

For those between 16 - 18 years, VSH should liaise with the young person's Personal Adviser during the initial transition to leaving care services to ensure the adviser understands the young person's educational goals and support needs.

VSH expertise can also inform how the local authority supports care leaver support including what is set out in the Local Offer to care leavers.

SECTION 3

QUALITY ASSURANCE – the Virtual School will use this table to assess the quality of your EPEP. If there are concerns this will be fed back to you through the NOTES section

[Change History](#)

[Attendance Report](#)

[Previous PEPs](#)

[Documents](#)

[Notes](#)

[Pupil Premium Summary](#)

GREEN

- EPEP gives a wide range of parent/carers and professionals clear insight into the child's developmental and educational needs
- EPEP is fully complete with up to date data
- EPEP is effectively evaluated on a termly basis and targets reviewed (not applicable for initial EPEP)
- Demonstrates the school's ambition for the young person across the curriculum
- All targets are SMART and related to the data
- At least two of the short-term targets are related to educational progress or achievement and one related to overcoming barrier to learning e.g. social and emotional or readiness to learn
- There must be a long-term target
- Targets are supported by clear actions/interventions that the school (named persons) and others will be carrying out to ensure the target is achieved
- Pupil view page is completed
- Use of PP+ is appropriate and effective and is properly recorded in the EPEP with details of how the PP+ has been used, and the impact it has

	<p>had on progress (What difference has it made?). Detailed actual or projected costings must be included.</p> <ul style="list-style-type: none"> • The EPEP contains commentary about progress made from the starting point, and a suitable plan to unpick barriers to learning and accelerate progress wherever possible (this can include educational and other areas of progress) • If relevant, transition plans and actions are clear • If relevant, Careers advice, guidance and support is explicit
AMBER	<ul style="list-style-type: none"> • EPEP gives a wide range of parent/carers and professionals some insight into the child's developmental and educational needs • Data is incomplete or unclear in its relation to the targets • The EPEP does not demonstrate an understanding of how a learner can make progress nor the barriers to learning that need to be addressed. • Targets are unspecific and unrelated to overcoming barriers or gaps in learning. • Targets lack challenge, ambition or educational focus. • The "actions" do not identify the support the school is offering. There is no planned approach to providing support. • The use of the PP+ is neither efficient nor effective or properly recorded in the EPEP. • How the PP+ funding is used is unclear or the interventions ascribed to the spend are those widely available to all children. • PP+ is having little or no impact in supporting educational achievement. (Not applicable for first EPEP or EPEP in new school) • There is insufficient elements of the child's voice present to represent the Child's View • Where appropriate, transition plans and actions unclear • If relevant, Careers advice, guidance and support is unclear

RED

- EPEP gives parent/carers and professionals no insight into the child's developmental and educational needs
- Key information about educational achievement and progress is missing
- Data is not linked to targets
- All targets lack rigor, focus and detail
- There are significant elements of the EPEP which are missing or incomplete
- The child's voice is not captured or lack depth
- PP+ is not identified and therefore impact not evident



Sunderland Virtual School

EPEP QUALITY ASSUARNC

QUALITY ASSURANCE – the Virtual School will use this table to assess the quality of your EPEP. If there are concerns this will be fed back to you through the NOTES section

[Change History](#)

[Attendance Report](#)

[Previous PEPs](#)

[Documents](#)

[Notes](#)

[Pupil Premium Summary](#)

GREEN

- EPEP gives a wide range of parent/carers and professionals clear insight into the child's developmental and educational needs
- EPEP is fully complete with up to date data
- EPEP is effectively evaluated on a termly basis and targets reviewed
(not applicable for initial EPEP)
- Demonstrates the school's ambition for the young person across the curriculum
- All targets are SMART and related to the data
- At least two of the short-term targets are related to educational progress or achievement and one related to overcoming barrier to learning e.g. social and emotional or readiness to learn
- There must be a long-term target
- Targets are supported by clear actions/interventions that the school (named persons) and others will be carrying out to ensure the target is achieved
- Pupil view page is completed
- Use of PP+ is appropriate and effective and is properly recorded in the EPEP with details of how the PP+ has been used, and the impact it has

