

Notice of Meeting

Children, Families, Lifelong Learning & Culture Select Committee

**Date & time**

Monday, 18 October
2021 at 10.30 am

Place

Woodhatch Place, 11
Cockshot Hill, Reigate,
RH2 8EF

Contact

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

Chief Executive

Joanna Killian

We're on Twitter:
@SCCdemocracy



benjamin.awkal@surreycc.gov.uk

If you would like a copy of this agenda or the attached papers in another format, e.g. large print or braille, or another language please either call 020 8541 9122 or email benjamin.awkal@surreycc.gov.uk.

This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Benjamin Awkal, Scrutiny Officer on 020 8213 2502.

Elected Members

Ayesha Azad (Vice-Chairman), Liz Bowes (Chairman), Fiona Davidson, Jonathan Essex, Alison Griffiths, Rachael Lake, Andy Lynch, Michaela Martin, Mark Sugden, Liz Townsend, Chris Townsend (Vice-Chairman), Jeremy Webster and Fiona White

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

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

To note any apologies for absence or substitutions.

2 MINUTES OF THE PREVIOUS MEETINGS: 11 MARCH 2021 AND 15 JULY 2021

(Pages 5
- 74)

To agree the minutes of the Select Committee's last public meeting, held on 11 March 2021, and of its induction session held in private on 15 July 2021.

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 Members' questions is 12.00pm four working days before the meeting (*12 October 2021*).
2. The deadline for public questions is seven days before the meeting (*11 October 2021*).
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) TRANSFORMATION UPDATE

(Pages
75 - 86)

Purpose of the report: to provide the Children, Families, Lifelong

Learning and Culture Select Committee with a progress update on the Special Educational Needs and Disabilities (SEND) transformation programme, including relevant progress updates about the implementation of the recommendations of the Special Educational Needs and Disabilities Task Group. This report builds on the Select Committee Report from December 2020 as well as the Cabinet Report from February 2021.

6 THE IMPACTS OF COVID-19 ON EDUCATION AND LEARNERS IN SURREY

(Pages
87 - 96)

Purpose of the report: This report outlines the continuing impact of the Covid-19 pandemic on education and Surrey learners and the plans that have been put in place to address the impacts, so that children and young people are supported to achieve their potential and no one is left behind. It provides further information on the recent destinations of post-16 learners.

7 CHILDREN'S HOMES TRANSFORMATION

Report to follow

8 BREAK

9 EMOTIONAL WELLBEING AND MENTAL HEALTH SERVICES

(Pages
97 - 138)

This item is expected to commence at approximately 14:00, following a break.

Purpose of the report: To review the implementation and performance of the new Emotional Wellbeing and Mental Health (EWMH) services for children and young people (CYP) in Surrey, which began operation in April 2021. The report specifically draws out the early intervention elements of the provision.

This report will provide information about the mobilisation of EWMH services and reflect upon the first six months of operation and what evidence there is of how the new services are beginning to improve outcomes for service users.

10 ACTIONS AND RECOMMENDATION TRACKER AND FORWARD WORK PLAN

(Pages
139 -
148)

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

11 DATE OF THE NEXT MEETING

The next public meeting of the committee will be held on 13 December 2021 at 10:00am.

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

Those attending for the purpose of reporting on the meeting may use social media or mobile devices in silent mode to send electronic messages about the progress of the public parts of the meeting. To support this, County Hall has wifi available for visitors – please ask at reception for details.

Anyone is permitted to film, record or take photographs at council meetings with the Chairman's consent. Please liaise with the council officer listed in the agenda prior to the start of the meeting so that the Chairman can grant permission and those attending the meeting can be made aware of any filming taking place.

Use of mobile devices, including for the purpose of recording or filming a meeting, is subject to no interruptions, distractions or interference being caused to the PA or Induction Loop systems, or any general disturbance to proceedings. The Chairman may ask for mobile devices to be switched off in these circumstances.

It is requested that if you are not using your mobile device for any of the activities outlined above, it be switched off or placed in silent mode during the meeting to prevent interruptions and interference with PA and Induction Loop systems.

Thank you for your co-operation

MINUTES of the meeting of the **CHILDREN, FAMILIES, LIFELONG LEARNING & CULTURE SELECT COMMITTEE** held at 10.00 am on 11 March 2021 at REMOTE MEETING.

These minutes are subject to confirmation by the Committee at its meeting on Monday, 18 October 2021.

Elected Members:

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

In attendance:

Julie Iles, Cabinet Member for All-Age Learning
Mary Lewis, Cabinet Member for Children, Young People and Families
Mark Nuti, Cabinet Member for Communities

10/21 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Simon Parr.

11/21 MINUTES OF THE PREVIOUS MEETINGS: WEDNESDAY, 20 JANUARY 2021 [Item 2]

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

12/21 DECLARATIONS OF INTEREST [Item 3]

Chris Botten and Richard Walsh declared a personal interest in relation to Item 5. This interest did not prevent the Members from participating in the discussion.
Declaration: Members of the Corporate Parenting Board

13/21 QUESTIONS AND PETITIONS [Item 4]

None received.

14/21 CORPORATE PARENTING ANNUAL REPORT [Item 5]

Witnesses:

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

Tina Benjamin, Director – Corporate Parenting

Key points raised during the discussion:

1. The Director – Corporate Parenting presented local and national key performance data, for the year ending March 2020, relating to children who had been looked after for 12 months or more. The Cabinet Member reminded the Committee that this was an Annual Report that needed to compare with other Local Authorities and more up to date data was available and provided. For example, the Corporate Parenting Board (CPB) received and reviewed up-to-date performance data every six weeks, whilst the Chairman and Vice-Chairmen of the Select Committee received the performance compendium every month and met with officers four times a year to discuss service performance.
2. The Cabinet Member stated that during the COVID-19 pandemic, Corporate Parenting was more outward facing to partners and endeavoured to improve joint working. The Cabinet Member thanked officers for their dedication over the past year and the Director added that she was proud of the way that staff had worked throughout the pandemic.
3. The Director summarised the data on the rate of Children in Care. There was a small increase in the number of Children in Care in Surrey between 2019 and 2020, which reflected the national trend. The rate of Children in Care per 10,000 0-17-year olds in Surrey (37/10000) was considered low and did not change between 2019 and 2020. Due to Department for Education reporting timescales, the data presented included only the first two weeks of the pandemic; thus, the impact of COVID-19 was not evident therein. The Director expected significant changes to be highlighted in the 2021 annual report.
4. The percentage of Unaccompanied Asylum-Seeking Children (UASC) decreased (by 5.3%) between 2019 and 2020 which, again, reflected national decreases.
5. As of 31 March 2020, the majority of Children in Care in Surrey were placed with Foster Carers (70% as of March 2020). From 2019-2020, those placed in Children's Homes increased by 3% (to 21%) whilst those in Adoptive Placements decreased (from 31 children to 28). The Director stated the importance of having a care plan in place for all Children in Care. There had been a greater decrease in the number Children in Care placed in adoption in Surrey than nationally.
6. Placing children in county or within 20 miles of their home was a priority for the Service that presented significant challenges. It was important that children stayed close to their friends and families and attended Surrey schools. It was important to report both of the measures - children placed within Surrey, and children placed within 20 miles - because a

child placed, for example, two miles into Hampshire could still attend a Surrey school and remain in contact with their support network. The proportion of children placed within 20 miles of their home increased between 2019 and 2020 (51% to 53%). The proportion of children placed within Surrey increased (from 48% to 51%) between 2019 and 2020.

7. Surrey typically performed well in terms of dental checks and Review Health Assessments for Children in Care. Dental checks were an issue during the pandemic due to practices closing or operating reduced services. However, between 2019 and 2020, there had been an increase (91%-92%) for Children Looked After for 12 or more months. The proportion of Review Health Assessments completed for Children in Care also increased between 2019 and 2020 (90% - 91%).
8. A Member asked for a description of the actual and anticipated impacts of Covid-19 on the Corporate Parenting Service and children and young people. The Director responded that key issues would be related to children's placements. Placement of a child and the relationship formed with their foster carers was intrinsic to development and outcomes. Recruitment of foster carers was challenging during the pandemic, nevertheless a net increase was still achieved and there was a robust recruitment plan in place. A number of foster carers were unable to care for additional children during the pandemic due to shielding, illness and other issues related to COVID-19, but children's homes remained open and had accepted some new children. Government guidance stated that care leavers should not be moved on during the pandemic, thus there were some 18-year olds still residing in children's homes. Overall, placements had been difficult so it was unlikely that there would be an improvement in performance data in the next annual report, particularly for children placed within 20 miles of their home. The next iteration of data would also reflect the difficulties with arranging dental care for Children in Care during the pandemic and the Cabinet Member had raised this as a national issue. The Service had performed well, nationally, as regards the attendance of Children in Care at school during the COVID-19 pandemic. However, there were a number of Children in Care who had missed significant periods of school due to the clinical vulnerability of themselves or their foster carers.
9. The Cabinet Member, who was Chairman of the Corporate Parenting Board, informed Members that the Board met with children and young people via Zoom prior to every Board meeting to ensure that the voices of young people were heard and considered within the discussion at meetings. The Cabinet Member thanked the Director – Corporate Parenting for advocating vaccination prioritisation for Foster Carers.
10. A Member asked what Board Members had learned about Corporate Parenting and its service users over the past year. The Cabinet Member responded that the Board learned that it was important to focus on individual children and individual experiences rather than seeing children as a homogenous cohort. The Board also learnt that more buy-in across the council and partnerships in Surrey was needed to ensure that the county was a welcoming place for all Children in Care and Care Leavers. It was also important to make continual representations to secure care leaver council tax exemptions and prioritise Children in Care with dental care after lockdown. The Cabinet Member stated the importance of

acting as a voice for children and her endeavour to improve how the CPB challenged others to do better for Children in Care and Care Leavers.

11. The Corporate Parenting Annual Report described changes to how services were delivered during the COVID-19 pandemic and Members asked whether any of the adapted ways of working would be beneficial for the Service to continue with after the pandemic. Legislation enacted following the outbreak of the COVID-19 pandemic enabled flexibility to deliver services differently during lockdowns – for example, statutorily required periodic visits to looked-after children could be undertaken virtually during lockdown. Children were RAG (Red/Amber/Green) rated and the Service prioritised face-to-face visits for children who were of highest concern. Some children enjoyed the virtual meetings and novel social media-based contact with social workers, which had increased contact. The Director believed that these virtual meetings should be continued post COVID-19; however, it would be important to identify for which children and types of meetings it would be appropriate to do so, and which circumstances required that meetings be carried out face-to-face. Thus, it was important to amend individual care plans to reflect what worked for each individual child within legal boundaries.
12. The Cabinet Member explained that during the pandemic there was a greater impetus to introduce the No Wrong Door (NWD) policy because it was clear that more teenagers and families were struggling. The Service secured additional funding from the capital budget to provide three new children's residential care homes, two of which were to house NWD hubs.
13. It was noted that the primary aim of the Surrey Corporate Parenting Operational Group (CPOG) was to implement the Corporate Parenting Strategy and a Member queried how well the Strategy was embedded in the Service's partners. The Director responded that CPOG was a well-attended group that included representatives from the police, the Designated Doctor for LAC and Designated Nurse. Addressing issues for children placed out of county was done through their six-monthly statutory reviews with an Independent Reviewing Officer (IRO). If an aspect of a child's care plan was not being addressed, it would be escalated by an IRO through the care plan. The Virtual School had oversight of all children's education issues and the Surrey Virtual School Headteacher was responsible for contacting their counterpart in the other Local Authority if there was an issue with a child's plan. A summary of escalations and alerts was received at each meeting of the Corporate Parenting Board, and Members would check that they were appropriately resolved within the correct timescales.
14. £30k remaining from Members' Community Allocations was to be transferred to the Celebration Fund. The CPB had explored options to ensure that the funding was used to 'enhance its support to children and young people' and it was decided that the Board should advocate for introduction of a bike policy. Some of the money was to be used for a trial of offering bikes to children in care and care leavers, and Active

Surrey donated £5k for this. Bikes were a priority for older young people, providing them with more independence and a means to travel to education or work, and an important life skill for younger children

15. A Member noted the increased demand for services and asked how well prepared the Service was for further increases in demand. The Director stated that there were likely to be increased pressures the following year on the family safeguarding and assessment services due to increased referrals during the Covid-19 period. It would take time for this pressure to move from Assessment and Family Safeguarding into Looked After Teams. This anticipated shift would depend on how many children remained at home after they entered the safeguarding service and assessment service. This was a national pressure and the Director did not expect it to be resolved within the next six to nine months. The Cabinet Member stated that, in September 2021, the People, Performance and Development Committee agreed a social worker recruitment and retention package, with enhanced incentives for retention. Having a stable and permanent workforce would improve the quality of social work.
16. In April 2020, the Council joined the regional adoption agency, Adoption South East, also comprising Brighton and Hove Council, East Sussex County Council, and West Sussex County Council. The shift from a local adoption agency to a regional one was undertaken to bring together best practice and experience from each of the local authorities, to make more adoptive placements available for children with placement orders, and to enable adopters, children and families to use the four Authorities' combined service. Adoption rates were falling owing to low numbers of placement orders being made by the courts in accordance with the national drive to keep children with their families where possible. The Director agreed to provide data on adoption rates and how many placement orders were given in the year ending March 2021.

Actions

- i. The Director to provide data on adoption rates and the number of placement orders made in the 12-month period ending March 2021.

Recommendations

- I. The Select Committee notes the Corporate Parenting Annual Report.
- II. The Select Committee receive a report in 2022 which will include an update on the impact of the COVID-19 pandemic and the development of both the work of the Corporate Parenting Board and the key performance data for looked after children as compared with statistical neighbours and nationally.

15/21 SURREY ADULT LEARNING [Item 6]

Witnesses

Julie Iles, Cabinet Member for All-Age Learning

Liz Mills, Director – Education, Learning and Culture
Francis Lawlor, Interim Head of Surrey Adult Learning Service/ Service
Manager, Surrey Adult Learning

Jayne Dickinson, Chief Executive Officer (College Group) and Principal (East
Surrey College)

Key points raised during the discussion:

1. A Member asked what barriers typically made it more difficult for adults to participate in education and training and how adult learners were supported to overcome those barriers. The Director explained that adult learning offered a range of benefits to participants, including skills development, enhanced productivity, career progression and improved health and wellbeing. There were a broad range of barriers to adults engaging in education and learning, such as language, disabilities, disadvantaged backgrounds, ability to travel, access to technology, anxiety, and knowing what was available. The Service was constantly looking at the feedback from learners to try and understand how to make the offer as impactful and accessible as possible.
2. The COVID-19 pandemic provided the Adult Learning Service with an opportunity to remodel and rethink the operation and delivery of its services across the county to better connect with skills development, increase participation, and ensure that economic changes were well understood and linked to employment opportunities.
3. During the pandemic, Surrey Adult Learning (SAL) was required to cease face-to-face teaching and the Service diversified its offer quickly to successfully deliver remote learning and improve digital skills. Finding alternative ways of delivering adult learning provision was a big learning curve that generated new ways of working and presented a wide range of opportunities for the Service by increasing accessibility and reach into communities. The Principal – East Surrey College (ESC) agreed that remote learning brought more people into education and encouraged those who had previously not considered upskilling or who were worried about their employment status. ESC was involved in two youth hubs for 19-24 year olds, and was working with local district and borough councils and the Department of Work and Pensions to ensure that this cohort was not left behind. Digital skills developed significantly for students and teachers during the pandemic and more people than ever had enrolled in teacher training courses. The Service Manager added that during COVID-19 an increasing number of learners wanted to have more involvement in the teaching of the curriculum and pushed their teacher more, and those with learning difficulties and vulnerabilities had also started to shape and provide input into the curriculum.
4. ESC was a vocational college that focused on employability and skills development, career progression and retention, and entry into jobs. The college also focused on social engagement and many students undertook a range of volunteering and leisure courses. The majority of adult learners at ESC were enrolled on skills or basic skills programmes to help them get into work or progress onto the next stage of education.

There were 300 adult learners studying four programmes over two years, adult apprentices, students studying for their Higher National Certificate and professional courses, and a large number of students engaged in Community Learning.

5. East Surrey College's provision and funding differed from that of Surrey Adult Learning. The Principal of ESC explained that the College engaged in partnership bidding to secure funding from educational and skills grants, the Greater London Authority (GLA), the National Skills Fund, and other grant funding (including research funding). Some adults did fully fund their studies and some courses were part funded. ESC designed its provision in accordance with available funding and had received an Education Skills Funding Agency (ESFA) grant of over £1m, which was the source of most adult skills funding. Money from the National Skills Fund was used to provide free tuition to adults on a range of level three courses (subject to availability and eligibility) and was intended to upskill and qualify adults in priority sectors, such as construction, engineering, and healthcare.
6. The Service Manager - SAL stated that SAL was funded by the Education and Skills Funding Agency, in small part by the GLA, and by learner's tuition fees. The budget was split between Adult Skills and Community Learning: around 95% of the 9,000 students at SAL attended Community Learning courses, with approximately 500 studying Adult Skills and working towards an accredited qualification. Adult Skills provision enabled learners to complete accredited qualifications such as English and Maths GCSEs and functional skills. The Community Learning offer was intended to improve health and wellbeing, generate an interest in learning, and help those who wanted to improve their language skills, fitness, and other aspects of their lives. SAL was aiming to increase the proportion of Adult Skills provision to meet the economic and skills priority agenda, reduce the skills gap, and meet the labour needs of certain sectors.
7. The Cabinet Member stated that the Adult Learning Service would play an integral role in post-COVID-19 recovery. Prior to the pandemic, the Service had around 11,000 learners generating approximately £2m of fee income, which was the best performance nationally.
8. ESC delivered wide-ranging adult education in the East of the county. ESC worked with hundreds of employers, many of which input into the Community Learning offer, co-delivered courses, or provided masterclasses and other things to make ESC's adult learners more employable. The College was also working with sectors that were experiencing a downturn, such as hospitality, and its Care Academy was working with local hospitals and health centres to help target a new series of programmes. Over the past few years and particularly since COVID-19, the College focused more on reskilling, upskilling, career changes, entry into qualifications and return to learning. ESC was also working to mitigate digital poverty and improve digital literacy for adults who lacked basic digital literacy skills or did not have access to laptops. The College was considering what courses people wanted, and reviewed its provision and curriculum and devised programmes to widen opportunities and meet identified demand. The offer changed

significantly over the previous five years, and there was a whole Service approach to re-planning provision post COVID-19.

9. SAL developed a 'new online Information, Guidance and Advice process' during the first lockdown in March 2020 and the Service worked hard to communicate and market it to as many individuals as possible. Positive feedback was received, and any issues raised were quickly resolved. Feedback showed that users had clarity and were placed on the right courses for their level of education/skills and aspirations. Further work was needed with those who had not yet engaged, and analysis was underway to ascertain how engagement could be widened. This process was increasing participation and was a more advanced offer than that of other local authorities.
10. SAL was aiming to widen the reach of adult learning opportunities and advisors in Independent Guidance and Advice and Higher Education ensured that grants for all learners were accessible and well-known by employers. Opportunities could change on a daily basis, so it was important that advisors and the Service were up to date and good at analysing opportunities to assist employers. In particular, there had been many changes in Adult Skills, the skills funding agenda, and the Level 3 lifetime skills guarantee.
11. A Member asked whether officers were content that the current configuration of learning sites provided convenient and equitable access to provision for Surrey's communities which stood to benefit the most from adult education. The Principal - ESC explained that much of ESC provision depended on machinery, workshops and salons, and was therefore based on site. The college did use other centres and worked with the Workers' Education Association, which delivered in the community, in care homes and local centres. The Principal stated that she would like to see delivery expanded into schools in the future. The Director added that the Service was adopting more of a community-based focus and was working with partners across the council to ensure that opportunities and services were provided to areas where they were needed in the county.
12. A Member asked whether employers could input into the design of adult education and training programmes and how the Service encouraged employers to provide opportunities for staff to undertake training or education. The Principal - ESC explained that qualifications were generally organised by awarding bodies, but ESC worked with hundreds of businesses and there was some scope for employers to have input, particularly on vocational projects and masterclasses. ESC also invited employers to review provision and provide suggestions for new projects and comment on those under development. The construction and digital sector were particularly involved and gave general support to show people how they could adapt and grow their skills. Before the pandemic, ESC worked with East Surrey Hospital to redesign part of the curriculum on care of the elderly and dementia awareness. The Director added that it was important to take a lifelong learning approach to creating opportunities for children and young people with SEND and young people who did not engage mainstream education to enter into

internships and apprenticeships and create pathways into employment. The Service would work with the business community to identify opportunities and help develop skills in young people and adults and connect them to opportunities.

13. The Chairman was encouraged by the report and discussion and commended the work being done to improve outcomes for the residents of Surrey.

Recommendations

- I. Work with partners, within and external to SCC and with the Surrey Economy and Growth Team to develop a coordinated plan for the future, to ensure that the Adult Learning Service remains responsive to changing health, social and economic needs.
- II. Continuously review the Service delivery model to ensure sustainability and that the Service meets the needs and aspirations of the local community.

16/21 UPDATE ON CULTURAL SERVICES [Item 7]

Mark Nuti, Cabinet Member for Communities

Marie Snelling, Executive Director – Communities and Transformation
Susan Wills, Acting Assistant Director – Culture, Libraries & Registration

1. The Chairman welcomed the recently appointed Cabinet Member for Communities to the meeting and asked what his aspirations were for Cultural Services. The Cabinet Member was excited about the work being done to improve, evolve and expand the cultural experience for residents of Surrey.
2. The report referred to income lost due to the COVID-19 pandemic and Members asked about the short- and medium-term implications of this for the Service and whether there were any planned savings. The Executive Director stated that the pandemic had and continued to have a major impact on the delivery of frontline Cultural Services. A loss of £1.5m over the year was largely due to the closure of many of the Service's income generating services (for example music tuition in schools). Covid grants from central government substituted some of this loss and the Service estimated that it would need to recover approximately £800k through efficiencies the following year. This deficit was subject to change as many of the Directorate's services depended on customer behaviour and how individuals accessed services after lockdown. Therefore, close monitoring and flexibility was important, and the Service worked with the Finance department to ensure that scenario

planning could evolve with the easing of lockdown restrictions and as patterns of resident behaviour could be discerned. The Service had put in place a range of mitigating actions to recover income, if needed, and was looking at how it could diversify and increase income across a number of services. It was also looking at measures to reduce back office costs whilst increasing efficiency to ensure that front line delivery was not impacted.

3. The Service ambition was not just focused on recovery but on growing and securing additional funding for services. The Assistant Director informed Members that the Service was looking at and learning from good practice in other parts of the country by working and building relationships with colleagues from other Local Authorities and organisations such as the British Library. Overall, the plan was ambitious, but the Executive Director and Assistant Director were confident that it could be achieved. It was difficult to estimate how many years it would take to recover losses as it would depend on future public interaction with services. The Executive Director reiterated Members that comprehensive scenario planning had been undertaken.
4. The delivery of Cultural Services was flexible during the COVID-19 pandemic, with the use of digital and technology increasing choice, accessibility and efficiency, reducing costs and improving the offer and customer usage. The Service was committed to incorporating this new, virtual way of service delivery post-pandemic and wanted to build on the online events that were quickly developed from scratch during the first lockdown. The online services enabled the Service to continue its support of children's learning and reading in a fun and interactive way, and provided an extra resource accessible to children throughout the school day. The Service was also planning a new learning offer, which included a homework club and study spaces, and was working with the British Library Living Knowledge Network to livestream cultural events and host touring exhibitions, and with the Libraries Consortium to provide access to libraries in Essex and London with residents' library cards.
5. The Director stated that there was a clear role that Cultural Services should play in supporting Surrey's post-COVID-19 recovery. The Service was to focus on promoting and strengthening the cultural offer across the county to enable post-Covid recovery of local economies. For Cultural Services to play a key role in the inclusion agenda, it needed to be more strategic, purposeful, and aligned to a focus on health and wellbeing and economic recovery. The Service had an excellent working relationship with the Arts Council and Department for Digital, Culture, Media and Sport. The Executive Director invited Members to provide their ideas and view of the future role of Cultural Services by email.
6. There were a range of challenges that would continue to require close management, particularly COVID-19 recovery and mitigation of lost income. There was still a lot of uncertainty as the Service was reliant on guidance from central government. The Assistant Director summarised the post-COVID-19 roadmap for Cultural Services: from 12th April, the Heritage Centre and libraries would fully open, however the resumption of face-to-face events was to be delayed until they could be delivered in a Covid-secure manner. On 8th March, registration and wedding services

with up to six people resumed, with up to 30 people from the 17th May, and a lift on all limits on numbers from the 21st June. Music tuition classes also restarted on 8th March and, from 12th April, group activities for the arts service, out-of-school activities and ensembles could restart, and live performances from 17th May. The Assistant Director stressed the importance of the Service recovering well from the effects of the COVID-19 pandemic and fully reopening in a safe, Covid-secure way as soon as permissible.

Recommendations:

- I. The Select Committee notes the positive response to the current pandemic from Cultural Services to continue to provide services and support to Surrey residents.
- II. The Select Committee notes the challenges presented by the COVID-19 pandemic, the risks highlighted in this report as a result of these challenges and the actions being taken to continue focussing on delivery of frontline services.

17/21 LIBRARIES TRANSFORMATION [Item 8]

Mark Nuti, Cabinet Member for Communities

Marie Snelling, Executive Director – Communities and Transformation
Susan Wills, Assistant Director – Culture, Libraries & Registration

Key points raised during the discussion:

1. The Executive Director introduced the report and explained that the Libraries Transformation Programme ('the Programme') aligned with the council's wider commitment to transform services for the benefit of residents, whilst supporting the council's 'empowering communities' agenda which sought to stimulate local engagement and put residents at the heart of designing and delivery local services. The ambition of the programme was to develop modern, inclusive libraries that had strong community relationships and supported the local economy and skills agenda. The Programme sought to achieve a number of key outcomes: improved user experience of a positive, welcoming, accessible service; increased and improved service offer and initiatives; a more inclusive and relevant service; increased partnership-working; a greener library model; improved service efficiency and innovation; and a stronger and more diverse workforce. Due to COVID-19, some of the transformation work had slowed down, such as the co-design work with residents. Nevertheless, a great number of achievements were still made during the pandemic and the Service delivered £2.3m of efficiencies across the programme whilst improving frontline services. The Programme was complex and would take a number of years to deliver, but the Executive Director was confident that transformation would provide residents with excellent spaces to work and learn.
2. A Member requested further information regarding the funding of the Transformation Programme. The Director explained that the Service delivered £2.3m of efficiencies and there was an additional £600k built in

for 2021/22, with £4m being delivered over the lifetime of the programme through to 2025.

