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MEETING: OVERVIEW AND SCRUTINY COMMITTEE (CHILDREN'S SERVICES AND SAFEGUARDING)

DATE: Tuesday, 28th November 2023

TIME: 6.30 pm

VENUE: Committee Room - Bootle Town Hall, Trinity Road, Bootle, L20 7AE

Member

Councillor
Cllr. Judy Hardman (Chair)
Cllr. Natasha Carlin (Vice-Chair)
Cllr. Danny Burns
Cllr. Clare Carragher
Cllr. Leo Evans
Cllr. Christine Howard
Cllr. Christopher Page
Cllr. Mike Prendergast
Cllr. Carol Richards
Cllr. Tom Spring
Maurice Byrne, Healthwatch
Mrs Sandra Cain, Independent
Advisory Member
Karen Christie, Healthwatch
Stuart Harrison, Diocese
Gemma Armer, PGR
Cheryl Swainbank, PGR

Substitute

Councillor
Cllr. Peter Harvey
Cllr. Paul Tweed
Cllr. Greg Myers
Cllr. Jennifer Corcoran
Cllr. Gareth Lloyd-Johnson
Cllr. Phil Hart
Cllr. John Joseph Kelly
Cllr. Tony Brough
Cllr. Steve McGinnity
Cllr. John Kelly

COMMITTEE OFFICER: Laura Bootland, Senior Democratic Services Officer
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If you have any special needs that may require arrangements to facilitate your attendance at this meeting, please contact the Committee Officer named above, who will endeavour to assist.

We endeavour to provide a reasonable number of full agendas, including reports at the meeting. If you wish to ensure that you have a copy to refer to at the meeting, please can you print off your own copy of the agenda pack prior to the meeting.

A G E N D A

1. Apologies for Absence

2. Declarations of Interest

Members are requested at a meeting where a disclosable pecuniary interest or personal interest arises, which is not already included in their Register of Members' Interests, to declare any interests that relate to an item on the agenda.

Where a Member discloses a Disclosable Pecuniary Interest, he/she must withdraw from the meeting room, including from the public gallery, during the whole consideration of any item of business in which he/she has an interest, except where he/she is permitted to remain as a result of a grant of a dispensation.

Where a Member discloses a personal interest he/she must seek advice from the Monitoring Officer or staff member representing the Monitoring Officer to determine whether the Member should withdraw from the meeting room, including from the public gallery, during the whole consideration of any item of business in which he/she has an interest or whether the Member can remain in the meeting or remain in the meeting and vote on the relevant decision.

3. Minutes of the Previous Meeting

(Pages 5 - 14)

Minutes of the meeting held on 26 September 2023

4. Petition - Education and Healthcare Plans for 16-25 year olds

A petition from The Voice of the Families has been submitted containing 35 signatures. The petition states:

The Voice of the Families are petitioning Sefton's Children's Service Overview and Scrutiny Committee to ask for our representative to speak at committee regarding: We ask the Scrutiny Committee to show its commitment to Education and Healthcare Plans(EHCP) for those aged 16 to 25 by making this topic a regular separate and fixed feature on the agenda at each scrutiny committee, to have a designated member of the Scrutiny Committee responsible for this and that the Scrutiny Committee identify and publicise the names and contact details of the three people who are accountable for the provision and implementation of EHCPs for those aged 16 and 25 – these would be the one for social care, the one for health care and one for education. The 16 plus category is still full of vulnerable children who need support, especially considering the failures they have already experienced under Sefton as they were growing up.

A representative of The Voice of the Families will be allowed to address the Scrutiny Committee on the content of the petition for a period of 5 minutes.

5. Petition - Public Speaking at Overview and Scrutiny Committees

A petition from a resident has been submitted containing 195 signatures. The petition states:

I am a resident of Sefton, Liverpool, and a service user who deeply cares about the quality of children's services provided by our council. It is crucial that those who use these services have an opportunity to voice their concerns and ask questions directly to those responsible for providing them.

Currently, we are not given this opportunity. This lack of transparency and dialogue is concerning as it prevents us from fully understanding how decisions about our children's welfare are made.

In 2019/2020, there were 75,420 looked after children in England alone (source: Department for Education). As one of these service users in Sefton, I believe we deserve the right to speak at scrutiny committee meetings where decisions affecting us are made.

By allowing us five minutes to speak at these meetings, Sefton council can demonstrate its commitment towards transparency and inclusivity. This small change will empower service users like myself by giving us a platform to express our views and concerns.

Please sign this petition if you believe in promoting open dialogue between Sefton Council and its service users. Let's ensure that everyone affected by decisions on children's services has a voice in the process.

The lead petitioner or a representative will be allowed to address the Scrutiny Committee on the content of the petition for a period of 5 minutes.

6. Cabinet Member Reports

(Pages 15 - 28)

Report of the Chief Legal and Democratic Officer

7. Children's Services Improvement Programme

To receive a verbal update from the Executive Director of Children's Social Care and Education.

8. Special Educational Needs and Disabilities Joint Commissioning Plan

(Pages 29 - 104)

Joint report of the Executive Director of Children's Social

Care and Education and the Executive Director for Adult
Social Care and Health/NHS Place Director

- 9. Performance and Quality** (Pages 105 - 110)

Report of the Assistant Director Children's Services (Quality Assurance and Safeguarding)
- 10. Education Scorecard** (Pages 111 - 130)

Report of the Assistant Director of Children's Services (Education)
- 11. Ofsted Inspections** (To Follow)

Report of the Assistant Director of Children's Services (Education)
- 12. Consideration of the Terms of Reference and inclusion of Co-Opted Members on the Committee** (Pages 131 - 136)

Report of the Chief Legal and Democratic Officer
- 13. Work Programme Key Decision Forward Plan** (Pages 137 - 154)

Report of the Chief Legal and Democratic Officer



OVERVIEW AND SCRUTINY COMMITTEE (CHILDREN'S SERVICES AND SAFEGUARDING)

MEETING HELD AT THE TOWN HALL, SOUTHPORT
ON TUESDAY 26TH SEPTEMBER, 2023

PRESENT: Councillor Hardman (in the Chair)
Councillor Carlin (Vice-Chair)
Councillors Danny Burns, Carragher, Howard,
Christopher Page, Prendergast, Richards and Spring

ALSO PRESENT: Mrs. S. Cain, Independent Advisory Member
Ms. K. Christie, Healthwatch
Ms. G. Armer, Parent Governor Representative
Ms. C. Swainbank, Parent Governor Representative
Councillor Doyle, Cabinet Member – Children's
Social Care
Councillor Roscoe, Cabinet Member - Education
17 members of the public

15. INTRODUCTIONS

Introductions took place.

16. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Evans and his Substitute Councillor Lloyd-Johnson; and Mr. Maurice Byrne, Healthwatch Sefton.

17. DECLARATIONS OF INTEREST

No declarations of any disclosable pecuniary interests or personal interests were received.

18. MINUTES OF THE PREVIOUS MEETING

RESOLVED:

That the Minutes of the meeting held on 6 June 2023, be confirmed as a correct record.

19. PETITION - THE VOICE OF THE FAMILIES

The Committee considered a petition which had been received by the Council from The Voice of the Families group.

The petition requested that the Overview and Scrutiny Committee (Childrens Services and Safeguarding) membership be increased by a

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further three independent people who had lived experience, especially those in the crucial Early Years, Primary and Teen years.

A representative of The Voice of the Families was in attendance to present the petition.

The Committee responded with the following points:

- Members of the Committee considered that they had lived experience.
- Membership of the Committee, including co-opted members, could be reviewed.
- Advice would be sought from officers and the Local Government Association.
- Consideration would be given as to how best the Committee could obtain views of service users.

RESOLVED:

That the petition be noted and The Voice of the Families be advised of the outcome of discussions in due course.

20. CABINET MEMBER REPORTS

The Committee considered the report of the Chief Legal and Democratic Officer submitting the most recent update reports from the Cabinet Member – Children's Social Care, and the Cabinet Member – Education, whose portfolios fell within the remit of the Committee.

The Cabinet Member update report – Children's Social Care, attached to the report at Appendix A, outlined information on the following:

- Children's Social Care
- Stability and capacity in the workforce
- Budget
- Elected Member Training
- Help and Protection
- Early Help
- Team Around School
- Domestic Abuse
- Cared for Children and Care Experienced
- Ofsted Monitoring Visit
- Corporate Parenting
- Sufficiency
- Unregulated and unregistered placements
- Safeguarding, Review and Quality Assurance
- Practice Week
- Safeguarding Partnership
- Quality Assurance
- Youth Justice Service (YJS):

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- Performance
- First Time Entrants
- Use of Custody
- New Key Performance Indicators
- Oversight Framework
- HMIP Inspection cycle

The Cabinet Member update report – Education, attached to the report at Appendix B, outlined information on the following:

- Delivering Better Value in Special Educational Needs and Disabilities (SEND) Programme
- OFSTED Local Area Inspection preparation
- SEND
- Inclusion
- School Improvement
- Early Years
- Virtual School
- Attendance
- Reinforced autoclaved aerated concrete (RAAC)

Councillors Roscoe and Doyle attended the meeting to present their reports and to respond to any questions or issues raised by Members of the Committee.

Members of the Committee raised the following questions/issues on the update report from the Cabinet Member – Children's Social Care:

- The rationale behind safeguarding leads working more closely together.
- Increasing numbers of permanent staff.
- The creation of the Family Hub model.
- Children in the Youth Justice system.
- Sufficiency and priorities.

Members of the Committee raised the following questions/issues on the update report from the Cabinet Member – Education:

- The prevalence of RAAC in Sefton schools.
- SEND, EHC assessments and the graduated approach.
- The new SEND Dashboard.
- SEND had been identified as an area for review.
- Difficulties associated with waiting for a diagnosis and pathway, as part of the EHC assessments.
- The virtual school and links to higher education.

RESOLVED:

That the update reports from the Cabinet Member – Children's Social Care and the Cabinet Member – Education be noted.

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21. REPORT FOR INFORMATION ON VAPING AMONGST YOUNG PEOPLE

Further to Minute No. 17 of the Overview and Scrutiny Committee (Adult Social Care and Health) meeting of 5 September 2023, the Committee considered the report of the Director of Public Health that provided a range of relevant information about vaping amongst young people in Sefton. The content of the report centred on presentation and discussion of findings from a recent large survey of young people's experiences, attitudes, and behaviours towards vaping and smoking in Sefton and the report set out key points to note.

Members of the Committee asked questions/commented on the following issues:

- The health impact of disposable vapes.
- The need to see the impact in schools and how schools were addressing the issue.
- The licensing route to controlling under-age vaping.
- Non-criminalisation of children where retailers were fined.

RESOLVED:

That the report be noted.

22. DOMESTIC ABUSE UPDATE

Further to Minute No. 12 of the meeting of the Overview and Scrutiny Committee (Regeneration and Skills) of 19 September 2023, the Committee considered the report of the Assistant Director of People (Communities) that updated on Sefton's strategic approach to tackling domestic abuse. The report set out the background to the matter, together with details of the Sefton Domestic Abuse Partnership Board; the Sefton Domestic and Sexual Abuse Strategy 2023-2028 and Action Plan; and cross partnership collaboration. The following Appendices were attached to the report:

- Appendix 1 - Sefton Domestic and Sexual Abuse Strategy 2023-2028
- Appendix 2 – Domestic Abuse Action Plan 2023-2028.

Councillor Hardy, the Cabinet Member – Communities and Housing, attended the meeting to present the report and to respond to any questions or issues raised by Members of the Committee.

Members of the Committee asked questions/commented on the following issues:

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- The use and current status of perpetrator programmes in Sefton, and how organisations can help support this work.
- The themes identified within the Strategy.
- How to identify vulnerable "hidden groups".
- The importance of routine enquiries.
- Young people might require services, in order to move forward.

RESOLVED

That the content of the report be noted.

23. CHILDREN'S SOCIAL CARE OVERVIEW OF PRACTICE

The Committee considered the report of the Executive Director of Children's Social Care and Education that set out performance management and quality assurance information in respect of Children's Social Care. The report set out the background to the matter and the following Appendices were attached to the report:

- Appendix A - Dashboard - Performance Management and Quality Assurance Report; and
- Appendix B Children's Services Analysis Tool (CHAT)

Members of the Committee raised the following questions/issues:

- The current system of recording and reporting children and young people missing from home, care and education.
- The "pace of improvement" around quality assurance.
- The percentage of completed assessments within the CHAT.
- What happened to children when no further action was taken on assessments?
- Children in Need who had not received a visit within the last 20 working days.
- Visits that were not purposeful.
- Staff training arising from audits on quality assurance.
- How dental checks for Children Looked After could be improved.

RESOLVED: That

- (1) the information provided be noted; and
- (2) the Executive Director of Children's Social Care and Education be requested to submit a further report to the next meeting of the Committee.

24. CHILDREN'S SERVICES IMPROVEMENT PROGRAMME

The Committee considered the report of the Executive Director of Social Care and Education on progress made on the Improvement Programme. The report set out the background to the matter, indicating that the

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Improvement Programme continued to be comprised of the four themes, namely:

- Quality - Ensuring the right staff are in the right place at the right time to deliver a consistent standard of good quality safeguarding services to children and families.
- Improving Implementation of Learning - Using what we know and learn to continuously improve and enhance the services we deliver for children and families.
- Improving Tools - Ensuring we have the right tools to enable the workforce to deliver good quality services for children and families.
- Improving Strategic Partnerships - Effective partnership working to enable the delivery of common goals and a high-quality multi-agency response for children and families.

The report indicated that the Improvement Plan also identified four key areas that would be strengthened through the actions included, namely:

- Corporate Leadership
- Governance and Partnerships
- Practice
- Enablers and Resources

The report also set out details of progress and Improvement Plan priorities for the next quarter.

RESOLVED:

That the progress made be noted.

25. EXECUTIVE/SCRUTINY PROTOCOL

The Committee considered the report of the Chief Legal and Democratic Officer that sought formal approval of changes to the Executive/Scrutiny Protocol (the Protocol) for submission to the Cabinet.

The report advised that the draft protocol was approved by the four Overview and Scrutiny Committees and the Cabinet at their meetings in late 2020; and that at its first meeting of the 2023/24 municipal year, held on 20 June 2023, the Overview and Scrutiny Management Board considered the Protocol and suggested two additions in relation to the submission of Plans and Strategies to Overview and Scrutiny Committees and Working Group Reviews/Informal Meetings.

For illustrative purposes, an updated version of the Executive/Scrutiny Protocol was attached to the agenda highlighting the changes if ultimately approved by Overview and Scrutiny and the Cabinet.

RESOLVED: That

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the Cabinet be requested to approve changes to the Executive/Scrutiny Protocol in relation to:

- (1) Executive Directors and Assistant Directors, whose responsibilities fall within the remit of Overview and Scrutiny Committees, being requested to seek the views of the Committees on all strategies and plans prior to submission to the Cabinet and Council; and that if it is not possible, due to time constraints, to submit the final strategy or plan for consideration, then an outline or synopsis be submitted to the Committees to allow an oversight of the proposals to be considered and commented upon; and Section 6 of the Protocol relating to pre-scrutiny be amended accordingly; and
- (2) reference being made to informal meetings of Overview and Scrutiny Committees to review topics in Section 8 of the Protocol.

26. WORK PROGRAMME KEY DECISION FORWARD PLAN

The Committee considered the report of the Chief Legal and Democratic Officer that sought to:

- seek the views of the Committee on the Work Programme for the remainder of the Municipal Year 2023/24;
- indicate whether representatives of the Police and other Multi-Agency Safeguarding Hub (MASH) team members should be invited to attend a future formal meeting of the Committee, or if the item should be referred to an informal meeting of Committee Members;
- note that there were no items for pre-scrutiny by the Committee from the latest Key Decision Forward Plan;
- note the informal meetings of Committee Members and site visits to be undertaken during 2023/24;
- note the training proposals available from the Local Government Association (LGA) and in-house;
- consider the topic of Special Educational Needs and Disabilities (SEND) as a potential item for in-depth scrutiny during 2023/24; and
- receive an update on the Liverpool City Region Combined Authority Overview and Scrutiny Committee.

A supplementary agenda requested Committee Members to formally agree a number of proposals that had arisen from an informal meeting of the Committee held with Health Providers.

Members of the Committee raised the following questions/issues:

- The in-person training sessions currently being offered by the LGA.

RESOLVED: That

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- (1) the Work Programme for 2023/24, as set out at Appendix A to the report, be noted, along with any additional items to be included and agreed;
- (2) consideration as to whether representatives of the Police and other Multi-Agency Safeguarding Hub (MASH) team members should be invited to attend a future formal meeting of the Committee, or if the item should be referred to an informal meeting of Committee Members, be deferred to a future meeting;
- (3) the fact that there are no items for pre-scrutiny from the Key Decision Forward Plan that fall under the remit of the Committee, on this occasion, be noted;
- (4) the informal meetings of Committee Members and site visits to be undertaken during 2023/24, as set out at Appendix B be noted;
- (5) the following proposals, arising from the informal meeting held on 21 September 2023, be approved:
 - (a) Health Providers be urged to work with the Cahmelions group to improve their social media presence;
 - (b) the Committee be requested to consider an in-depth review of the issues around transition between services for children into adulthood;
 - (c) the Committee be recommended to request the receipt of further information around the pathway to services for looked after children and vulnerable children, recognising that there will be a particular focus on children vulnerable to exploitation in the forthcoming Ofsted monitoring visit;
 - (d) the Committee be requested to receive a presentation on ASD/ADHD services, in particular around progress in addressing any backlog issues;
 - (e) the Member Development Steering Group be requested to consider working with Providers to ensure that all elected members are provided with a briefing pack which signposts to the difference services, to include a laminated chart which can be displayed in Ward Surgeries;
 - (f) the Committee be recommended to request receive regular updates on numbers of children placed "out of area", whether in mental health in-patient placements or social care settings;
 - (g) a visit to the Sunflowers House building at Alder Hey be arranged for Committee Members;

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- (h) further information be requested on the provision of information on the geographical spread of the use of services such as Kooth, to understand why it is being underused in some areas;
 - (i) the Committee be recommended to receive further information on the loss of youth services and the impact this has had;
 - (j) the Committee be requested to give consideration as to how it can take account of the views of young people using the services, when making decisions;
- (6) the training proposals available from the Local Government Association and in-house be noted;
 - (7) the topic of Special Educational Needs and Disabilities (SEND) be approved for in-depth scrutiny by Members of the Committee during 2023/24 and relevant activities be included in the schedule of the informal meetings of Committee Members and site visits to be undertaken during 2023/24, as set out at Appendix B; and
 - (8) the update on the Liverpool City Region Combined Authority Overview and Scrutiny Committee be noted.

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Agenda Item 6

Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	28 November 2023
Subject:	Cabinet Member Reports – September - November 2023		
Report of:	Chief Legal and Democratic Officer	Wards Affected:	All
Cabinet Portfolio:	Children's Social Care Education		
Is this a Key Decision:	No	Included in Forward Plan:	No
Exempt / Confidential Report:	No		

Summary:

To submit the Cabinet Member – Children's Social Care and the Cabinet Member - Education reports relating to the remit of the Overview and Scrutiny Committee.

Recommendation:

That the Cabinet Member – Children's Social Care and the Cabinet Member - Education reports relating to the remit of the Overview and Scrutiny Committee be noted.

Reasons for the Recommendation:

In order to keep Overview and Scrutiny Members informed, the Overview and Scrutiny Management Board has agreed for relevant Cabinet Member Reports to be submitted to appropriate Overview and Scrutiny Committees.

Alternative Options Considered and Rejected:

No alternative options have been considered because the Overview and Scrutiny Management Board has agreed for relevant Cabinet Member Reports to be submitted to appropriate Overview and Scrutiny Committees.

What will it cost and how will it be financed?

Any financial implications associated with the Cabinet Member reports which are referred to in this update are contained within the respective reports.

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(A) **Revenue Costs** – see above

(B) **Capital Costs** – see above

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets): None	
Legal Implications: None	
Equality Implications: There are no equality implications.	
Impact on Children and Young People: Yes	
Any implications on the impact on children and young people is set out within the appendices attached to this report.	
Climate Emergency Implications:	
The recommendations within this report will	
Have a positive impact	No
Have a neutral impact	Yes
Have a negative impact	No
The Author has undertaken the Climate Emergency training for report authors	Yes
There are no direct climate emergency implications arising from this report. Any climate emergency implications arising from the consideration of reports referred to in the Work Programme will be contained in such reports when they are presented to Members at the appropriate time.	

Contribution to the Council's Core Purpose:

Protect the most vulnerable: None directly applicable to this report. The Cabinet Member updates provides information on activity within Councillor Doyle's and Councillor Roscoe's portfolios during the previous three-month period. Any reports relevant to their portfolios considered by the Cabinet, Cabinet Member or Committees during this period would contain information as to how such reports contributed to the Council's Core Purpose.
Facilitate confident and resilient communities: As above
Commission, broker and provide core services: As above
Place – leadership and influencer: As above
Drivers of change and reform: As above

Facilitate sustainable economic prosperity: As above
Greater income for social investment: As above
Cleaner Greener: As above

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Cabinet Member Update Reports are not subject to FD/LD consultation. Any specific financial and legal implications associated with any subsequent reports arising from the attached Cabinet Member update reports will be included in those reports as appropriate.

(B) External Consultations

Not applicable

Implementation Date for the Decision

Immediately following the Committee meeting.

Contact Officer:	Laura Bootland
Telephone Number:	0151 934 2078
Email Address:	Laura.bootland@sefton.gov.uk

Appendices:

The following appendices are attached to this report:

- Appendix A - Cabinet Member – Children’s Social Care - update report
- Appendix B - Cabinet Member – Education – update report

Background Papers:

There are no background papers available for inspection.

1. Introduction/Background

- 1.1 In order to keep Overview and Scrutiny Members informed, the Overview and Scrutiny Management Board has agreed for relevant Cabinet Member Reports to be submitted to appropriate Overview and Scrutiny Committees.
- 1.2 Attached to this report, for information, are the most recent Cabinet Member reports for the Children’s Social Care and Education portfolios.

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CABINET MEMBER UPDATE REPORT

COUNCILLOR	PORTFOLIO	DATE
Mhairi Doyle	Children’s Services	November 2023

Children’s Social Care

Stability and capacity in the workforce

In line with the Corporate Plan and the Improvement Plan recruitment and retention of a stable workforce remains a priority for the service. A further sixteen people have been offered places in the second annual intake to the Academy and are due to start later in the year. Thirteen Social Workers have graduated from the Academy.

A permanent Assistant Director for Help and Protection has been recruited and has started.

Recruitment activity is continuing; however, it must be noted that recruitment of experienced Social Workers remains a challenge.

Budget

The table below provides the latest budget position as reported to November Cabinet: -

	Budget £m	Forecast Outturn £m	Variance £m	Variance to August £m
Children's Social Care	80.081	85.114	5.033	0.974

The current forecast for the service shows a potential overspend of £5.033m. However, there are a number of significant assumptions and uncertainties that could impact on this position before the year-end.

Members will be aware that the 2023/24 approved budget included an additional £21m of investment in the service based on the requirement for additional staffing (including some temporary funding for additional agency costs whilst more permanent staff are recruited to, including International Social Workers and from staff coming through the social work academy) as well as additional resources to reflect the number of packages at the time, some potential growth as well as resource for inflationary pressures.

