

Notice of Meeting

Children, Families, Lifelong Learning & Culture Select Committee

**Date & time**

Monday, 21
September 2020 at
10.00 am

Place

REMOTE MEETING
Streaming here:
<https://surreycc.public-i.tv/core/portal/home>

Contact

Benjamin Awkal, Scrutiny Officer
Room 122, County Hall
Tel 020 8213 2502

benjamin.awkal@surreycc.gov.uk

Chief Executive

Joanna Killian

We're on Twitter:
[@SCCdemocracy](https://twitter.com/SCCdemocracy)



Elected Members

Amanda Boote, Mr Chris Botten (Vice-Chairman), Mrs Liz Bowes, Mr Robert Evans, Mrs Kay Hammond (Chairman), Mrs Yvonna Lay, Mr Peter Martin, Mr Andrew Povey, Mrs Lesley Steeds (Vice-Chairman), Ms Barbara Thomson, Mr Chris Townsend, Mr Richard Walsh

Independent Representatives:

Mr Simon Parr (Diocesan Representative for the Catholic Church), Mrs Tanya Quddus (Parent Governor Representative) and Mr Alex Tear (Diocesan Representative for the Anglican Church, Diocese of Guildford)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Children's Services (including safeguarding)
Early Help
Corporate Parenting
Education
Special Educational Needs and/or Disabilities
Adult Learning
Apprenticeships
Libraries, Arts and Heritage
Voluntary Sector

Please note that due to the Covid-19 pandemic, all future meetings of the Committee will be conducted remotely until further notice. These meetings will be streamed live on the council's website, allowing the public to observe proceedings. All meeting papers, decision sheets and minutes will continue to be published on the council's website.

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

To report any apologies for absence and substitutions.

2 MINUTES OF THE PREVIOUS MEETING: 28 JULY 2020

(Pages 5
- 16)

To agree the minutes of the previous meeting of the Children, Families, Lifelong Learning and Culture as a true and accurate record of proceedings.

3 DECLARATIONS OF INTEREST

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter:

- I. Any disclosable pecuniary interests and / or
- II. Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

NOTES:

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

4 QUESTIONS AND PETITIONS

To receive any questions or petitions.

Notes:

1. The deadline for Member's questions is 12.00pm four working days before the meeting (*Tuesday 15 September 2020*).
2. The deadline for public questions is seven days before the meeting (*Monday 14 September 2020*)
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

Due to the COVID-19 pandemic, all questions and petitions received will be responded to in writing and will be contained within the minutes of the meeting

5 SCHOOL GOVERNOR SUPPORT (Pages 17 - 22)

Purpose of the report:

To provide an overview of the work undertaken by Surrey County Council and partners to support governors and governing bodies in Surrey maintained nurseries and schools and academies.

6 VERBAL UPDATE ON THE REOPENING OF SCHOOLS (Pages 23 - 24)

Purpose of the report:

Regarding a verbal update on the reopening of schools to be received pursuant to a recommendation made by the Select Committee on 28 July 2020 following its consideration of a report on the council's preparations for school reopening.

7 NO WRONG DOOR TASK GROUP REPORT (Pages 25 - 140)

Purpose of the report:

To apprise the Select Committee of the work, findings and recommendations of the No Wrong Door Task Group.

Report to follow.

8 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME (Pages 141 - 150)

Purpose of the report:

For the Select Committee to review the attached actions and recommendations tracker and forward work programme, making suggestions for additions or amendments as appropriate.

9 DATE OF THE NEXT MEETING: 14 DECEMBER 2020

The next public meeting of the committee will be held on Monday 14 December 2020.

10 PRIVATE WORKSHOP

Budget Scrutiny: review of the council's current financial position and core planning assumptions.

**Joanna Killian
Chief Executive**

Published: Friday 11 September 2020

MINUTES of the meeting of the **CHILDREN, FAMILIES, LIFELONG LEARNING & CULTURE SELECT COMMITTEE** held at 10.00 am on 28 July 2020 at REMOTE MEETING streaming here: <https://surreycc.public-i.tv/core/portal/webcasts>.

These minutes are subject to confirmation by the Committee at its meeting on Monday, 21 September 2020.

Elected Members:

- * Amanda Boote
- * Mr Chris Botten (Vice-Chairman)
- * Mrs Liz Bowes
- * Mr Robert Evans
- * Mrs Kay Hammond (Chairman)
- * Mrs Yvonna Lay
- * Mr Peter Martin
- * Dr Andrew Povey
- * Mrs Lesley Steeds (Vice-Chairman)
- * Ms Barbara Thomson
- * Mr Chris Townsend
- * Mr Richard Walsh

Co-opted Members:

- * Mr Simon Parr, Diocesan Representative for the Catholic Church
- * Mrs Tanya Quddus, Parent Governor Representative
- * Mr Alex Tear, Diocesan Representative for the Anglican Church, Diocese of Guildford

Also in attendance:

- * Mrs Julie Iles, Cabinet Member for All-Age Learning
- * Mrs Mary Lewis, Cabinet Member for Children, Young People and Families

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Tanya Quddus and Alex Tear.

2 MINUTES OF THE PREVIOUS MEETINGS: 21 JANUARY 2020 [Item 2]

The minutes were agreed as a true record of the meeting.

3 DECLARATIONS OF INTEREST [Item 3]

None received.

4 QUESTIONS AND PETITIONS [Item 4]

None received.

5 CHILDREN'S IMPROVEMENT UPDATE [Item 5]

Witnesses:

Mary Lewis, Cabinet Member for Children, Young People and Families

Jacque Burke, Director – Family Resilience and Safeguarding

Key points raised during the discussion:

1. The Director informed Members that the Service's annual conversation with Ofsted had taken place since the previous meeting of the Select Committee. Ofsted had been assured by the council's progress during the COVID-19 pandemic and the approach taken in children's social care to meet the needs of the county's vulnerable children. Members heard that assurance visits and targeted visits would resume in September 2020, albeit they were likely to be conducted virtually. Full ILACS (inspection of local authority children's services) visits would not be resumed until March 2021.
2. A Member asked whether there had been an increase in missing children cases during the COVID-19 pandemic and what the council did to locate missing children. The Director informed the Committee that there had been a reduction in the number of these cases during the pandemic. There were tight procedures in place for locating a missing child and for return to home interviews. The timeliness of the latter had greatly improved over the previous 12 months. The Service works with the Police – who were responsible for searching missing children – the missing child's family and all agencies known to the child to locate them. Where necessary, with Police agreement, the council publicised missing children.
3. The Chairman agreed to circulate the figures relating to missing children from the Surrey Children's Services Improvement Board Performance Compendium to the Committee. The Cabinet Member notified Members that missing looked-after children was a standing item at every Corporate Parenting Board meeting; adding that a missing incident for a looked-after child could be an event as minor as returning late from a social activity, and this should be considered when examining data relating to missing children.
4. A Member referred to compliance rates for audit requests, questioning how instances of non-compliance were monitored and followed up on. The Director responded that, whilst compliance had improved over time and the Service was committed to achieving full compliance, there would always be occasions where people were unable to complete audits and, occasionally, furlough will be granted in this respect. Earlier in the year, the challenge to recruit permanent social workers meant existing staff carrying out audits had to undertake additional operational tasks. There had been a significant, positive response at team-practitioner level to providing management oversight for 6,000 open files at the outbreak of COVID-19 in England. A dip

sample of 10% of those case notes by the quality assurance team returned an agreement rate of 91% on risk management.

5. A Member asked how the Service had been providing training on the analysis of motivational interviewing and the identification of what good supervision looks like. The Director replied that a number of catch-up training sessions had been arranged for practitioners who had already undertaken two-days of training on the technique and that a commitment had been made to ensuring that the whole service undertook the training and used it in practice. Owing to turnover of front-line staff, additional two-day training courses had been commissioned for new starters. Group supervision where team managers were encouraged to challenge practitioners over the use of motivational interviewing had increased. All families open to the family safeguarding team received a parenting assessment and motivational interviewing, the related supervision of this was around motivational practice. The Director commented that the improvement of the inconsistent culture and mindset around practice was a continual, iterative process, which was a focus for the Service.
6. A Member requested that officers quantify information in future select committee reports, where possible.
7. A Member noted that 20% of cases audited were deemed 'inadequate' and questioned when 100% of cases would be handled adequately by the Service. The Director responded, whilst the Service was never satisfied with an inadequate judgement, it was unlikely that any authority would never have an inadequate assessment. Nevertheless, the Service would continue to aim to reduce the percentage of inadequate audits. The Cabinet Member stated that a review of inadequate cases had been carried out, which had identified that the most significant factor driving inadequacy was changes in social workers and team managers; the greatest threat to improvement was recruitment of permanent staff. The Cabinet Member concluded that virtual visits during COVID-19 would not have led to good and outstanding practice and hoped adequacy would increase with the recommencing of face-to-face social work visits.
8. A Member referred to measures of success and asked whether the Service was on target to meet these targets. The Director stated that success was tracked using a number of KPIs (key performance indicators) and a comprehensive evaluation of the Service's use of the family safeguarding model was about to commence. A Department for Education grant had been received to support the implementation of the family safeguarding model, which aims to reduce repeat referrals. A significant reduction in the number of child protection plans and referrals to children's social care had been achieved but these numbers had risen again during the pandemic, with a doubling in the number of open children's social care assessments compared on the relevant period in 2019. Analysis had been undertaken to ascertain

how this increased demand would be met. Quantitative measures and KPIs are tracked monthly and the Director offered to retrospectively share the KPIs with the Committee.

9. A Member referred to the failures in the previous Ofsted inspection around 16- and 17-year olds in care and asked how many in this age group were currently residing in unsuitable accommodation. The Director explained that there was a reasonably high spend to provide this age group with accommodation that met their needs. Finding suitable accommodation for adolescents was a national challenge and had become increasingly difficult during the COVID-19 pandemic.
10. A Member asked how many of the 16- and 17-year olds residing in supported accommodation outside of Surrey and were receiving education. The Director offered to circulate this information to the Committee.
11. A Member noted the monthly case audit programme and questioned why 29% of overall judgement grades in the North East Quadrant were inadequate, as this was significantly higher than the other quadrants. The Member asked why this continued and what was being done to reduce the percentage of inadequate ratings. The Director stated that, in fact, the monthly performance data showed that the North East was outperforming the other three quadrants in other areas and it had greatly improved its compliance in timeliness. A newly appointed assistant director in the North East Quadrant had previously worked for Hampshire County Council, which was an outstanding local authority. Extensive quality assurance work was being undertaken, the findings of which informed training. The Director highlighted the North East Quadrant's culture of rewarding staff for good work and was confident that the right leadership was in place.
12. A Member asked what feedback had been received from residents and service users about children's services during the improvement programme. The Director explained that as part of the evaluation of family safeguarding, a large qualitative study of family experience had been commissioned. Complaints received often relates to what was agreed in a meeting, incongruences between what the Service offered families what families believed they needed, and report timeliness before child protection conferences. Such complaints were used to inform performance measures. Whilst the Service, did not routinely ask families for feedback, apprentices spoke to service users about their experiences during COVID-19 pandemic. The feedback received was largely positive; it was reported that child protection conferences had been made easier by remote technology and the Service was consequently considering a hybrid model for future use, where appropriate.
13. A Member asked how recruitment to the Service was progressing. The Director described recruitment as the Service's biggest challenge. The Council had been in partnership with Community Care for the previous

12 months and embarked on a recruitment drive during the previous 6 months. Twenty-two, 9, 30 and 15 practitioners had been appointed in the North East, South West, North West and South East Quadrants, respectively; and 7, 12, 10 and 18 full-time vacancies remained open, respectively. Some newly recruited staff lived overseas so there had been a delay in them starting their roles due to the COVID-19 pandemic. Forty newly qualified social workers were to join the Service.

14. A Member asked for an update on the situation regarding unaccompanied asylum-seeking children. The Director informed the Committee that a newly established specialist team was dedicated to working with this cohort and expressed confidence in practice improvement around this. There had not been a rise in cases and numbers sat below the Department for Education threshold.

Actions:

- i. For the Chairman to circulate the missing children statistics in the Surrey Children's Services Improvement Board Performance Compendium to Members of the Select Committee.
- ii. For the Director – Family Resilience and Safeguarding to circulate information regarding the number of 16- and 17-year olds residing in supported accommodation outside of Surrey; and how many of this cohort receive education, to Members of the Select Committee.
- iii. For the Director – Family Resilience and Safeguarding to share the KPIs relating to referrals to children's social care with the Select Committee.

Recommendations:

- i. That, at the 21 September 2020 meeting of the Select Committee, the Cabinet Member for Children, Young People and Families provide an update on the children's improvement programme, including future audit findings, updates on the implementation of the recommendations of the audit programmes, and the outcome of any Ofsted monitoring.

6 UPDATE ON THE SCHOOLS ALLIANCE FOR EXCELLENCE [Item 6]

Witnesses:

Julie Iles, Cabinet Member for All-Age Learning

Liz Mills, Director – Education, Learning and Culture

Maria Dawes, CEO – Schools Alliance for Excellence

1. The CEO of the School's Alliance for Excellence (SAfE) informed Members that SAfE was a non-profit, schools-led organisation seeking to bring coherence to the local education system to enable young people to achieve the best possible outcomes through education. Strong partnership working between schools and the other partners is key to the efficacy of SAfE. SAfE is contracted by Surrey County Council to deliver statutory school-improvement services on the behalf of the Local Authority. An objective of SAfE was to encourage all schools in Surrey to become members; currently two thirds of schools were signed up to pay the 89p-per-pupil subscription fee and the CEO hoped that this proportion would increase following the high levels of engagement seen from all schools with SAfE's professional learning events which were provided free of charge during the COVID-19 pandemic.
2. SAfE had identified 26 maintained primary, 2 secondary and 2 pupil referral units and special schools that needed additional school-improvement support. SAfE had worked with these schools throughout the COVID-19 pandemic and had already started risk assessments for the following academic year. Owing to the pandemic, it was likely that there would be a 50% increase in the number of primary maintained schools that would require additional support from SAfE.
3. SAfE had also helped schools to develop remote learning, risk assessments and reopening plans, had supported governors through webinars, and supported headteachers with their wellbeing, free of charge throughout the COVID-19 pandemic. Uptake and engagement from schools during this period had been significant.
4. SAfE's key roles in the coming year were to be supporting all schools to ensure that pedagogy and the learning children receive is of the highest quality and to narrow the learning gap, which would be exacerbated by the COVID-19 pandemic.
5. Paul Bailey, Partnership Development Manager, queried, on behalf of Simon Hart, Chair of the Surrey Safeguarding Children Partnership, whether safeguarding could be referenced in the objectives of SAfE. The CEO stated that the responsibility for safeguarding remained with the Local Authority but, nevertheless, SAfE always endeavoured to ensure the safeguarding of children and it remained a top priority. The Director stated that safeguarding was integral to the Local Authority's Ofsted rating and explicitly stated in the contract with SAfE, adding that this matter could be tabled for further discussion at the board of directors.
6. A Member highlighted that the majority of schools under the support and challenge category were Primary education settings and asked for what reasons this was so. The CEO stated that this was because there were only eleven maintained secondary schools; it was a product of the structure and status of a school, rather than due to Secondary settings outperforming Primary settings.

7. Member asked about improving the educational performance of disadvantaged children in Key Stages 2 and 4. The CEO stated that, on average, disadvantaged children in Surrey performed worse than they might do in other areas; this was a key focus for SAfE. Schools were being supported through webinars to ensure that they did not lose focus on disadvantaged children, especially given the expected increased learning gaps due to the COVID-19 pandemic. The Director was happy to provide information regarding exam results and performance when the data became available.
8. A Member asked how SAfE supported senior school governors. The CEO responded that governors were key to enabling school improvement. Therefore, in partnership with Surrey County Council, SAfE offered four webinars to support governors during the COVID-19 pandemic. In addition to a part-time retained resource, SAfE was also working alongside Cognus Governor Services, the body which delivered the council's statutory responsibilities in relation to school governance, to develop a new process for local leaders of governors. The Director informed the Committee that governors responded positively to these webinars and suggested that this method of engagement could be used in the future.
9. A Member questioned why the contract between SAfE and the council had not yet been agreed. The CEO confirmed that the contract had been agreed since the report was drafted earlier in the year. The contract was to be amended to enable the transfer of statutory assessment and moderation duties from the council to SAfE.
10. A Member asked whether SAfE was seeking to take contracts with other local authorities. The CEO stated that SAfE would not have any other contractual arrangements to deliver statutory school improvements in other local authorities, as the focus of SAfE was on ensuring that Surrey's educational settings received the best support through a local education partnership.
11. A Member expressed concern that the Director and the Assistant Director - Education sat on SAfE's board of directors. The CEO informed the Committee that legal advice was taken when establishing the governance arrangements, safeguards were included in order to avoid conflicts of interest, and the board of directors' membership was kept under review. The CEO stated that having representatives of the contracting local authority was typical of local education partnership boards. Board members declared any relevant interests at each meeting and would recuse themselves from decisions where a conflict of interest was present. Contract monitoring was conducted by the council's commissioning team, rather than Children, Families, Lifelong Learning and Culture Directorate officers.
12. With regard to an Ofsted inspection, a Member queried why one school had dropped from an 'outstanding' to 'good' rating, and why two

previously 'outstanding' secondary schools were now rated 'good'. The CEO responded that the new Ofsted framework introduced in September 2019 had a greater focus on school curricula and this was why the schools' ratings were downgraded. SAfE was looking carefully at these schools and would provide support around curriculum development. The CEO assured the Committee that the decline in rating was not due to issues relating to safeguarding or outcomes for disadvantaged children.

13. A Member noted that a number of schools did not provide adequate distance learning for pupils during the COVID-19 pandemic and asked how SAfE would ensure that all children educated in Surrey received the right level of education going forward. The CEO stated that during the last weeks of the academic summer term, SAfE had communicated with every school to check on risk assessments being carried out for the anticipated return to school in September. Moreover, the aim was for every school to have a contingency plan in place for remote learning in case of a second lockdown. A priority was to ensure that remote learning was of the same quality as that delivered in school settings, should it be required again.
14. A Member asked how SAfE differed from the previous provider that Surrey contracted to deliver school improvement services, Babcock 4S. The CEO explained that Babcock 4S was a commercial company which had an 80% joint-venture arrangement with Surrey County Council. SAfE is a schools-led company which worked closely with the Local Authority and is staffed by team of eight which utilises existing expertise from within the school system. The rest of SAfE's partners are schools and SAfE was working with them to further develop the partnership's priorities. SAfE had joined the Association for Local Education Partnerships and worked with their counterparts in other areas.
15. A Member asked about the pressures on governors and whether those were appropriate. The CEO commented that there were variety of governance roles and SAfE needed to work with governors to clarify their roles and to increase their skills.
16. A Member asked how much money the council had spent on consultants during the development of SAfE. The Director stated that Christine Gilbert had worked nationally on the development of educational partnerships and had been used by Surrey County Council in an invest-to-save approach. Christine Gilbert had been consulted to carry out targeted work and her experience meant that the partnership could be developed in a timelier manner. The consultant had provided templates and model educational partnerships to inform the development of SAfE. The Director was content to share the level of funding with the Select Committee.
17. A Member questioned why one-third of schools in Surrey had not joined SAfE. The CEO informed the Committee that SAfE was

delivering the council's statutory responsibility for delivering school improvement, therefore even those schools which had not signed up to SAfE were still risk assessed and were supported by the partnership. Analysis was being undertaken to show non-member schools how they had benefitted from the free services that SAfE provided during the COVID-19 pandemic. The CEO explained that the organisation emphasised a collective approach to improving education and would promote this to encourage high-performing schools to support lower-performing ones.

18. A Member cited the education recovery plan for Surrey and asked the Director whether emotional recovery and mental health would be looked at, particularly for those who could not sit their GCSE. The CEO notified the Committee that emotional recovery was being looked at and planned for. Schools and sixth form colleges were working to put plans in place to ameliorate the emotional gaps suffered by young people. The recovery curriculum would cover social and emotional aspects for children.

Actions:

- i. For the Director to provide information regarding exam results and educational performance of disadvantaged children in Surrey.
- ii. For the Director to share the cost of consulting on the establishment of SAfE with the Select Committee.

Recommendations:

- i. That the Cabinet Member for All-Age Learning give an update on the work of the Schools Alliance for Excellence at the January 2021 meeting of the Select Committee.

7 PREPARATIONS FOR THE REOPENING OF SCHOOLS [Item 7]

Witnesses:

Julie Iles, Cabinet Member for All Age Learning

Liz Mills, Director – Education, Learning and Culture

Key points raised during the discussion:

1. The Cabinet Member updated the Committee that the Department for Education had praised Surrey County Council for the work carried out around risk assessments for vulnerable groups of children during the COVID-19 pandemic. Free school meals had continued for those in need and targeted webinars had proved valuable for governing bodies and school leadership teams during the pandemic.
1. The Director informed Members that a dedicated team for safeguarding had been put in place and the council had exceeded other local authorities regionally and nationally in this area. The Director added that school attendance would be mandatory again from

September and there was guidance for each school setting on how to implement social distancing measures. Nationally, there was a consultation underway to support decision making around year-10 and year-12 students. The Service was prioritising school readiness and transition arrangements and was continuing to work with the Department for Education to ensure national guidance was disseminated locally.

2. Another area of focus for the Service was to be examinations and accountability arrangements, as the learning gap between socially disadvantaged children and other cohorts would have been exacerbated by the COVID-19 pandemic.
3. The Director continued that the Service would target financial support available from central government, including the £1 billion catch-up support package. There was a plan in place for every child and young person not in a regular school setting.
4. The Chairman relayed the concern of Family Voice regarding the enforcement of school attendance in September, given that a number of children would require high levels of support to catch up to where they were educationally six months previously. The Director stated that the Service wanted all children and young people to return to full-time education in September and that in fact a large number of children with statutory plans had remained in educational settings throughout the COVID-19 pandemic. All guidance was about providing assurance to enable parents to return their children to school full time. Additional support would be provided to make this transition possible for all children; emotional well-being and mental health support was to be redirected to support school pupils and an additional support service was to be provided to parents. Officers from the Service met with Family Voice every week to pick up on concerns and use them to inform planning.
5. A Member was concerned about some schools not providing adequate remote learning for their pupils during the COVID-19 pandemic and asked what would happen if there was a second lockdown. The Director assured Members that there was regular contact with schools regarding this and the majority of schools did provide home learning programmes, which would be the national focus of Ofsted going forward. Maintaining the quality of education provision would be a challenge for all schools and best practice should be shared to ensure school leaders could provide the best support for pupils. Schools which had been underperforming in this area would receive support and challenge to assist their improvement.
6. A Member emphasised the importance of prioritising pupils who would have the most significant learning gaps, referring to the increased incidence of traveller families in Surrey with children who miss education. The Director stated that there was a dedicated team

focusing on support for these children, particularly those in primary school – this would be a focus in September.

7. A Member stated that many parents were anxious about returning their children to school when the government had just increased the quarantine period for those returning from abroad. Considering this, convincing all parents that schools were safe for their children could present a challenge.

Recommendations:

- i. That a verbal update on the implementation of the Recovery Plan supporting the reopening of educational settings is given to the Select Committee at its next meeting on 21 September 2020.