	<p>had on progress (What difference has it made?). Detailed actual or projected costings must be included.</p> <ul style="list-style-type: none"> • The EPEP contains commentary about progress made from the starting point, and a suitable plan to unpick barriers to learning and accelerate progress wherever possible (this can include educational and other areas of progress) • If relevant, transition plans and actions are clear • If relevant, Careers advice, guidance and support is explicit
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TOGETHER FOR CHILDREN	
REPORT AUTHORS:	Keith Munro, Jackie Amos Foster Carer Reviewing/Regulation 44 Officers and Danielle Rose Designated Officer.
SUBJECT:	Regulation 44 report summarising visits from November 2019 to April 2020.
PURPOSE:	To provide the members of the Corporate Parenting Board with an update on the findings in relation to the Regulation 44 visits.

Purpose

To provide members of the Corporate Parenting Board (CPB) with an update on the findings in relation to monthly unannounced Regulation 44 visits (The Children's Homes Regulations 2015) undertaken from November 2019 to April 2020.

This report provides an overview of service performance reflecting on key areas of strength and highlighting any emerging issues to the Management Team and CPB.

Background

The current Children's Homes Regulations and Quality Standards were released in their final form in April 2015.

Regulation 44 of the Children's Homes (England) Regulations 2015 clearly states that the registered provider shall appoint, at the registered provider's expense, an independent person to visit and report on the children's home in accordance with this regulation. This is to ensure objective critical analysis with a view to improve safeguarding and service delivery for children.

The Regulation 44 Visitor must be able to evidence demonstrable independence and have the skills necessary to relate to children and young people, assess all relevant information and form a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care.

Independence is defined in the DfE Guidance as a person outside of the line management of the home, including the involvement in the care planning or financial arrangements of the home, visit and report. They may be an employee or be commissioned but must have, 'a clear separation between those with a direct interest in the home performing well'. (2.12DfE Guidance)

There is one full-time and two part-time Foster Care Review/Regulation 44 Officer posts situated in the Children's Independent Review Team within the Corporate & Commercial Services

Directorate. The Designated Officer has undertaken regulation 44 visits to Monument View as a career develop opportunity. The officers are qualified social workers who have the relevant skills, knowledge and experience to undertake the regulation 44 visits.

Role of the Independent Visitor

Regulation 44 states that the independent person, when carrying out a visit, must interview children and young people accommodated in the home, their parents or relatives, staff from the home and relevant professionals. They are also required to inspect the premises and records (including children's case records where the child and their placing authority consents) of the children's home. The independent visitor produces a report about each visit (referred to in the Regulations as "the independent person's report") which sets out, the independent person's opinion as to whether:

- (a) children are effectively safeguarded; and
- (b) the conduct of the home promotes children's well-being.

The independent person's report may recommend actions that the registered person may take in relation to the home and timescales within which the registered person must consider whether to take those actions. A copy of the report is sent each month to Ofsted, the Responsible Individual, the Strategic Service Manager for Accommodation and the Homes Manager.

Performance Overview

The following table provides the dates within the reporting period that Regulation 44 visits have been undertaken and the date of most recent Ofsted visit:

Home	Recent Ofsted	Nov	Dec	Jan	Feb	March	April
Colombo Road	18&19/10/19	06/11/19	03/12/19	08/10/20	11/02/20	29/03/20	21/04/20
Monument View	12&13/11/19	14/11/19	04/12/19	30/01/20	20/02/20	09/03/20	24/04/20
Grasswell House	07&08/05/19	04/20/20	05/12/19	13/01/20	04/02/20	03/03/20	06/04/20
Revelstoke Road	02&03/07/19	21/11/19	20/12/19	17/01/20	13/02/20	06/03/20	03/04/20

Due to Covid19 the regulation 44 visits have been conducted virtually since March 2019 in accordance with government guidance. Interviews with young people, parents and staff have taken place either via telephone or video calling and records have been accessed remotely by the visitors. Workers at the home have provided internal and external photographs of the homes for each visit to inform the reports.