The current forecast for staffing is an overspend of £0.660m. This will require robust monitoring through the year. There are a clear set of assumptions driving this forecast in terms of when expensive managed/project teams will leave the Council as new staff are onboarded from the International Social Worker cohort and the academy.

If these assumptions change then the forecast will be revised with additional pressure being experienced.

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Certain areas of accommodation and support packages are forecast to overspend by £3.472m, partly due to additional packages in the late part of 2022/23 and early part of 2023/24.

As mentioned in reports last year, packages initially have been at a higher cost than previously seen. However, recently improvements in practice have resulted in more children being placed in more appropriate settings at a lower cost. This is expected to continue throughout the year. Work is currently being undertaken to review forecasts for all types of care settings based on a number of children being in higher cost settings for shorter periods, which is expected to significantly impact on the forecast. In addition, where numbers and costs of Children with Disabilities has increased, specialist work is being undertaken to ensure health are making the appropriate contributions to the cost of care.

This is the key aspect of this financial forecast- the service is stabilising and as this takes place the review of placements will also be undertaken. At present the assumption is that all support, unless known otherwise, will continue for the whole of the financial year and for a number of placements this will not be the case. Senior managers are reviewing these, and the forecast will be updated accordingly in addition to the health contributions that are due.

As part of this work a further review of demand will be undertaken. This again will inform the forecast- the service is currently starting to stabilise and that will inform that estimate. Members will recall that in the budget reports it was advised that a tolerance of 5% on the budget could be expected based on advice from the DfE Commissioner- based on the service budget that would amount to £4m. This current forecast is slightly higher than that at present before the outcome of the additional reviews is to be built in.

In considering this forecast, work will also be undertaken to determine if any of this pressure is temporary or permanent in nature and needs reflecting in future budget setting processes.

Elected Member Training

Following the training and development needs assessment undertaken in March 2023 by the Local Government Association (LGA) elected members have received Corporate Parenting training plus members of Overview and Scrutiny Children's Services and Safeguarding Committee have received two training sessions delivered by the LGA and a further session was delivered in October. Feedback from both the DfE Commissioner and council Officers has been positive in regard to the quality and tone of scrutiny in recent meetings.

Help and Protection

Early Help

Officers have visited Leeds to learn more about the set up of their Front Door and will use the learning from this visit to help improve practice.

Team Around the School

Good progress is being made in this area and the impact of the changes being made will be closely monitored.

Cared for Children and Care Experienced

Sufficiency

The Sufficiency Strategy is now published covering 2023 - 2026. Officers now meet on a fortnightly basis to oversee progress against the Sufficiency Strategy with key highlights including:

- The Local Framework PDPS is due to reopen for tender. A feedback session was held on 16th October 2023 which gave positive feedback regarding the impact of the framework on local provision. A full review will be carried out in February/March 2024 to give a full year feedback and data report to the Executive Commissioning Group in April 2024.

A further session to recruit new providers to the framework was held on the 19th October 2023 which was well attended (27) providers. The session was jointly hosted with Procurement colleagues and was well received. It is anticipated the framework will reopen before the end of November 2023 with award by March 2024.

- Providers of post 16 accommodation and support are beginning to submit their Ofsted registration numbers to us as registration awards are made. This is being monitored as Ofsted are saying that capacity to complete regulation is an issue.
- We are now in the Stage 2 phase of Ofsted registration with two Sefton providers of residential homes for children in Borough. Registration is anticipated on 10 new bedspaces by December 2023.
- The market of children's services is still saturated and this has now begun to impact on fostering through Independent Fostering Agencies (IFAs) as well as residential homes. In the last ¼ we only made 5 fostering arrangements with IFAs compared to 14 in 2022/23 and 15 in 2021/22.

Quality Assurance of Commissioned Placements

Quality assurance visits continue in all post 16 provision, this includes provision for our Unaccompanied Asylum Seeking Children.

Officers are also undertaking quality assurance visits on our 10 most expensive placements. This will be undertaken by Commissioning Officers in partnership with Social Care colleagues. Alongside the more routine quality assurance checks we will be reviewing the individual placement agreements and looking for ways to support our children to:

- Move back into Borough where it is safe to do so
- Step down into a fostering home
- Ensure they have the correct package of support as identified in their Care Plan.

Other quality assurance visits undertaken have largely been in response to concerns raised regarding the quality of provision or Ofsted notification of a decline in judgement. The outcomes of all visits are recorded and shared with Social Care.

Unregulated and unregistered Placements

There has been a steady decrease in the number of children and young people placed in these types of homes over the last 12 months. Changes in legislation means that any provider of supported housing must apply for regulation by 14th October. As of 20/10/23 every provider bar 1 supporting our young people in these provisions has applied and been given an URN by Ofsted. The one outstanding provider is supporting a young person who is in the process of moving out by 2/11/ 23.

Despite a slight rise by one up to three young people in unregistered settings during October as of 27th October there is only one child remaining in an unregistered setting. Of particular note is the move on of a young person who had been in an unregistered setting for 18 months is now placed under parents' regulation.

Practice Week

Practice Week was a success with learning events reaching 500 people over the 4 days and positive feedback. Sefton Family members joined 2 events to share their lived experience which provided rich learning and opportunity to build on family participation in the future.

We plan to reintroduce quarterly Practice and Performance Meetings with staff close to Christmas allowing for audit findings to be shared and considered alongside data and good practice examples. Direct work resources are being provided to practitioners to support creative direct work which needs to be strengthened. Plan on a Page has been shared with teams and managers with clear focus on 5 aspects of practice.

Quality Assurance

The monthly 'line of sight' audits, practice observations and focused dip sampling combine to produce a comprehensive programme of quality assurance. The Quality assurance framework has been amended following the outcome of monitoring visits as well as feedback from the DfE advisor to include these variations - the framework will continue to evolve as we develop and learn from experience.

Youth Justice Service

Performance - Compared to last year (Quarter 2) there has been a small increase in first time entrants. In the latest quarter, 50% entered the criminal justice system for assault of possession of an offensive weapon. Reoffending rates look promising, for the tracked children from January to March 23, none have reoffended at the 3 or 6 month stage.

Key Performance Indicators – reporting against the new KPI's has commenced. YJS is reviewing children's educational offers and school absence and with Education colleagues will develop plans to promote engagement and attendance.

Joint Targeted Area Inspection (JTAI) Serious Youth Violence

Nationally, there has been a rise in serious youth violence (SYV) and research has shown that the impacts extend beyond those directly involved. The recently announced JTAI is intended to evaluate the effectiveness of local multi-agency responses to serious youth violence. It will identify how effective partnerships are in making a real difference to the safety and well-being of children and highlight aspects of multi-agency work that need to improve. The agencies within the scope of this inspection are the Police, Children's Social Care, Education, Youth Justice Services and relevant health services.

JTAI Headlines

- Relates to violent crime committed by or affecting children outside of the home including homicide, knife and gun crime.
- Likely to take place in LA areas where violence is prevalent and there are concerns relating to county lines and drug activity.
- At strategic level they will look for the partnership's response to SYV – therefore looking at Community Safety Partnerships, local Violence Reduction Partnerships and MASA/safeguarding arrangements and how effectively they work and connect.

The Merseyside Serious Violence Strategy is due to be released in draft (Nov 23) and from this Sefton will develop and implement a local plan to address and prevent serious youth violence.

New HMIP Inspection Framework

HMIP have released a draft inspection framework which is due to commence in January 2024. There are changes to the framework for example a greater focus on victims and quality of work over process. The YJS and the Partnership Board will attend development workshops in preparation for inspection.

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CABINET MEMBER UPDATE		
Overview and Scrutiny (Children’s Services and Safeguarding)		
Councillor	Portfolio	Period of Report
Diane Roscoe	Education	October 2023

OFSTED Local Area Inspection preparation

A series of webinars were held for all partners to gain an understanding of the process, where we were at and what they might expect as partners. Nearly 200 people attended and indications from pre and post questionnaires indicated 98% felt they had an understanding of the revised SEND inspection approach. 94.83% felt they were prepared for the inspection process.

The new governance structure has now been implemented with much closer partnership working across health, social care and education spearheaded by the leadership group which will meet on a monthly basis.

DBV

The DBV grant has been agreed and we are waiting the grant funds. Recruitment has begun on the identified posts across early years and inclusion. We continue to have regular meetings with the DBV team to ensure we are on track with their expectations.

SEND

Compliance with the 20 week timeframe for education, health care (EHC) Assessments currently sits at 39.2% for the year. September monthly figure was 50% and this has been a progressive increase since June 2023. The current backlog of cases is 110, this is an increase since the last update due to the team focusing on the 518 statutory amends we need to make for those children and young people in transition year groups. Four new SEN Casework Officers have started and there are a further five to start by January 2024. The Interim Head of Service for SEND and Inclusion is now in place and the Interim Team Manager SEND. One permanent Senior Casework Officer and an Interim Senior Casework Officer are also in post.

Inclusion

Inclusion strategy session has been delivered and the priorities, vision and principles completed. Follow up sessions will be held. Key stakeholders gave positive feedback of a clear vision and a strong commitment for all to drive change forward. Further days booked in for Autumn Term and table allocated at the Local Offer Live event to gain parent and carers views on Inclusion.

A briefing was delivered to headteachers on adaptive teaching and our offer. All 8 headteachers who signed up, have contacted the Inclusion Consultants for additional training and support.

New to SENCO training has started and feedback has been extremely positive as new SENCOs feel supported and know where to access further support.

The autistic spectrum disorder (ASD) team SEND surgeries have great take up with schools so far with high levels of engagement and positive feedback.

Restorative practice with Leeds training has commenced with face-to-face sessions and head teachers have date planned in for emersion day (8 schools).

Inclusion Consultants (SEND/ASD) and early years (EY) team are part of the core offer for Team Around the School and have begun with their initial meetings including coffee mornings.

Funding for exceptional circumstances and group funding panels have been reorganised and are working effectively offering supportive challenge.

Schools causing concern (SCC) OFSTED reports are positive on inclusion and reference to LA and school partnership documented during feedback.

School Improvement

New Headteachers attended a welcome briefing in October where they were introduced to LA staff and discussed their priorities for the coming year.

Keep in touch (KIT) priority meetings between schools and their professional partner have begun; mentor training has been provided for professional partners and headteacher mentors, as well as a termly update.

Sefton Standing Advisory Council on Religious Education (SACRE) facilitated the Jewish Living Exhibition at the Formby PDC. Following the launch attended by local councillors and community representatives, schools attended a range of workshops up to the end of term.

The 2023 September Guarantee school leavers has been met with year 11 offers of learning at 98.8% and year 12 at 95%. The process for the confirmation of actual starts has now started. An application for "Gaps in Provision" funding is currently being made to the D for E in response to the removal of the Traineeship programme and the change in age profile for the Talent Match programme. Schools are still making steady progress in achieving the Gatsby Benchmarks. Starts on Supported Internships are now near to pre pandemic levels.

Early Years

The Early Years Graduated Approach and Tool kit have been successfully launched. The launch days have been held for all practitioners in the private, voluntary and maintained sector and there have been launch events for professionals. The feedback has been overwhelmingly positive.

We continue to support both PVI's and Schools in terms of quality improvement. Schools in the OFSTED window receive a Health Check from the Early Years Team leader and private, voluntary, independent (PVI's) are supported to review the quality of provision using the quality improvement tool on an annual basis – this then identifies the level of support required from quality improvement officers (QIOs) and Early Years Quality Improvement. 100% of our private and voluntary sector are graded Good or Outstanding.

In order to prepare for the changes to the Early Years entitlements we have been liaising with other LAs across the Liverpool City Region (LCR), DFE and our own Early Years sector to create an action plan in preparation for the roll out of the increase in hours and expansion to children aged 9 months plus. We have been attending baby and toddler groups to speak to parents and gather information on their views of the increased hours. A report has been written to identify the possible impact of the changes within the EY service – once the funding rates and LA support package has been announced the report will be released and shared with strategic LA members and cabinet.

The Early Years team work closely with the inclusion service on delivering better values. The action plan has been created collaboratively with the inclusion team to ensure that it has the most impact on the service. We have agreement for the DBV plans to be embedded, therefore we will be recruiting to the posts of Inclusion consultants and Early intervention officers in the new year.

Our sufficiency report from June 2023 has been reviewed by cabinet and Director of Children's Services. This will be available to providers and parents on the Sefton website. We are carrying out termly sufficiency monitoring to gain a picture of sufficiency of childcare on a more regular basis. This will support our understanding of the impact and steps needed to be taken to ensure the smooth roll out of the increase in entitlements from April 2024.

Virtual School

The summer school for unaccompanied asylum seekers (UASC) at Hugh Baird was a success, and we have agreed a new English for speakers of other languages (ESOL) course will start in September, enabling young asylum seekers in Year 11 to go to college.

Pleasing Year 13 results, with 2 young people going on to do degrees, one doing a high-level apprenticeship and one doing a degree access course. Still analysing Year 11 results.

Further Education (FE) Partnership launch was a success with a range of stakeholders in attendance. Care experienced representatives from each college spoke at the event and senior leaders from all 7 colleges signed the agreement.

Regular surgeries are held in Magdalen House by Tabby Walker Simmonds for Social Workers to offer advice, guidance and support with education. The take up is slow. However, Tabby is receiving email and phone enquires and is in contact with schools. Tool Kits and Educational advice and Guidance documents are being generated incorporating most recent DfE guidance and research, in collaboration with other teams (SEN/EP/Attendance) to support SWs in educational meetings.

A project between Sefton Virtual School, Edge Hill University and Zing Performance is underway in its pilot wave (4 schools), with a full launch to all schools planned for 8th November 2023. The aim is to ensure that all Sefton children with social care support have access to 2 terms of cerebellar exercises, which current research demonstrates enhances learning potential: reduces anxiety, enhances concentration and supports the brain activity required to develop reading skills. The overall objective

is to provide a graduated response to needs which result from trauma, improving children's attainment and subsequent life chances, to reduce pressure on services and reduce the number of children with SEN in the Youth Justice system.

Electronic personal education plan (PEPs) have improved. This year, all young people from 16-18 (or Year 13 if in education) will have a PEP. There is an adapted PEP for those who are not in education, employment or training (NEET). Training sessions for both schools and social care have been calendared for the academic year for both school age and Post 16 PEPs.

Early Years PEPs will roll out from January. We are currently in the implementation phase of this development.

A greater emphasis has been placed on multi-agency working with audits taking place for key vulnerable cohorts of children across the virtual school, social care and health. These audits enable key professionals to discuss common threads and aim to improve practice.

SCHOOL ATTENDANCE

This half term we have seen an improvement in attendance across the primary and secondary sector. The schools are putting into place attendance support plans. They are continuing to use the first day response initiative for children with a social worker.

Sefton has invested in early support to undertake "whole family working"

We continue to have termly meetings with schools identifying and discussing children who are severely persistently absent from school.

The reduced education provision guidance has been updated to support the reintegration of children returning to school with medical and other associated issues.

We are currently setting up an Education Planning Group for Children who are supported by the Youth Offending Team

EXCLUSIONS

In the first half term there have been 15 permanent exclusions from Sefton Schools. This is exceptionally high. We are seeing permanent exclusions from schools who do not normally exclude.

There is also a significant increase in younger children including those in reception. We will be putting a plan into place to address this on 3rd November 2023

The transfer protocol panel meeting where all schools are represented from the secondary sector has oversight of the managed moves across. There is representation on the primary panel by headteachers across 3 localities. Inclusion consultants work closely with schools trying to prevent exclusions.

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Report to:	Cabinet Overview and Scrutiny (Childrens Services and Safeguarding).	Date of Meeting:	22 June 2023 28 November 2023
Subject:	Special Educational Needs and Disabilities Joint Commissioning Plan 2023 – 2026		
Report of:	Executive Director of Children’s Social Care and Education and Executive Director for Adult Social Care and Health/NHS Place Director	Wards Affected:	(All Wards);
Portfolio:	Cabinet Member for Children’s Social Care Cabinet Member for Education		
Is this a Key Decision:	Yes	Included in Forward Plan:	Yes
Exempt / Confidential Report:	No		

Summary:

A report to present the draft Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy for 2023 – 2026 went to Cabinet in June 2023 for consideration.

The report details the process of development and highlights the key points.

Oversight of delivery by Overview and Scrutiny Committee (Children's Services and Safeguarding) will ensure that progress is tracked and any issues identified can be escalated to Cabinet in a timely fashion.

Recommendation(s):

Overview and Scrutiny (Childrens Services and Safeguarding) is asked to note the report.

Cabinet is asked to:

- (1) consider and approve the adoption of the draft Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy.
- (2) approve the commencement of all appropriate activity required to progress the actions as detailed in the Action Plan, including for example, procurement, consultation with employees and engagement with partners and contractual changes as the programme develops.
- (3) note that officers will comply with agreed HR policies and procedures including

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relevant consultation with Trade Unions and reports to the Cabinet Member (Regulatory, Compliance & Corporate Services) as required.

- (4) note that the Executive Director for Children’s Social Care and Education and the Cheshire & Merseyside ICB Place Director for Sefton will ensure strong leadership across the partnership and report to Lead Cabinet Members and the SEND Continuous Improvement Board on the progress of the Strategy.
- (5) agree that the progress made against the delivery of the Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy is also reported Overview and Scrutiny Committee (Children's Services and Safeguarding) on a six monthly basis commencing in November 2023.

Reasons for the Recommendation(s):

It is a statutory requirement under the Children- and Families Act 2014 to have a defined Joint Commissioning Strategy for children and young people with SEND.

Alternative Options Considered and Rejected: (including any Risk Implications)

N/A

What will it cost and how will it be financed?

(A) Revenue Costs

The contents of the report do not constitute additional revenue costs

(B) Capital Costs

The contents of the report do not constitute additional revenue costs

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets): Financial and potential procurement and HR implications as a result of this Strategy across Cheshire & Merseyside ICB and the Council, will be subject to separate reports in line with Council procedures.
Legal Implications: Children and Families Act 2014
Equality Implications: An Equality Impact Assessment has been completed and is available for consideration at Appendix A,
Impact on Children and Young People: Yes The report details the strategic approach to the Joint Commissioning of services for Children and Young People with Special Educational Needs and Disabilities. The Strategy has been developed in line with the Vision for Children’s Services “we

want our all of our services to enable and support every child, young person and family to reach their full potential.”

Climate Emergency Implications:

The recommendations within this report will

Have a positive impact	No
Have a neutral impact	Yes
Have a negative impact	No
The Author has undertaken the Climate Emergency training for report authors	Yes

The contents of the report represent a neutral impact on the climate emergency

Contribution to the Council’s Core Purpose:

Protect the most vulnerable: The Strategy will contribute to supporting those children who have complex care needs with no capacity to care for themselves and no other networks to support them.

The Strategy will deliver improved services and outcomes for Children and Young People with Special Educational Needs and Disabilities

Facilitate confident and resilient communities: The Strategy seeks to deliver comprehensive offer of support which is accessible in our local community.

Commission, broker and provide core services: The Strategy directly details how partners will commission services in this area

Place – leadership and influencer: Sets out ambition to drive improvement in this area

Drivers of change and reform: The Council plays a key role in leading change and reform to improve outcomes every child’s future. The Strategy is a key piece of work for the SEND Continuous Improvement Board.

Facilitate sustainable economic prosperity: N/A

Greater income for social investment: N/A

Cleaner Greener N/A

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Executive Director of Corporate Resources and Customer Services (FD.7251/23) and the Chief Legal and Democratic Officer (LD.5451/23) have been consulted and any comments have been incorporated into the report.

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(B) External Consultations

The Strategy has been developed with input from the SEND Continuous Improvement Board and Health and Wellbeing Board, children and young people and Sefton Parent Carer Forum.

Implementation Date for the Decision

Following the expiry of the “call-in” period for the Minutes of the Cabinet Meeting.

Contact Officer:	Eleanor Moulton
Telephone Number:	Tel: 0151 934 2068
Email Address:	Eleanor.moulton@sefton.gov.uk

Appendices:

The following appendices are attached to this report:

Equality Assessment Report
The SEND Joint Commissioning Strategy 2023 – 2026
Plan on the Page

Background Papers:

There are no background papers available for inspection.

1. Introduction

- 1.1 The Children and Families Act places a legal duty on Local Authorities and NHS Place teams to secure services to meet the provision set out in individual Educational, Health and Care Plans (EHCP).
- 1.2 This means that the Council and NHS Place Team will work together to ensure the full integration of Special Educational Needs and Disabilities (SEND) provision across education, health and care and strengthen the principles of joint planning and commissioning of services as set out in the Children and Families Act 2014, including those that will:
 - improve the identification of SEND need in Sefton
 - support and develop further joint commissioning arrangements between the Cheshire and Merseyside Integrated Care Board, Sefton Place, the Council and Public Health
 - build on work already undertaken in the joint Health and Wellbeing Strategy and the Cheshire & Merseyside ICB Place Plan for Sefton.
 - Build upon the findings of the 2023 Joint Strategic Needs Assessment and the 2023 Parent Carer Forum Survey to inform our priorities and sufficiency planning for SEND.
- 1.3 The Children and Families Act requires the Council and its partner NHS Place Team to act consistently with the joint commissioning arrangements, to keep arrangements under review and to update them.
- 1.4 Joint commissioning strategies consider the whole system challenges of personalisation, personal budgets and resource allocation. In addition to this, strategic, costed and evidence-based decisions about early intervention will be identified to ensure shared outcomes. To this end the Local Authority and NHS Place Teams are working together to review current provision within children's services. Current provision will be compared to the needs identified in the [SEND Joint Strategic Needs Assessment \(sefton.gov.uk\)](https://sefton.gov.uk) (JSNA) and partners will then explore opportunities to commission services jointly.
- 1.5 Ultimately, the joint commissioning arrangements and strategy will ensure that the Council and the NHS Place Team are able to secure education, health and care provision for all children and young people who have special educational needs and disabilities, including those who have an Education, Health and Care Plan.

2. Process of development

- 2.1 The following steps have been taken in creating this draft SEND Joint Commissioning Strategy (SEND JCS) (Appendix B).
 - Consideration of other key strategies including Education Excellence, the Children and Young Peoples Plan and the Emotional Health and Wellbeing Strategy and the emerging Cheshire & Merseyside Joint Forward Plan which has been informed by Sefton's Joint Strategic Needs Assessment.

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- A detailed review of the last 4 years of Parent Carer Surveys
- A comprehensive audit of the previous Strategy which ran from 2020 - 2023.
- Consideration of national best practice and local need recorded through the Joint Strategic Needs Assessment.

3. Key points

3.1 The Strategy ultimately seeks to ensure that Sefton's Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, our continued focus is on co-production and collaboration to develop and provide excellent quality services, to achieve excellent outcomes for the children, young people, and their families.

3.2 It highlights 4 priorities.

- High aspirations for all our children and young people.
- A comprehensive offer of support which is accessible in the local community.
- The opportunity to provide support at the earliest opportunity.
- To work with families and young people to maximise choice and control about the services they receive.