8 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME [Item 8]

Key points raised during the discussion:

1. A Member expressed their concern about the number of failed Special Guardianship Orders. The Cabinet Member for Children, Young People and Families stated that data for these issues were included in the performance compendium.
2. A Vice-Chairman suggested a report in December on the impact of the United Kingdom's withdrawal from the EU on the recruitment of staff from other countries; and that more detailed work be undertaken to examine the impact of unaccompanied asylum-seeking children.
3. A Member suggested that a report on traveller children be brought to a future meeting of the Select Committee.
4. The Chairman stated that they would discuss the Select Committee's forward work plan with the Vice-Chairmen and Scrutiny Officer.

9 DATE OF THE NEXT MEETING: 21 SEPTEMBER 2020 [Item 9]

The Committee noted its next meeting would be held on 21 September 2020.

Meeting ended at: 2.41 pm

Chairman

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MONDAY 21st SEPTEMBER 2020

SCHOOL GOVERNANCE

Purpose of report:

To provide an overview of the work undertaken by Surrey County Council and partners to support governors and governing bodies in Surrey maintained nurseries, schools and academies.

Introduction:

1. School governors are one of the largest volunteer forces in the country and it is recognised that they play an important part in raising school standards by ensuring schools provide good quality, effective education. Individual governors are members of a governing body which is established in law as a corporate decision-making body. The board of governors of a school provides non-executive leadership and its purpose is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance and safeguarding arrangements. The key roles of a governing body are to set the strategic direction for the school, monitor the school's academic progress and ensure public accountability for the whole spectrum of activity associated with the school. There currently are over 5600 governor posts in Surrey's maintained schools, and over 380 schools and academies across the county.
2. Local authorities have statutory responsibilities with regard to school governance. The main responsibilities are:
 - Statutory provision of information, guidance and support via a telephone and/or internet helpline;
 - Maintaining a database of Instruments of Government for all maintained schools;
 - Maintaining a GDPR compliant database of all Surrey maintained school governors and clerks;
 - Appointment of local authority governors.
3. In addition, under the statutory guidance **Schools Causing Concern: guidance for local authorities and RSCs (Regional Schools Commissioners)**, the local authority has duties of intervention and powers which include:

- The appointment of additional governors where governance has been judged to be weak / unsatisfactory
 - The removal of the governing body and the appointment of an Interim Executive Board. (IEB)
 - Until 31 March 2019, Surrey County Council commissioned its statutory and strategic governance support from Strictly Education. With the agreement of Cabinet, the Council undertook a competitive tendering process to re-commission governance support from April 2019. This was awarded to Cognus Governor Services Ltd, which delivers similar services in SE London. Cognus is a company limited by shares which is 75% owned by the London Borough of Sutton and 25% owned by a consortium of Sutton schools which provides statutory services in support of education. This is a two-year contract. In addition to the statutory responsibilities outlined above, the contract also covers recruiting, training and deploying Local Leaders of Governance (LLGs) and members of Interim Executive Boards, where necessary. This latter responsibility is carried out in conjunction with the Assistant Director for Education and Schools Alliance for Excellence (SAfE).
 - Regular progress and contract monitoring meetings are held with Cognus, chaired by the Assistant Director for Systems and Transformation in conjunction with the AD for Education. In the Autumn, officers are reviewing the contract arrangements to ensure that governance support is effective and closely aligned with school effectiveness support and challenge, delivered by SAfE.
4. Governors and governing bodies are also supported in Surrey through
- Schools Alliance for Excellence (SAfE)
 - Surrey Governors' Association (SGA)
 - Surrey County Council's (SCC) Education Effectiveness, School Relationship and Support and Virtual School teams
 - Traded training providers such as Strictly Education

The Role of Governors

- Governors should be **strategic** and focus on the long-term vision for the school. They should hold the Head Teacher to account for how the vision and strategy is implemented
- Head Teachers should be **operational** and focus on the day-to-day management of the school. They should implement the vision and strategy, and report to governors on progress. The Head Teacher is also a Governor unless they opt not to be.

5. The responsibilities are divided like this because governors do not have the in-depth operational knowledge and governors need to be able to hold the SLT to account and to remain objective.
6. An example of this in practice would be in terms of planning and policy making:
 - the Head Teacher writes and formulates the school improvement plan, drafts detailed action plans and writes school policies (or delegates this)
 - the governing body is involved in strategic planning discussions and decisions. This is usually done through committees and agrees the school improvement plan and approves and ratifies policies

Statutory duties related to school governance

7. Cognus provides information, guidance and support through a designated phone line, email address and through a website. Most of the queries received are via email from governors, Head Teachers, clerks to governing bodies and LA officers to the dedicated email address. In response, Cognus provides a range of advice, guidance, information and resources.
8. Cognus also provides a telephone helpline during normal working hours throughout the year (9am-5pm). This is a dedicated number for governance enquiries.
9. The website for Surrey governors, clerks and members of the public gives details of governors' roles and responsibilities. There are a number of key resources online to support governors and clerks in their role. For example, 'Keeping Children Safe in Education'. See: <https://cognus.org.uk/services-for-professionals/surrey-governor-service/governor-services-documents/>
10. Cognus maintains a database of Instruments of Government for all maintained schools. They provide advice and guidance to schools requiring any legal changes to their formal constitution (Instrument of Government) and liaise with Surrey County Council's Legal Services regarding the sealing of all Instruments of Government.
11. Cognus maintains a GDPR compliant database of all Surrey maintained school governors and clerks including local authority governors. They also generate information regarding local authority governor positions and vacancies. They have responsibility for recruiting LA governors. They liaise with schools and Clerks to Governors where there is a vacancy, term of office due to end, nominations and re-nominations. Working with SCC's Assistant Director for Education, they appoint LA governors.

12. Cognus is responsible for recruiting, training and deploying Local Leaders of Governance (LLGs). LLGs are skilled governors deployed in schools that need additional support. Cognus is also responsible for identifying governors with the right skill set for a LA appointed IEB and work closely with the SAfE team to achieve this.

Other work to support effective school governance

Surrey Governors' Association (SGA)

13. SGA provides non statutory work to support school governance in Surrey. SGA receive approx. £8k each year from SCC for information and guidance to support governors in Surrey and to promote effective communication. They provide regular bulletins, an annual conference and events and a comprehensive website with updates from the DfE and National Governors' Association. SGA contribute in partnership with SCC, SAfE and Strictly Education to termly updates for Chairs of Governors.

Schools Alliance for Excellence (SAfE)

14. SAfE are commissioned by SCC to fulfil the local authority statutory duties in respect of schools causing concern. When a school has been identified as a school in need of support and challenge, a review by SAfE colleagues is undertaken which identifies any weaknesses in governance or specific support required. The support is then provided to underpin a rigorous school improvement plan.
15. SAfE also identify any themes or systemic issues in partnership with the SCC Educational Effectiveness team and address these through providing online resources or inclusion in the Governors' briefings and /or webinars. SAfE has organised and worked with SCC to provide four governor briefings since lockdown in March 2020. Attendance is around 400 governors at each.
16. In the next academic year from September 2020, SAfE will host resources provided by SCC on trauma-informed practice and the inclusion of Looked after Children in schools.

SCC's Education Effectiveness and School Relationships and Support Teams and the Surrey Virtual School

17. SCC's School Relationships and Support team is a traded service. It provides support to governors on complaints and investigations, undertakes investigations and gives advice on policies and procedure.
18. SCC's Education Effectiveness team works in partnership with SAfE, SGA, Cognus and Strictly Education to ensure that local issues and governors' needs are met through termly briefings / webinars.

19. The Surrey Virtual School has created a VLOG resource around transition back to school for care experienced children to promoting understanding of their needs. This will be followed up with a webinar for governors focussing on the needs of this cohort and using the resource. Governors have a defined role in DfE guidance around looked after children.
20. Surrey Virtual School has two projects running with User Voice Participation groups and this work will be shared with governors. One is a children and young people led film about the SVS, the other is the virtual school brochure using this to talk about the shared corporate parent duty towards this vulnerable cohort of children.

Strictly Education

21. Strictly Education offers a comprehensive training programme; subjects include safeguarding, inclusion and the role of the school governor including what governors need to know about disadvantaged children.

Issues currently being faced by governing bodies

22. As well as currently considering risk assessment and contingency plans as a result of COVID-19, governing bodies are currently facing challenges around recruitment and retention including Head Teachers, budgets and sustainability of smaller schools.

Use of the local authority's statutory powers around schools causing concern

23. The local authority has successfully applied for eight Interim Executive Boards (IEBs) in the last three years. Seven of these were in response to an Inadequate judgment following an Ofsted inspection. One was due to a concern over the school's budgetary position. In addition to LLGs being deployed in IEBs, a handful of LLGs have been deployed as additional governors in schools where we have been concerned about the quality of provision and the strength of governance.

Conclusion:

24. All governing bodies are strongly encouraged to undertake a skills and knowledge audit to inform training needs to effectively discharge their statutory duties. This should include identifying a lead governor for vulnerable pupils including looked after children and ensuring that the governors have appropriate skills and knowledge.
25. Governing bodies can access advice and guidance from a range of sources in Surrey and are free to choose a training provider of their choice.

Recommendations

26. The Select Committee is asked to note the current arrangements for providing both statutory and non-statutory advice and support to school governors and governing bodies in Surrey.

Report contact: Jane Winterbone, Assistant Director Education

Contact details: jane.winterbone@surreycc.gov.uk

MONDAY 21 SEPTEMBER 2020

VERBAL UPDATE ON THE REOPENING OF SCHOOLS

Purpose of report:

Regarding a verbal update on the reopening of schools to be received pursuant to a recommendation made by the Select Committee on 28 July 2020 following its consideration of a report on the council's preparations for school reopening.

Background

1. In response to the COVID-19 pandemic, education settings closed on 20 March 2020. Throughout the subsequent period, places were offered to vulnerable learners, children of critical workers, and those with Education, Health and Care plans.
2. In accordance with the Government's Recovery Strategy, published in May 2020, schools began to welcome back children from select years on 1 June, which was expanded on 15 June.
3. All pupils will return to school at the start of the Autumn Term, 1 September 2020.
4. On 28 July 2020, a report detailing the council's plans for the reopening of educational settings in Surrey was considered by the Children, Families, Lifelong Learning and Culture Select Committee.¹ At that meeting, the Select Committee recommended that the Cabinet Member for All-Age Learning give a verbal update on the reopening of schools at the next meeting of the Select Committee, on 21 September 2020. A verbal update was recommended as it would not have been practicable for Education, Lifelong Learning and Culture to evaluate the reopening of schools and draft a report that complied with the reporting timescales for the September meeting of the Select Committee, due to schools reopening on 1 September.

¹<https://mycouncil.surreycc.gov.uk/documents/s68727/PREPARATIONS%20FOR%20THE%20REOPENING%20OF%20SCHOOLS%2028th%20July%202020%20v2.pdf>

Recommendations:

1. That the Children, Families, Lifelong Learning and Culture Select Committee note the council's implementation of its plans for the reopening of schools.

Report contact

Liz Mills, Director – Education, Lifelong Learning and Culture

Contact details

Tel: 020 8541 7608, Mob: 07968 834579, Email: liz.mills@surreycc.gov.uk

Sources/background papers

PREPARATIONS FOR THE REOPENING OF SCHOOLS

<https://mycouncil.surreycc.gov.uk/documents/s68727/PREPARATIONS%20FOR%20THE%20REOPENING%20OF%20SCHOOLS%2028th%20July%202020%20v2.pdf>

Appendix 1 – collated responses to the public survey conducted between 20 July 2020 and 4 August 2020 by the No Wrong Door Task Group

Please note that only the responses of respondents who confirmed they are content for their responses to be published have been included in this document. Responses to introductory questions for the purposes of directing a respondent to the set of questions relevant to their identity have been omitted, as have unanswered questions, personal information (other than that of the respondent) and contact details.

A response dated 21 July 2020

As you answered 'other' to the previous question, please briefly explain why you are completing this survey. You may wish to identify yourself.

Surrey County Councillor

How do you/does your organisation support looked-after children and care leavers?

A home

What are the common needs and aspirations of looked-after children and care leavers?

Love

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

Families

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Support for the family

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

No

Response dated 23 July 2020

If you wish for your response to this survey to be identifiable, please provide your name (optional)

Ruth Godden, Specialist nurse working with children and young people who are 'Looked after'

How do you/does your organisation support looked-after children and care leavers?

I am a specialist nurse working within a team of nurses who provide health assessments and support and advice for looked after children, young people, their carers and other professionals.

What are the common needs and aspirations of looked-after children and care leavers?

For all children and young people

To be looked after by their families; To feel wanted and cared about; To feel they matter; to have an allocated worker who stays in their post; not to be moved away physically from their friends and school; not to keep changing placements; for health care to be efficient and uninterrupted

For care leavers

To have somewhere to live; to feel free of bureaucratic and statutory oversight; to have a reason to get out of bed in the morning; to make decisions for themselves

For unaccompanied asylum seekers

To be in touch with their families at home; To live somewhere where they can have easy contact with other people from their home community; To be helped to stay in this country; To access education and work

For children with disabilities

For their parents to be allowed to continue to advocate for them once they are over 18;
To live as independent life as possible; To have stability in their living arrangements and for choice of facility not to be based on cost or location; to have a stable carer who knows and understands their complex needs

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

Negative view in the wider community of care leavers - labelling, low expectations

Frequent changes of placement

Changes of worker

Changes of carer

Changes of school

Health needs overlooked due to frequent transitions from one service to another when placement moves take place; loss of continuity in health care

Poor support for emotional wellbeing - frequent placement moves makes CAMHS support patchy; diagnoses are written in records through "word of mouth" but the initial evidence of the diagnosis is lost. Thinking about ASD & ADHD here. I've seen children labelled from no firm diagnosis.

Poor educational outcomes

Disruption of friendship groups

No community or social network which can support - children being removed from their background culture makes this worse

System which means children could be expected (or allowed!) to live independent lives from 18+

while most non care experienced 18 year olds continue to have support from their families for many years after 18.

Giving too much agency to the young person's rejection of follow up services instead of sticking with them. We wouldn't give up on our own 18 year olds even if they consistently told us they didn't need us and didn't want us

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Setting up a system which creates trust in the young person. Having high expectations for every child. Making educational achievement and access to health care as important as a child's safety.

The suggested No Wrong Door model sounds ideal but in reality we know Surrey struggle to retain staff; there are frequent placement breakdowns/changes; communication between agencies can be poor; children's background health needs are consistently overlooked and health information is lost and care is interrupted when children move placements.

I have no idea how you can address these issues!

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Yes

Response dated 23 July 2020

How do you/does your organisation support looked-after children and care leavers?

I'm an adoptive parent.

I'm a sessional support worker in a residential home for children.

I run a local adopters' support group.

What are the common needs and aspirations of looked-after children and care leavers?

To have a trusted adult who they can attach to and who will do everything that they can to support them.

To feel safe.

To have a safe, stable home.

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

When their trusted adults leave or move on to different roles.

Lack of ongoing reliable support from a trusted adult/adults.

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Every child should have a key group of trusted adults who know and understand them and who will do all that they can to support that child.

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Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

No

Response dated 27 July 2020

If you wish for your response to this survey to be identifiable, please provide your name (optional)

Foster Carer and Adopter Parent

How do you/does your organisation support looked-after children and care leavers?

We work with the children as a family, helping them settle into a family routine with routine and boundaries. This involves exploring new activities, sharing achievements, raising self esteem and ensuring they feel valued. Additionally working in a very therapeutic way bearing in mind separation and past trauma.

What are the common needs and aspirations of looked-after children and care leavers?

The need to build self esteem and feel valued

The need to belong and feel wanted, safe and secure

Regular meals and bedtime, routine as in to know what to expect

To arrive at school and not feel different, to have everything they need, have someone who values them go to parents evening, attend school trips

To feel they have a future, aspirations

Not to feel they are always 'different'

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

Uncertain future

Emotional upset, past trauma

irregular social workers, trusting relationships are often difficult to establish and change in social workers reinforces separation, lack of trust

Change in schools due to change in home settings, too much change to handle, too many new relationships

lack of choice,

when contact, cancelled too many times, inability to communicate their true wishes, often confusion around their feelings regarding contact

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Trusted and lasting relationships

Ability to settle in a community even when this is not possible in the same family, i.e. same school, clubs etc

Early intervention to prevent children on/off plans from birth and then finally removed in teen years, up to the age of 11 we have seen you can change a child's future, after enter into secondary school this is a lot harder and more placement breakdowns

Transparency with children

long term social workers, if a social worker does leave a planned and therapeutic goodbye

If you would like to make any further comment about these matters, please do so here.

We have had experiences of all the above good and bad so speak from the heart

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Yes

Response dated 28 July 2020

As you answered 'other' to the previous question, please briefly explain why you are completing this survey. You may wish to identify yourself.

I am a Community Influencer Volunteer with HealthwatchSurrey

How do you/does your organisation support looked-after children and care leavers?

Healthwatch Surrey is an independent organisation that gives people a voice to improve and shape services and helps them get the best out of the health and social care services. We support looked-after-children and care leavers by amplifying their voices to service providers and commissioners to ensure accessibility to service that meet their needs.

What are the common needs and aspirations of looked-after children and care leavers?

Looked after children and care leavers need to feel valued individuals and have strong relationship(s) with community(s) and group(s) who are important to them. With the strength of being valued and support, children-in-care and care leavers can reach their full potential

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

Children in care need more than transactional support. By transactional support I mean being taken for health checks, being given a school placement, working through a checklist. We need to invest time with people children-in-care and care leavers can form strong relationships with to give them the opportunity and space to understand themselves and take steps to fulfil their potential as valued member(s) of society.

Investment in supporting children from birth to develop nurturing relationships ie prevention is important.

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Reopen sure-start centres to support families and prevent children going into care.

Once in care, children in care and care leavers are children being looked after by the State.

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Yes

Response dated 28 July 2020

How do you/does your organisation support looked-after children and care leavers?

Preparing LAC young people for leaving care. A children's home.

What are the common needs and aspirations of looked-after children and care leavers?

Good aspirations for looked after children and then as they turn 18 people step back and say they care for young people but don't.

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

Lack of commitment and responsibility of post 18 workers

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Actually care about them and don't use the excuse of they are 18 and I can't force them to engage as an excuse. See them as often as they need not according to your timescales

If you would like to make any further comment about these matters, please do so here.

I feel that care leavers get a poor service and that we set them up by giving a good service before they are care leavers and then we forget about them.

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Response dated 29 July 2020

What is the name of the organisation you represent?

Woodlands Children's Home

How do you/does your organisation support looked-after children and care leavers?

I am a Care Leaver myself so I have first-hand experience of the system.

We support Looked After Children directly as residential support workers. At Woodlands Children's home we support young people with individual tasks in a caring role to maximise their potential and opportunities.

What are the common needs and aspirations of looked-after children and care leavers?

- Patience
- Empathy
- Nurture

I'd say to be supported, cared for, and guided. Without the right level of support their aspirations/hoped outcomes can be impacted massively.

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

The lack of support and consistency from services due to timeliness and over run services that support our young people and care leavers. I know from experience how much services can impact your journey so it is paramount for services to meet their needs for them to achieve their aspirations.

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Services to improve to ensure every child and young person receives the right level of support at the right time. It is crucial for services to be delivered in a way that is suitable for children and young people.

I have reviewed the proposed changes to the way services are delivered and these changes set out in the NWD look effective and driven by what is right for children in care and Care Leavers. Integrative services would not only save time it would also save money and reduce cross overs between services and improve timeliness. But most importantly improve outcomes by offering consistent support for service users.

If you would like to make any further comment about these matters, please do so here.

It is important to mention that being a former service user, my journey was impacted massively by the efficiency and timeliness of services supporting me. I always say that I am lucky to have had the right support to get me where I am today. However, for other Care Leavers their hoped outcomes are not always achieved and it is our duty as professionals to give every Looked After Child and Care leaver the best chance to maximise their opportunities and potential. It is our duty to improve services and outcomes and this can happen by services working together and offer them consistency. Quite often their lives in care are filled with different professionals leaving, moving

placements, not knowing who will be the next to leave. Therefore integrating services to me is a positive thing and should very much be something that should be implemented.

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Yes

Response dated 29 July 2020

As you answered 'other' to the previous question, please briefly explain why you are completing this survey. You may wish to identify yourself.

East Surrey Domestic Abuse Service (ESDAS)

How do you/does your organisation support looked-after children and care leavers?

we have supported CYP entering the care system and advocated for them at meetings.

We have supported Foster Carers in understanding the impact of DA on CYP and presented behaviours.

We have supported other professionals involved in the process in understanding the impact of DA on CYP and presented behaviours.

We have worked in partnership with other organisations (Camhs, Hope Service, NYAS) to support CYP through the looked after process.

We have provided DA training to multi agency professionals

What are the common needs and aspirations of looked-after children and care leavers?

To be understood - this is a significant factor in the context of DA as often CYP will feel that 'others' do not understand

To have a regular, consistent worker - significant to build a trusting working relationship

To not be judged - a significant factor given the powerful emotional feelings around shame and guilt that are experienced

To be listened to - this is described as 'being heard' rather than a worker assuming they understand and misinterpreting the narrative being used. Often a CYP will not challenge this and internalise the miscommunication, reaffirming an already existing belief system of not worthy of speaking out or not being believed, which comes from living with the power and control elements of domestic abuse.

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

In relation to domestic abuse -

Often CYP carry labels and hold destructive belief systems embedded by their experiences of neglectful parenting and disorganised attachments. For CYP living with domestic abuse, the distorted messages and unhealthy modelling of both victim and perpetrator behaviours can have significantly detrimental effects on abilities to relate to others.

The fear and coping mechanisms adopted of hyper vigilance, lack of trust, labels (angry, worthless, unlovable, ADHD/ASD, being to blame) can perpetuate barriers to engagement.

For some the struggles of feeling a sense of belonging and having a purpose and meaning in life can hinder the motivation to want to move forward if they struggle with the identity of being a 'looked after child'. In addition, feelings of rejection and abandonment, commonly experienced in domestic abuse cases, can foster resistance to change to protect from further hurt.

What could be done to better support looked-after children, children at risk of entering care and care leavers?

In relation to those who have experience domestic abuse -

It is important to understand the context and roles which may have been imposed on the CYP when living in domestically abusive households and the identity they may have adopted to survive.

For some this will be parenting siblings, taking on adult roles to get through the abuse alongside their non-abusive parent. When entering the care system there can be an expectation that these 'mini adults' become children and relinquish the identity they have been used to, leaving a feeling of uncertainty about where they belong in the world.

As the domestic abuse happens behind closed doors and over time, the psychological and emotional impact on CYP is often underestimated especially when incidents go undisclosed. For these CYP they experience adult situations and try to make sense of it from a child's perspective and the cognitive ability/capacity available to them, which can be impaired as a result of the trauma.

It is important for those caring for these CYP that awareness and training around DA is offered to better understand the learnt behaviours and distorted views of relating with others. Often CYP from DA backgrounds can be triggered by associated body language, words, tone of voice, sounds etc., which may not be known and can bring about problematic behaviours.

It is important to include CYP in the decision making process and for this to be transparent and communicated using language they understand. It is important to consider when systems and processes can mirror a familiar feeling of control for these CYP, particularly around authoritarian statuses.

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Yes

Response dated 29 July 2020

What is the name of the organisation you represent?

Surreyheartlands CCG

How do you/does your organisation support looked-after children and care leavers?

We support the health needs of looked after children. Consulting with care leavers and looked after children to work with health providers to commission services for them. We support the corporate parenting board to ensure appropriate health care and access to health care is available for looked after children and care leavers. We ensure providers are completing their statutory duties and their statutory health functions are quality assured.

What are the common needs and aspirations of looked-after children and care leavers?