Administration

On average, it takes seven hours each month to undertake the Regulation 44 visits at each of the four homes. Evidence is gathered from a range of sources including young people and parents and information is evaluated to inform the report. When completed the reports are distributed by the Regulation 44 visitor to the managers of the homes within 5 working days and at the end of the process the monthly report is then forwarded to Ofsted. The visitors also complete a short letter to the young people at the home about their visit.

During each visit at least one young person is consulted with. The discussions include their relationships with staff and how staff try to support them in relation to their education or training, hobbies and personal interests. Wherever possible a parent or carer of a different young person is also consulted with during the visit. Where this is not possible the young person's social worker or Independent Reviewing Officer are contacted to gain their views about the standard of care they feel is provided to the child by staff at the home.

Colombo Road

Colombo Road Children's Home is approved for up to six young people of either gender aged from eleven up to the age of eighteen. There are no staff vacancies at the home.

The following table shows the Ofsted Judgements for the 2018 and 2019 Ofsted inspections of Colombo Road. Since the last report to CPB there has not been an inspection made by Ofsted. The home has been judged to be outstanding for the last three years. At the last inspection the inspector made no recommendations or requirements which was a significant achievement.

Ofsted Rating	07/02/18 Judgement	18 &19/09/18 Judgement	21&22/10/19 Judgement
Overall experiences and progress of children and young people	Sustained Effectiveness	Outstanding	Outstanding
How well children and young people are helped and protected	Sustained Effectiveness	Outstanding	Outstanding
The effectiveness of leaders and managers	Sustained Effectiveness	Outstanding	Outstanding

Within the reporting period Colombo Road has provided care for the following numbers of young people:

November	December	January	February	March	April
5	6	6	6	5	5

Colombo Road had unannounced Regulation 44 visits undertaken during each month of the reporting period. Due to Covid 19, the visits for March and April 2020 were completed via telephone interviews with young people staff and the Deputy Manager and Manager. The Deputy Manager provided photographs of the home internally and externally to provide evidence of the fabric of the home to support the completion of the regulation 44 reports. The management and staff team respond positively to the recommendations made in the monthly reports. They discuss the recommendations at team meetings, act upon them and view the recommendations as helpful to their ongoing development of practice and running of the home. The care practice observed with young people throughout the reporting period has been of a very high standard.

No of admissions in reporting period	No of discharges in reporting period	No of missing incidents	No of missing incidents over 24hrs	Number of recommendations in the reporting period
2	1	9	0	4

Young people have positive relationships with the staff at the home. Staff use a therapeutic parenting model (PACE) which is centred on understanding trauma and emphasises building relationships where staff focus on connecting with young people. The number of episodes of young people reported missing to the Police was 9 which was a significant decrease from the last reporting period which was 36. It is positive to note for the third reporting period running no young people were missing for more than 24 hours. After young people return from an episode of missing, they are offered independent return home interviews from workers commissioned from Barnardo's. The work staff have undertaken with the young people around the Corona Virus restrictions and how young people have responded to it has been very effective. It is good to report that no young people were reported missing during March and April 2020.

Sanctions or consequences in response to challenging behaviour presented by young people were issued on 3 occasions which was a significant decrease on the previous reporting period of 23. The previous high figure was due to several incidents where young people had behaved inappropriately at the home in groups. Restraints were used on 2 occasions which was the same number as the previous reporting period. Six critical incidents were recorded which was a good reduction compared to 13 in the previous reporting period. Five notifications were made to Ofsted which was the same figure as the previous reporting period. Critical incidents are responded to and reflected upon in a timely way. A post crisis response is completed for each incident and actions identified and progressed to prevent reoccurrence. This involves not only learning for the home but also the opportunity for the young person to undertake some reflection to avoid the situation re-occurring.

In summary, the number of missing episodes, sanctions, critical incidents and recommendations reduced significantly during the reporting period and the number of restraints and notifications to Ofsted had the same low figures as during the previous reporting period.