These will be delivered through a delivery plan summarised as follows:

Outcomes & Actions	Priority 1	Priority 2	Priority 3	Priority 4
Delivery of the Delivering Better Value (DBV) Programme including Diagnostic Case Reviews and development of a DBV Action Plan for June 2023	X		X	X
Consider the social care needs of families when developing SEND services and pathways by recruiting a Designated Social Care Officer (DSCO)	X		X	X
Increase choice and control for those with complex health needs via Personalisation or Personal Health Budgets, utilising a partnership approach in the delivery of services. Actions will include developing a 18-25 diagnostic pathway and a graduated neurodevelopmental approach, reviewing OT sensory services and the development and implementation of shared care pathways.	X	X	X	X
Improved access to Early language and communication support tools including Speech and Language Therapy support, advice and assessment if specialist support required.	X	X	X	
Improved awareness of SEND amongst workforce including the continued promotion of the Local Offer and enhanced staff training.	X		X	
Increase accessibility of information for SEND through the creation of an information helpline hosted on Integrated Front Doors.	X		X	X

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Outcomes & Actions	Priority 1	Priority 2	Priority 3	Priority 4
Improved access to timely and efficient mental health support through investing to support access and improve waiting times.	X	X	X	X
Embedding Technology Enabled Care (TEC) to secure the best outcomes for those with SEND through rollout of training to all staff; evaluation of the Brain in Hand pilot, workshop planning for the Sefton Youth Conference and raising awareness internally of TEC.	X	X	X	X
Partnership approach to service delivery including implementing the NW Framework SEND Purchasing systems.	X		X	
Enhancing provision of SEND services and groups first by mapping existing resources and reviewing best practice and producing a snap shot tool	X		X	
Establish a new SENDIASS service which will improve the SENDIASS offer, to ensure sufficient capacity and impartiality by supporting continuous improvement through monitoring.	X		X	
Working across Health and Adult Social Care to review and ensure contract compliance and quality assurance across SEND contracts.	X		X	
Develop a joint outcomes framework and shared approach to needs assessment in the interest of continuous improvement and transparency.	X		X	
Respond to the gaps in sufficiency of educational provision as per the Delivering Better Value Programme, and Sefton's Education Excellence Strategy.	X	X	X	

4. Next Steps

- 4.1 The Strategy reinforces the partnership commitment to co-production and development of a Joint Outcomes Framework and shared approach to needs assessment in the interest of continuous improvement and transparency. Working with children and young people with SEND, their families and the Sefton Parent Carer forum and our wider partners to ensure what matters most to them is prioritised.
- 4.2 Establish strong governance arrangements between Cheshire & Merseyside ICB Sefton Place, the Director of Children's Social Care and Education, our Health partners and Community, Voluntary and Faith Sector partners to deliver a transformed and improved service offer for children and young people with SEND in Sefton. Partners will ensure that they continue with the communication and engagement approach outlined in this report and adapt the communications strategy to ensure participation in service improvement.
- 4.3 The Joint Commissioning Group as a subgroup of the SEND Continuous Improvement Board will action the delivery of the Strategy. This group will be made up of key stakeholders across Education, Social Care and Health and

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ensure representation for the Parent Carer forum and children and young people themselves.

- 4.4 This SEND Joint Commissioning Strategy (SEND JCS) has ambitious outcomes that will be evaluated through the iterative development of a range of success measures from baseline to short, medium, and long-term ambitions and goals. Although the SEND JCS has a three-year cycle officers will be carrying out an annual review of its impact through the four-stage process of:

Analyse (joint understanding) -

- Understand what the need is and where.
- Identify applicable resources.

Plan (joint planning)-

- Set priorities and set the direction for any change.
- Plan services, select interventions and allocate resources.

Do (joint delivery)-

- Commissioning and implement new approaches.
- Workforce and market development.

Review (joint review to improve service offer)-

- Review performance of services.
- Monitor processes.

The strategy objectives, outcomes and measures of success will then be amended as required to ensure it is still fit for purpose and effective.

- 4.5 Cabinet is asked to agree that the progress made against the delivery of the Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy is reported Overview and Scrutiny Committee (Children's Services and Safeguarding) on a six monthly basis commencing in November 2023.

5 Conclusion

- 5.1 This comprehensive draft Strategy has been developed with the intention to make a real and lasting difference to our children and young people. Cabinet is asked to consider its content, the equalities assessment, provide comments and approve the adoption of the Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy.

Equality Analysis Report

Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy 2023-2026

Detail of proposal:

The proposed Special Educational Needs and Disabilities (SEND) Joint Commissioning Strategy 2023-2026 for Sefton which aims to:

- Deliver improved outcomes for children and young people with SEND across the local area.
- Provide a framework for effective joint planning, understanding and review of SEND services in Sefton.
- Identify a set of key commitments and priorities that will underpin all joint planning and commissioning decisions, informed by the SEND Joint Needs Assessment and in line with the requirements of the SEND Code of Practice: 0 to 25 years and feedback from our communities inclusive of children, young people, parents and carers.
- Provide a framework for effective joint planning, understanding and review of SEND services in the borough, informing all elements of working practices (including Emotional Health and Wellbeing Services, Speech and Language Therapy, Physiotherapy and Equipment Provision).
- Ensure that services are jointly commissioned with a clear assessment of local needs, delivering personalised integrated support that delivers outcomes and brings support together across the system.
- Inform the development of robust priorities and effective joint working, informing commissioning intentions and meeting local needs more effectively.

This is underpinned by 4 key priorities:

1. High aspirations for all our children and young people.
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.
4. To work with families and young people to maximise choice and control.

The SEND partnership includes the Council, schools, health commissioners and

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providers working with our voluntary, community and faith sector, business sectors, and most importantly children, young people and their families.

The key groups affected by the proposals set out in this EIA are:

1. Children and young people with SEND aged 0-25 in Sefton. This may include the following groups:
 - Children in Need
 - Children and young people who are on a Child Protection Plan
 - Children and young people who are cared for by the local authority
 - Children and young people who are Black, Asian or from an ethnic minority in our borough who may be disadvantaged by the curriculum and unconscious bias in education putting them at additional risk of exclusion, serious youth violence and future opportunity for education, training and employment.
 - Children with hidden disabilities who may not fit easily into SEND or diagnostic categories, but who are disadvantaged by not having their needs understood.
 - Children and young people who have emerged as vulnerable learners following the Coronavirus pandemic.
2. Parent carers (this term covers parents, grandparents, foster parents and special guardians) and siblings.
3. Provider organisations across education, health and care and training including, but not limited to: early years settings; schools (maintained and independent); colleges; and providers of employment related skills and training.
4. Staff from provider organisations including local authority staff and provider staff who support children and young people with SEND and their families.

Ramifications of Proposal:

Is there a consequence to 'Threshold':

No

Is there a consequence to 'Capacity':

The strategy seeks to improve access to information and advice and services.

Are there any protected characteristics that will be disproportionately affected in comparison to others?

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- marriage or civil partnerships
- care experienced

Age

Nationally, according to 2021/22 data, SEN is most prevalent at age 10. The percentage of pupils who have SEN increases with age, reaching a peak of 20.0% of pupils at age 10. This then steadily declines to 16.3% at age 15. ([Special educational needs in England, Academic year 2021/22 – Explore education statistics – GOV.UK](https://www.gov.uk/explore-education-statistics) (explore-education-statistics.service.gov.uk))

The chart below shows the age distribution for those **2,243** children and young people for whom the local authority maintained an EHC plan in January 2022. (Sefton SEND JSNA 2023)

- 97 (4%) were aged under 5 years
- 552 (25%) were aged 5-10 years,
- 824 (37%) were aged 11-15 years,
- 517 (23%) were aged 16-19 years,
- 253 (11%) of EHC Plans were for young people/adults aged 20-25 years.

Children and young people with a Sefton maintained EHC plan by age groups.

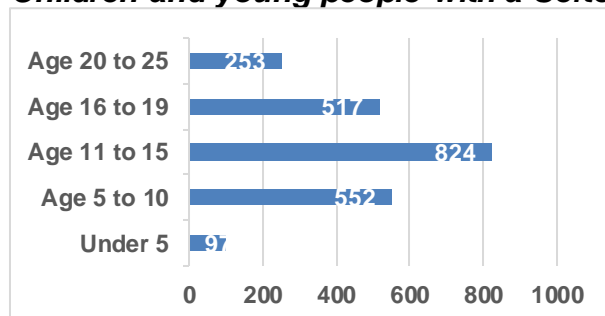


Chart 2 source: [gov.uk/government/statistics/education-health-and-care-plans-england-2022](https://www.gov.uk/government/statistics/education-health-and-care-plans-england-2022) (Table: sen2_age_caseload)

While the figure above accounts for children and young people in Sefton with EHCPs only, and does not include SEN support, so is not reflective of all children and young people with SEN, it is noteworthy that the number of EHCPs at age 15 does not reflect the decline in SEN seen nationally. Several of the work areas proposed in Sefton's SEND Joint Commissioning Strategy align with the priority of ensuring children and young people receive the appropriate support to meet their needs at the right time and would be expected to positively impact this, further promoting equality of opportunity for Sefton children and young people.

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Disability

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. The definition includes sensory impairments and long-term conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with disabilities do not necessarily have SEN, but there is a significant overlap. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

1. The strategy involves the recruitment of a Designated Social Care Officer, this will help ensure children and young people with SEND and their parents/carers can access suitable support services. There are 377 cases open to Sefton's Children With Complex Needs Team, with 223 (59.2%) recorded as having a disability and 150 (39.8%) recorded as having an EHCP (13/06/2023, LCS). This suggests that a relatively high percentage of children and young people with a disability and/or EHCP also have social care needs. Therefore, while the proposed service is accessible to all children and young people with SEND and their parent/carers, it would be expected to have particular benefit for children and young people with disabilities.
2. The strategy involves the promotion of Personal Health Budgets (PHBs). The 'right to have' a personal health budget currently applies both to adults and young adults who are eligible for NHS Continuing Healthcare, and children in receipt of continuing care. Therefore, the proposal would impact those individuals that are continuing healthcare eligible as opposed to all children and young people with SEND. PHBs may improve people's quality of life and their experience of care, by helping people to have more choices about how their healthcare needs are met. Evidence shows that, when implemented well, personal health budgets are a cost-effective way to improve people's quality of life and experience of care. They also help people manage their own health and reduce their reliance on acute services. The Council will seek to maximise the positive impact by increasing the promotion of Personal Health Budgets to support increased uptake for eligible children and young people.
3. The strategy involves the embedding Technology Enabled Care Services (TECS) which will be used to secure best outcomes for children and young people with SEND. Children and young people with health conditions and disabilities in particular may benefit from this. More information relating to the evidence base of TECS can be accessed at <https://www.england.nhs.uk/tecs/>

Gender Reassignment

Not identified at this stage.

Pregnancy and Maternity

Not identified at this stage.

Race and Ethnicity

Nationally, in 2021/22 'SEN was most prevalent in the Traveller of Irish heritage ethnic group. 24.3% of pupils recorded as Traveller of Irish heritage ethnic group had SEN support in 2022, and a further 5.7% had an EHC plan. The lowest rate for SEN is in the Chinese ethnic group, 5.0% of pupils in this ethnic group had SEN support and 2.3% had an EHC plan. These groups are largely unchanged from 2021'.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22>)

Locally, 88% of the 2021/22 cohort of children and young people with special educational need and/or disabilities (SEND) were classified as 'White/British/Irish', with less than 8% classified as other nationality and 4% unclassified (Sefton SEND JSNA 2023). Therefore, while accessibility to services is not dependent on race or ethnicity, more children and young people classified as White/British/Irish would be impacted by the proposed work areas.

Sefton SEN EHCPs Characteristics	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
ethnicity_white_british	941	934	938	960	1,065	1,221	1,385
ethnicity_Other_white_british	47	59	66	77	102	116	147
ethnicity_irish	1	2	3	3	4	5	4
ethnicity_traveller_of_irish_heritage	0	0	0	0	1	0	1
ethnicity_any_other_white_background	10	19	24	25	35	44	48
ethnicity_gypsy_roma	0	0	0	0	0	0	0
ethnicity_white_and_black_caribbean	1	1	0	2	3	5	8
ethnicity_white_and_black_african	1	0	0	0	1	2	7
ethnicity_white_and_asian	0	0	3	4	6	6	9
ethnicity_any_other_mixed_background	9	9	11	13	17	17	19
ethnicity_indian	2	2	0	1	3	3	3
ethnicity_pakistani	2	2	2	1	2	2	2

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ethnicity_bangladeshi	2	2	2	2	3	3	4
ethnicity_any_other_asian_background	3	3	5	7	5	5	9
ethnicity_black_caribbean	0	0	0	0	0	0	1
ethnicity_black_african	1	0	1	2	2	2	4
ethnicity_any_other_black_background	9	11	6	7	7	6	7
ethnicity_chinese	3	4	4	5	6	6	6
ethnicity_any_other_ethnic_group	3	4	5	5	7	10	15
ethnicity_unclassified	13	1	5	8	19	22	18
	1,048	1,053	1,075	1,122	1,288	1,475	1,697

It is not clear from this table alone what the prevalence of SEN is for each ethnic group across children and young people 0-25 in Sefton. However, it is noteworthy that, in Sefton, the number of EHC plans for children and young people Traveller of Irish heritage and Gypsy Roma ethnic groups has been consistently low over the years; with the high prevalence of SEN in these groups nationally you might expect this figure to be slightly higher (dependent on the ethnic makeup of the local population).

The proposed work areas specified as part of the SEND Joint Commissioning Strategy do not specify work areas that further promote equality for specific ethnic groups, it is recommended that analysis is undertaken to understand the prevalence of SEN across ethnic groups and identify opportunities to achieve better equity.

Religion or belief

Not identified at this stage.

Marriage or civil partnerships

Not identified at this stage.

Sex

SEN continues to remain more prevalent in males than females. According to national figures, in 2021/22 72.8% of pupils with an EHC plan were boys, the distribution of approximately 73% males and 27% females has been consistent since 2015/16. In 2021/22 63.5% of pupils with SEN support were boys.

(<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22>)

Locally, in 2021/22 males accounted for 73.9% of children and young people with Sefton maintained EHCPs (Sefton SEND JSNA 2023). Therefore, while accessibility to the services in the proposal are not dependent on gender, more males than females would likely be impacted several of the proposed work areas as a consequence of this distribution (which aligns with the national average).

School Age Children and young people with an EHC plan (by Gender) 2021-22

Primary SEN Need	2021/22 - SEN EHC Plan				
	All	Female	Male		
Autistic Spectrum Disorder	681	130	19.1	551	80.9
Hearing Impairment	7	3	42.9	4	57.1
Moderate Learning Difficulty	88	34	38.6	54	61.4
Multi- Sensory Impairment	7	1	14.3	6	85.7
Other Difficulty/Disability	33	16	48.5	17	51.5
Physical Disability	35	11	31.4	24	68.6
Profound & Multiple Learning Difficulty	55	30	54.5	25	45.5
Severe Learning Difficulty	107	38	35.5	69	64.5
Social, Emotional and Mental Health	198	39	19.7	159	80.3
Specific Learning Difficulty	75	21	28.0	54	72.0
Speech, Language and Communications needs	257	77	30.0	180	70.0
Visual Impairment	7	5	71.4	2	28.6
SEN EHC Plan Total	1,550	405	26.1	1,145	73.9

Table 5 source: explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22 (Table: sen_age_gender_)

Sexual orientation

Not identified at this stage.

Care experienced

Nationally, in 2021/22 56.2% of children who had been looked-after continuously for 12 months had SEN in 2020/21, which consisted of 28.9% with an EHC plan and 27.4% with SEN support. This compared to 48.7% of children in need with SEN and 15.8% of the overall pupil population identified with SEN. The most common type of need for all cared for children at 31 March 2021 was 'Social, Emotional and Mental Health'. ([Special educational needs publication June 2022 \(publishing.service.gov.uk\)](#)) In Sefton, 54 cared for children (8.8%) have an EHCP (13/06/2023, LCS).

The strategy proposes to improved access to timely and efficient mental health support through investing in support to access and improve waiting times. This would be expected to have a positive impact on all children and young people with SEND, particularly those with primary need of SEMH (the most common type of need for cared for children nationally).

Consultation

Consultation of the strategy has been completed with the Parent Carer Forum through the SEND Continuous Improvement Board. The Parent Carer Forum have also been engaged in relation to the Delivering Better Value (DBV) Programme referenced in the strategy, the DBV Programme has also involved significant

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stakeholder engagement through Council stakeholder/governance groups and school and parent/carer forums. The strategy has also been informed by the 2022/23 SEND Survey.

The Council will complete co-design of detailed proposals to deliver projects defined in the proposed work areas.

Is there evidence that the Public Sector Equality Duties will continue to be met?

Yes.

The Equality Act 2010 requires that those subject to the Equality Duty must, in the exercise of their functions, have due regard to the need to:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.*
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.*
- 3. Foster good relations between people who share a protected characteristic and those who do not.*

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.*
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.*
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*

The SEND Joint Commissioning Strategy is underpinned by striving to achieve equality of opportunity and deliver better outcomes for children and young people 0-25 with SEND across the local area.

What actions will follow if proposal accepted by Cabinet?

1. The SEND partners will complete co-design of detailed proposals to deliver projects defined in the proposed work areas with stakeholders to better support equality.
2. The SEND partners will conduct further analysis to understand the prevalence of SEN across ethnic groups and identify opportunities to achieve better equity.

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3. The EIA will be reviewed annually, and as required, to ensure consideration is given to the impact of the proposals and projects on protected characteristics.

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SEND Joint Commissioning Strategy

2023-2026

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Foreword

We want our all our services to enable and support every child, young person and family to reach their full potential.

We are delighted to present the Joint Commissioning Strategy for the Sefton SEND Partnership, we are committed to ensuring that Sefton’s Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, our focus is on co-production and collaboration to provide good quality services, to achieve good outcomes for the children, young people, and families we serve. The Strategy seeks to reflect on what we have achieved across the life of the previous Strategy, a period of significant improvement for Sefton’s SEND services, whilst also recognising we need to do more to achieve our ambitions for the children, young people and their families in Sefton.

We have defined key priorities of holding high aspirations for all our children and young people, ensuring we have a comprehensive offer of support which is accessible in our local community and giving all the opportunity to provide support at the earliest opportunity and working with families and young people to maximise choice and control. The Strategy builds on a strong evidence base, national and local strategic drivers and responding to what our children, young people and their families tell us. We envisage at the end of the Strategy we will have seen a tangible impact on key performance areas and that our children and young people enjoy more positive outcomes and receive support in a timely and effective way focused on e intervention and prevention and a holistic pathway built on local assets.

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Councilor Diane Roscoe
Cabinet Member, Education Excellence



Councilor Mhairi Doyle
Cabinet Member, Childrens Social Care



Councilor Paul Cummins
Cabinet Member, Adult Social Care



Deborah Butcher
Executive Director of Adult Social Care and Health
Place Director, Sefton Partnership



Introduction

This strategy represents the next phase to further improve our services in Sefton. Despite the significant improvements to our SEND offer in recent years we remain committed to building upon the successes and learning from our last Strategy, especially in light of the disproportionate impact Covid has had upon children and young people with SEND.

A full breakdown of our progress features later in the Strategy but the key headlines are:

- 0-19 Healthy child programme has been extended to young people up to the age of 25.
- All Special Schools have access to Mental Health Support Teams
- Preparation for adulthood guide developed as part of a clear post-16 transition pathway for young people with SEND.
- Initiatives and innovations following national best practice, such as the Children and Young People Mental Health Digital Information and Referral Platform
- Interventions to introduce hearing impairment into the curriculum.
- Intervention of identifying maths as a key area for development for our children and young people. Improvement of the ASD (Autistic Spectrum Disorder) and ADHD (Attention Deficit Hyperactivity Disorder) assessment and diagnosis and post-diagnostic pathways.
- Development of a co-produced Occupational Therapy sensory graduated model.
- Development of a multi-disciplinary and assessment review for Speech and Language, Physiotherapy and Occupational Therapy (SPOT)
- Training and development of workforce for children and young people with SEND.
- Development and expansion of the use of digital and assistive technology to promote and support independent living.

To ensure that Sefton's Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, **our focus is on co-production and collaboration to provide good quality services, to achieve good outcomes for the children, young people, and families we serve.** Sefton is committed to working collaboratively and we have developed a shared vision and set of principles that underpin this strategy.

In Sefton we want to continue to prioritise:

1. High aspirations for all our children and young people
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.

4. To work with families and young people to maximise choice and control.

All children and young people deserve the support they need to be confident, resilient individuals with their own ambitions and aspirations as they develop into adulthood irrespective of their learning needs or abilities. We know how important it is for support to be provided at the right time particularly for children and young people with SEND so that they can develop the skills they need to thrive and to be ready to transition to the next phase of their lives. We believe in celebrating difference and learning from each other, whilst making everyone feel included. We want Sefton’s Local Offer to reflect this. This will mean that every child and young person can grow in their local, inclusive, and supportive community. Finally, whilst this strategy covers Sefton, we are committed to continue working with neighbouring Local Authorities and our colleagues in the NHS Cheshire and Merseyside Integrated Care Board to share best practice, data and information and to explore opportunities to improve services.

The SEND Joint Commissioning Strategy 2023-2026 will build upon the aims and objectives of fellow Sefton strategies such as the **Children Cared for Sufficiency Strategy**, the **Joint Strategic Needs Assessment**, **Sefton’s Health and Wellbeing Strategy**, **Sefton’s Children and Young People’s Plan 2020-2025**, **Education Excellence Strategy**, and the **National Delivering Best Value Programme** (all of which can be found and accessed via the Sefton Council website).

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The purpose of this strategy is to:

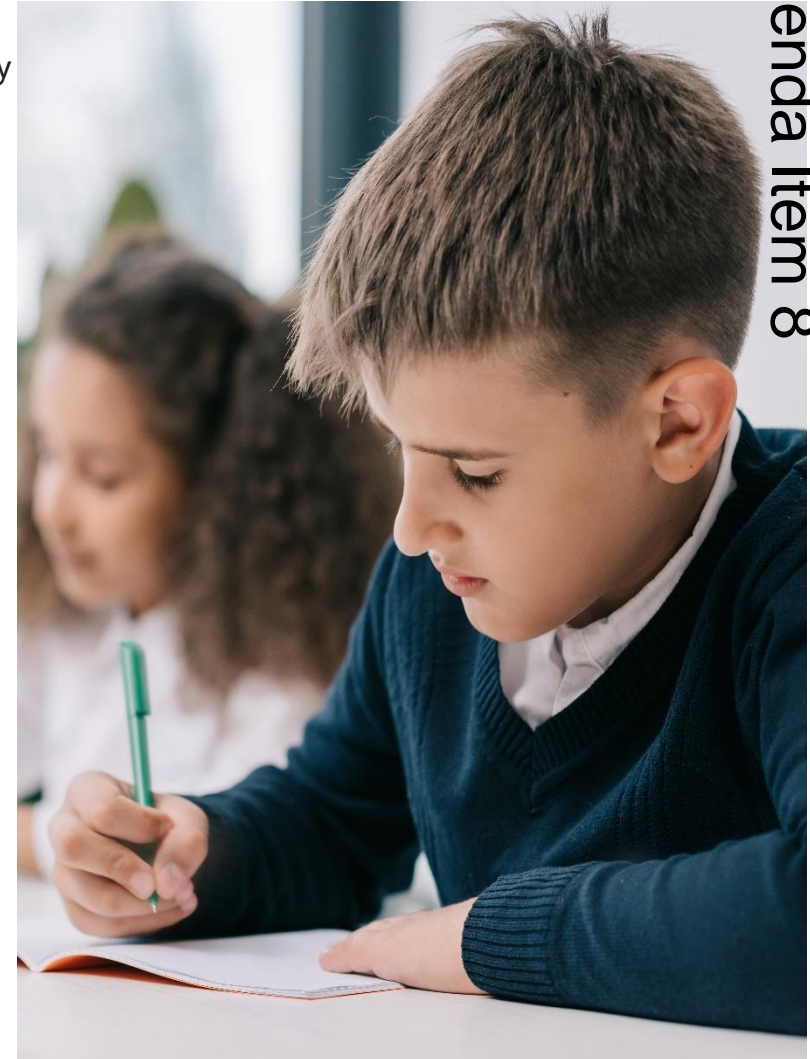
- Deliver improved outcomes for children and young people with SEND across the local area.
- Identify a set of key commitments and priorities that will underpin all joint planning and commissioning decisions, informed by the SEND Joint Strategic Needs Assessment and in line with the requirements of the SEND Code of Practice: 0 to 25years and feedback from our communities inclusive of children, young people, parents and carers.
- Provide a framework for effective joint planning, understanding and review of SEND services in the borough, which should inform all elements of working practices (including Emotional Health and Wellbeing Services, Speech and Language Therapy, Physiotherapy and Equipment Provision)
- Ensure that we commission services jointly between Education, Cheshire and Merseyside Integrated Care Board NHS and Council with assessment of local needs, delivering personalised integrated support that delivers outcomes and brings support together across the system.
- The Strategy will inform the development of robust priorities and effective joint working. This will then inform commissioning intentions and meet local needs more effectively.