Lack of continuity of care so that they need to repeat their story to multiple professionals. Lack of continuity of care is not conducive to building trusting relationships which in turn impacts on looked after children receiving trauma informed approaches to their care as trust is an essential component. Long waiting lists or complicated systems to access services. Complicated services that they do not understand and cannot see why they benefit them directly. Services that are far away from their community. Children placed out of county are disadvantaged when it comes to accessing specialist services such as mental health provision. Not enough support is offered when children transition from childhood to adult services, there is a lack of planning to ensure that the transition is made smoothly and with support from professionals they trust.

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

Lack of continuity of care so that they need to repeat their story to multiple professionals. Lack of continuity of care is not conducive to building trusting relationships which in turn impacts on looked after children receiving trauma informed approaches to their care as trust is an essential component. Long waiting lists or complicated systems to access services. Complicated services that they do not understand and cannot see why they benefit them directly. Services that are far away from their community. Children placed out of county are disadvantaged when it comes to accessing specialist services such as mental health provision. Not enough support is offered when children transition from childhood to adult services, there is a lack of planning to ensure that the transition is made smoothly and with support from professionals they trust.

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Consistent support from a key worker who contacts them regularly and builds up a relationship, enabling trauma informed approaches to care. But has support themselves from other agencies to access support for the child / care leaver for mental health, SEND or physical health issues.

Better support for UASC to access services, ensure interpreters are available.

Key worker to plan ahead and support transition between services and from children to adult services.

Early access to mental health support and sexual health advice.

Services that follow the child and are available wherever they are placed in the country.

Support until age 25 for all care leavers.

If you would like to make any further comment about these matters, please do so here.

The following Designated Nurses would be happy to be approached by the task and finish group in addition to Dr Sharon KEFFORD Designated Dr for Looked After Children

[redacted personal information]

[redacted personal information]

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Yes

Response dated 4 August 2020

What is the name of the organisation you represent?

Young epilepsy

How do you/does your organisation support looked-after children and care leavers?

Young Epilepsy provides education and residential care to children and young adults with epilepsy and a range of other neurological conditions. Some of the children within our school and the Children's Homes are looked after children. Some of the young people attending our college are Care Leavers and may also reside in the onsite accommodation.

Young Epilepsy staff contribute to review meetings for Children who are Looked After and liaise closely with social workers and personal advisers for CLA and Care Leavers.

What are the common needs and aspirations of looked-after children and care leavers?

To develop their independence skills in all aspects of their life.
To have positive social interactions and relationships with family, friends and others.
To have improved health management
To develop communication skills
To develop life skills
To access their local community and have a good quality of life

What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

- Their changing or declining health needs
- Requiring more bespoke living environments with fewer peers
- Lack of services in their local communities

What could be done to better support looked-after children, children at risk of entering care and care leavers?

Strong coordination between health, social care and education colleagues to provide person centered plans and placements, rather than those based on how budgets and teams are coordinated in the local authorities.

Better understanding and support for disabled children and young people across services, especially those who have epilepsy, so that they can be included in and choose to access a range of services.

Less changes in personnel supporting the child e.g. Social Workers.

Social Workers with capacity to really focus on the individual child.

Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Yes

Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

No

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Select Committee Task and Finish Group Scoping Document

The process for establishing a task and finish group is:

1. The Select Committee identifies a potential topic for a task and finish group
2. The Select Committee Chairman and the Scrutiny Officer complete the scoping template.
3. The Select Committee agrees membership of the task and finish group.

<p>Review Topic: The introduction of the No Wrong Door model</p>
<p>Select Committee(s) Children, Families, Lifelong Learning and Culture</p>
<p>Relevant background Under the Children Act 1989, a child is ‘looked after’ if they are provided with accommodation for a continuous period of more than 24 hours or is subject to a Care Order or Placement Order. This can include disabled children in receipt of a series of ‘respite care’ placements. Children cease to be looked after when they return home, are adopted or made subject to a Special Guardianship, or reach 18 years of age.</p> <p>The council’s key duty towards looked after children is to ‘safeguard and promote’ their welfare and to ‘make such use of services available for children cared for by their own parents as appears to the Authority reasonable.</p> <p>Following Ofsted’s 2018 judgement of Surrey’s children’s services as ‘inadequate’, the council, as part of a wider transformation programme, embarked on an improvement programme to transform children’s services. The introduction of the No Wrong Door model was identified by the Commissioner for Surrey Children’s Services as a critical element of the children’s improvement programme.</p> <p>The Children, Families, Lifelong Learning and Culture Directorate intends to introduce a service delivery model based on the evidence-based No Wrong Door first developed by North Yorkshire County Council and has invited the Select Committee to form a task group to contribute to the development of that model. The Directorate aims to begin running the model in shadow form from January 2021 and formally implement the model by May 2021.</p> <p>Under the No Wrong Door, young people who are in or at the edge of care are supported by a single team of trusted and skilled workers which stays with the service user. This approach aims to reduce referrals and the associated issues and for young people to be supported by a dedicated, highly trained team. Services are delivered from hubs.</p> <p>Independent evaluation by Loughborough University, two years after the No Wrong Door was implemented in North Yorkshire, found that the model was effective at improving outcomes for service users and generating efficiencies across the services they use, particularly by preventing service users from entering care.</p>

Why this is a scrutiny item

- 1) The improvement of children's services is a strategic objective for the council.
- 2) The proposals concern a substantial transformation of key children's services and the way in which partner organisations support service users.
- 3) Children's services' users are an inherently vulnerable group which may be significantly affected by changes in practice.

What question is the task group aiming to answer?

- 1) What are the needs and aspirations of children in and at the edge of care in Surrey?
- 2) Should the No Wrong Door model be adopted in Surrey in principle?
- 3) How should the local model be developed and implemented?
- 4) How will the success of the No Wrong Door model be measured?

Aims

- To map relevant services and the needs and views of service users and stakeholders.
- To assess the suitability of the No Wrong Door model and make recommendations regarding how the local model is to be developed, implemented and evaluated.
- To contribute to the development of a model which generates better outcomes for service users and, consequently, Surrey.

Objectives

- 1) To map the relevant services provided by the Children, Families, Lifelong Learning and Culture Directorate and partners.
- 2) To identify stakeholders and capture and amplify their views at an early stage of the model's development, particularly the views of looked-after children and care leavers.
- 3) To assess the suitability of the No Wrong Door model both in principle and with regard to the Surrey context.
- 4) To make recommendations on the development and implementation of the new model.
- 5) To establish how the success of the No Wrong Door model will be measured.

Scope (within / out of)

In scope:

- the current policies and practice of Surrey County Council and other organisations through which the council discharges its relevant functions or which support relevant service users;
- the No Wrong Door model;
- Surrey County Council's proposals and plans for development and implementation of the No Wrong Door model in the county; and
- the needs and views of stakeholders, particularly service users.

Out of scope:

- the detailed consideration of the services that support relevant service users (as opposed to the model under which they are delivered);
- the detailed consideration of placements and post-care accommodation; and
- the detailed analysis of the quality of frontline practice.

Outcomes for Surrey / Benefits

The work of this task group will contribute to the transformation of the model under which key children’s services are delivered which will better support vulnerable young people, improving outcomes and creating efficiencies. This:

- i) supports the council’s strategic priorities of supporting independence, increasing partnership working and supporting the local economy;
- ii) embodies the strategic principles guiding the council’s work: focusing on ensuring no one is left behind; taking a fresh approach to working in partnership; supporting people to help themselves and each other; and involving and engaging residents earlier and more often in designing and delivering services, and responding to challenges;
- iii) satisfies the general duty in section 17 of the Children Act 1989 that local authorities shall safeguard and promote the welfare of children within their area who are in need; and, so far is consistent with that duty, to promote the upbringing of such children by their families; and
- iv) improve the performance indicators detailed in Annex 1 of this document.

Proposed work plan

It is important to clearly allocate who is responsible for the work, to ensure that Members and officers can plan the resources needed to support the task group.

Timescale	Task	Responsible
July 2020	<p>Research, identification of witnesses and development of key lines of enquiry.</p> <p>Written evidence gathering, including public call for evidence.</p>	Task Group and Scrutiny Officer
August 2020	<p>Refinement of key lines of enquiry to reflect written evidence, before gathering oral evidence.</p> <p>Proposed oral evidence sessions:</p> <p>1) Topic: the current service, demand and the proposed model.</p> <p>Witnesses: Cabinet Member for Children, Families and Lifelong Learning and Chairman of the Corporate Parenting board; Director of Corporate Parenting; Director of Family Resilience and Safeguarding; and Project Manager.</p> <p>Objectives:</p> <ul style="list-style-type: none"> i) understand current services, demand and unmet need; and ii) understand the proposed model and how it is to be developed and implemented. <p>2) Topic: the needs and views of service users.</p> <p>Witnesses: User Voice and Participation and respondents to public call for evidence.</p>	Task Group

	<p>Objectives:</p> <ul style="list-style-type: none"> i) understand the needs of LAC and care leavers and their experiences of care; and ii) learn how LAC and care leavers feel they could be/could have been better supported. <p>3) Topic: the views of key external partners</p> <p>Witnesses: Surrey Police, District and Borough Councils (in their capacity as housing authorities) and healthcare commissioners and providers.</p> <p>Objectives:</p> <ul style="list-style-type: none"> i) understand what works well currently and what could be improved; and ii) listen to views on the proposed model. <p>4) Topic: the No Wrong Door model and experiences of introducing it and service delivery thereunder.</p> <p>Witnesses: officers and Cabinet Members from LAs which have adopted or considered adopting the No Wrong Door model.</p> <p>Objectives:</p> <ul style="list-style-type: none"> i) understand the prerequisites to successful adoption of the model (e.g. consultation process and support from cabinet members, senior officers and partner organisations); ii) understand why local authorities which explored introducing No Wrong Door but decided against doing so chose not to adopt the model; and iii) understand the realities of service delivery under the model and the model's impact on service users. <p>NOTE:</p> <ul style="list-style-type: none"> • This schedule is intended to function as a guide and may be subject to change. • It is expected that oral evidence will be gathered remotely via Microsoft Teams. 	
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August – September 2020	Evidential analysis and draft report skeleton Draft report	Task Group Chairman and Scrutiny Officer
September 2020	Report to Cabinet and Select Committee by Friday, 11 th September	Chairman and Scrutiny Officer

<p>Witnesses</p> <ul style="list-style-type: none"> • Cabinet Member for Children, Young People and Families and Chairman of the Corporate Parenting Board. • Officers from the Children, Families, Lifelong Learning and Culture Directorate. In particular, the Executive Director, Director of Corporate Parenting, Director of Family Resilience and Safeguarding, and Project Manager. • Cabinet Members and Officers from other LAs which have introduced or considered introducing the No Wrong Door model, particularly North Yorkshire County Council. • Representatives of partner organisations which support service users, particularly Surrey Police, District and Borough Councils (in their capacity as housing authorities) and healthcare commissioners and service providers. • Looked-after children and care leavers (primarily through User Voice and Participation). • Wider stakeholders, including residents. 	
<p>Useful Documents</p> <ul style="list-style-type: none"> • No Wrong Door: services for young adolescents in care in North Yorkshire, Local Government Association (2018) https://www.local.gov.uk/no-wrong-door-services-young-adolescents-care-north-yorkshire • Evaluation of the No Wrong Door Innovation Programme, Department for Education (2017) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625366/Evaluation_of_the_No_Wrong_Door_Innovation_Programme.pdf • The No Wrong Door: Rethinking Care for Adolescents, North Yorkshire County Council (2014) http://icha.org.uk/wp-content/uploads/2017/11/North-Yorkshire-No-Wrong-Door-model.pdf 	
<p>Potential barriers to success (Risks / Dependencies)</p> <ul style="list-style-type: none"> • Member and Officer availability. • The Covid-19 pandemic preventing site visits and face-to-face meetings and its exigencies causing officer redeployment or limiting the capacity of external witnesses to give evidence. • Limited stakeholder engagement, particularly vulnerable young people. 	
<p>Equalities implications</p> <p>There have not been any direct equalities implications identified for this work. However, the Task Group will proactively enquire as to potential equality implications during its enquiry.</p>	

Task Group Members	Cllr. Lesley Steeds Cllr. Kay Hammond (<i>ex officio</i>)
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	Cllr. Chris Botten Cllr. Barbara Thomson Cllr. Chris Townsend Cllr. Robert Evans Cllr. Liz Bowes
Co-opted Members	None
Spokesman for the Group	Cllr. Lesley Steeds
Scrutiny Officer/s	Benjamin Awkal

Annex 1: Associated Performance Indicators

Statutory Department for Education measures

- Rate of Looked after children per 10000 population.
- Numbers of admissions to care – (over 12 years old only for the No Wrong Door eligibility).
- Proportion of looked after children with 3 or more placements in the last 12 months.
- Looked after children placed over 20 miles from home and outside Surrey.
- Proportion of 16-19 year olds in Education Employment and Training (EET).

Partner/Surrey County Council Corporate Parenting measures

- Looked after children affected by child exploitation.
- Looked after children with missing from home episodes.
- Strengths and Difficulty Questionnaire (SDQ) score.
- Children's Global Assessment Scale (CGAS) score.

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The Needs of and Support for Young People Who are in Care or Have Been in Care

Overview

Surrey County Council intends to introduce a new service delivery model to support children and young people who are in care or at risk of transitioning into care without intervention.

The Children, Families, Lifelong Learning and Culture Select Committee has established a Task Group to assess the suitability of the model and make recommendations on how it should be developed and implemented if its introduction is found to be desirable. To do this, the Task Group would like to better understand the journey through care and is seeking the views of looked-after children and care leavers and the people and organisations who support them, but also welcomes submissions from anyone else who wishes to comment on these matters. The Task Group will draw out common themes from responses and use them, along with other evidence, to assess the suitability of the model in principle and recommend which factors should be given special consideration during its development and implementation to achieve the best outcomes for Surrey residents. The Task Group will ultimately publish a report containing those recommendations, which will be considered by both Surrey County Council's Cabinet and Children, Families, Lifelong Learning and Culture Select Committee.

The report of a recent task group can be viewed here: <https://mycouncil.surreycc.gov.uk/documents/s67033/item%2005%20-%20SEND%20TG%20Report%20-%20Final.pdf> <<https://mycouncil.surreycc.gov.uk/documents/s67033/item%2005%20-%20SEND%20TG%20Report%20-%20Final.pdf>>

The Task Group will not take a view on individual cases but will use them to inform its understanding of how current the current service delivery model impacts service users.

Submissions by care leavers and looked-after children will be anonymous and will not be published. Their content may be paraphrased in the Task Group's report.

Submissions by individuals and organisations with experience of supporting care leavers and looked-after children will only be published with the express consent of the respondent and at the discretion of the Task Group. Individuals have the option to remain anonymous.

The privacy notice for this survey is available at <https://www.surreycc.gov.uk/council-and-democracy/your-privacy/our-privacy-notice/no-wrong-door-taskgroup-privacy-notice> <<https://www.surreycc.gov.uk/council-and-democracy/your-privacy/our-privacy-notice/no-wrong-door-taskgroup-privacy-notice>>

The proposals

Young people who enter care during their teenage years traditionally spend considerable periods in residential care often without sufficient planning and support to re-engage in family relationships or form strong relationships with carers. They are more likely to have placement breakdowns as a result of poor experiences in their formative years and lack of effective engagement with services. They can follow a path of multiple placements, with hand offs between services and changing relationships following each placement breakdown. Some develop multiple vulnerabilities through offending behaviour, substance misuse, disengagement from education and high risk taking behaviours such as repeatedly going missing. Over time, young people can become distrusting of positive relationships and develop a self-preservation mechanism of distrust. [1] <#_ftn1>

Surrey County Council is proposing to introduce a local version of the No Wrong Door^{RTM} (NWD) model first developed by North Yorkshire County Council. Under the model, children and young people who are in or at the edge of care are supported by a single team of workers who stay with the service user. By integrating services, the model aims to reduce referrals between services, reduce the number of assessments and plans to which service users are subject and ensure consistency of key worker even after a child ceases to be looked after, to ultimately generate better outcomes for service users – primarily by preventing young people (particularly 16-17 year olds) from entering care and reducing the time young people spend in care. Under the model, services would eventually be delivered from hubs containing a range of residential placements. It is important to note that, if introduced, the model would not significantly change the services which are provided by the council, but rather *how* they are delivered and accessed; therefore, the Task Group's focus will be on delivery model rather than the quality or range of services available. The proposed introduction of this model of service delivery forms part of the council's wider transformation of children's services which is continually subject to scrutiny and oversight by the Children, Families, Lifelong Learning and Culture Select Committee.

Importantly, young people are not required to enter a formal agreement to access support delivered under the model.

If the model is adopted, the following assessments and support are expected to be available from hubs in Surrey without need for referral: Life Coach, Communication Support Worker, Data Analyst, Police Case Workers, liaison with allocated social worker, maths and English tuition delivered when and where necessary, Restorative Practice, Motivational Interview, and collaborative work with social workers and care-leaving services.

The integrated service will ensure young people have access to a range of accommodation options (including residential care home beds, emergency residential beds, foster family placements, supported accommodation, supported lodgings and bespoke placements). Young people will be placed in a hub, not a type of residential home or care placement.

There are 10 distinguishing factors of North Yorkshire's NWD:

- always progressing to permanence with a family or to community independence;

- high-stickability of the keyworker;
- fewer referrals to other services;
- the workforce training offer, with strong roots in restorative approaches;
- no 'heads on beds' culture – success is an empty children's home;
- no assessment appointments;
- a core offer to all young people;
- multi-agency intelligence-based approach to risk;
- effective governance and close partnership; and
- young people's aspirations drive practice.^[2] <#_ftn1>

The anticipated impact of the proposed model is:

- no matter how diverse or complex, young people's needs are met within one team of skilled and trusted workers;
- trusted relationships and stickability are the foundations of building resilience and self-worth;
- strengths-based and positive risk management improve safety and stability;
- reduce vulnerabilities;
- increase engagement in education, training and work readiness;
- improve physical and emotional well-being;
- reduce criminal activity and involvement with the police, e.g. periods of being missing; and
- reduce costs to the council, police, NHS, etc.

The NWD in North Yorkshire was independently evaluated by Loughborough University just under two years after it was introduced. The evaluation found that:

- there was a reduction in Strengths and Difficulties Questionnaire scores over time; the more involvement from specialist roles, the better the outcome;
- more involvement from specialist roles led to less missing incidents, indicating participants are happier at home or in their placement;
- evidence of improvements in mental wellbeing from an interview sample, including in a reporting of mental health issues;
- staff were able to use a range of strategies with the young people;
- resilience and self-esteem increased, including the use of bespoke activities which were viewed positively by the young people and raised their self-esteem; and
- No Wrong Door workers were a key support to the young people in time of a crisis.^[3] <#_ftn1>

[1] <#_ftnref1> North Yorkshire County Council, 'No Wrong Door: Rethinking Care for Adolescents' (2014) <http://icha.org.uk/wp-content/uploads/2017/11/North-Yorkshire-No-Wrong-Door-model.pdf> <http://icha.org.uk/wp-content/uploads/2017/11/North-Yorkshire-No-Wrong-Door-model.pdf>

[2] <#_ftnref1> © North Yorkshire County Council 2016

[3] <#_ftnref1> Lushey et al., 'Evaluation of the No Wrong Door Innovation Programme' (2017) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625366/Evaluation_of_the_No_Wrong_Door_Innovation_Programme.pdf <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625366/Evaluation_of_the_No_Wrong_Door_Innovation_Programme.pdf>

About you

1 Are you -

(Required)

Please select only one item

- a child or young person in the care of Surrey County Council; or a care leaver; or
- a person with experience of supporting looked-after children or care leavers; or
- a representative of an organisation with experience of supporting looked-after children or care leavers; or other.

Dates in care

i In which year did you first enter care?

The year in which you first entered care

ii In which year were you last in care?

The year in which you left care for the last time

Individuals

i If you wish for your response to this survey to be identifiable, please provide your name (optional)

Organisations

i What is the name of the organisation you represent?

Please enter the name of your organisation

'Others'

i As you answered 'other' to the previous question, please briefly explain why you are completing this survey. You may wish to identify yourself.

Questions for care leavers and looked-after children

Related Information

Surrey County Council is proposing to introduce a local version of the No Wrong Door^{RTM} (NWD) model first developed by North Yorkshire County Council. Under the model, children and young people who are in or at the edge of care are supported by a single team of workers who stay with the service user. By integrating services, the model aims to reduce referrals between services, reduce the number of assessments and plans to which service users are subject and ensure consistency of key worker even after a child ceases to be looked after, to ultimately generate better outcomes for service users – primarily by preventing young people (particularly 16-17 year olds) from entering care and reducing the time young people spend in care. Under the model, services would eventually be delivered from hubs containing a range of residential placements. It is important to note that, if introduced, the model would not significantly change the services which are provided by the council, but rather *how* they are delivered and accessed; therefore, the Task Group's focus will be on delivery model rather than the quality or range of services available. The proposed introduction of this model of service delivery forms part of the council's wider transformation of children's services which is continually subject to scrutiny and oversight by the Children, Families, Lifelong Learning and Culture Select Committee.

Importantly, young people are not required to enter a formal agreement to access support delivered under the model.

If the model is adopted, the following assessments and support are expected to be available from hubs in Surrey without need for referral: Life Coach, Communication Support Worker, Data Analyst, Police Case Workers, liaison with allocated social worker, maths and English tuition delivered when and where necessary, Restorative Practice, Motivational Interview, and collaborative work with social workers and care-leaving services.

The integrated service will ensure young people have access to a range of accommodation options (including residential care home beds, emergency residential beds, foster family placements, supported accommodation, supported lodgings and bespoke placements). Young people will be placed in a hub, not a type of residential home or care placement.

There are 10 distinguishing factors of North Yorkshire's NWD:

- always progressing to permanence with a family or to community independence;
- high-stickability of the keyworker;
- fewer referrals to other services;
- the workforce training offer, with strong roots in restorative approaches;
- no 'heads on beds' culture – success is an empty children's home;
- no assessment appointments;
- a core offer to all young people;
- multi-agency intelligence-based approach to risk;
- effective governance and close partnership; and
- young people's aspirations drive practice.^[1] <#_ftn1>

The anticipated impact of the proposed model is:

- no matter how diverse or complex, young people's needs are met within one team of skilled and trusted workers;
- trusted relationships and stickability are the foundations of building resilience and self-worth;
- strengths-based and positive risk management improve safety and stability;
- reduce vulnerabilities;
- increase engagement in education, training and work readiness;
- improve physical and emotional well-being;
- reduce criminal activity and involvement with the police, e.g. periods of being missing; and
- reduce costs to the council, police, NHS, etc.

The NWD in North Yorkshire was independently evaluated by Loughborough University just under two years after it was introduced. The evaluation found that:

- there was a reduction in Strengths and Difficulties Questionnaire scores over time; the more involvement from specialist roles, the better the outcome;
- more involvement from specialist roles led to less missing incidents, indicating participants are happier at home or in their placement;
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- staff were able to use a range of strategies with the young people;
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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625366/Evaluation_of_the_No_Wrong_Door_Innova

2 What are/were your needs and goals as a looked-after child or care leaver?

Please explain what you need/needed help with as looked-after child and what your personal goals are/were as a looked-after child.

3 As a care leaver or looked-after child, what stopped you from having your needs met/achieving your goals?

Explain what makes/made it difficult for you to achieve your goals and the things which stop/stopped your needs from being.

4 If you were responsible for the services supporting young people who are at risk of entering care, are looked after or who have left care, what would you do differently?

Explain the changes that would make it, or would have made it, easier for you to meet your needs and achieve your goals.