3. The Programme was intended to provide users with better value for money and efficiencies were being delivered through a number of means, for example reduction in staffing costs due to a new workforce model. To date, the Service spent £800k on the Programme and investment for 2021/22 was projected to be £650k. The Executive Director was confident that financial savings and returns on investment would be made and would increase moving into the next phase of the programme, which focussed on codesigning services within the local community. The Executive Director stressed that this was not a savings programme, rather savings were a consequence of transformation.
4. A Member noted that the three categories of library proposed in the 2020-2025 Strategy were not mentioned in the report and asked whether the introduction of those categories would proceed. The Assistant Director responded that the Service was committed to the delivery of 52 libraries and the three categories as stated in the report. Larger libraries were to be co-located with partners where possible and flagship libraries would accommodate additional services and functions. The approach still needed refining, but the Assistant Director stated the importance of taking a tailored approach for each place and community.
5. The types of services, facilities and built environments that residents could expect of libraries following the transformation were not all predetermined and depended on the location of the library and feedback received from the engagement and codesign stages. The Assistant Director agreed to provide detail where possible after the meeting and stated that libraries would be modernised and transformed into cultural centres with social spaces.
6. To increase accessibility for residents who did not live near to a library, the Service was exploring the idea of pop up libraries and investing and promoting a broader range of online events. The Service was also engaging with community centres regarding hosting cultural events livestreamed by the Living Knowledge Network and the British Library. The Assistant Director was working to enhance an existing but underutilised agreement with neighbouring authorities to provide reciprocal library access to increase service user choice.
7. A Member asked how the transformation would be used as an opportunity to increase library use by disadvantaged residents and enable libraries to better meet their needs. The Assistant Director responded that creating modern, fit for purpose libraries that were co-located with other services would lead to an increase in their use. The Service was working to provide broader access to a range of free-to-use services to improve learning and wellbeing and support independence and ensure inclusivity. There was a particular focus on digital exclusion and digital support for more people get online and, during the pandemic, the home library service visited 400 housebound residents. The Service

was establishing a team of 'digital buddies' and 'digital angels' to provide over-the-phone advice and was working to develop key internal and external partnerships to broaden its reach to all demographics to provide more targeted services. The Assistant Director wanted to bring jobs clubs and organisations such as Citizens Advice and the Money Advice Service into libraries, and was organising volunteering opportunities to help residents gain new skills and grow their CVs. The Service was working collaboratively with library services across the country to work out what was working well and how to ensure that libraries were accessible to all.

8. The Executive Director stated that co-design of services was a priority of the Strategy as it was important to understand an area's needs and opportunities. Engaging with local stakeholders, learning about people in the local area, inviting communities to participate to find out what mattered was an important element of the co-design approach and would help explore a range of ideas and options and collectively create proposals. Codesign was about ongoing dialogue with communities about how things could be refreshed and continually evolved to improve the local offer.
9. A Member asked what opportunities there would be for increased collaboration between libraries, schools, and the Council's Education Service, and how the transformation would be used to achieve joined-up working. The Assistant Director informed the Committee that she was working closely with officers from the Children, Families, Lifelong Learning and Culture Directorate on how to improve library services for children and young people. Development of exciting, accessible and inclusive environments in libraries and adoption of the Arts Council's 'Children's Promise' to Surrey libraries would extend and refresh the library experience for children. The Executive Director added that the Service had looked at how Surrey History Centre could join with Surrey Youth Focus to better understand the experiences of students who had been out of education during the previous year.
10. Members discussed the Select Committee receiving an update on the transformation in six months' time.

Action:

- i. Assistant Director to share the intended services, facilities, built environments of new libraries with the Select Committee
- ii. Assistant Director to share the Art Council's Children's Promise with the Select Committee.

Recommendations:

- I. The Select Committee notes the progress of the Libraries Transformation programme and future direction.

18/21 ACTIONS AND RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN [Item 9]

1. The Chairman noted outstanding actions and requested that the officers responsible provide their responses to the Democratic Services Assistant in a timely manner.
2. The Forward Work Plan was noted.

19/21 DATE OF THE NEXT MEETING: THURSDAY, 15 JULY 2021 [Item 10]

The Committee noted its next meeting would be held on Thursday, 11 July 2021.

Meeting ended at: 12.50 pm

Chairman

This page is intentionally left blank

MINUTES of the CHILDREN, FAMILIES, LIFELONG LEARNING & CULTURE SELECT COMMITTEE'S PRIVATE INDUCTION SESSION held at 10.00 am on 15 July 2021 as a REMOTE MEETING.

These minutes are subject to confirmation by the Committee at its meeting on Monday, 18 October 2021.

Elected Members:

- * Ayesha Azad (Vice-Chairman)
- * Liz Bowes (Chairman)
- * Fiona Davidson
- * Jonathan Essex
- * Alison Griffiths
- * Rachael Lake
- * Andy Lynch
- * Michaela Martin
- * Mark Sugden
- * Liz Townsend
- * Chris Townsend (Vice-Chairman)
- * Jeremy Webster
- * Fiona White

(* = present at the meeting)

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

20/21 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Alex Tear.

21/21 INTRODUCTION AND WELCOME FROM THE CHAIRMAN [Item 2]

The Chairman of the Select Committee welcomed attendees to the informal induction meeting.

22/21 PRESENTATION BY DEMOCRATIC SERVICES [Item 3]

Presenters:

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

The Select Committee's Scrutiny Officer and Democratic Services Assistant introduced themselves, outlined their roles and provided an overview of the Select Committee's role, remit and key processes and practices.

23/21 INTRODUCTION BY CABINET MEMBERS [Item 4]

Presenters:

Clare Curran, Cabinet Member for Children and Families

Denise Turner-Stewart, Cabinet Member for Education and Learning
Natalie Bramhall, Cabinet Member for Economic Development and Property
Mark Nuti, Cabinet Member for Communities
Maureen Attewell, Deputy Cabinet Member for Children and Lifelong Learning
Kevin Deanus, Deputy Cabinet Member for Communities

The Cabinet Members and Deputy Cabinet Members introduced themselves and outlined their priorities for 2021/22 and beyond.

It was agreed that the recording of items 3 to 5 would be made available on the Member Portal.

24/21 PRESENTATIONS BY SENIOR OFFICERS [Item 5]

Presenters:

Rachael Wardell, Executive Director – Children, Families & Lifelong Learning
Marie Snelling, Executive Director – Communities & Transformation
Tina Benjamin, Director – Corporate Parenting
Eamonn Gilbert, Assistant Director – Commissioning
Patricia Denny, Director – Quality and Performance
Liz Mills, Director – Education & Lifelong Learning
Susan Wills, Acting Assistant Director – Culture, Libraries & Registration

The officers introduced themselves and provided an overview of the services for which they were responsible and their priorities.

It was agreed that the presentation delivered by the Children, Families and Lifelong Learning Directorate leadership team be annexed to the minutes.

25/21 PLANNING SESSION [Item 6]

Select Committee members discussed and suggested topics for future scrutiny based on their understandings of resident's needs and concerns.

26/21 CHILDREN'S IMPROVEMENT UPDATE [Item 7]

Witnesses:

Clare Curran, Cabinet Member for Children and Families
Rachael Wardell, Executive Director – Children, Families and Learning
Tina Benjamin, Director – Corporate Parenting

The Select Committee received a written and verbal briefing on the progress of the Children's Improvement Programme, and put questions to the Cabinet Member and officers, utilising the format and approach of the Select Committee item as a further element of the induction session.

Key points raised during the discussion:

1. The Cabinet Member introduced the Report, which provided an update on the improvement of Surrey's Children's Services; the impact of the COVID-19 pandemic on the improvement programme; the delivery of frontline services; a recap of the 2018 Ofsted judgement and subsequent monitoring visits; the intervention of the Children's Commissioner; the continuing transformation of services for children and young people with additional needs; and the Council's collaboration with health partners to support children and young

people who have emotional wellbeing and mental health needs. The Cabinet Member asked that the Select Committee note the findings of the recent Ofsted report which acknowledged the Council's swift response to the COVID-19 pandemic and that significant progress had been made regarding the Service's improvement journey. Despite the positive feedback received, the Directorate was not complacent and priority action plans were in place in key areas: strengthening practice in services for children with disabilities and recognising and responding to instances where children are suffering from neglect. The improvement programme was being driven by a focus on improving outcomes for children and families and was being undertaken in collaboration with all relevant partners. The Cabinet Member highlighted the regular updates she provided to Cabinet and that the programme was subject to additional scrutiny by the Surrey Safeguarding Children Partnership.

2. A Member noted that limited funding meant that schools were having to make the decision to spend money on catch-up learning or mental health support for children in response to the increase in pupils' mental health needs and asked how the Council identified and supported such schools, particularly those with a significant proportion of disadvantaged children. The Executive Director explained that the Education Service worked closely with Surrey schools, advising, but not directing, them on how they should use their resources and connecting them to external programmes and funding opportunities. There was no additional funding available from the Council to support such schools. The Service was seeking to generate a programme of low-cost or no-cost programmes for families; and children and families could be connected to a range of support via the Early Help Hub. The Area Schools Officers and the Schools Relationships Team facilitated communication between the Council and schools. Universal services were provided to all children and young people, regardless of the type of school they attended.
3. A Member asked what was discussed and what feedback was received at the June 2021 'Annual Engagement Meeting' with Ofsted and for the next steps. The Executive Director explained that the team and inspectors discussed and reflected on the recent focused visit report, schools, education and SEND. Ofsted had indicated that it would return for a social care inspection under the Inspecting Local Authority Children's Services (ILACS) Framework before the end of March 2022. A new framework for inspecting services for children with additional needs and SEND provision was being developed and was expected to be implemented in 2022, and the Executive Director anticipated that SEND services in Surrey would be inspected before the end of 2022.
4. The Member asked whether children's social work caseloads were manageable and if the Service analysed caseloads by quadrant and social work type. The Director – Corporate Parenting responded that caseloads were dynamic and subject to variances in the quadrants and practice areas and affected by connected external matters, such as backlogs within the court system. The bulk of the pressure was currently in the Family Safeguarding Team, but pressure areas varied frequently due to staff vacancies and sickness. Nevertheless, staff

reported that their caseloads were still manageable. A significant number of staff were to join the Service in 2021, which would provide additional capacity.

5. A Member sought assurance that issues regarding management oversight and case planning which persisted in the Children with Disabilities (CWD) Service would be addressed, noting that an assistant director had been appointed to the Service and there was an action plan in place for improvement. The Director – Corporate Parenting responded that the appointment of an assistant director provided greater operational and strategic oversight and the assistant director was leading an immediate review of the service. There had also been a recruitment drive in the Quality Assurance Service to support the CWD Service and reviews of every child were underway to ensure that every child was safe and had an appropriate plan in place. The Director stated that the Committee could be assured of the immediate safety of children whilst the implementation of the improvement plan would take a bit longer.
6. The Director explained that care packages for CWD were often delivered by external providers and there were associated commissioning challenges, particularly in respect of staffing, which impacted social work teams. The quality and sustainability of care was monitored through commissioning arrangements and the Council was working with the market regarding service expectations and outcomes.
7. It was expected that the No Wrong Door (NWD) Service would begin operating in shadow form at the beginning of the year and become fully operational from April; a Member asked how implementation was progressing, what had been causing delays and how children and young people had been involved in the co-design of aspects of the Service. The Director explained that the Service had been operational since February and an options appraisal of current children's homes had been undertaken; delays were due to the COVID-19 pandemic. Children and young people had been sensitively relocated from the Cheyne Walk in the east of county to create capacity within the children's home's staff team and the Service in partnership with North Yorkshire County Council had provided training to the staff regarding the purpose of the model and how to undertake outreach work. A staff consultation was underway regarding changes to their terms and conditions resulting from the introduction of the NWD model. A site was yet to be identified in the west of Surrey. The advice received from North Yorkshire County Council was to not rush the implementation of No Wrong Door; the Director was confident that implementation was progressing at satisfactory pace given the COVID-19 pandemic and associated challenges.
8. Neglect was the most common category of harm for children subject to Child Protection plans in Surrey; a Member asked whether this was also the case in neighbouring authorities or nationally. The Executive Director responded that the way in which neglect was recorded in different local authorities varied, thus direct comparisons were difficult. The latest national data indicated that the main reasons for children to be on child protection plans were domestic abuse in the family, adult mental health difficulties in the family, neglect, and emotional abuse.

Domestic abuse and adult mental health issues often manifested as neglect or emotional abuse of children.

9. The same Member asked how the Graded Care Profile 2.0 differed from the current practice model and asked why it was preferable, noting his concern regarding frequent waves of process improvement. The Executive Director acknowledged that rolling through numerous practice models and frameworks and could be risky for practice. Since being in post, the Executive Director had not disrupted the models that were already in place and was committed to the Family Safeguarding Model, the positive impact of which was evidenced by thorough research. The Graded Care Profile sat within and complemented the way in which the Service was already working and helpfully established a common language around neglect. The Executive Director explained that sometimes people making referrals to social care were unable to articulate their concerns regarding a child due to the ambiguity of neglect. The Profile, which has very clear specifications regarding what good-enough, commendable and substandard parenting look like, made pursuing and responding to those referrals easier, and enabled social workers to engage confidently with families regarding parenting by providing an effective framework for conversations and also enabled partners to make referrals confidently. The Director added that the Profile provided a common language, a better understanding of thresholds, and a benchmark for everyone to work from.

10. A benefit of the Single View of a Child project was that it would enable professionals to readily access a breadth of information relating to service users. A Member asked how the system would work in practice and what safeguards were to be implemented to ensure information was only accessed for legitimate purposes. The Executive Director responded that sharing children and young people's information was undertaken with the consent of families, unless there were safeguarding concerns, and the basis on which information was obtained and shared was made clear to families by fair processing notices. Access to children's records was restricted to Disclosure and Barring Service-checked children's workers with a legitimate reason for accessing them. Structural elements enabled the Service to exclude specific users from accessing individual records and created audit trails of record access. Training was provided to all users to ensure they clearly understood information governance rules. The Single View of the Child was also built into the Service's own systems and work was underway to create an interface with the Surrey Care Record to enable the sharing of agreed information between the Service and health partners, subject to the same safeguards. The Cabinet Member added that a key benefit of the Single View of the Child system was that it would reduce the number of times children and young people would have to tell their story – which they frequently criticised in the feedback collected by children's services.

11. A Member asked for an explanation of employment pathway provision and whether post-16 education provision and supported internship opportunities were within or outside of Surrey. The Executive Director explained that the statutory participation age requires that children stay in education or some form of employment with training until the

age of 18 years. Employment-based access to training was a good alternative for those who prefer not to remain in school until the age of 18, setting them on a positive pathway into adulthood. The Service endeavoured to keep young people in educational or vocational provision within the county, however some young people commuted a short distance to out-of-county provision to pursue opportunities better suited to them.

Resolved:

1. That the Director of Corporate Parenting share the findings of the review of the Children with Disabilities Service with the Chairman of the Select Committee for circulation to Committee members.
2. That the Director of Family Resilience and Safeguarding share the findings of the review of the Family Safeguarding Model with the Chairman of the Select Committee for circulation to Committee members.
3. That the Cabinet Member for Children and Families provide an update on the Children's Improvement Programme at the Select Committee's first meeting of 2022.

27/21 DATE OF THE NEXT MEETING [Item 8]

The Select Committee noted that its next public meeting would be held on Monday, 18 October 2021.

Meeting ended at: 2:26pm

Chairman

Children, Families and Lifelong Learning

Page 27



Rachael Wardell, Executive Director

Rooting children and families in our hearts and minds...

- Our vision is for all Surrey's children to reach their full potential
- We support families and enable children and young people to be safe and feel safe, healthy and make good choices about their wellbeing.
- Our purpose is to ensure that Surrey's children and families have access to a range of services that tackle inequalities, support independence and enhance lives.
- We work with Educational settings from early years to Adult learning so people can lead the lives they want to lead

Minute Item 24/21



EL MAYHEW

Interim Director of **Family Resilience & Safeguarding**



TINA BENJAMIN

Director of **Corporate Parenting**



PATRICIA DENNEY

Director of **Quality and Performance**



LIZ MILLS

Director of **Education & Lifelong Learning**



HAYLEY CONNOR

Director of **Commissioning**



TRUDY MILLS

ICS Director of **Children's & Learning Disabilities**, Director of **Children Family Health Surrey**

We are responsible for delivering frontline social care services and support for children and families, particularly the services that aim to support children and young people to be safe in their family. This includes Early Help, children in need, and children subject to child protection plans.

We are leading the way in implementing the Family Safeguarding Model, which integrates support from different professional specialisms, to ensure the children and their family have the right support at the right time.

We are responsible for delivering frontline social care services and support for children and families, particularly services for children who are in our care, or have been previously and moved on. This includes children in care and care leavers, Unaccompanied Asylum Seeking Children, Fostering, Adoption, Children's Homes, Virtual School, Hope Service and Children with Disabilities.

The Corporate Parenting Board ensures that SCC is fulfilling its responsibility as the 'Corporate Parent' to achieve the best for children and young people in our care and care leavers.

We are the checks and balance division, enabling independence, scrutiny and challenge of the CFLL services, in order to drive and support service improvements and strategic planning.

We are responsible for a range of functions including operational services such as Independent Chairs Service, LADO, Safeguarding in Education, and wider Quality Practice and Performance teams, User Voice and Participation and policy and planning.

We also host the Surrey Safeguarding Children Partnership, and the Surrey Children's Services Academy

We work in partnership with local education providers to ensure Surrey children, young people and adults have access to education, and to ensure vulnerable learners are supported to achieve their potential.

This includes admission and transport, services for children with special educational needs and disabilities, Active Surrey, Place Planning – identifying future school places to meet demand, Surrey Adult Learning and Surrey Outdoor Learning and Development (SOLD).

Our systems and transformation service helps to drive continuous improvement across ELL.

We design, buy and monitor services in response to identified needs of children and young people, which cannot be met by our own provision. We use all resources available, including the capacity and capabilities of residents and communities, to bring about change and enable better long-term outcomes.

We work closely with colleagues in other parts of the Directorate to ensure that commissioned services work well with SCC's own services and together we're prepared to meet children and families' needs in the future.

Our business support services support the whole directorate including leadership support, specific administration for statutory functions and general team support.

At the Integrated Care System (ICS), we design, transform and monitor services, in response to identified needs of children, young people, all adults with learning disabilities and maternity services which cannot be met by our own provision.

We are working collaboratively across the system to ensure we co-produce strategies that deliver early interventions, help and support to children young people and families to deliver better outcomes.

At CFHS we are responsible for the delivery of children's community health services across Surrey.

**Rachael Wardell,
Executive Director**

Interim Director of Family Resilience and Safeguarding – El Mayhew

**Nicole Miller -
Assessment and NE
Quadrant**

**Sam Bushby -
Family Safeguarding and
SE Quadrant**

**Lisa Bursill –
Early Help & Hubs,
including safeguarding
adolescents, youth
support, family centres,
the Children’s Single
Point of Access (C-
SPA) and the
Emergency Duty Team
(EDT)**

Director of Corporate Parenting – Tina Benjamin

**Juliette Blake -
NW Quadrant**

**Siobhan Walsh –
Looked after Children,
Care Leavers,
Unaccompanied
Asylum Seeking
Children (UASC),
Fostering (general) and
SW Quadrant**

**Jo Rabbitte -
Children’s Resources
including Children’s
Homes, the Hope
Service, the Virtual
School and Fostering
(specialist)**

**Carol Adamson -
Children with Disabilities**

Director of Quality and Performance - Patricia Denney

**Mark Mapstone -
Performance Intelligence
and Management
Information Systems**

**Gill Halden -
Quality Practice,
including Audit &
Practice Standards, the
Local Authority
Designated Officer
(LADO), Independent
Chairs Service, Surrey
Children’s Services
Academy, Inspection
readiness project and
Safeguarding in
Education**

**Luke Entwistle -
Quality Relationships,
including policy,
planning, programme
management, Surrey
Safeguarding Children
Partnership and
Customer Engagement**

Director of Education and Lifelong Learning- Liz Mills

**Mary Burguieres -
Systems Development
and Transformation**

**Jane Winterbone -
Education**

**Rupa Palmar-
Special Educational
Needs and Disabilities
Transformation**

**Sandra Morrison -
Vulnerable Learners East**

**Sandra Bingham -
Vulnerable Learners West**

Director of Commissioning – Hayley Connor

**Eamonn Gilbert -
Special Educational
Needs & Disabilities,
Education and Corporate
Parenting**

**Carl Bussey -
Community Safety
including Family
Resilience and Domestic
Abuse**

**Gerry Hughes -
Head of Business
Support**

**Sara Dicerto -
Analysis and Evaluation**

**Harriet Derrett-Smith -
Health & Wellbeing
(closely linked with NHS colleagues)**

ICS Director for Children’s and Learning Disabilities & Director of Children Family Health Surrey – Trudy Mills

**Vicky Williams -
Women & Children’s
Commissioning**

**Karina Ajayi –
Children’s Complex
Needs Commissioning
and Learning Disability**



CHILD'S VOICE

DIVERSITY, EQUALITY & INCLUSION

SUPPORTING OUR WORKFORCE

SURREY ROOTS

- Child and family-friendly Surrey
- Helping Surrey families early
- Meeting children's additional needs in Surrey
- Foster care and residential care in Surrey
- Specialist services available in Surrey

HEALTHY LIVES

- Maternity services
- First 1000 days
- Physical health
- Mental health and emotional wellbeing



ROOTING CHILDREN & FAMILIES IN OUR HEARTS & MINDS

A BRIGHTER FUTURE

- Great educational outcomes at every age and stage
- All services for children and families 'good' or better
- Youth cabinet and young residents influencing policy and strategy
- Green legacy for citizens of the future
- Preparation for adulthood and independence
- Young people reach their full potential

SAFE & RESILIENT

- Practical support for family resilience
- Strong, multi-agency, safeguarding
- Corporate parenting that helps children thrive
- Protection from domestic abuse and neglect
- Help for young people facing exploitation and contextual harms



HIGH PERFORMANCE - PARTNERSHIP WORKING - SOUND FINANCES

Priority Areas 2021-22

- **Safeguarding and Children's Social Care**
- **Services for Children with Additional Needs**
- **Children's Emotional Wellbeing and Mental Health**

Key Strategies and Plans

- **Getting to Good Plan**
- **Corporate Parenting Strategy**
- **Helping Families Early Strategy**
- **Surrey Safeguarding Children Partnership – Strategic Plan**
- **Surrey Special Educational Needs and Disability (SEND) Partnership Strategy**
- **Outcomes for Disadvantaged Learners**
- **Emotional Wellbeing and Mental Health Strategy**
- **Autism Spectrum Condition Strategy**
- **Children Looked after sufficiency commissioning strategy**
- **Better Start Programme**

21/22 Budget for CFL

	20/21 Budget £m	20/21 Outturn £m	21/22 Budget £m
Education, Lifelong Learning (ELL)	50.8	60.5	46.2
Family Resilience	41.0	43.8	32.8
Corporate Parenting	90.0	88.8	103.8
Quality and Performance	9.2	8.7	8.4
Commissioning	51.5	45.9	51.5
CFLC Exec Director	0.4	0.3	0.5
Sub total (exc COVID-19)	242.8	248	243.4
Covid	10.8	12.1	
Total revenue	253.6	260.1	243.4

- Core budget for CFL has grown slightly from 20/21 by £0.6m
- COVID funding was allocated separately in-year in 20/21, where possible this has been built into assumptions in 21/22 but there are still additional pressures arising
- FR/CP have realigned budgets from 20/21 to 21/22 which is the cause of the variances
- ELL had a £9.7m overspend in 20/21 due to pressures within SEND
- Commissioning had an underspend of £5.6m due to reductions in expenditure on Home to school transport when the majority of routes were not running as pupils were home schooled.
- Major capital budgets for SEND and LAC are managed jointly with colleagues from Land and Property

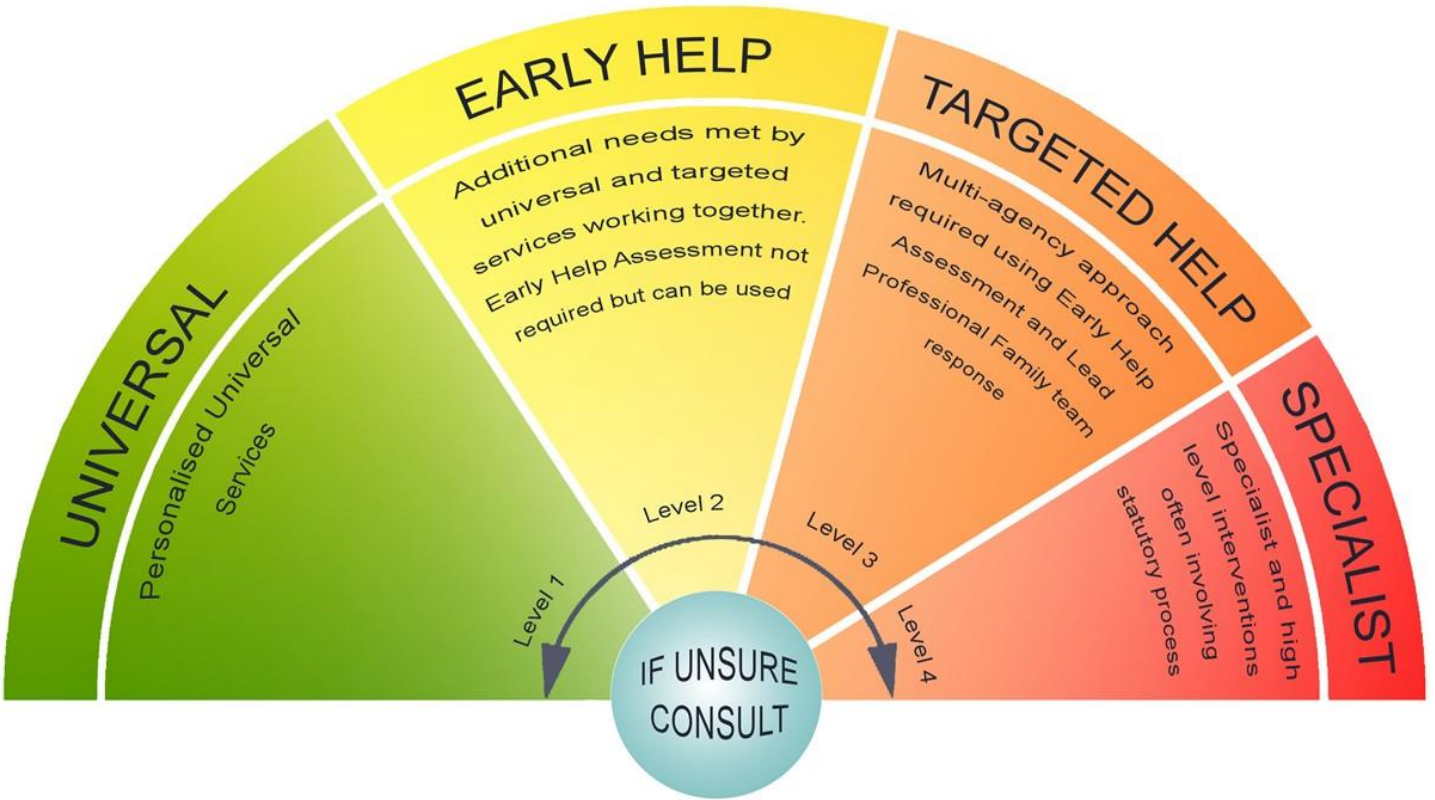
Key risks

- The SEND transformation programme remains the key financial risk for the Exec Directorate. To achieve the budgeted overspend in year between £28m-£40m of cost containment will be required depending on rates of growth
- Whilst a significant underspend in 20/21, home to school transport is projecting the removal of social distancing requirements in September 21. If this is not the case the resulting costs may bring financial pressures to the budget
- Staffing levels of locums and agency workers in Children's Social Care (CSC) remain high which creates an ongoing pressure. Programmes are being implemented to change the balance of temporary to permanent staff but this will take time
- The impact of COVID-19 is still being felt in a number of areas. Additional staffing needs within CSC are adding to the agency pressure above. Income generating services such as Adult Learning and Surrey Outdoor Learning are working to restore levels to pre-pandemic levels. This is impacted by the current social distancing restrictions.

Family Resilience and Safeguarding

El Mayhew

Family Resilience and Safeguarding



- Family resilience is the over-arching practice model setting out 4 clear levels of need for children and their families.
- Services operated or are commissioned across levels of need – Family Centres, Family Support Programme, Youth Centres, Short Breaks...
- Driving principle that we meet need at it's lowest level, we work with families so that they can master their own solutions and create their own networks.

Key Priorities

Demand

- Helping Families Early
- CSPA/LSPA
- Digital solutions
- Youth offer/YOS

Values

- Staffing
- Family Resilience re-boot
- Relationships

Cross directorate

- CWD and transitions

Key Challenges - Covid

Demand

- Engaging partners (early help/Ofsted)
- Meeting need not passing risk
- Investment in digital
- Pressure on statutory services

Values

- Moving from compliance to relationship
- Landing the model with unstable staffing

Cross directorate

- Ownership
- Values
- Culture across the partnership

'Getting to Good'

Outcome-Focussed Plan

- Outcomes for children & families has been the driver for developing the plan.
- 12-months focus on delivering consistently good practice and achieving the outcomes our residents deserve.