About Sefton

Our SEND partnership includes Sefton Council, Schools, Cheshire and Merseyside ICB Sefton, the Voluntary, Community and Faith Sector, business sectors, and most importantly children, young people and their families.

Sefton has a resident population of 279,239 people, with 57,904 (21%) children and young people in Sefton (age 0-19) and 74,281 children and young people in Sefton (age 0-25). In January 2022, the local authority maintains an EHC Plan for 2,243 children and young people, which to represent approximately 3% of the population of children and young people aged 0 – 25 years resident in the borough, compared to the national percentage of 4.0%.

- In 2020/21 there were 9,501 children (aged 0 to 19) living in relative low-income families in Sefton, equating to 16% of the Borough's children, but this varies across Sefton, rising to 28% in places.
- Throughout the Covid-19 pandemic 81% of low-income families reported lower income and 54% of the lowest income families had borrowed money to cover everyday living costs. The current Cost-of-Living-Crisis is impacting further on the those who are living in poverty and experiencing financial pressure before cost increases hit.
- There are 107 school settings in Sefton with 42,576 attending those settings. 40,245 children and young people are educated in 102 Sefton state-funded, maintained nursery, primary, secondary, special schools and pupil referral units (PRUs). 2,331 children and young people attend 5 non-maintained and independent settings.
- The percentage of children and young people with Special Educational Needs and/or Disabilities requiring support from the Council has increased each year since 2010.
- In January 2022, the number of school pupils with SEN but no EHC plan (SEN support) has increased to 5,403, 12.7%, compared to the national percentage of 12.6%.



SEND Need in Sefton – Key Information

The SEND and Alternative Provision Green Paper, published in March 2022 alongside the Schools White Paper, set out bold proposals to deliver a generational change for a more inclusive SEND system, followed by the Government’s Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (Right Support, Right Place, Right Time) release in March which sets out the government’s proposals to improve outcomes for children and young people; improve experiences for families, reducing the current adversity and frustration they face; and deliver financial sustainability. The transition to a new national SEND and alternative provision system and national standards will result in significant change across the local system between 2022 and 2026. A refresh of the Joint Strategic Needs Assessment (JSNA) has been conducted to consider the needs of Sefton’s population. The 2023 JSNA has enabled the partnership to analyse the needs of Sefton children and young people and identify priorities in response to a rise in demand for services and changing landscape of support required following the covid pandemic. The full Joint Strategic Needs Assessment is available on the Sefton website but some of the key findings were that:

- In January 2022, the number of children and young people with EHC plans and receiving SEN supporting Sefton increased to 16.5%, compared to a national average of 16.5% and a Northwest average of 16.9%. This equates to 2,243 children and young people (0-25 years).
- Of the 2,243, 1,604 are aged 2 ½yrs - 19yrs and are educated in Sefton schools or post 16 provisions (including maintained and non-maintained settings). 1,550 of these attend a Sefton maintained school setting.
- In January 2022, Sefton reported that in 2021 602 requests were made for EHC plans, with 321 being issued, of the 325 assessed in the 2021 calendar year.
- In January 2022, the percentage of pupils with an EHC plan in mainstream state-funded primary and secondary schools in Sefton is 46.7%, (national comparator 51.4%), whilst the percentage of pupils with an EHC plan attending state-funded special schools in Sefton is 45.5%, (national comparator 39.4%).
- Whilst the needs vary across primary, secondary and special schools, the primary needs of pupils with a Sefton EHC plan or receiving SEN support include, Speech and Language, Social Emotional & Mental Health and Autism.
- In January 2023, the number of Sefton maintained EHC plans has increased further to 2,565, which represents a growth of more than 77% since 2019.
- In January 2023 Sefton completes 18% of EHC plans in a 20-week timescale (down from 50.3% in previous years). There are signs of recovery, and the average performance is now 30%, but there is still further improvement required to return to a level consistent with national and northwest comparators.
- 44.4% of children and young people with an EHC Plan received an annual review in the 2022/23 academic school year and 100% of children transitioning into Reception or Secondary school received a review in order to allocate school placements by the statutory deadline of 15th February.
- In recent years’ consultation with parents, carers, children and young people to gather their views, opinions and experiences of

local SEND system suggests the ‘SEND System’ is improving, though there remain areas for improvement and parts of the SEND system that could work better together.

- The average attainment 8 and progress 8 scores at Key stage 4 for pupils with SEN (EHC Plan and SEN Support) is below the national and Northwest comparators.
- The percentage of SEN pupils who receive ‘SEN support’ in secondary school going to or remaining in education & employment or training overall is consistent with the national comparator, but above both northwest and statistical neighbour averages.
- The SEND cohort that Career Connect work with has increased significantly by 27.9% over the last 3 years. The number of 16-17 year-olds with SEND in learning is 91.3% (December 2022).
- 9% 16-17 children with SEND not in employment, education, or training (NEET) and 12.8% for 16-24-year-olds with SEND needs.
- The demand for Home to School Travel Support has grown to approximately 40% for children and young people with SEND aged 0 – 25; for 150 post-16 students and 964 aged 0-16. Sefton provides SEND Personal Travel Budgets for 214 0-25-year-olds.
- The number of statutory school age students transported to out of borough settings increased 147% and the number of out of borough settings that the Council transports children and young people to has increased by more than 47% and demand for a Personal Travel budget has increased by 77%.
- 258 children and young people have participated in the Aiming High short breaks programme for 5-19-year-olds. The short breaks service has delivered 29,862 hours of respite to local families in

Sefton. In addition, the service has organised and delivered family activities, providing 2,120 hours of supported events that include parents, carers, and siblings.

- 35 children and young people currently make use of the Springbrook residential unit and on average a total of 871 nights stay is offered each year.
- In April 2022 under 38% of those waiting for Speech and Language Therapy services had been waiting less than 18 weeks, by January 2023 performance has continued to improve and now 65% of patients are waiting under 18 weeks.
- The Paediatric Dietetics Service has seen a growth over the last 3 years in both referrals and contacts. Performance has consistently been above the commissioned target of 92% (those on waiting list waiting less than 18 weeks), though there has been a drop to 70% recently.
- Occupational Therapy referrals and contacts has achieved the 92% target (those on waiting list waiting less than 18 weeks) throughout 2022/23.
- In 2021/22 referrals for ASD & ADHD Assessment and Diagnosis increased significantly: a 75.3% increase in ASD and a 265% increase in ADHD, and referral rates for 2022/23 are projected to be higher again.
- As of January 2023, just over 40% of children and young people were waiting under 6 weeks for a “choice” appointment and 60% under 18 weeks for a “partnership” appointment for Child and Adolescent Mental health Services.

Other key strategies and programmes

Delivering Better Value Programme

Sefton Council, along with 54 other Councils, is engaged in the national **Delivering Better Value (DBV) in SEND Programme**, which is overseen by the Department for Education. The Programme Objective is to identify and implement local and national opportunities to improve the outcomes for children and young people with SEND and the programme is designed with 2 key approaches in mind:

- Short Term Help – To identify sustainable changes in each Local Authority that can drive high quality outcomes for children and young people with SEND, and informing:
- Long Term Reform – To build an objective evidence base across a third of the Local Authority sector, which will be used to:
 - Inform future policy and reform.
 - Build a national playbook and share best practice.
 - Inform future national programmes of similar scale and intent.

The driver of improving outcomes for children and young people with SEND is a key theme across the SEND Joint Commissioning Strategy and the outcomes from the DBV Programme will feed into an Implementation Plan that will run alongside the SEND Joint Commissioning Strategy.

The Programme will identify sustainable changes in the Local Authority that can drive high quality outcomes for children and young people with SEND and inform long-term national reform, building an objective evidence base which will be used to inform future policy and reform, build a national playbook and share best practice, and inform future national programmes of similar scale and intent.

Sefton Children and Young People’s Plan 2020/ 2025: My Sefton, Happy, Healthy, Achieving, Heard

The **Sefton Children and Young People’s Plan** sets out how we intend to maximise the health and wellbeing of all our children and young people living in Sefton. Sefton Council, NHS Cheshire and Merseyside Integrated Care Board and the Sefton Partnership, have agreed a series of priorities for future services and support. These priorities are based on what children, young people and their families have told us of their experiences and what we know about their current care.

We used Sefton’s Joint Strategic Needs Assessment to inform the plan to seek to ensure that children and young people’s needs are understood and met. It is based around the four themes of:

- Happy
- Healthy
- Achieving
- Heard.

Education Excellence Strategy

The **Education Excellence Strategy** is based around these four themes. The Education Excellence Strategy's key theme for 2022 -2027 is that Education and training will enable every young person to unlock the door to more choices and opportunities. For Children and Young People with SEND and their families this means:

- Ensure a system wide approach to whole school development in relation to school staff's SEND knowledge and training received.
- Support inclusive and innovative practice that promotes the wellbeing and emotional health of our children and young people.
- Develop local processes in line with the proposed national standards for SEN in relation to transition to ensure consistent, timely, high -quality transition preparation for children and young people with SEND.
- Continue to develop the supported internships and traineeships programmes to provide more young people with SEND with the skills they need to secure and sustain paid employment.
- Implement the National Standards for SEND that the government reforms will introduce to ensure consistency of how needs are identified and met at every stage of a child's journey across education, health and care.
- For pupils with EHC Plans, in line with planned SEND Green Paper reforms, where a pupil requires placement in specialist provision, the local Inclusion Plan will set out the provision available within the local area, to provide families with a tailored list of schools that are appropriate to meet their needs.
- Engage with the planned new national and local SEND data dashboards to ensure that the right information is collected in the right way at the right time to enable timely responses to local needs.
- Implement planned changes to the SEND national funding system to ensure the most effective use of high needs funding to support schools.

4 PRIORITIES

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PRIORITY 1

Excellent teachers supported by excellent staff



PRIORITY 2

Raise achievement and ensure young people have the life skills to prepare for adulthood



PRIORITY 3

All Children and young people achieve their full potential



PRIORITY 4

School Systems to Support Children and their Families

What our Children and Young People and their Parent Carers have told us

To help inform the plan we have analysed the results of the 2023 Parent Carer consultation exercise. In summary:

- There is some positive feedback and examples that touch the different areas of the SEND partnership. Parents and carers have provided testimonies of individuals, team and services where they have felt supported and received communication, contact and support.
- There are some parents and carers who report that their needs are met by the different areas, however, it is Education where the needs are met the most, although some parents and carers feel that the school isn't making the reasonable adjustments needed, that there needs to be an increase in funding and the staff would benefit from an increase in understanding and training in autism spectrum disorder (ASD), Foetal alcohol spectrum disorder (FASD) and neurodiversity.
- Parents and carers report that there needs to be improved contact and communication generally by all areas of the SEND partnership, including about the Education, Health, and Care Plan (EHCP) process, after diagnosis, foetal alcohol spectrum disorder (FASD) and post 18 support.
- Occupational Therapy is well received by parents and carers, as highlighted by their feedback.
- Waiting times for assessments and appointments was something parent and carers expressed concerns about across the SEND partnership. This included for EHCP assessments and plans, ASD assessment and pathways and health and Child and Adolescent Mental Health Service (CAMHS) appointments.
- Some parents and carers also reported dis-satisfaction with the EHCP's in that it didn't meet need, the views of the parents and carers are not listened to and reviews not taking place or all professionals not attending the review.

- From an analysis of the equality monitoring questions against the comments received, it appears that there are themes connected to support and early help/intervention services for 0 – 4 years old and services and support post 18 years and reasonable adjustments in schools to help meet needs.
- The Sefton Parent Carer Forum is valued by parents and carers; they have trust and confidence in the Forum and welcome the sharing of information and opportunity to hear from guest speakers and services at their events.

Sefton Partnership pledge to use the joint commissioning plan as a platform to address all of the feedback received from children and their families to ensure the local offer meets the needs and addresses those areas where communication and improvements in services are required over the next 3 years.



Our Approach to Joint Commissioning

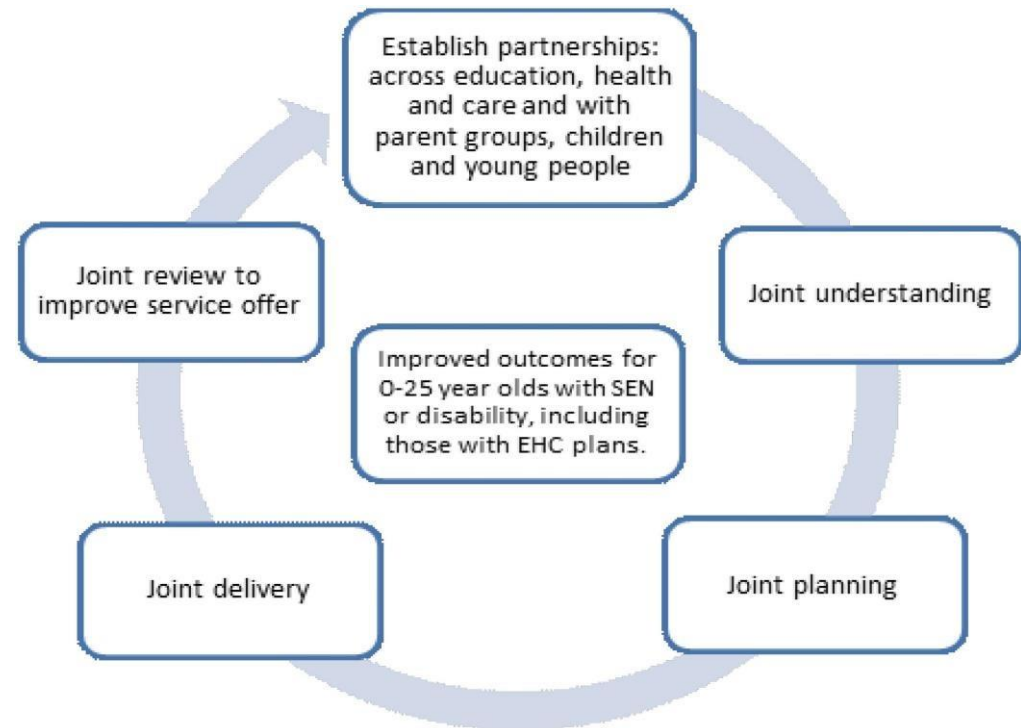
Commissioning is the process of identifying the needs of a community and planning services and activities to meet those needs within the resources that are available. Joint Commissioning is where the assessment of need and planning of services and activities is undertaken by two or more partners working together, striving for continuous improvement. The SEND Code of practice requires us to have a Joint Commissioning Strategy across education, health and Social Care and ensure services are commissioned in response to identified need.

We have a proven track record in partnership working but we recognise that we need to further improve our partnership working and co-production activity in respect of SEND. Our approach to joint commissioning for SEND is designed to ensure the best possible response to a child's or young person's needs, aligning and integrating needs assessment, planning and delivery of services/activities to achieve the best possible outcomes within the resources available. This includes jointly identifying current and future needs, any gaps in provision and maximising resources and sharing intelligence across all services to both improve outcomes for children as well as help inform commissioning and planning decisions across all aspects of SEND support.

Page 60 will ensure we work with the local Safeguarding Partnership and annual reports as part of our evidence base Commissioning.

We will continue to provide universal services that are accessible to everyone in the borough, through our localities and emerging Primary Care Networks.

We will adopt the Commissioning Cycle identified in the SEND Code of Practice as outlined in the diagram opposite and ensure we use the established Sefton Partnership to drive this.



Our Commitment

Agencies in Sefton are committed to providing the best quality education, care and support for all children and young people with special educational needs and disabilities (SEND) through our partnership. As Commissioners we will act on the following principles that are central to the Sefton partnership Collaborative agreement.

- Work together to deliver a single vision through a focused set of priorities to reduce the unacceptable gap in health and wellbeing inequalities.
- Work to achieve financial sustainability and create the conditions to guarantee the most efficient, effective and value for money-based use of public resources in Sefton.
- Deliver person centred services informed by the voice of experts by experience through commitment to codesign, coproduction and listening at all levels to our owners – the people that need Care and Support.
- Commit to always acting ethically with the ultimate interest of the citizen [here children and young people with SEND needs] held at the heart of what we do. This is to be achieved through openness, honesty, transparency, and constructive challenge.
- To build on what we learnt during COVID - the power of acting as one, being risk enabled, outcome focused, and solution driven to solve our 'wicked problems'.
- Invest in innovative and creative services that bring best practice to Sefton and offer digital solution that bring maximum impact and solutions to our citizens.
- Ensure that all that we do is informed by a population health framework that enables shared, collective data to ensure that residents are getting the best possible care and support – in the right place at the right time.

We will do this is through identification of needs of our population and focus on matching all our resources to deliver better outcomes across the Borough. Then being clear on full resource to deliver this including (Finance, Capital, Workforce, Markets, Citizens, Communities and Assets).

There is a clear relationship between population needs, what is commissioned for children and young people with SEND, and individual EHCPs. We will consider the needs of our population as identified in our JSNA 2023 and the thorough review into the needs of population of children and young people aged 0 to 25 years who have SEND. In line with the Local Area's drive for early intervention and prevention we will take a preventative approach to manage rising demand from the earliest point in a child's life, encouraging independence where appropriate and building on the strengths of families and their inclusive networks.

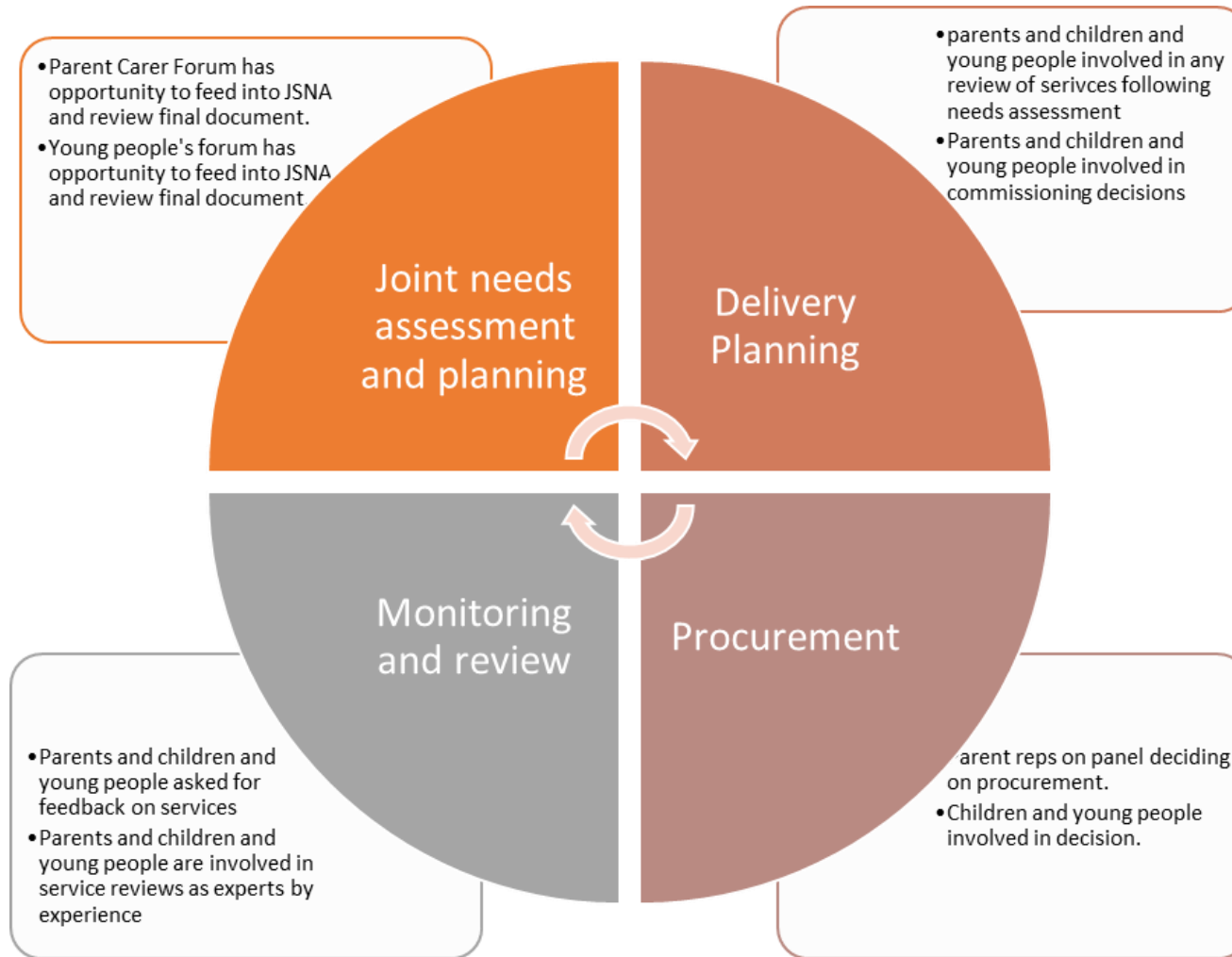
Our Approach to Joint Commissioning

Our joint commissioning in Sefton will be outcome based, designed around the needs of the people that live here, joined up, inclusive and measured to ensure the impact is the right one and continually reviewed and improved to ensure we are delivering the best possible outcomes. We will continually measure quality to ensure provision is targeted to local needs and inequalities. We will routinely review national best practice and expertise to understand we can improve our services and the Local Offer.

Our approach to this will be about.