The recommendations from the regulation 44 visits were accepted by the manager and implemented within the given timescales. The manager and staff have been judged by Ofsted to be outstanding for a third consecutive year. While the manager and staff recognise this as a great achievement, they remain committed to continuing to seek ways to improve the care they provide.

The fabric of the building of Colombo Road both internally and externally is maintained to a very good standard. The environment within the home feels homely and young people report during visits that they feel safe. The home remains decorated and furnished to a high standard in a modern style. The boiler and kitchen at the home were replaced during 2019. The kitchen refurbishment has proved to be particularly successful with more young people engaging in activities such as baking more often.

The young people living at the home are settled and have high levels of attendance in education/training. Young people take up a wide variety of activities and personal hobbies inside and out with the home and take part in trips out with staff.

Voice of a Young Person

A young person was spoken with as part of a regulation 44 visit during this reporting period. B spoke positively about his relationship with his link worker AL and the other members of staff. B commented that they have one to one sessions which include going out and spending time away from the home which he enjoys. B felt that staff respect him, and he tries to do the same to them. B commented about that he felt safe at the home. B felt staff have supported him to improve his attendance at school and is hoping he will be able to return to school full time shortly. B's mother was having contact with him at the home today. B said he likes that his mother can come to the home to visit him here.

Voice of a Parent

A parent of young person E was spoken with as part a regulation 44 visit during this reporting period. A said communication from staff was “Brilliant”. A receives a letter every month informing of E’s progress in the different aspects of her life such as education. The only part of E’s development. A was worried about was her education. A said she knew staff were encouraging E to attend and make the most of school as she, A, was herself. However, if E did not attend it was not through lack of effort by staff. A commented that she is pleased with the quality and range of clothes E has. A also spoke positively about the opportunities E has at the home. The example she gave was E’s trip to Ireland this summer with staff. A said that “Flying was something E had wanted to do for her whole life” and this was a great experience for her.

Monument View

Monument View provides residential care for up to six young people of either gender aged from twelve up to the age of eighteen. There have been no changes to the management structure in this reporting period. The staff team remains very stable, cohesive and committed to ensuring the best outcomes possible for young people living there.

The following table shows the Ofsted judgements for the 2018 and 2019 inspections of Monument View. At the most recent Ofsted Inspection undertaken on the 12 &13/11/19 Monument View had their judgement of effectiveness reduced from an overall Outstanding to Good.

The following table shows the Ofsted judgements for the 2018 and 2019 inspections of Monument View. At the most recent Ofsted Inspection undertaken on the 12 &13/11/19 Monument View had their judgement of effectiveness reduced from an overall Outstanding to Good.

Ofsted Rating	24/01/18 Judgement	9 &10/10/18 Judgement	12 &13/10/19 Judgement
Overall experiences and progress of children and young people	Sustained Effectiveness	Outstanding	Good
How well children and young people are helped and protected	Sustained Effectiveness	Good	Good
The effectiveness of leaders and managers	Sustained Effectiveness	Outstanding	Good

Within the reporting period Monument View has provided care for the following numbers of young people:

November	December	January	February	March	April
5	5	5	5	5	4

Monument View has had an unannounced Regulation 44 visit each month during the reporting period. Due to Covid 19, the visits for March and April 2020 were completed via telephone interviews with young people staff and the Deputy Manager and Manager. The Deputy Manager provided photographs of the home internally and externally to provide evidence of the fabric of the home to support the completion of the regulation 44 reports. The management and staff team responded well to the recommendations. Recommendations are discussed at team meetings and

seen as assisting the home in maintaining standards and improving practice. The care practice observed with young people continues to be of a very high standard during visits to the home.

Each young person has education and/or training provision and the attendance and engagement of the young people in this is largely high. In addition, one resident of Monument View was in full time employment and this was supported by staff. There is demonstrable evidence of how staff work in partnership with young people, their parents and relevant professionals to help young people to achieve their true potential.

Monument View is maintained to a consistently high standard. During March and April 2020, the home has introduced both a contained five aside football pitch and gym facilities onsite. The homes location, garden and outbuildings provide a caring and safe environment. Young people are supported to grow their own produce and look after the hens and ducks. The home has a community built a yurt in the garden. The home also has a sensory room which is equipped to create a therapeutic environment for young people.

