

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 28 March 2017
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 31 January 2017.	1 - 10
4.	SEND UPDATE Report of the Interim Assistant Executive Director, Learning, attached.	11 - 16
5.	THE WORK OF THE LOCAL AUTHORITY DESIGNATED OFFICER IN EDUCATION IN TAMESIDE Report of the Interim Assistant Executive Director, Learning, attached.	17 - 22
6.	TAMESIDE SAFEGUARDING CHILDRENS BOARD UPDATE Report of the Interim Assistant Executive Director, Learning, attached.	23 - 32
7.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	
8.	DATE OF NEXT MEETING To note that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 27 June 2017 commencing at 3.30 pm.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

31 January 2017

Commenced: 3.30 pm

Terminated: 4.55 pm

Present:	Councillor L Travis (Chair)	
	Councillor Peet	
	Councillor Robinson	
	Councillor M Smith	
	Councillor R Welsh	
	Paul Jacques	ASCL
	Jon Murray	Head Teacher, St Mary's Catholic Primary School
	Alan Ford	Commissioning Business Manager for Children, Young People and Families, CCG
	Steven Pleasant	Chief Executive
	Sandra Stewart	Executive Director, Governance, Resources and Pensions
	Bob Berry	Interim Assistant Executive Director, Learning
	Catherine Moseley	Head of Access and Inclusion
	Helen Mellor	Head of Pupil Support Services

Apologies for Absence: Councillors J Fitzpatrick and K Quinn.

56. DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

57. MINUTES

The Minutes of the Education Attainment Improvement Board held on 25 October 2016 were approved as a correct record, with the amendment of the date of the previous set of Minutes approved as a correct record (at Minute 48), to 28 July 2016.

With reference to Minute 50, Provisional GCSE Results 2016, the Chair made reference to recent difficulties at a local Academy school and the intensive intervention work undertaken in conjunction with the Unions to resolve issues and avert planned strike action this week. She added that, currently a 'truce' prevailed, however there was still a lot of work needed to be done in order to resolve the situation.

The Chief Executive also commented Attainment 8 results for the aforementioned Academy and the Local Authority's statutory responsibility in respect of the attainment of pupils in the school and suggested that a letter be sent from the Board to the Sponsors/Governing Body of the Academy to formally raise the issue of pupil support, in particular with regard to Year 11 pupils.

58. EXECUTIVE SUMMARY OF EDUCATION IN TAMESIDE 2016

The Interim Assistant Executive Director, Learning, submitted a report, summarising the successes of the Education service in Tameside in 2016 and the priorities of the service for 2017.

It was reported that, by the end of the year, 93% of primary-age pupils were attending a 'Good or better' primary school. This represented an increase of 12% from the start of the 15/16 academic year and continued the improving trend. There were currently only five primary schools 'requiring improvement, this placed Tameside 10th in the North West and 5th in Greater Manchester. 59% of pupils in Tameside secondary schools now attended a good or outstanding secondary school. This placed Tameside 20th in the North West and 10th in Greater Manchester. This was in nearly every instance due to the performance of secondary academies in Tameside.

It was explained that, at the end of Key Stage 2, 55% of pupils reached the expected standard in Reading, Writing and Maths (RWM) combined in Tameside – 2% above the national average. Tameside was joint 8th in the North West and joint 6th in Greater Manchester. 4% of pupils in Tameside achieved a higher standard in Reading, Writing and Maths combined – in line with national of 5%. At the end of Key Stage 4, there was a new regime of measuring performance – Attainment 8: Tameside was ranked 11th out of 23 local authorities in the North West and 7th out of 10 authorities in Greater Manchester on Progress 8. A*-C in English and Maths: 63% - 7th in the North West and 3rd in Greater Manchester.

It was further explained that with regard to Key Performance Indicator's, both in terms of Ofsted and standards, the primary sector in partnership with the Local Authority, had seen significant improvements over the past three years. In the secondary sector the LA achievement/attainment figures were distorted by the under-performance of two schools, and the Ofsted picture may improve only slightly over the next twelve months. To improve the Borough's Performance 8 figures, secondary schools needed to focus on the teaching of Modern Foreign Languages and the Humanities subjects in particular.

The Interim Assistant Executive Director informed the Board that senior leaders in Education had worked together to produce two key documents: 'Our Core Business' and 'Education in 2020 – A Vision'. These documents would be used to: ensure that all who worked within the service retained a sharp focus on the four key priorities; and to define the role of Education within Tameside, and its work with schools as partners, regardless of designation. He stressed the need for greater collaboration and cross-service/cross-sector thinking.

He added that all leaders from the service had come together to begin the process of writing a self-evaluation form, in order to identify common practices, how the service worked together and the impact of the work undertaken. A development plan and a training programme would be generated in due course.

It was reported that Tameside primary schools were categorised in terms of the level of support they required from the LA or external partners. As an authority, there was also an awareness of the performance of primary pupils in geographical clusters within Tameside. This was significant as the majority of collaborative work between schools in the Borough had taken place within these geographical clusters, producing analyses of school performance by cluster enabled these clusters to target intervention collaboratively. The performance of vulnerable groups of pupils such as disadvantaged pupils, pupils with Special Educational Needs (SEN), Looked After Children (LAC) and pupils with English as an Additional Language (EAL) had also been scrutinised rigorously. Whilst school performance was very information rich in terms of the attainment and achievement of Tameside's pupils, gaps still remained. Not enough was known about both the attendance of pupils in Tameside and the number of Fixed Term Exclusions (FTE) schools were issuing to pupils and this needed to be addressed as a matter of urgency.

The Interim Assistant Executive Director outlined priorities for 2017 as follows:

- **Inclusion** – Increasing numbers of young people were being permanently excluded from school, and, more recently, opting to be educated at home in the form of 'Elective Home Education (EHE). It was clear that this was inappropriate for many of those young people and a strategy to both support schools and families to seek a more measured solution was urgently required;
- **The new school** – There was an urgent need to find a venue for this;
- **SEND** – There was a lot of work to be done to ensure that effective systems of governance and strategic planning underpinned SEND work, in order that responsibilities could be discharged appropriately as well as prepare for an inspection; and
- **Financial Stability** – It was anticipated that a number of schools would find themselves in challenging financial situations over the next few years, and work was required in order to support them in this.

He concluded by thanking the Head of Access and Inclusion and the Head of Pupil Support Services for their hard work and commitment.

Members thanked the Interim Assistant Executive Director for the presentation and commented on inclusion policies and the priority work required to address the level of exclusions.

RESOLVED

That the content of the report, including the priorities for 2017, be noted.

59. SCHOOL FINANCES UPDATE

A report was submitted by the Executive Director, People and the Executive Director, Finance, providing an update on the current and projected levels of school balances (non Academy) together with the associated risk implications for the Council.

The report outlined the compliance requirements of schools relating to the Scheme for Financing Schools (adopted by all non-Academy school governing bodies), the role and responsibilities of the Schools Forum relating to schools balances, the impending risk to the Council of schools with either existing or projected deficit balances and options for the Council to mitigate this risk.

It was reported that total reconciled school balances (inclusive of revenue and capital) at 31 March 2015 were £8.789 million. This was a decrease of £2.792 million on the balance reported at 31 March 2014.

The reconciled level of school balances at 31 March 2016 were £7.187 million, a decrease of £1.602 million on the balance reported at 31 March 2015. It was important to note that two Tameside schools became Academies prior to 31 March 2016, which accounted for £0.250 million of the reduction in balances. The reduction in balances during 2015/16 for those schools, which were Maintained Schools at 31 March 2016 was £1.352 million.

There were currently eight Academy Conversions, which had been confirmed to take place during 2016/17. This was a comparatively large number of conversions in one financial year and consequently they would have an effect on the level of school balances at the end of 2016/17.