- Co-production, consultation, engagement, and participation
 - Pooling funding to make best use of resources and avoid silo working.
 - Developing a framework to help us decide how best to deploy resource, utilising the best possible procurement routes to market and contract models to ensure the highest possible quality and value for money within our financial envelope.
 - Seek to learn from good practice in other areas and make use of available research.
- In developing our plans, we will take account of the Local Government Association paper “Developing and Sustaining an effective SEND System” which states the key ingredients to developing an effective approach to joint commissioning which includes:
- Aligning key sources of data and intelligence in the form of a joint dataset on children and young people with SEND, so that partners can take decisions about joint commissioning based on a broad and shared understanding of current and future needs.
 - Having an agreed set of outcomes that partners are seeking to achieve together through the services that they commission.
 - Being clear on the resources required to meet current needs and achieve agreed outcomes, and what each agency will contribute.
 - Bringing together frontline practice as much as possible, integrating services where possible but also doing simple things like organising joint training for staff across different agencies and ensuring that there is a common language and a consistent approach to support young people with SEND and their families across all agencies; and
 - Collating all available stakeholder data to inform the joint strategy in co-production.

Coproduction, Consultation, Engagement & Participation



The SEND Code of practice recommends that Local areas should be involving parents and children and young people at each stage of the commissioning cycle. We are committed to improving co-production, to ensure that the views of parents and carers, children and young people, providers and workforce are reflected in the planning process and delivery of this strategy. We will continue to use these forums and approaches to continue to offer real opportunities for co-production and codesign as we deliver the priorities in our action plan.

Engagement Forums

Delivery of this Strategy and achieving the aims and ambitions in it will be driven by our partnership with Parent Carers and Children and Young People themselves, we will make best use of the strong infrastructure we have in Sefton including but not limited to the following:

- The Co-production, engagement and communication group meet bimonthly as a multistakeholder group, including representation from the parent carer forum, health, education, social care, and the voluntary sector.
- The key purpose is to work collaboratively in respect of the improvement plan, by advising, challenging, and providing assurance to the governance system.
- Schools Get Talking, for young people attending the Special Schools meet fortnightly via Zoom. This provides the opportunity to share issues that are relevant to them. Guest speakers are invited to attend, from a range of agencies across health, education, and social care.
- Get Talking is a weekly online group that was originally established to support the refresh of the Local Offer.
- A Primary Youth Conference is arranged each year, following the themes Happy, Healthy, Heard and Achieving.
- A Secondary Youth conference is also arranged each year, with the theme Preparation for Adulthood, based around the 4 principles of Education/Employment, Living. Healthy, Independent Living and Community Engagement. Information about personal budgets and direct payments
- Local housing options, including housing benefits and social care support.

- A Strategic Youth Voice group has also been established to support the engagement of young people with SEND across Sefton.
- Transitions
- The National Preparing for Adulthood Program sets out 4 main areas that young people with SEND say are important to them: Employment Education and Training, Independent Living, Community Inclusion and Health. An EHCP review at Year 9 aims to detail personalised support in the following areas:
 - Identifying post-16 pathways that lead to employment options or higher education.
 - Training options, supported internships, apprenticeships, and traineeships.
 - Support to find and do a job (e.g., work experience opportunities or job coaches)
 - Support to help young people develop a lifestyle that is based on their hobbies, leisure activities, access to community facilities, meeting friends and having fun.
 - Help in understanding any welfare benefits available in work.
 - Preparation for independent living, including where young people want to live in the future, who they want to live with and what support they may need.
 - Information about lifestyle choices based on young people's interests and personal requests.
 - Advice to enable young people to travel independently.
 - Advice about continuing health care services so young people understand which professionals may be supporting them in adulthood. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities

- Support to help young people participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to the local community and voluntary opportunities.

As part of our Joint Commissioning Strategy, we will review our transition pathways to ensure that they are meeting the needs of our young people. Young people have identified several ways in which they were supported at times of transition, and they would like further support in:

- Travel training
- Help with life skills and
- Longer taster sessions in college.

Young people have identified several barriers for them gaining employment including:

- academic achievement
 - health needs and
 - the ability to travel independently.
- Our information has informed our priorities.

Sefton's Commitment to Inclusion

Sefton works hard to foster the ethos of inclusion in all our services and every school has an allocated Inclusion Consultant (IC) who meets with the SENCO on a termly basis.

The Inclusion Service supports schools in the identification of teaching approaches that enable pupils with additional needs make progress and take an active part in their settings. It is staffed by teachers who have expertise and experience of working with young people with special needs and understand national and local expectations for schools in their delivery of inclusive practice.

Universal Services

There are a range of services that are available to everybody, without the need for any assessment or referral. These are often called 'universal' services and they include a range of support from social activities in the community, Family Wellbeing Centres, Libraries and Leisure Centres and universal Public Health Services such as GPs, Dentists, Pharmacists, Opticians and Walk-in centres. Emergency and urgent care is available to everyone through a local A&E or calling 999, as necessary. Universal services can be found on the Sefton Directory, the Sefton Partnership and Provider websites, the Local Offer and CVS Directory.

Commissioned/Targeted provision.

The Council and NHS Cheshire and Merseyside Integrated Care Board and Sefton Partnership team deliver many activities and services support and can be accessed by children and young people with SEND and their families. Appendix 2 provides a snapshot of local vision that is available and a range of services depending on need.

Our Strategic Priorities

Our analysis of this information on need, demand, and experience, coupled with legislative obligations and the need to deliver within a defined budget envelope have led us to identify the following priorities for our system:

- High aspirations for all our children and young people
- A comprehensive offer of support which is accessible in the local community.
- The opportunity to provide support at the earliest opportunity.

To work with families and young people to maximise choice and control about the services they receive.

We have developed an action plan under these priorities. The action plan will be reviewed on a yearly basis. The SEND Continuous Improvement Board and Health and Wellbeing Board will hold us to account on progress and performance of the strategy.



Progress Since the Last Strategy and the Current Picture

For the 2020-2023 Joint Commissioning Strategy, an action plan was developed to address the needs and priorities identified. It was a partnership plan that was reviewed on an annual basis. The delivery of the Joint Commissioning Strategy for SEND and progress against delivery of this Action Plan has been measured to understand if actions were fully completed, partially completed or remain outstanding. This allows us to then consider what should be brought forward into the next plan and reflect on what has been working, and what needs to be revised. A Task and inish group was pulled together with leads from across Education, Health and Social Care to perform this Audit, including the DCO.

A summary of progress highlights the following:

1. *Review of Local Offer using SEND Needs Assessment, feedback from engagement activities and feedback from reviews.*
We have put in place a Needs Assessment, reviewed Aiming High and held a Local Offer Live Event on 1st March 2023.
We will continue to review, improve and promote the Local Offer, through audit and feedback from all stakeholders.
2. *Encourage universal services to be more inclusive of children and young people with SEND.*
0-19 Health Child Programme has been extended to support SEND children up to the age of 25.
We will work with Parent and Carer representative on the healthy weight for Sefton programme; and focus on universal offers for SEND.
3. *Children and Young People Mental Health Digital information and Referral Platform.*
Platform co-produced with young people, families and professionals and enables access to Emotional Health and Wellbeing information to make direct referrals to commissioned services.
4. *Mental Health Support Teams (MHST).*
All Special Schools have support and access to Mental Health Support Teams.
Secondary Schools to access MHST. Alder Hey will utilise MHST to train and support schools with their ASD and ADHD referral process.
5. *Sensory friendly environment.*
Pilot conducted to improve hospital and clinical environments for children and young people with sensory needs.
We will share our learning from the pilot with partners and other services.

6. *Develop an effective Post 16 pathway for young people with SEND.*

Development of Preparing for adulthood guide shared with Sefton education system and partners in health VCFSE, the Parent Carer Forum and Local Offer. We hold annual Young Person's Next Steps Transition Event. Main post-16 college providers sit on the Secondary Headteacher Association meetings.

We have an ongoing supported internships workstream; Educational Psychologist service will work closely with colleges to enhance transition processes.

7. *Review national best practice.*

Educational Psychologists training and professional development has improved planning process for children and young people. Graduated Response booklet produced for SENCOS, as well as information and materials. Every Leader a Leader SEND programme delivered; SEND in a Nutshell Tool adopted by schools.

The Delivering Better Value Programme will analyse service delivery and sharing of best practice approaches.

8. *Identify barriers to a more diverse post-16 offer and support to remove those barriers.*

1. Maths identified as a key area for development for 2020-2021.
2. Personal Understanding of Deafness curriculum developed starting at Key Stage 1.

9. *To implement neurodevelopmental diagnostic pathway across Sefton which includes NICE compliant diagnostic pathway for ASD.*

Health investment to develop ASD/ADHD assessment and diagnostic pathway. NICE compliant pathway implemented from April 2020 with monthly performance monitoring. ASD waiting list cleared between April 2020-June 2021. Improvements to patient information and referral systems have been possible through consultation and engagement with clinical team, Alder Hey's Youth Forum and Sefton Parent Carer Forum. Further innovations made with online ASD/ADHD referral platform. Establishment of a Sefton Partnership Neurodevelopmental Pathway Task & Finish group.

Further system wide development of the graduated offer.

10. *18-25 ASD Diagnostic Pathway Developments.*

Development of Sefton Neurodevelopmental Pathway Task & Finish group. Success in Transforming Care joint bids for post diagnostic service pilot. Sefton have received funding from the Cheshire and Merseyside Transforming Care Programme.

C&M Beyond Programme funding secured to continue pre-diagnostic open access community service. Development of 18-25 diagnostic ASD/ADHD pathways, Neurodevelopmental graduated approach and shared care pathways.

11. Performance Management Frameworks.

Strengthening of SEND performance and quality monitoring. Key performance indicators have been aligned with Sefton Place contract measures.

Services that continue to be challenged will be reported by exception to the SEND Continuous Improvement Board. The SEND performance dashboard will be developed to reflect and align the revised SEND Improvement Plan (2023/24)

12. OT Sensory Service.

Service review developed a co-produced OT sensory graduated model. Service commenced in January 2022.

Joint commissioning of the graduated model will be reviewed as part of 12-month review of phase 1 implementation.

13. Specialist SALT Services.

Identified need for graduated support model to strengthen early intervention and prevention. Development of Speech and Language, Physiotherapy and Occupational Therapy service.

Ongoing work to address arising challenges. Development of new roles in speech and language to support children and families to reduce waiting times.

14. Explore opportunities for early help/ brief interventions from universal practitioners and voluntary, community and faith sector to reduce the need/ pressure on specialist services.

Health visitors trained in SLT brief interventions. OT sensory service training supporting families to support low level OT sensory needs. Training has also been made available for schools to support inclusion. Kooth online mental health service extended for 18-25-year-olds and the contract extended for another 4 years.

Autism friendly training pilot commenced. Inclusion team working to provide support and training to schools.

15. Neurodevelopmental community network.

Open access family support provided by Advanced Solutions- service does not require formal ASD/ADHD diagnosis. Funding secured for 2023/2024.

16. VCF Commissioned Mental Health Services and Support.

Low level mental interventions and group work delivered at community venues.

17. *OT Sensory Workshops.*

Community based education and advice workshops delivered by Alder Hey to families and professionals.

18. *Train and develop the early years workforce for children with SEND.*

Training and development provided; SDIP completed with Trusts. Training will continue as business as usual.

Educational Psychology Service to deliver training to upskill Early Years Practitioners.

19. *To develop a campaign to promote the use of PHBs as part of delivery of EHCPs.*

Training delivered to staff. PHB awareness campaign commenced.

Ongoing awareness raising events with the Sefton Carers Centre to promote uptake of PHBs.

20. *Develop and implement an All-Age Assistive Technology Strategy.*

Sefton TEC Strategy published and underwent first annual review.

All Age Assistive Technology Strategy is in development.

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21. *Expand use and resource of assistive technology to support and promote greater independent living.*

Local Offer published to refer Children and Young People to the Visual Needs Team. Visual Interaction Guidance available to families to support developing communication skills. TEC e-learning available to Sefton prescribing staff teams. Brain in Hand pilot launched for 16-35-year-olds. TEC Roadshows conducted with young people, adults and social care professionals. Ask SARA service commissioned for self-assessment for minor aids and equipment. TEC guidance and information available for prescribing teams.

Evaluation of TEC e-learning prior to rollout as mandatory training; Brain in Hand pilot to be evaluated. Ongoing TEC presentations to staff teams to raise awareness of TECs.

22. *Implement a review of the current offer involving young people and their parents/ carers in redesigning the offer.*

Communities have supported the SEND inspection review for children with disabilities. We began the short breaks service review, unfortunately this was suspended due to Covid. We have adapted our provision to offer tailored outreach support for socially isolated overnight support and use of day care venues to for safe activities. “Dave” brand produced with young people to produce a podcast and maintain an Instagram presence for young people with neurological conditions.

Our Priorities 2023-2026

A more detailed snapshot of the [Action Plan can be found appended to this strategy](#), but a brief summary of the actions to meet our priority objectives features below. As stated earlier in the strategy, we will continue to focus on the following priorities for 2023-2026:

1. High aspirations for all our children and young people
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.
4. To work with families and young people to maximise choice and control.

Outcomes & Actions	Priority 1	Priority 2	Priority 3	Priority 4
Delivery of the Delivering Better Value (DBV) Programme including Diagnostic Case Reviews and development of a DBV Action Plan for June 2023	X		X	X
Consider the social care needs of families when developing SEND services and pathways by recruiting a Designated Social Care Officer (DSCO)	X		X	X
Increase choice and control for those with complex health needs via Personalisation or Personal Health Budgets, using a partnership approach in the delivery of services. Actions will include developing a 18-25 diagnostic pathway and a graduated neurodevelopmental approach, reviewing OT sensory services and the development and implementation of shared care pathways.	X	X	X	X
Improved access to Early language and communication support tools including Speech and Language Therapy support, advice and assessment if specialist support required.	X	X	X	
Improved awareness of SEND amongst workforce including the continued promotion of the Local Offer and enhanced staff training.	X		X	
Increase accessibility of information for SEND through the creation of an information helpline hosted on Integrated Front Doors.	X		X	X
Improved access to timely and efficient mental health support through investing to support access and improve waiting times.	X	X	X	X
Embedding Technology Enabled Care (TEC) to secure the best outcomes for those with SEND through rollout of training to all staff; evaluation of the Brain in Hand pilot, workshop planning for the Sefton Youth Conference and raising awareness internally of TEC.	X	X	X	X
Partnership approach to service delivery including implementing the NW Framework SEND Purchasing systems.	X		X	
Enhancing provision of SEND services and groups first by mapping existing resources and reviewing best practice and producing a snap shot tool	X		X	

Outcomes & Actions	Priority 1	Priority 2	Priority 3	Priority 4
Establish a new SENDIASS service which will improve the SENDIASS offer, to ensure sufficient capacity and impartiality by supporting continuous improvement through monitoring. .	X		X	
Working across Health and Adult Social Care to review and ensure contract compliance and quality assurance across SEND contracts.	X		X	
Develop a joint outcomes framework and shared approach to needs assessment in the interest of continuous improvement and transparency.	X		X	
Respond to the gaps in sufficiency of educational provision as per the Delivering Better Value Programme, and Sefton’s Education Excellence Strategy.	X	X	X	

Our Governance Arrangements

Sefton’s Cabinet Member for Adult Social Care chairs the joint SEND Continuous Improvement Board (SEND CIB). The SEND CIB is a multi-agency partnership arrangement that includes senior representatives from the Sefton Parent Carer Forum, local authority, Sefton Place ICB, NHS Providers, along with other key stakeholders such as the Designated Clinical Officer. It is designed to monitor the actions in the focused Improvement plan and ensure the delivery of the required improvements to maximise opportunities and positive outcomes for children and young people with SEND and their families. SEND CIB meetings are monthly, overseeing the progress and delivery of the plan and reporting to the Health and Wellbeing Board. SEND CIB operates as a sub-group of the Health and Wellbeing Board and has specific task and finish groups established to drive the changes we need. SEND Joint Commissioning is a sub-group as part of this structure as demonstrated below, the group has worked with others to develop the strategy.

Quantifiable targets are yet to be set for our priority actions for 2023-2026, but will instead be determined by our working groups who will deliver the strategy; groups such as the Health Performance group will work to monitor and scrutinise progress against the strategy.

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Governance Structure for SEND Continuous Improvement Board



Our Approach to Early Resolution of disagreements

Disagreement resolution arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHC plan. They are available to parents and young people to resolve disagreements about any aspect of SEN provision, and health and social care disagreements during the processes related to EHC needs assessment and EHC Plans. Used early in the process of EHC needs assessment and EHCP development they can prevent the need for mediation once decisions have been taken in that process and appeals to the Tribunal. We will work to jointly commission a service that best meets the needs of service users and achieves the best possible quality and value for money including the exploration of Liverpool City Region opportunities.

The Disagreement Resolution Service is independent of the local authority, NHS, and education providers. The arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHCP and a range of disagreements. They are available to parents and young people to resolve disagreements about any aspect of SEN provision, and health and social care disagreements during the processes related to EHC needs assessments and EHCPs. They can provide a quick and non-adversarial way of resolving disagreements. Use of the disagreement resolution services is voluntary and has to be with the agreement of both parties.

The disagreement resolution service is to help resolve four types of disagreement or to prevent them from escalating further:

The first is between parents or young people and local authorities, the governing bodies of maintained schools and maintained nursery schools, early years providers, further education institutions or the proprietors of academies about how these authorities, bodies or proprietors are carrying out their education, health and care duties for children and young people with SEN whether they have Education, Health, and Care plans or not. These duties include duties on the local authority to keep their education and care provision under review, the duties to assess and draw up Education, Health and Care plans and the duty on governing bodies and proprietors to use their best endeavours to meet children and young people's SEN.



The second is disagreements between parents or young people and early years providers, schools or post-16 institutions about the special educational provision made for a child or young person, whether they have EHC plans or not.

The third is disagreements between parents or young people and NHS Integrated Care Boards (ICBs) or local authorities about health or social care provision during EHC needs assessments, while EHC plans are being drawn up, reviewed or when children or young people are being reassessed. Disagreement resolution services can also be used to resolve disagreements over special educational provision throughout assessments, the drawing up of EHC plans, while waiting for Tribunal appeals and at review or during reassessments.

The fourth is disagreements between local authorities and health commissioning bodies during EHC needs assessments or reassessments, the drawing up of EHC plans or reviews of those plans for children and young people with SEN. In relation to EHC plans, this includes the description of the child or young person's education, health and care needs and any education, health and care provision set out in the plan. These disagreements do not involve parents and young people.

Disagreement resolution meetings are confidential and without prejudice to the Tribunal process and the Tribunal will disregard any offers or comments made during them. Partial agreement achieved by use of disagreement resolution services can help to focus any subsequent appeals to the Tribunal on the remaining areas of disagreement.

Disagreement Resolution in Sefton is provided by Global Mediation.

Our Approach to Appeals

Effective dispute resolution is key to the success of the new procedures. The Local Authority and Cheshire and Merseyside ICB Sefton Partnership are fully committed to pursuing practical solutions with parents and young people at every stage and to ensure continuous review and reflection to further improve outcomes.

Our Designated Clinical Officer

The Designated Clinical Officer (DCO) role is a key element in supporting health services in the implementation of the Children and Families Act 2014 and the scope of the role is very broad. The key responsibilities of the DCO are as follows:

- Oversight - across all health professionals delivering healthcare to individual disabled children, young people and those with special educational needs.
- Coordination - supporting providers in relation to responsibilities and accountability relating to SEND, such as health information shared on the Local Offer, processes regarding the health element of Education, Health and Care plans (EHCP), complex case management, early notification of children with educational needs to the Council, and many other groups such as Children & Young People's Continuing Care and the transition of young people with SEND to adulthood.
- in relation to the Local Offer, process for mediation arrangements regarding the health elements of the EHC plan and EHC assessments with other key assessments such as Children & Young People's Continuing Care assessments and Cared for Children Health assessments.
- Strategic - SEND strategies, working in collaboration with all stakeholders and supporting the health system to meet its statutory duties.



Our Designated Clinical Officer is a key partner in supporting the development and implementation of our Action Plan.

Data Sharing and IT infrastructure.

The Local Authority and ICB are part of wider data sharing agreement, Mersey Links. Sefton are also part of the wider Liverpool City region workstream looking to progress shared records initially between authorities and then between Health and Social Care as the second phase.

Appendix 1 Glossary of Terms

Joint understanding:

needs of children and young people with SEN are identified, reviewing services that meet these needs and identify the resources available.

Joint Planning:

identify gaps in services, develop a commissioning strategy which explains the services required and the outcomes we want to achieve with the resources we have.

Joint delivery:

services are procured and contracts put in place to deliver the services.

Joint review:

services are reviewed to see if they have met the outcomes of the specification. This includes feedback from service users and their families to help improve current service delivery and feed into future needs assessment.

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SEND
Special Education Needs and Disability

CAMHS
Children and Adolescent Mental Health Services

SALT
Speech and Language Therapy

PRU
Pupil referral unit

PSS
person Shaped Support, a charity designed to find the right solution to support individuals to make their life better.

VENUS
A charity whose vision is to empower, promote and support women, young women and their children in developing their potential, recognising their choices, achieving their goals, and challenging injustice.