No of admissions in reporting period	No of discharges in reporting period	No of missing incidents	No of missing incidents over 24hrs	No of rec's in the reporting period
1	3	1	0	4

Young people have good relationships with the staff at the home. Staff are implementing a therapeutic parenting model (PACE) which is centred on understanding trauma and focuses building relationships where staff place an emphasis on connecting with young people.

There was 1 reported episode of a young person being reported missing from care compared to 20 in the previous reporting period which is a significant decrease. There were no instances of young people being missing more than 24 hours. There were no instances of sanctions being used during the reporting period and the last recorded sanction within the home was in august 2019. There were 0 restraints used during the reporting period the same as the previous reporting period. There were 0 critical incidents recorded which is a decrease from 2 reported previously. There were 0 notifications made to Ofsted. The number of recommendations has decreased slightly to 4 compared to 6 in the previous reporting period. Recommendations primarily focused upon the need to ensure up to date documents are recorded on the young people's files. The recommendations from the regulation 44 visits were accepted by the manager and implemented within the given timescales. The manager and the staff team with support from the Service Manager remain motivated and committed to work towards regaining their outstanding rating from Ofsted.

Voice of a Young Person

K was spoken with during a visit on 30.01.20. KP said he was happy in placement and spoke very highly of the care he receives in Monument View. K described the home as "paradise" and stated that he did not wish to leave when he turned 18. K was very positive regarding the staff and stated that all of the workers at Monument View were "mint". K stated he felt that he was able to discuss any issues with them and they had provided him with significant support during his stay in the home.

K spoke about his recent driving lessons and the support that he had received from the staff.

K also spoke at length about his job and the support that he has received from staff in ensuring that he is able to continue working and motivated to do so

Voice of a Parent

The parent of N, C was spoken to via telephone on 09.03.20. C advised she thought that the home is “absolutely fantastic” and she “couldn’t wish for a better home”. C advised she believed that the staff would not give up on N, which gives her confidence about the care she receives.

C confirmed she is happy with the way N’s basic care needs are met. C also confirmed that staff will contact C when needed and seek permissions as required. Contact is less frequent now as there are less issues or concerns about N. C feels that N has grown in confidence with the support of the home and her new relationship, stating there has been a “massive improvement”. C will attend the home for reviews etc and is always made to feel welcome. C said she “couldn’t fault the staff”.

Grasswell House

Grasswell House provides residential care for up to six young people of either gender. There has been one change to the leadership team with the Senior Residential Childcare Worker successfully filled. The worker was from another childcare organisation and the Manager believes the different experience and perspective they bring has benefitted the staff team and the young people.

The manager and the leadership team have continued to work constructively to lead, manage and motivate the staff at Grasswell House to successfully lead the home through its journey of improvement ensuring the home meets the needs of the young people accommodated there.

At the most recent full inspection in May 2019 the overall experiences and progress of children and young people, how well young people are helped and protected, and the effectiveness of leaders and managers were all judged to be good with improved effectiveness in all three judgement areas. The management and staff demonstrate a commitment to their continuous professional development, and this is reflected in their competence in practice and motivation to provide the best possible care for young people

Ofsted Rating	Judgement 4&5/12/18	Judgement 7&8/05/19	Judgement 7&8/05/19
Overall experiences and progress of children and young people	Requires improvement to be good	Good	Good with improved effectiveness
How well children and young people are helped and protected	Requires improvement to be good	Good	Good with improved effectiveness
The effectiveness of leaders and managers	Requires improvement to be good	Good	Good with improved effectiveness

Within the reporting period the home has been residence to the following number of young people:

Nov	Dec	Jan	Feb	March	April
6	6	6	6	6	6

Grasswell House has had an unannounced Regulation 44 visit each month during the reporting period. The management and staff team responded well to the recommendations made following the Regulation 44 visits. Recommendations are discussed at team meetings and seen as assisting the home in maintaining standards and improving practice. The standard of care practice observed with young people continues to be good during visits to the home.