A detailed breakdown of school balances over the last three years was appended to the report.

In respect of schools with deficit balances, as at 31 March 2016, there were seven schools with deficit balances. The total of these deficit balances was £1.345 million (Primary Schools - £0.056 million, Secondary Schools - £1.289 million). Information was also provided on the level of projected school deficits up to 31 March 2019. Whilst the number and level of schools in deficit in the Secondary sector was already a concern, it was highlighted that the trend was also likely to be replicated in the Primary and Special School sectors in future years.

The report further provided details of the associated rules on school balances provided within the Scheme of Financing which was adopted by all non-Academy school Governing Bodies within the Borough.

It was explained that, whilst the projections highlighted most likely represented a worst case scenario position, the trend in the decline of school balances could not be ignored. The Tameside Scheme of Financing for Schools stipulated that licensed deficits would be no more than 20% of gross surpluses held by schools. As at 31 March 2016 cumulative school deficits represented 16% of gross school surpluses. Based on the projections, at the end of March 2017 this figure would rise to 79%, which would equate to a reduction in balances during the current financial year of approximately £6.2 million.

Any school projecting a deficit budget position, either during or by the end of the existing three year budget period was required to submit a deficit budget recovery plan to ensure a balanced budget was delivered. The Head of Resource Management Service wrote to those schools where this applied at the beginning of October 2016 to explain the recovery plan procedure utilising the latest approved three year budget plan submitted to the Council. Recovery plans would require approval prior to the end of the current financial year.

It was noted that, to date, only a small number (less than ten) deficit recovery plans had been received from associated schools, which were subject to scrutiny and validation by the Financial Management Service. There was therefore an urgency during this current term and prior to 31 March 2017 to ensure that all schools projecting a deficit budget position either during or by the end of the existing three year budget planning period, had a recovery plan approved by both the Governing Body of the respective school and the Section 151 officer of the Council.

At 31 March 2016, one school had breached the maximum permitted deficit of 5% of the school's annual budget, at 17.6% of its budget. At the end of the current financial year the school was forecasting a cumulative deficit balance equivalent to 30% of the annual budget, which would be six times the permitted maximum.

At 31 March 2017, a further five schools were forecasting to breach the maximum permitted deficit. One school was forecasting a deficit more than double the permitted maximum (at a figure of 12.8%). The two schools with the highest forecast deficits had both benefited from new school buildings financed by arrangements under the Private Finance Initiative (PFI), in return for which the Schools' Governing Bodies agreed to make annual payments from their annual school budget. An explanation of the PFI arrangements was detailed in the report.

It was explained that financial support to schools was also permitted in the form of a loan. The relevant school loan extracts from the Scheme of Financial for Schools, adopted by all non-Academy School Governing Bodies was detailed in the report.

It was proposed that the council make an urgent request to the DfE to provide loans to associated schools with extended repayment periods to the three years as stated in the guidance, where it was evident that this would not be financially viable for the associated school. It was also essential that any repayable loan arrangements were included within any subsequent legal agreements should the school transfer to Academy status.

It was concluded that most schools had operated within their approval budget, however there were an increasing number forecasting deficits. The Council was complying with the scheme for financing schools to ensure formal agreed deficit recovery plans were in place prior to 31 March 2017. There were, however, some schools with projected deficit balances causing major concern. It was extremely unlikely that a limited number of schools would be able to comply with the current requirement to correct their deficit position within a maximum period of three years.

It was proposed that the Council made an urgent request to the DfE to permit loan agreements to be entered into with schools with extended repayment periods beyond the three years stated in the

scheme for financial schools guidance where it was evident that this repayment period would not be financially viable for relevant schools.

The associated extended repayment period term was to be agreed between the Section 151 Officer of the Council and the School Governing Body once a response to the request was received from the DfE. It was also essential that any repayable loan arrangements were included within any subsequent legal agreements should the school transfer to Academy status.

Following a new requirement to delegate PFI costs to individual schools, binding agreements needed to be entered into with School Governing Bodies to ensure payment was made from the school budget for such PFI costs.

The Chair and Board Members expressed concern with regard to schools with deficit/surplus balances and the Council's duty to all schools in the Borough to raise standards.

RESOLVED

- (i) That the deficit budget recovery plans be agreed with relevant schools prior to 31 March 2017 and on an ongoing basis thereafter, in compliance with the scheme for financing schools. The recovery plan is to be formally agreed and monitored by the Section 151 Officer of the Council and the relevant school Governing Body;**
- (ii) That the Council make an urgent request to the DfE to provide loans to schools with extended repayment periods beyond the three years stated in the scheme for financing schools guidance where it was evident that this repayment period would not be financially viable for relevant schools. The associated extended repayment period term was to be agreed between the Section 151 Officer of the Council and the School Governing Body once a response to the request is received from the DfE. It is also essential that any repayable loan arrangements are included within any subsequent legal agreements should the school transfer to Academy status;**
- (iii) A binding agreement be entered into with associated PFI schools to recover the sum delegated within their section 251 budget allocated for PFI related expenditure from 1 April 2017 to finance the continuing cost of PFI for the duration of the contracts; and**
- (iv) That a further update be presented at a future meeting of the Education Attainment Improvement Board and in particular setting out the options that Aschool's Forum have to address overspends and reserves in schools.**

60. SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) REFORMS IMPLEMENTATION UPDATE

The Head of Access and Inclusion, TMBC and the Commissioning Business Manager to Children, Young People and Families, CCG, submitted a report providing an update on the implementation of the Special Education Needs and Disability (SEND) reforms enshrined in Parts 3 of the Children and Families Act 2014 in identifying and meeting the needs of Children and Young people with SEND in the local area.

It was reported that a new framework for the inspection of local areas' effectiveness in meeting the needs of children and young people with (SEND) had been implemented. The new inspection programme began in May 2016, with potentially a Tameside assessment likely in 2017. It was noted that this was a local area inspection, not a local authority inspection. The local area included the Local Authority, CCGs and Public Health. The new joint inspection framework for SEND would seek to hold the local area to account and ensure that plans were appropriate to meet local demand and to ensure they had an effective relationship with key providers to ensure effective arrangements for delivering completed and implemented EHC plans. All areas in England would be inspected over the next five years. Two inspections had already taken place in Greater Manchester and Derbyshire had also been inspected, the outcomes of which had been published by Ofsted and CQC. A link to the outcomes was provided in the report.

The local area had recognised that it needed to complete a comprehensive self-evaluation (SEF). The SEF would clearly document the local area's strengths and areas for improvement and lead to an area wide action plan in addition to individual organisation plans.

It was explained that, in order to complete the SEF, the local authority had used some of the SEND implementation grant to engage the services of an external consultant to give an objective assessment of the local area's current situation. The CCG had undertaken a SEND diagnostic audit and together with the robust external evaluation of the Local Area would assist the development of an accurate self-evaluation by the Local Area and ensure strategic ownership of the SEF and its outcomes. This work would assist the Local Area in developing a shared vision and strategy to answer three key questions:

- How effectively the local area identified children and young people who had special educational needs and/or disabilities;
- How effectively the local area assessed and met the needs of children and young people who had special education needs and/or disabilities; and
- How the local area improved the outcomes of children and young people who had special education needs and/or disabilities.

The assessment had identified the following themes for improvement:

- Strategic Leadership;
- Data and Intelligence;
- Assessing Impact and Outcomes;
- Local offer; and
- SEND Reforms.

The report concluded by stating that there is still much work to do in the Local Area to ensure that the reforms were fully embedded across all services to meet the needs of children and young people with SEND.