Appendix 2 A Sample of Provision

A sample of commissioned and universal are listed below:

Services & Activities	Services in place-Description
<p>Local health services-commissioned by Sefton Place and NHEngland.</p>	<p>There are services that support and treat people with certain conditions and normally you will have to be referred to the services by certain professionals or agencies e.g., GPs, schools, etc. These are called ‘targeted’ services. Children, young people with a disability, medical condition and/or a special educational need will probably be supported by one or more of these services through their life. These are listed below: (With very complex medical or health needs it may be necessary for individuals to get some very specialised treatment, medication or therapy which is provided locally. These would be called ‘specialist’ services and access to these will be via the clinical consultant that is managing the care and treatment of that individual. It is not possible to list all these specialised services, but information should be provided directly to the patient and their family when the treatment etc. is being discussed /arranged).</p>
<p>Speech and Language Therapy</p>	<p>Speech and language therapists are the lead professionals in the diagnosis and management of communication and swallowing disorders. The Speech and Language Therapy service work to support all communication difficulties including specific speech and language disorders, stammering, cleft lip and palate, voice difficulties, hearing impairment, Autism, Learning Disabilities and eating, drinking and swallowing difficulties. Speech and language therapists work with children who may need help with:</p> <ul style="list-style-type: none"> ● Listening and following instructions. ● Playing and talking with other children. ● Understanding what people say to them. ● Saying sounds and talking clearly. ● Using words in sentences. ● Eating and drinking. <p>Children learn from parents, teachers, friends and family. Some children learn communication skills quickly and some children may take longer. Speech and Language Therapists recognise the importance of working collaboratively with everyone in the child’s life to get the best outcomes. More information about the service and information on how to help in developing speech and language skills can be found at the Alder Hey Hospital Speech and Language Therapy webpage.</p>

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Services & Activities	Services in place-Description
<p>Occupational Therapy</p>	<p>The Occupational Therapy service offers specialist assessment and intervention to enable and maximise the potential for children to engage in their daily living activities.</p> <p>The Paediatric Occupational Therapists will work with the child, family and other key professionals in the child’s life, to identify areas where a child’s function, participation and independence at school, home and the community can be improved. They also provide advice and support to children requiring equipment to maintain their daily function. Close liaison with Sefton Equipment Stores enables the request and provision of equipment in the community.</p> <p>Occupational therapy services are delivered at Clinics, Workshops, Home and School settings, and at equipment assessment clinics.</p> <p>Educational workshops are held for parents and carers of children with sensory processing problems. Referrals are only accepted directly from parents.</p>
<p>Podiatry</p> <p>Page 81</p>	<p>The service aims to prevent, diagnose, treat and rehabilitate conditions affecting the feet and lower limbs.</p> <p>Qualified podiatrists supported by podiatry assistants offer a service to children at community venues and can conduct home visits. The service has podiatrists who provide specialised in diabetes, wound care, rheumatoid arthritis, or muscular-skeletal and biomechanical conditions.</p> <p>The podiatry service treats and manages foot complications related to diabetes and other disorders that may affect the feet; arthritic conditions and those that affect circulation, nervous and Musculo-skeletal systems.</p>
<p>Continence</p>	<p>The children’s continence service in Sefton is led by a specialist nurse & provides advice & support to those with constipation & soiling, daytime & night time wetting, toileting issues & children with additional & complex needs who may require a continence product.</p> <p>Children & young people from 4-19 years can be referred into the service by their GP, consultant, health visitor, other health professionals, education & voluntary sector.</p> <p>Assessments can be conducted in the home & clinic setting with ongoing support.</p>

Services & Activities	Services in place-Description
<p>ASD & ADHD Nursing</p>	<p>The service is for families requiring advice, support and intervention for children and young people from 0-19 years who have a diagnosis of ADHD/ASD.</p> <p>Specialist Nurses provide initial assessment/reassessment to assist families in understanding the need of their child following diagnosis. Further intervention is delivered from Associate Practitioners to support the child/young person and families with personalised behaviour strategies to improve emotional wellbeing.</p>
<p>Complex Children's Community Nurse</p>	<p>The Children's nursing team works with children and young people who have disabilities and complex health needs to provide expert nursing care, support and advice.</p> <p>The Children's Community Nursing (CCN) Service comprises of five teams of experienced children's nurses. The team see children and young people aged 0-19 years who have a nursing need across Sefton.</p> <p>The teams provide nursing care for children and young people, with acute and complex health requirements in their home or within a community setting.</p> <p>The Children's Community Nursing Teams work with children by:</p> <ul style="list-style-type: none"> ● Providing a service that enables children and young people to be nursed at home with their family or guardian. ● Reduce hospital admissions and to shorten the time spend in hospital. ● Work closely with other multi-agency professionals. ● The team also Provide training to nursery staff, school staff, carers and other health professionals to support and maintain children's care close to home.
<p>Community Dietetics</p>	<p>The service provides up-to-date information and guidance about childhood nutritional matters to:</p> <ul style="list-style-type: none"> ● Children who have a nutritional need and their carers. ● Professionals in contact with children so that advice given by them to carers/children is based on best practice and is consistent. <p>Some examples of nutritional issues that the service can support include:</p> <ul style="list-style-type: none"> ● food allergies particularly cow's milk protein allergy/intolerance, ● selective eating, ● overweight, ● underweight

Services & Activities	Services in place-Description
	<ul style="list-style-type: none"> ● Constipation. <p>The service support children and their carers who require a special diet to ensure nutritional needs are met considering growth and disease progression. They work closely with other members of the multidisciplinary team to deliver a holistic approach.</p> <p>The service also provides the home delivery service for enteral feeding equipment for all children in Sefton who have complex and additional needs.</p>
<p>Child and Adolescent Mental Health Services (CAMHS)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 83</p>	<p>CAMHS is a partnership comprised of Sefton CAMHS, with Alder Hey offering specialist services to support children and young people in Sefton, up to the age of 18, who are experiencing mental health difficulties. They also provide support to their families or carers. Some of the issues that CAMHS can help with include:</p> <ul style="list-style-type: none"> ● Anxiety ● Attachment Difficulties ● Conduct/Behaviour Problems ● Depression ● Psychosis ● Obsessions and Compulsions ● Self-harm ● Post-Traumatic Stress Disorder (PTSD) ● More complex psychological difficulties ● Emotional & Behavioural difficulties in children with Learning Disabilities <p>CAMHS provide consultation, advice and training to other agencies and accept referrals from a wide range of professionals. The team is multi-disciplinary, which means our clinicians come from a range of clinical and professional backgrounds.</p> <p>The service works with the young people, parents, carers and partner agencies to make sure that the right care is provided to each individual, depending on their needs and circumstances.</p>
<p>Physiotherapy</p>	<p>The service provides assessment, diagnosis, treatment, equipment, practical advice and support to children and young people with a wide range of conditions to promote maximum recovery and independence. The service also provides advice and support to children and young people’s carers and families.</p> <p>Community physiotherapists predominantly see children who have difficulties with their physical abilities due to either an underlying neurological cause or associated with a global developmental delay. We specialise in treating children with neurological conditions, including:</p> <ul style="list-style-type: none"> ● Cerebral Palsy. ● Developmental Delay. ● Developmental Co-ordination Disorder. ● Spina Bifida, Genetic Syndromes. ● Acquired Brain Injuries <p>By ensuring appropriate and timely information, advice, assessment, intervention, review and equipment</p>

Services & Activities	Services in place-Description
<p>Audiology</p>	<p>provision they can reduce the risk of long-term problems for children.</p> <p>The audiology service provides a comprehensive range of services for children with all types of hearing and balance problems. The service is delivered by a team of Audiologists, Consultant Audio vestibular Physicians and a Specialist Nurse Practitioner. The service includes:</p> <ul style="list-style-type: none"> ● Diagnostic follow-up for New Born Hearing Screening Programme. ● School entry hearing screen follow-up. ● Assessment and management of temporary hearing loss such as ‘glue ear’ in children. ● Investigation into the cause of hearing loss and assessment and management of permanent hearing loss in children with speech and language delay with suspected hearing loss. ● Hearing assessment of children with social and communication difficulties or learning disabilities and other complex needs. <p>For further information please visit Alder Hey Hospital website via this link</p>
<p>Neurodevelopmental Community Paediatrics</p>	<p>The Neurodevelopmental Community Paediatric Service deliver services for children and young people who may be experiencing.</p> <ul style="list-style-type: none"> ● Children with developmental delay. ● Children with social and communication difficulties. ● Children with complex medical needs. ● ADHD assessment, treatment and monitoring. ● Child protection service covering physical, sexual and emotional abuse. ● Behaviour problems for the under 5s. ● Liaison with other professionals caring for the child. <p>Community Neurodevelopmental Paediatricians also support the ASD and ADHD assessment and diagnostic pathways. For more information you can also visit the Alder Hey website</p>
<p>Community equipment</p>	<p>The Community Equipment Service provides health and social care equipment to meet the needs of Sefton children, enabling safe discharge from hospitals and promoting independence and mobility in the home environment. They work closely with the occupational therapy team to ensure children requiring equipment; receive it to maintain their daily functions.</p>
<p>Community diabetes team</p>	<p>Sefton have a Community Diabetes Team and the nurses can be accessed by referral from a GP or consultant. They deliver ‘Drop in’ clinics, with no appointment needed. The ‘drop in’ clinics are mainly for problems with</p>

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Services & Activities	Services in place-Description
	meters, insulin pens and for general advice. If a person needs further investigation / advice / changes in medication an appointment will be arranged for them to see a Diabetes Specialist Nurse for a full assessment.
Asperger's team	<p>Sefton Asperger service provides diagnosis and support for people living with Asperger Syndrome from its base at the Hesketh Centre in Southport. Their aim is to provide specialist support for those people who may have previously fallen through the gaps by not being regarded as having a mental health problem or a learning disability.</p> <p>The team utilise creative interventions which help with the social and communication difficulties faced by people with Asperger syndrome, their families and care teams. The team works with other services such as social services and local colleges to help support service users.</p> <p>Anyone aged 18 years and over may self-refer or be referred by another person for example a family member; GP or other mental health professional.</p>
Educational psychology service	This is an educational service that is commissioned through schools and other organisations. All mainstream schools are allocated core time that enables the local authority to carry out its statutory duties, in relation to educational psychology services. The Educational Psychology service support the learning and wellbeing of children and young people.
Aiming High	
Summer scheme	Some schools and other locations offer a range of activities during the summer break period
Aiming High - Specialist After-School Club	<p>Some schools and other locations offer sessions that cater for children aged 6 – 11 years with complex needs in a closely supervised, safe environment. Here children can build on skills such as independence, social skills, physical and emotional skills. Different activities are planned on a weekly basis for the young people. They can choose to participate in these activities or just have some free play.</p> <p>All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
Aiming High - Phoenix Youth Club	<p>This session provides opportunities for disabled young people/young adults aged 11 - 19 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment.</p> <p>All young people must be referred through the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>

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Services & Activities	Services in place-Description
Aiming High	
Aiming High - Phoenix Social Group	This session provides opportunities for disabled young people/young adults with Autistic Spectrum Conditions aged 11 - 19 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session.
Aiming High - Alchemy	This session provides opportunities for disabled young people/young adults with Autistic Spectrum Conditions aged 11 – 25 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.
Aiming High - Aiming for Stars Page 86	<p>Aiming for the stars is a musical theatre session aimed at disabled children aged 6 -19. The sessions aim is to help to improve confidence, self-esteem and skill set in singing, dancing and acting. We hope to improve development by integrating our young people into Shine’s annual showcase, this will involve them planning, producing their own ideas and will also include costume design. The young people will get to attend numerous rehearsals with the other performers from Shine to help develop their social skills and also give them an insight into the professional world of performing arts. The young people will get to perform for their families and also showcase their work on a regular basis at our Aiming High Family Fun Days.</p> <p>All are welcome, provided they have been referred into the Aiming High Team and meet criteria.</p> <p>Aiming for the Stars also runs on a Monday, after school at Dunes Leisure Centre, The Promenade, Southport, PR8 1RX.</p>
Aiming High - Nature Group	This session provides an opportunity for young people, aged between 6 and 10 and 11 years plus to gain independence while learning about the Sefton’s coastline, forestland. The programme is in conjunction with the Coast and Countryside Team which brings their skills and knowledge to the sessions. Young people have the opportunity to be outdoors, be a part of nature and develop new friendships in a safe, engaging environment. All young people must be referred into the Aiming High Team in order to access these sessions.

Aiming High - Specialist Saturday Club Primary

This session caters for children aged 6-11 years with complex needs in a closely supervised, safe environment. Here children can build on skills such as independence, social skills, physical and emotional skills. Different activities are planned on a weekly basis for the young people. They can choose to participate in these activities or just have some free play.

Services & Activities	Services in place-Description
	<p>All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
<p>Aiming High - Football - Ability Counts</p>	<p>These sessions offer coaching and skills training by fully qualified FA coaches. The young people gain confidence and self-esteem by achieving and gaining success in the multi skill coaching drills, and then finish the session off with a competitive game which helps create team spirit as well as strengthening and widening friendship groups. The team also play regularly in Liverpool CountyFA Ability Counts Football League. All young people must be referred to the Aiming High Team in order to access this session.</p>
<p>Aiming High - St Joseph's YouthClub (Junior)</p>	<p>This session provides opportunities for disabled young people/young adults with Autistic Spectrum Conditions aged 10 - 12 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session.</p>
<p>Aiming High - The NAC Youth Club</p>	<p>This session provides opportunities for disabled young people/young adults aged 11- 19 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
<p>Aiming High - Specialist Saturday Teen Club Secondary</p>	<p>This session caters for children aged 11-19 years with complex needs in a closely supervised, safe environment. Here children can build on skills such as independence, social skills, physical and emotional skills. Different activities are planned on a weekly basis for the young people. They can choose to participate in these activities or just have some free play. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
<p>Aiming High - Active & Able</p>	<p>These sessions are for children and young people of all abilities and disabilities to take part in and try various sports including football, basketball, boccia and athletics, followed by a swim. With specialist events often held at the leisure centres across the borough this is a great club to perfect favourite sports and meet new friends. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place. Active & Able sessions run at: Crosby Leisure Centre (6+years)Bootle Leisure</p>

Services & Activities	Services in place-Description
	<p>Centre (6+ years) Dunes Leisure Centre (6+ years)</p>
<p>Aiming High - Southport Junior PHAB Club (Phabkids)</p>	<p>Phab’s aim is to promote and encourage people of all abilities to come together on equal terms, to achieve complete inclusion within the wider community through leisure time activities. The age group is for children aged 6+.</p>
<p>Aiming High - Aintree Junior Youth Club</p>	<p>Aintree Junior Youths is one of Aiming High’s youth sessions for disabled young people aged 10 - 12 years. It runs every Tuesday during school term at Aintree Village Youth and Community Centre. Whilst there, young people can socialise with their friends in a safe, engaging environment. The club offers a large social area, arts and craft room, an ICT suite and a secure outside area with flower/vegetable beds and plenty of space for outdoor games and sport. It is the perfect space to develop friendships, experience new opportunities to build self-esteem, confidence and to be more independent.</p> <p>The sessions follow the same format as Aiming High’s other Youth Sessions. ‘Junior Youths’ are encouraged to share their ‘voices’ and identify what they wish to do, helping staff to plan and deliver a range of activities for them. These include sessions that look at youth issues in the world today, equipping disabled young people with the knowledge and skills to help them confidently make the right choices and assist them in later life.</p>
<p>0-19 provision</p>	<p>Offers an integrated universal Public Health Service that delivers Health Visiting, Breastfeeding Support, School Nursing and school aged immunisations. The service is delivered by North West Boroughs Healthcare NHS Foundation Trust and aims to give every child in Sefton the best start in life and help support young people to make healthier choices.</p> <p>Health Visitors are registered nurses or midwives who have a specialised qualification in the care and development of pre-school children. The health visiting team works in accordance with the Healthy Child Programme, which is a national programme aimed at promoting health and wellbeing for all children by:</p> <ul style="list-style-type: none"> ● Keeping children healthy and safe ● Encouraging healthy eating and physical activity ● Preventing disease through immunisation ● Promoting breastfeeding ● Improving readiness for school ● Checking development pre-school and school age ● Addressing risky behaviour <p>Every school in Sefton has a School Nurse who works as part of the integrated 0-19 service to deliver the Healthy Child Programme to children aged 4-19 years within the borough of Sefton. The School Nursing</p>

Services & Activities	Services in place-Description
	<p>Service plays an active role in safeguarding vulnerable children and young people and offers:</p> <ul style="list-style-type: none"> ● Advice, information and support on all aspects of health and wellbeing encompassing both physical and emotional health. ● A health needs assessment which is completed by parents of reception aged children and pupils in years 6, 9 and 11. ● Health screening for all reception aged children which includes height, weight, vision and hearing and height and weight measurement offered to all pupils in Year 6. ● Annual health assessments for looked after children. <p>Support for young carers.</p>
<p>Family Wellbeing Centres</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 90</p>	<p>Family Wellbeing Centres offer support with:</p> <ul style="list-style-type: none"> ● Parenting - parents to be, new parents, behaviour, speech and language. ● Health - midwifery, health visitors, mental health, healthy eating, sexual health ● Employment - including training and apprenticeships. ● Education - early learning, attendance, further education, achievements ● Leisure - social opportunities, events, clubs, activities ● Relationships - counselling, loneliness, bereavement ● Welfare - benefits, debt advice, housing <p>To access an activity or intervention from one of the family wellbeing centres please complete the Family Wellbeing Referral Form (Sefton Family Wellbeing Centres The Sefton Directory) and send it to the Early Help Front Door (early.help@sefton.gcsx.gov.uk) or local centre.</p>
<p>Libraries</p>	<p>There are 6 libraries in Sefton. What is on offer, how to find your local library, and opening times is available on the Council website.</p> <p>This includes a Home Visit Library Service for Sefton residents who experience difficulties getting to a local branch library by themselves.</p> <p>You can also borrow e-books and e-audiobooks through the Sefton Library Service app. It is free to download and gives readers the flexibility to borrow and reserve multiple titles anywhere in the borough.</p>
<p>Home to school transport</p>	<p>The LA has a statutory duty, and in appropriate circumstances discretionary powers to help with home to school travel, based on a pupil's individual needs and circumstances.</p> <p>Where appropriate the service seeks to empower young people and their families to become more confident and connected through independent travel. The service will support them in developing sustainable</p>

Services & Activities	Services in place-Description
	<p>travel skills.</p> <p>This could be through travel passes, Independent Travel Training (ITT) or Personal Travel Budget (PTB). The Council will offer commissioned transport where there is no viable alternative available to the student.</p>
<p>Springbrook</p>	<p>Springbrook's primary role is to provide short residential breaks to disabled young people usually between the ages of 8-17 years who have been identified as needing such a service by a Social Worker assessment.</p> <p>Springbrook can accommodate up to 5 young people at any one time. This, however, is dependent on the assessed care needs of individual people.</p> <p>Springbrook is committed to offering individualised programme of stays for service users in a homely, friendly, fun environment.</p>
<p>Leisure Centres</p>	<p>Leisure Centres offer a whole host of activities to help people achieve a healthier lifestyle. They offer a range of options for children and young people and help young people across Sefton find a sport or activity that they love and want to become a part of for a long time. Whether it is swimming or team sports, short sessions, or holiday camps you are looking for, they are sure to offer something for all.</p> <p>Plus, Crosby Lakeside Adventure Centre offers a host of fun-filled water-based adventures for all ages.</p>
<p>Be Active</p>	<p>Every school holiday, fully qualified, experienced and enthusiastic Be Active coaches deliver a great range of activities to children aged 3-16 across Sefton. A fantastic way for children to keep active, have fun and make friends in a safe environment, our activities include one to five-day camps, shorter sessions and reduced cost swim and splash sessions.</p>
<p>Natural Alternatives Programme</p>	<p>This is a biodiversity and access programme providing work and training opportunities for local people to manage the coast and countryside areas of Sefton.</p> <p>It provides a safe, secure and challenging work environment for participants providing training, education and work experience for</p> <ul style="list-style-type: none"> ● local disengaged young people ● vulnerable adults ● adults and young people with learning disabilities ● volunteers <p>It is an environment where they can add to their knowledge, improve their work skills, confidence, and self-esteem, and become an integral member of the team.</p>

Services & Activities	Services in place-Description
	<p>Based at the Ainsdale Discovery Centre Complex people can either work in a specialist woodworking unit or on various other projects including nature trails, access, woodland and nature reserve management and rights of way maintenance.</p> <p>The woodwork unit manufactures countryside timber products for use on coast and countryside in Sefton.</p>
<p>The Targeted Youth Prevention (TYP)</p>	<p>The Targeted Youth Prevention (TYP) Team works with young people to promote young peoples', personal and social development, enable them to be safer, have less opportunity for negative behaviour and enable them to have a role, influence and place in their communities and society.</p> <p>The team seeks to safeguard young people, particularly those who are vulnerable, offering safe places to explore their identity, experience decision making, increase confidence, develop inter-personal skills, and think through the consequences of their actions which leads to better informed choices, changes in behaviour, improved outcomes and better life chances.</p>
<p>Community Learning</p>	<p>The Sefton Community Learning Service is committed to inclusion and equal opportunity of learning for all adults regardless of their sexuality, race or ability. The prospectus is updated on a regular basis.</p>
<p>Sefton@Work</p>	<p>Sefton@Work offers a range of free and confidential job-related services to residents aged 16 years and above throughout Sefton.</p>
<p>Voluntary Services</p>	
<p>Sefton CVS</p>	<p>Sefton CVS co-ordinate several Children' and Young Peoples Services that are inclusive to some Children and Young People with SEND. Many would not recognise themselves as doing so or as specialised services.</p>

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Services & Activities	Services in place-Description
Buddy up scheme	<p>Buddy Up is commissioned by Aiming High Short Breaks services and a part of Sefton’s short breaks offer. Buddy Up is a mentoring and befriending project for young people aged between 13 and 18 who have additional needs and are at risk of social isolation. The project support’s these young people to engage in fun, age-appropriate activities in their local community with the support of peer mentors. This helps to reduce social isolation, increase confidence and self-esteem, improve independence skills, and prepare the young person for adulthood.</p> <p>The project works with mainstream schools, colleges, universities and youth groups to identify and recruit peer mentors aged between 13 and 25 who are keen to volunteer within their community and have the relevant skills to fulfil a peer mentor role.</p>
Sefton Carers Centre	<p>Sefton Carers Centre provides free advice and guidance, emotional and practical support, training and a range of holistic therapies for unpaid carers living in Sefton.</p>
Sefton Young Carers Sefton Carers Centre	<p>The Sefton Young Carers Service provides support to children and young people between 5 and 17 years of age who look after someone in their family who could not manage without this help. Sefton Young Carers Service work alongside families, schools and professionals to ensure that the role of young carers is supported and recognised - including by young carers themselves. All young carers are entitled to an assessment of their needs and to receive appropriate personalised support.</p>
Together Trust	<p>The Together Trust is a voluntary organisation providing a wide range of care, special education and community services for children and adults with autism, learning difficulties and/or complex needs.</p>
Home Start – Southport and Formby	<p>A voluntary organisation committed to promoting the welfare of families with at least one child under 5 years of age. Volunteers offer regular support, friendship and practical help to families under stress in their own homes to prevent family crisis and breakdown. SEND support is incorporated into their role in supporting families</p>
Autism Initiatives	<p>Autism Initiatives offers specialist day services, residential, supported living services, and short breaks services to adults with Autistic Spectrum Conditions.</p> <p>They also run Peterhouse School in Southport, support autistic children who are in mainstream education, and facilitate parentsupport groups.</p>
Sefton Emotional Achievement Service (SEAS)	<p>Undertakes specific Emotional and Wellbeing work with Children with Additional Needs – members are VENUS, PSS, Space (MYA), Parenting 2000 and Sefton CVS. Please see the Sefton Local Offer for further information on these organisations.</p>

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Services & Activities	Services in place-Description
Information and Advice	
Sefton’s Information, Advice and Support Service(SENDIASS)	<p>The jointly commissioned SENDIASS service. This is a statutory service that provides confidential and impartial information, advice and support to disabled children and young people, and those with SEN, and their parents (who have children/young people 0-25 years). The services are impartial, accessible and free, and all staff are independently legally trained.</p>
SENIS – The Special Educational Needs and Inclusion Service	<p>The SENIS Early Years Team provide advice and guidance on including children aged 0-5 years who have, or may have, special educational needs. They work closely with families and early years settings in helping to understand young children’s strengths and needs and finding ways to promote all aspects of their learning and development. Their work includes:</p> <ul style="list-style-type: none"> ● contributing to the assessment of children’s needs e.g., through observations, direct work and discussions with those who know the child best. ● helping to plan and review interventions and monitor progress. ● working with other agencies including speech and language therapists and community paediatricians ● supporting children’s transitions ● signposting families and settings to other services ● developing and training

Appendix 3- 2023-2026 Action Plan

Our Priorities Year 1

1. High aspirations for all our children and young people
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.
4. To work with families and young people to maximise choice and control.