Participation and direct work with children and families

Children and young people are listened to. Practice focuses on their needs and experiences and is influenced by their wishes and feelings. Feedback from children and their families about the effectiveness of the help, care or support they receive informs practice and service development.

(Example Outcome Description)

Staff Engagement is Key



Monthly Themes



Effective Family Resilience: December



Outcomes: January 2021



Supervision: February 2021



Relationships: March 2021



Child's Voice: April 2021



Partnerships: May 2021

Helping Families Early Strategy (an example)

- Critical recommendation from Ofsted
- **Getting timely and effective support to children, young people and families who need it**
- 3rd November Go-Live
- 4 Family Networks (quadrant-based)
- First 'Networks' held this month
- Webinars attended by 170+



Shared Priorities Children's Social Care Workforce



Safeguarding and Family Resilience – Activity Overview

In the last 6 months there have been:



26,284 Contacts to the Children’s Single Point of Access

Leading to



957 Early Help Assessments*



4,698 Social Care Referrals



4,805 Child and Family Assessments*

**This is the number of assessments completed in the period*

Safeguarding and Family Resilience – Current Caseloads

As at 1 July 2021 there were:



1,267 Children with an ongoing Child and Family Assessment



1,721 Children with an active Child in Need Plan



972 Children the subject of a Child Protection Plan

Resulting in



15.4

Average cases held by each Social Worker*



*Please note the average is based on social worker headcount

Overall Self-Assessment

- Helping Families Early in infancy
- More work to do with partnership
- Compliance and timeliness vastly improved
- Focus on relationship and outcome needs to dial up
- Morale is jumpy – Covid/workload/agency rate
- Financial management improving but patchy
- The basics are in place but the practice leadership, narrative, belief and relationships require improvement to be good

Corporate Parenting

Tina Benjamin

Corporate Parenting

Corporate Parenting Strategy

Priorities

1. Safeguarding
2. Engaging with Young People/User Voice
3. Assessment and Planning
4. Placements
5. Education, Training and Employment
6. Health and Wellbeing
7. Leisure, Culture and Life Skills
8. Leaving Care

[Surrey County Council's Corporate Parenting Strategy - Surrey County Council \(surreycc.gov.uk\)](http://surreycc.gov.uk)



Key Priorities

Permanence & Placement Stability

Increasing the numbers of Children & Care Leavers living in Surrey

Edge of Care work and development of New models to support.

Improvement work in CWD

Review of Fostering and Re-structure of the Children's homes

Ensuring care leavers are prepared for adulthood

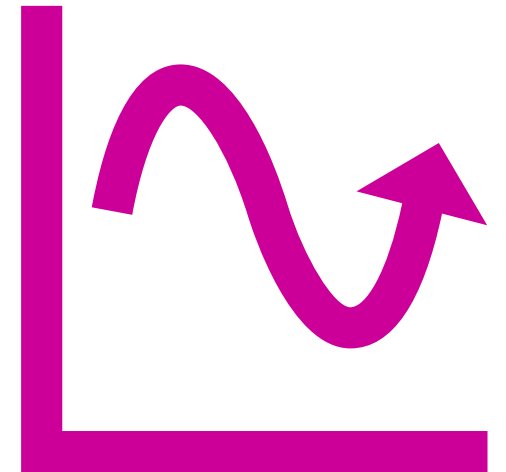
Review the Virtual School to reflect the new duties for Children in Need

Transformation

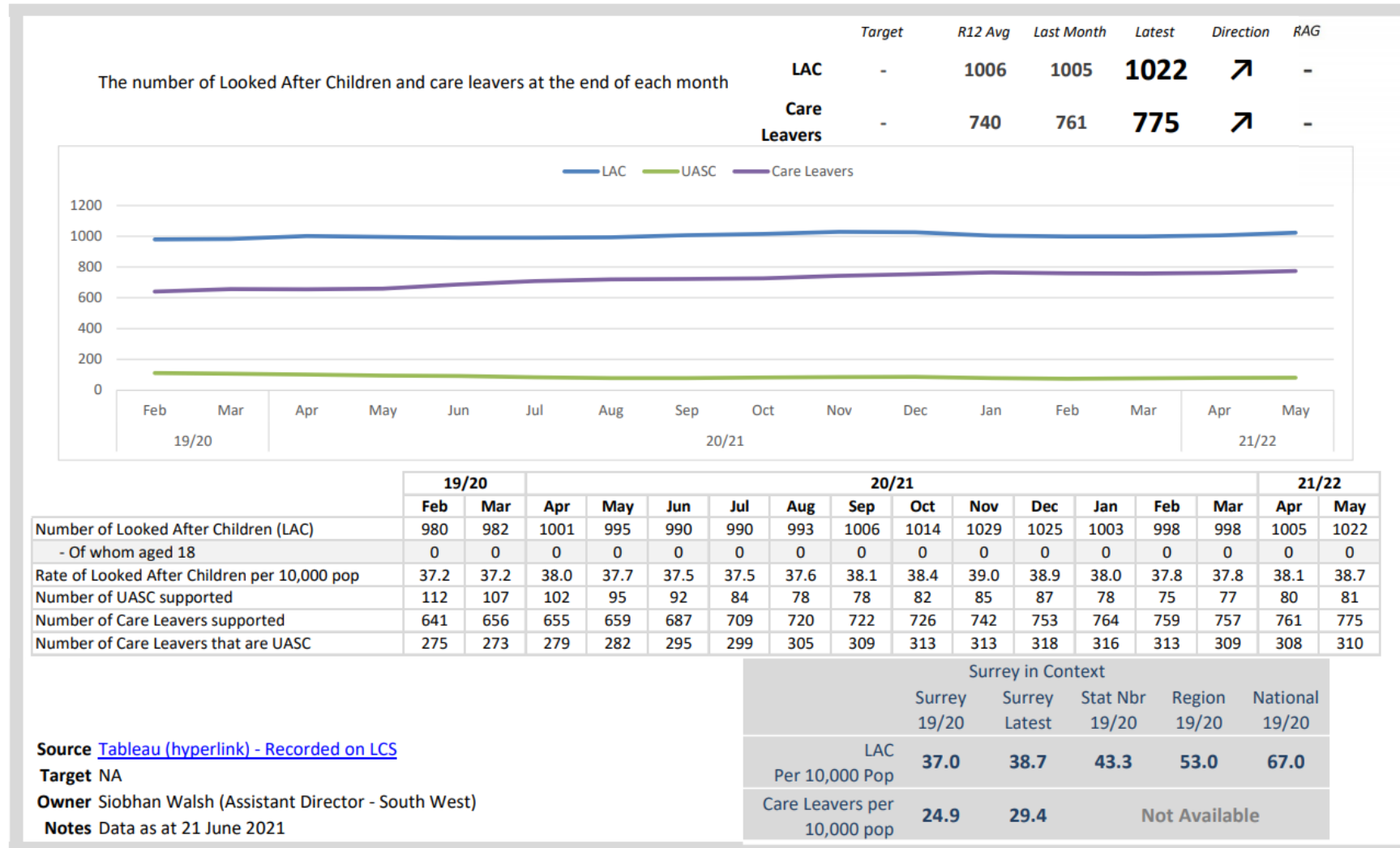
- Family resilience
- Capital Projects re building of Children's homes & Accommodation for Care Leavers
- Placement Values & Outcomes
- Coming Home project
- Preparing for Adulthood

Performance

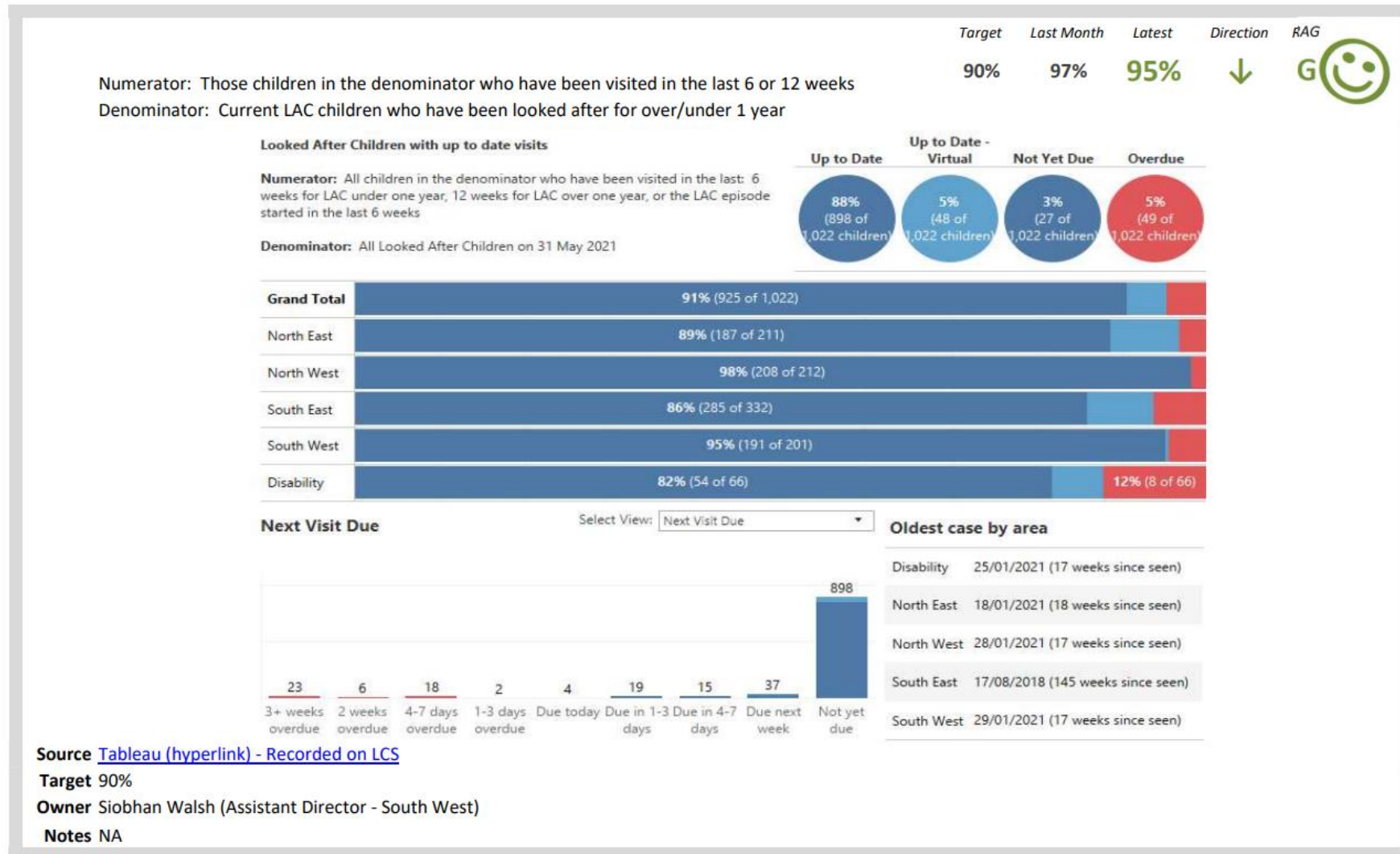
- Looked After Children & Care Leaver Volumes
- LAC Statutory Visits
- Looked After Children Long Term Stability



Looked After Children & Care Leaver Volumes



LAC Statutory Visits



Looked After Children Long Term Stability

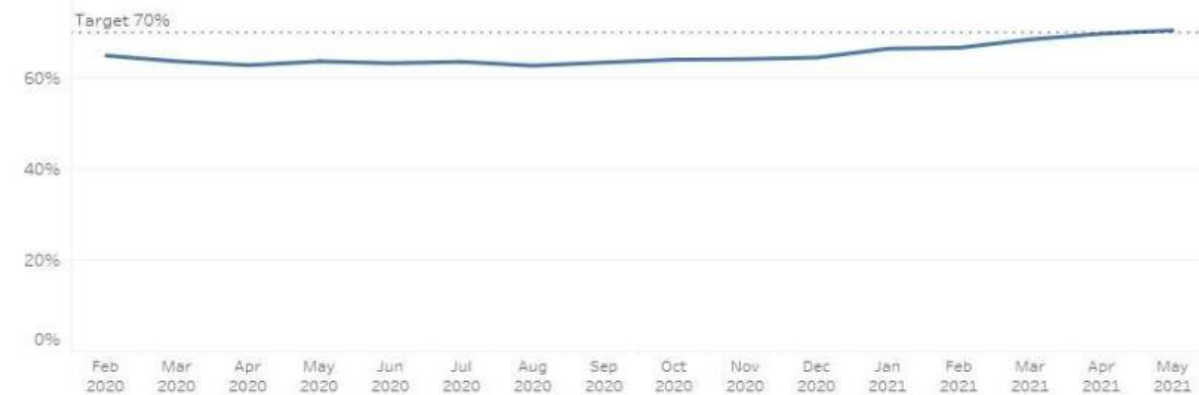
The proportion of looked after children aged under 16 who have been looked after for at least 2.5 years that have been in their most recent placement for at least 2 years.

Target	Last Month	Latest	Direction	RAG
70%	70%	71%	↑	G 

Long Term Stability for Looked After Children (Data as at 14/06/2021)

Numerator: All children in the denominator who have been in their current placement for at least 2 years (or current plus previous placement where placed for adoption with former foster carer)

Denominator: All Looked After Children at the end of the month who are aged under 16 and have been looked after for at least 2.5 years



	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021
Total Children	283	287	294	298	303	311	320	318	318	319	325	329	334	328	335	333
In placement 2+ years	184	183	185	190	192	198	201	202	204	205	210	219	223	225	234	235
% in placement 2+ years	65%	64%	63%	64%	63%	64%	63%	64%	64%	64%	65%	67%	67%	69%	70%	71%

Source [Tableau \(hyperlink\) - Recorded on LCS](#)

Target 70% of children remain in their most recent placement

Owner Jo Rabbitte (Assistant Director - Children's Resources)

Notes Data as at 14 June 2021

	Surrey in Context				
	Surrey 19/20	Surrey Latest	Stat Nbr 19/20	Region 19/20	National 19/20
LAC Long Term Stability	67%	71%	66%	65%	68%

Corporate Parenting

Quality and Performance

Who we are and what we do

We are the checks and balance division, enabling independence, scrutiny and challenge of the CFLL services, in order to drive and support service improvements and strategic planning.

We are responsible for a range of functions including operational services such as Independent Chairs Service, LADO, Safeguarding in Education, and wider Quality Practice and Performance teams, User Voice and Participation and policy and planning.

We also host the Surrey Safeguarding Children Partnership, and the Surrey Children's Services Academy



Quality Relationships, including policy, planning, programme management, Surrey Safeguarding Children Partnership and Customer Engagement



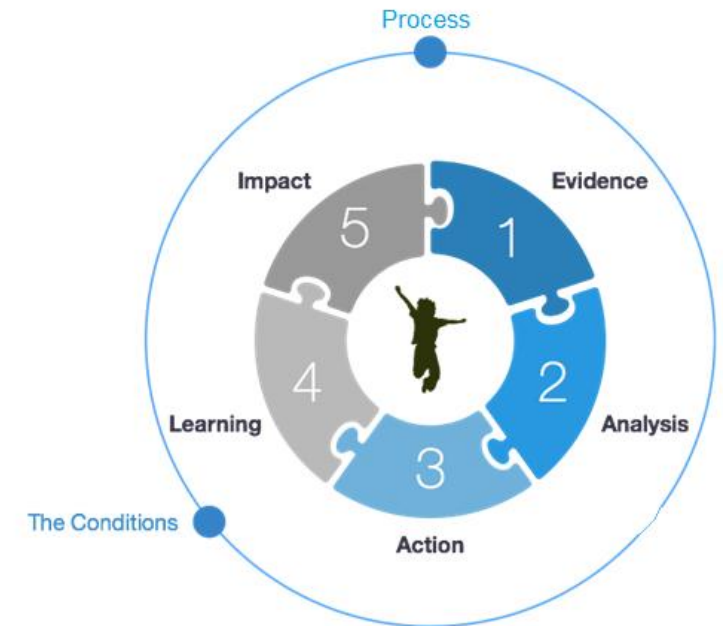
Quality Practice, including Audit & Practice Standards, the Local Authority Designated Officer (LADO), Independent Chairs Service, Surrey Children's Services Academy, Inspection readiness project and Safeguarding in Education



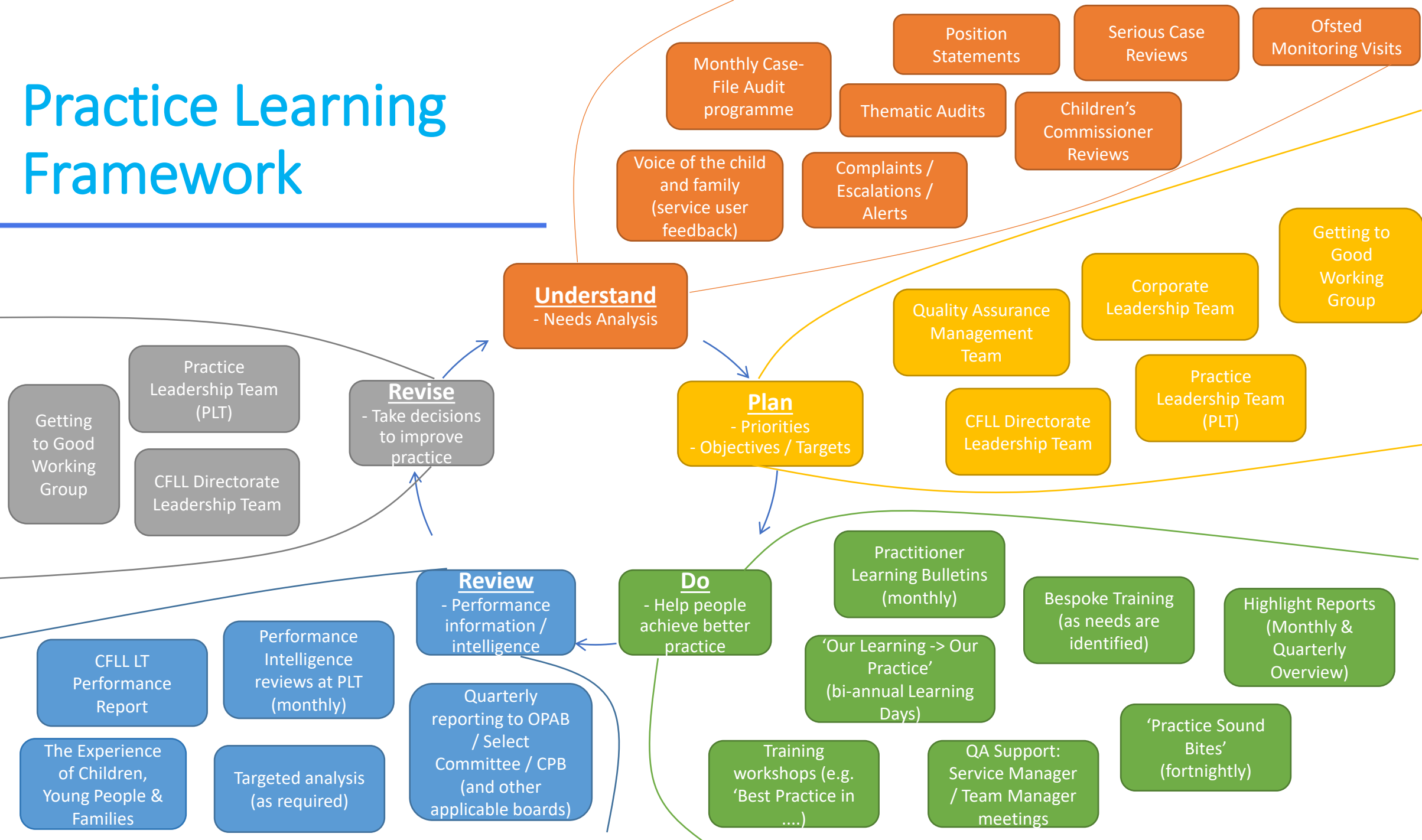
Performance Management and Systems Development

Our Approach...

Five steps to achieve practice assurance and improvement: Evidence, Analysis, Action, Learning and Impact



Practice Learning Framework



Audits, Learning & Inspection Readiness

The purpose of the monthly auditing programme is to assure ourselves, as an organisation, that we understand the quality of practice overall and can evidence that we drive improvements through what it is our audits are telling us, month on month, regarding practice and individual tracking of children.

A key function of the audit programme is to provide practitioners and managers with a consistent and accurate account of practice expectations, focusing on agreed quality standards and best practice, testing the quality of work through a range of robust quality assurance activity.

From the commencement of the audit programme there has been an incremental **shift in children's audits graded Inadequate into Requires Improvement** alongside a higher percentage of audits graded as Good.

Our Learning -> Our Practice:

Audit Practice Standards Service lead on delivering messages of practice improvement through a range of quality assurance activity:

- Disseminating Sound Bites and 7-Minute Briefings, key messages from inspections, learning reviews & serious case reviews.
- Attendance at Quadrant service and team meetings
- Tracking and monitoring audit improvement plans.
- Learning from best practice.
- Routine testing of Practice Standards through work with social workers.
- Inspection readiness and preparation.
- Responding to issues highlighted through performance intelligence.
- Undertake thematic reviews.
- Delivering two Quadrant based "Our Practice, Our Learning" days per year.

Inspection Readiness:

For the last 15 months we have had an interim team in place to add further capacity, ensuring quality assurance oversight and practice support is in place to cover Surrey as a whole. The overall aim is to promote a culture of working alongside colleagues using critical reflection on practice to inform learning and change, offset complacency and drive continuous improvement.

The Getting to Good working group is increasingly focusing on inspection preparation – continuously self-assessing against the ILACS grade descriptors and taking priority action where needed.

Performance Intelligence

Performance reporting is embedded in CFLC through the monthly Performance Compendium, which takes ‘near live’ data from the Early Help, Children’s Services and Education IT systems (EHM, LCS and EMS). There is a golden thread from front line practice to management and leadership teams which has established a performance narrative that is owned as the **single version of the truth**.

2021 Priorities for Performance Intelligence:

- Continue with the development of new tableau reporting for Fostering, ASGLB and YOS; and support any new system developments, including the LADO workspace on LCS.
- Continue to improve data quality and standardise recording practices, by working closely with social care teams and further enable us to automate reporting and performance intelligence activity.
- Automate the social care statutory returns as far as possible.
- Engage with and support the EYES development programme to provide knowledge around system requirements and reporting processes; and how the join up with ELLC data will impact on social care data and vice versa.

Accurate & Meaningful Data

We have a clear process for Tableau Reporting to assure ourselves of the accuracy and purpose of all reports before being ‘released’ for day-to-day use:

- Data is recorded in a core system including our case-management systems (EHM, LCS, EMS One. etc) or separate validated data sources.
- Data is extracted on a daily basis to our reporting application, Tableau.
- Draft dashboards and related performance reports are developed, marked as ‘BETA’ and setup for in-depth testing and review by children’s services.
- Service leads review the dashboards and confirm data accuracy.
- Dashboards are then released to all users within the relevant services.

Learning from Feedback

Views of children and families are at the heart of what we do. We have a collective responsibility as an organisation to hear what all children, young people and families are telling us and to use this information to support the assessment of the quality of our practice. We also want to work with children, young people and families to ensure services are co-produced. As part of our promise to children and young people, we promise to listen to them and involve them fully when making decisions about their lives.



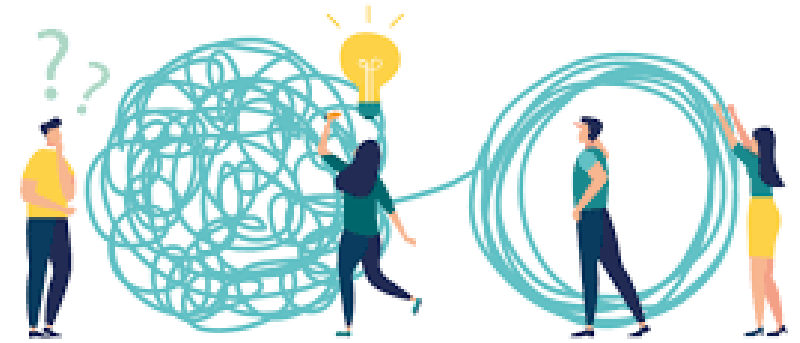
- Improved communication and engagement with young people by employing a range of styles. Despite lockdown, the team have increased their reach out to more young people than ever before. 190 in Jan 20 to 365 in Jan 21.
- A well-established apprenticeship scheme which enables care experienced young people to be our in-house experts and directly influence decisions. There are currently 7 care experiences apprentices in post.
- An embedded Action Card system which raises concerns directly with Corporate Parenting Board. Action cards for mental health, SEND and care have been developed with young people, demanding 'action' based on the experiences of CYP.
- Total Respect training is well established and mandatory for all social care staff.
- The commitment of senior managers and members to ensure the views of children and young people are heard and acted upon.

2021 Priorities for Participation

- Increase and expand reach of young people using a variety of methods and establish more proactive ways of working - this will initially focus on improving the reach to our care experienced young people.
- Use smarter analysis tools to understand our service users to ensure feedback is representative of the Surrey population.
- Implement a continuous learning culture for apprentices and other staff, encourage training, secondments and redeployment to enhance teams knowledge and individual growth aligned with career aspirations.
- Create and implement a database system capturing UVP users, their service experience and improve data recording to enable quick dissemination of feedback to the services to support service improvement.
- Move to a quadrant based participation support offer to improve our reach and be more closely aligned with the quadrant services.
- Build and maintain a positive relationship with SEN Colleagues focusing on improving customer experience through learning from complaints.
- Draw learning from complaints to inform policies and procedures leading to improved practice.

QA&P Key Challenges

- More to do to develop the Academy into a true multi-agency training offer.
- Engagement with frontline practitioners and managers at a time of high-demand and significant external challenges.
- Increases in resource to support the concurrent strategic priorities of Covid-19, social care improvement and Ofsted inspection preparation.



- Staff health and wellbeing – particularly due to the impact of remote working.
- Responding to the impact of Covid-19 while maintaining high standards of quality assurance work across the directorate.
- Addressing weakness in the Independent Chairs service.

QA&P Key Priorities

- Lead on the Getting to Good improvement programme and inspection readiness activity (including the thematic and mock inspection programme).
- Ensure the audit programme is responsive to and supports the narrative of the practice improvement journey.
- Ensure the child's voice continues to inform practice improvement. Feedback from service users, staff and partners is continuously used to improve learning and outcomes.
- Continued development of Tableau reporting solutions and supporting children's services teams with performance management, improving data quality and standardised recording.
- Support development of the Surrey Care Record alongside Surrey Heartlands.
- Lead on EYES and Finance Improvement transformation programmes.
- Maintain a healthy and skilled workforce in a high-support, high-challenge environment.

QA&P Self Assessment

- Robust quality assurance, performance management, audit and inspection readiness programme - increasingly enables us to 'know ourselves', identify practice weaknesses and pro-actively support services to improve.
- Embedded performance culture where managers at all levels routinely scrutinise their own performance data.
- Academy in place for almost 2 years with a well established training offer for staff. It is continuing to develop and there is more to do to make it a fully multi-agency Academy.
- Safeguarding Partnership Arrangements in place for 12+ months. Review undertaken by Cornwall SCP in November – highlights considerable strengths.
- Fully integrated Customer Engagement services for children's services, SEND and Education.
- QA&P Workforce almost entirely permanent staff with very few vacancies.
- Solution-focussed leadership and management team.
- In 2019 invited by Ofsted to present to Inspectors how quality assurance audits and use of performance data can influence practice.
- Significant external scrutiny since the QA&P division was established – including from Ofsted, Commissioner, and Peer Reviews (see quotes below)...