5 If you would like to make any further comment about these matters, please do so here.

6 Would you would be willing to meet with the Task Group to discuss this submission further? Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Please select only one item

Yes No

If you would be willing to meet with the Task Group, please provide an email address at which you may be contacted

Questions for those who support care leavers and looked-after children

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625366/Evaluation_of_the_No_Wrong_Door_Innova

2 How do you/does your organisation support looked-after children and care leavers?

3 What are the common needs and aspirations of looked-after children and care leavers?

4 What commonly prevents looked-after children and care leavers from achieving their aspirations and having their needs met?

5 What could be done to better support looked-after children, children at risk of entering care and care leavers?

When answering this, please consider the way that services are delivered and the proposed changes to the way in which some children's services are delivered - see 'Relevant Information' at the top of this page

6 If you would like to make any further comment about these matters, please do so here.

7 Are you content for your response to this survey to be published as part of the Task Group's report? Please be aware that publication is at the Task Group's discretion and not all submissions will be published.

Please select only one item

Yes No

8 Please indicate if you or a representative of your organisation would be willing to meet with the Task Group to discuss this submission further. Please note that any meeting would be conducted remotely using Microsoft Teams due to the coronavirus pandemic.

Please select only one item

Yes No

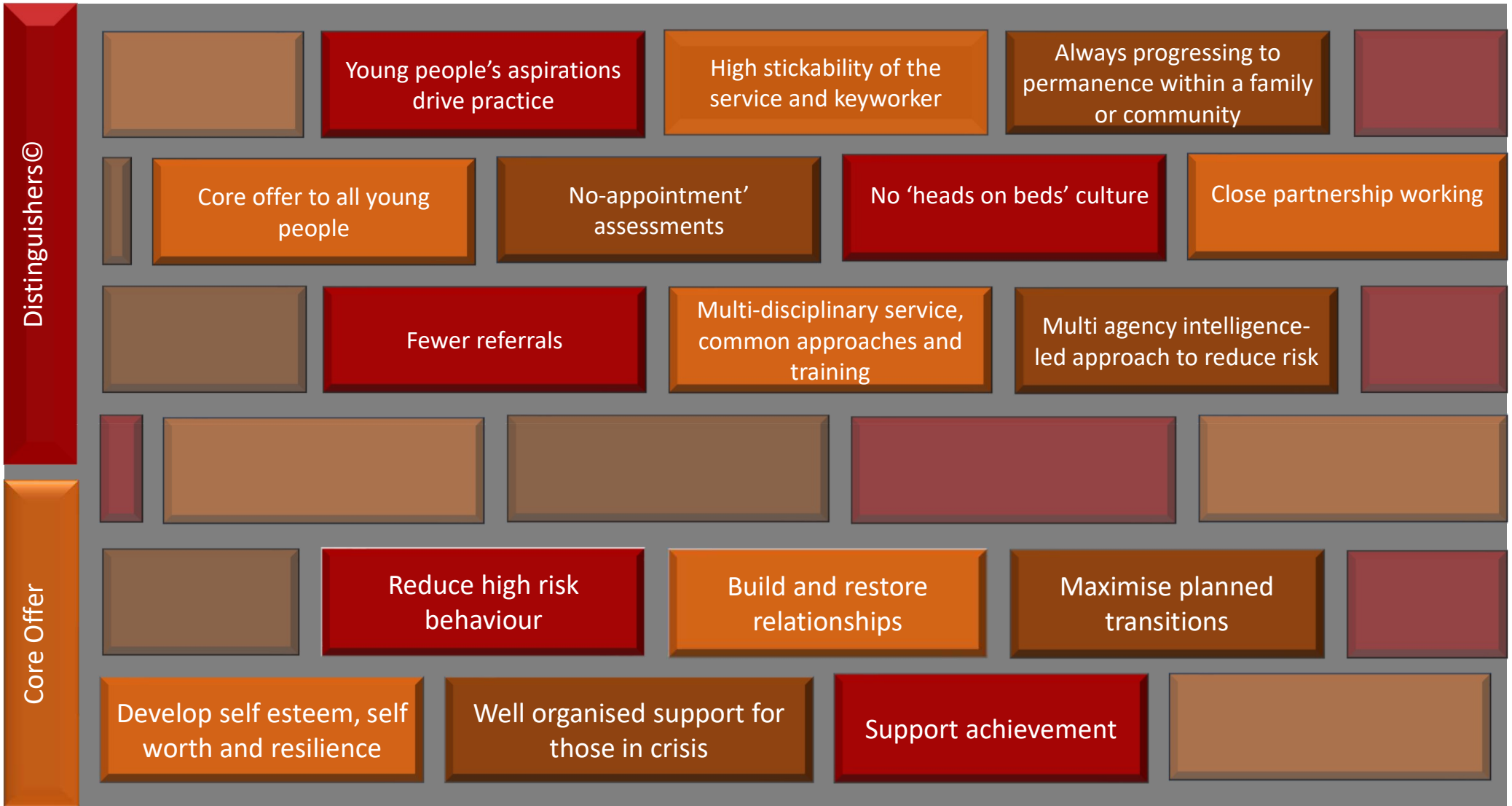
If you or a representative of your organisation would be prepared to meet with the Task Group, please also provide an email address at which you may be contacted.

No Wrong Door™ Model



The Model

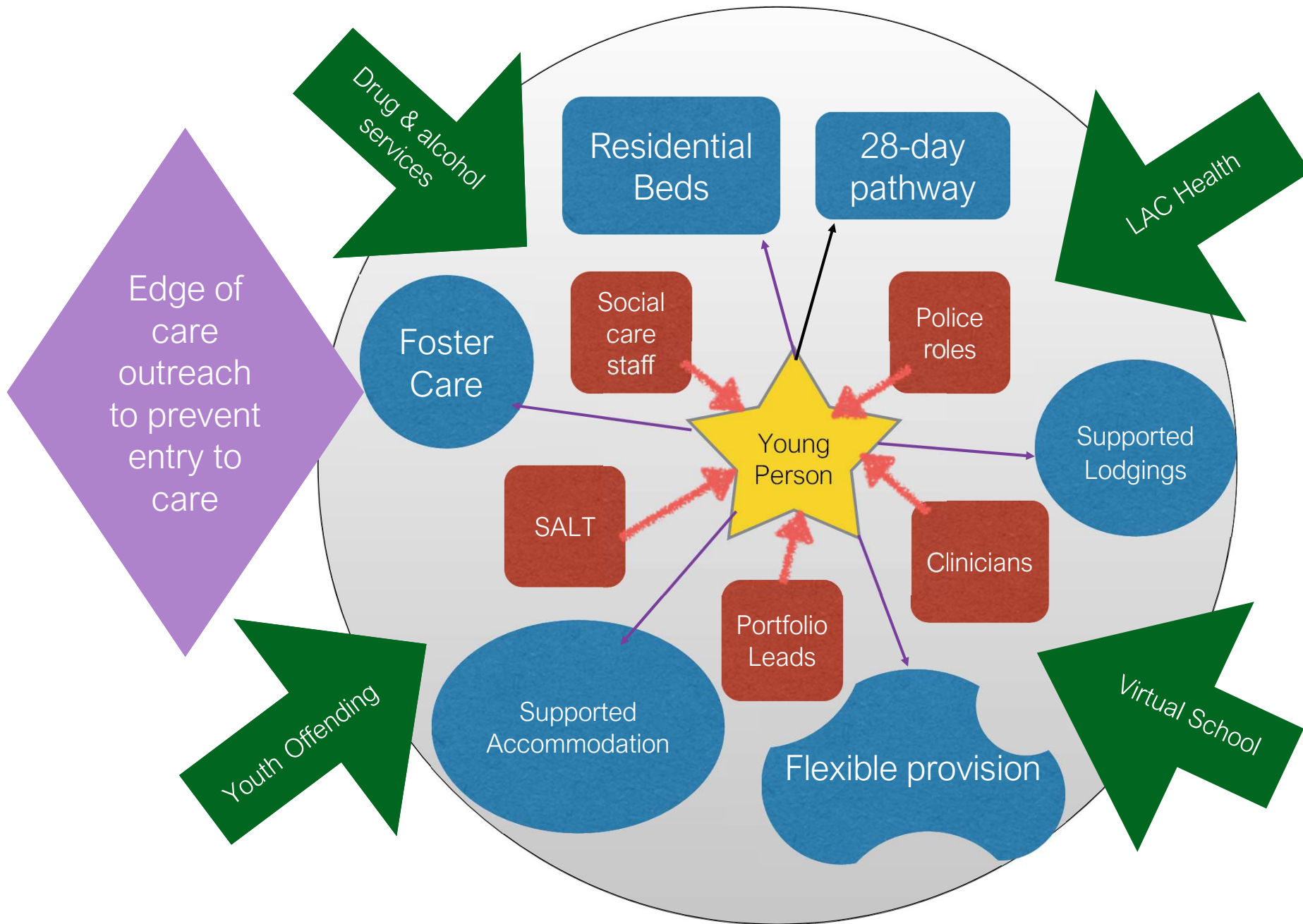
- A Trademarked model developed by North Yorkshire County Council in 2015
- For young people who are experiencing family pressures and on edge of becoming looked after, those looked after, and those leaving care
- Provides support and, if necessary, flexible accommodation from a single multi-agency, multi-disciplinary team.
- The key driver is improving outcomes for young people
- A whole system approach which has ten Distinguishers ©North Yorkshire County Council 2016
- Looks to the long term, not just the short term



Ten Distinguishers[©]

- Always progressing to permanence with a family or to community independence
- High stickability of the keyworker
- Fewer referrals to other services
- The workforce training offer, with strong roots in restorative approaches
- No 'heads on beds' – success is an empty children's home
- No assessment appointments
- A core offer to all young people
- Multi agency intelligence-based approach to risk
- Effective governance and close partnership
- Young people's aspirations drive practice

No Wrong Door Hub



The Core Offer

- Reducing high risk behaviour
- Empowering young people to build and restore relationships
- Maximising opportunities for planned transitions
- Supporting achievement
- Developing self-esteem, self-worth and resilience
- Ensure organised and appropriate support in times of crisis

Partnership Roles

Assessment and support from within the Hub

- Life Coach
- Communication Support Worker
- Data Analyst
- Police Case Workers
- Liaison with allocated social worker

Core educational offer (Maths & English)

- Flexible teaching commissioned to deliver where and when necessary

Shared training and support

- Restorative Practice
- Motivational Interviewing
- Collaborative work with social workers and leaving care services

Impact for young people

- No matter how diverse or complex, young people's needs are met within one team of skilled and trusted workers
- Trusted relationships and stickability are the foundations of building resilience and self-worth,
- Strengths-based and positive risk management improve safety and stability
- Reduce vulnerabilities
- Increase engagement in education, training and work readiness
- Improve physical and emotional well-being
- Reduce criminal activity and involvement with the police, e.g periods of being missing
- Reduce costs to the council, police, NHS

Benjamin Awkal

From: Tina Benjamin
Sent: 04 August 2020 18:55
To: Benjamin Awkal
Subject: FW: Questions re No Wrong Door
Attachments: Milestones.xlsx; Project Plan high level.xlsx

Benjamin

Thank you for the agreed extension

The NWD project manager has responded to your questions below and added two attachments.

If you would like this in a different format for members, please can you advise and Toran who has copied in will format for you?

There is some additional data which will be sent over tomorrow but I hope the attachments will provide sufficient detail at the current time?

Regards

Tina Benjamin
Director Corporate Parenting
County Hall
Penrhyn road
Kingston upon Thames
KT1 2 BN
[REDACTED]

Dear Tina

On Friday, the Children, Families, Lifelong Learning and Culture Select Committee formally established the Task Group which will be looking at the No Wrong Door. The first step in the Task Group's inquiry is to request written evidence from a range of stakeholders, which will then be used to refine lines of enquiry and inform verbal discussions with witnesses in August.

The Task Group would be grateful for a response to the following points by **midday on Monday, 27 July 2020**:

1. How many children are currently in care in Surrey? What are their characteristics?

[Please see below](#)

2. What are the outcomes for care leavers in Surrey?

[Further detail on this area will be provided tomorrow – we are just collating the data into some meaningful headlines to assist the Task group](#)

3. What are the needs and aspirations of Surrey's looked-after children? How will these influence the development of the local model?

[Our Big Survey results for 2020 are to be published shortly. We know that children want to stay within their birth family wherever possible, and if this is not possible they want to understand why they are in care, and be able to live in a safe and caring environment. They want to keep in touch with those who are important](#)

to them, particularly siblings if they are not able to live with them. They don't want to be moved around, and want consistency of social worker, and to have staff and carers who understand them and their story. As they get older they want to feel supported as they move to independence and to live in good quality accommodation and receive support to learn independence skills.

In regard to the care system, they tell us there is a need for more/better/more available staff/foster carers/placements, for better communication with young people and between professionals, and for young people and their carers to be listened to. They want better support with mental health and for staff and carers to be better trained, and for improved support in managing family contact.

4. How does this project link in with the Directorate and council's strategies?

Implementation of the No Wrong Door™ model has been a cornerstone of the Directorate's Improvement Plan following the Ofsted Inspection in 2018. It fits with the Family Resilience model, being based on similar principles and values, and uses a similar skill base for staff.

The model fits with the current priorities of both the Health and Wellbeing Board, and the Children's Safeguarding Partnership, and also the Police and Crime Plan.

5. Please outline your proposals, including what work has been undertaken to date and what work is still to be undertaken and how it is to be conducted. (If there is an existing document containing this information, please provide that along with a brief summary)

Please see attached key milestones document and overview project plan.

It is proposed that the model is run in shadow from early 2021 in two of the existing Surrey council children's homes. Eventually the NWD hubs will relocate in 2022 to the purpose built homes which are part of the current capital development programme for the children's home estate.

Project support has been secured and recruitment is starting for a Service Manager role which will progress the model to business as usual. Work with the User Voice and Participation service has started to ensure young people are involved and that the young people's voice is central to the implementation of the model.

6. What are the barriers/facilitators to the successful adoption of the model?

Facilitators

- This model fits with priorities and the underpinning values for Surrey's improvement journey, and speaks to priorities for the Police in preventing and addressing exploitation and involvement in criminality for vulnerable adolescents
- It is a tried and tested model which has been evaluated as having positive impact on outcomes for young people
- Surrey is 'resource rich' and there are existing children's homes, and social care services/resources that can be mobilised to provide the NWD hubs/offer
- Surrey has a good track record of developing and running multi-agency wraparound services for children with high vulnerability/high risks – Hope/Extended Hope service

Barriers

- Work with partners is at a relatively early stage
- Recruitment to some specialist posts (psychologist and Speech and Language Therapist) may be impacted by the national shortage of applicants for these roles

- North Yorkshire County Council will have to accredit the implementation, given that they have trademarked the model. They are at an early stage of developing an accreditation model but expect to complete this within the next 6-8 weeks.

7. What are the benefits/disadvantages of the model?

Benefits:

- The model improves outcomes for young people
- The model brings together professionals from a range of disciplines and agencies to wrap around and stick with the young person
- There is a coordinated approach to managing and sharing risk presented to and from those young people
- The model has been evaluated by Loughborough University and is promoted by the DfE and the Innovation Unit as a best practice model
- The model has been shown in other councils to improve value for money to agencies, by reducing the incidence of (and therefore resources required) high risk events or crises such as missing episodes, presentation at hospital, and expensive out of county placements

Disadvantages

- The model is aimed at a particular cohort of looked after children and those on the edge of care, and for capacity reasons will have to be relatively strict about which young people it works with. This could exclude some young people who could potentially benefit from the model (e.g. those younger than the target cohort)
- The model is a 'whole-system' approach, and is reliant on partner agencies, senior leaders, other parts of the social care system, all working together. If there is pressure or weakness in one part of the system, this has potential to impact on the effectiveness of the model, and mitigation for this risk has to be built in.

8. How will you evaluate the effectiveness of the model if it is adopted?

Implementation of the model includes a specific workstream on performance management. It is important that outcome measures for the project are agreed with partners and young people/families as part of this workstream, along with tracking systems to measure impact for individual children. Young people will be involved at all stages of design, implementation and moving to business as usual. It is anticipated that the key measures for the whole cohort will be:

- Numbers of young people in the cohort becoming looked after (reduction expected)
- Length of time spent in care (reduction expected)
- Repeat admission to care (reduction expected)
- Placement stability (fewer placements expected)
- Number and length of missing episodes (reduction expected)
- Involvement with the criminal justice system - arrests, charges, repeat offending (reduction expected)
- Involvement with drug/alcohol services (increase in positive engagement with services/reduction in substance misuse)
- Reduction in out of county placements
- Reduction in use of children's homes beds
- Increase in EET for 16+ (education, employment and training)
- Engagement with education/learning for under 16s.

For individual children/families we expect the measures are likely to include:

- Self-reported well-being, self-esteem and resilience
- Scores for scaling/scoring tools (likely to be CGAS, SDQ)
- Family's reported resilience and capacity/confidence to manage crises
- Multi-agency coordination/support around the child/family
- Identification and management of risks of criminal exploitation from the partnership network
- Positive relationship for young person from NWD network
- Transition to independent living
- Access to support in a crisis

9. Have any equalities implications been identified for the No Wrong Door?

A formal equalities impact assessment has not yet been completed, but the model is aimed to provide services for looked after children and those on the edge of care who meet the eligibility criteria for the model.

The Task Group will likely publish your response as an annex to its report. If there's information which you would like to submit but which is not suitable for publication, this could be submitted separately or included in the main submission and redacted prior to publication.

Let me know if you have any questions.

Kind regards

Benjamin

Benjamin Awkal
Scrutiny Officer – Children, Families, Lifelong Learning and Culture Select Committee
Legal & Democratic Services

Democratic Services (Room 122) | Surrey County Council | County Hall | Penrhyn Road | Kingston upon Thames | Surrey | KT1 2DN

Email: benjamin.awkal@surreycc.gov.uk



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No Wrong Door



June - Sept 2020
Initiation of the Model

Oct - Dec 2020
Design

Jan - Mar 2021
Shadow implementation

April - June 2021
Review and Development

Activities	June - Sept 2020 Initiation of the Model	Oct - Dec 2020 Design	Jan - Mar 2021 Shadow implementation	April - June 2021 Review and Development
Start stakeholder engagement including young people and staff	Governance boards meet	Governance becomes operational	Governance is reviewed	
Seek in-principle agreement for posts and information sharing from partners	Work up partner roles and start recruitment	Embedded roles work in shadow model	Review and development of roles	
Develop comms plan and materials	Refine the plan taking account of what stakeholders tell us	Implement ongoing stakeholder feedback mechanisms	Conduct formal evaluation/progress audit with stakeholders	
Identify locations and resources that will be available to the model	Secure resources for the hubs, alternative provision and supported accommodation	Bring the complementary resources on line, start the NWD model in shadow in 2 existing children's homes	Work towards deliver of purpose built hubs	
Start recruitment of Service Manager	Induction of Service Manager and joint work between SM and project officer	Service Manager takes over operation lead	BAU	
Plan service structures, roles and resources	Consult on roles (if necessary) and recruit into posts/roles	New roles develop through practice	Review and development of roles	
Develop foster care and supported lodgings roles description and remuneration	Recruit to roles	FC and SL roles start working in hubs	Review and development of roles	
Develop embedded specialist multi-agency roles	Recruit to roles	Postholder start working in hubs	Review and development of roles	
Complete L&D needs analysis and training needed	Commission training and start delivery	Continued delivery of training	Training moves to BAU	
Identify pathways for young people and procedures needed	Write and consult on processes and pathways and develop in LCS	Implement procedures and pathways	Evaluation and review of pathways and procedures	
Identify how we want to measure and track outcomes	Design tracking and reporting systems	start gathering data and measurement tools	Evaluate outcomes being shown	
Identify funding sources and build budgets	Align budgets		Show cost savings/avoidance	

June-Sept 2020
Model designed in outline

Oct-Dec 2020
Operation designed in detail

Jan-Mar 2021
Implementation starts

April-June 2021
Practice is embedded

Outcomes	June-Sept 2020 Model designed in outline	Oct-Dec 2020 Operation designed in detail	Jan-Mar 2021 Implementation starts	April-June 2021 Practice is embedded
External stakeholders and politicians are committed to the implementation of the model	We have good oversight of how the implementation and operation of the model is progressing	We have regular strategic and operational meetings that make a difference to how the model is working	Partner are confident in what the model achieves and any amendments we need to make based on operation so far	
Information sharing agreements are in place	Partners have committed resource and expertise to the embedded roles and recruitment is underway	Young people have access to the multi-agency team to support them	Young people receive a core offer and are able to give us feedback on what is working well and not so well	
Internal stakeholders and young people understand the model and its key features and principles	We have a programme of stakeholder events and we can show how young people are involved in implementing the model through the young people's reference group	Operational colleagues, police and EDT know how to refer young people to the new shadow model	Partners are confident in making referrals and we begin to see impact of the model on admissions to care, out of county placements and young peoples outcome measures	
Potential resources and budget has been identified	Work is underway to acquire and build our new hubs. We have a plan for shadow implementing in 2 existing children's homes	We start operating the model in shadow in two existing children's homes	Work is continuing on development of the purpose-built hubs and we have an identified handover date	
Work has started to recruit a Service Manager and to agree other staff roles	We have identified other flexible resources, and are recruiting foster carers and supported lodgings	We have clear and strong leadership in the service	We have moved to business as usual and staff and partners have confidence in delivery of the model	
We have clear referral criteria for the model and an identified cohort	We have recruited a dedicated Service Manager who will lead the operation of NWD	Young people can be referred for the service	We are receiving referrals in our target cohort	
We understand how the various processes and pathways in the model and between other services fit together	We have agreed JDs and role descriptions and recruitment is underway	We have a dedicated staff team who understand their roles and are able to offer a range of support to young people and their families	Staff report confidence and satisfaction in their roles and feel supported in the proposed move to purpose-built premises	
We know what we want to measure and why	We have agreed processes and procedures that are being signed off by partners and stakeholders	We have clear pathways and processes that help staff in understanding and applying the model	There isn't duplication or gap between NWD and other services	
We know what staff training is needed	Staff and partner training has started	Staff feel confident in the skills and knowledge they need and principles are applied consistently		
	We have a way of measuring outcomes and reporting on performance	We have started tracking and reporting on outcomes		

To add more Outcomes, insert new rows above this line



No Wrong Door

Project Start:

22/06/2020

Display Week:

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						Jun 22, 2020				Jun 29, 2020				Jul 6, 2020				Jul 13, 2020				Jul 20, 2020				Jul 27, 2020				Aug 3, 2020				Aug 10																																		
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Governance and information sharing																																																																				
Project Delivery	Fiona Mackirdy		22/6/20	30/11/20																																																																
External Stakeholder Involvement	FM/Tina Benjamin/Jo Rabbitte		6/7/20	30/9/20																																																																
Governance mechanisms established	FM/TB/JR		22/7/20	21/8/20																																																																
Information sharing agreements	FM		31/8/20	30/10/20																																																																
Elected Member oversight	TB/FM/JR		22/6/20	6/11/20																																																																
Risk management	FM		22/6/20	6/11/20																																																																
Communications																																																																				
information materials and ongoing comms plan	Fiona Mackirdy		22/6/20	26/6/20																																																																
Young people's engagement	FM/Jo Lang		6/7/20	30/10/20																																																																
Stakeholder events	FM/TB/JR		29/6/20	30/10/20																																																																
Staff engagement	FM/Lisa Wade		6/7/20	6/11/20																																																																