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There is an established and effective graduated approach in place so that Children and Young People with SEND receive the right support at the right time to achieve the best possible outcomes.</p>	<p>Delivery of the Delivering Better Value Programme, key milestones include:</p> <p>Diagnostics Case Reviews Development of Action Plan for June 2023.</p> <p>Implementation of the NW Framework SEND Purchasing systems</p>	<p>To identify sustainable changes that drive high quality outcomes for children and young people with SEND</p>	<p>To improve the outcomes for children and young people with SEND while ensuring effective, efficient delivery of services to support this.</p>	<p>Assistant Director Education Excellence</p>	<p>Action Plan developed June 2023 with reporting to SENDCIB in year</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There is evidence of Social Care needs input from families in the development of SEND pathways and services.</p>	<p>Recruitment of a Designated Social Care Officer</p>	<p>In recognition of the range of need in families where children and young people have complex needs, and the need to align social care with other support services.</p>	<p>Improving services for children with SEND and their families</p>	<p>Executive Director of Children's Services and Education</p>	<p>Q2 23/24 and throughout life of strategy</p>
<p>There is increased choice and control for Children and Young People with complex health needs through PHB (personal health budgets).</p>	<p>Further work needed to promote PHBs and increase uptake.</p>	<p>So, children and young people can have their needs identified and understood as early as possible and have access to support to meet those needs.</p> <p>Because children, young people and their families benefit from when they are in control of the care and support, they receive.</p>	<p>More CYP and families will feel they are having their needs identified and met.</p> <p>More CYP and the families will have more control over the care they receive leading to improved experience and satisfaction.</p>	<p>Place Director NHS - Sefton</p>	<p>Q1 2024/25</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There is evidence of improved system wide availability and access to neuro developmental and sensory support, based on need and not diagnosis.</p>	<p>Development of a graduated model of support, knowledge, understanding and awareness of how services work and how they may be accessed, including SLT support, advice, and assessment if specialist support required Review of OT sensory service and requirement for joint commissioning of further levels of support. Develop/implement shared care pathways, to support management of ADHD in primary care.</p>	<p>Early identification and support for children and young people with neurodevelopmental needs.</p>	<p>Development of approach to better support our children and young people and their families in identifying and supporting their neurodevelopmental and sensory needs.</p>	<p>Place Director NHS Sefton</p>	<p>Q3 2023/24</p>
<p>There is evidence of improved access to Early language and communication support tools.</p>	<p>Create an information helpline accessed through the Integrated Front Door for families and professionals wanting advice about social care support. Work with our voluntary, community and faith sector to ensure best use of local assets</p>	<p>CYP are waiting longer than the agreed time for assessment. Opportunities to support and identify CYP sooner with speech and</p>	<p>CYP will not wait longer than the agreed time for accessing NHS assessment and treatment (18 weeks for 92% of referrals). Recovery date to be confirmed in revised improvement plan,</p>	<p>Exec Director of Children's Services and Education</p>	<p>Q3 23/24</p>

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The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
	including volunteers.	language needs.	due June 2023. Schools will feel better equipped and confident to support and identify children and young people with speech and language needs.		
<p>There is evidence of improved access to Health and Social Care service information for children, young people, their families.</p>	<p>Mapping of existing resources and gap analysis and production of a SEND snapshot tool Create an information helpline accessed through the Integrated Front Door for families and professionals wanting advice about social care support. Continued work to promote and improve the Local offer so SEND children and families have an increased understanding of the services available to them. Review of national best practice and expand upon our methods of communication for children and young parents with SEND.</p>	<p>Because children, young people and their families have told us about the need for clearer, more readily available information. told us about the need for clearer, more readily available information.</p>	<p>Children, young people, and their families will know how to access the help and support they need.</p>	<p>Executive Director of Childrens Social Care and Education NHS Place Director Sefton</p>	<p>Q4 2023/24</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There are reduced waiting times to access effective mental health support.</p>	<p>Investment and improvement to support access to meet national access and waiting targets.</p> <p>Ongoing work to plot the Early Help offer across all partners linked to THRIVE.</p> <p>Ongoing actions related to our JTAI are being addressed and will be monitored a partnership approach focusing on how we jointly commission services and improve provision.</p> <p>Continue to build on the Mental Health in Schools Support offer.</p>	<p>So, children and young people can have their mentalhealth needs identified and understood as early as possible and have access to support to meet those needs.</p>	<p>More CYP and families will feel they are having their mental health needs identified and met.</p> <p>CAMHS recovery to waiting time targets for assessment and treatment(to be confirmed in revised improvement plan, dueJune 2023).</p> <p>Improvement in knowledgeand understanding of local universal and targeted services for children, young people and their families.</p>	<p>Assistant Director for Integrated Life Course Commissioning</p>	<p>Q4 2023/24</p>
<p>There is evidence of technology enabled care improving the outcomes of children & young people with SEND.</p>	<p>TEC e learning, presentations and communications and engagement continue across our workforce to ensure awareness and utilisation of TECS solutions available.</p>	<p>To ensure Children and Young Peoplewith SEND benefit from innovation and get the right support they need.</p> <p>To ensure we have</p>	<p>Maximised the number of outcomes able to be met.</p> <p>We will work to utilise technology, new innovations and ideas in apartnership approach and with the involvement of young</p>	<p>Assistant Director Integrated whole life Commissioning</p>	<p>Q1 2024/25</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have	Responsible lead	Date to be achieved by
		a robust, accessible, and engaging digital offer to help and support children, young people and their families with SEND.	people to secure the best possible outcomes for Sefton's children and young people.		
<p>Continuous improvement of the IDIASS offer to ensure a fully functioning model to ensure families feel supported and that is compliant with Statutory Requirements.</p>	A service review has been undertaken highlighting areas of improvement.	To deliver a service that has appropriate capacity to support as many children, young people and their parent/carers as possible to achieve desired outcomes.	A greater number of children, young people and their parent/carers can access advice and support in timely manner and reporting a high level of satisfaction with that support.	Assistant Director of Educational Excellence	Q1 2025
<p>There is a clear understanding of the performance and impact of SEND services.</p>	Co-produced development of a Joint Outcomes Framework and shared approach to Needs Assessment.	To be accountable to children with SEND and their families and carers.	Improved overall performance and increased satisfaction from those that need our services.	Assistant Director Life Course Commissioning, Assistant Director Education Performance Group	Q4 2023/24
<p>There are reduced waiting times for effective ASD & ADHD diagnosis and support (0-25)</p>	Review of investment to support access to timely ASD & ADHD assessment and diagnosis.	Timely identification of children and young people's health needs so that children and young people and their families can be connected to the	Reduction in waiting times for diagnosis, improved performance in the pathway. Robust pathway for assessment, diagnosis	Cheshire and Merseyside Integrated Care Board - Place Director Sefton	Q2 Resource Plan Co-produced with Health Providers in Sefton Q3 2023/24 Workforce established to

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
		support they need. Children, young people and their families benefit from and have control of the care and support, they receive.	and support. Waiting times for 0 - 18 assessment/diagnostic pathway to reduce in line with NHS national covid recovery targets for elective care, as outlined in the service improvement plan.		meet demand
<p>We have developed an effective educational sufficiency strategy.</p> <p>Page 101</p>	<p>Work of Delivering Better Value Programme Gaining a fuller understanding of pressures in current sector.</p> <p>Rolling out an implementation plan</p>	<p>To ensure sufficiency that maximises outcomes from children and young people while delivering best value.</p>	<p>More children having their outcomes met locally by a high-quality provider.</p>	<p>Assistant Director of Education Excellence</p>	<p>March 2027 (in line with the Education Excellence Strategy).</p>

Useful Links:

Council website People and Place Information

sefton.gov.uk/your-council/plans-policies/business-intelligence,-insight,-performance/borough-ward-profiles.aspx

Sefton Parent Carer Forum

seftonparentcarerforum.co.uk/about/

Council website Children & Young People's Plan

sefton.gov.uk/media/1633080/children-and-young-peoples-plan-2020-2025.pdf

Council website Sefton Integrated EarlyHelp Strategy for Children, Young People and Families sefton.gov.uk/media/1630716/Sefton-Early-Help-Strategy-2019-2025-Final-.pdf

CAMHS

[Home \(seftonliverpoolcamhs.com\)](https://seftonliverpoolcamhs.com)

Speech and Language Services

<https://www.alderhey.nhs.uk/>

School Transport -

sefton.gov.uk/schools-learning/home-to-school-transport.aspx

Local Offer

seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

SENIS Early Years

seftondirectory.com/kb5/sefton/directory/advice.page?id=VIDvJK2cDjg

SEND Code of Practice

gov.uk/government/publications/send-code-of-practice-0-to-25

SENDIASS

seftondirectory.com/kb5/sefton/directory/service.page?id=wBXaryM_SUo

SEND Joint Commissioning Plan 2023 -2026

Our Ambition	Our Priorities			
<p>To ensure that Sefton’s Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, our focus is on co-production and collaboration to provide good quality services, to achieve good outcomes for the children, young people, and families we serve.</p>	High aspirations for all our children and young people	The opportunity to provide support at the earliest opportunity.	A comprehensive offer of support which is accessible in our local community.	To work with families and young people to maximise choice and control.

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Delivery of the Delivering Better Value (DBV) Programme including Diagnostic Case Reviews and development of a DBV Action Plan for June 2023	Partnership approach to service delivery including implementing the NW Framework SEND Purchasing systems.
Consider the social care needs of families when developing SEND services and pathways by recruiting a Designated Social Care Officer (DSCO)	Enhancing provision of SEND services and groups first by mapping existing resources and reviewing best practice.
Increase choice and control for those with complex health needs via Personalisation or Personal Health Budgets, utilising a partnership approach in the delivery of services. Actions will include developing a 18-25 diagnostic pathway and a graduated neurodevelopmental approach, reviewing OT sensory services and the development and implementation of shared care pathways.	Embedding Technology Enabled Care (TEC) to secure the best outcomes for those with SEND through rollout of training to all staff; evaluation of the Brain in Hand pilot, workshop planning for the Sefton Youth Conference and raising awareness internally of TEC.
Improved access to Early language and communication support tools including Speech and Language Therapy support, advice and assessment if specialist support required.	Committing to continually improving the SENDIASS offer by improving our delivery models to ensure sufficient capacity and impartiality by supporting continuous improvement through monitoring.
Improved awareness of SEND amongst workforce including the continued promotion of the Local Offer and enhanced staff training.	Working across Health and Adult Social Care to review and ensure contract compliance and quality assurance across SEND contracts.
Increase accessibility of information for SEND through the creation of an information helpline hosted on Integrated Front Doors.	Develop a joint outcomes framework and shared approach to needs assessment in the interest of continuous improvement and transparency.
Improved access to timely and efficient mental health support through investing to support access and improve waiting times	Adapting our strategic approach to understand educational sufficiency and its current pressures per the Delivering Better Value Programme, going on to deliver Sefton’s Education Strategy via a delivery plan.

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Agenda Item 9

Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	Tuesday 28 November 2023
Subject:	Performance and Quality		
Report of:	Assistant Director of Children's Services (Quality Assurance and Safeguarding)	Wards Affected:	(All Wards);
Portfolio:	Children's Social Care		
Is this a Key Decision:	No	Included in Forward Plan:	No
Exempt / Confidential Report:	No		

Summary:

This report addresses quality assurance and performance headlines in the period August to October 2023. The report is accompanied by a revised 'performance scorecard' which focuses on the Key Performance Indicators highlighted by the Children's Commissioner as examples of 'System Health'. In addition to these headline KPIs report also provides information in respect of the main data sets reported upon in the monthly 'chat' report.

These are similar to the KPIs the Committee has had sight of previously but are more aligned with the focus of the Improvement Board. Relevant data sets are accompanied by a 'trend analysis' which details the direction of travel for that data set (using regional comparators when available) as well as a 'practice analysis' which provides information on any activity taking place around that data set.

Recommendation(s):

That Members note that:

- (1) As performance management capacity increases, data is now beginning to focus on key areas of the service which are driving high or low performance.
- (2) Assessment performance is an area where this level of detail is supporting our understanding.
- (3) The quality assurance section of the report details the findings of audits, amendments to the Quality Assurance Framework as well as the focus of QA activity for the coming period.

Reasons for the Recommendation(s):

As outlined above.

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Alternative Options Considered and Rejected: (including any Risk Implications)

N/A

What will it cost and how will it be financed?

(A) Revenue Costs None Identified

(B) Capital Costs None Identified

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets): N/A	
Legal Implications: N/A	
Equality Implications: There are no equality implications.	
Impact on Children and Young People: Yes This report addresses quality assurance and performance headlines for Children Services, in the period August to October 2023.	
Climate Emergency Implications: The recommendations within this report will	
Have a positive impact	Y
Have a neutral impact	Y
Have a negative impact	N
The Author has undertaken the Climate Emergency training for report authors	Y

Contribution to the Council’s Core Purpose:

<p>Protect the most vulnerable: Across August, September and October 48 deep dive case audits were completed. Of these, 38 were graded as ‘Requires Improvement to be good’ and 10 as ‘inadequate’. Two of the cases graded as requires improvement were originally graded as ‘good’ but were graded down through moderation. The last three months have seen approximately 80% of work being graded Requires Improvement to be Good and 20% Inadequate.</p>
<p>Facilitate confident and resilient communities: It was expected that a focus on ‘cared for’ children would result in higher audit grades, and the return to ‘service wide’ audits would re-balance this to some extent. Following the last Mentoring Visit a far greater percentage of our audits have been moderated (approx. 50%) this high-level acts upon feedback received after this visit, and provides the assurance needed to allow large numbers of managers to engage in quality</p>

assurance.
Commission, broker and provide core services: N/A
Place – leadership and influencer: N/A
Drivers of change and reform: N/A
Facilitate sustainable economic prosperity: N/A
Greater income for social investment: N/A
Cleaner Greener: N/A

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Executive Director of Corporate Resources and Customer Services (FD.7426/23) and the Chief Legal and Democratic Officer (LD.5526/23) have been consulted and any comments have been incorporated into the report.

(B) External Consultations

None

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Appendices:

There are no appendices to this report.

Background Papers:

There are no background papers available for inspection.

1. Introduction/Background

The performance Scorecard Provides data and analysis of KPIs identified as illustrative of ‘system health’. In Sefton these figures have stood somewhat outside regional or ‘statistical neighbour’ averages, providing evidence of a system that ran ‘hot’ and entailed large numbers of families receiving an intervention from Children’s Social Care. This high volume of work has an obvious impact on quality as well ensuring that the right families are receiving the right service. The KPIs identified by the commissioner are:

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- Referrals received into social care (contacts which assessed as requiring a social care intervention).
- Referrals to social care that were within 12 months of a previous referral (often known as 're-referrals').
- Assessments completed per 10,000 children.
- Assessments completed in 45 working days.
- Children subject to Section 47 enquiries.
- Percentage of agency workers in the workforce.
- Number of children in unregistered or unregulated placements.

With the exception of 'Assessments completed within 45 days', The KPIs identified by the Children's Commissioner are moving to at or near the rates of our statistical neighbours. Analysis in respect of this is provided in the body of the scorecard. In respect assessment completion timescales this remains somewhat below the figure mandated, however in respect of children who are receiving an assessment for the first time (the bulk of assessments) this figure now sits at approximately 90% in timescales.

2. Quality Assurance

Across August, September and October 48 deep dive case audits were completed. Of these, 38 were graded as 'Requires Improvement to be good' and 10 as 'inadequate'. Two of the cases graded as requires improvement were originally graded as 'good' but were graded down through moderation. The last three months have seen approximately 80% of work being graded Requires Improvement to be Good and 20% Inadequate.

The three months prior to August saw less inadequate work being identified (approx. 15%) and a small number of cases graded as good. This pre-August period saw quality assurance focused upon our cared for children, this decision was taken to enable preparation for the July Monitoring Visit (cared for children having received relatively less focused QA attention up to that point). By virtue of their status as 'cared for' children, it would be expected that this cohort would be less at risk than those who found themselves the subject of Child Protection Plans and were felt to be at risk of 'significant harm'.

It was expected that a focus on 'cared for' children would result in higher audit grades, and the return to 'service wide' audits would re-balance this to some extent. Following the last Mentoring Visit a far greater percentage of our audits have been moderated (approx. 50%) this high-level acts upon feedback received after this visit, and provides the assurance needed to allow large numbers of managers to engage in quality assurance. These large numbers can lead to a variance in audit quality; however, this supports the goal of developing a 'learning' culture and is felt to be an important part of the improvement journey.

In addition to increased levels of moderation, the audit process is also supported by training delivered to managers, many of whom have not completed quality assurance before. As of October 2023, 50 people had attended this training which is run by the Practice Improvement Team, and feedback has been positive.

In terms of a direction of travel, the last 6 months have seen approximately 20% of work graded as inadequate, the period before this saw that figure closer to 50%. In May /June

2022 significant 'stocktake' activity across the service revealed very few cases that would not have attracted a grade of inadequate.

As audits cover a period of time in the life of a case (at least 6 months but often longer) it can be seen that recent examples of practice are almost always observed to be the most positive, and as the legacy of poorer practice is removed, quality of observable work improves.

3. Observation of Practice

Practice observations are being assigned each month to observe practice in action, offer feedback and praise and increase opportunity to gain feedback from children, young people, family, and others.

4. Dip sample activity

In addition to the monthly 'line of sight audits' which are undertaken by the growing management audit pool, development of the Quality Assurance Framework will see a programme of focused 'dip sample' audits undertaken informed by Key lines of enquiry identified by performance data. These pieces of quality assurance will be jointly undertaken by the Practice Improvement Managers and operational staff. This model was used for the recent dip sample of assessments which concluded with 'No further action' and the topic below have been highlighted to be completed over the next quarter:

- Re-referrals
- Impact of independent oversight of Child in Need Plans
- Impact of the DA practice Hub

5. Quality of Assessment - Practice Improvement Managers are dip sampling assessment work across the service to capture a "before" picture so we can measure the impact of assessment training which is currently being delivered across the service. All training will have been delivered by December 2023. Repeat dip samples are planned for January onwards with input from managers within teams.

6. NFA Assessment

Consideration of 20 recently closed assessments to consider appropriateness of assessment, quality of assessment and intervention given the high number of assessments concluding with NFA (47% as reported by performance data.)

Auditors agreed with the outcome of the assessment in the majority of assessments (80%), however, it was not always clear how the worker got to this conclusion, leading auditors to reflect that this could lead to a re-referral and that the reason for the assessment has not been addressed thoroughly. Some strengths were noted to include:

- Management oversight at the point of allocation was clear and purposeful and increased during the assessment period and identified what work needed to be completed.
- Parents were spoken to during the assessment and their views recorded, to include fathers. When they were not spoken, the reason was recorded.

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7. Areas to improve:

- Initial triage from the social worker needs to be recorded, point of allocation, review of file, contact with referrer and family to and assessment plan should be recorded in case notes. Managers oversight and challenge when actions are not completed and ensuring follow up.

8. Practice Week

Was a success with learning events reaching 500 people over the 4 days and positive feedback. Sefton Family members joined 2 events to share their lived experience which provided rich learning and opportunity to build on family participation in the future. We plan to reintroduce quarterly Practice and Performance Meetings with staff close to Christmas allowing for audit findings to be shared and considered alongside data and good practice examples. Direct work resources are being provided to practitioners to support creative direct work which needs to be strengthened. Plan on a Page has been shared with teams and managers with clear focus on 5 aspects of practice.

The quality assurance framework has been reviewed and updated to reflect the improvement journey and make use of an increased ability to access and analyse performance data. This process of review will be ongoing.

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Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	Tuesday 14 November 2023
Subject:	Education Scorecard		
Report of:	Assistant Director of Children's Services (Education)	Wards Affected:	(All Wards);
Portfolio:	Education		
Is this a Key Decision:	No	Included in Forward Plan:	Yes
Exempt / Confidential Report:	No		

Summary:

To present the Education Scorecard

Recommendation(s):

Note the data contained in the scorecard

Reasons for the Recommendation(s):

Overview and Scrutiny Committee (Children's Services and Safeguarding) provide scrutiny in relation to educational progress and data.

Alternative Options Considered and Rejected: (including any Risk Implications)

Not applicable

What will it cost and how will it be financed?

(A) **Revenue Costs** Not applicable

(B) **Capital Costs** Not applicable

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets):
Legal Implications: Local authority has a statutory duty to provide support and challenge to educational providers. Measurement of success in this duty is related to educational attainment, attendance, exclusions, etc.
Equality Implications: There are no equality implications.

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Impact on Children and Young People: Yes	
Comments in the main body of the report	
Climate Emergency Implications:	
The recommendations within this report will	
Have a positive impact	No
Have a neutral impact	Yes
Have a negative impact	No
The Author has undertaken the Climate Emergency training for report authors	Yes

Contribution to the Council's Core Purpose:

Protect the most vulnerable: supports EE team to consider the data and how they can best support vulnerable children and their families in education settings.
Facilitate confident and resilient communities:
Commission, broker and provide core services:
Place – leadership and influencer:
Drivers of change and reform:
Facilitate sustainable economic prosperity:
Greater income for social investment:
Cleaner Greener

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Executive Director of Corporate Resources and Customer Services (FD..7415/23) and the Chief Legal and Democratic Officer (LD.5615/23) have been consulted and any comments have been incorporated into the report.

(B) External Consultations

No external consultations were sought.

Implementation Date for the Decision

Immediately following the Committee meeting.

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Appendices:

The following appendices are attached to this report:

Appendix A – Education Scorecard

Background Papers:

There are no background papers available for inspection.

1. Introduction/Background

- 1.1 Committee have requested scorecard to be presented on regular basis – this is the summer/autumn data 2023.
- 1.2 The absence table has been updated due to a change in the attendance system used to collate this information. The Identity and Access Management System (IDAMS) has improved the accuracy of the attendance data, but it does restrict us from viewing attendance over specific periods of time as the system only calculates attendance from the start of the academic year up to the latest update.
- 1.3 **All progress data below is provisional for 2023. KS4 data is not yet available.**

2. Overview

- 2.1 Absence: The overall absence figures for the academic years 2022/23 and 2021/22 are close. Absence for all students across Sefton for 2022/23 lies at 8.2% which is slightly higher the average absence in 2021/22 by 0.2%. Primary schools saw an improvement of 0.3% in that time while secondary schools had an increase of 0.7% from the previous academic year. Special schools saw a 0.2% drop in their absence rate overall from 2021/22 to 2022/23. The persistent absence figures showed improvement across all areas when comparing to the previous full year's totals with a significant improvement being seen in secondary schools who recorded a 7.2% drop in this statistic. Overall, pupils with persistent absences out of the entire cohort dropped by 3.1%. We can also see the attendance for the first term of 2023/24 in the below table.
- 2.2 Exclusions: Overall, there was a slight increase of 0.1% in all pupils that have missed at least one session due to an exclusion in the 2022/23 academic year when comparing to the year before that. The EHCP and special school cohorts recorded decreases when comparing the same periods while, the SEN, primary school and secondary school cohorts saw increases in the percentage of pupils with a recorded exclusion.
- 2.3 EHCP & EHCP NEET: There was a steady increase in the percentages of young people with an EHCP who are maintained by Sefton schools attending mainstream provision over the last three terms of the last academic year. EHCP NEET figures fluctuate from period to period. The additional table showing EHCP requests illustrates

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the steady increase of requests over the last 3 years as requests seem to average over 100 per half term.

2.4 National and Sefton Language Data: There has been a continuous year on year increase in the percentage of pupils in Sefton that can speak a language other than English. The latest Sefton average for this figure lies at 6.9% in 2022/23 which was 1.4% lower than the North West local authority average and 13.3% lower than the National average.