The young people were engaged in education and/or training and where they struggle to engage with education or training the manager and staff team work hard to support young people to re-engage. There is good evidence to show how staff work in partnership with young people, their parents and relevant professionals to help young people to achieve their true potential.

No of admissions in reporting period	No of discharges in reporting period	No of missing incidents	No of missing incidents over 24hrs	No of rec's in the reporting period
1	1	21	0	6

Young people have good relationships with the staff at the home. Staff are implementing a therapeutic parenting model (PACE) which is centred on understanding trauma and focuses building relationships where staff place an emphasis on connecting with young people.

There were 21 episodes of young people being reported missing from care compared to 31 a positive decrease from the previous reporting period. The number of missing episodes over 24 hours was 0 a significant improvement compared to 10 during the last reporting period. After young people return from an episode of being missing, they are offered interviews from the Barnardo's missing from home or care service workers. There were 4 sanctions used during this reporting period a slight increase when compared to the 3 used during the previous reporting period. There were 2 restraints used during this reporting period a slight increase compared to 1 in the previous reporting period. There were 8 critical incidents during this reporting period which is a significant improvement from 15 during the previous period. There were 8 notifications made to Ofsted a small decrease when compared to the previous period of 10. A post crisis response is completed for each incident and action identified and taken to try and reduce the risk of incidents reoccurring.

There were 6 recommendations made during this reporting period. This number of recommendations reflects the good progress the home has made. The recommendations from the regulation 44 visits were accepted by the manager and implemented within the given timescales. The young people living at the home are settled and have high levels of attendance in education/training. Young people take up a wide variety of activities and personal hobbies inside and out with the home and take part in trips out with staff.

In summary, the number of missing episodes and those that were for a period of more than 24 hours, critical incidents and notifications to Ofsted decreased significantly. The use of sanctions and restraints rose very slightly, and the number of recommendations made remained at the same low figure as the previous reporting period.

The recommendations from the regulation 44 visits were accepted by the manager and implemented within the given timescales. The manager and staff have worked hard to improve the care they provide to achieve a rating of good with improved effectiveness in all three judgement areas, the outcome of their most recent inspection by Ofsted. The manager and staff are committed to trying to improve the care they provide further with the hope this will be recognised by the inspector at their next Ofsted inspection.

The fabric of the home is of a good standard internally and externally and well maintained. The home is furnished and decorated to good standard in a modern style with new carpets in communal areas and a new kitchen being installed during the reporting period. The visitor has observed young people enjoying using the new kitchen facilities making themselves light snacks. The home has a warm family feel to it in terms of the atmosphere generated by young people and staff.

Several of the young people are at the upper age range that the home can accommodate three being 17 and one aged 16. Staff have been working with the young people, their social workers,

housing providers and families to plan and support their moves to their next accommodation with one young person having made their planned move during this reporting period.

Voice of a Young Person

D told the visitor during a visit, *'I feel settled here. I'm comfortable with the staff. My link worker (J) she is like my ma, I am more comfortable with her than anyone'* He added, *'it feels like the staff know you really well and have your interests at heart, they wouldn't do all the things they do for you if they didn't'*. We talked about education and J told me he is attending education regularly. I asked what he thought had helped him to get back to school and learning after not attending for a long time. D thinks he has been helped by the home to return to learning and he believes he has something to work towards. He has been offered an apprenticeship if he continues to work in the way he is doing now. D was looking forward to going on holiday in February with staff and other young people who live here. He enjoys the activities here and confirmed young people choose where they would like to go and what they would like to do. D said, *'staff enjoy the activities too - we all have a laugh together – it's class'*. I asked DH if there were any activities, he would like to try that he hasn't already. He said he would really like to go quad biking. We agreed I would raise this with staff on his behalf. D commented *'I am one hundred percent happy here and not wishing I was somewhere else'*.