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Performance Management																																																														
Outcome measures agreed	FM/JR/TB		1/8/20	31/8/20																																																										
Scoring and scaling tools agreed	FM/JR/LW		1/8/20	31/8/20																																																										
Development of tracking system	FM		1/9/20	30/9/20																																																										
Data analysis protocols	FM		1/10/20	31/10/20																																																										
Dashboard and reporting system developed	FM/Jo Watkins		1/10/20	31/10/20																																																										
Learning & Development																																																														
Learning and development needs analysis	FM/LW/Sharon Davidson		1/8/20	31/8/20																																																										
Training plan commission	SD		1/9/20	31/10/20																																																										
Delivery phase	SD		1/12/20	31/1/21																																																										
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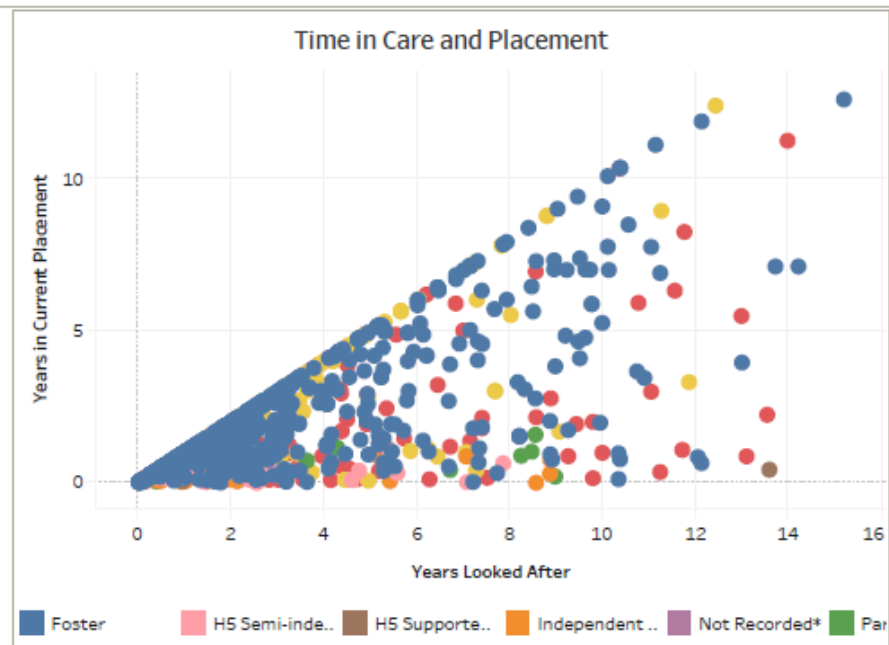
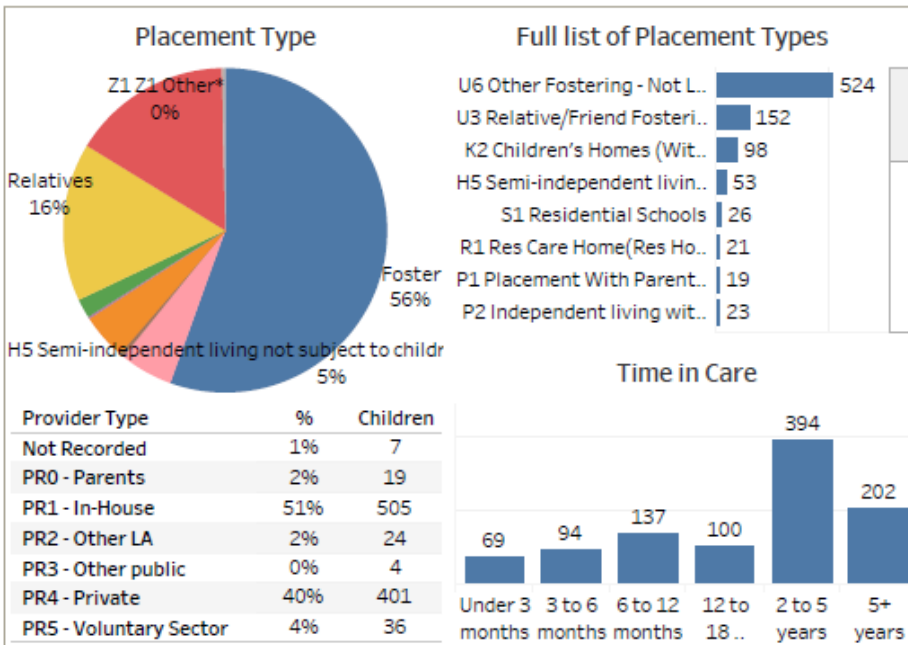
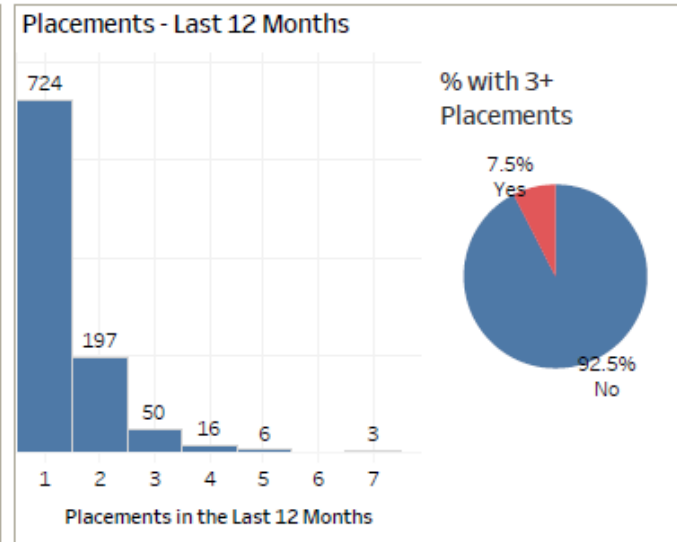
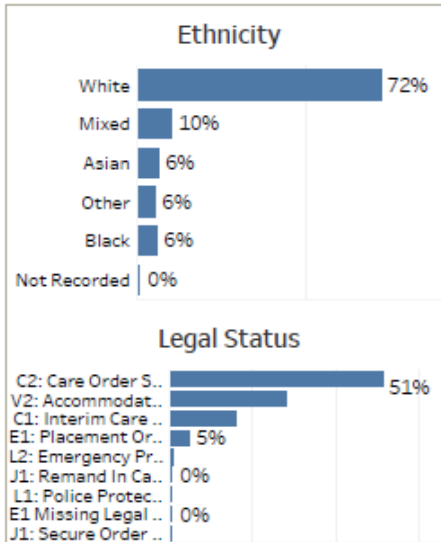
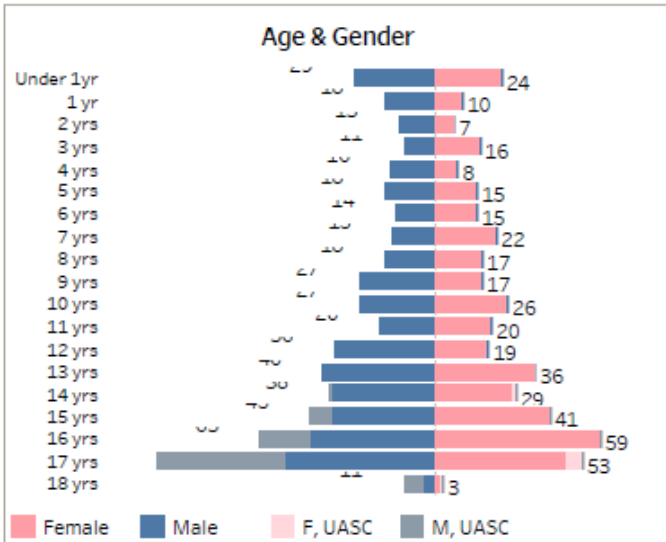
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Looked After Children as at 04 August 2020

Of the 996 Looked After Children, 996 (100.0%) meet the criteria selected.

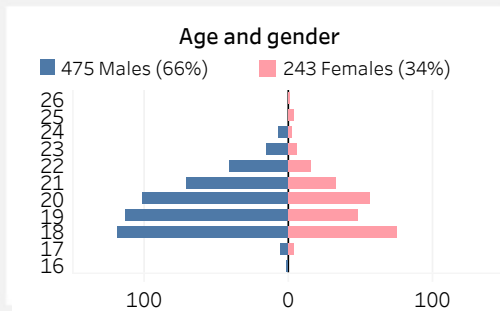
(Data can be filtered by clicking on any item in any chart)



Care leavers currently in receipt of leaving care services

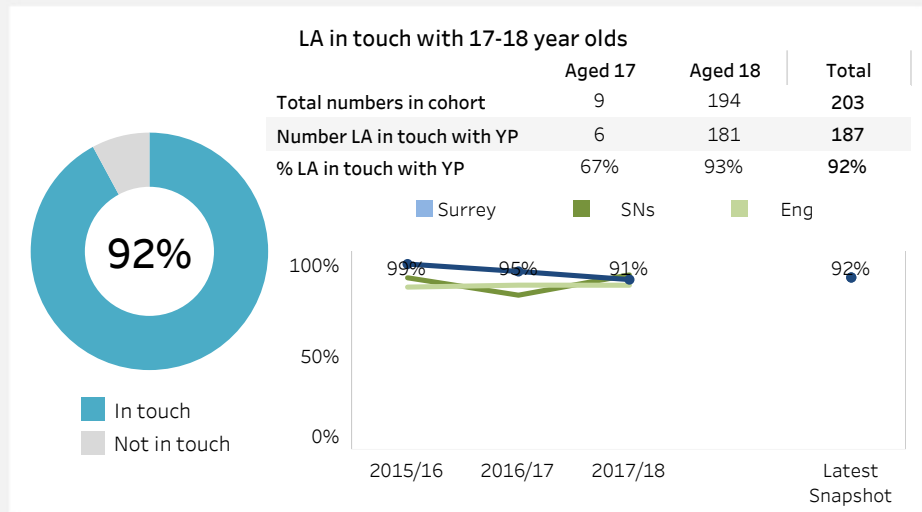
Snapshot 05/08/2020

708 young people leaving care



Ethnic Background

White	47%
Mixed	5%
Asian or Asian British	14%
Black or Black British	25%
Other Ethnic Group	8%



Not Available

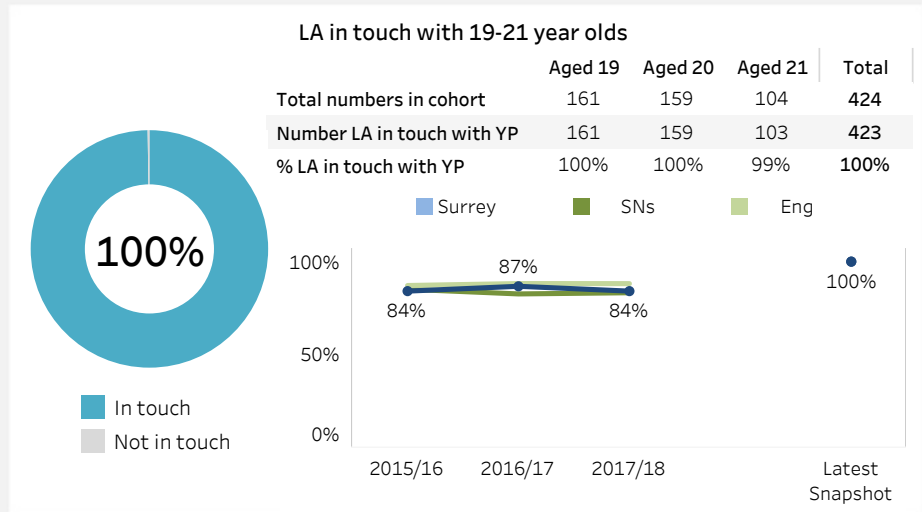
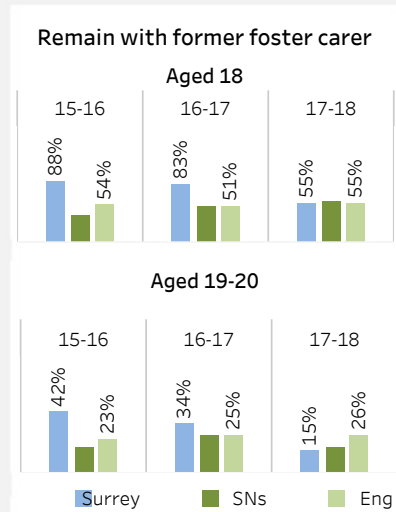
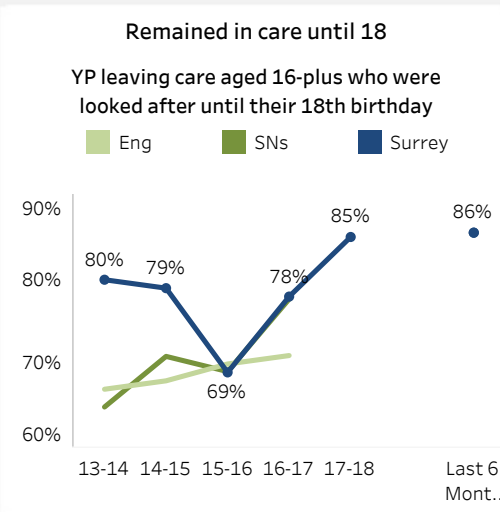
Young people living in a House of Multiple Occupancy (HMO)

82 (11%)

young people with a disability

Eligibility category

Relevant	8
Former Relevant	697
Qualifying	9
Eligible	4



1. How many social work students have committed to working for Surrey County Council after they graduate, under a scheme run by the Surrey Children's Service Academy?

Although the Academy does support student social workers who are offered placements within the council, their recruitment to Surrey is based on successful application and selection onto Surrey's ASYE programme (Assessed and Supported Year in Employment) for Newly Qualified Social Workers which is run by the Academy.

Of the NQSWs who completed their ASYE year in Oct 2019 24 are still in post from the original 30. In terms of the current position, we have a cohort of approx. 20 NQSWs who are due to complete their ASYE year in Oct 2020/21. Additionally, we will be starting a new cohort at the end of September 2020 which will be made up of 42 NQSWs.

2. How many looked-after children are placed out of county?

As of today (18/8/20), 443 children (44.52%) placed out of county of which:

- 58 placed with family and friends foster carers (in-house provision)
- 46 placed with Surrey foster carers (in-house provision)
- 11 placed with parents but living outside Surrey border
- 7 placed with Surrey supported lodgings carers (in-house provision)

- 172 placed with foster carers (IFA)
- 54 placed in external residential providers (including welfare secure accommodation)
- 14 at external residential schools
- 56 placed with external supported lodgings providers
- 5 placed for adoption but living outside Surrey border

The group highlighted are the children, we would want to bring back to Surrey at an appropriate time. For example, if the 172 placed with foster carers are long term matched and the placement is meeting their needs, we would not choose to change this until the child reaches 18 or staying put ceases. This would not be in the best interests of the individual children with stability and positive relationships.

(552 children (55.48%) living inside Surrey border of which 119 were in externally commissioned placements)

3. What proportion of looked-after children are seen by a social worker within six weeks of their previous contact? (It may be useful to provide both up-to-date and pre-Covid figures, as I understand this requirement has been relaxed at least until next month)

Tableau reporting as of 18/08/20 showed 95% of looked after children have been seen within statutory timescales, of which 77% of visits were face to face.

Pre Covid-19 data up to 10/03/20 showed 93% of children had been seen within statutory timescales.

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No Wrong Door Task Group

Meeting with Director – Corporate Parenting to discuss Surrey County Council’s proposed introduction of the No Wrong Door Model

**Microsoft Teams
2 pm on 21 August 2020**

In attendance:

Councillor Lesley Steeds (Chairman)
Councillor Barbara Thomson
Councillor Chris Townsend

Benjamin Awkal, Scrutiny Officer
Bryony Crossland Davies, Democratic Services Assistant

Tina Benjamin, Director – Corporate Parenting

Key points from the discussion:

1. The Chairman invited the Director to give opening statement outlining the progression of the project.
2. The Director stated that the two main challenges for the Service were the high numbers of children entering care after reaching 16 years of age and looked-after children (LAC) living outside of Surrey. There had been a recent improvement in the latter with 44.5% of children now living outside of Surrey. The Director explained that some of these children were placed out of county for good reasons and stated that this statistic would always be in the region of 15%. Nationally, the Department of Education monitors this statistic by looking at children outside of Surrey and over 20 miles from their home; 28% of Surrey County Council’s (SCC) placements meet these criteria (Surrey’s statistical neighbours are at 26%). Placement sufficiency and ensuring the right children entered care and returned home at the appropriate time would be key in addressing this issue
3. No Wrong Door (NWD) model aligned with the Family Resilience Model due the shared relationship-based approach and objective of preventing children from progressing to Level 4 need.
4. All of Surrey’s six community children homes were rated ‘Good’ or ‘Outstanding’ by Ofsted.
5. The existing cohort of highly skilled staff could be utilised in adopting the NWD model. The partnership approach of the model makes police involvement key to the success of the initiative.
6. The Director concluded that SCC Children’s Services were much improved and better equipped to implement the NWD model than in 2018 when the introduction of the model was first proposed by the former Executive Director of Children, Families and Learning.

7. The Director stated that external-stakeholder involvement was at around 38-40%. Stakeholder events had not yet commenced; however, there was 30% progress in engagement with young people. The governance mechanisms had been decided and the communications team was preparing to support the project. The recruitment process for a Service Manager underway.
8. The Chairman asked which key partners were confirmed. The Director stated that there had been a great deal of communication with the police and there was lots of resource within SCC. The engagement process was still underway.
9. A Member asked how the Service would work with NHS and Education in partnership. The Director informed the group that Trudy Mills, Director of Children's Mental Health, was part of leadership team and had proven very beneficial. The Director acknowledged that recruitment of a speech and language therapist could be challenging. The Director said that sign up from partners could be problematic.
10. The Director stated that a shadow model would run from two existing children's homes to help staff to understand the culture and changes needed before full implementation. Subject to planning, there would be two hubs attached to two of the new children's homes. The Director explained that managing the model was related to capital development and the rebuild of children's homes.
11. A Member referred to the underestimation of capital spend for the NWD implementation by Rochdale Borough Council. The Director stated that the capital spend agreed at Cabinet was currently sufficient and on target to meet budget.
12. The Scrutiny Officer asked whether there were any areas of risk in the project plan. The Director stated that the commitment from partners to use staff differently would be challenging and could present an area of risk; however, SCC's relationships with partners were greatly improved relative to two years previously.
13. A Member asked how recruitment of senior staff would be approached. The Director stated that people would be attracted by the opportunity to work for an improving authority. The NWD facilitates innovate and creative work which is attractive to social/youth workers and can be more professionally rewarding.
14. A Member asked how young people's views on this approach had been considered. The Director replied that work with User Voice and Participation team was underway. The whole model was based on things already known about what young people desire e.g. consistency of social worker/staff. Children would be consulted again when more tangible plans were in place and a reference group would be established with young people to help plan for the future.
15. A Member emphasised the importance of not making promises to children and young people that cannot be kept, e.g. having the same social worker for an extended period of time. The Director acknowledged that it was crucial to ensure good management of change and a seamless handover of staff.

16. A Member queried what the eligibility criteria would be to receive support from NWD. The Director stated that focus should be centred on children on the edge of care and thus would be unlikely to support children under 12 years of age. Working with adolescents requires expertise and the NWD would be a labour-intensive model, thus the right support had to be given to right children and this would be ensured by establishing clearly defined service user eligibility criteria.
17. A Member asked what the capacity of the NWD service would be. The Director explained that, with two hubs running, there is capacity to work with 35 young people at any one time on an outreach basis from each hub, including flexible support offer, and care leavers could potentially be supported; however, the main aim would be to keep children out of care. Professional judgement would be required in determining which children the model could support.
18. The Chairman asked how families would be included in the model. The Director stated that the model was about building resilience of children and the family network around them. For older young people or those with parents unable to make the changes required, NWD is about developing their resilience and helping young people to use the services they have access to compensate for the deficit in parenting. Nevertheless, there would be provision for staff to directly work with adults who want to make changes, to fulfil the wraparound approach of the model.
19. Member expressed concern that sometime children will be irreversibly impacted by their experiences before the age of 12. The Director stated that if the model had positive outcomes then it could be expanded to early care in the future.
20. The Scrutiny Officer asked how a shared culture and ethos between NWD workers from different organisations and those from SCC would be developed and sustained. The Director stated that the nature of model should attract the right people as it requires the adoption of certain ways of working that staff need to be willing to sign up to.
21. The Chairman referred to the challenge other local authorities experienced with recruitment and retention of staff. Director recognised that there was challenge with social workers; however, there were already very motivated people within the system whose expertise would be drawn upon.
22. The Scrutiny Officer asked what background a NWD key worker would come from. The Director stated that it would be desirable to recruit experienced residential/youth work staff who had a strong ability to engage with young people within a creative face-to face role.
23. The Chairman asked what the implementation timescale was. The Director stated that the interview for a Service Manager would take place in September. Some form of the model would be implemented the following year following a period of testing and providing partner arrangements were in place.
24. The Scrutiny Officer asked whether the Director was satisfied that the general quality of social work practice was such that the model would be successful. The Director stated that the quality of social work had improved but acknowledged that some areas of inconsistency

still existed in Surrey. Permanence was present at a level which would enable the delivery of the model – only 2 of 57 service managers were locums, a key indicator of the ability to deliver consistency. There could be a challenge around recruiting permanent team managers.

25. The Scrutiny Officer asked whether there were enough foster carers for the model to be successful and if there would be a specific pool of foster carers for NWD service users. The Director explained that there were never enough foster carers; however, this was a national problem and not unique to Surrey. There had been success in recruiting general foster carers and there were some existing specialist foster carers, but the Director emphasised that NWD service users would require 1:1 foster care placement. There were methods for attracting foster carers with incentives such as a core and additional allowances. Salaried foster carers may be the solution and, when there is not a child in their household, they could work as part of the NWD team.
26. The Scrutiny Officer asked whether cost benefit analysis had been undertaken. The Director stated that cost analysis in relation to COVID-19 was being undertaken and the cost of LAC placements could easily be obtained. Members requested this data.
27. The Director concluded that the family safeguarding model and NWD aligned well and the resources were in place.

Actions

- i. Tina to give cost analysis of care placements to Task Group.
- ii. Share minutes from Task Group meeting with Rochdale BC with Tina Benjamin.

The meeting closed at 15:40

**Annex 12 – Written submission from Andrea Brazier, Service Manager –
Young People, Wiltshire Council**

**Wiltshire
Stronger Families Team
Information for Surrey County Council’s Children,
Families, Lifelong Learning,
and
Culture Select Committee
July 2020**

1. Please provide an overview of the process by which your local authority adopted the No Wrong Door model/is adopting the model.

Please note that Wiltshire did not formally adopt the No Wrong Door model in its entirety, but rather implemented certain aspects of the model, which have also evolved over time.

Wiltshire established the Adolescent Support Project in 2017 as a pilot project to explore direct intensive work with adolescents to prevent them coming into care. This had a number of staff from different backgrounds/ experience that worked alongside social workers and key workers, as well as other professionals and agencies such as YOT, Schools, and SEND with the aim of preventing escalation into care. The project ran as a pilot for approximately 18 months. During this period the Local Authority also explored other areas running similar projects and visited those, including Cornwall and North Yorks to explore how best to develop the model.

During 2018 Wiltshire established the Families and Children’s Transformation programme a multi-agency partnership transforming services. NWD was then reviewed in greater depth and plans made to develop the ASP further. Significant work was then undertaken to develop Wiltshire’s model, particularly in moving ASP into being a multi-agency approach (with health, police and CAMHS input), increasing and widening capacity/ resource, and developing plans for a ‘pop up’ residential that could be used for families and young people at risk of family break down.