"Inspectors agreed with the findings of a small sample of audited cases they evaluated and recognised the rigour and quality of the local authority's auditing work."

"An extensive audit programme continues to provide managers with a comprehensive and accurate assessment of the quality of social work practice and frontline management oversight. The significant time and effort invested in a high standard of quality assurance activity is a cornerstone of continuing effective improvement work."

Education and Lifelong Learning

Liz Mills

We work in partnership with local education providers to ensure Surrey children, young people and adults have access to education, and to ensure vulnerable learners are supported to achieve their potential. This includes admission & transport, services for children with special educational needs and disabilities, Active Surrey, Place Planning – identifying future school places to meet demand, Surrey Adult Learning and Surrey Outdoor Learning & Development (SOLD). Our systems and transformation service helps to drive continuous improvement across ELL.

Asst Director of Education
Jane Winterbone

- School place planning
- School admissions
- Alternative provision
- SAfE / Educational Effectiveness
- Surrey Adult Learning
- Schools Relationship and Support Service

Asst Director for Inclusion and Additional Needs (SE)
Sandra Morrison

- SEND
- Race Equality and Minority Achievement
- Speech and Language Therapy
- Educational Psychology
- Specialist Early Education Service
- Physical and Sensory Support Service
- Inclusion
- Access to Education
- Specialist Teachers for Inclusive Practice

Asst Director for Inclusion and Additional Needs (SW)
Tracey Sanders (from 2 August)

- Tribunals
- Quality Assurance
- Graduated Response
- Learners' Single Point of Access
- Request for Support Pathway
- Team around the School

Asst Directors for Inclusion and Additional Needs (NE & NW)
Now recruiting

Asst Director of Systems & Transformation
Mary Burguieres

- Surrey Outdoor Learning and Development
- System Design and Development
- EYES Implementation
- Policy and Strategy
- Commercial and Traded Services

Asst Director of SEND Transformation
Now recruiting

- SEND Strategy
- SEND Transformation PMO
- SEND Partnership Accountability

Asst Director of Commissioning – SEND and LAC
Eamonn Gilbert

Reports to Hayley Connor, Director of Commissioning with matrix working with ELL

- SEND Admissions
- SEND Transport
- Preparation for Adulthood pathways

ELL works closely with Libraries and Cultural Services to support children's learning and development.

Surrey facts and figures

- **1,332** Childminders
- **574** Nurseries and Preschools
- **298** Primary Schools
- **57** Secondary Schools
- **25** Special schools
- **110** Independent schools
- **13** Colleges
- **11, 189** Children and Young People with an Education, Health and Care Plan
- **19,000** Children and Young People on 'SEN Support' in mainstream schools
- **199,000** school aged children in Surrey
- **95% of Surrey schools** rated either good or outstanding
- Over **16,000 primary school** admissions and over **12,000 secondary school** admissions every year



Core responsibilities covered by ELL

- [School place planning](#)
- [School admissions](#)
- In Year Fair Access
- [Alternative provision](#)
- [Provision for Early Years funded places for year 3&4](#)
- [FEET Applications](#)
- Joint reviews and OFSTED Inspections
- [Local Offer](#)
- [Surrey Outdoor Learning and Development](#)
- Home to School Transport
- [Services for Children with SEND](#)
- [Post 16 Provision](#)
- [Apprenticeships](#)
- [Standing advisory council on religious education \(SACRE\)](#)
- [Free School Meals](#)
- [Elective Home Education](#)
- [Surrey Safeguarding Children Arrangements](#)
- Keeping Children Safe in Education
- Schools Causing Concern
- Exclusions
- Attendance
- Children's educational attainment

Key Strategies and Plans



- **SEND Capital Strategy**
- **School Organisation Plan**
- **Alternative Provision Strategy**
- **Outcomes for Disadvantaged Learners**

Transformation Programmes

SEND Transformation programme ambitions

Early joined up identification, response and provision

- Children's needs identified and met at the earliest possible stage
- Families & young people find the system easy to navigate and have access to the right provision to ensure children can reach their potential
- Demand for long term statutory support reduces

Children thriving in their local communities

- Most children can go to their local mainstream school with the right help and support
- There is enough special maintained provision for those who need it
- Children should be able to live at home with their family.

Better experiences for families

- Families have access to the right information and advice and it's easy
- They understand what they can expect from the SEND System and are empowered to help themselves and their family
- Receive a consistently good quality service

Financial Sustainability and better use of resources

- We focus on improving outcomes and value for money in our commissioning of provision and in our decision-making around individual children
- The high needs block is enough to meet children's needs over 5 years and are able to begin to pay back the deficit
- We have robust and accurate tools for financial management and forecasting

These link to the four dial up areas:

- Growing a sustainable economy so everyone can benefit
- Tackling health inequality
- Enabling a greener future
- Empowering communities

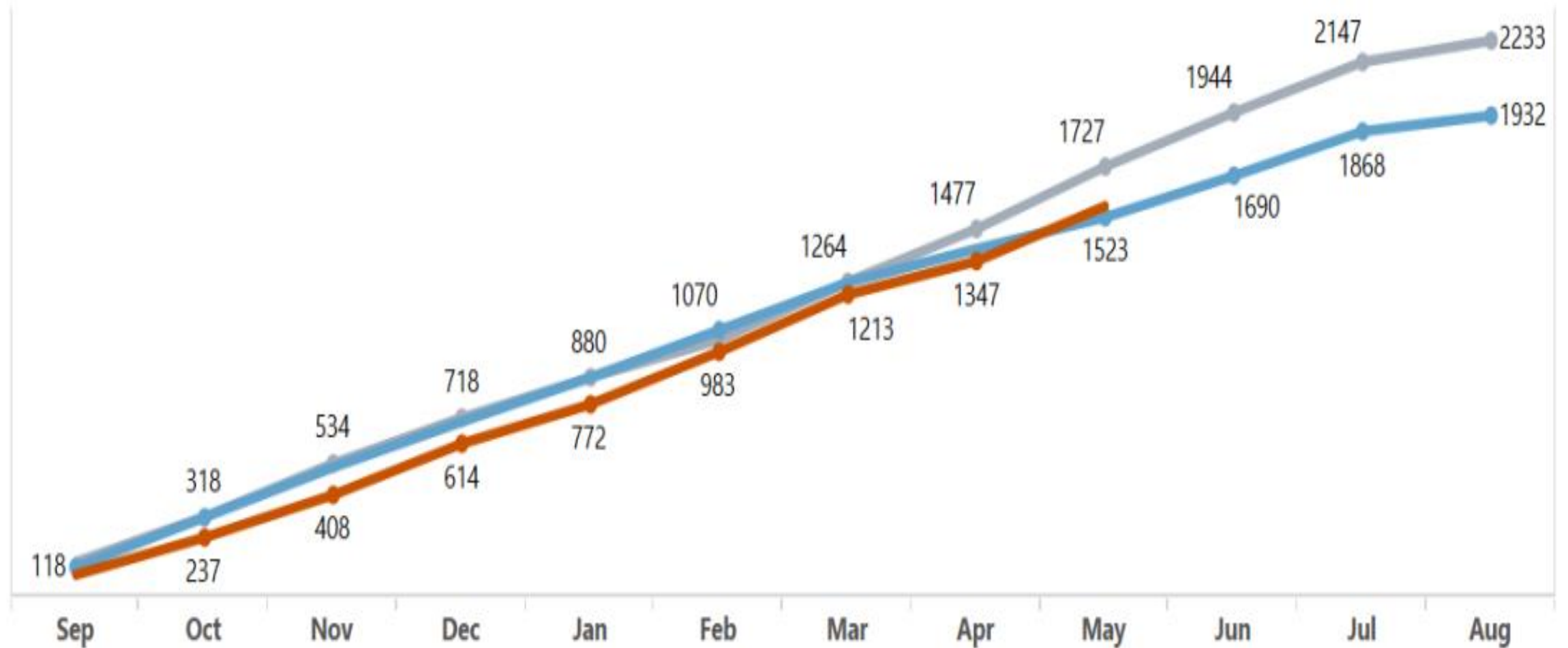
Surrey Adult Learning Transformation Programme

A better future for Surrey through Life Long Learning

- Creating strategic learning partnerships with external agencies: Chamber, DWP, FE Colleges, 3rd Sector
- Agreeing objectives for Surrey learning
- Working together to ensure the whole adult community has access to quality educational provision

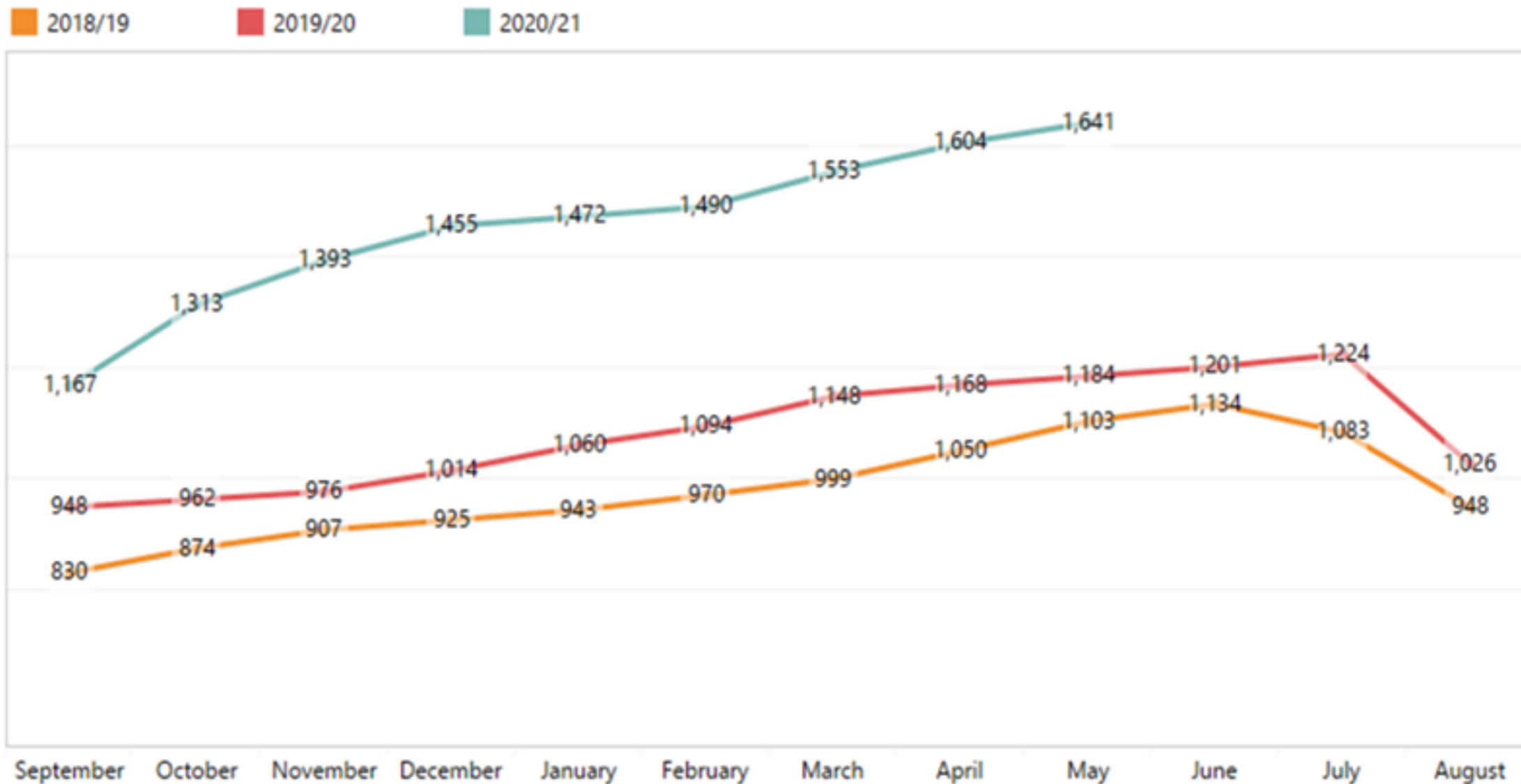
Performance - 1

Cumulative New EHCP Requests



Performance 2

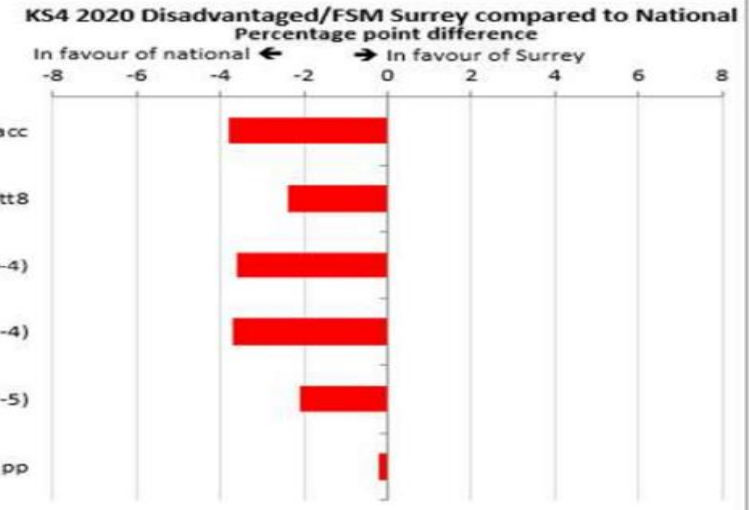
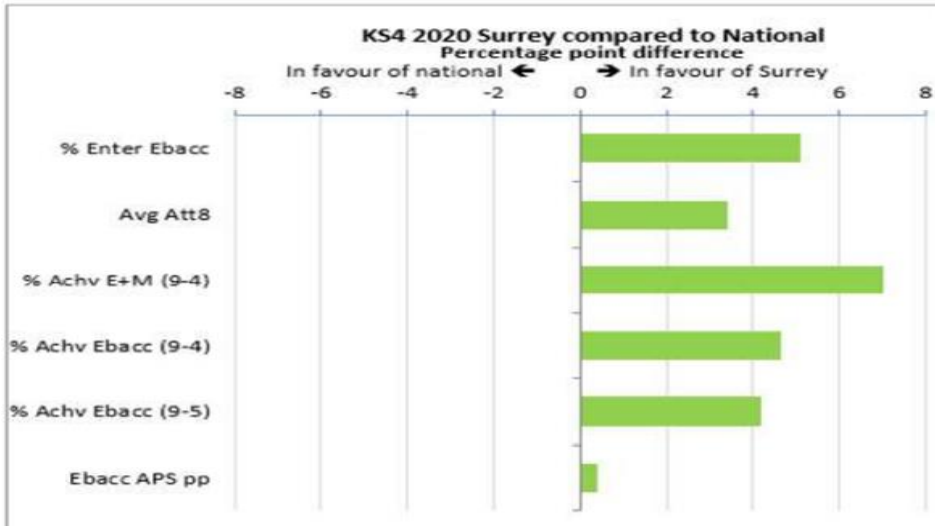
Numbers of Electively Home Educated Children, by Year



Performance 3

PROGRESS AND ATTAINMENT – SEND AND DISADVANTAGE

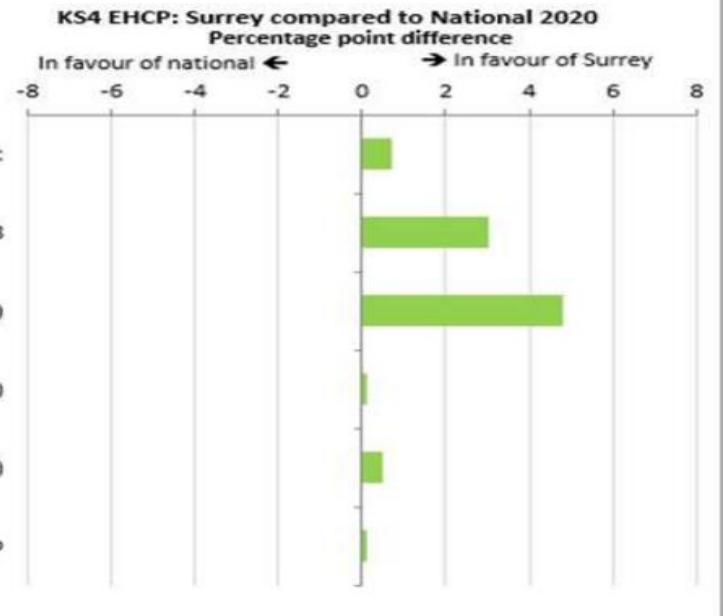
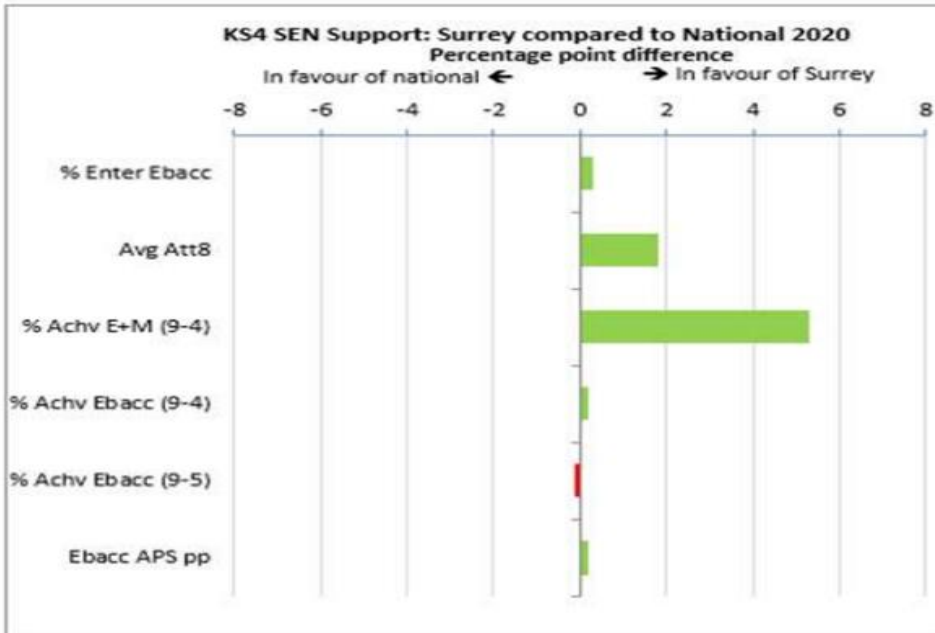
All pupils vs national



Disadvantaged vs national

Page 88

SEN Support vs national



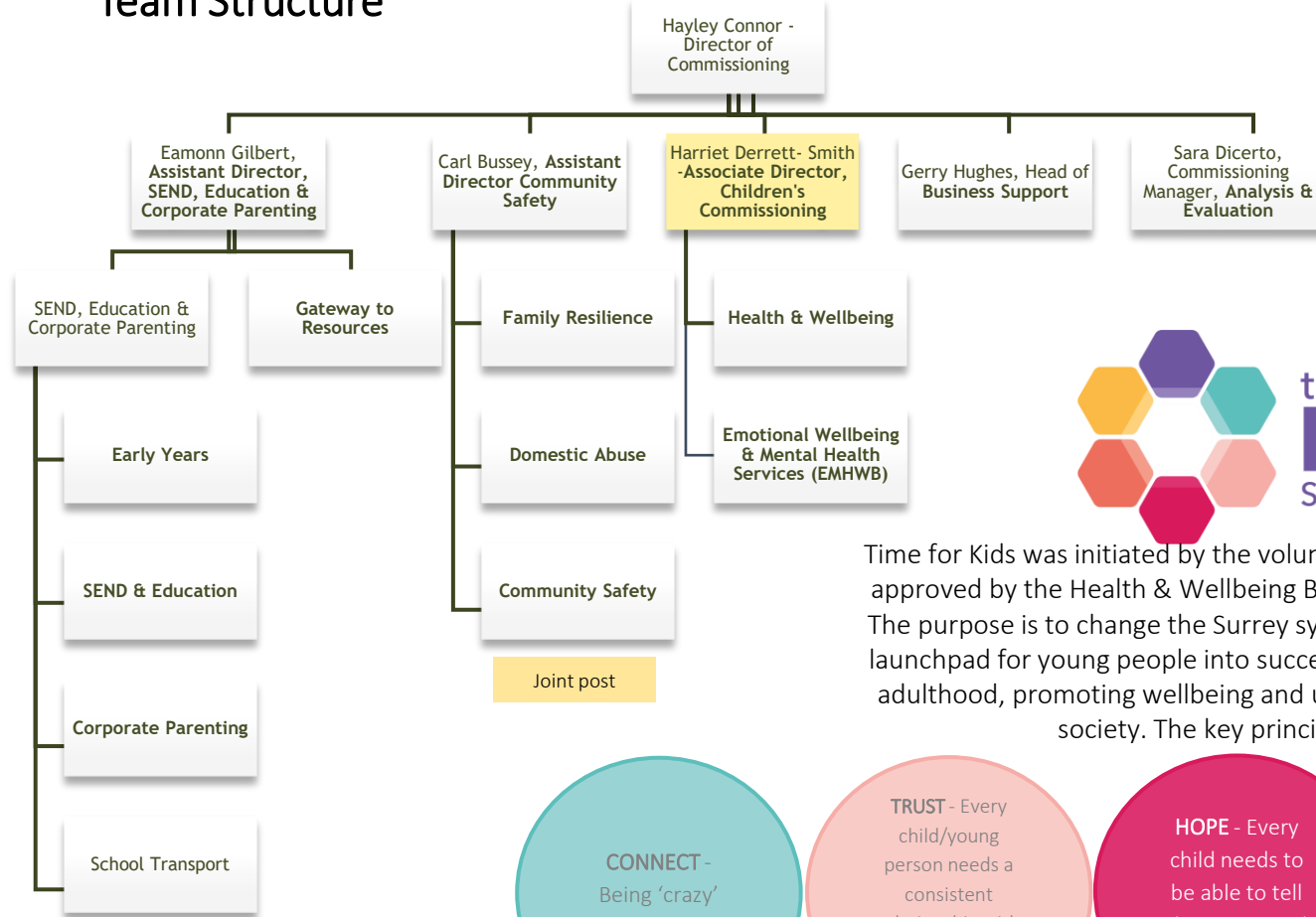
EHCP vs national

Children's Commissioning

Hayley Connor

Who we are and what we do

Team Structure



Practice Model



Time for Kids was initiated by the voluntary sector in Surrey and approved by the Health & Wellbeing Board in December 2019. The purpose is to change the Surrey system to provide a better launchpad for young people into successful and fulfilling young adulthood, promoting wellbeing and ultimately, a sustainable society. The key principles are:

- CONNECT** - Being 'crazy' about the kid
- TRUST** - Every child/young person needs a consistent relationship with at least one adult they trust
- HOPE** - Every child needs to be able to tell their story and learn to hope
- BELONG** - Every child needs a sense of belonging and encouragement to shine
- BELIEVE** - We all need to believe in the child/young person and what they can achieve

Our Values & Behaviours

We must always be the strongest advocates for our children and consistently ask ‘would this be good enough for my child?’ There are 7 Corporate Parenting Principles:

1. To act in the best interests and promote the physical and mental wellbeing of children and young people
2. To encourage those young children and young people to express their views, wishes and feelings
3. To consider the views, wishes and feelings of those children and young people
4. To help those children and young people gain access to and make the best use of services provided by the local authority and its relevant partners
5. Seek to secure the best outcomes for those children and young people
6. For those children and young people to be safe and stable in their home lives, relationships and education or work
7. To prepare children and young people for adulthood and independent living

Strategic Commissioning Intentions

- C.I. 1.** Children and young people should live, learn, and reach their ambitions in Surrey. For those children for whom we are corporate parents this means we will bring them ‘home’ and stop them having to go to school or be cared for away from their families and community
- C.I 2.** Children with SEND should have the same access to education and training in Surrey as every other child. This means that we will be developing our local offer, always favouring inclusion so minimising children with SEND having to be educated outside of maintained settings and especially out of the County, away from their families and communities.
- C.I 3.** Recovery for Covid-19 - understanding the impact on CYP and families in the short and longer term and what this means in terms of needs and demand. Ensure that the learning is utilised in immediate recovery planning and for service design in the future
- C.I 4.** No one gets left behind - we will close the gap and tackle inequalities in terms of access, service experience and outcomes
- C.I 5.** We will increase the range of and access to earlier help and timely interventions for children and families and in doing so drive better the outcomes
- C.I 6.** Improve services for CYP and their families by integrating children and health commissioning functions and teams, playing an active part in the development of new ways of working and models of care/support in Surrey including more multi-disciplinary approaches/ teams and more digitally enabled solutions
- C.I 7.** Continue to develop our ‘Commissioning Community’ with our partners and providers by implementing more co-production, promoting innovative models of service delivery that recognises the importance of relationships and subject matter expertise in all areas of our system.
- C.I 8.** Maximising the assets, we have in Surrey and the things we purchase so we are extracting every ounce of value available from them on behalf of CYP and their families

Strategic Priorities

Integration

Integration of Children's Health & Social Care Commissioning

Launch and implement all-age ASC strategy

Development of all-age approach to carers and Young Carers Strategy

Needs analysis – Children with disabilities

Deliver the Preparation for Adulthood Transformation Programme

Creation of joint commissioning strategy for children with the most complex needs

Financial

CLFC Savings/Efficiencies Programme - £55.7M in 2021/22

Inflation & fee uplifts and off contract spend

Further embed VFM tools in GTR including: Sample cases via CareCubed, Care Place via Alliance

Complete and sustain focus on IPA and schedule 2 work, ensuring financial interface is timely

Refine decision making processes and recording, especially multi-agency working to ensure children's needs are met

Covid-19

Support to partners and providers to ensure ongoing support for children, young people and families

Develop greater understanding of impact of Covid-19 on CYP and families

Deliver Covid-19 recovery plans and define solutions to demand surge

Partnerships

Strategic collaboration with Districts & Boroughs

SAIL – Surrey Appreciative Inquiry and Learning

Equalities, Diversity and Inclusion Plan

Supporting the alliance to deliver the new EWB & MH services in Surrey

Refresh of Surrey CYP EWB & MH Strategy, 2019-March 2022

Digital

Single View of a Child Programme – Liquidlogic/Integration of LIFT/ DB & I

Development of The Surrey Care Record and the Little Help Shop

Creation of CYP EWB & MH Insight Hub

Deliver the commissioning compendium and the digital enhancements made to the collection of data

Deliver the Transformation Programme

Delivery of PVO Programme (Placement Value Outcomes)

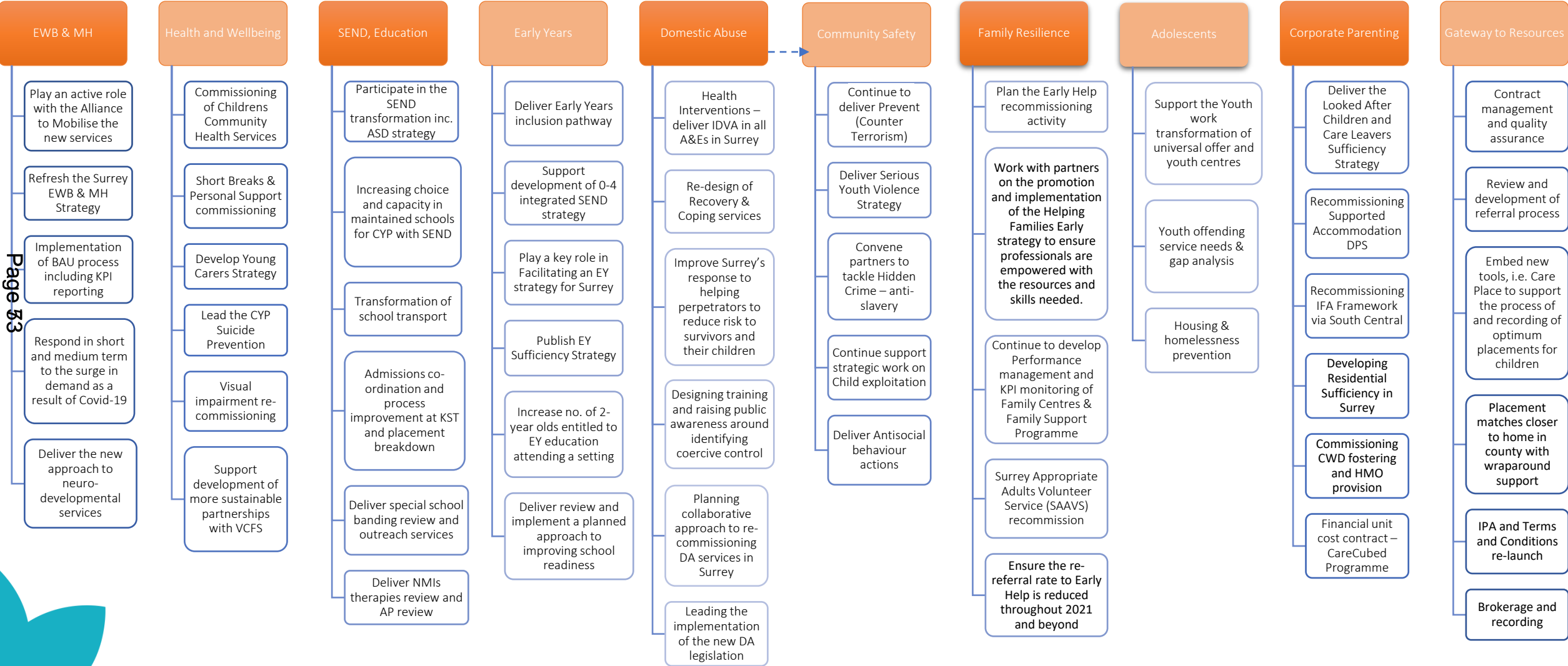
Delivery of DA Programme (Domestic Abuse)

Delivery of SEND commissioning sufficiency strategy (Special Educational Needs and Disabilities) – by August 2021

Deliver the Looked after children and care leavers sufficiency strategy – Year 1 plan to March 2022

Preparation and planning for commissioning of children's community services

Commissioning Priorities



This page is intentionally left blank



Monday, 18 October 2021

Update on the SEND Transformation Programme and Implementation of the Recommendations of the SEND Task Group**Purpose of report:**

To provide the Children, Families, Lifelong Learning and Culture Select Committee with a progress update on the Special Educational Needs and Disabilities (SEND) transformation programme, including relevant progress updates about the implementation of the recommendations of the Special Educational Needs and Disabilities Task Group. This report builds on the Select Committee Report from December 2020 as well as the Cabinet Report from February 2021.