Voice of a Parent

A, mother of young person D was contacted by telephone during the visit. A is happy with the standard of care provided for D by the home. She said, *'I am incredibly proud of D. He always looks well cared for and now he takes much more interest in his appearance'*. A is relieved that D no longer uses substances. She said, *'he hasn't really used for over five months now. His smoking has improved massively too. His goal is to stop completely'*. A told the visitor she feels the staff at the home are approachable and she can, *'reach out for support'* whenever she needs to. She spoke about D's link worker J and spoke about the conversations they have had about D. She said J is like a good supportive friend. A feels that she has regained some control and now, "co-parents D". She has no concerns whatsoever about how her son is cared for.

Revelstoke Road

Revelstoke Road children's home provides residential care for up to six young people of either gender. There have been no changes to the management structure during this reporting period.

The following table shows the Ofsted Judgements for 2017 and 2018 Ofsted inspections of the home. At the last Full Inspection undertaken in July 2019 the overall experiences and progress of children and young people were judged to be Good.

Ofsted Rating	Judgement 8 & 9/11/17	Judgement 26/06/18	Judgement 02/07/19 03/07/19
Overall experiences and progress of children and young people	Good	Good	Good
How well children and young people are helped and protected	Requires improvement to be good	Good	Good
The effectiveness of leaders and managers	Requires improvement to be good	Good	Good

Within the reporting period the home has been residence to the following number of young people:

May	June	July	Aug	Sept	Oct
6	6	6	6	6	6

Young people have positive relationships with the staff at the home. Staff are implementing a therapeutic parenting model (PACE) which is centred on understanding trauma and focuses building relationships where staff place an emphasis on connecting with young people.

Unannounced Regulation 44 visits were undertaken during each month of the reporting period. Care practice with young people was observed to be of a good standard. Young people are looked after well at the home and they are making progress. The number of times young people were reported missing from the home increased significantly from 16 during the previous reporting period to 80 during this period.

The increase was hugely affected by the admission of a young person placed in June 19. There were 2 young people reported missing for periods of over 24 hours compared to 0 during the last reporting period. After young people return from an episode of being missing, they are offered interviews from the Barnardo's missing from home or care service workers. Restraints were used on 7 occasions during the reporting period a significant increase when compared to 1 during the previous reporting period.

There were 26 critical incidents of which 20 were reported to Ofsted. This was a significant increase from the previous reporting period when 7 critical incidents were recorded. There were 10 notifications made to Ofsted which was the same as the previous reporting period. The reason for the significant increase in figures mentioned above relates to the young person admitted to the home in June 2019. The young person's behaviours reflect the trauma they had suffered prior to their admission. Staff have supported the young person through a series of crisis's and these critical incidents were responded to efficiently and a post crisis response was completed on each occasion for the young person and staff.

Ofsted inspected the home in July 2019, and despite the significant increase in critical incidents and Ofsted notifications, the inspector was satisfied with the support provided by staff to the young person and how her behaviour was managed. It is to the credit of staff through their perseverance in supporting the young person that the home maintained its judgement of good at this inspection in all three categories. The recommendations from the regulation 44 visits were accepted by the manager and implemented within the given timescales.

Young people are engaged in education and/or training and if they struggle to engage with education or training the manager and staff team work well to support young people to re-engage. There is strong evidence to show how staff work in partnership with young people, their parents and relevant professionals to help young people to achieve their true potential.

No of admissions in reporting period	No of discharges in reporting period	No of missing incidents	No of missing incidents over 24hrs	No of rec's in the reporting period
2	1	80	2	9

Revelstoke Road is maintained externally and internally to a good standard and is decorated and furnished in a modern contemporary style. The environment within the home feels welcoming, comfortable and warm and the young people present as being happy during the regulation 44 visits.

At the beginning of the reported period five young people were attending school or an alternative educational provision. One young person disengaged from education regardless of consistent efforts from team members to support him. By the end of the six months period three young people were attending school, one disengaged although is engaging in an educational programme within Revelstoke Road, one young person attended college and one, for the main part enjoyed full-time employment until recently when his hours were reduced to week-end work due to lack of opportunity and not as a consequence of his work ethic. The young person is hoping to resume full-time employment next year.

The attendance and attainment of the young people at school or alternative educational provision generally varied. Most of the young people struggled with attainment and their attendance fluctuated. One young person kept consistently high attendance and made positive academic progress.