Between September 2018 – March 2019 staff were recruited into Wiltshire’s version of NWD. Staff skill set included social workers, drug/ alcohol specialists, SEND, youth workers, teaching, and residential workers, as well as recruiting a manager and assistant manager, with registered residential experience. 3 team members were part of the original ASP (so bought the learning from the pilot with them) and one other team member who came from another Wiltshire Families and Children’s Services team. The other 11 members of the team were all employees new to Wiltshire Council

The outreach service formally launched in April 2019.

There are 17.8 Full Time Equivalent (FTE) staff within the Stronger Families Team (excluding administration):

1x Team Manager
1x Assistant Team Manager

1x Seconded Police Officer
4x Senior Residential Outreach Workers
3x Senior Outreach Workers (one is 0.8 FTE / 30hours)
4x Residential Outreach Workers
3x Outreach Workers

The process to commence Ofsted registration for the residential aspect commenced April 2019 – including a number of visits from various professionals to ensure the property was fit for purpose.

Referral criteria for suitability for the team is:

- Young Person aged 10-17
- Young Person edging towards or on the edge of care
- Young Person who is at risk of becoming looked after who has potential to remain at home safely with outreach support
- Young Person who is becoming looked after in an un-planned way who has the potential to return home safely with outreach support
- Young Person who is in a long term foster placement where there is a risk of placement breakdown where outreach support could prevent this
- Young Person who requires outreach support for re-unification home after a period in care

Police colleagues also agreed to second a full-time warranted officer to the team for 6 months and then review impact.

In October 19 the service was re-branded as the Stronger Families Team in recognition that it had moved away from the original NWD model and evolved into a Wiltshire specific model.

During April 19 – current, significant further work has been undertaken to ensure the service is fit for purpose, working more closely with CSC, YOT and Emerald (child exploitation team) to develop intensive intervention that effectively prevented/ reduced the likelihood of family breakdown and ensure the right cases were referred to the team at the right time. Work and training was also undertaken across F+C services to ensure teams understood the purpose/ expectations of the team.

In March 20 we successfully obtained the registration for the residential aspect of Stronger Families work. The model is predicated upon the team opening the residential for between 50 – 60 nights per year, to enable work to primarily be focussed upon the outreach aspect of the team. Statement of purpose for the residential attached for further information.

What are the barriers and facilitators to the successful adoption of the No Wrong Door model?

Through FACT considerable work was undertaken to secure funding, increase capacity and ensure the development of the team was robust. Nonetheless there were challenges around it being fully adopted as a multi-agency approach. Health input has not yet been successfully achieved. CAMHS input was agreed, but it has taken considerable time to recruit to the agreed part time post (commenced July 2020). Police were proactive in identifying a warranted officer to second, although note this was initially agreed for only six months. This has subsequently been extended which is excellent and it is clear the Police role is instrumental in contributing to the positive work of the team.

The Ofsted registration and process took longer than anticipated. This meant the residential staff had got used to being outreach, rather than residential staff, and therefore needed some additional support to adapt once the residential was registered and ready to open. As a brand new service and team (which had evolved quite considerably from the original ASP pilot) considerable work had to be undertaken to train the team, establish the ethos and culture, promote the service and ensure appropriate referrals, received at the right time. We had also moved away from the NWD model and therefore did not want to be associated with this, hence the change in team name.

FACT gave the development impetus and a multi-agency steer. Probably more time to develop key policies and procedures prior to recruiting would have been helpful, although doing it the way we did meant the new team got to contribute – paperwork and procedures continues to develop and evolve as the service develops.

If your local authority was to begin introducing the No Wrong Door model again, what would you do differently?

Possibly not recruit the residential staff until closer to the residential opening. Although this is countered by lots of fantastic outreach work being completed by them in the intervening time, which developed their outreach skills and resulted in some excellent outcomes for families and young people.

Although FACT was successful in progressing the model and the service, to some degree it has remained largely a LA venture (with the exception of Police, and more recently CAMHS) and there is an importance in developing the wider professional networks understanding that these families and young people and preventing the breakdown of relationship/ children coming into care, is everyone's responsibility.

Build in extra time for the development/ project management, with individuals designated to delivering the project on time specifically allocated to the project. Much of the development was shared across different individuals/ FACT group and a designated individual, knowledgeable about residential requirements would, in hindsight, have been useful in the early stages of implementing the team.

IT equipment and support was been a real challenge during the setting up of the team. The property had a long period of time with no wifi internet access at all and only intermittent internet access through one of two hardwired internet points on the property. This was surprisingly difficult and lengthy to resolve.

As a team we also need to build a workspace within Liquid Logic (our F+C case management system) with forms, processes and recording properly embedded into the system. Not having this has presented challenges in terms of evidencing management oversight and collating data. We have had to implement workarounds to ensure data collection and evidence of outcomes.

We are still working out the best parameters around caseloads, capacity and how best to deliver the model, particularly when we have had to open the residential and how to prevent this negatively impacting upon the outreach cases/ families held by the residential staff. This continues to be a work in progress. Lockdown has also meant that the remit use of the residential has widened somewhat, as there has been occasion when the residential has

been opened because of lack of alternatives, rather than preventing family breakdown/ working with families to facilitate a young person returning home.

Please provide any information that you can share relating to the model's impact (if implemented).

Please see appendix with some headline data on referrals, residential opening and outcomes.

Some feedback the team has received since its implementation in April 19:

Feedback from SASS Social Worker – Dec 2019:

I just wanted to say a big thank you for all your support regarding the P case. B and the family speak very fondly of both of you and progress is being achieved at last. You always manage to keep me up to date, visit more frequently when required and always leave such clear, informative case recordings of your visits which really help me out.

Feedback from SASS Social Worker – Dec 2019:

.....this has been a very difficult and complex case. I have felt that Juliet and Ashlea have really preserved in trying to get parents to make some positive changes. There has been some significant changes in the children's homelife I think we have succeeded against the odds of keeping M in the family home. Ashlea and Juliet are always available and they constantly check in for updates. I really like their behavioural management charts and applied that to my own learning. They are very child focused and their exit from the support group will leave a massive hole.....They are a real asset to your team.

Feedback from a foster carer – Oct 2019:

T feels the no wrong door service was a really big help and amazing for them getting through this "stressful time". "The whole dynamic in the house had reached boiling point and now it has come right back down and totally different."

Feedback from SASS ATM – Oct 2019:

Our experience of all of the NWD staff is very very positive, but Xina's and Juliet's dedication yesterday was extremely positive.

Feedback from CYPDT Social Worker – Oct 2019:

Thank you both for being so great with the family and helping me so much. Hope to work with you again in the future.

Feedback from Missing Children Coordinator – Sept 2019:

For you to have been able to engage with E to the extent that you have, appears from our missing perspective to have been really impressive. It feels like you have achieved where missing co-ordinators, Emerald Team specialist, social worker etc have had little or no success in building a rapport.

Feedback from CAMHS Practitioner - Sept 2019:

I was really impressed with the work you were both doing. I'll look forward to the next time we meet through another family.

Feedback from SASS Social Worker – Aug 2019:

I wanted to say thank you to you both for being so amazing! You have gone above and beyond what is expected! You have made such a difference in A and her parent's life. When things have been tough, you have supported me emotionally and practically and I can not

thank you guys enough. This email is to let you know I really do appreciate you guys!! (As do A and her parents)

Feedback from SASS ATM – July 2019:

"Thank you Ceri and Juliet for your work yesterday with a young person which went on well after the end of the normal working day. You stayed focused on the young person and kept her engaged whilst we worked with her family to get her home."

Feedback from Director of Children's Services – July 2019:

"Dear Chizzy I am writing to thank you following feedback from Ofsted regarding the positive work you and your SASS colleague have been undertaking with a young man at risk of county lines. Well done and thank you Lucy"

The above is just a brief selection of a wealth of positive feedback which the team has received. It really is a privilege to be a part of a team gaining such high praise.

Have any equalities implications been identified for the No Wrong Door model?

No.

Would you or a representative of your local authority be willing to meet with the Task Group remotely to discuss the No Wrong Door model?

Yes

Are you content for this submission to be published as an annex to the Task Group's report?

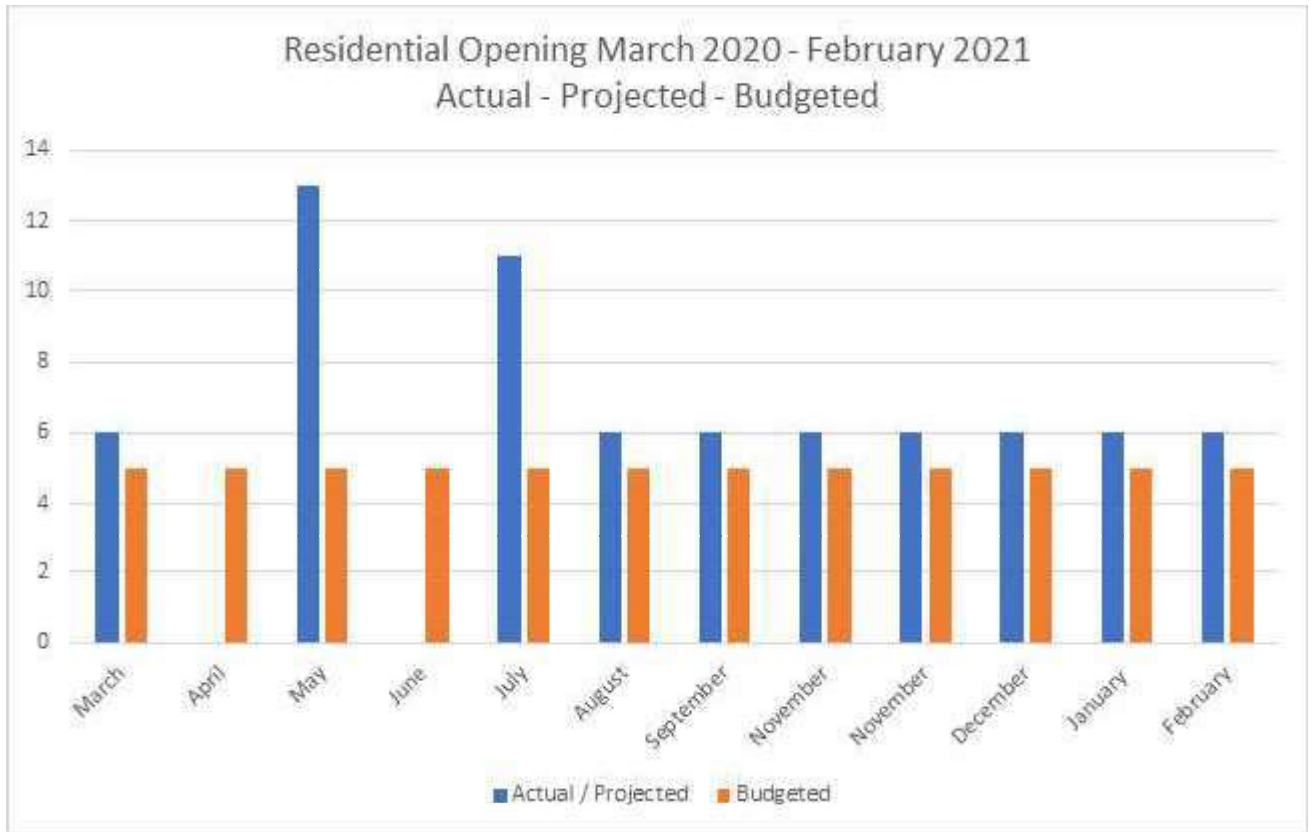
Yes

Appendix 1: Headline performance data:

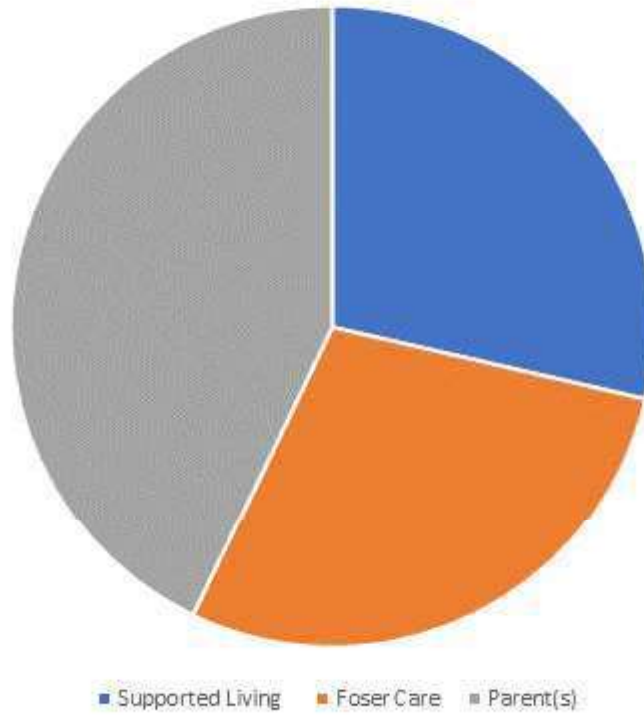
Total of number of referrals since last April 2019



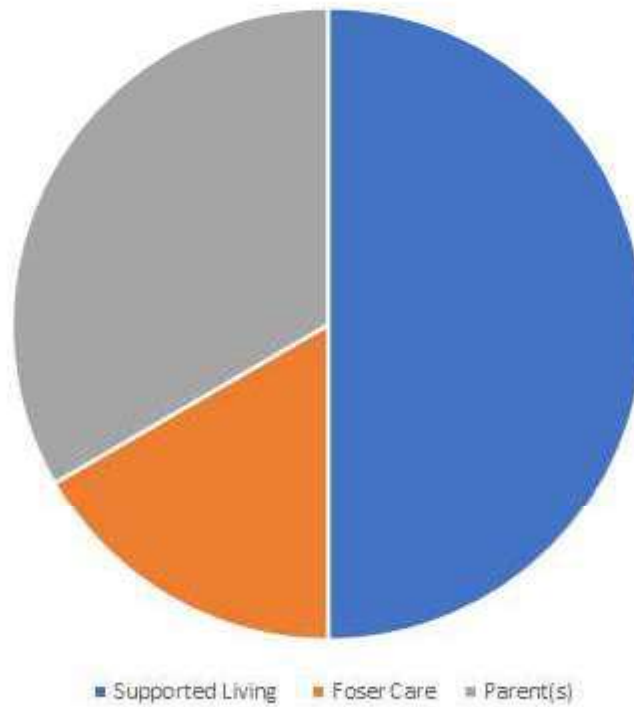
Residential opening since this March and outcomes for the young people



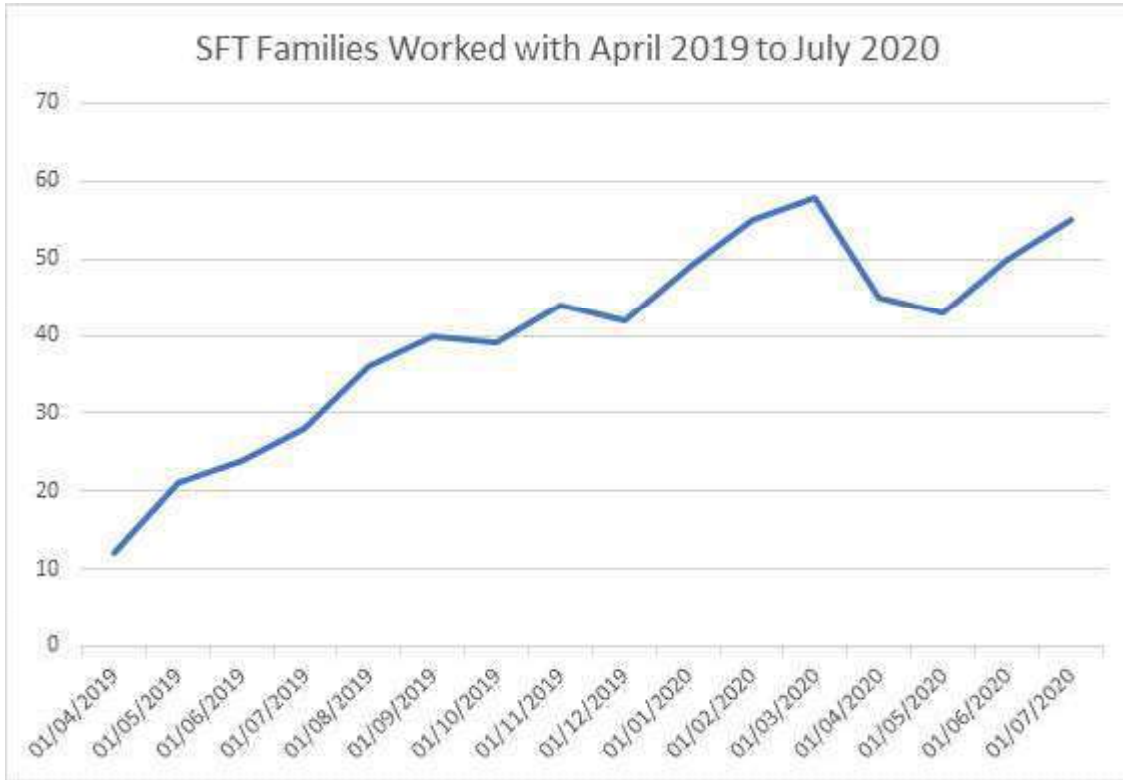
Residential - Young People Admission From



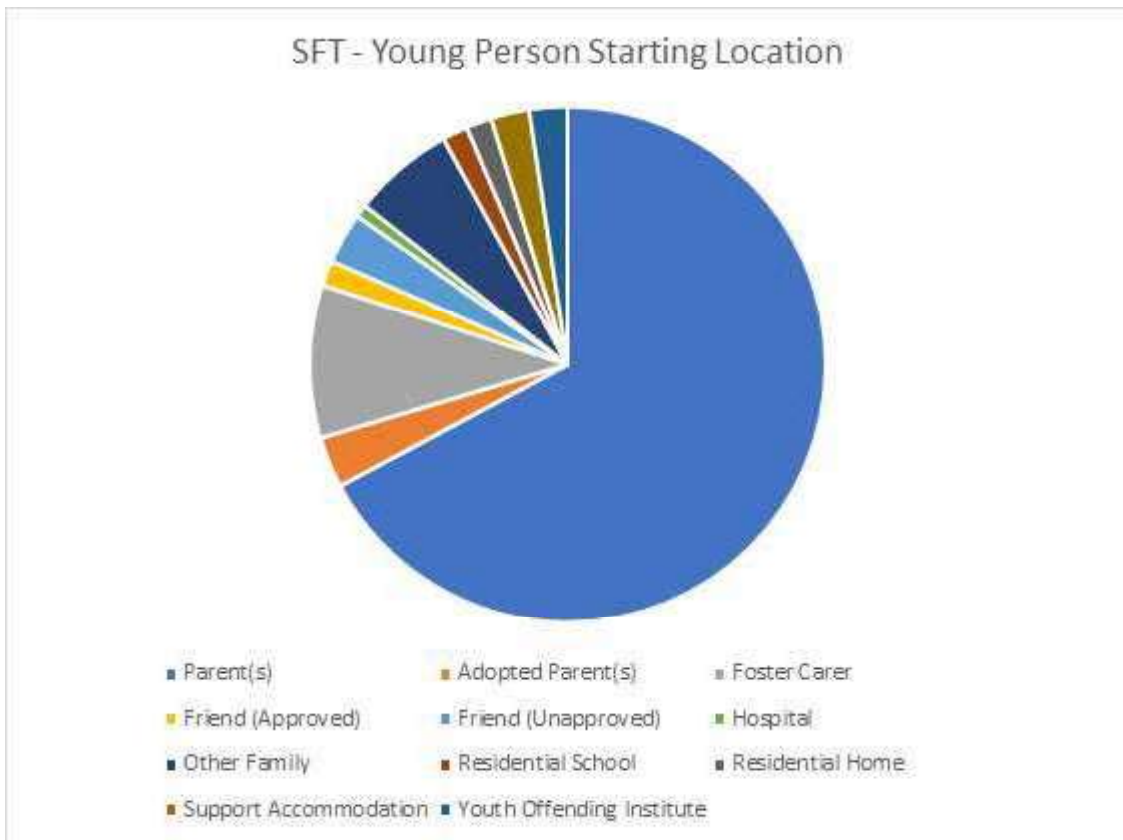
Residential - Young People Moving To



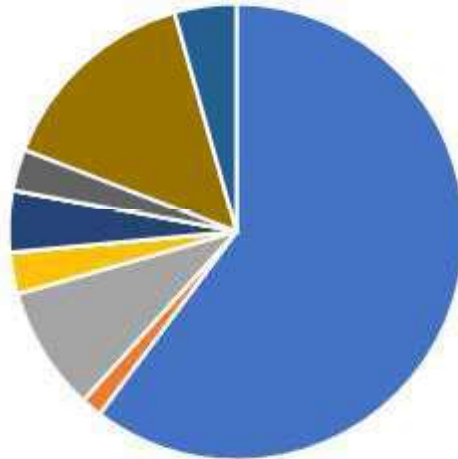
Families we have worked with



Families that we have worked with and have remained at home



SFT - Young Person Ending Location



- Parent(s)
- Adopted Parent(s)
- Foster Carer
- Friend (Approved)
- Friend (Unapproved)
- Hospital
- Other Family
- Residential School
- Residential Home
- Supported Accommodation
- Youth Offending Institute

Statement of Purpose

ASPIRE HOUSE URN: SCXXXXXX

*This document has been compiled in line with the
Children's Homes (England) Regulations 2015;
Chapter 2: Matters related to the quality standards;
Regulation 16 and Schedule 1.*



Tel: [REDACTED]

Aspire House, [REDACTED]
[REDACTED]

www.wiltshire.gov.uk
NWDWiltshire@wiltshire.gov.uk

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Aspire House / Stronger Families Team Guides

In-order-to streamline the paperwork within Aspire House / Stronger Families Team the paperwork for the project is split between three main guides:

1. **Statement of Purpose** - what we do, where we do it and who we do it for.
2. **Staff Handbook** – the main policies of the home, as well as clear guidelines and direction of what is expected from the residential and outreach team members.
3. **Site and Location Assessment** – assessment of the geographic location of the property and the associated risks and the onsite facilities and amenities and the associated risks.

“you were just there and understood, when no one else did, and you didn’t tell me there is no magic wand.”

Parent, 2019

Introduction to Aspire House / Stronger Families Team

Aspire House is part of Wiltshire Council’s Stronger Families Team (SFT) project and is based in the town Melksham, situated on the River Avon in Wiltshire, England. The SFT project focus is on working with young people who are experiencing or at risk of family breakdown, becoming looked after, or leaving a care arrangement. The aim of the SFT outreach work is to provide the young people and their families / care givers, with robust community-based support through a multi-disciplinary outreach team (please note from this point in this document reference will be made to families, and this could include extended families, foster carers, or agreed care arrangements). The fundamental aim of the project is to work effectively as part of a cohesive professional network with families where there is a realistic hope that remaining at home, or returning home, is achievable and there is the potential for this to be sustained.

The SFT adopt a strength-based approach which is focussed upon encouraging healthy and constructive family relationships and supporting young people and their families to remain together. This is delivered through intensive outreach support with young people and their family networks, increasing self-safety, strengthening resilience and building relationships. The young people may be experiencing acute stress and fractious family situations. They may display challenging and complex behaviours which place their educational and social stability at risk. The team will be tenacious in engaging young people and their families.