Introduction

1. In October 2019, the CFLC Select Committee established a SEND Task Group to review the provision of SEND places, the support available for early intervention and the resourcing available for SEND services. The findings and recommendations of the Task Group were presented to Cabinet in March 2020 and were accepted. The December 2020 Select Committee Report provides a full progress and implementation overview.
2. This report provides an overview of the progress and delivery of the SEND Transformation Programme, highlighting key achievements and deliverables through 2020-21, aspirations along with key deliverables and milestones anticipated through programme delivery in 2021-22.

Background

3. The SEND transformation programme is aligned with Surrey's Community Vision 2030, which seeks to realise the Council's ambition that everyone benefits from education, skills and employment opportunities that help them to succeed in life.
4. The SEND Transformation Programme is underpinned by our SEND Partnership Strategy 2019-2022 which sets out the ambition to improve long-term outcomes for children and young people through education closer to home and the right support at the right time so that children and young people who have additional needs can live, learn, and grow up locally and achieve their full potential. The wider strategy ambitions are set out as follows:

Early joined up identification, response, and provision

As children's needs are identified and met at the earliest possible stage, children should have access to the right provision to reach their potential and demand for long term statutory support reduces.

Children thriving in their local communities

With most children attending their local mainstream school with the right help and support and enough special maintained provision for those who need it, children should be able to live at home with their family.

Better experiences for children and families

By providing children and families with the right information and advice and making the system easier for them, children and families should receive a consistently good quality service.

Financial sustainability and better use of resources

Based on current assumptions, our focus on improving outcomes and value for money, joint commissioning and decision-making should ensure that the high needs grant funding available will be sufficient to meet children's needs within 5 years without the additional reliance of a general fund contribution. These assumptions will be reviewed and revised as necessary following the outcome of the SEND Review and the introduction of any new Ofsted SEND Inspection Framework.

5. The SEND Transformation is a holistic and far-reaching programme, and it incorporates activity across the Local Area SEND system alongside the activity necessary to discharge our SEND Written Statement of Action (later called the Accelerated Progress Plan). The programme is structured in a thematic way to aid delivery and encompasses four key areas of focus:
 - **Inclusion in local maintained schools:** Increasing the proportion of children able to thrive in a mainstream or specialist-maintained provision closer to home along with their peers and siblings.
 - **Sufficiency, outcomes, and value of school places:** Ensuring that the school estate provides sufficient, suitable places for children with Special Education Needs and Disability within the county, improving the value of independent places that are used through partnership and market management and reviewing the school funding model within maintained provision to ensure funds are allocated as efficiently and effectively as possible.
 - **Preparation for Adulthood:** Supporting post 16 children in preparing for adulthood through more and better educational pathways and support for independence.
 - **Partnership Accountability:** Ensuring all partners across the local area, including Council departments and local providers are working effectively together to support improvements in outcome, experience, and sustainability of the SEND system in Surrey.

Key Achievements in 2020-21

6. During 2020-21 there were significant achievements across the transformation programme. We were able to ensure sustained progress against the backdrop of the pandemic, and notably the Department for Education formally recognised sufficient progress against our Accelerated Progress Plan. We were able to sign-off from any further formal monitoring arrangements at the end of 2020 as a result.
7. In their notification letter discharging the Accelerated Progress Plan, the Department for Education acknowledged that the sustained improvement made *'comes as the result of a great deal of commitment and hard work on the part of the local authority, the Clinical Commissioning Group, families and front-line staff across education, health and social care'*. They also stated that they were *'aware that local authorities are facing unprecedented pressures arising from the Covid-19 crisis and that these improvements have been made against an extremely challenging backdrop'*.
8. Operational improvements also took effect across the Local Authority with a visible impact on the quality of service delivery. For example, 70% EHCP completed to target timeframe, an increase from 48% in February 2020 and against a national average of 60%. Subsequently this has risen to a cumulative rolling timeliness of 78% in August 2021. The timeliness of annual reviews has risen to 84% in August 2021 from 61% in March 2021. The introduction of four new Assistant Directors in the Quadrant Teams will further strengthen our work to improve practice, the quality of communication and planning and will strengthen connections with schools, settings and other partners in the quadrants. These new senior leaders will work alongside their colleagues in social care to ensure that we strengthen holistic planning for children and families.
9. We have developed a new All Age Autism Strategy which was coproduced with service users including children, young people, parents, and carers. Young people with autism make up approximately a third of all children and young people with an Education Health and Care Plan (EHCP). These young people using our services, along with professionals, helped to co-produce the All-Age Autism Strategy and a widescale consultation informed the final design. The strategy is being launched this September to drive better experiences and develop more inclusive communities across Surrey, creating opportunities and pathways for employment and support for children and adults.
10. A new Graduated Response Service and Learners' Single Point of Access (LSPA) were introduced. This new LSPA has enabled families and professionals to connect more easily to help and support, with many issues now resolved at the first contact. This compliments a new 'team around the school' model being piloted in the North East of the County which will be rolled out across the County during 2021-22.

11. A schools-led Inclusion Roundtable took shape in April 2021 made up of 55 Head Teachers and Academy Trust CEOs. This has provided focus and sector leadership to our inclusive schools approach. The Chair of the Inclusion Roundtable Alex Russell (CEO of Borne Education Trust) provided this quote to include in the schools funding consultation 2022/23 *“the group’s remit to present an ambitious vision for high-quality, inclusive education for all will require school and system leaders to think and prioritise differently. We need to think beyond the traditional measures of success and come together as one so that we are united behind these aims.”*. The consultation proposes a transfer of funding from schools to support innovative school-led approaches.
12. An Alliance of providers was awarded a new contract for a transformed and high-quality emotional wellbeing and mental health (EWMH) service. This contract went live on 1 April 2021 and supports our work to improve the experiences and outcomes for children with Social Emotional and Mental Health needs, these children make up 15% of all children with a statutory plan (EHCP).
13. Within the Preparation for Adulthood project, there has been an emphasis on improving the opportunities and pathways to independence and employment for young people. There has been focused attention on joint planning with Adult Social Care, health and education; and we were able to achieve a 13% increase in placements relating to life skills and employment pathways. Work also began on changing the way educational placements are made, where possible, enabling young people to move back to Surrey to receive their educational support near to their families, friends, and local community.
14. Our capital investment programme delivered a large number of schemes to increase places in September 2021 by 290. This is the second year of a four-year programme. Further school places are being developed for September 2022 and September 2023. Annex 1 lists the school provision created and includes a new special school that opened on 1 September (Foxgrove Academy) as part of the Howard Partnership Trust. Modelling is undertaken using two external specialist organisations to ensure that there is robust data available for forward sufficiency planning.
15. In March 2021 our Alternative Provision Strategy and approach were agreed alongside a commitment to ensure that the estate was fit for purpose with a capital investment of £22.7m. The new strategy was widely consulted upon and informed by children and young people who were existing or previous users of the service. The emphasis of the new strategy is to provide alternative pathways back into mainstream education. It incorporates an enhanced outreach offer to schools.
16. In the latter part of 2020-21 we commissioned IMPOWER to provide a trajectory management tool as a means of supporting strategic financial planning to address the deficit position resulting from the continued shortfall in Designated Schools Grant High Needs Block (DSG HNB) funding and demand.
17. IMPOWER were also commissioned during this time to undertake a rapid stocktake of the SEND transformation programme based on their work to date

with other local authorities and to ensure we were taking every opportunity to honestly reflect and accelerate progress. This was undertaken between February – March 2021.

18. IMPOWER reported that the conditions for success are in place and solid foundations have been built within SCC and across the system. They made additional recommendations to accelerate the programme in relation to early intervention, casework practice and enhancing the impact of system leadership and collective ambition through a renewed communications strategy and approach.

Current Progress and Key Milestones and Deliverables for 2021-22

19. Work began in April to respond to IMPOWER's findings, the majority having now been completed or due to be completed within the next 6 months.
20. Within Inclusion in Mainstream there is a significant level of transformation and improvement activity underway in this area, including the development of an Inclusion Statement with partners through the Inclusion Roundtable, developing an inclusion toolkit and skill strategy for schools. Prototyping and piloting of the 'Team around the School' model is also underway as well as developing and transforming the Speech, Language and Communication skills and the Social, Emotional and Mental Health offer. This is alongside the implementation and embedding of the All-Age Autism Strategy and new CAMHS offer.
21. Through the Sufficiency and Value programme the programme team are progressing 27 approved projects that will create up to 1,600 new specialist school places in Surrey for a combined capital investment of £79.6m. 21 of the 27 live and approved projects in Phases 1, 2 and 3 are currently running to agreed programme delivery timescales and more than 290 new specialist school places were available from September 2021. The first full year effect of this investment is approximately £8.25m reduced revenue expenditure. Similar numbers are projected for September 2022 from existing approved programmes. A further £3m saving is being targeted for the coming year through market management approaches within the independent sector.
22. In addition, the latest version of the National Schools and College Contract has now been implemented with all independent providers. These are model standard contracts recommended by the Association of Directors of Children's Services. These contracts enable robust contract management of these providers and monitoring of their service delivery.
23. Following a review of Home to School Transport over the past year the Transport Assistance Team who are responsible for approving eligibility moved from Admissions into the Transport Coordination Team in May 2021. This change means the teams will be able to work more closely and therefore speed up the processing of applications, arranging transport and in turn hopefully reducing complaints. The service is also launching our Independent Travel Training

service in September (subject to Covid restrictions) as we move the service from a Home to School Transport service to a Transport Assistance service.

24. As part of the Preparation for Adulthood programme the focus has been on identifying and supporting a group of young people whose outcomes could be improved by moving back into Surrey for September 2021. This work will now be extended to a wider group of young people by consent. Placement changes will only take place following careful consultation and agreement with families and/or the young person themselves. A joint review with Health of continuing care cases is also being taken forward to ensure no young person experiences a break in provision as they move from children's to adult health services.
25. The programme team has also expanded the apprenticeship offer to include seven placements within Surrey County Council and has established a Communication and Engagement Working Group with representation from Family Voice, our parent partnership. Scope and direction for prototyping new ways of working for Children with Disabilities and Transition Team have also been agreed for implementation.
26. Partnership Accountability: Some extremely positive work is underway with partners through the SEND System Partnership Board. Partners have recently highlighted and shared their experiences of an emerging culture shift evidenced by a renewed level of trust and far more collaborative relationship with the Council and partners.
27. The work being taken forward in the Inclusion in Mainstream through the 'Team around the School' approach and the Surrey Leaders Inclusion Round Table is also supporting this system wide cultural change. In addition, approximately 80 head teachers have participated in the Whole School SEND Leadership Programme.
28. In addition, as part of our partnership commitment with Health a joint commissioning strategy is being developed between education, health, and care to underpin the longer-term activity to improve outcomes for children, this will be ready for implementation early in 2022.
29. Engagement with the parent carer forum Family Voice continues to be further developed through regular monthly meetings attended jointly by Council and Health colleagues. The focus of these meetings is to ensure timely and accurate information sharing with parents and carers in Surrey.
30. At an overarching programme level, we have recently expanded our leadership and programme capacity to deliver our improvement and transformation activity. At the beginning of the 2021/22 Academic year, we will reaffirm the quadrant-based model with the introduction of four Assistant Directors of Inclusion and Additional Needs. The Quadrant AD roles will provide important leadership capacity to bring together our three key transformation priorities (SEND, Safeguarding and Wellbeing). They will play an important role in our school community and support our learners to achieve better outcomes through support and challenge in our settings.

31. We have also recruited programme and senior project managers funded through new transformation funding to drive our key SEND transformation priorities. This new programme capacity will work with existing programme managers to drive programme delivery across all four key areas.
32. In respect of our Local Area Partnership a refreshed Self Evaluation is being drawn together over the coming months with oversight from the SEND Partnership. The self evaluation will include an assessment about how well the Local Area achieves outcomes and delivers in line with the SEND Code of Practice. This will enable us to refine our local area improvement plan and SEND strategy. We anticipate that there will be a new SEND Inspection Framework released in 2022 and this activity will put us in a strong position as we move towards our second SEND area Inspection from Ofsted and CQC, this is likely to take place no earlier than Autumn 2022. The initial Self Evaluation will be completed in December with an overview presented to the Transformation Board. This will enable the Local Area Partnership to respond to the headline findings from January 2022.

Financial Position and Deficit Recovery

33. The financial pressures on the DSG and High Needs Block (HNB) continue to be a key focus of the Transformation programme. At the end of 20/21, following a year end overspend of £34.5m, the cumulative deficit on the HNB now stands at £83m with an overall DSG deficit balance of £63.7m when offsetting other block surpluses.
34. The 2021/22 budget contains an assumed overspend of £23.8m which is matched by a General Fund contribution to the offsetting reserve. Previous assumptions within the MTFs are that this annual deficit will begin to reduce by £5.3m per annum to achieve a balanced in-year budget within 5 years. The IMPOWER trajectory model will support the Council's 'twin track' approach to financial planning and will enable us to review the planning assumption with greater certainty.
35. As well as the work on future projections, the assurance processes put in place during 20/21 around the in-year financial position remain. This includes fortnightly meetings to review changes in placements, tribunal decisions and other impacts which may result in a change to the forecast. Meeting with this regularity has allowed officers to identify changes before the regular monitoring timetable and work through any implications. There is also a risk that SEND demand continues to increase post Covid leading to further spend, this is also monitored at the fortnightly meetings along with plans to mitigate the growth.

Conclusion

36. The service has now completed two years of a transformation journey and the SEND transformation programme is moving into the next phase of delivery with a focus on building system-wide momentum and maximum impact on children's

outcomes, demand for services, and financial trajectories over the next five years.

37. It is recognised that delivery will not be straightforward due to the complexities of the system, but with the arrival of permanent Assistant Directors there will be a strengthened focus on accelerating delivery through culture change and practice; further building an inclusive ambition across the SEND system partnership.
38. We are also aware that working in partnership is essential, we are therefore evolving how we work with partners at operational and strategic levels, working collaboratively and putting proportionate governance and reporting mechanisms in place to help us to collectively achieve our goals.

Report contact

Liz Mills, Director – Education and Lifelong Learning

Contact details

Liz.mills@surreycc.gov.uk

Sources/background papers

Report on SEND Taskforce Recommendations:

[Surrey County Council - Agenda for Children, Families, Lifelong Learning & Culture Select Committee on Monday, 14 December 2020, 10.00 am \(surreycc.gov.uk\)](#)

Send Transformation Report to Cabinet:

[Cabinet Report SEND Transformation- Final.pdf \(surreycc.gov.uk\)](#)

Surrey Community Vision 2030:

[Community vision for Surrey in 2030 - Surrey County Council \(surreycc.gov.uk\)](#)

SEND Partnership Strategy:

[SEND\SEND System Partnership Strategy\Surrey SEND Partnership strategy 2019-22.pdf](#)

Letter from Department for Education regarding the Discharge of the Accelerated Progress Plan

[DfE Letter - Surrey - APP Discharge Notification Letter January 2021.pdf](#)

Annex 1: Surrey County Council SEND Capital Programme: Current Approved Projects 2019-2021

Placement name	Placement Type	SEN Need-Type	School Designation	Phase of Education	Quadrant	District/Borough	Project	Total additional places	Target Delivery of works	Status
Woodfield School	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-16 years	SE	Reigate & Banstead	Secondary Bulge Class	10	Sept 2019	Delivered
Linden Bridge Academy	Special School	Autism and Communication & Interaction Needs	Complex Social Communication Needs	All Through 4-16 years	SE	Epsom & Ewell	Primary Bulge Class	8	Sept 2019	Delivered
Philip Southcote School	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary & Post 16 11-19 years	NW	Runnymede	Secondary Bulge Class	10	Sept 2019	Delivered
Freemantles School	Special School	Autism and Communication & Interaction Needs	Complex Social Communication Needs	All Through 4-19 years	NW	Woking	Secondary Bulge Class	16	Sept 2019	Delivered
Pond Meadow Academy	Special School	Severe Learning Difficulties	Severe Learning Difficulties	All Through 2-19 years	SW	Guildford	Secondary Bulge Class	14	Sept 2019	Delivered
Brooklands School, Wray Park site	Special School	Severe Learning Difficulties	Severe Learning Difficulties	Primary 2-11 years	SE	Reigate & Banstead	Primary Bulge Class	8	Sept 2019	Delivered
Walton Leigh School	Special School	Severe Learning Difficulties	Severe Learning Difficulties	Secondary 11-16 years	NE	Elmbridge	Secondary Bulge Class	11	Sept 2019	Delivered
Bell Farm Primary School	SEN Unit/Resourced Provision	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Primary 4-11 years	NE	Elmbridge	New SEN Unit	22	Sept 2020	Delivered

Worplesdon Primary School	SEN Unit/ Resourced Provision	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Primary 4-11 years	SW	Guildford	New SEN Unit	21	Sept 2020	Delivered
Brooklands School, Alexander Road site	Special School	Autism and Communication & Interaction Needs	Complex Social Communication Needs	Primary 4-11 years	SE	Reigate & Banstead	Special School Expansion	70	Feb 2022	Contract
Freemantles School	Special School	Autism and Communication & Interaction Needs	Complex Social Communication Needs	All Through 4-19 years	NW	Woking	Special School Expansion	72	Nov 2022	Planning
Meadhurst Academy	SEN Unit/ Resourced Provision	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Primary 4-11 years	NE	Spelthorne	Redesignation from SLCN to ASD and Expansion	29	Part 1 Sept 2021 Part 2 Sept 2022	Delivered Feasibility
Fox Grove Academy	Special School	Autism and Communication & Interaction Needs	Complex Social Communication Needs	All Through 4-19 years	SE	Mole Valley	DfE Delivery: new Special Free School	152	Nov 2021	Contract
Betchworth Vale Academy	Special School	Autism and Communication & Interaction Needs	Communication & Interaction Needs	All Through 4-19 years	SE	Mole Valley	DfE Delivery: new Special Free School	180	Sept 2023	Design
SCC ASD Special School West of County	Special School	Autism and Communication & Interaction Needs	Communication & Interaction Needs	All Through 4-19 years	NW	TBC	New Special Free School	200	Sept 2024	Feasibility
Limpsfield Grange School (Girls only)	Special School	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Secondary & Post 16 11-19 years	SE	Tandridge	Special School Expansion (Post 16)	40	Oct 2022	Feasibility
Sunnydown School (Boys only)	Special School	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Secondary 11-16 years	SE	Tandridge	Special School Refurbishment	4	April 2021	Delivered

Placement name	Placement Type	SEN Need-Type	School Designation	Phase of Education	Quadrant	District/Borough	Project	Total additional places	Target Delivery of works	Status
Woodfield School	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-16 years	SE	Reigate & Banstead	Special School Expansion	60	Sept 2022	Planning
The Abbey Academy	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-16 years	SW	Waverley	Special School Expansion	60	June 2023	Planning
Three Rivers Academy	SEN Unit/Resourced Provision	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Secondary 11-16 years	NE	Elmbridge	New SEN Unit	30	Jan 2023	Feasibility
Philip Southcote School (Main site)	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-19 years	NW	Runnymede	Special School Expansion	26	Jan 2023	Planning
Philip Southcote School at The Meads	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 16-19 years	NW	Runnymede	Relocation of Post 16	30	Sept 2021	Delivered
Philip Southcote at Chertsey High School	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-16 years	NW	Runnymede	Special School Expansion – new satellite site	20	Sept 2021	Delivered
Philip Southcote at Kings International College	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-16 years	NW	Surrey Heath	Special School Expansion – new satellite site	20	Sept 2021	Delivered
Chandlers Field School	SEN Unit/Resourced Provision	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Primary 4-11 years	NE	Elmbridge	New SEN Unit	25	Oct 2021	Contract
Bramley Oak Academy	Special School	Social, Emotional & Mental Health Needs	Social, Emotional & Mental Health Needs	Primary 5-11 years	SW	Guildford	Special School Expansion	49	Sept 2023	Feasibility

West Hill Academy	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Primary 4-11 years	SE	Mole Valley	Special School Expansion	30	Part 1 Sept 2021 Part 2 Sept 2022	Delivered Contract
Manor Mead School at Virginia Water	Special School	Autism and Communication & Interaction Needs	Communication & Interaction Needs	Primary 4-11 years	NE	Spelthorne	2 year Temporary Expansion	60	Part 1 Sept 2021 Part 2 Sept 2022	Delivered Feasibility
Wishmore Cross Academy	Special School	Social, Emotional & Mental Health Needs	Social, Emotional & Mental Health Needs	Primary & Secondary 7-16 years	NW	Surrey Heath	Special School Expansion	28	Sept 2021	Delivered
The Park Academy	Special School	Moderate Learning Difficulties	Learning & Additional Needs	Secondary 11-16 years	NW	Woking	Special School	2	Sept 2021	Delivered
Fox Grove Academy	Special School	Autism and Communication & Interaction Needs	Complex Social Communication Needs	All Through 4-19 years	NE	Elmbridge	Temporary Accommodation while DfE Scheme is delivered	64	Sept 2021	Delivered
Total addition planned places from approved projects to date:								1,441		



Monday, 18 October 2021

THE IMPACTS OF COVID-19 ON EDUCATION AND LEARNERS IN SURREY

Purpose of report:

Children, their families and Surrey's education leaders and staff have shown tremendous resilience during the Covid-19 pandemic over two challenging academic years. This report outlines the continuing impact of the Covid-19 pandemic on education and Surrey learners and the plans that have been put in place to address the impacts, so that children and young people are supported to achieve their potential and no one is left behind. It provides further information on the recent destinations of post-16 learners.

Introduction:

1. Much has been written over the last seventeen months about the impact of the pandemic on children's learning and development, their physical health and their mental well-being. It is generally well understood that children are at very low risk of severe illness from Covid-19, and they are far better off being in school. This report will not rehearse the steps that Surrey's schools, colleges and early years settings have taken to continue children's education while in lockdown, including children of key workers and vulnerable children, and to welcome children back into schools as safely as possible when lockdowns eased. The monthly reports to Cabinet on Covid impacts provide a regular account of the response the Council has taken to support schools through the challenges of the past.
2. This report will look ahead to schools and colleges reopening for academic year 2021/22, the likelihood of continuing impacts of Covid on education and the steps that are in place to mitigate these. As context, in July 2021 the Department for Education released a significant amount of new guidance for educational settings, in line with the move to Step 4 of the roadmap, as schools and settings entered the Summer holidays. The guidance confirmed:
 - a) Pupils will no longer be required to be kept in consistent 'bubbles' while in school;

- b) Face coverings will no longer be routinely advised in educational settings, unless advised due to a local outbreak;
 - c) From 16 August, children under the age of 18 will no longer be required to self-isolate if a close contact;
 - d) Educational settings will no longer undertake contact tracing and this will move to NHS Test and Trace;
 - e) On the return to school in September, all secondary school children will undertake 2 lateral flow tests in school, and continue to undertake twice weekly at home testing until the end of September;
 - f) Rigorous infection control measures should continue, including good hygiene, ventilation and cleaning.
3. In practice, this means that from the start of the new academic year in September, school life should look and feel much more 'normal' for pupils, staff and parents and carers. However, we know that with the continuation of rates of community infection, there are likely to be cases of transmission in educational settings. For this reason, the Council's Public Health Service and School Relationships Service are continuing to provide access to advice, support and guidance to education sector leaders to support the successful return to school of all children from September. This includes support for schools to do all that is reasonably practical to ensure the health, safety and welfare of all staff and students.

<p>Responding to the impacts of Covid-19</p>

4. We know that children and young people are not solely learners and, to support learning, their holistic needs must be met. For this reason, we drew upon the advice of our schools and early years settings, and worked with partners across the voluntary and community sectors and health, to introduce a range of initiatives and resources over the Summer to support children's physical, emotional and developmental needs. We identified these summer months as crucial for preparing children to return to learning successfully from September.

Support for children over Summer 2021

5. While Summer is a time for rest and relaxation for children and families, we were concerned that some children's development could be further held back while out of education, especially younger children and those from disadvantaged backgrounds. For this reason, the Council with support from schools and early years settings, launched a new campaign in mid-July aimed at parents of 0-5-year olds. The campaign was created in response to concerns from school and early years leaders and national research that demonstrates that the last two lockdowns have had a negative impact on young children's language skills. The campaign raised awareness of five simple things parents or carers can do at home to help their child thrive such as singing and reading

together. Short videos were shared through social media, early years resources and materials available on our and partners' websites to support parents. The resources were distributed across libraries, family centres and partner channels. The results of this campaign are currently being analysed and an update will be provided at the Select Committee meeting.

6. We also ran two initiatives with our libraries this summer to encourage reading amongst primary aged children. Surrey Countryside delivered 'Surrey Nature Explorer' aimed at children aged 4-12. The Reading Agency's Summer Reading Challenge, who have partnered with the World Wildlife Fund, delivered 'Wild World Heroes' a celebration of reading that will inspire children to stand up for the future of the planet. More can be shared about this project by the Library Service at the Select Committee meeting.
7. Following a successful virtual launch over the Easter holidays, Surrey's holiday activity and food programme rolled out in physical locations across the county this summer. Backed by Department for Education funding and branded as 'Club4', the programme offered 55,000 places over the summer holidays to children and young people who receive free school meals. Active Surrey worked on our behalf with 70 providers, many from the voluntary and community sector, to offer holiday camps with a range of enriching activities, a minimum of 1 hour's physical activity and a meal.
8. To complement the camp provision, the virtual offer which ran at Easter was enhanced with new online content for dance, yoga and meditation classes including for children with additional needs. Active Surrey also delivered six virtual parent workshops over the summer holidays to increase parents' understanding of healthy living topics such as hydration, sleep, and screen time. Our evidence from children's enthusiastic participation in these camps is that they have played an important role in easing the transition back into school this September for children who may have been most disadvantaged by the pandemic.
9. We do not underestimate how demanding the coronavirus pandemic has been for the education community – students, parents and teachers. In addition to encouraging all to recharge over the Summer holidays, we widely publicised the range of free and confidential wellbeing support available: [Mental wellbeing - Healthy Surrey](#).