RESOLVED

That the content of the report be noted and relevant steps be taken to progress arrangements to further the implementation of the SEND reforms as follows:

- **Ensure the coproduction, development and delivery of a shared vision and strategy across the Local Area for children and young people with SEND;**
- **Ensure that families, children and young people with SEND are at the centre of the development of the strategy and services;**
- **Support the creation of a governance framework for the SEND agenda, which ensured executive oversight and reflected on performance report implications;**
- **Ensure the establishment of a clear line of sight accountability to the Health and Wellbeing Board; and**
- **Ensure the development of a performance matrix for SEND that included prevalence and outcome information.**

61. PUPIL SUPPORT SERVICES

A report of the Interim Assistant Executive Director, Learning, was submitted and a presentation of the Head of Pupil Support Services delivered, outlining the work of the Pupil Support Service within the Education Service.

It was explained that the Pupil Support Service was made up of:

- Sensory Service – supporting pupils with hearing Impairments (HI) and Visual Impairments (VI);
- Communication, Language and Autistic Spectrum Support (CLASS);
- Specific Learning Difficulty Support (SPLD);
- Behaviour for Learning and Inclusion Service (BLIS); and

- Equality and Multicultural Access Team (EMAT).

It was further explained that the Service offered advice/consultation, support, training and assessment. In addition, some specialist personnel worked on universal and strategic issues. Many of the teams worked across phases, potentially from 0-19 whilst the remainder directed time to specific age groups.

All activities undertaken had regard to, and were underpinned by, the guidance in relevant legislation. The emphasis was on effecting positive outcomes for children and young people through their direct involvement as well as engagement with key adults including parents/carers, teachers and specialist support staff.

Service priorities were outlined as follows:

- Creating a seamless service with a single point of entry which offered advice, consultation, support and training; and
- Creating an efficient and effective service which was flexible, adaptable and designed for purpose.

Recent developments were detailed, including work around Neuro Developmental Pathways – ASD/ADHD and a Communications Strategy.

Positive feedback on the Service from a pupil, parent and Head Teacher was also shared.

RESOLVED

That the content of the report and presentation be noted.

62. OUTCOME OF THE CONSULTATION ON SECONDARY SCHOOL PLACES FOR SEPTEMBER 2018

The Head of Access and Inclusion submitted a report stating the outcome of the consultation on the proposals to increase published admission numbers for Tameside Community Secondary Schools for admission in September 2018 and the recommendations that would be considered by the Executive Cabinet of the Council on 9 February 2017.

It was reported that in October 2016, the Local Authority circulated the proposed published admission numbers and admission arrangements for community and voluntary controlled schools for consultation. The closing date for the consultation was 11 November 2016.

The Council consulted on increasing the published admission number at four secondary schools to accommodate the forecast demand for secondary school places based on the number of pupils currently in primary schools in the Borough. The proposals were outlined in the report.

It was explained that six responses had been received to the consultation; three from Head Teachers, two from the governing body of the school and one from a parent. Details of all responses and the subsequent responses of the Directorate of People were also contained within the report.

The Head of Access and Inclusion informed the Board that the Council had been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) had been increased at many primary schools but these primary pupils were now beginning to move through to secondary schools and more needed to be done to accommodate all pupils. The surge in births was not expected to be a permanent issue as it had now begun to fall. Therefore, proposals needed to be a mix of permanent and temporary as these would become surplus in years to come. It was highlighted that Tameside Council was the admission authority for six community schools in the Borough and therefore could propose increases in published admission numbers at its own school. However, those schools in the Borough that were voluntary aided or

academies were in control of their own published admission numbers and the Council could not dictate increases in those schools.

Board Members were reminded of a successful free school application for Tameside that had been proposed by the Laurus Trust, a multi-academy trust, with Cheadle Hulme High School as its founder member school. This would bring an additional 180 places per year group from September 2018.

It was explained that Tameside had used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools was somewhat different to a bulge class in a primary school due to the different nature of how learning took place. Primary provision was largely based in one classroom so a bulge class could be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary school pupils moved around school for different lessons and also learned in specialist resources such as science labs and so a bulge group required more detailed consideration of the accommodation required.

Given the predicted number of pupils for September 2018 and for the following six years, the Council had little choice but to put forward proposals to increase numbers in its community schools even though three out of the four schools were objecting to the increase (copies of Head Teacher/Governing Body responses were appended to the report). Without progressing the proposals, the Council would need to consider how it could meet its statutory responsibility to provide sufficient places in the Borough. The only way that the Council could reasonably do this would be to bring forward proposals for a second free school.

In respect of financial resources, it was reported that Basic Need funding had been allocated to local authorities by the DfE. This was because local authorities were responsible for ensuring that there were sufficient schools locally to meet demand.

It was explained that the Council was allocated £12,488,962 Basic Need capital funding for the two financial years 2016/17 to 2017/18, to support the delivery of capital projects necessary to increase the capacity for schools and meet increased demand for places. Unfortunately, the Council had not been allocated any basic need funding for 2018/19.

The estimated capital cost of providing the increase to the published admission number at the four secondary schools referenced above totalled £2.969 million. These costs needed to be both confirmed and assessed from a value for money perspective, as a matter of urgency. The revenue implications of the additional accommodation also needed to be confirmed as soon as possible by the PFI providers to enable the Council to draft updated governing body agreements that reflected the increased contributions required from each school as a result of the proposals. It was further noted that significant numbers of additional pupil places would still be required beyond the proposals relating to the four community schools in the report. The establishment of new free schools may also require a financial contribution from Basic Need resources.

With regard to future demand for school places, Board Members were informed that the birth rate in Tameside had fallen slightly overall in the last four years and this was following the same pattern of the birth rate curve in the Borough over the last 40 years. The current prediction was that the birth rate would continue to fall but, as with the last high in births which was not as high as the peak in 1991, the low may not be as low as it was in 2002. In effect, the curve appeared to be flattening out. Should this pattern continue, the need to increase primary school places diminished but it increased in secondary schools as the rise in the population moved through primary schools.

RESOLVED

- (i) That the content of the report be noted; and
- (ii) That the Board support further discussions with secondary schools in the area to increase places, to ensure that there are sufficient places for all pupils who require a place, in future years.

63. TAMESIDE SAFEGUARDING CHILDRENS BOARD

The Interim Assistant Executive Director, Learning, informed Board Members of the intention for the Board to receive reports from Tameside Safeguarding Childrens Board (TSCB) in the future, in order to increase knowledge of the work of the TSCB across the Service. He added that Safeguarding would be a fixed item on the agenda, going forward.

64. URGENT ITEMS

The Chair reported that there were no urgent items received for consideration at this meeting.

65. DATE OF NEXT MEETING

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 28 March 2017 commencing at 3.30 pm.

CHAIR

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Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	28 March 2017
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject:	SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) REFORMS IMPLEMENTATION UPDATE
Report Summary:	<p>The report provides an update on the implementation of the Special Education Needs and Disability (SEND) reforms enshrined in Part 3 of the Children and Families Act 2014 in identifying and meeting the needs of Children and Young People with SEND in the local area and is a follow up to the report presented at the January meeting.</p> <p>The report also provides extensive detail on the performance of SEND pupils in Tameside.</p> <p>This area of work will be inspected by Ofsted and CQC at some point and will include the Local Authority, Clinical Commissioning Group and Public Health.</p>
Recommendations :	Members of the Board are asked to note the content of the report.
Links to Sustainable Community Strategy:	The report supports three elements of the Community Strategy: - Prosperous, Learning and Supportive Tameside.
Policy Implications:	A need has been identified to develop and deliver a shared vision and strategy across the Local Area for children and young people with SEND. In addition the Tameside JSNA needs to reflect SEND to ensure a shared process that brings challenge and innovation to commissioning and the decision making process for health and well-being.
Financial Implications: (Authorised by the Section 151 officer)	There are no direct financial implications arising from this report. However, it should be noted that any additional cost implications arising from any developed proposals will need to be funded from existing revenue funding, including any one off SEND specific grants received by the Council.
Legal Implications: (Authorised by the Borough Solicitor)	<p>Special educational needs legislation has been reformed by the Government with effect from the 1 September 2014. The changes form Part 3 of the Children and Families Act 2014 which received Royal Assent on 13 March 2014. This is to improve outcomes for children and young people with complex needs and the experience of parents and carers.</p> <p>The three key changes are as follows:</p> <ul style="list-style-type: none">• <i>Production of a 'Tameside Local Offer'</i>: Placing a duty to set out clear and searchable information on services available to parents and carers, children and young people• <i>Education, Health and Care Plans (EHCP)</i> for children and young people with special educational needs from birth to age 25: Replacing Statements of Special

Educational Needs, and Section 139a Learning Difficulty Assessments for post 16 education

- *Personal Budgets*: For some families and young people with an EHCP to give greater independence, choice and control over their support.