Aspire House forms the residential element of the SFT project, and will be used as a limited short-term residential resource to offer an emergency stay over provision aimed and giving a young person time and space, and assist parents in growing knowledge, capacity and resilience to repair and reparent. The stay over will provide young people and families support with managing complex behaviours, risks, parenting, and systemically building relationships.

Therefore, assessment leading to a family outcome-based plan (formed with the family) coordinated by a case holding social worker, is required as a referral before a stayover can occur. All stayovers where possible should be planned and include positive work to assist the young person and their families in developing better relationships and safer

outcomes. Urgent same day referrals are likely, and the same principles should be fostered for any regular or advanced planned stayover.

The residential part of the SFT project or stayover resource is intended to be open for approximately 50 to 60 nights per year (further details will be given on the following page).

STANDARD 1 - Quality and purpose of care

Aspire House is an emergency provision to support the SFT outreach work and other areas of Wiltshire council when the need arises. The residential facilities will aim to be used for approximately 50 to 60 days within a 12-month period; the home will be available for accommodation on a short-term basis to ensure that the Outreach function is not adversely affected, therefore the following guidelines will be used for the home:

- An aim of 5 days in a standard month and no longer than,
- 15 days in a row (e.g. during the Christmas holidays, during overlapping months, or when longer term placing of a young person is complex)
- Approximately 50 to 60 days within a 12-month period

The focus of the work whilst the young person is within the residential provision will be to provide a safe-haven for the young person and to assist in stabilising any crisis of difficulties for the young person and their family. The entire SFT will work with young people that reside in the home and any focused work will be coordinated by the assigned worker(s) based on the existing outreach plan, which will be reviewed based on the need for the young person requiring emergency accommodating. A dedicated residential team will provide overnight support and engage in meaningful activities, conversations and learning opportunities with the young person, whilst they reside at Aspire House.

The following three pages will detail the main aim of the Outreach work, which will inform the planned interventions of the residential provision.

Through the outreach provision the team aspires to:

- Increase community inclusion (reduce the risk of social isolation and exploitation)
- Improve healthy relationships

- Encourage open conversation, planning, improving safety and reducing missing episodes
- Enhance self-safety and education of young people and their families about risks and safety mechanisms (reduce risk of vulnerability to criminal or sexual exploitation)
- Increase aspirations, to ensure active community contribution and involvement (reduce risk of offending and/or anti-social behaviour)
- Help young people succeed at school, developing their future ambitions and goals (reduce risk of school exclusion and becoming NEET)
- Promote health and wellbeing. Encouraging active and positive behaviours (including reducing drug/ alcohol use, promoting positive mental and physical health).

The service will increase / improve:

- Parenting, self-care, capacity and resilience when in acute stress (reduce escalation)
- Relationships, bridging and repairing communication
- Motivation, supporting families and young people to change
- Engagement in education or vocational skills
- Self-esteem and well-being
- Capacity of a family and strengthen their social support network
- The use of signposted services

SFT is an intensive service, offering assessed and planned intervention with families to sustain change. The outreach workers will take time to listen to the families to understand the barriers and goals to achieve aspirations and change.

SFT offers a highly skilled and creative team who will provide planned and bespoke interventions according to the young person and family's needs. Outreach workers will be allocated to a family and the young people will work holistically, reflectively and collaboratively with the whole family.

Assessment, Analysis and Outcome Based Planning will take place in the initial weeks following referral and reviewed regularly thereafter (generally at intervals of every 4 weeks, or sooner if the young person becomes accommodated, or there is a significant change within the young person or family behaviours or circumstances).

Intervention may include working alongside siblings and wider family networks if necessary. The outreach workers will support families to complete their plan for up to 6 months, followed by a proportionate (a maximum three month) transition period to step-down or step-out work.

The three-month transition period will include check-in phone calls, text, message, skype and facetime (here when you need me) appointments with the young person and their family. Outreach workers will work flexibly and will offer consistent, persistent advice, growth, and support to develop bespoke success and self-sufficiency for each young person and their family.

SFT are a multi-disciplinary team with support from CAMHS and Police practitioners.

Through the residential provision the team aspires to:

The overarching purpose of the SFT Service is to support children to remain or return to the care of their family. During crisis periods alternative accommodation may be required, this is where the residential element of SFT may be utilised. Depending upon the care plan the home will be used as a temporary placement to support with the following:

1. Return Home: The team will work closely and sensitively in supporting young people to be reintegrated back with their family and to provide ongoing intensive outreach support.
2. Foster Care / Residential Care: Where it is not possible to return the young person to their family the team will work alongside the case holding social worker to support the young person into foster care or residential care, which will be identified to meet the young person's needs, the team will then then provide ongoing intensive outreach support to promote a successful transition to the new care provision.
3. Preparation for Independence: The team will be aware of the requirements of pathway planning and will be working alongside a personal advisor or social worker who will manage the planning for independence. This will be in response to care leavers who have found themselves in crisis, or young people who may be able to move back safely to their family home, but may require additional skills to manage their own health and wellbeing.

The team will at all levels promote good multi-agency working and strive for attainment of a young person's goals, and overall plan. From on-set of SFT involvement any professional involved in the young person or families care will be asked to work collaboratively in a plan of support; sharing past successes, difficulties and ensuring

that work is not duplicated or muddled through the work of other professionals. Beyond the case holding social worker, there are many other people, bodies and organisations that have responsibilities towards young people in children's homes. They might include health and education services, Local Safeguarding Children Boards, leaving care services, Independent Review Officers (IRO's), voluntary agencies, the police and youth offending teams, amongst many others.

1. The range of needs of the children for whom it is intended that the children's home is to provide care and accommodation

Aspire House can provide care and accommodation for up to three young people between the ages of 8 and 17, who may have emotional or behavioural difficulties, which may result in challenging behaviour. We can consider placements up to the age of 18 and beyond if necessary, and risk matched against any other placements staying at the home. These behaviours and emotions can be traumatic for the young person and difficult for people around them to understand. Each young person will be treated as an individual and will not be discriminated against if there is a realistic chance of SFT achieving the outcome detailed and aims details on pages 3 to 6 of this document.

In line with the attachment related focus to our care, we welcome young people who have the avoidant (dismissing), ambivalent (changeable) and disorganised (chaotic) attachment styles, and other behaviours the young people may present including - autism, Asperger's syndrome, self-harm, anxiety, depression, post-traumatic stress disorder, physical aggression / violent behaviour, missing episodes, criminal behaviours, sexualised behaviours, risks of criminal sexual exploitation (CSE) and low education attainment.

2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them

Our Ethos – Principles of Residential Care

- Young people staying in Aspire House should feel loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.

- The SFT project through residential and outreach work should value and nurture each young person as an individual with talents, strengths and capabilities that can develop over time.
- Similarly, the SFT project should focus on developing positive relationships, encouraging strong bonds between young people and their families, supported by the team in the home based on jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.
- The SFT project needs to be ambitious and flexible in nurturing young people's school and out-of-school learning and their ambitions for their future.
- The project should also be attentive to the young people's needs by supporting emotional, mental and physical health needs, including repairing earlier damage to self-esteem and encouraging developing or repairing appropriate and safe friendships and relationships.
- All team members of SFT should be outward facing, solution focused, foster a "can do" attitude, work effectively and promote collaborative work with the wider system of professionals for each young person, and with their families.
- The SFT should be understandings of the young person's communities of origin to sustain links and understanding of past problems

Emotional Competence

We aim to enhance each young person's capacity in the empathic and sympathetic understanding of others. We believe this forms a basis for the successful development of relationships and social confidence. We will do this by:

- Developing staff understanding of psychological dynamics through training and regular consultations with a CAMHS professional who will explore practice within the SFT. This ensures that any specialist understanding of a young person's needs can be incorporated into the direct work carried out by the SFT. The objective of this is that individual interventions and approaches for young people can be developed. In turn, the team are better equipped to understand their emotional states and the connected behavioural responses.
- Assisting the young person in understanding their own emotions and articulating their feelings.

“Your team has done amazing work”

Social Worker, 2019

- Building a culture of mutual respect, transparency, open discussion and appropriate challenge within the SFT by offering rationale for their actions and by apologising when mistakes are made.
- Using the staff as role models to normalise the acceptable expression of feelings and emotions.

3. A description of the accommodation offered by the home

Aspire House is a large and detached house and is part of Wiltshire’s Stronger Families Team project based in the town Melksham, situated on the River Avon in Wiltshire, England. The property has a large back garden with lots of space for outdoor games and activities, there is also a fenced area for the young people to maintain an allotment to grow vegetables and other produce. There is a large patio area where we enjoy eating when the weather permits, as well as outside games including a pool table and table tennis table. We promote adults bringing their dogs into work when planned and risk assessed for the young people staying at the home.

Adapting to the needs of the young people

Each young person is encouraged to bring personal items into Aspire House and to have input into how the living space and wider environment of the home could be adapted to better suit the needs and taste of young people. The home has been adapted to promote a homely living space on the first-floor, and within the lounge and kitchen areas, but also to have a downstairs space that is still usable for day to day outreach work and supportive interventions for other young people and family members (a separate policy will be in place to ensure that risk factors are considered for using the sites resources, specifically when young people are staying at the home).

As the residential resource of the home is designed to be a short stay emergency provision the homes design has not been fully converted to a homely environment.

Age, range, number and sex of young people

Aspire House can provide care for a maximum of 3 young people of any gender:

- Age: 8 – 17 (up to and over 18 if necessary, page 6)
- Capacity: 3
- Gender: Mixed
- Placement Length: Emergency / Short Term

Aspire House does not admit anyone under 8 years of age and any residential admission must have a case holding social worker.

Type of accommodation, including sleeping accommodation

Inside the house on the ground floor there is a large entrance hall, a homework room with IT facilities, a large lounge, a kitchen, utility room and a toilet with disabled access. On the first floor there are five bedrooms (two used as sleeping-in rooms for the adults), a toilet, and a large bathroom with toilet and shower. Aspire House has undergone considerable refurbishment in recent years and prides its self on promoting an environment which is homely and welcoming, yet still practicable for the outreach group and individual work that is implemented by the SFT members. The young people linked to the SFT project have and will be encouraged to play a part in changing the environment to be enabling.

External to the main house is an Annex building, which is used as the main hub for the Outreach function of SFT. The flat above the SFT is available for use as a separate entity for care leavers who require minimal support. Any resident in the separate flat will be risk assessed in terms of existing residents in the main house, potential future residents and their own self-sufficiency. Any residents in this provision will also be subject to conditions of stay within the flat and managed by either a case holding social worker or personal advisor, in conjunction with the registered manager of Aspire house and SFT management team (a separate policy for use of the care leavers flat is available), however, this provision is not subject to the main houses Ofsted registration.

4. A description of the location of the home

Aspire House is located within quarter of a mile from the town of Melksham in Wiltshire. Melksham is the 5th largest town/city in Wiltshire (after Swindon, Salisbury, Chippenham and Trowbridge) with a population of around 19,000, the town is a town on the River Avon in Wiltshire, England, about 4.5 miles (7 km) northeast of Trowbridge and 6 miles (10 km) south of Chippenham.

In a beautiful pocket of rural Wiltshire, Melksham is a lovely market town situated on the banks of the Bristol Avon. A beautiful historic quarter in the Town Centre features St Michael and All Angel's Church, Canon Square and Church Walk. Nearby are the

historic villages of Lacock and Castle Combe and the splendour of the Cotswolds. The friendly Town Centre is full of independent shops and plenty of cafes and restaurants, with a regular Tuesday Market. Compact and easily accessible, Melksham's library, gym, swimming pool, tourist information centre and parks are all in easy walking distance of the centre.

Melksham has a wealth of clubs and societies for all ages and tastes. The strong and vibrant community spirit ensures a busy calendar of events, including the Scarecrow Trail at Easter, the summer highlights of Melksham Music Festival, Carnival, Party in the Park and Melksham Comic Convention, and the Food and River Festival in September. The popular Christmas Fayre features the highly anticipated switching on of the Melksham Christmas Lights, a spectacular display put on entirely by volunteers.

Melksham people take great pride in their town, and the effort and creativity invested in the Christmas Lights is matched by the dedication in adorning the town with fantastic flowers in summer.

There are some beautiful walks in and around Melksham, including the Riverside Walk along the river Avon. The Conigre Mead Nature Reserve is a fascinating and tranquil space hidden just a few minutes' walk along the river. Managed by a voluntary team of enthusiasts, it is home to dragonflies, butterflies and the occasional kingfisher.

The Kennet and Avon Canal also passes through the Melksham area, offering a great bike ride or walk to the famous Devizes Caen Hill Locks to the east and Bradford on Avon and Bath to the west.

There is a location risk assessment in place; this risk assessment is re-viewed and updated on an annual basis or when there is a significant change. We have a good relationship with our local police community team, encouraged by our connected police liaison officer as well as Wiltshire council's community engagement officer for Melksham, we encouraged these individuals to drop in now and again to see the SFT and any young people residing at the home (should there be any specific reactions to police for example when a young person resides at the home a consultation process would be followed).

The police liaison has regular contact with the missing children's co-coordinator, and attends regular policing panels such as the Youth Referral Intervention Panel (YRI) and Vulnerable Adolescents Contextual Safeguarding Panel (VASC) and will be able to consult the team on any young people and families that the SFT project are currently

"Thank you"

*Young Person,
2019*

involved with, or may be from a police perspective part of our referral criteria as detailed on pages 2 to 6 of this document. Consultation with the connected police liaison officer will also detail any multi-agency public protection arrangements that are in place to ensure the successful management of violent and sexual offenders in the Melksham area.

5. The arrangements for supporting the cultural, linguistic and religious needs of children

Aspire House provides care which meets each young person's needs and promotes their welfare, taking-into-account the young person's gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, any disability, their assessed needs, previous experiences and any relevant plans. Our Equality and Diversity Policy ensures that young people living at the home are encouraged and supported to pursue religion practice of their choice.

Information about local centres of worship including Mosques, Temples and Churches of different denominations will be provided by adults, and young people wishing to participate in their respective religious practice will be supported by adults to a place of worship (full details of these will be shown separately in the location assessment of the home).

Within the home, young people are given privacy and space to follow their religious beliefs e.g. private time to pray is made available as well as the provision of relevant literature about different faiths. The lounge in the home can be used as an area for meditation and prayer as well used for recreation and other necessary meetings, etc.

We will ensure that food and cooking arrangements are sensitive to different cultures and beliefs. We celebrate other cultures special days and have themed evenings celebrating different cultures from around world.

Wiltshire council also has the facility for interpreters (face to face and via telephone) and information of bi-lingual employees across the council who may be able to assist in overcoming language barriers.

6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy

The Registered Manager and all members of the SFT will take all reasonable steps to ensure that young people feel comfortable with making comments or complaints of the work carried out at Aspire House, by the SFT and by any other aspect of their life. The ethos of this will ensure that they feel respected and that they have a voice in relation to their own life, Young people will also be made to feel free from reprisals if they choose to make a complaint.

Where a person wants to make a complaint, a member of the SFT or the Registered Manager in the Home will deal with the matter, if appropriate. If a complaint is made about the Registered Manager of the Home or another person in Line management; the complaint will be passed to a more Senior Manager or Head of Service. Complainants will also be informed that they may contact Child Line, the young person's Social Worker, the young person's Independent Reviewing Officer, or the Regulatory Authority (Ofsted) in the area where the Home is based.

Young people will also be able to use the MOMO app or website to express their feelings, concerns or to make a complaint. All contact information for making a complaint will be visible within the home in the form of a poster and within resources information which are readily available.

A member of the team can provide a copy of the complaints policy at any time, an up-to-date version of all policies can be located on Wiltshire Council's Grow Site. A poster is also visible in the communal area regarding 'how to make a complaint'. Details of making a complaint can also be found on the main Wiltshire Council website (<http://www.wiltshire.gov.uk/complaints-making-a-complaint>). All complaints will be forwarded to complaints@wiltshire.gov.uk for central compliance and recording, and any serious complaints or safeguarding concerns will be notified to Ofsted and the case holding social worker.

The homes complaint policy will give more detail on the timescales of responding and dealing with a complaint, the procedure followed, and what to do if the complainant is not satisfied with the outcome of the complaint.

7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy

The SFT manager is the overall safeguarding lead for the SFT project, however, the Assistant Team Manager and homes registered manager is the homes designated safeguarding officer, and the contact point to accessing these policies. The SFT ensures that each young person is protected from victimisation, abuse, teasing and bullying by assessing the potential risks and challenging all occurrences. All incidents and complaints will be recorded, investigated and reported to the case holding social worker. Support will be given to both the victim and the young person who caused the distress using a restorative approach. The home has comprehensive 'Safeguarding', 'Complaints' and 'Anti-Bullying' Policies which all the SFT are familiar with (updates are discussed within team meetings and all members of the team are encouraged into developing transparent and effective procedures for addressing child protection and behavioural management). Additionally, 'child friendly' versions are available, or any member of the SFT can explain the details of any of the homes policies so that the young person understands. All adults; receive regular training and opportunities for discussion to cover all-of-these areas.

STANDARD 2 - Views, wishes and feelings**8. A description of the home's policy and approach to consulting children about the quality of their care**

There will be are regular consultation processes within Aspire House when young people stay, and these will generally be through community meetings after school and at meal times, or via one of the SFT or delegated professional if consultation is not suitable at the time of the young person's stay at Aspire House. The SFT management team will also ensure that regular consultations with the young people and families take place to allow for their input and views on the day-to-day running of the home and SFT project and larger scale ideas, such as holidays and decoration plans. The SFT including the management will adopt an 'open door' policy where there is always space for the young people to sit and talk about any concerns or wishes. The SFT

management team will ensure that they are available, and spend time with the young people in and out-side of the home.

The home will also allow for young people to make anonymous suggestions via a 'things we do well / things we could do better' board, and suggestion box.

As per the complaint guidance the MOMO app or website can be accessed by a young person to express their feelings, concerns or to make a complaint. All contact information is on the complaint poster visible within the home and within resources information which are readily available.

**9. A description of the home's policy and approach in relation to –
(a) anti-discriminatory practice in respect of children and their families;
and
(b) children's rights.**

Anti-discriminatory practice

Aspire House ensures that all young people are aware of their rights to:

- Protection (the right to be safe);
- Provision (the right to be well looked after);
- Participation (the right to have their say and be listened too).

The adults at Aspire House are responsible for promoting and safeguarding young people's rights which must be respected at-all-times. All young people will have a right to dignity, privacy, choice, safety, education, reaching their full potential, equality and diversity. These rights are included in our policy.

Children's Rights

Young people / children at Aspire House will receive a 'Welcome Pack' with the information, addresses and phone numbers of:

- Children's Commissioner **Tel:** 020 7783 8330;
Website: <https://www.childrenscommissioner.gov.uk/about-us/contact>
- Ofsted – Your rights your say **Tel:** 0300 123 1231;
Website: <https://www.gov.uk/government/organisations/ofsted>
- Child Line **Tel:** 0800 1111;

Website: <https://childline.org.uk/>

- National Bullying Helpline **Tel:** 0845 22 55 787;
Website: <http://www.nationalbullyinghelpline.co.uk>
- NSPCC **Tel:** 0808 800 5000;
Website: <https://www.nspcc.org.uk>

These will also be available within a folder with information of local services for our young people where they can seek support and advice.

The young people have access to a private telephone line where appropriate, also access to a laptop with internet, which has extensive parental controls to ensure online safety.

Advocacy Service

Wiltshire Council also has contracts with Caring for Communities and People (CCP), which forms Wiltshire Children & Young People's Advocacy service.

- Caring for Communities and People **Tel:** 0300 365 8300;
Website: <https://www.ccp.org.uk/contact-information>

Standard 3 - Education

10. Details of provision to support children with special educational needs

Education within the SFT project is an integral part of our approach to maximize the potential of every young person. We strive to ensure that we work alongside schools / colleges and other education provisions to encourage attendance, learning opportunities, engagement and attainment.

Young people where possible will be supported to keep attending their normal provision when they are staying at Aspire House. Where normal attendance is not possible the SFT will work alongside the education provision to coordinate suitable homework and activities and promote a manageable school experience based on the needs, behaviour and capacity at the time of staying at Aspire House.

Young people will always be supported during any educational transition at both school and college.

We will work with all young people's education provisions based on recommendations of any statements, existing Education, Health and Care Plan (EHCP), behavioural support plans and individual risk assessments.

11. Details of the curriculum provided by the home and the management and structure of the arrangements for education

N/A - as per previous section the SFT will work alongside the existing education provision when a young person is staying at the home. Due to the short-term nature of the residential provision and the different reasons that a young person may enter the home the arrangements for education will be carefully considered on a case by case scenario.

12. The arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement

As the main aim of the residential function is to offer a short-term planned intervention, we will not be looking at creating links with the local Schools, unless the young person is already enrolled within a local school. Please refer to sections 10 and 11 on the previous two pages for the promotion of education within Aspire House and the SFT project.

However, we aim to equip each young person with the ability to manage life events so that they can deal with adversities, recognise opportunities and shape their own future. To achieve this, we feel educational achievement and attainment is a key factor. Therefore; we will:

- Ensure stability and continuity of care through supportive parenting and the development of secure attachment patterns in-order to raise self-esteem.
- Liaise daily with the education provision and provide support by encouraging regular attendance, assisting with homework and promoting after school activities.
- Ensure each young person have access to a computer and a quiet space in which to study.
- Support each young person in the development of adaptive coping strategies and self-care.
- Ensure that there is consistently with the SFT of appropriate adults who provide nurture and support to help the young person's development of resilience and an internal focus of control.
- Consistently train all the SFT in knowledge and skills to improve and support the development of resilience in young people.

This helps to ensure that Aspire House provides an experience which is caring, structured, holds high expectations for children's behaviour and encourages participation and empowerment throughout the home.

Standard 4 - Enjoyment and achievement

"I have my son back"

Parent, 2019

13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills

All young people will have a detailed placement plan that will identify areas of self-care and social skills that the young person requires support with. Each young person will have a self-care routine that reflects their needs. Social skills are developed through providing a calm, nurturing and caring living environment that promotes self-esteem. We offer a range of on and off-site activities that develops social skills. Role modelling is vital; as through adult's positive role-modelling we can develop acceptable social behaviours.

We will give all young people lots of attention and positive reinforcement and ensure they are involved in all decisions about their daily life and care. There will be a reward system in place for responding well to boundaries and completing self-care and life skills tasks. We also reward positive behaviours with trips out, and planned incentives to encourage positive behaviour and choices.

Standard 5 – Health and Well-Being

14. Details of any healthcare or therapy provided, including –

- (a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and**
- (b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed**

At Aspire House the team will encourage all young people to eat a healthy balanced diet; get regular sleep and be welcomed into a warm and friendly environment. The young person will have an individual health action plan which will contain sufficient information about their health needs whilst they are living at the home. The young people will be supported where necessary for all their health care needs. The SFT will

work alongside the families / care givers to ensure that the young person's health needs are met and that they attend all regular health checks including dentist and optician appointments, however, this will be the responsibility for the families / care givers to oversee. Any other needs such as CAMHS, in-house / external therapeutic provisions, additional health needs, etc., will be identified and discussed as part of the transition to the home and during the first weeks of his stay.

Therapeutic intervention offered

We are recruiting for / have a CAMHS practitioner working with the team two days each week. TBC – details of aligned CAMHS professional who is in recruitment phase.