Support for children to return to school in September

10. As September approached, the Council launched a communication campaign for families to prepare them and their children for the return to school. The aim was to provide not only information, but also assurance, that it is safe and crucial that children resume their education.

11. At the outset of the pandemic, the Council established a group of senior officers and school leaders to monitor and support the school attendance of vulnerable children (those with an education, health and care plan and children with a social worker). This resulted in Surrey having significantly higher attendance rates for these children than was the case nationally. That group, chaired by the Director of Quality and Performance, is continuing to provide the oversight for school attendance of vulnerable children from September.
12. The number of children who are electively home educated (EHE) increased significantly over the academic year 2020/21. In September 2020 there were 1,155 children who were home educated and registered with the Council. As there is no legal requirement to register a child being electively home educated this is likely to be an underestimation of the true number. By July 2021, there were 1,666 EHE children known to the Council. Much of this increase is attributed to anxieties about school attendance due to coronavirus.
13. The overall number of EHE children always drops in August as the Year 11 cohort ceases to be of statutory school age and is removed from this list. As schools have resumed in September 2021, the number of EHE children has decreased to 1,425 as at 28 September. Some of this drop is attributed to the removal of the Year 11 cohort, however some families have chosen to return their child to a school setting, indicating growing confidence that schools are safe places for their child. In addition, so far in September 2021, there have been 70 new EHE registrations, compared to 170 registrations in September 2020 which is in line with pre-pandemic levels.
14. Council officers contact every family that chooses to home educate their child to ensure that they are making an informed decision and under no pressure to do so, and to signpost to sources of good quality teaching materials appropriate for their child. The Council also provides further health and well-being information, for instance regarding access to childhood immunisations. The ELL Leadership Team monitors the data on EHE children on a monthly basis.
15. Children missing education (CME) are children in receipt of no education at all. This can occur, generally for a short time, for a number of reasons including exclusion or medical reasons. All CME children in Surrey are closely monitored to ensure that the necessary interventions are provided so that children can access education. At any one time there are an average of 30 CME children. There has been no noticeable impact of Covid on our numbers of CME children.

Mental Health and Wellbeing support for children in schools from September

16. We know that the pandemic has had a significant impact on children's mental health, with increasing requests to children's emotional wellbeing and mental health services. A crucial part of Surrey's new Emotional Wellbeing and Mental Health contract, which started on 1 April 2021, is support for schools. This new model is being co-produced with local schools and in each school there will be a named school lead with access to a menu of interventions and support to develop a whole school approach. Two additional Mental Health Support teams to be in place from September, increasing our Surrey offer to 13 teams by 2023/24. Co-production work has started with our special schools to develop the offer for children and young people in special schools, as well as in mainstream schools who have pupils with additional needs.

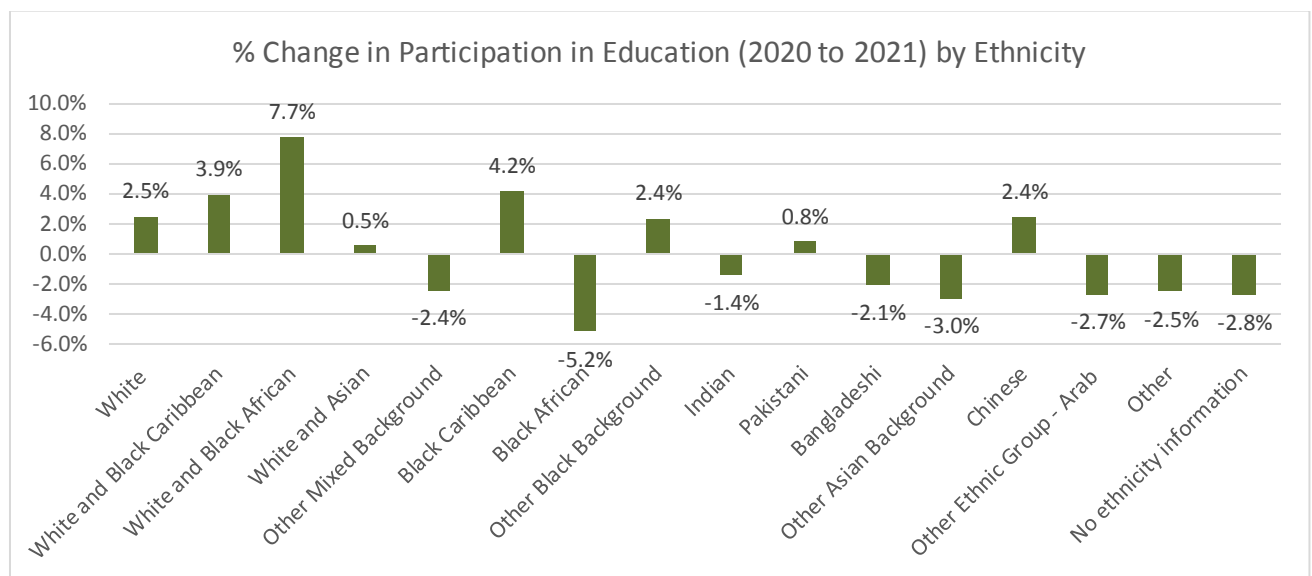
Ameliorating the Covid-19 gap

17. The education community and teachers came together to support Surrey children and parents during the unprecedented challenge of COVID-19. An incredible effort was made to maintain education through home and blended learning wherever possible, and as children and young people returned to on site education in September 2021, schools and settings continue to assess and address the impact of COVID -19 on children and young people's learning and progress.
18. The Schools Alliance for Excellence (SAfE) are continuing to work directly with school leaders to share good practice and last year launched a COVID -19 Recovery Fund to support Language and Literacy for all state funded Surrey schools. SAfE has been working with outstanding school leaders and the Education Endowment Fund (EEF) to support schools on their Catch-up strategies. The EEF suggests that Catch-up strategies can be grouped into three categories:
 - a) Teaching and whole-school strategies
 - b) Targeted support
 - c) Wider strategies
19. Full details of the Catch-up support for schools is available at:

[Annex 3 - Ameliorating the COVID Gap and supporting schools.pdf \(surreycc.gov.uk\)](#)

Participation for Post-16 learners

20. As was the case nationally and regionally, Surrey saw an increase in young people in years 12-13 participating in education between June 2020 and June 2021. The percentage change of 1.4% in Surrey was however below that seen in the South East (2%) and Nationally (1.8%).
21. When comparing participation rates by ethnicity, this gap between Surrey's performance compared to that averaged across the South East and nationally appears to link largely to specific ethnic minorities. Across nearly all ethnicities at both regional and national level, excluding Black British at a national level and Black Caribbean in the South East, participation rates in education increased. In contrast, Surrey saw a decrease across a number of ethnic minorities groups as set out in the table below. The decrease in participation for these groups has been identified as largely linked to education in Sixth Form colleges and further work with the sector is underway to establish the cause of this and whether it is linked to Covid.



22. Surrey's Year 11-12 Transition Service, working to prevent young people from becoming NEET, recently implemented a new prioritisation for all Looked After Children, including the Unaccompanied Asylum Seeking Children (UASC) cohort. In addition, resource has been allocated for the implementation of the interpretation services offered by the Council's REMA service. This is enabling these young people to engage more effectively with the Transition Service for post-16 destination planning.
23. We are working closely with our Post-16 providers to implement early identification of those at risk of early withdrawal from provision in order to ensure support is available to enable the young person to sustain the placement, including grant funding and signposting to local opportunities.

24. Participation in learning amongst those with SEND increased within Surrey by 3.9% between June 2020 and June 2021. This exceeds the increase seen nationally (0.5%) and within the South East (2.2%). This demonstrates the positive impact that the Preparation for Adulthood programme, part of the SEND Transformation programme, is having on improved outcomes for young people with SEND. This programme emphasises improvements in the opportunities and pathways to independence and employment for young people.
25. The proportion of 16-17 year old Looked After Children in education, employment or training in June 2021 was significantly greater than that recorded in June 2020. An overall increase from 68.5% to 79.4% was recorded. This is far greater than the increase seen nationally (from 77.1% to 80.1%) and in the South East (from 75.3% to 78%), although from a lower base.
26. The proportion of 16-17 year old Care Leavers in education, employment or training in June 2021 was in contrast significantly lower than that recorded in June 2020. An overall decrease from 80% to 67.3% was recorded. This is against a backdrop of a slight increase in participation nationally and regionally. There is significant mobility in this cohort. A change in accommodation part way through an academic year can impact on the accessibility of existing education or training. Furthermore, Covid reduced the number of in-year start placements making enrolment mid-year challenging. To address this Surrey Virtual School has implemented new initiatives such as a NEET intervention pilot and Surrey Youth Hubs to provide information, advice and guidance for job support.
27. It is also worth highlighting that a significant amount of work was undertaken to improve data quality in relation to our Looked After Children and Care Leaver cohort. This will subsequently have impacted the performance in both areas. This work has brought Surrey's performance more in line with that seen regionally and nationally. With regards to Looked After Children, whereas previously we appeared to be underperforming, our performance on participation is now above the regional average, although still slightly below the national average. The significant decrease in participation rates amongst Care Leavers correlates with a notable increase in the cohort size.

Attainment by age 19

28. Overall attainment of Level 2 by age 19 fell slightly (by 0.24%) in 2019/20 compared to 2018/19. A small decline was also seen regionally and nationally. In contrast, attainment of Level 3 by age 19 saw a slight increase across the

same period in Surrey (0.28%) and nationally (0.38%), compared to a slight decrease regionally (-0.01%).

29. This trend of gradual decline has occurred since 2017, locally as well as regionally and nationally. A number of factors have contributed to this. The introduction of the requirement to continue with Maths and English post-16 if a young person has not attained a Level 2/GCSE pass is not only an initial deterrent to entering further education but also contributes to some withdrawals. Similarly, changes to Maths/English requirements in apprenticeships have made these less attractive and, in some cases, less achievable for some young people. There has also been a decline in the availability of Level 2 apprenticeship opportunities as part of the change from frameworks to standards.
30. Attainment amongst those eligible for Free School Meals remains behind that of the regional and national average. Improvement however was seen amongst those achieving Level 3 by age 19, increasing by 3.14% between 2018/19 and 2019/20. Those achieving Level 2, by contrast, decreased by 0.94%. Performance amongst those with an EHCP remains above the national and regional averages for this cohort and increased at both Level 2 and Level 3 between 2018/19 and 2019/20.
31. The changes in the Further Education landscape outlined above have impacted on disadvantaged young people who are more likely to leave compulsory education without a Level 2 and/or Maths/English pass. The Council's strong focus on post-16 SEND participation pathways has had a positive impact on participation for young people with an EHCP.

Impact of Covid

32. We have received anecdotal feedback from both support services and colleges themselves that applications have escalated this year resulting in very large waiting lists. This likely reflects the increased demand from those who may historically have progressed to employment but who do not feel this is a viable option given the current economic climate.
33. Colleges have also adapted their offer to more closely meet the needs of young people following the extended period of social isolation and distance learning. Examples include:
 - a) Activate Learning are trialling an online reintegration programme aimed at those who are experiencing barriers engaging in face-to-face learning. The first term of the programme is purely online and then from January onwards they will begin to introduce face-to-face provision with a view to transition to full-time onsite learning by September 2022. This was initially established for those aged 14-16 but the Council has secured an agreement from Activate

Learning that they will also make this available to those progressing to Year 12 if eligible.

- b) East Surrey College has established a new foundation programme for those not yet ready for a full-time vocational programme, often linked to mental health issues. We are supporting recruitment, targeting those who are currently NEET.

Conclusions:

- 34. Surrey's schools, colleges and early years settings have been magnificent in their response to this pandemic, rooting our children and young people, including the most vulnerable, at the heart of their day to day work over some seventeen months. We owe our education leaders, teaching and support staff our appreciation for all that they have done and continue to do. They have been resilient in the face of significant ongoing challenges to maintain education while also keeping themselves and children as safe as possible. The Council has supported this resilience directly and through SAfE with a number of initiatives, including a funded coaching programme and campaigns such as 'Give your Headteacher a break.'
- 35. There will continue to need to be close working across the education, health and care system to support children and young people to access education and achieve their potential. While we have moved into Step 4 of the roadmap, and are now learning to live with Covid, we will also need to work together to support families and carers and children to feel safe and confident about attending school, college and early years settings.

Recommendations:

- 36. That the Select Committee notes the wide range of support that has been put in place to mitigate the impacts of Covid-19 on education and learners.

Next steps:

2021/22 educational attainment data to be provided to the Select Committee as it becomes available.

Report contact

Mary Burguières, Assistant Director, System Transformation, Education and Lifelong Learning

Contact details

Mary.burguières@surreycc.gov.uk



Monday, 18 October 2021

Emotional, Wellbeing and Mental Health Services Update.

1. Purpose of report: To review the implementation and performance of the new Emotional Wellbeing and Mental Health (EWMH) services for children and young people (CYP) in Surrey, which began operation in April 2021. The report specifically draws out the early intervention elements of the provision.
2. This report will provide information about the mobilisation of EWMH services and reflect upon the first six months of operation and what evidence there is of how the new services are beginning to improve outcomes for service users.

Background

3. An independent review of the support and intervention for CYP in need of Emotional Wellbeing and Mental Health Services in Surrey took place in October 2018. This highlighted that whilst there was a universal commitment to delivering high quality Child and Adolescent Mental Health Services (CAMHS) in Surrey, this vision was not being achieved. A range of challenges were identified in: multi-agency relationships, organisations not working together to provide early help to children and young people, the commissioning arrangements resulting in a complicated pattern of services, CYP and their families having to repeat their story multiple times and crucially, demand being higher than predicted. Nationally demand for these services increased by significantly more than expected and Surrey followed a similar pattern of increased demand.
4. Following the review, a series of engagement events and activities resulted in the co-production of 'A THRIVING community of children and young people in Surrey – a strategy for their emotional wellbeing and mental health' launched in February 2019. Surrey's strategy for improving children and young people's emotional wellbeing and mental health sets out a clear vision that all partners working with children and young people are committed to:
 - 'Develop a culture of emotional wellbeing and mental health support for children and families that is based on strengthening early intervention and prevention and building resilience. We will listen to and work in partnership with our community to give children and young people the best start in life'.

5. The strategy sets out ambitions to improve the system of EWMH support across Surrey and specifically in these areas:
 - Early intervention and community support.
 - Collaborative working.
 - Creating a navigable system.
 - Communication with children, young people and parents/carers.
 - Improving the environmental design of services so they are more accessible and environmentally friendly to all CYP.

6. These priorities underpinned the procurement of the new Emotional Wellbeing and Mental Health services with a new service delivery model. The contract for delivery was awarded to the Alliance of Partners in December 2020 and went 'live' in April 2021. The new contract benefitted from £6m of additional investment, provided equally by the Clinical Commissioning Groups (CCGs) and Surrey County Council. This resource plugged a historic structural funding deficit as well as funding more work in the early intervention response. The contract was awarded for a period of 7 years, with an option to extend for a further 3 years.

7. The Alliance Partnership operates collaboratively, meets regularly and has a Board to oversee and guide the mobilisation of the services which is also attended by Commissioners. The Alliance comprises:
 - Surrey and Borders Partnership NHS Foundation Trust as lead provider (SABP);

 - Barnardo's, Learning Space and The National Autistic Society (all as separate providers within the Neurodevelopmental pathway and partners within the Surrey Wellbeing Partnership for early help);

 - The Surrey Wellbeing Partnership (SWP): Barnardo's, The East to West Trust, The Eikon Charity, Emerge, Learning Space, Leatherhead Youth Project, The Matrix Trust, The National Autistic Society, Peer Productions, Relate West Surrey, Step by Step Partnership Ltd, Surrey Care Trust, YMCA East Surrey;

 - The Tavistock and Portman NHS Foundation Trust.

 - Kooth operate as a digital supplier working alongside the Alliance on the neurodevelopmental assessments.

8. The new approach is underpinned by the THRIVE Framework for System Change. Its main emphasis is on giving children and young people a central voice in decisions about their care. It ensures that across agencies there is a commonly used language based on children's needs rather than thresholds and provides clarity on everyone's contribution to EWMH.
 - You can see an animation about our new approach at: <https://www.youtube.com/watch?v=ARAaiEoVpjQ&feature=youtu.be>
9. Revised governance arrangements have been put in place to guide and support the relationship building across the alliance, to support the mobilisation and through business as usual. This includes a regular, robust monitoring and assurance structure connecting finance, performance, quality and workstream development, through a lens of what is improving for the outcomes for our CYP.
10. There is an Alliance Board and a series of reference groups focussing on specific aspects of the services that inform their delivery. There is currently a reference group with GP's, with school leaders, crisis service partners and a multi-disciplinary Safeguarding children's reference group as well. One of the Terms of Reference are appended to this report. The Reference Groups have been created to provide an informal space to discuss and provide feedback on the EWMH service model in an open and constructive way, ensuring all partners are focused on the improvements required for CYP and their families.
11. The Alliance Board governance and the mobilisation of the new services are cognisant of and align to the Mental Health Delivery Board, the review of mental health services in Surrey and the emergent improvement plan. Governance arrangements have been aligned to ensure activity is synchronised effectively, to promote a 'think family' approach within adult services, to contribute to transitions work and to support the critical role of parents/carers as well.

Progress and Update

Surrey context

12. The new EWMH offer for CYP in Surrey was mobilised during the pandemic. Despite this, commissioners and providers have worked hard to take forward the intentions of the Surrey Strategy. This is against a backdrop of increased demand and workforce difficulties as staff themselves are impacted upon by Covid-19.
13. Recent NHS data shows that the Covid-19 pandemic and resulting lockdowns have led to an increase in poor mental health issues for children and young people (CYP). Latest prevalence data for England shows approximately 1:7 CYP aged 11–18 experiences at least one mental health disorder. This means circa

16,770 CYP in Surrey could be experiencing at least one mental health disorder (ONS data).

14. For Surrey and the Alliance partners, the higher level of demand that came through as a result of the pandemic is evident in the growth in referrals and level of need (please see Performance Monitoring section for more details from 28.)

Service Provision and Implementation Update

15. The Alliance Partnership committed to deliver the outcomes set out below in accordance with its mission to improve services for CYP and their families.
 - Use of the Thrive framework with all professionals working with children and young people aiming to help them ‘thrive’ and ‘flourish’;
 - Providing easier access to help and support, for example, through digital innovations and encouragement of self-referral;
 - A much stronger focus on early intervention, given the rise in numbers of children and young people with anxiety and low mood;
 - More support built around groups of schools;
 - Using views of children, young people and parents to lead to continuous service improvement;
 - Link with adult wellbeing and mental health services to ensure continuity of mental health support for young people in CAMHS when they reach adulthood.
16. Progress has been made against each of these objectives, demonstrating a relatively positive initiation phase for the new contract. A summary is set out below.

Implementation of the Thrive framework with all professionals working with children and young people aiming to help them ‘thrive’ and ‘flourish’

17. The purpose of this work is to embed a common practice model across agencies who support CYP so that all partners recognise their own contribution as well as ensuring CYP receive a constancy of service and their journey through the system feels coherent. THRIVE is recognised as national good practice. The approach will see a move away from different practitioners using a lens of ‘thresholds’ and towards needs of the CYP. Action taken so far includes:
 - A series of system-wide training events hosted to brief professionals across Surrey on THRIVE. These events will continue throughout this year.

- Communities of practice formed to facilitate discussions and build relationships between agency staff and to provide spaces to raise and find solutions to problems identified.
- A service mapping has been completed so that there is clarity about what organisations need to understand and receive training in THRIVE so that we can reach out and connect with these practitioners.
- Plans are being co-produced to deliver a focused THRIVE training with primary care between January to March 22.
- Planning is in place for more engagement and learning events over the coming months and following years

Providing easier access to help and support, for example, through digital innovations and encouragement of self-referral

18. The purpose of this work is to help all CYP and their families in need of support to request support simply and easily, through digital channels and access to self help, by providing advice, signposting or connecting to voluntary service expertise, specialist or clinical support.
19. Prior to the contract start date, the gateway to services known as CAMHS Single Point of Access (SPA) now known as Access and Advice (A&A) experienced repeated backlogs. The pandemic exacerbated this situation. A plan to respond to this was developed and for children awaiting neuro-developmental assessment this was successfully executed. Further details of this are set out later in this report. CYP awaiting a community mental health response were also waiting for too long in Access and Advice (A&A). This backlog has now reduced and see details also later in the report.
20. In changing the CAMHS SPA into A&A a new operating model was brought in to improve this service moving forward. Specifically:-
 - All partners invested in connecting CYP with support rather than generating referrals to one another. This reflects the holistic rather than diagnosis-led approach of THRIVE
 - Voluntary sector colleagues are now embedded in the A&A team with health colleagues, strengthening the pathway to a broader range of community support for CYP and families and speeding up the process
 - A 24/7 Crisis Line was launched in May 2021 and is now available specifically for CYP, their families and carers to ensure that CYP and

families can get direct support at the time they need it when facing crisis. The number is 0800 915 4644

- Staff at hospital A and E Departments in Surrey can now call a consultation line and speak to a clinician to discuss CYP who have presented out of hours and need support to identify the best next step for a child. For example, do they need to be admitted to the paediatric ward or could they, with support of services such as Crisis line, Emergency Duty Team and CYP Havens, go home with a follow up from the Crisis team the next morning?
- There has been an expansion of the existing Mindful Reaching Out service – which assertively connects with our CYP who have additional vulnerabilities. This service has increased from 3 full time practitioners to 14 full time practitioners. It has combined a range of previous interventions and widened its reach to CYP who have offending behaviour, who are not attending school, or students at the Alternative Provisions. The delivery model includes occupational therapy interventions, Cognitive Behavioural Therapy (CBT) interventions, assertive engagement and advice, and consultations.
- A new name and redesigned website have been co-designed and developed to ensure easy access to information and service details. This will be launched in late September 2021 and will enable CYP and families to access information to build their own resilience, get access to advice, get help, get more help or to get risk management support, as well as signposting to other services.
- On average 60% of requests for support come from primary care who repeatedly report that the process is much too complicated and time consuming. Plans are in place to work alongside primary care colleagues to improve the process of connecting CYP with support. This is starting in September 2021 and is a priority for completion.

A much stronger focus on early intervention, given the rise in numbers of children and young people with anxiety and low mood

21. Children, young people and their families consistently told us that we needed to do more to help them earlier, when problems were emerging rather than when they had become entrenched or in crisis. A new investment was made into early help and it is intended that over the lifetime of the contract more funding will be shifted into this part of the system. Since April the following has been achieved, led, and guided by The Surrey Wellbeing Partnership:

- The creation of a Community Wellbeing Team is now in place with 23 full-time equivalent practitioners connecting with CYP and families. They have a focus on early intervention and supporting CYP as soon as they start to feel they are struggling. They will be helping families to navigate the choices available and engage with services. These practitioners are initially working with CYP who have been referred to A&A as part of the backlog solution until November / December when full capacity will be accessed in the community or via GPs, through self-referral and A&A.
- There has been an expansion of counselling and other one-to-one service provision such as solution-based interventions, guided self-help, support groups / workshops etc,. There have been challenges with recruitment however and it is now anticipated that the offer will be fully operational no later than January 22. (In July 21, some organisations were on 4th recruitment round – this workforce deficit reduces the capacity to deliver). Here is a case study in video format about ‘Generation Girls’ delivered by SWP relating to a young woman who suffers from anxiety. https://www.linkedin.com/posts/nina-lemon-frsa-she-her-4a980a38_research-education-learning-activity-6837384555192709120-qIE5
- Since April 2021, 45 volunteer mentors have been recruited and trained from across all the Boroughs and Districts in Surrey and to date have started to provide mentoring support to 36 CYP.
- Delivery of new approaches to build skills across front line practitioners about the key issues affecting CYP, including the impact of trauma and abuse is now being provided through online and school-based drama performances. An example being a production from ‘Peer Productions’ in schools raising the awareness of self-harm and sign posting to support.
- An enhanced Community Eating Disorders (CEDS) service has been developed which means that CYP assessed as being at lower risk (i.e., no weight loss over the past two weeks, normal bio/physical observations and some insight into eating problems with no uncontrolled exercise) are supported within primary care with CEDS providing care to the more vulnerable CYP. Revised arrangements to ensure CYP with eating disorders have physical health checks connected with blood tests and ECGs are being piloted and co-ordinated in primary care. An evaluation will inform next steps.

More support built around groups of schools

22. Co-producing a new model of early support with local schools began as soon as the contract went live. The model builds on pilot schemes or newly launched offers trialled in 2019/2020, including the development of Primary Mental Health

Workers and Mental Health Support Teams (MHST) in Surrey Schools. Progress to date includes:

- The new schools-based offer delivered at District and Borough level brings services for schools together. From the start of the new school year, an Early Intervention Coordinator, named Primary Mental Health Worker and a named School Nurse are now operating as a team in each district/borough. This new offer will nest within the County Council's Education Services 'Team Around the School.'
- Funding has been secured for an additional 10 MHST (from three to 13 over the next three years). This means that a trained Mental Health Worker will support clusters of schools with a range of offers including guided self-help, Cognitive Behavioural Therapy and building on the Councils 'Healthy Schools Initiative', supporting schools to develop a whole school approach to EWMH. This expansion will mean that by 2023/24, 49% of secondary and primary schools in Surrey will be part of this scheme
- An audit of special schools' needs and gaps has been completed to refresh the offer to these schools. A new offer co-produced with Special School Heads including the recruitment of clinical psychologists has been started with recruitment completed in September 2021.
- Outside of this offer for all maintained schools, additional services have been deployed into Alternative Provision from the Reaching Out Service.
- There is a new approach based on best practice and developed in Portsmouth City, which focuses on children with neurodiversity (ND), including Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). This is being co-produced in the Spelthorne area in partnership with schools, SCC and wider stakeholders. It will be rolled out from January 2022 to more District and Boroughs with full coverage by June/July 2022. The aim of the change is to offer a more widespread and accessible range of support to CYP, their families and schools by providing services in a greater range of settings, providing a wider range of advice and help, accessible through more ways (such as online, telephone, face-to-face and group work). As part of the ND offer, Barnardo's have launched a 'Celebrating ADHD' programme in local schools to support the development of friendships where CYP may be finding it difficult to make friends. Increased support is being provided by Learning Space, Barnardo's and National Autistic Society (NAS) for children with ADHD/+ ASD and their families through direct advice, group work, training, workshops and a small amount of one-to-one work. CYP and families can access this via direct referral from school / community settings based on need. NAS will reach 750 families per year, Barnados 1,200 per year and Learning Space 242.

- A new advice line which operates every evening has been launched for parents and carers who are struggling with their CYP's behaviour or issues connected with ASD / ADHD and where the concern occurs outside of the working day. This is as a direct response to feedback from families.
- Earlier in 2021 the Surrey Safeguarding Children's Partnership published a review of probable teenage suicide in Surrey. As a result, a self-harm/suicide prevention protocol is now in place and training is being developed to ensure a consistent and high-quality joint response to keep CYP safe and healthy. Training will be made available to schools and wider partnership from October 2021.
- Funding has been secured for the development of Autism Friendly videos, manuals for schools and training materials and the process to develop these will be put in place from Sept 2021.