The Act also includes:

- The need to involve children and young people and parents and carers at the heart of the process in a more person centred way.
- Places a requirement on local authorities and health services to jointly commission services for young people and families.
- Provides statutory protection for young people who are in education or training up to the age of 25.
- That SEND duties will apply equally to all schools including Academies and Free Schools.

It is therefore necessary that there is a clear strategy for delivery within the Borough cutting across organisational boundaries.

It will also be important to ensure we learn from those organisations who have already been inspected and/or are regarded as being outstanding at delivery in this area.

Risk Management:

The assessment outlined in this paper highlights areas of SEND potential weakness/risk. The proposed recommendations and implementation of comprehensive self-evaluation framework (SEF) will mitigate the risks of poor outcomes and experiences for children and young people with SEND and a potential poor inspection outcome.

Access to Information:

The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director - Education



Telephone: 0161 342 2050



e-mail: bob.berry@tameside.gov.uk

1. BACKGROUND

- 1.1 The Special Educational Needs and Disability (SEND) Reforms, enshrined in Part 3 of the Children and Families Act 2014 came into force on 1 September 2014 and outlined the biggest transformation to special educational needs and disabilities support for 30 years. Local Areas now have responsibility for all children and young people with SEND aged 0 – 25. Through the Children and Families Act and the Code of Practice, responsibility for the development of SEND services lies with the Local Area rather than individual agencies or services. Local Area responsibilities under the Children and Families Act include:
- Ensuring appropriate services are in place which meet needs across the 0 - 25 age range;
 - Embedding co-production with children, young people and their families / carers at both the strategic and individual level;
 - Integration and joint commissioning of services across partners for example, the local authority and Clinical Commissioning Groups (CCG);
 - The offer of a personal budget across education, health and / or social care;
 - Clear improvements to the child/young person's life and education achieved through clearly articulated outcomes which match the child/young person's aspirations;
 - Replacement of Statements of SEN and Learning Difficulty Assessments with Education, Health and Care (EHC) plans;
 - Supporting young people over the age of 16 to exercise their right to make decisions about their lives/support (unless they lack the capacity to do so);
 - The publishing of a 'local offer' (a one stop shop where information about all services and groups across the local area which support children and young people with SEND and their families can be found.); and
 - Supporting schools and colleges to embed the new SEN Support classification (replacement for School Action and School Action Plus) within their day to day practice to ensure improved outcomes for all children and young people with SEND.
- 1.2 A new framework for the inspection of local areas' effectiveness in meeting the needs of children and young people with (SEND) has been implemented. The new inspection programme began in May 2016, with potentially a Tameside assessment likely in 2017. It is important to note that this is a local area inspection, not a local authority inspection. The local area includes the Local Authority, CCGs and Public Health. The new joint inspection framework for SEND will seek to hold the local area to account and ensure that our plans are appropriate to meet local demand, and to ensure they have an effective relationship with the key providers to ensure effective arrangements for delivering completed and implemented EHC plans.
- 1.3 All areas in England will be inspected over the next 5 years. Following inspection, the outcome letters are published by Ofsted and CQC and these can be accessed via <https://www.gov.uk/government/publications/local-area-send-inspection-outcome-letters>.

2. GOVERNANCE

- 2.1 The SEND Steering Group is meeting on a three weekly basis and has multi agency representatives. Councillor Lynn Travis, Chair of the Education Attainment Improvement Board and Dr. Tina Greenhough from the Health and Wellbeing Board are keen to lead the new SEND Executive Board. The first meeting of the SEND Executive Board meeting will be the 11 April 2017 and meetings will be quarterly. Dr Greenhough and Councillor Travis will chair the Executive Board alternately and Stephanie Butterworth will brief the Chairperson before the Executive Board meeting as Chair of the SEND Steering Group.

3. TAMESIDE SELF EVALUATION

- 3.1 The Self Evaluation (SEF) of services in the borough is nearing completion and is due to be published at the end of March. The issues identified through the SEF will be addressed in an action plan which will be developed by the SEND Operational Groups and the Strategic Group that is now meeting on a three weekly basis. A draft strategy will also be developed

4. SEN DATA AND INTELLIGENCE

- 4.1 The collection of data relating to SEND in Tameside; we now have a comprehensive and detailed data set regarding the performance of SEND students in Tameside. This has as a consequence triggered the search for the 'next level' of data, in other words the performance of sub-groups. A highly productive meeting was held a month ago at Birch Lane which was attended by all key education staff, in addition to leaders from Adult Social Care and Post-16. It is essential that the performance of young people with SEND in Tameside schools *is widely understood*.
- 4.2 Within-service communication is now much more effective, in the sense that in the past data sets and information would have been held separately in different teams; they have now been brought together, and as a consequence the interpretation of this data is more sophisticated. Inevitably though, these new data sets have created a need for additional data, but most importantly the need to *explain it*. Educational data is now being brought together with SEND data from health.

5. HOW SEN PUPILS PERFORMED IN TAMESIDE IN TERMS OF EDUCATIONAL ACHIEVEMENT AND ATTAINMENT

- 5.1 Broadly speaking, in 2016 pupils with SEN in Tameside did not achieve as much as their peers nationally. How SEN pupils in Tameside achieve compared to their peers nationally differs at each assessment stage.
- 5.2 Not enough pupils with SEN in Tameside achieved a good level of development at the end of EYFS (Reception). The percentage of pupils who are SEN support achieving a good level of development was below national; 14% of SEN support pupils at EYFS achieved a good level of development – 12% below the national average and this placed Tameside 2nd lowest in the North West (NW) and the lowest in Greater Manchester (GM).
- 5.3 Only 34% of SEN support pupils in Tameside reached the expected standard in the year 1 phonics screening check – 12% below the national average of 46%. 8% of SEN pupils with a statement or EHC plan reached the expected standard in year 1 phonics screening check – 10% below the national average of 18%. The percentage of SEN support pupils in Tameside reaching the expected standard in phonics was the lowest in the NW and in GM and the percentage of SEN pupils with an Education Health Care plan or a Statement of SEN (EHC/S) was the second lowest in the NW and in GM.
- 5.4 Not enough pupils with SEN in Tameside reached the expected standard across reading, writing and maths at the end of key stage 1. The percentage of SEN pupils in Tameside reaching the expected standard was below national in each subject. In terms of pupils who are SEN support, 27% of these pupils reached the expected standard in reading (5% below national), 18% of these pupils reached the expected standard in writing (4% below national) and 28% of these pupils reached the expected standard in maths (5% below national). Tameside's position in the NW was eleventh in reading and maths and sixth in writing.
- 5.5 In terms of SEN pupils with a EHC/S at KS1, 6% of pupils in Tameside achieved the expected standard in reading* (8% below national) 3% of pupils in Tameside achieved the expected standard in writing* (6% below national) and 9% of pupils achieved the expected

standard in maths (5% below national). *figures not reported nationally due to small numbers involved.