Currently Systemic Consultations using 'three level reflective practice' facilitated by Annabelle Gilham, Systemic Family Therapist, Early Help – CAMHS, Salisbury Community CAMHS team. These are taking place every two to three weeks and involved live case discussions. The lead CAMHS worker assigned to Stronger Families Team and the SFT assigned workers will systematically involve all parties specific to the young person's plan of care and future objectives encourage a multi-agency working party throughout the involvement of SFT in the young person and family's life. This process ensures all parties revisit objectives of the placement and enables outcomes monitoring processes.

Team Clinical Meetings

The purpose of these regular meetings is to create a reflective space in which Teams can explore and develop their insights into the direction of the young person and families care package effectively. The purpose is also to support and encourage the SFT in applying this insight in the care package they provide to the young people.

Within the Team Clinical Meetings, Practitioners will be encouraged and enabled to consider a wide range of issues that potentially impact on; their work; including, but not exclusively:

- Attachment Theory
- Group Processes
- Transference / Counter-Transference / Projection; unconscious process (young people and carer network) etc.

There will inevitably; be a training and supervisory element to the meetings as appropriate to the professional and developmental needs of the SFT. The meetings are

for the whole SFT, and small groups will be established where the needs arise. For example, a separate residential only meeting may be used to discuss presenting issues of young people staying at Aspire House; all meetings will be led by an experienced psychotherapist / clinical psychologist facilitator (currently Annabelle Gilham but permanent person TBC). Additional meetings with the team, training, and support with multi-agency meetings, reviews are also part of the remit of the clinical team.

Manager Clinical Meetings

The purpose of these meetings is to support the managers in the reflective thinking and practice required to; effectively lead their Teams within the therapeutic task. The meetings are to ensure that managers are committed to therapeutic practice, and have the skills and space to support their Teams. The meetings will be for the management team of SFT, YOT and the Emerald team who are all supported by the lead CAMHS worker based within the SFT project; will be led by; led by the lead CAMHS worker who is an experienced psychotherapist / clinical psychologist facilitator (TBC upon selection and recruitment, current facilitator does not have scope to provide this).

Standard 6 - Positive relationships

15. The arrangements for promoting contact between children and their families & friends

Contact with family / friends and significant others is fully supported both within the Aspire House and the location of the family when the young person is residing at the home, or is residing at a more long-term care provision. These arrangements will be young person specific and part of the young person's care plan. Friends are welcome to come around and can stay for tea, but we like to have notice so that we can make plans, and ensure that safety of all parties are paramount.

We will work with the all professionals involved with the young person to ensure that any contact with family and friends is carried out in the best interest of the young person. We will promote the wishes of the young person and work through any difficulties that are realized or identified through contact. A member of the SFT will be available to support or supervise contact arrangements, and the team will be provided with specific training on 'facilitating contact' and 'safeguarding' to ensure that the young person's needs are paramount.

Standard 7 - Protection of children

16. A description of the home's approach to the monitoring and surveillance of children

We do not have any facility of to electronically monitor the surveillance of young people. Within the home we have a monitoring system that monitors all external doors - so we know when any individual leave – however, if more than one young person is in the home at one time, there is no current monitoring of the movement between young people's bedrooms apart from staff observations (however, staff bedrooms are strategically placed to provide adequate coverage and monitoring). The need for using this system would be reviewed in line with the needs of each young person in placement in-order-to ensure safety; e.g. if a young person is likely to run away at night, or place another young person at significant risk due to their actions / behaviours. Any agreement will be recorded in the placement plan and discussed with the case holding social worker, registered manager and young person. The door alarm for the external doors of the home will always be active as a monitoring tool at night; as a means of knowing when anyone enters or leaves the home, but this is the only current device that monitors or notifies adults of the movements of the young people.

17. Details of the home's approach to behavioural support, including information about –

- (a) the home's approach to restraint in relation to children; and
- (b) how persons working in the home are trained in restraint and how their competence is assessed

Approach to restraint

The SFT are trained in Team Teach as their method of physical intervention. The aim of team teach is: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.

All members of the SFT receive a 12 hour "Basic" course (to reduce foreseeable medium "special service" risk) and where supported through evidenced health and safety needs, additional advanced modules (to reduce foreseeable elevated risk).

The SFT puts huge emphasis on de-escalating situations in the early stages of crisis but if in cases of extreme behaviours which may result in physical harm or serious damage to property, and when all efforts to exert control have been exhausted, the team are expected to use safe 'holding' or physical intervention to a level which is necessary to ensure the young person is kept safe. Physical intervention should on a no more no less basis of the behaviour and risk that the young person is displaying, and should be used progressively from supporting and guiding a young person away from a stressful situation to more restrictive methods to prevent harm and ensure safety.

Assessing competency

All staff; are required to pass an examination process validated by Team Teach which covers all these components. Following the initial training further training will be required at a minimum of six monthly in-house; this is in terms of team meeting refreshers and external refresher training every two years (with a designated Team Teach instructor) where all elements of the Team Teach approach, physical elements and de-escalation techniques are covered.

Physical restraint will only be used if it forms part of the care plan and has been agreed by the case holding social worker and has been discussed with the young person on admission.

If a young person leaves the home without permission a reporting protocol is in place which reflects their individual risk assessment and links to the care plan. This may include the local authority, placing authority, family members, transport and local police. The Individual Crisis Management plan will indicate whether the young person would need to be prevented from leaving the home. This would be based on clear risk assessment that they or others would be placed at significant risk. This will be agreed with the placing authority as part of the care plan for the young person.

Our positive reinforcement reward systems are harnessed as well based on sound understanding of the needs of our young people, and are always based on prompt reinforcement as soon as possible and within a range of realistic expectations of changing behaviours. Every young person will have a bespoke plan developed based on their own areas of difficulties and strengths which we wish to continue to develop as

part of the SFT outreach work and need for residential intervention. All consequences and rewards are reviewed by the Registered Manager to ensure they are appropriate.

Standard 8 - Leadership & Management

18. The name and work address of –
(a) the registered provider
(b) the responsible individual
(c) the registered manager



The following section will detail the name and qualifications of each member of the Aspire House team and the details of the ‘Responsible Individual’, ‘Therapeutic Lead’ and ‘Registered Manager’ of the home.

19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care

Responsible Individual

Terence Herbert – Service Manager Young People

Male - Start date with Wiltshire Council: March 2011 – Terence is a qualified Social Worker and mental health nurse, with over 24 years’ experience in social work within various local authorities. Prior to joining Wiltshire council Terence worked for North Somerset Council.

Qualifications: BA (Hons) Social Work, Registered mental health nurse, Psychiatric/mental health nursing.

Annabelle Gilham – Counsellor and Systemic Psychotherapist (Family Therapist), Community Mental Health Services

Female – Seconded provision to Wiltshire Council.

Qualifications: Diploma in Psychodynamic Counselling, Post Graduate Diploma in Systemic Practice with Couples and Families, MSc in Family and Couple Systemic Psychotherapy, Post Grad Diploma in Clinical Supervision.

Carolyn Cook – Acting Team Manager (*6 months secondment*)

Female - Start date with Wiltshire Council: November 2008 - is a social worker and has worked in the MASH, Emergency Duty Service and Support and Safeguarding Service all within Wiltshire. Carolyn has previously worked in residential children's home settings and residential education settings.

Qualifications: BA (Hons) Social Work.

Registered Manager

Mark Callaway – Registered Manager / Assistant Team Manager

Male - Start date with Wiltshire Council: 8th April 2019 - Mark has worked within the child care sector since 2007 and has previously worked for Five Rivers Child Care Ltd as a registered manager and finance manager, and has voluntary experience as a qualified psychotherapist within generic counselling and alcohol & substance misuse.

Qualifications: QCF Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services - Children and Young People's Management (England), BA (Hons) Person-Centred Counselling & Psychotherapy, BA (Hons) Business Administration, CEOP Ambassador.

Xina Hart – Senior Residential Outreach Worker

Female - Start date with Wiltshire Council: January 2010, and with Stronger Families Team project from January 2019 - Xina has a youth work background and previously ran youth centres in the South of Wiltshire. Xina has also worked within YOT in their prevention project, worked with communities to set up their own youth projects and most recently has worked within the Adolescent Support Project.

Qualifications: BA (Hons) Youth Work and Community Learning and Development, City & Guilds Level 3 in Youth Work Practice, (Hons) Film, Television and Radio Studies.

Annette James – Senior Residential Outreach Worker

Female - Start date with Wiltshire Council: 11th March 2019 - Annette previously worked in a disabled children's team case holding children and young people with complex needs. Annette also has experience working in children's centres delivering outreach and parenting work and in residential settings for children and adults with learning disabilities. Early Years foundation degree.

Qualifications: Early Years foundation degree.

Amelia Mobsby - Senior Residential Outreach Worker

Female - Start date with Wiltshire Council: 9th July 2019 - is a newly qualified social worker who completed her masters' programme with the London Borough of Havering. Amelia has worked with families in crisis, and supported children and young people within their family home and within Children's homes.

Qualifications: MSc in Advanced Relationship Based Social Work Practice with Children and Families, Post Graduate Diploma in Social Work, BScEcon Sociology and History.

Emma Meek - Senior Residential Outreach Worker

Female - Start date with Wiltshire Council: 19th August 2019 - Emma is due to start with us very soon, she has experience working as a family support worker, an early help coordinator, and has residential shift leading experience within the Cotswold Community.

Qualifications: PEPS Level 1 in progress, OCN Level 4 Intense Support for Families with Complex Needs, Level 4 Triple P Practitioner & Level 4 Triple P Standard Practitioner, Take 5 for Play and GNVQ Advanced Diploma in Business.

Juliet Cook - Residential Outreach Worker

Female - Start date with Wiltshire Council: 11th February 2019. Prior to working for Wiltshire Council Juliet managed a women's refuge for approximately two years, and prior to this ran homeless hostels for teenagers and adolescents, and a-number of years working as an Outreach worker with families at the risk of homelessness.

Qualifications: Diploma Pre-School Practice, Counselling Skills, NVQ in Advice and Guidance.

Ceri Draper - Residential Outreach Worker

Female - Start date with Wiltshire Council: 11th February 2019, Ceri has previously worked in a residential setting for young people with complex needs, autism and challenging behaviour. **Qualifications:** Level 3 Diploma in Health and Social Care, Level 3 Diploma in Residential Childcare.

Ashlea Forgacs - Residential Outreach Worker

Female - Start date with Wiltshire Council: 11th February 2019, moved to Aspire House on the Wiltshire College as a Pre-16 learning mentor end September 2017 – check holiday entitlement. Prior experience includes working for Melksham Oak Secondary School as a teaching assistant and works part time at Melksham youth centre.

Qualifications: Qualified by experience, NVQ Level 3 in Business Administration.

Gemma Matthews - Residential Outreach Worker

Female - Start date with Wiltshire Council: September 2011, started working at Aspire House in February 2019. Prior to working with SFT Gemma worked with the support & safeguarding team and as a youth worker. Gemma also worked as a youth coordinator for a local charity coordinating a team of youth workers and in school mentors.

Qualifications: Qualified by experience, Diploma in various business study units.

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care

All adults at Aspire House receive regular supervision and support with their line manager or delegated supervisor which covers any practice issues and identification of any necessary training required for personal development. We have a mentoring programme where new starters receive 1:1 support by an experienced member of the SFT. Formal supervision is provided monthly and no less than monthly group consultations with the aligned CAMHS professional is in place to ensure that the team regularly review and develop their practice.

A flowchart of the structure of the home is shown on the following page.

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21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes

We have a residential staff team of all female, however, there is a male outreach worker and the registered manager who are male who will have regular contact with the young people that reside at the home. The team receive regular training about equality and diversity and are aware of the need for role modelling; should a young person require additional support or have cultural needs that we are unable to meet we will endeavour to source and independent advocate for this purpose.

Due to the short-term nature of the residential provision the role modelling aspect of the home is assessed as sufficient for its intended purpose.

Standard 9 - Care Planning**22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission
Contact Information**

We accept placements of any young people aged between 8 and 17 years' (up to and over 18 if necessary, page 6) and require emergency short-term residential accommodation. Aspire House is a limited resource and further information of the capping of nights is detailed on page three of this document.

All admissions are undertaken following an in-depth assessment of needs and risks to self or others. Where any risks are identified these are not seen as inhibitors for placement, but are considered on-the-basis of the ability to manage risk and appropriate development plans.

However, it is of paramount importance the safeguarding of the young people in our care and, therefore, we will not accept a young person into placement who would pose unmanageable risk to self or others.

We believe in developing person-centred bespoke packages of care within our outreach function and would plan to replicate the work within the residential element of Aspire House and, therefore, we ensure we can meet the needs of the young person being placed but also the young people already in placement.

Admissions are accepted on an emergency basis and must be assigned to a case holding social worker. The social worker will be responsible for identifying the reason for the accommodation episode, the risk to self and others, and confirm they will be available and committed to an Emergency Review process and will be actively considering the needs of the young person beyond the limits of Aspire House set out on page three of this document. There will be a separate and full procedure for receiving emergency placements. They will have a detailed routine, with which all members of the SFT will be familiar, and notified of any changes.

The routine will include having:

- A checklist for admissions readily available;
- A vacant bedroom with appropriate facilities, in a state of readiness;
- Easy to prepare basic food and drink accessible for staff to prepare day or night;
- A strategy for the redeployment of staff to deal with the emergency admission.

Managers should ensure that where an emergency admission takes place a planning meeting also known as an Emergency Review is held within 72 hours of admission, see following page, Criteria and Timing for Emergency Reviews.

Emergency Placement Procedure

In the event of a referral to the SFT, the person receiving / administering the referral should do all that is reasonable to follow the normal admissions procedures. (When an emergency placement is requested out of hours then the on-call manager should be consulted prior to accepting the referral – admissions can only be referred if approved by service manager in conjunction with the registered manager/assistant team manager or team manager (or delegated Senior Residential Outreach Worker) of Aspire House).

Any decision to admit a young person in an emergency must be based a proper assessment of the available information. Given the time constraints, this assessment is likely to be carried out from information provided over the telephone or by email. Referral forms still need to be completed and received before the young person is admitted despite the time pressures with emergency placements.

When emergency placements are made, case holding social workers should endeavour to make as much of the necessary information about the young person available to the home as is possible, and should always make available any information that is vital to allow the home to care safely for the young person (e.g. medical information or

information about any known serious behavioural issues which may place the young person at risk of harm to him/herself or others).

As a minimum, the following information will be required at the time of the placement:

- The contact arrangements that may be permitted between the young person and his/her parents, siblings, relatives and friends – no contact may be allowed without the approval of the social worker or as set out in the young person's Placement Plan;
- A copy of the young person's Health Care Plan or, if this is not available, details of any healthcare or medical needs/requirements that the home should be aware of e.g. Homely Remedies or Medication that the young person may require, see Health Care Assessments and Plans Procedure;
- Copies or information relating to any Court Orders that may be required or influence the young person's placement e.g. if the young person is subject to a Remand.

The person administering this process must keep a record of the matters that are not undertaken, and pass this to the chair of the Emergency Review (see next heading, Criteria and Timing for Emergency Reviews), so that they can be followed up.

Criteria and Timing of Emergency Reviews

An emergency review meeting must be held within 72 hours of any emergency admission, this is a maximum timescale and the urgency of the situation may dictate that the timescales should be shorter (discussions will take place every 24 hours where possible, following an admission to ensure the limitations of Aspire House are not breached).

The purpose of the meeting will be to ascertain where the young person will be moving to following their stay at Aspire House. Discussion around suitability of the placement should take place and the readiness to either return-back to their family, to foster carer, or to a longer-term residential provision should be explored, and any actions to follow up agreed.

Arranging and Conducting Emergency Reviews

Emergency Reviews will normally be arranged by the manager of the home, who should act as the chairperson. This responsibility may be delegated to a member of the SFT of management team.

The review must be conducted in the form of a meeting (this can be completed via Skype due to the timeframes involved).

Who Should Attend or Contribute to Emergency Reviews?

The people listed below should contribute to the Emergency Review, the case holding social worker will detail any reasons that people should be omitted or included:

1. The young person's social worker;
2. If applicable an Independent Reviewing Officer (IRO) for the young person;
3. The young person;
4. The young person's parents;
5. The young person's SFT assigned worker, or another member of the team.

From onset of any placement at Aspire House the case holding professionals will be aware of the restrictions of anyone staying at the home. The intended review each 24-hours is to ensure that suitable plans are made for the young person and that re-integration to their family is both appropriate and achievable, or that other accommodation such as foster carer or medium to long-term residential accommodation is being sourced and actioned.

Contact Information

“You have worked really hard at building a positive relationship with this family and this has enabled to trust a professional for the first time ever, and this in turn is making a difference to the children's lives”

Independent Reviewing Officer, 2019

Mark Callaway
Registered Manager
Tel [REDACTED]
Mob [REDACTED]
Email mark.callaway@wiltshire.gov.uk



Stronger Families Team, Wiltshire
Aspire House, [REDACTED]
[REDACTED]
Tel [REDACTED]
Email NWDWiltshire@wiltshire.gov.uk
Website www.wiltshire.gov.uk

Wiltshire Council
County Hall, By the Sea Road,
Trowbridge, Wiltshire, BA12 7NY
Tel 0300 4560 100
Website www.wiltshire.gov.uk



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Children, Families, Lifelong Learning and Culture Select
Committee

21 September 2020



Forward Work Programme and Recommendations and Actions Tracker

1. The Select Committee is asked to review its draft forward work programme and recommendations and actions tracker which is attached.

Recommendations:

- That the Select Committee reviews the attached forward work programme and recommendations tracker and makes suggestions for additions or amendments as appropriate.

Next Steps:

The Select Committee will review its forward work programme and recommendations and actions tracker at each of its meetings.

Report contact: Benjamin Awkal, Scrutiny Officer

Contact details: Benjamin.Awkal@surreycc.gov.uk

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Children, Families, Lifelong Learning and Culture Select Committee Forward Work Programme 2020

Children, Families, Lifelong Learning and Culture Select Committee (Chairman: Mrs Kay Hammond, Scrutiny Officer: Benjamin Awkal, Democratic Services Assistant: Bryony Crossland Davies)

Date of Meeting	Scrutiny Topic	Description	Outcome	Cabinet Member / Officer
14 DECEMBER 2020	Update on the delivery of the children's improvement programme	Committee to be apprised of the council's progress in improving its children's services.	Lead Member for Children and Senior Officers held to account.	Mary Lewis, Cabinet Member for Children, Young People and Families Jacquie Burke, Director – Family Resilience and Safeguarding Tina Benjamin, Director – Corporate Parenting
	Budget Proposals	Select Committee to receive the draft budget proposals for 2021/22.	Select Committee to scrutinise the Council's budget proposals, to provide feedback and to make/agree recommendations.	TBC

	Cabinet response to the report of the No Wrong Door Task Group	Committee to receive the Cabinet's response to the recommendations of the No Wrong Door Task Group.	Select Committee to consider the response; and possible further recommendations and actions.	Mary Lewis, Cabinet Member for All-Age Learning Tina Benjamin, Director – Corporate Parenting
20 JANUARY 2021	Corporate Parenting Annual Report	The first annual report of the council's work with looked-after children following the adoption of a new strategy.	Assurance that the council is performing against the aspirations included in the Corporate Parenting Strategy	Mary Lewis, Cabinet Member for Children, Young People and Families Tina Benjamin, Director – Corporate Parenting
	Children's Educational Attainment in Surrey	The Committee to review most up to date statistics on the attainment of children in Surrey's schools and review trends.	Assurance that Surrey's schools are continuing to perform well; and to identify strengths and areas for improvement.	Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Lifelong Learning and Culture

	Schools Alliance for Excellence	An update on the work of the Schools Alliance for Excellence following its first year of delivering school-improvement services.	Assurance that the Schools Alliance for Excellence is meeting its objectives/making adequate progress towards meeting its objectives.	Julie Iles, Cabinet Member for All-Age Learning. Liz Mills, Director – Education, Lifelong Learning and Culture Jane Winterbone, Assistant Director – Education Maria Dawes, CEO – Schools Alliance for Excellence
18 OCTOBER 2021	CAMHS/EWMHS	To scrutinise the performance of the new CAMHS/EWMHS which is to commence in April 2021, having particular regard to the efficacy of early intervention.	To review the implementation and first six months of the new service to seek assurance that it is efficient and improving outcomes for service users.	Mary Lewis, Cabinet Member for Children, Young People and Families
Items to be Scheduled				
TBC	Library Transformation	Scrutiny of changes to the council's library offer to ensure value for money and benefit to residents.	<i>In development</i>	Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Learning and Culture
	Outcomes of Family Resilience Service	To review the impact of the change in service approach following a period of embedding.	<i>In development</i>	Mary Lewis, Cabinet Member for Children, Young People and Families Jacquie Burke, Director – Family

**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE
ACTIONS AND RECOMMENDATIONS TRACKER
SEPTEMBER 2020**

The actions and recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each meeting. Once an action has been completed, it will be shaded green to indicate that it will be removed from the tracker at the next meeting.

KEY			
	No Progress Reported	Action In Progress	Action Completed

Meeting	Item	Recommendations/Actions	Update/Response	Responsible Officer/Member
21 January 2020	Corporate Parenting Strategy [Item 6]	i. The Select Committee endorses the corporate parenting strategy.		
		ii. The Committee to review progress against aspirations in the strategy via an annual report in January and take evidence from partners. iii. For the Committee to use the corporate parenting principles to inform its scrutiny of the council's services for children who are looked after.	This has been added to the Select Committee's Forward Work Programme. The Committee noted the recommendation.	
28 July 2020	Children's Improvement Update [Item 5]	i. That, at the 21 September 2020 meeting of the Select Committee, the Cabinet Member for Children, Young People and Families provide an update on the children's improvement programme,	This has been moved to the December meeting of the Select Committee.	Mary Lewis, Cabinet Member for Children, Young People and Families

		including future audit findings, updates on the implementation of the recommendations of the audit programmes, and the outcome of any Ofsted monitoring.		
		ii. For the Chairman to circulate the missing children statistics in the Surrey Children's Services Improvement Board Performance Compendium to Members of the Select Committee.	In Progress.	Kay Hammond, Chairman
		iii. For the Director – Family Resilience and Safeguarding to circulate information regarding the number of 16- and 17-year olds residing in supported accommodation outside of Surrey; and how many of this cohort receive education, to Members of the Select Committee.	Information requested. The Director is preparing a response.	Jacque Burke, Director – Family Resilience and Safeguarding
		iv. For the Director – Family Resilience and Safeguarding to share the KPIs relating to referrals to children's social care with the Select Committee.	Information requested. The Director is preparing a response.	Jacque Burke, Director – Family Resilience and Safeguarding
	Update on the Schools Alliance for Excellence [Item 6]	i. For the Cabinet Member for All-Age Learning give an update on the work of the Schools Alliance for Excellence at the	This has been added to the Select Committee's Forward Work Programme.	Julie Iles, Cabinet Member for All-Age Learning.

		January 2021 meeting of the Select Committee.		
		ii. For the Director to provide information regarding exam results and education performance of disadvantaged children in Surrey to the Select Committee when the data became available (November 2020)	Information requested. A response will be provided in January 2021.	Liz Mills, Director – Education, Learning and Culture.
		iii. For the Director to share the cost of consulting on the establishment of SAfE with the Select Committee.	Information requested. The Director is preparing a response.	Liz Mills, Director – Education, Learning and Culture.
	Preparations for the Reopening of Schools [Item 7]	i. That a verbal update on the implementation of the Recovery Plan supporting the reopening of educational settings is given to the Select Committee at its next meeting on 21 September 2020.	This item is on the meeting agenda for the September 2020 meeting of the Select Committee.	Liz Mills, Director – Education, Learning and Culture.

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