Using views of children, young people and parents to lead to continuous service improvement

23. To ensure that the co-production that was central to the recommissioning of these services continues now the contract is live, recruitment of the following new posts has started:
- A young person as an expert by experience is part of the team as an interim measure whilst permanent recruitment is going ahead.
 - User Voice Practitioner Lead to join the Alliance to focus on participation and engagement across Alliance Partners by Oct/Nov 2021
 - Another User Voice and Participation lead seconded from Surrey County Council is being brought on board to lead the participation work for MHST with a particular focus on connecting with wider school's voice systems and protected groups from Oct/Nov 2021
24. There are a number of clear areas when the views of CYP and families have led or are leading to change already including:
- CYP and their families were involved in the design and procurement of the new service and attend governance meetings and steering groups guiding the mobilisation
 - Interim CYP expert by experience is developing a service user and participation plan.
 - For the EWMH new service provided by the Alliance Partnership, CYP and their families co-produced the name and brand ensuring it is accessible

and Autism Friendly. 'Mindworks Surrey' as a name will be launched on 20th September 2021.

- CYP have guided the design of the new website for EWMH services. The URL for the new website (which will go live on 20th September 21) is www.mindworks-surrey.org

25. In addition to hard-wiring the voices of CYP and their families into our system, developing joint partnership working with key stakeholders is central to improve the EWMH service. Detailed below are some specific examples:

- A Special School audit and joint working has led to the recruitment to clinical psychologists and a plan to reshape the service offer for special schools
- Working with Surrey County Council colleagues and wider children's partners has led to jointly implementing the Team around the School.
- Feedback from schools and partners on improving the connection between schools and Educational Psychology (EP) support has led to EP's being seconded to the MHST as joint supervisors.
- Reaching Out Team worked with the existing Youth Offending Service to strengthen the response for young offenders and agreed to incorporate Trauma Therapy and Youth Counselling posts.
- Series of reference groups with safeguarding, primary care, education, crisis are in place, with positive feedback related to improved working together and the overall direction of the new service model.

Link with adult wellbeing and mental health services to ensure continuity of mental health support for young people in CAMHS when they reach adulthood

26. Improving transitions for CYP as they reach adulthood is a priority for the new services. The matter was consistently raised in the development of the Surrey Strategy as well as in the review of Mental Health Services in Surrey and is in the improvement plan. Transitions planning and support for those CYP moving into Adult Mental Health Services will ensure clinicians and practitioners work together at this important time in their lives. Specifically, we have:

- Developed with Working Age Adult Service (WAA) a transformation project for 18- to 25-year-olds. So far, we have co-designed transition packs, created a transition group, and generated monthly joint meetings to discuss young people approaching 18 and how to meet their needs.

- A transition worker is now in post within Reaching Out from Adult Improved Access to Psychological Therapies (IAPT) who has experience of working with this age group and operational experience of supporting young adults to access adult services. This support is accessed via self-referrals or in community / schools' settings and via A&A.
- Strengthened the response to young people from Reaching Out who now have available Trauma Therapy and Youth Counselling from their expanded team using an outreach model including support directly in the community, home etc.

27. As part of the *Preparing for Adulthood* Transformation Programme across the Care, Health and Education system in Surrey, we are progressing a workstream in relation to improving the care pathways and life experience of CYP as they approach adulthood and require ongoing support for their mental health in Adult Services:

Performance monitoring

28. A refreshed approach to managing performance collaboratively across the Alliance Partnership is in place. Within the contract documentation there are clear expectations about the service standards required. The improvement of EWMH services is a collaborative effort and as such we are focussed on a wide range of data that tells us about the level of demand for services, how quickly CYP are connecting with help, the capacity of services to meet these needs and what the outcomes for CYP are. As a result of the pandemic, specialist work to understand the additional demand and what capacity is therefore required has been completed and the implications for Surrey are now being considered carefully.
29. NHS Benchmarking predicts a further 20-60% surge in CYP mental health needs in 2021/22 and based on the South East (SE) surge data from previous year, the SE Regional Team are expecting the top end of that surge in demand e.g. circa 50-60%.
30. In Surrey, there has been a growth in the number of referrals for EWMH services. From an average of 1400 referrals per month in December 2020 to an average of 1900 in February 2021 through to May 2021 where we then started to see a decrease. However, given children are now back at school there is an expectation of a growth in referrals again from September.

31. Key performance figures relating to waiting times and backlogs are regularly published as part of the County Council's governance process and within the NHS Assurance framework. This tells us the following: -

- The average wait from referral to assessment in July 2021 is 64 days, 24 days above the 40 days target, however this is the third consecutive month of improvement and the lowest level seen in 21/22 to date. (June 72 working days, May 85 working days, and April 87 working days)
- Waiting times are based on the length of time that a child or young person seen within that month waited on average for all levels of need or priority (Crisis, Urgent, and Routine).
- When looking at waiting times across the different treatment pathways it is a mixed picture, 7 pathways to services show improvements with the waiting times reducing and 2 pathways to services have waiting times increased. The ND pathway has increased from 214 working days in June 21 to 216 in July 21 and the Community CAMHs pathway has increased from 44 working days in June 21 to 50 in July 21.

32. Backlogs are improving, further information relating to this is below:

- In December 2020, 1512 children and young people were waiting for Neurodevelopmental assessments. By July 2021, there were some significant improvements:
 - ❖ 99.3% of the CYP had completed or were over halfway through their ASD diagnostic process for assessment.
 - ❖ Only 0.7% of children and young people remained at the early stages of the diagnostic pathway.
 - ❖ 59% of children had completed the process of a full ASD assessment
- In May, 970 CYP were identified in on the A&A backlog. A plan was put in place and by July 2021 only 19% of these CYP were still awaiting allocation to a team that can provide treatment / support.

33. There have been increased levels of need for many of our CYP and this is evident with the increased requirement for specialist services. For example by July 2021 there were 130 referred to STARS (Sexual Trauma Assessment, Recovery & Support), there were 1800 CYP referred to Community CAMHS (both these service's referrals were nearly twice their target trajectory at this stage in the year) and in our place of safety suites some of the CYP were staying for longer periods

of time on the suite while appropriate specialist beds, support at home or social care placements were able to be found to meet their needs.

34. Performance and assurance of EWMH services will continue to be a joint high priority. A sharp focus on these issues will be achieved through governance structures under the Executive Performance, Quality and Finance Meeting. In addition to the formal contractual arrangements, improvements in data capture, sharing and analysis are being pursued to ensure that Commissioners and Alliance Partners can access a dynamic set of data through a Business Intelligence Portal. This is evolving to bring data together from across the partnership. The relationships developed in the Alliance between those delivering services and Commissioners mean that data is routinely shared and considered as part of problem solving and so that the impact we are having on CYP can be kept under review.
35. It is not only quantifiable data that is collected – the stories relating to the experience of CYP and their families are important as well. Below is the story of a Child aged 9 with a sleeping issue, who was worked with this summer:

A arrived to the CWP service with the goal of improving her sleep. She had always struggled to get to sleep on her own and had recently been waking up panicking and sobbing every night. This affected the whole family's sleep and also meant that A was often very tired at school. During the sessions, A set her own weekly goals to build up confidence being in bed on her own and spending less time with her Mum before she went to bed. She kept a diary to track her progress which helped her realise that she could make small changes. These small changes added up to big change; A can now fall asleep quickly for the first time and can get back to sleep herself without waking her parents in the night.

A: "I would always cry at night. I found it hard to sleep on my own and go to sleep without an adult. I was scared and terrified. After seeing AE everything has changed and I can sleep on my own. When I couldn't sleep, I would get grumpy in the morning and now I wake up fresher. Eventually I hope to get my own room. I am really happy with myself. I have been making a lot of progress and I am really proud of myself."

A's parent: "The sessions have made a massive difference. A used to sleep for 10 minutes, and then panic, and was constantly crying. It affected the whole family. Now I am able to have enough sleep and A has enough sleep. The whole family is happy. I don't know how we would have done it without the sessions."

Workforce

36. The capacity to respond to the needs of CYP in the main requires trained staff to be in post and available for work. The new service launched in April 2021 requires a different blend of staff and as mentioned previously the impact of the pandemic on the transition has been significant.
37. The new Alliance Partnership and the investment through Mental Health Support Teams will bring an expansion of our workforce over the next few years.
 - Our investment in early intervention increases our Third Sector capacity from 36WTE in 20/21 to the new contract level of 115 WTE per year 21/22, taking our total Alliance Partners workforce to 356.45WTE.
 - Our MHST will go from 3 teams in 2020/21 to 13 teams in 2023/24.
 - As a direct result of planning for the demand of the surge from COVID-19 there are 36 WTE additional staff being recruited and a further 36 being considered as required.
38. However, recruitment is a key risk. The Alliance has successfully recruited to posts, however, there continues to be a reliance on agency staff filling vacancies, particularly in certain parts of the services, such as Access & Advice. The delay in the planned implementation of the neurodevelopmental service is a result of an inability to recruit to staff. The Alliance has a focus on this matter and continues to advertise posts and work together to creatively attract staff into these important roles.
39. A workforce strategy is being launched at the next Alliance Board in September 2021 and will include steps to improve recruitment, ensure agency staff requirements are reduced and that quality of staffing is maintained in the meantime. A plan to establish a career development pathway across our Alliance of Partners is also being considered.
40. New ways to recruit are being explored and recent workforce recruitment days were very successful.

Challenges ahead:

41. The new service model commenced from April 2021 in a phased, planned manner as agreed, with mobilisation continued across the Alliance while significantly increased activities (**150%**) handled by specialised services at SABP.
42. The excess demand on specialised services is not necessarily due to partner services yet to step up but more a reflection on the increased acuity and

complexity of current demand, which is far higher for intensive services than for early intervention than predicted in the model.

43. To sustain our Intensive Support Services under the pressures, SABP have increased operating capacity to 329 WTEs to date, including 310 WTEs supporting EWMH contract delivery and 19 WTEs supporting Crisis Pathway 'stepping up'.

Next steps

44. The first 6 months period of the new services has been focussed on mobilisation, managing the impact of the pandemic and building the relationships across Surrey that provide the context for an excellent service. This includes building the infrastructure and reporting processes behind the whole partnership. The priorities for the next 6 months build on the foundations established and will focus on: -

- Refresh and review demand and capacity modelling to ensure we understand risks associated with this and actions required to mitigate them.
- Continue to co-produce the interventions and models of service as we implement the new approaches and services.
- Launch and implement a workforce strategy that will improve recruitment and build on the development of a career pathway from mid-September 2021.
- To build up the voice of Children and Young People to shape their new service, highlight what is working well and what needs to be improved.
- With CYP, launch the new service name, brand and website in late September and prepare for a launch event led by CYP in Dec 2021/ Jan 2022
- Work together with partners to improve data reporting, sharing information appropriately and developing an outcome led performance reporting regime from September 2021.
- To continue to align our work to the Mental Health Improvement Plan priorities, sharing the learning developed in children's services and participating in the planned system improvements for the benefit of all Surrey residents ensuring a greater focus on CYP.

- To ensure the new specialist services that will provide 8 – 12 beds and 2 further flexi beds in an acute hospital for CYP in crisis in Surrey, are set up and available to Surrey residents by summer 2022.
- Review and refresh the Surrey Strategy - ‘A THRIVING community of children and young people in Surrey – a strategy for their emotional wellbeing and mental health’ as the current one finishes in 2022.

Conclusions

45. Despite the pandemic, there has been significant progress in mobilising the new services. The staff across the Alliance have worked tirelessly to continue to deliver business as usual and to transform the way they work and what they do. This is a reflection of the dedication and commitment of staff we have working in this field in Surrey. The current position reflects that the new EWMH services have generally mobilised in accordance with the plan and that a clearly defined set of services that builds on early intervention, works for schools and community settings is coming to fruition. However, the full effect of the change is not expected to be evident until Spring 2022 when more of the implementation has been completed.

Recommendations

46. To note the progress to date and receive a further update in six months’ time.

Report contact

Kerry Clarke, Head of CYP Emotional Wellbeing and Mental Health Commissioning

Jess Thom, Children’s Emotional Health Alliance Programme Director.

Contact details

Kerry.clarke11@nhs.net

Jessica.Thom@sabp.nhs.uk

Sources/background papers

- EWMH Communication August 2021
- Backlog summary, August 2021
- Children, Families and Lifelong Learning Monthly report for June 2021
- Waiting Times Performance report to CLF August 21.

Glossary of terms

- Primary care: The provision of integrated, accessible health care services by physicians and their health care teams who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community.
- CBT Cognitive Behavioural Therapy: One of the most researched forms of therapeutic intervention recommended for low mood and anxiety in particular. Based upon graded exposure
- Psychology: Therapeutic discipline which requires significant training and accreditation, able to provide CBT, cognitive assessments and complex attachment therapies
- Psychiatry: Medical professional responsible for clinical risk, diagnosis and medication
- Crisis: Families who are experiencing difficulties that if not treated immediately, someone will come to severe harm
- Intervention: A type of treatment or interaction with a family or service user by a professional

Annexes

Annex 1: Alliance Safeguarding Reference Group Terms of Reference 17.06.2021

Annex 2: EWMH Strategic Summary: Diagrammatic representation of how the EWMH commissioning connection with wider CFLLC Strategic Priorities and EWMH Contract Governance

Annex 3: Waiting Times: Waiting times briefing with total figures and broken down by pathways with agreed response plans and future proposed waiting time targets.

Annex 4: Promotional Briefing on the new Mindworks Surrey website (www.mindworks-surrey.org)

This page is intentionally left blank

Alliance Reference Group - Terms of Reference



Safeguarding Surrey's
children together

Vision

'The new safeguarding arrangements will make a difference to the lives of children and young people in Surrey. They will ensure that agencies work better together, learn from local and national practice and continuously improve services to enable children and young people to be safe and feel safe in their families and communities.'

Purpose

The Alliance Reference Group is created to provide an informal space to discuss and provide feedback on the Emotional Wellbeing and Mental Health service model in an open and constructive way. The group brings together colleagues from the Surrey system and the newly formed provider Alliance. The purpose of the group is threefold:

- To share understanding about iThrive, the new contract and the alliance with some key groups
- Provide a forum for colleagues from the Alliance to test thinking on operational design of new/revised services and get feedback during the early months of mobilisation
- If helpful, provide an ongoing, relatively informal forum to discuss progress, priorities and key issues

Key Functions

This is a practical multi-agency group focusing on what is working well and what needs to change so as to ensure ongoing improvement and development of the new service to promote the emotional health and wellbeing of children and young people. Subject to agreement, this group will support the Alliance by offering advice and insight, by helping to ensure that there is a smooth transition and that challenges to the EWMH service are identified, discussed and resolved. This group will also give a steer toward the experience needed in the Reference Group covering logistics and outcomes.

Membership

The group will be facilitated by the Clinical Chair of the Surrey Heartlands CCG. Core membership will include representatives from:

- three statutory partners
- three school phases, independent schools, further education
- the third sector
- the district/boroughs
- the Alliance
- the SSCP Partnership Development Manager/ Partnership Development and Engagement Officer
- Commissioning partners

Code of conduct

The SSCP Code of Conduct as set out in Appendix 1 applies to this group.

Accountabilities and Reporting

The facilitator of the group will report to SSCP Independent Chair and the Executive Group on a regular basis. The Independent Chair will report progress to the Surrey Mental Health Partnership Board and the Surrey Health and Wellbeing Board when appropriate.

Frequency of Meetings

The Alliance Reference Group will meet on a bi-monthly basis until March 2022. Meeting dates will be agreed in advance.

Administration

The Partnership Team will produce a brief record of key issues raised at each meeting. The overall administration of the group is expected to be light touch.

Appendix 1: Surrey Safeguarding Children Partnership Code of Conduct



Our vision

'The new safeguarding arrangements will make a difference to the lives of children and young people in Surrey. They will ensure that agencies work better together, learn from local and national practice and continuously improve services to enable children to be safe and feel safe in their families and communities.'

CODE OF CONDUCT

Our behaviours

- **Attend all relevant** meetings of any Partnership group, sub-group, or workstream, sending informed named deputies in their absence.
- **Read in advance** all relevant papers.
- **Consult in advance** wherever possible to obtain agency/constituency mandate or position on agenda items and issues.
- **Embrace a commitment** to be informed and led by the voices of children and young people.
- **Contribute to debate**, discussion and decision-making.
- **Represent their agency or constituency** with confidence and authority.
- **Commit**, in the case of an agency member, or commit to champion, in the case of a representative of a constituency, to any agreed policy or practice decision.
- **Take personal and professional accountability** for the decisions of the Partnership and their implications – although it is recognised that members of the Partnership who represent a number of agencies or constituencies cannot be held accountable for the actions of autonomous organisations.
- **Actively promote and champion** safeguarding work within their own agency or constituency.
- **Hold their own agency to account** for the quality of safeguarding work, or make clear expectations that may be made on constituencies represented.
- **Raise safeguarding issues** from their agency's or constituency's perspective which require, or would benefit from, inter-agency and Partnership consideration.
- **Provide reports**, verbally and written, including on performance as are required by the Executive or Partnership Group.
- **Act on concerns** arising from performance, audit and quality assurance findings within their own agency or constituency.
- **Act as a single point of contact** for discussing issues and resolving problems on behalf of their agency or constituency.
- **At all times comply** with confidentiality requirements as are applied to matters considered by the Partnership.

This page is intentionally left blank

Children, Families, Lifelong Learning and Culture Select Committee.

Surrey Children's Emotional Wellbeing & Mental Health
Services Update.

Supporting Information

Children and Young Peoples Emotional Wellbeing and Mental Health Commissioning and connections to wider CFLL Commissioning Intentions

We will increase the range of and access to earlier help and maximise assets

- New EWMH contract now includes additional investment to ensure early intervention (EI) approaches are in place – vision to transfer resources from specialist services to EI.
- Early intervention services as described in earlier slides
- Recognising that assets are our staff, CYP and families in Surrey, THRIVE training and EWMH training will equip system wide respond to improving CYP EWMH – keeping CYP resilient and safe.

Develop a refreshed relationship with partners and providers, implementing co-production

- The Alliance Partnership is a new relationship bring health, Third Sector and commissioners together in a new relationship-based approach.
- There are a series of co-production partnerships in place to ensure the EWMH delivery model meets the needs of CYP and families, i.e. reference groups, team around the school, task and finish groups
- Operational and commissioning active involvement in strategic partnerships to co-ordinate delivery, strengthen working together and review pathways.

No one gets left behind

- MHST Teams are attached to clusters of schools based on level of need
- Wellbeing Education Return: to fund a LGBT conference to ensure CYP voice shapes how schools and communities can respond differently to improve EWMH needs of our LGBT community. (gap identified in needs assessment)
- Access, service user experience and outcomes to be a priority for monitoring improvement in the EWMH contract across vulnerable and protected groups.
- Suicide prevention and self-harm: training to support schools to identify and respond to self-harm and training to be co-developed to ensure the protocol that will enable safety plans to land in schools

Recovery for Covid-19

- A Demand and Capacity modelling informs improvement plans to address waiting times and service delivery across the Alliance
- Education Cell Task group 4 provides the system wide COVID recovery support.
- Well Being Education Return (WER): equips school staff to identify, respond to EWMH issues and refer appropriately.

Children and young people should live, learn, and reach their ambitions in Surrey.

- Prioritisation of CYP who are CiC, Care Leavers or who have Post Adoption Support - specialist services and early intervention.
- Ensuring the physical and EWMH needs are supported in our out of county care leavers.
- Support placement sufficiency work – build a competent workforce to respond to EWMH needs and prevent CYP going into

Children with SEND should have the same access to education and training in Surrey as every other child.

- Bring the Neurodevelopmental (ND) support to CYP and families within the community, responding to CYP in school/ communities'. Work together to ensure CYP and families get the support and response based on need, with a collective approach to challenge the culture of needing an assessment to access support – enabling those who do need an assessment to receive this in a timely manner. ASC assessments +/- EHCP
- MHST: to meet the early intervention EWMH support of CYP with SEND in special and mainstream schools, a new approach is being co-developed with special schools (new clinical psychologists)
- School Based Need (SBN) – see earlier slide. The offer is working closely with the Team Around the School and the Inclusion Steering Group priorities
- Preparing for Adulthood Transformation Programme across the Care, Health and Education: progressing a workstream in relation to improving the care pathways and life experience of CYP as they approach adulthood and require ongoing support for their EWMH in Adult Services

Improve services for CYP and their families by integrating children and health commissioning functions and teams

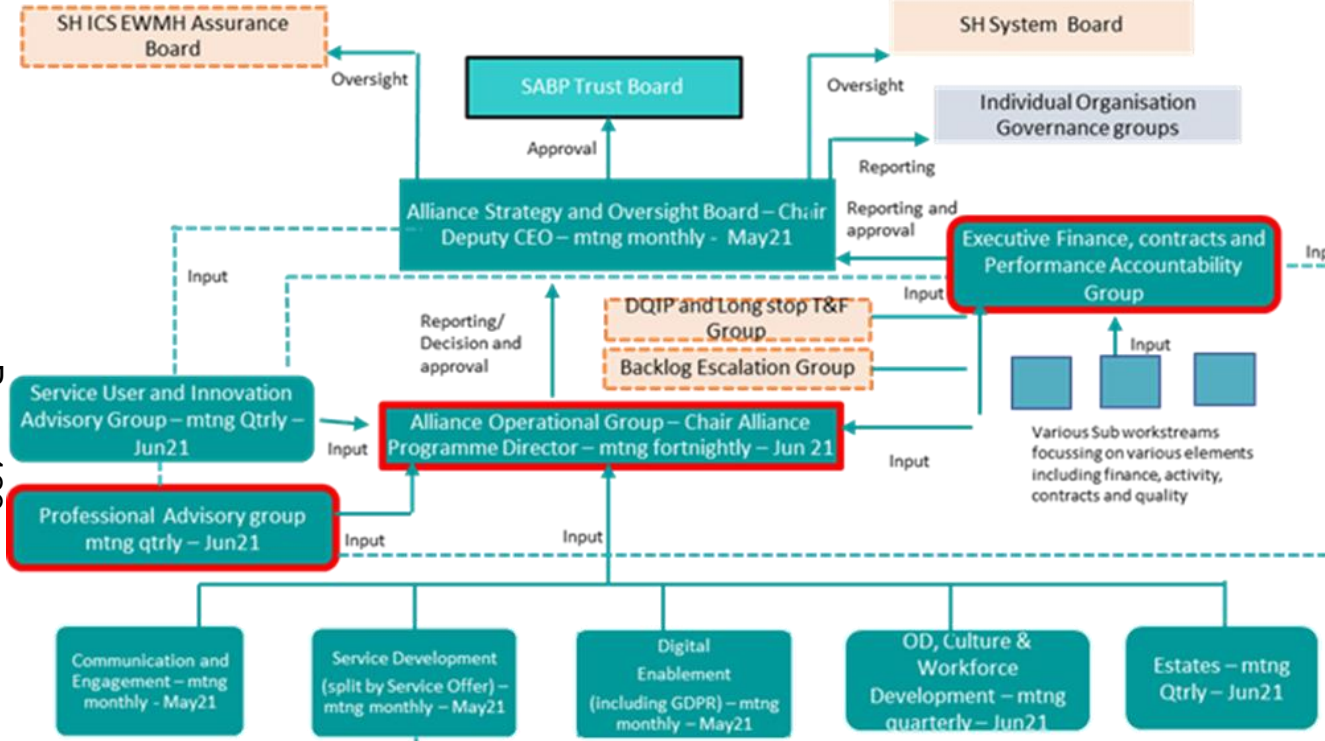
- The EWMH Alliance Partnership is transformational programme, developing new / improving services detailed in earlier slides – increased use of digital support and digital care and treatment, in line with clinical best practice., Section 75 arrangements are already in place. Data Quality Improvement Plans are improving a single view of EWMH performance
- New specialist in patient care in Surrey: developments on track for 8-12 new beds, of which 2 will be in acute Paediatric wards. 2 beds within the Children's Crisis Intensive Support Service for CYP with ASD/ LD being developed. (Ruth House)
- The use of the I-THRIVE framework will enable us to shape relationships across these areas of change and strategic partnership to ensure opportunities for integration are realised and duplication is reduced.

Vision: To develop a culture of emotional wellbeing and mental health support for children and families that is based on strengthening early intervention and prevention and building resilience. **Key:** To take a **needs led** approach, with **Time for Kids** being the values we want for all children and **THRIVE being** the framework for system change. (how we meet the EWMH needs of CYP in Surrey)

Surrey Children's Emotional Wellbeing & Mental Health Services for Children, Young and Families

Governance Structure





Oversight- Ensuring delivery in line with system strategy, values and vision.

Executive Governing Bodies Formal sign off and ratification on key strategic decisions which impact on partnerships

Strategic Group – Leading on key strategic decisions with delegated authority. Make decisions on service re-configuration and prioritisations. Responsible for wider comms and stakeholder management

Operational Delivery- Tactical role of implementing strategic decisions and operationalising. Leading on key tactical decisions to ensure operational changes & requirements are met including quality & performance

Working Groups "Task and Finish" group-focussed on day to day specific areas of work to manage and improve service delivery

Active work is underway to step up Executive Performance, Finance and Quality group and Alliance Operational Group by June. An interim DQIP T&F will be set up to move work forward




This page is intentionally left blank

Waiting Times (Based on July 2021 data):

In Surrey, there has been a growth in the number of referrals for Emotional Wellbeing and Mental Health (EWMH) services. From around of 1400 referrals per month in December 2020 increasing to around 1800 - 2000 from March 2021 through to June 2021 where we then started to see a decrease as children start summer breaks. However, given children and young people (CYP) are now back at school there is an expectation of a growth in referrals again from September.



Data








Description	Present position	Previous month	Direction of travel	Target
July: Average wait from referral to assessment	64 days (778 CYP)	72 days		40 working days

The average wait from referral to assessment in July 2021 is 64 days, 24 days above the 40 days target, however this is the third consecutive month of improvement and the lowest level seen in 21/22 to date. (June 72 working days, May 85 working days, and April 87 working days)

Waiting times are based on the length of time that a child or young person seen within that month waited on average for all levels of priority

Average Waiting Times by pathway:

Description	Present position and No of CYP	Previous Month	Direction of travel	Target
Neuro-developmental pathway	216 working days	214 working days		Completed diagnostic assessment 50% in 6 months all within 1 year
Learning Disability Service	37 working days.	83 working days		Crisis: 4 hours Urgent: 10 working days Routine: 40 working days

SaBP Community CAMHS:	50 working days	44 working days		Crisis: 4 hours Urgent: 10 working days Routine: 40 working days
CAMHS SPA	35 working days	42 working days		Crisis: 4 hours Urgent: 12 hours Routine: 5 working days
CAMHS SPA (open)	10 working days	14 working days		Crisis: 4 hours Urgent: 12 hours Routine: 5 working days
Eating Disorders	8 working days	10 working days		Crisis: 5 working days Urgent: 20 working days Routine: 20 working days
Sexual Trauma Assessment, Recovery & Support	15 working days	17 working days		10 working days
Care and Care leaving service	16 working days	20 working days		10 working days
Crisis Service	1 working day	1 working day		Crisis: 4 hours Urgent: 7 working days

* Average wait is based on all waits regardless of level of priority

There is variation in the 9 pathways, with 7 pathways seeing improvement and 2 pathways where waiting times have increased which is the same as July 21. There has been significant improvement in the Learning Disabilities pathway and Care and Care leaving service.

Actions to impact on performance:

- LD Team: Improvements have been seen in the West due to increased capacity with the recruitment of a locum Assistant Psychologist and the start of a Behaviour Clinic. Both these changes have resulted in nurses also being freed up to see more CYP in clinic. This approach is being explored for the East.
- ND Pathway: In Dec 2020, 1,512 CYP were identified to be on the Autism Spectrum Condition (ASC) backlog, in July 2020 all on CYP are now on the assessment pathway, of which 1,502 are in stages 2 and 3 of the process i.e. completed or completing the pathway.