- 5.6 At the end of key stage 2 only 13% of SEN Support reached the expected standard in reading, writing and maths combined (3% below national). In addition to this, 3% of SEN pupils with a EHC/Statement reached the expected standard in all three subjects (4% below national). Tameside was thirteenth in the North West for the attainment of the expected standard in reading, writing and maths combined for SEN support.
- 5.7 SEN pupils in Tameside did not make as much progress as all pupils nationally between key stage 1 and key stage 2. Similarly, SEN pupils with a statement or EHC plan in Tameside did not make as much progress as SEN EHC/S pupils nationally in each subject. Pupils in Tameside who are SEN support made the same progress as SEN support pupils nationally in writing and maths; in reading pupils who are SEN support made slightly more progress than SEN support pupils nationally.
- 5.8 At the end of key stage 4 (GCSE) SEN support pupils in Tameside had a Progress 8 score of -0.5 meaning they achieved, on average, half a grade less across 8 subjects than all pupils nationally. In addition, SEN support pupils in Tameside pupils made slightly less progress than SEN support pupils nationally. The results of SEN support pupils in Tameside placed the LA twelfth in the North West and sixth in Greater Manchester for SEN Support. In contrast to pupils who were SEN support, SEN pupils with a EHC/Statement make slightly more progress than their peers nationally (-0.9 compared to -1.0 nationally). Tameside ranked sixth in the North West and joint third in Greater Manchester for progress made by SEN pupils with a EHC/Statement.
- 5.9 Attainment at the end of GCSE for pupils who are SEN support and for pupils with a EHC/Statement in Tameside was below that of their peers nationally. Pupils who are SEN support pupils had an average Attainment 8 score of 34.8 compared to 35.2 nationally whilst SEN EHC/Statement pupils had an Attainment 8 score of 14.6 compared to 17.0 nationally. On Attainment 8 Tameside was 14th in the North West and 6th in Greater Manchester for the attainment of pupils who are SEN support. Tameside was 15th in the North West and 8th in Greater Manchester for SEN pupils with a EHC/Statement.
- 5.10 Twenty six percent of SEN support pupils in Tameside achieved an A*-C in English and in maths – 3% below the national average. 9% of SEN pupils with a EHC/S achieved an A*-C in English and maths – in line with the national average of 10%. Comparable information with NW and GM local authorities is not available.



6. LOCAL OFFER COMMUNICATIONS PLAN

- 6.1 All local areas are required to have a local offer that provides information on services, support and guidance for parents and carers and children or young people with SEND. The information on the local offer covers a whole range of topics including health, social care, education, schools, leisure activities, support for families and employment.
- 6.2 The local offer should be the primary source of information for families and so a draft communication plan has been developed to help to increase the profile of the webpages; to make the information as relevant as possible and to increase traffic to the webpages.
- 6.3 The draft communication plan identifies communication platforms to raise the profile of the local offer. For example, by using a press release with case studies, messages on our social media outlets and screensavers. The plan will be overseen by the SEND Steering Group.

7. RECOMMENDATION

7.1 Members of the Board are asked to note the content of the report.

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	28 March 2017
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject:	REPORT OF SAFEGUARDING ADVISOR FOR EDUCATION AND LOCAL AUTHORITY DESIGNATED OFFICER (LADO)
Report Summary:	This report summarises the findings of the twelve months April 2015 to March 2016 in the post of the Safeguarding Advisor for Education and Local Authority Designated Officer (LADO).
Recommendations:	That the report be noted.
Links to Sustainable Community Strategy:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	No specific implications but the accumulation of data/knowledge will inform safer recruitment and allegations management policies.
Financial Implications: (Authorised by the Section 151 Officer)	There are no direct financial implications arising from the report.
Legal Implications: (Authorised by the Borough Solicitor)	This report summarises confidential information in a generalised and anonymised format.
Risk Management:	Allegations of professional abuse can impact on the reputation of service delivery.
Access to Information:	The background papers relating to this report can be inspected by contacting Tania Brown – Safeguarding Advisor/Local Authority Designated Officer  Telephone:0161 342 4398  e-mail: tania.brown@tameside.gov.uk

1. INTRODUCTION

- 1.1 This report summarises the findings of the twelve months April 2015 to March 2016 in the post of the Safeguarding Advisor for Education and Local Authority Designated Officer (LADO).

2. MY ROLE

- 2.1 As the LADO, my principal task is to oversee investigations into allegations of child abuse by professionals working with children and young people, or behaviour which may place children at risk. It includes the chairing of inter-agency Professional Abuse Strategy Meetings (PASMs) on behalf of the Tameside Safeguarding Children Board and being available for advice and consultation.
- 2.2 Allegations against professionals working with children are varied. Many arise within the context of behaviour/classroom management, there are a small number of very serious allegations, and there are others involving professional boundaries. They come to light through a variety of sources, most frequently children and parents who may complain to the agency concerned or contact the police.
- 2.3 My aim is to promote an effective, consistent and proportionate response by employers, police (where appropriate) and child protection agencies. It is essential that the profile of all matters relating to safeguarding remains high within our schools, and to this end I aim to provide a service that is responsive, practical, and professional. It is greatly helped, however, where organisations have their own policy and procedures and work in line with the Greater Manchester Managing allegations procedures.
- 2.4 In my role as Safeguarding Advisor for Schools, I work closely with all schools and academies in relation to their safeguarding policies, procedures and practice.

3. TASKS UNDERTAKEN IN SAFEGUARDING ADVISOR FOR EDUCATION ROLE

- 3.1 Each term I facilitated child protection network meetings for the designated safeguarding leads in schools. At these meetings I give the staff local and national updates and information and invite guest speakers. The meetings were held on 20 April 2015, 13 October 2015 and 11 February 2016. Attendance at the meetings has been good with about two thirds of all schools attending.
- 3.2 Topics covered at the meetings included: Public Service Hub, Children Missing Education, Elective Home education, Private fostering, TSCB Top Ten Tips, Seven Minute briefings, Child In Need procedures, self-Harm, assessment, respectful challenge. These topics were presented by services such as education welfare, service unit managers and the TSCB trainer Lynn Ready. I have also speakers from external agencies such as Toot Toot (an on line tool for children to raise concerns), Papyrus (suicide prevention service) CVAT (Voluntary sector) and Jane Hopewell (Community Health) to talk to schools about the school nursing service. These briefings have ensured that our schools are fully informed as to the constantly changing landscape of safeguarding, and also given practitioners the opportunity to see the bigger picture. For example, very few school designated leads will be required to have an input into a serious case review, but it is of real value for them to know how they work and also to learn the lessons of local reviews.
- 3.3 I have attended the primary school head teacher's briefings and given local and national updates, training information and other relevant current updates from TSCB.