In summary, young people have positive relationships with the management team and staff, built on an understanding of trauma and child centred care practice. A therapeutic parenting model (PACE) is used and it is evident the needs of young people are prioritised appropriately. The manager and staff at the home are pleased that Ofsted's judgement of the standards of care they provide to young people at the home has been rated as good for the second inspection in a row and are working hard to try to improve their rating to outstanding.

Voice of a Young Person

Several young people made themselves available to discuss their wishes and views during the visits. The young people were polite and engaging. They were confident to express their wishes and feelings and raise any concerns they had. The young people expressed that they felt well looked after and that the staff care about them and support them. The young people gave examples of support with education, developing independent life skills, relationships with other young people within the home and their own emotions. The young people also had opportunities to participate in young people's meetings to discuss aspects of their lives such as meal planning, holidays and activities.

An example is from the regulation 44 visit on the 12/08/19. B was consulted. B feels that staff showed respect to him giving the example of "*How they speak to you*" by which he meant their tone and demeanour. B said he tries to show respect to staff "*By trying to be fair to them*". B also commented that he feels he has privacy at the home. For example, if he wants to be alone, he can spend time in his bedroom and staff respect his privacy and always knock on the door when they want to speak to him.

Voice of a Parent

The feedback from the parents of young people in this reporting period has been positive with regards to the quality of care that has been provided and there being clear lines of communication between residential staff and parents. One parent commented that she felt her daughter is developing positive relationships with staff and that the staff are '*brilliant*' in communicating with

her. The parents in their feedback have also advised that they feel that the home has clear boundaries/expectations and that staff have close relationships with the young people.

Analysis

In this reporting period each children's home has had visits undertaken in accordance with Regulation 44 of the Children's Homes Regulations 2015. The reports have been written and distributed to Ofsted, the Responsible Individual, Strategic Manager and Home Manager within the given timescale.

Learning from recommendations is shared within individual homes and across all 4 homes. Managers and the staff teams have used the recommendations made to assist them to provide standards of care which support young people to reach their true potential.

Colombo Road is currently judged by Ofsted to be providing "*Outstanding*" standards of care and Monument View, Grasswell House and Revelstoke Road are rated as providing "*Good*" standards of care. It was also good to note that Grasswell House have had their grading improved twice in the last two inspections and are now judged to be providing good care with improved effectiveness.

The managers of the homes accept and act upon the recommendations made in the regulation 44 monthly reports and are committed along with their staff teams to improving the standards of care they provide for children and young people.

Service Review & Development

Service review and development will progress within the recovery programme of Together for Children based on the guidance issued from central Government in respect of Regulation 44 visits.



Keith Munro

Reviewing/Regulation 44 Officer
05/06/2020

CORPORATE PARENTING BOARD

15 July 2020

WORK PROGRAMME 2020/2021

Report of the Head of Law and Governance

1. Purpose of the Report

To inform the Corporate Parenting Board of the work programme for the municipal year 2020/2021 and to seek suggestions for future agenda items.

2. Work Programme

Meeting Date	Agenda Items	Officer Responsible
5 October 2020	Change Council Update Health of Looked After Children CYPS Data Dashboard Education for Children Looked After including example PEPs PACE Parenting Model Children's Independent Review Team Annual Report Annual Adoption Report Annual Fostering Report	Jane Wheeler Dr Sarah Mills Janet Thomson Linda Mason Sharon Willis/Dr Liz McManus Stacy Hodgkinson Kathryn McCabe Kathryn McCabe
18 January 2021	Change Council Update Health of Looked After Children CYPS Data Dashboard Education for Children Looked After Reg 44 Visits	Jane Wheeler Dr Sarah Mills Janet Thomson Linda Mason Stacy Hodgkinson/Gavin Taylor
19 April 2021	Change Council Update Health of Looked After Children CYPS Data Dashboard Education for Children Looked After	Jane Wheeler Dr Sarah Mills Janet Thomson Linda Mason

3. Recommendations

The Board is asked to note the work programme and suggest any additional topics which may be discussed at a future meeting.