The average waiting time is affected because the results reflect the child's individual wait at the point they start assessment and some children in this 1512 have been waiting over 12 months and 2 years. The Alliance are on track for clearing this whole group by September.

Since January 21, there have been 814 new cases referred to the Autism Spectrum Condition (ASC) diagnostic pathway. 202 of these cases are at stages 2/3 and 17 cases are completed. The services have consistently prioritised CYP with more urgent clinical need for diagnosis.

- CAMHS SPA: There is an action plan in place that is addressing the backlog

Response:

- There are backlog and waiting time plans in place across neurodevelopmental pathway, access and advice and early intervention. Demand for Autism Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD) pathways has persisted and exceeds contracted expectations of caseload and referrals per week. The ND work requires a system response, and this is being taken forward through a task group with primary care and commissioning colleagues. At this point there are approximately 500 CYP requiring an aspect of ADHD diagnosis or medication initiation and ongoing routine reviews. The Exec board have agreed the additional capacity required but this is a cost pressure.
- Further exploration of the data within the Care and Care leaving service identified Children and Young People who were waiting longest were identified as low risk (reported feeling sad/ struggling). To ensure the Alliance meets the needs of the younger children and those who are identified as struggling or feeling sad, system wide developments are being planned to ensure these CYP can receive their support directly within School Based Needs Teams / Building Resilience, with support from specialist team.
- There has been increased capacity to pathways. The workforce data for SaBP evidences that there are enough substantive staff in post and more than the contracted workforce model. However, this falls short of the numbers of staff needed to meet current and forecast demand. Recruitment to psychology, therapy and psychiatry roles is challenging with many of these roles being supported by agency staff. Workforce will be a priority discussion at the Alliance Board in September 2021
- The EWMH Partnership continues to progress the development of pathways underpinned by the THRIVE model with good success in Access and Advice.
- Third sector reporting on the backlog within Third Sector services is outstanding and being expected by September 2021.
- To accurately reflect performance against individual pathway targets and national expectations, commissioners and the Alliance will review the reporting against the single corporate target and update by September 21 reporting

Proposed KPI Targets going forward:

The target of 40 working days for the overall average wait to assessment is currently being reviewed. As the neurodevelopmental pathway has a longer period for completion of assessment, this skews the performance of services against the target.

The proposed targets going forward will be split into three and based on routine wait. Those that have a target of 20 days or less are combined into one.

This will be:

Combined KPI Target from EWMH Contract.	Services included
20 working days	Early intervention; Sexual Trauma and Recovery Service; Crisis; Care & Care leavers; Eating Disorders; CAMHS-Single Point of Access
40 working days	Community CAMHS and Learning disability service
365 days – 253 working days	Neurodevelopmental pathway: (50% within 6 months and 100% within the year)

There are robust assurance functions for the wide suite of indicators within the EWMH Alliance contract within the Executive Finance, Contracts, Quality and Performance Accountability Committee.

Introducing Mindworks Surrey – the new name for Surrey’s emotional wellbeing and mental health service for children and young people

The alliance of organisations working together to deliver the new emotional wellbeing and mental health service for children and young people in Surrey, is delighted to announce the new service name:



The name, and its vibrant branding, has been co-produced with children and young people alongside families, carers, schools, GPs, and alliance staff. The Mindworks Surrey team love that the logo feels positive, upbeat, and reflects different emotions which children and young people can feel. The 'i' in Mindworks is deliberately accentuated as, with this new service, the main emphasis is on giving children and young people a central voice in decisions about their care.

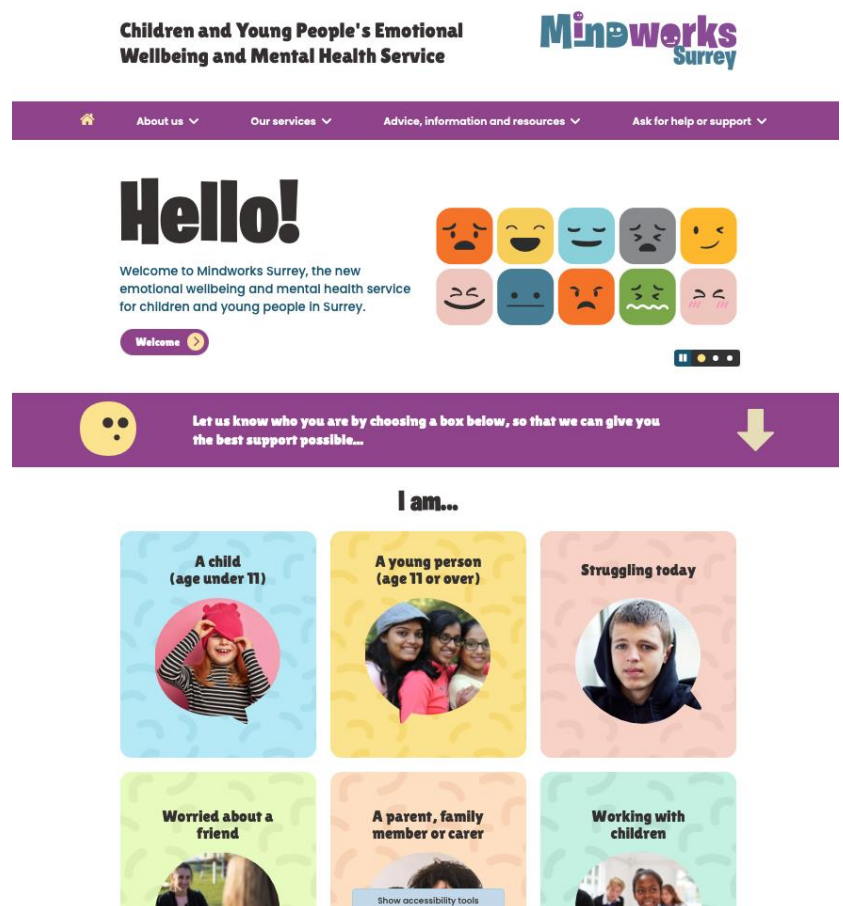
Mindworks Surrey also has a brand new website:

www.mindworks-surrey.org

providing children, young people, families and carers with information about services, advice and resources. It is a source of essential information, including how to ask for help in a crisis via the 24/7 Crisis Line.

It features a dedicated area for professionals including schools and GPs. Please take a look at the website and come back to it regularly. Please also mention it during meetings and appointments with children, young people and families.

Thanks to everyone who gave up their time to help co-develop the new name and website.



This page is intentionally left blank

What are Children's and Young People's Emotional Wellbeing and Mental Health needs, what are the challenges of meeting those needs and user experiences of the new service in Surrey?

October 2021

Healthwatch Surrey has been asked to attend the Children, Families, Lifelong Learning and Culture Select Committee as a witness to provide insight into children and young people's Emotional Wellbeing and Mental Health needs, the challenges of meeting those needs, and user experience of the new services.

One of the statutory duties of Healthwatch Surrey is to listen to the views of local people about their health and social care and to share these views with the organisations who make decisions about local services.

How do we listen to the views of local people?

Healthwatch Surrey receives feedback about children's mental health services via our agenda free listening and more targeted outreach. two routes: - through agenda-free listening, and targeted outreach.

When we hold agenda-free engagement our engagement team (staff and volunteers) visit GP surgeries, hospitals and we hold events on the high street/ shopping centres. We also gather insight by people pro-actively sharing their experiences with us, via our partnerships with Local Citizens Advice services, our telephone Helpdesk, our website and by post.

Over the course of the last 18 months, we have also attended online support groups, where we've gathered more issue-based insight, given the purpose of the groups. In addition, for this report, we used social media to ask parents/carers and young people to share their experiences. We also held a small focus group with some parents of children, recruited via Family Voice Surrey.

We also reached out to partner organisations for insight from their service users.

Introduction

The experiences included in this report have been gathered since April 2021. However, it is likely that most of the experiences come from service users who were in the system before the new service was launched, therefore they will not have benefited from the new approach.

We also hear from many families who have a child/children with ASD. They share many of the same needs as other families who are accessing EWMH services, however they do have some specific needs which are highlighted separately.

It is worth noting that often the people who reach out to us do so because they have had a negative experience. Therefore, the experiences below are not representative of all service users.

Our summary focusses on the first two questions posed: what are the needs of service users, and what are the barriers? We hope that this insight will continue to inform the service provision.

Where it is obvious, we have identified new service users, and their experiences of the new service. However, given the fact that the service was partially launched in April, and the second phase, including the new website was rolled out in September, we believe it is very early days for any form of evaluation. We would be delighted to have a further invitation to share insight with this committee in due course, once the new service is further embedded, and where it may be more possible to evaluate the difference that the new service is making.

Key Findings

What are the needs of service users? (and importantly, their families)

Families are desperate and begging for help, yet they feel there is no help for them. Many of the parents who have contacted us are desperate for help. Some have given up work to support their children through the process of accessing help for their needs. Some are then spending money that they can't always afford on help for their children, rather than waiting two years for help.

Parents need to feel listened to, and for this to make a difference. One parent told us:

"I get the feeling I keep going to events and giving a lot of info and suggestions and it goes into a black hole. Nobody listens and nobody cares. It needs to be tackled on a political level. Unless the government agree to provide funding, we are well and truly up the creek".

Parents want their wishes to be respected, for example, they would like to be able to have contact with CAMHS without the child being present.

"You cannot see CAMHS without your child, the child is traumatised, and why should they hear all the stuff we are saying is wrong with them?"

Families need help to navigate the system. The pathways are confusing, with a myriad of routes and professionals involved. They feel that all the responsibility lies with them in terms of working out how to find help.

“The whole world is very unclear; you need someone telling you this is what you need to do”.

Families need help earlier - if help could be provided earlier more serious issues could be avoided.

Families don't need to feel blamed. Some parents have been told that their child's problems stem from 'bad parenting.'

The impact on families is enormous. We have heard from many parents who are struggling with their own mental health issues. We've heard about families whose marriages have almost failed and another who told us this:

“It has become so serious we are now having to seriously consider splitting the family unit into 2 households so that her siblings physical and emotional well-being are protected. To have to split up a family unit purely because CAMHS are unable to deliver an adequate service to a child in need is disgraceful”.

What are the challenges of meeting these needs?

We have heard about long waiting **times** to be seen on an ongoing basis for many years. Recently we have heard several experiences that throw the long-term consequences of delayed ASD diagnoses into sharp relief.

“My child has been failed by CAMHS. He wasn't diagnosed with Autism until he was 15 by which point it was too late - he'd already missed 5 years of school and suffered lots of mental health problems as a result.”

The thresholds for access are confusing. Families are feeling let down when their child is rejected by the service, especially when they have waited so long to be seen.

“CAMHS said to my daughter that they can't do anything for her, you are not bad enough. So, we were offered a referral back to Learning Space, my daughter said it left her feeling worthless. She had called an adult suicide hotline in July.”

The family were left wondering at what point would their case be serious enough.

There are gaps in the service at transition stages. In the past we have heard about issues as older teenagers are referred, and what happens when they go up to adult services.

“Now he’s due to transition to adult services and I have no idea what will happen. It seems that he’ll just be expected to cope by himself. His social worker keeps saying she should discharge him, but we have no one else to turn to so we can’t lose her”.

However, we have also heard about issues at the younger age, when transitioning from paediatric to children’s services.

“My son was referred to have an Autism assessment, during this time he turned 6. After a year of waiting, I spoke to the paediatrician who confirmed they had done the CAMHS referral, CAMHS say they never received it. I literally cried at the paediatrician who ended up helping me get the assessment for ASD.”

High staff turnover -we have heard many times about staff leaving and the impact on continuity of care.

“In January a CAMHS clinician had discussed the possibility of medication for her. Sadly, the CAMHS Clinician left before this could be arranged and since January, we have been repeatedly told that CAMHS has no psychiatrist or prescriber that can assess and support her. It’s my understanding that my daughter has been discussed at several MDT meetings and these clinicians have decided medication or therapy will not be prescribed, however none of these clinicians has actually met with her or myself and fully discussed her needs. This has meant she has been completely unsupported and is now almost back at crisis point”.

“My daughter was diagnosed with autism when she was 9 years old - she is now 17. She was seen by various CAMHS “professionals” (11 in total), most of whom left, passed her case to colleagues or discharged her”.

High turnover means relationships need to be built afresh. We’ve heard frequently about situations when a child has met a professional, built some rapport, only for that person to leave. The consequences are huge for a child, when it often takes time for a child to build trust with a new person. N.B. we have discussed this with SABP in our regular meetings and they acknowledge that staff promotion and staff leaving is an issue not only in mental health services but across health and care in Surrey more generally.

“SABP seem to have a real challenge keeping staff as they are changing all the time. It takes such a long time for him to trust people but by the time he does, they just leave and we have to start all over again.”

Lack of staff - we have heard numerous times of people being told that *“there is no one here who can help you anymore”*, additionally we heard that there is no Ed Psych in some parts of Surrey.

“All we have asked for is a full mental health assessment to take place as a matter of urgency to ensure her well-being, however, are constantly told CAMHS don’t have the staff. Her mental health shouldn’t need to continually decline due to Surrey’s inability to recruit and retain staff”.

The service is fragmented - when a child presents with multiple conditions it is really difficult for parents:

“Why do we have to see so many different professionals, why can’t we have one contact that liaises with everyone- it is so stressful for us”.

Admin mistakes - we heard about mistakes in letters with the wrong child’s name and the wrong GP surgery. We heard about results being attributed to the wrong child.

Inaccurate reports - we heard that despite meetings with professionals, the final report was not a true reflection of what had been discussed.

“We saw a clinician via CAMHS on zoom. He was contracted in from [the] North. The conversation was totally rushed, he didn’t listen. We had to complete three questionnaires - one was a pre-assessment questionnaire. It was huge and could not be saved and returned to, it had to be done in one sitting. I put the contents in a word document and copied and paste. It was handy that I did this, as after submitting this, I got no receipt and subsequently the clinician said he never received it. I asked for a hard copy, completed it and sent back tracked so I knew it would reach them. The report then given to me showed inaccuracies and inconsistencies. I wrote to my GP and the clinician. I was told I had to raise another SAR - (Subject Access Request) this gave me evidence that the RCAD score (Revised Children’s Anxiety and Depression Scale) and results were not my daughter’s. I re-wrote the report with her RCADS- CAMHS reluctantly re-wrote and amended report”.

Families with Autism

We have heard many experiences from families with Autism, some of which are positive:

“My son had a good experience the first time round with CAMHS. We had a long triage call within 1 week, seen 5/6 weeks later. They displayed a real level of empathy. I was told it would be 2 years to wait for an Autism assessment, it took 18 months in the end. We then waited 9 months for therapy, and we got 12 sessions. The last few I attended alone as my son found it too much. We were also signposted to the psychiatrist who diagnosed him with depression and prescribed medication.”

However, on the whole, we generally hear more negative experiences from families with a child with Autism.

There is a lack of CAMHS support for children with a diagnosis of Autism once the diagnosis has been made- and then no signposting to support for the child's mental health issues

“The feedback in general from parents isn't good for parents of Autistic children. These children are in need and often in crisis, they are not signposted after a diagnosis (if they get one) and then their only option is to end up in A&E.”

There are delays in medication reviews.

“I called CAMHS in April 2021 to see what was happening about my son's medication review, they said they would get back to me. I phoned again in August, and heard nothing, Finally I have an appointment now in October.”

Professionals can't see beyond the Autism diagnosis. The child is just seen as Autistic and other mental health conditions are dismissed, as part of their Autism.

There is confusion about the pathway for ARFID - (avoidant restrictive food intake disorder).

“With the eating disorder (ARFID), it is directly linked to Autistic traits, but this is not recognised as an eating disorder. He is on the 1st percentile (for weight)! It is anxiety based, yet he did not meet criteria with the 'One Stop'. So does he have to present at A&E in crisis to get help? Specialist dietitians lay blame with parents. Feeding clinic won't see me as he has an ASD diagnosis.”

However, we have heard of someone who has accessed this clinic, but who has concerns about the transition to adult services.

“My son is 17 and has been under the CAMHS Surrey eating disorder clinic based in Epsom for a long time. He has Autism and ARFID avoidant restrictive food intake disorder. He is severely underweight, and his problems have been long term with eating. When he turns 18 he cannot be transferred to the adult eating disorder service because they are not commissioned to deal with ARFID. My son needs the expertise help and I am terrified what will happen when we no longer have the support from his current clinic.”

The new service

We have only heard one experience which is a definitely attributable to the new service.

“We have been pleased with the speed of referral so far. We contacted our GP in April, and we were contacted by a discovery officer from Eikon in June. She spoke to me and then to my daughter. Although my daughter and I are close, the discovery officer did find out some things about my daughter which I did not know, which she did disclose to me with my

daughter's permission. My daughter then had a series of zoom counselling sessions with someone from Eikon. After a while my daughter withdrew from them, feeling that they weren't helping her. However, she has been feeling much better in herself. As agreed with the person from Eikon, she contacted me in September to see how my daughter is doing. She suggested that the best route might be for her to see one of the new counsellors at school, she said that she would check as to when they will be in place. We have been pleased with the service so far".

We discussed the new service with some families. For many, it just sounded like a marketing exercise, they had not yet noticed any difference, and they wondered what difference it would make to them, and when.

The families also questioned how the new All Age Autism Strategy would fit in with the new service.

Finally, it is not obvious from the Mindworks website which age group is being served.

Questions from Healthwatch Surrey.

As we highlighted above, families need to feel listened to. It is essential that as the new service develops, really robust mechanisms are put in place to actively encourage feedback and complaints, to support people to share their feedback, to listen carefully to children and families, and to demonstrate that feedback is acted upon. We welcome the fact that a CYPF (Children Young People and Families) group has been set up who regularly attend alliance planning meetings. We would ask for reassurance that this is robust, easily accessed, and transparent for all.

We understand that a Children and Young People Alliance Board is in planning, which will sit alongside the Alliance Board. We would like to ask for clarification regarding how the members will be recruited/refreshed as they 'grow out' of the service? How will you ensure that they represent others' voices and not just their own?

We would like to thank colleagues at Surrey Youth Focus and Family Voice Surrey for their contributions to this report.

How do we share local views with decision-makers?

Healthwatch Surrey have been building relationships with Children's services organisations over the last couple of years. We have quarterly meetings with Surrey and Borders Partnership where we have shared CAMHS insight in the past.

Why does feedback matter?

Sharing the insight that local people report to us is an essential part of our remit and collaborating with colleagues at both third sector organisations such as Surrey Youth Focus and commissioned services such as Family Voice Surrey and the User Voice Participation team adds more power to the voices which we seek to amplify. A key challenge for a system which wants to improve is to actively encourage, listen to and act on this feedback.

With this in mind, we monitor our database on a weekly basis, and if we see any concerning cases, these are escalated to providers and commissioners. We see our relationship with commissioners as being a critical friend.

**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE
ACTIONS AND RECOMMENDATIONS TRACKER
SEPTEMBER 2021**

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 September 2020	Questions and Petitions [Item 4]	i. For the proportion of looked-after children and care leavers living in independent accommodation, and the steps taken to safeguard such young people from criminal exploitation, to be shared with the Select Committee.	Information requested. The Assistant Director is preparing a response.	Jo Rabbitte, Assistant Director – Children’s Resources
14 December 2020	Update on the Implementation of the SEND Task Group [Item 5]	i. That the Director – Education, Learning and Culture share the re-designed outreach offer, once it is complete, with the Children, Families, Lifelong Learning and Culture Select Committee.	The Director has been informed and agreed to share the redesigned outreach offer once complete.	Liz Mills, Director – Education, Learning and Culture

11 March 2021	Corporate Parenting Board Annual Report [Item 5]	i. The Director to provide data on adoption rates and the number of placement orders made in the 12-month period ending March 2021.		Tina Benjamin, Director – Corporate Parenting
	Surrey Adult Learning [Item 6]	i. Work with partners, within and external to SCC and with the Surrey Economy and Growth Team to develop a coordinated plan for the future, to ensure that the Adult Learning Service remains responsive to changing health, social and economic needs.		
		ii. Continuously review the Service delivery model to ensure sustainability and that the Service meets the needs and aspirations of the local community.		Select Committee.
	Libraries Transformation [Item 8]	i. Assistant Director to share the intended services, facilities, built environments of new libraries with the Select Committee.		Susan Wills, Assistant Director – Culture, Libraries & Registration
		ii. Assistant Director to share the Art Council’s Children’s Promise with the Select Committee.		Susan Wills, Assistant Director – Culture, Libraries & Registration
15 July 2021	Children’s Improvement Update [Item 1]	i. Executive Director to provide Members with the names of their respective Area Schools Officer		Rachael Wardell, Executive Director - CFL

		I. That the Director of Corporate Parenting share the findings of the review of the Children with Disabilities Service with the Chairman of the Select Committee for circulation to Committee members.		Tina Benjamin, Director – Corporate Parenting
		II. That the Director of Family Resilience and Safeguarding share the findings of the review of the Family Safeguarding Model with the Chairman of the Select Committee for circulation to Committee members.		Director – Family Resilience and Safeguarding
		III. That the Cabinet Member for Children and Families provide an update on the Children’s Improvement Programme at the Select Committee’s first meeting of 2022.		Clare Curran, Cabinet Member for Children and Families

This page is intentionally left blank

Children, Families, Lifelong Learning and Culture Select Committee

Forward Work Programme 2021 - 2022

Children, Families, Lifelong Learning and Culture Select Committee

Chairman: Liz Bowes | Scrutiny Officer: Benjamin Awkal

Date of Meeting	Type of Scrutiny	Issue for Scrutiny	Purpose	Outcome	Relevant Organisational Priorities	Cabinet Member/Lead Officer
13 December 2021	Pre-decision	Budget 2022/23	Select Committee to receive draft budget proposals and Medium-Term Financial Strategy for 2022/23.	Select Committee scrutinises relevant aspects of the Council's draft budget and medium-term financial strategy, provides feedback and makes recommendations.	Tackling health inequality Growing a sustainable economy so everyone can benefit Enabling a greener future Empowering communities	Denise Turner-Stewart, Cabinet Member for Education and Learning Clare Curran, Cabinet Member for Children and Families Mark Nuti, Cabinet Member for Communities Rachael Wardell, Executive Director – Children, Families and Lifelong Learning Marie Snelling, Executive Director –

						Communities and Transformation
	Overview, policy review and development	Youth Offending	To review the issue of youth offending and the role, functions, governance, and performance of the Youth Offending Team and outcomes for its users, the response to the 2019 HMIP inspection of the Service, and the relevant impact of COVID-19.	Committee develops understandings of the drivers of youth offending and of youth justice in Surrey; and is assured of the Youth Offending Team's performance and outcomes for service users and that appropriate, timely and effective actions are being taken in response to the 2019 inspection.	Tackling health inequality Growing a sustainable economy so everyone can benefit Empowering communities	Clare Curran, Cabinet Member for Children and Families Director – Family Resilience and Safeguarding John Drew, Chair – Youth Justice Board
18 January 2022 2022	Overview, policy review and development	Inclusion, post-16 destinations and school improvement	Committee to review number and characteristics of children missing education, approach to including disengaged children and young people in education, alternative provision, and post-16 destinations and NEET rate spliced by disadvantage; to be apprised of challenges, opportunities and strategic direction for Authority schools; and to be updated on the work of the Schools Alliance for Excellence.	Committee assured of approach to including disengaged children and young people in education and school improvement activity.	Tacking health inequality Growing a sustainable economy so everyone can benefit Empowering communities	Denise Turner-Stewart, Cabinet Member for Education and Learning Liz Mills, Director – Education and Lifelong Learning Maria Dawes, CEO – Schools Alliance for Excellence

	Overview, policy review and development	Children's Improvement Update	Select Committee updated on the progress of the Getting to Good phase of the Children's Improvement Programme and any Ofsted findings	Lead Member and senior officers held to account and Select Committee assured that adequate progress is being made and appropriate future activity planned	Tackling health inequality Empowering communities	Clare Curran, Cabinet Member for Children and Families Tina Benjamin, Director – Corporate Parenting Director – Family Resilience and Safeguarding
7 April 2022	Overview, policy review and development	Corporate Parenting Annual Report	Select Committee to receive a report including an update on the impact of the COVID-19 pandemic on Corporate Parenting; the development of the work of the Corporate Parenting Board; and the key performance data for looked after children as compared with statistical neighbours and nationally.	Committee assured of service performance and outcomes for users; Lead Member for Children and senior officers held to account.	Tackling health inequality Empowering communities	Clare Curran, Cabinet Member for Children and Families Tina Benjamin, Director – Corporate Parenting

5 July 2022	Overview, policy review and policy development	Leaving Care	To review care leaving services and the outcomes for service users, with particular regard to support around transitions, educational attainment, post-16 destinations, the impact of out-of-area placements, and accommodation quality and stability.	Committee assured of service provision, performance and outcomes for looked-after children and formerly looked-after children	Tackling health inequality Empowering communities Growing a sustainable economy so everyone can benefit	Clare Curran, Cabinet Member for Children and Families Tina Benjamin, Director – Corporate Parenting
	Overview, policy review and development	School Sustainability	To review strategic approach to ensuring a sustainable school system, including schools capital programme, admissions and place planning (including current and forecast roll numbers)	Committee reviews strategic approach to maintaining a sustainable school system and makes recommendations as appropriate.	Tackling health inequality Empowering communities	Denise Turner-Stewart, Cabinet Member for Education and Learning Liz Mills, Director – Education and Lifelong Learning
4 October 2022	Overview, policy review and development	Universal Youth Work	To review the provision of universal youth work and outcomes for users at county and district level.	Committee assured of adequacy and impact of provision	Tackling health inequalities Growing a sustainable economy so everyone can benefit Empowering communities	Clare Curran, Cabinet Member for Children and Families Director – Family Resilience and Safeguarding

	Overview, policy review and development	Family Centres	To review the new model of providing support to families, including by reviewing usage and outcomes for users of Family Centres and reviewing historic data from previous provision.	Committee assured new model is effectively supporting families to build their resilience and self-reliance.	Tackling health inequality	Clare Curran, Cabinet Member for Children and Families Director – Family Resilience and Safeguarding
Items to be scheduled						
<i>(Date)</i>	<i>(Type)</i>	<i>(Issue)</i>	<i>(Purpose)</i>	<i>(Outcome)</i>		<i>(Cabinet Member/Lead Officer)</i>
Once fully embedded	Overview, policy review and development	Family Resilience	Committee to review service performance and outcomes for service users following transformation including the introduction of new practice models.	Committee assured of service performance, outcomes for users and identifies any learning opportunities following service transformation and embedding of new practice models.	Tackling health inequality Growing a sustainable economy so everyone can benefit Enabling a greener future Empowering communities	Clare Curran, Cabinet Member for Children and Families Simon Hart, Independent Chair – Surrey Safeguarding Children Partnership
TBC	Pre-decision and overview, policy review and development	Adult and community learning and post-pandemic recovery	Committee to review existing adult and community learning provision and proposed changes	Committee has opportunity to review existing adult and community learning provision and proposed changes thereto and to	Tackling health inequality Growing a sustainable economy so	Natalie Bramhall, Cabinet for Economic Development and Property

				make recommendations regarding proposed changes.	everyone can benefit Enabling a greener future Empowering communities	Liz Mills, Director – Education and Lifelong Learning
Written or informal briefings						
<i>January 2022</i>	No Wrong Door Update	Committee to be updated on the development and implementation of the No Wrong Door service and apprised of the early impact and performance of the service, following the report of the No Wrong Door Task Group.	Select Committee assured of the implementation of the Task Group's recommendations and the initial performance and impact of the service; and identifies learning opportunities.	Tackling health inequality Growing a sustainable economy so everyone can benefit Empowering communities	<i>(Cabinet Member/Lead Officer)</i>	

Standing Items

- **Recommendations Tracker and Forward Work Programme:** Monitor Select Committee recommendations and requests and forward work programme.