- 3.4 On a daily basis, I receive a number of calls from school staff, requesting advice on various matters i.e. school policies, parental complaints, training, staff issues. I give verbal advice, email information and policies and some cases arrange to meet with a member of staff at the school to support them.
- 3.5 I facilitate child protection awareness training for whole school staff, this is delivered alongside other colleagues from education, the Head of Access Julie Waterhouse, and the Senior Education Welfare Officer, Maxine Carroll. We offer the training to each school every 3 years and cover the training across the borough between us. I deliver Safeguarding training to school governors and have delivered bespoke training to designated safeguarding leads on Child Protection record keeping. I am a member of the TSCB training pool and I lead on the Safer Recruitment multi-agency training, this is a full day training and this year we added an half day Safer Recruitment refresher to the programme. This year I have also been trained to deliver the home office recognised PREVENT training and was involved in the roll out of 'Train the Trainer' sessions for schools.
- 3.6 I represent Education on various strategic groups of the TSCB including Quality Assurance and Performance Management, Child Sexual Exploitation and Missing from Home, Training and Development and Business Group as required.
- 3.7 I have worked closely with OFSTED and the DFE in relation to complaints they have received and the matters have been quickly resolved. When these complaints arise I work closely with other departments in the Local Authority such as School Governor services and Early Years Provider Development Service and also agencies such as Residential Care homes and Children's Social Care. We ensure that the appropriate person from the Local Authority takes the lead when dealing with these complaints to avoid duplication. These complaints have led to changes in policies and practice in various settings including schools.
- 3.8 The numbers of referrals from OFSTED have risen significantly from seven in 2013/14, seven in 2014/15 to twenty-eight in 2015/16. Many of the complaints have not been raised through school complaints procedures and this is something the regional LADO group have raised with OFSTED. We have queried why parents are not advised if complaints procedures have not been followed to do this before OFSTED become involved. They have agreed to address this with their call-handling staff.
- 3.9 I have established a good working relationship with our Tameside schools. In September 2015 I introduced a new Safeguarding Audit for schools. Through the audit I am able to monitor school safeguarding procedures and the audit enables the setting to form their own action plan to address any failings or weaknesses. Feedback about the audit from head teacher's and OFSTED inspectors has been good and the audit has proved to be a valued self-assessment for schools, and has helped them prepare for Ofsted inspections. In the academic year 2015/16 there were twenty inspections in Tameside schools, thirteen at primary and seven at secondary level. Safeguarding was not raised as a concern at any of the inspections, and as a consequence no external reviews of safeguarding were needed.
- 3.10 Barnado's 'Real Love Rocks' Roll out In Tameside - In 2015 Tameside Children's Safeguarding Board secured funding from Public Health to provide every school in Tameside with the Barnado's Real Love Rocks resource. The funding was matched by New Charter Housing. The total amount given was £18,000. Shortly after the order was placed with Barnado's Greater Manchester Phoenix team announced funding to supply every school in Greater Manchester with the "Real Love Rocks" pack. There are two packs available, one for primary schools aimed at year 6 and one for secondary schools, key stage 3 – years 7-9. This meant that we had 200 packs to distribute enabling us to make this a multi-agency event. Agencies such as the multi-agency Phoenix team, Early Help, social workers, YOT, school nurses, children's homes (private and local authority) to name but a few were invited.

- 3.11 I co-ordinated the roll out in Tameside. The cost of supplying every school with the packs was £12,000, the remainder of the money was used to purchase and supply every secondary school and college with a “My Dangerous Loverboy – Love or Lies” Education resource pack for use with KS4 children. These cost £6,000.
- 3.12 There were six training sessions between 24 June 2015 and 25 January 2016. The training was very successful, 54 out of 76 primary schools attended the training, 12 out of 15 secondary schools, 4 out of 5 special schools and both PRU’s. In total 122 people were trained. The training covered basic awareness of CSE, how to use the packs and the licence to allow the school to use the product. I was able to give schools and other agencies both packs where appropriate.
- 3.13 Spare packs have been retained at Tameside Safeguarding Children Board’s office of each pack and these are available on a library loan basis and can be borrowed by agencies.

4. LADO TASKS UNDERTAKEN – REFERRALS AND CONSULTATIONS

- 4.1 Professional Abuse Strategy Meetings - These have been convened in agreement with referring and employing agencies and investigators. The criterion has usually been the existence of a clear and documented allegation against an individual which raises the possibility of significant harm to a child or children. Strategy Meetings are also held when there is a need for a formally agreed inter-agency strategy for dealing with the case. Complaints to the police have generally required PASM’s.
- 4.2 Consultations - Consultations concern matters that do not require co-ordinated inter-agency action. These have increased since I have been in post which indicates that the awareness raising has been effective.
- 4.3 Strategy Meetings were not convened in these cases because all appropriate action had already been taken, only one agency was involved, or where the evidence of risk to children was very weak.
- 4.4 The majority of the advice sought during a consultation is around low level parental complaints or allegations made by a child in relation to professional boundaries. This includes incidents whereby a member of staff has made inappropriate verbal comments to a child, given children lifts in vehicles without permission, contacted a child through social media or given gifts. Cases would always be stepped up to a PASM if the need for a multi-agency meeting was evidenced.

5. ANALYSIS (ALL REFERRALS)

- 5.1 Breakdown of Referrals:

Year	PASM’s	Consultations	Total
2009/10	24	20	44
2010/11	36	35	71
2011/12	13	48	61
2012/13	25	49	74
2013/14	31	67	98
2014/15	22	106	128
2015/16	26	120	146

- 5.2 Employing Agencies referred to LADO - As with previous years the majority of referrals have concerned professionals with the greatest and most regular direct exposure to children i.e. school staff, foster carers, residential workers and early year's services.
- 5.3 Agencies Contacting LADO for advice or to refer cases

Agency	Number of contacts
Health	4
Education	35
Early Years	4
Other LADO	0
Residential	21
Children's social care	32
Police	13
OFSTED	5
Other	4

(Other includes agencies such as parents, MPs, HR, NSPCC)

- 5.4 Breakdown of Employing Agencies discussed

Agency	2013/14	2014/15	2015/16
Health	10	7	7
Education	26	46	55
Early Years	11	24	16
Residential	14	17	22
Children's social care			3
Police	4		1
Foster carers	16	14	18
Other	17	20	4

- 5.5 Breakdown of Categories of the cases which progressed to an initial consideration/strategy meeting (PASM). These are the cases where it is agreed with the employer that their employee may have:

- Behaved in a way that has harmed, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

15 foster carers, 5 residential care workers, 1 social worker, 3 Health, 10 Education and 2 Early Years.

- 5.6 Seven of these cases were substantiated, fourteen unsubstantiated, and five were ongoing at 31 March 2016. Training needs were identified in five of the cases, three cases resulted in the member of staff being dismissed, and ten cases needed no further action after initial consideration.
- 5.7 In any case where a child has possibly been harmed I consult with the police and discuss the case with them. This has been much easier this year due to the fact that the Police Public Protection Unit have a detective constable permanently placed in the public service hub. This has made contact much easier and I have been able to get advice and a decision from the police as to whether they need to be involved much quicker. This in turn has helped agencies in dealing with allegations in a much more timely fashion.

6. REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (FORMERLY INDEPENDENT SAFEGUARDING AUTHORITY)

- 6.1 The Disclosure and Barring Service (DBS) will consider adding individual's names to its 'barred list' when receiving referrals from 'Regulated Activity Providers' (usually employers or co-ordinators of services) and where an individual's services have ended (through dismissal, deregistration, cessation of use or resignation). Referral to DBS is mandatory where an individual has engaged in 'relevant conduct' i.e. they have endangered a child and have either been cautioned or convicted or satisfied the 'harm test' whereby they are thought likely to cause harm to a child in the future. Employers may refer when relevant conduct does not apply but they have concerns about the ongoing risk from an individual.
- 6.2 DBS referrals are considered at every strategy meeting and agencies are advised and assisted in making a referral when necessary. 6 cases this year have been referred to the DBS for consideration of barring.

7. COMPARATIVE DATA FOR GREATER MANCHESTER LA'S

- 7.1 The LADO at Salford takes the lead on co-ordinating this work but, even with the data available, is very difficult to make meaningful comparisons between local authorities due to their varying demographics and differences in reporting arrangements.
- 7.2 I am a member of the North West regional LADO group and have attended quarterly meetings. Following the National LADO conference hosted in Bristol it was agreed that we would hold National meetings. The North West is represented by Colette Morris, Oldham LADO and Mark Gay, Bury LADO. The National group are agreeing National LADO standards and a handbook for LADOs. This will ensure consistency across the country.

8. PLANNED TASKS

- 8.1 Continue to support and advise agencies about the management of individual cases and to follow up outcomes.
- 8.2 Continue to work with other LADO's across the region, to maintain a consistent approach.

9. RECOMMENDATIONS

- 9.1 That the report be noted.

Agenda Item 6

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	28 March 2017
Reporting Officer:	Stewart Tod, TSCB Business Manager
Subject :	ROLES AND RESPONSIBILITIES OF TAMESIDE SAFEGUARDING CHILDREN BOARD (TSCB)
Report Summary :	The report outlines the main purpose, and specific roles and responsibilities, of a Local Safeguarding Children Board. In addition it highlights the main findings from the Ofsted report published in December 2016 and outlines the TSCBs response to the recommendations.
Recommendations :	That Members note the content of the report.
Policy Implications :	In line with Council policy.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from the report.
Legal Implications : (Authorised by the Borough Solicitor)	The report provides an overview of roles and responsibilities of the Board and identifies the way in which it will ensure it will achieve statutory responsibilities and the best possible outcomes for the residents of Tameside.
Risk Management :	There are no risk associated with this report.
Access to Information :	The background papers relating to this report can be inspected by contacting Stewart Tod stewart.tod@tameside.gov.uk

1. STATUTORY LSCB ROLES AND RESPONSIBILITIES

- 1.1 The Children Act 2004 resulted in all Local Authority areas in England and Wales having to establish a Local Safeguarding Children Board. The subsequent 'Working Together to Safeguard Children' guidance, originally published in 2006, set out which organisations were to be statutory partners. All Education establishments are statutory partners and are required to fulfil their safeguarding duties under Section 175 of the Education Act 2002. A full list of TSCB members can be found in **Appendix A**.
- 1.2 The role of LSCBs are to coordinate, monitor and support what is done by each person or body represented on the LSCB for the purposes of safeguarding and promoting the welfare of children in the area of the authority. LSCBs should ensure the effectiveness of what is done by each such person or body for that purpose. Tameside Safeguarding Children Board therefore has a statutory duty to ensure that all schools are fulfilling their safeguarding duties effectively.
- 1.3 Working Together to Safeguard Children (2015) identifies 5 key LSCB responsibilities. These are:
- developing policies and procedures for safeguarding and promoting the welfare of children
 - communicating the need to safeguard and promote the welfare of children, raising awareness of good practice and encouraging staff and services to carry out their safeguarding responsibilities to the best of their ability
 - monitoring and evaluating the effectiveness of what is done by Board partners individually and collectively to safeguard children
 - participating in the planning of services for children in the area
 - conducting reviews of serious cases and advising Board partners on the lessons to be learned

2. OFSTED INSPECTION AND JUDGEMENT

- 2.1 The Ofsted Inspection judged TSCB to 'Require Improvement'. The Inspection found that the Board was not in a position to scrutinise and challenge partner agencies practice due to a lack of good quality performance information. The OFSTED report made 6 recommendations in relation to the Board. These are shown in the TSCB Improvement Plan in **Appendix B**.
- 2.2 The OFSTED report also cited various achievements including;
- "Revisions of threshold guidance in 2015 and the children's needs framework in June 2016, combined with the revision of referral pathways for self-harm, female genital mutilation, forced marriage and children at risk of radicalisation, have ensured that procedures are up to date."
 - "Training reflects policies and procedures, and their updates and learning from serious case reviews, multi-agency case reviews and audits, and has a focus on skill development as well as knowledge. Additionally, learning is communicated through widely circulated 7 minute briefings that are discussed in team meetings, safeguarding updates and e-bulletins."
 - "The Serious and Significant Case Review Sub-Group is an active group that has managed effectively a considerable number of serious case reviews and multi-agency case reviews, relative to the size of the local authority. The panel has effectively ensured implementation of action plans by the relevant agencies and has progressed disseminated of the findings through the learning and improvement sub-group."
 - "A strong section 11 audit process incorporates the voice of the child and ensures that partner agencies produce evidence of their compliance."

- “The influence of the board in service planning is evidence through its contribution to the planned transformation of mental health services for children.”

3. TSCB RESPONSE

TSCB has been able to secure partnership agreement on a range of key changes and actions. On that basis it has already begun to implement some of those changes and actions. These are summarised below and once fully implemented will together provide the structure, strategy and systems required for sustainable improvement.

TSCB Re-Structure & Reporting Arrangements

3.1 Business Group removed from Board Structure so that sub-groups report direct to Strategic Members thereby enhancing accountability

3.2 New Threshold Management Sub-Group established to monitor the effectiveness of the Hub arrangements and the application of Thresholds

3.3 Report templates revised to ensure all reports are relevant to children’s safeguarding, describe what good ‘looks like’ and highlights performance against that standard to enable challenge

3.4 **Business Planning and Sub-Group Activity**

- TSCB Strategy and Business Plan revised and includes Threshold Management as a strategic priority, incorporating the previous Early Help strategic priority.
- CSE Systems Review commissioned 17 Feb and will inform the development of new CSE Strategy.
- Revised Multi-Agency Dataset approved by Quality Assurance and Performance Management (QAPM) Sub-Group in January 2017.
- Strategic Quality Assurance and Performance Management Framework drafted and approved by QAPM in February 2017.

3.5 **Quality Assurance and Performance Management**

- Multi-Agency Audit Schedule increased from 2 to 5 themes a year and will double the number of cases to be audited
- Single Agency Audit Schedule in place
- Strategic QAPM Framework includes Reflective Reviews, Independent Evaluation & Service User Feedback
- Apprentice Youth Participation Officer being recruited to gather service user feedback from children involved at CAF, CIN, CP & LAC Level.

4. RECOMMENDATION

4.1 That Members note the content of the report.

APPENDIX A

TSCB Board Membership

TSCB Membership			
Agency	Name	Title	TSCB Role
	David Niven		Independent Chair
	Stewart Tod	TSCB Business Manager	Observer
TMBC	Steven Pleasant	Chief Executive	Member
TMBC - People	Stephanie Butterworth	Executive Director	Member
Children' s Services	Dominic Tumelty	Assistant Executive Director	Member
TMBC - Stronger Communities	Emma Varnham	Assistant Executive Director	Member
Education	Bob Berry	Interim Assistant Executive Director	Member
Primary Schools	Carolyn Divers	Head Teacher	Member
Colleges	Leon Dowd	Vice Principal	Member
Pupil Referral Unit	Maureen Bretell	Principal	Member
Housing	John Hughes	Housing Strategy Officer	Member
Community Rehabilitation Company	Donna Meade	Community Director	Member
National Probation Service	Richard Moses	Head of Stockport and Tameside NPS	Member
CAFCASS	Glen Hagan	Service Manager	Member
Community and Voluntary Action Tameside	Ben Gilchrist	Chief Executive	Member
Pennine Care NHS Foundation Trust	Mark Stan Boaler	Service Director	Member
Public Health	Angela Hardman	Director of Public Health	Member
NHS England	Linda Buckley		Member
NHS Tameside and Glossop Clinical Commissioning Group	Michelle Walsh	Director of Nursing and Quality	Member
Tameside Hospital	Pauline Jones	Chief Nurse	Member
Greater Manchester Police	Dean Howard	Super Intendent	Member
TMBC Elected Member	Peter Robinson	Councillor	Observer
Children's Services	Gerard Sweeney	Head of Service - Safeguarding	Sub Group Chair and Member
Greater Manchester Police	Robert Cousen	Detective Chief Inspector	Sub Group Chair and Member
NHS Tameside and Glossop CCG	Munera Khan	Designated Doctor Safeguarding	Sub Group Chair and Advisor to Board
NHS Tameside and Glossop CCG	Hazel Chamberlain	Lead Designated Nurse Safeguarding	Sub Group Chair and Advisor to Board
TMBC Legal Services	Alison Robertson		Advisor
	Cathy Wilde	Volunteer	Lay Member
	Vacant Post	Volunteer	Lay Member

APPENDIX B

TSCB Improvement Plan

Recommendations		Actions	Date Agreed	By Whom	Date to be completed by	Difference it will make
1.	Urgently review the Board priorities and update its business plan to include concerns about front line practice and service delivery at all levels	1.1 Revised Board Priorities / B.P. Update.	Dec 16	Business Manager	27 th Mar 17 Strategic Board	Board is assured that front line practice and service delivery is effective and meets current & emerging needs of service users
		1.2 Create a new strategic performance management and quality assurance framework as an addendum to Business Plan	Jan 17	QA Officer via QAPM	20 th Feb 17 QAPM Sub-Group & finalised by Board 27 th Mar 17	Performance against strategic priorities is effectively and routinely monitored
		1.3 Develop new strategic priority for 'Threshold Management' incorporating the existing Early Help Strategic Priority	Jan 17	Business Manager	27 th Mar 17 Strategic Board	Effectiveness of CAF (Early Help), Hub and Duty arrangements are monitored Consistent application of thresholds means children receive the support they need when they need it
		1.4 Complete CSE Systems Review and revise CSE Strategy inc. support for victims of CSE	Jan 17	Independent Reviewer	Systems Review May 17	Children at risk of CSE are protected from

				& CSE Sub-Group	CSE Strategy CSE Sub-Group 14th June 17	harm and provided with the appropriate level of support Perpetrators are disrupted or prosecuted
2.	Include in the Board's annual report an evaluation of the impact of safeguarding practice upon children's wellbeing and safety	2.1 Annual Report to be more analytical and contain evaluation of the impact of safe guidance practice for children/yp in Tameside	Dec 16	Strategic Board	25 th Sept 17 Strategic Board	Effectiveness of service provision is analysed and areas for development identified
3.	Establish a programme of sufficient multi-agency and single-agency audits	3.1 Multi-Agency Audits increased from 2 to 4 themes a year including; <ul style="list-style-type: none"> 1. Pre-Birth Assessment (2016/17) 2. Sexual Abuse 3. Teenagers 4. Emotional Harm 5. Neglect <p>& number of cases audited increased from 2 to 5 and will include service user feedback</p>	2017/18	QAPM	Ongoing	Multi-agency safeguarding practices are effective or areas for improvement are identified
		3.2 Agree single agency audit schedule initially based on recommendations from case reviews	Dec 16	QAPM	Feb 17	Single-agency safeguarding practices are effective or areas for improvement are identified
		3.3 Independent quality assurance and scrutiny on one theme per year	Jan 16	Approved by	Jan 18	Consistent application of

		including Evaluation of Thresholds and Impact of Children's Needs Framework in 2017/18		Board		thresholds is independently evaluated
4.	Evaluate the application of thresholds	4.1 Establish new Threshold Management Sub-Group to deliver new strategic priority (see 1.3 above)	Jan 17	Strategic Board	Feb 17	Board is assured that services are working with the right children at the right level of the Thresholds
		4.2 Develop service specification for Children's Hub	Jan 17	Threshol ds Manage ment Sub- Group	31 st Mar 17	Multi-agency involvement and agreement in the design and resourcing of the Children's Hub
		4.3 Agree new Performance Management Framework (see 1.2 above) and dataset (see 5.3 below) Relevant upgrades made to ICS e.g. measure for CAF, GCP Framework includes routine quality assurance and quarterly performance measures on the application of thresholds and changes to multi-agency frameworks e.g. CP-IS	Jan 17	Threshol ds Manage ment Sub- Group	Apr 17	Effectiveness of CAF (Early Help), Hub and Duty arrangements are monitored Consistent application of thresholds means children receive the support they need when they need it
		4.4 Recruit CAF Coordinators and promote use of CAF amongst all universal services at Level 2 of the Threshold Guidance	June 16	Strategic Board	Apr 17	As above (4.3)
		4.5 Promote use of Graded Care Profile amongst all universal services at the Level 2 of the Threshold Guidance	Jan 17	Strategic Board	Apr 17	As above (4.3)

		(Neglect)				
		4.6 Agencies collate baseline measure and undertake Training Needs Analysis in relation to the use of CAF, identification of Neglect within the CAF and subsequent use of the GCP	TBA 27 th Jan 17 Business Group	Neglect Implementation Group	Mar 17	As above (4.3)
5.	Improve understanding and informed challenge underpinned by the development of an integrated multi-agency dataset	5.1 Review Board Structure and channels of communication (see minutes Strategic Board)	Jan 17	Strategic Board 10/01/16	Mar 17	Senior managers responsible for evaluation, challenge for all areas of practice.
		5.2 Board refresh on safeguarding responsibilities	TBA 27 th Jan 17 Business Group	Strategic Board	Feb 17	Senior managers understand individual and collective Board safeguarding responsibilities
		5.3 Board Development Session to outline new Board Structure, Strategic Priorities, Business Plan and ensure understanding of accountability	Jan 17	Strategic Board	Feb 17	Senior managers responsible for evaluation, challenge for all areas of practice.
		5.4 Introduce schedule of Appraisals including annual Chair appraisal and bi-annual Board Member appraisal	Jan 17	Strategic Board	Feb 17	Senior Managers challenge and support one another to improve overall effectiveness of the Board
		5.5 Draft development of a new multi-agency dataset including CAF, GCP,	Jan 17	QAPM	Apr 17	Multi-agency data set

		CSE, DA Notification Relevant upgrades made to ICS e.g. measure for CAF, GCP, CSE				presented to Senior Managers for challenge and senior managers of that agency to be answerable.
		5.6 Development of challenge with Strategic group – all members to be allocated reports on which to challenge to ensure all strategic partners own the agenda and get their views noted	Feb 17 Training to be offered on effective challenge	HOS	Feb 17	Clear understanding of accountability
		5.7 Utilise the Challenge Flowchart and record in the Challenge Audit and Progression Log	Sept 16	Independent Chair	Mar 17	All Board Activity is addressed in a timely manner
		5.8 Revise report template so that partners report only on relevant children safeguarding responsibilities, how they are carried out, what 'good looks like and evidence of their arrangements being effective	Jan 16	Strategic Board	Mar 17	TSCB Board Members can see from the reports what good looks like and can therefore challenge
6.	Re-establish effective methods of ensuring the views of children influence the service planning needed to deliver TSCB priorities and plans	6.1 Recruit Apprentice Youth Participation Officer	Nov 16	Business M	Apr 17	Young Person develops and leads on the 'voice of the child' priority
		6.2 Improve links to existing youth forums, promote safeguarding agenda and routinely invite young people to present their work at Strategic Board	Nov 16	QAPM & Learning and Improvement Sub-Group	Jun 17	Board are informed of the issues that are important to children Children influence service design and

						provision
		6.3 Build regular service user feedback sessions into performance management framework	Jan 16	QAPM Sub-Group	Apr 17	Children and parents/carers feedback their experiences of service provision (CAF, CIN, CP & LAC) and inform future planning & service improvement
		6.4 Children in Care Council challenge partners on implementation of S.11 Audit standards and action plans	Jan 16	HOS	Apr 17	Children challenge partner agencies on the implementation of safeguarding standards
7.	Establish effective links with the corporate parenting strategic group and family justice board	7.1 All strategic groups that have significant links with Children's Safeguarding agendas a named link person will attend TSCB eg Corporate Parenting, Family Justice Board, DV Partnership to Strategic Board	Jan 16	Strategic Board	Apr 17	Board is assured that agencies safeguarding arrangements are effective