Education Scorecard

	2023/2024	Academic Year			
Area	Latest 19 th Oct 2023	2018/2019	2020/2021	2021/2022	2022/2023

Absence

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Absence Rate (Data is recorded from the beginning of the academic year up to each specified period above)					
All pupils	6.9%	5.0%	5.0%	8.0%	8.2%
EHCP pupils	11.8%	8.9%	14.4%	14.0%	12.7%
SEN support pupils	10.7%	7.1%	8.9%	11.2%	11.9%
LAC	8.1%	Currently Unavailable			8.7%
Primary	4.7%	4.3%	3.9%	6.4%	6.1%
Secondary	8.7%	5.7%	5.9%	9.9%	10.6%
Special	13.3%	9.5%	15.8%	13.3%	13.1%

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Students with persistent absence (as a % of overall students in each specified cohort)					
All pupils	19.8%	11.7%	13.4%	25.3%	22.9%
EHCP pupils	29.2%	Currently Unavailable			33.3%
SEN support pupils	28.8%				34.5%
LAC	20.5%				22.0%
Primary	14.1%	9.6%	10.2%	19.1%	15.9%
Secondary	24.7%	13.8%	15.8%	28.3%	31.9%
Special	34.0%	27.6%	49.4%	40.5%	36.6%

Area	2023/2024	Academic Year			3 year trend
	Autumn 1 st half term	2020/2021	2021/2022	2022/2023	

Exclusions

Fixed Term Exclusions (Pupils who have missed one or more sessions due to an exclusion out of the whole specified cohort)					
All pupils	0.9%	1.6%	2.8%	2.9%	2.4%
EHCP pupils	7.8%	5.5%	7.1%	6.0%	6.2%
SEN support pupils	2.1%	3.3%	5.5%	6.1%	5.0%
Primary	0.1%	0.3%	0.4%	0.5%	0.4%
Secondary	1.8%	2.6%	5.4%	5.8%	4.6%
Special	2.0%	3.7%	5.4%	4.8%	4.6%

Area	2022/2023			2023/24	Annual		
	Spring 2 nd half term	Summer 1 st half term	Summer 2 nd half term	Autumn 1 st half term	2020/2021	2021/2022	2022/23

Provision (Data calculated from a single day snapshot towards the end of each period)							
% young people with an EHCP attending mainstream provision (Actual Number)	25.0% (697)	26.2% (757)	27.7% (826)	26.2% (808)	20.7% (467)	22.5% (560)	27.7% (826)
% young people with an EHCP attending Sefton special schools (Actual Number)	28.2% (786)	27.2% (784)	26.3% (783)	26.3% (812)	30.1% (685)	29.8% (742)	26.3% (783)
% young people with an EHCP attending out of borough schools (Actual Number)	1.8% (49)	1.7% (50)	1.8% (55)	1.9% (59)	2.0% (46)	2.4% (60)	1.8% (55)
Requests (Data covers entire term)(58)							
Number of EHCP requests	105	103	164	103	545	619	805
Number of EHCPS agreed	75	86	129	57 (as of 27/10/2023)	398	464	622

EHCP Not in Employment, Education or Training (NEET)

EHCP NEET cohort for Ages 16-19 (Data pulled from a single day snapshot towards the end of each period)							
EHCP NEET	49	63	63	85	46	21	63

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National and Sefton Language Data

Language	2018/19		2019/20		2020/21		2021/22		2022/23		2022/23	
	No	%	No	%	No	%	No	%	No	%	NW LAs	National
Known or believed to be English	38,016	94.9	37,776	94.4	37,667	93.9	37,869	93.6	37,798	92.9	91.5	79.3
Known or believed to be other than English	1,997	5.0	2,169	5.4	2,313	5.8	2,546	6.3	2,799	6.9	8.3	20.2
Language unclassified	36	0.1	66	0.2	134	0.3	32	0.1	75	0.2	0.2	0.4
Sefton Total	40,049	100.0	40,011	100.0	40,114	100.0	40,447	100.0	40,672	100.0	100.0	100.0

Language	2018/19		2019/20		2020/21		2021/22		2022/23		2022/23	
	No	%	No	%	No	%	No	%	No	%	NW LAs	National
Known or believed to be English	21,722	94.4	21,542	93.9	21,278	93.3	21,240	93.2	20,929	92.5	90.7	77.7

Known or believed to be other than English	1,267	5.5	1,341	5.8	1,408	6.2	1,523	6.7	1,651	7.3	9.2	22.0
Language unclassified	23	0.1	51	0.2	113	0.5	16	0.1	34	0.2	0.1	0.3
Sefton State-funded Primary	23,012	100.0	22,934	100.0	22,799	100.0	22,779	100.0	22,614	100.0	100.0	100.0

Language	2018/19		2019/20		2020/21		2021/22		2022/23		2022/23	
	No	%	No	%	No	%	No	%	No	%	NW LAs	National
Known or believed to be English	15,250	95.7	15,198	95.1	15,368	94.7	15,597	94.1	15,793	93.5	92.3	81.2
Known or believed to be other than English	679	4.3	779	4.9	854	5.3	965	5.8	1,073	6.4	7.4	18.1
Language unclassified	10	0.1	9	0.1	9	0.1	8	0.0	27	0.2	0.3	0.7
State-funded Secondary	15,939	100.0	15,986	100.0	16,231	100.0	16,570	100.0	16,893	100.0	100.0	100.0

Language	2018/19		2019/20		2020/21		2021/22		2022/23		2022/23	
	No	%	No	%	No	%	No	%	No	%	NW LAs	National
Known or believed to be English	599	96.6	634	96.8	647	95.1	695	95.1	750	94.9	94.3	85.2
Known or believed to be other than English	19	3.1	20	3.1	25	3.7	29	4.0	34	4.3	5.6	14.5
Language unclassified	2	0.3	1	0.2	8	1.2	7	1.0	6	0.8	0.1	0.3
State-funded special school	620	100.0	655	100.0	680	100.0	731	100.0	790	100.0	100.0	100.0

Language	2018/19		2019/20		2020/21		2021/22		2022/23		2022/23	
	No	%	No	%	No	%	No	%	No	%	NW LAs	National
Known or believed to be English	90	97.8	91	97.8	96	97.0	72	100.0	69	100.0	98.7	91.0
Known or believed to be other than English	2	2.2	0	0.0	2	2.0	0	0.0	0	0.0	1.2	8.0
Language unclassified	0	0.0	2	2.2	1	1.0	0	0.0	0	0.0	0.1	1.0
State-funded AP school	92	100.0	93	100.0	99	100.0	72	100.0	69	100.0	100.0	100.0

OFSTED breakdown by Schools

Key:			
1 – Outstanding	2 – Good	3 – Requires Improvement	4 - Inadequate

School Type	Number of Schools														
	Sefton - All Schools					Sefton - Maintained Schools					Sefton - Academies				
	Total	1	2	3	4	Total	1	2	3	4	Total	1	2	3	4
Nursery	3	1 33%	2 67%	-	-	3	1 33%	2 67%	-	-	0	-	-	-	-
Infant	2	1 50%	1 50%	-	-	2	1 50%	1 50%	-	-	0	-	-	-	-
Junior	2	-	2 100%	-	-	2	-	2 100%	-	-	0	-	-	-	-
Primary	70	9 13%	56 80%	4 6%	1 1%	61	8 13%	49 80%	4 7%	-	9	1 11%	7 78%	-	1 11%
Secondary	18	-	11 61%	5 28%	2 11%	3	-	2 67%	1 33%	-	14	-	8 64%	3 21%	2 14%
Special	5	2 40%	3 60%	-	-	0	-	-	-	-	0	-	-	-	-
PRU	2	1 50%	-	-	1 50%	2	1 50%	-	-	1 50%	0	-	-	-	-
Sefton Schools	102	15 15%	75 73%	9 9%	3 3%	73	11 15%	56 77%	5 7%	1 1%	23	1 4%	16 70%	3 13%	3 13%

Ofsted School Inspection Summary (Updated as at 16th October 2023).

Key:			
1 – Outstanding	2 – Good	3 – Requires Improvement	4 - Inadequate

Ofsted Breakdown by number of pupils

School Type	Number of Pupils														
	Sefton - All Schools					Sefton - Maintained Schools					Sefton - Academies				
	Total	1	2	3	4	Total	1	2	3	4	Total	1	2	3	4
Nursery	234	66 28%	168 72%	-	-	234	66 28%	168 72%	-	-	0	-	-	-	-
Infant	763	323 42%	440 58%	-	-	763	323 42%	440 58%	-	-	0	-	-	-	-
Junior	839	-	839 100%	-	-	839	-	839 100%	-	-	0	-	-	-	-
Primary	21,024	2,762 12%	17,118 82%	963 4%	181 1%	18,171	2,522 14%	14,686 81%	963 5%	-	2,853	240 9%	2,432 85%	-	181 6%
Secondary	16,932	-	11,990 71%	3,467 20%	1,475 9%	3,064	-	2,183 78%	881 22%	-	13,317	-	9,807 74%	2,035 15%	1,475 11%
Special	794	405 51%	389 49%	-	-	0	-	-	-	-	0	-	-	-	-
PRU	103	19 18%	-	-	84 82%	103	19 18%	-	-	84 82%	0	-	-	-	-
Sefton Schools	40,689	3,575 9%	30,944 76%	4,430 11%	1,740 4%	23,174	2,930 13%	18,316 79%	1,844 8%	84 0.4%	16,170	240 1%	12,239 76%	2,035 13%	1,656 10%

School cohort data taken from Jan 23 Census.
Ofsted School Inspection Summary (Updated as at 16th October 2023).

Area	2019	2022	2023*	2 Year Trend	Compared to 2022	National		
						2019	2022	2023*

Early Years Foundations Profile

% reaching good level of development								
All pupils	N/a	60.8	63.8	62.3	3.0	71.8	65.2	67.3
Disadvantaged Pupils	N/a	41.7	46.9	44.3	5.2	Not Available	Not Available	52.1
FSM Pupils	N/a	41.6	47.0	44.3	5.4	57.0	49.1	51.6
All SEN pupils	N/a	12.1	16.4	14.3	4.3	Not Available	18.8	19.9

***All 2023 data is currently PROVISIONAL**

Area	2019	2022	2023*	3 Year Trend	Compared to 2022	National		
						2019	2022	2023*

Phonics

% Year 1 Pupils working at the expected standard								
All pupils	82.5	75.0	79.8	79.1	4.8	81.9	75.5	78.9
Disadvantaged Pupils	71.4	61.9	64.0	65.8	2.1	70.8	62.5	66.8
FSM pupils	69.9	61.1	64.0	65.0	2.9	70.0	62.0	66.5
All SEN pupils	39.8	35.3	40.7	38.6	5.4	43.2	38.4	42.3
% End of Year 2 Pupils working at the expected standard								
All pupils	92.6	88.3	89.5	90.1	1.2	91.4	87.0	88.6
Disadvantaged Pupils	87.5	79.4	82.6	83.2	3.2	85.5	78.3	81.0
FSM pupils	86.1	79.3	82.4	82.6	3.1	83.8	77.8	80.7
All SEN pupils	64.1	53.6	59.8	59.2	6.2	64.0	54.9	58.8

***All 2023 data is currently PROVISIONAL**

Area	2019	2022	2023*	3 Year Trend	Compared to 2019	National		
						2019	2022	2023*

Key Stage 1

Reading - % reaching expected standard								
All pupils	74.6	65.8	67.9	69.4	2.1	74.9	66.9	68.3
Disadvantaged Pupils	59.1	52.2	52.1	54.5	-0.1	61.8	51.6	53.9
FSM pupils	57.5	51.5	52.7	53.9	1.2	60.4	51.2	53.8
All SEN pupils	30.8	26.5	26.5	27.9	0.0	29.7	26.1	27.8
Writing - % reaching expected standard								
All pupils	67.7	54.2	56.3	59.4	2.1	69.2	57.6	60.1
Disadvantaged Pupils	52.9	38.5	38.8	43.4	0.3	54.7	41.2	44.4
FSM pupils	51.7	38.0	39.1	42.9	1.1	53.3	40.9	44.5
All SEN pupils	19.1	14.2	13.8	15.7	-0.4	21.6	17.2	18.7

***All 2023 data is currently PROVISIONAL**

Area	2019	2022	2023*	3 Year Trend	Compared to 2019	National		
						2019	2022	2023*

Key Stage 2

Reading - % reaching expected standard								
All pupils	73.4	77.0	73.2	74.5	-3.8	73.6	75.0	72.6
Disadvantaged Pupils	61.8	65.5	60.3	62.5	-5.2	62.3	62.5	60.1
FSM pupils	61.0	63.0	58.9	61.0	-4.1	58.8	61.6	59.3
All SEN pupils	32.2	40.0	42.8	38.3	2.8	36.4	37.6	38.6
Writing - % reaching expected standard								
All pupils	77.0	67.6	70.4	71.7	2.8	78.9	69.7	71.5
Disadvantaged Pupils	63.8	51.7	53.4	56.3	1.7	67.9	55.3	58.1
FSM pupils	61.3	49.1	52.3	54.2	3.2	63.8	54.4	52.3
All SEN pupils	25.6	23.1	27.3	25.3	4.2	34.1	25.9	28.9

***All 2023 data is currently PROVISIONAL**

Agenda Item 12

Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	28 November 2023
Subject:	Consideration of the Terms of Reference and inclusion of Co-Opted Members on the Committee		
Report of:	Chief Legal and Democratic Officer	Wards Affected:	(All Wards);
Portfolio:	Cabinet Member – Children's Services Cabinet Member - Education		
Is this a Key Decision:	No	Included in Forward Plan:	No
Exempt / Confidential Report:	No		

Summary:

To formally respond to a petition received previously by the Committee.

Recommendation(s):

- (1) a review of the Terms of Reference for the Committee, as set out within the Council's Constitution, to include the use of co-opted members and the possibility of establishing a sub-committee to formally meet with parent groups, be undertaken and any proposals for amendments be submitted to the Adjourned Annual Meeting of the Council to be held in May 2024; and
- (2) the Committee should continue to meet informally with groups of parents, children and representative groups and expand this throughout the Municipal Year, with the aim of ensuring that the voices of those with lived experience are heard and inform the work of the Committee.

Reasons for the Recommendation(s):

The Committee received a petition requesting representation on the Committee and this has presented an opportunity for the Terms of Reference and operation of the Committee to be reviewed.

Alternative Options Considered and Rejected: (including any Risk Implications)

Increasing the number of co-opted members on the Committee at the current time would pre-empt any findings of an in-depth review of the Committee's Terms of Reference.

What will it cost and how will it be financed?

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(A) Revenue Costs

None.

(B) Capital Costs

None

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets):

The proposals have staffing implications, in terms of officer time, which can be contained within the current budget, at the current time.

Legal Implications:

The Terms of Reference for the Committee are set out within the Council's Constitution. The Parent Governor Representatives (England) Regulations 2001. The Local Authorities (Committee System) (England) Regulations 2012.

Equality Implications:

There are no equality implications.

Impact on Children and Young People: Yes

The Committee's remit from the Council is to scrutinise the work and services of Children's Social Care and Education.

Climate Emergency Implications:

The recommendations within this report will

Have a positive impact	No
Have a neutral impact	Yes
Have a negative impact	No
The Author has undertaken the Climate Emergency training for report authors	Yes

There are no direct climate emergency implications arising from this report. Any climate emergency implications arising from the consideration of future reports will be contained in such reports when they are presented to Members at the appropriate time.

Contribution to the Council's Core Purpose:

Protect the most vulnerable:

None directly applicable to this report. Reference to future decisions which may contribute towards protecting vulnerable members of Sefton's communities will be contained in any future reports when they are presented to Members at the appropriate time.

Facilitate confident and resilient communities: As above.
Commission, broker and provide core services: As above.
Place – leadership and influencer: As above.
Drivers of change and reform: As above.
Facilitate sustainable economic prosperity: As above.
Greater income for social investment: As above.
Cleaner Greener: As above.

What consultations have taken place on the proposals and when?

(A) Internal Consultations

Committee Members have met informally to discuss the issues raised within the report.

The Executive Director of Corporate Resources and Customer Services (FD.7419/23.) and the Chief Legal and Democratic Officer (LD.5619/23.) have been consulted and any comments have been incorporated into the report.

(B) External Consultations

None.

Implementation Date for the Decision

Immediately following the Committee meeting.

Contact Officer:	Debbie Campbell
Telephone Number:	Tel: 0151 934 2254
Email Address:	debbie.campbell@sefton.gov.uk

Appendices:

There are no appendices to this report.

Background Papers:

There are no background papers available for inspection.

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1. Introduction/Background

- 1.1 At its meeting held on 26 September 2023, the Overview and Scrutiny Committee (Children's Services and Safeguarding) received a petition containing 35 signatures. The petition stated:

The Voice of the Families are petitioning Sefton's Children's Services Overview and Scrutiny Committee to ask for our representative to speak at committee regarding:

We believe that the Scrutiny Committee lacks depth in terms of lived experience. The panel does not have enough understanding of the day-to-day reality of children with learning difficulties and those children in care and those adopted. Hence when the panel receive the data, they bring their own imagined and subjective viewpoints. We wish for the Scrutiny Committee to be increased by a further three independent people who have lived experience, especially those in the crucial Early Years, Primary and Teen years.

Committee Members raised the following issues:

The importance of considering the lived experience of those using the Council's services was recognised and supported.

- Members of the Committee considered that they had lived experience.
- Membership of the Committee, including co-opted members, could be reviewed.
- Advice would be sought from officers and the Local Government Association.
- Consideration would be given as to how best the Committee could obtain views of service users.

The Committee resolved:

"That the petition be noted and The Voice of the Families be advised of the outcome of discussions in due course."

2. Recent Developments

- 2.1 Subsequent to the meeting on 26 September 2023, Committee Members met informally to consider the request from the Voice of the Families group; the membership of the Committee, including co-opted members; the Terms of Reference for the Committee; and how best the Committee could obtain views of service users.

3. Initial Findings

- 3.1 The full Council, at its Adjourned Annual Meeting held on 18 May 2023, appointed 10 elected Members to the Overview and Scrutiny Committee (Children's Services and Safeguarding), in accordance with the Political Balance Rules. It also appointed 4 Education Added Members (2 Church Representatives and 2 Parent Governor Representatives) and 3 Associate Members.

- 3.2 Regarding the Education Added Members, Committee Members were advised that the Council's Constitution requires the Committee to have co-opted members nominated from both the Diocese and the Archdiocese. This is in accordance with the Local Authorities (Committee System) (England) Regulations 2012. The Constitution also requires the Committee to have two Parent Governor Representatives. This is in accordance with the Parent Governor Representatives (England) Regulations 2001.
- 3.2 Regarding the Associate Members, the Committee has previously chosen to have two representatives from Healthwatch Sefton, to provide advice on health-related matters relating to children and young people. The Committee has also previously chosen to retain the services of an independent advisory member who was formerly a parent governor representative on the Committee.
- 3.3 Committee Members considered the difficulties associated with seeking representation from all relevant groups across the Borough and considered that, for the time being, parental representation on the Committee should be via the 2 Parent Governor Representatives and again, for the time being, that this number appeared to be sufficient representation.
- 3.4 Advice was subsequently sought from representatives of the Local Government Association (LGA) who were supportive of the view that parental representation on the Committee could be achieved via Parent Governor Representatives.
- 3.5 The LGA was also supportive regarding utilising existing parent/carers groups for advice and expertise on matters relating to SEND and this takes place in Sefton through SEND governance.
- 3.6 It was also considered that additional co-opted members could make the Committee membership too large and unwieldy and that there were practical considerations, such as the size of meeting rooms at both Bootle and Southport Town Halls.
- 3.7 It was pointed out that the Committee is responsible for scrutinising a wide range of Council services for children and families, including SEND, mainstream education, Early Years education, Youth Justice Services, Child Protection, Early Help, Permanence, CAMHS and general health services. It would be challenging for a small number of co-opted members to represent the lived experience of those using this range of services.
- 3.8 The Terms of Reference within the Council's Constitution were considered and Committee Members felt that they could be streamlined to reflect statutory requirements and the priorities of the Committee.
- 4. Obtaining the Views of Service Users and Parents/Carers in Particular**
- 4.1 Committee Members considered how best the views of parents/carers could be obtained and it was suggested that a sub-committee of the Committee might be established, where Members could meet with Parent/Carer Groups, on a formal basis.

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- 4.2 Members also considered the importance of obtaining “the voice of the child” in their deliberations and the difficulties associated with this, in particular the risk that individual young people co-opted on to the Committee would be in a minority and could feel isolated and marginalised.
- 4.3 Committee members considered that the perspectives of children and young people could be obtained more appropriately by meeting them “on their own territory”, for example through informal visits to children’s participation groups. However, the views of the Sefton Young Advisers on this matter will be sought and taken into account.

5. Proposals

- 5.1 It is proposed that no action should be taken at the current time regarding the request to increase membership on the Committee, subject to paragraph 5.2 below.
- 5.2 A review of the Terms of Reference for the Committee, as set out within the Council’s Constitution, should be undertaken, to include the use of co-opted members on the Committee and the possibility of establishing a sub-committee to formally meet with parent groups. Any proposals for amendments could be submitted to the Adjourned Annual Meeting of the Council to be held in May 2024.
- 5.3 Continued efforts to include the views and perspectives of parents, carers and young people through various appropriate means should be made.

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Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	28 November 2023
Subject:	Work Programme 2023/24, Scrutiny Review Topics and Key Decision Forward Plan		
Report of:	Chief Legal and Democratic Officer	Wards Affected:	All
Cabinet Portfolio:	Children's Social Care Education		
Is this a Key Decision:	No	Included in Forward Plan:	No
Exempt / Confidential Report:	No		

Summary:

To:

- seek the views of the Committee on the Work Programme for the remainder of the Municipal Year 2023/24;
- indicate whether representatives of the Police and other Multi-Agency Safeguarding Hub (MASH) team members should be invited to attend a future formal meeting of the Committee, or the item should be referred to an informal meeting of Committee Members;
- note that there are no items for pre-scrutiny by the Committee from the latest Key Decision Forward Plan / to identify any items for pre-scrutiny by the Committee from the latest Key Decision Forward Plan;
- note the informal meetings of Committee Members and site visits to be undertaken during 2023/24;
- note the training proposals available from the Local Government Association and in-house;
- consider the topic of Special Educational Needs and Disabilities (SEND) as a potential item for in-depth scrutiny during 2023/24; and
- to receive an update on the Liverpool City Region Combined Authority Overview and Scrutiny Committee.

Recommendations:

That:

- (1) the Work Programme for 2023/24, as set out at Appendix A to the report, be noted, along with any additional items to be included and agreed;
- (2) The views of the Committee are sought as to whether representatives of the Police and other Multi-Agency Safeguarding Hub (MASH) team members should

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be invited to attend a future formal meeting of the Committee, or if the item should be referred to an informal meeting of Committee Members;

- (3) the fact that there are no items for pre-scrutiny from the Key Decision Forward Plan that fall under the remit of the Committee, on this occasion, be noted;
- (4) the informal meetings of Committee Members and site visits to be undertaken during 2023/24, as set out at Appendix B be noted;
- (5) the training proposals available from the Local Government Association and in-house be noted;
- (6) the topic of Special Educational Needs and Disabilities (SEND) be approved for in-depth scrutiny by Members of the Committee during 2023/24 and relevant activities be included in the schedule of the informal meetings of Committee Members and site visits to be undertaken during 2023/24, as set out at Appendix B; and
- (7) the update on the Liverpool City Region Combined Authority Overview and Scrutiny Committee be noted.

Reasons for the Recommendation(s):

To determine the Work Programme of items to be considered during the Municipal Year 2023/24; identify scrutiny review topics which would demonstrate that the work of the Overview and Scrutiny “adds value” to the Council; and to comply with a decision of the Committee to update on the Liverpool City Region Combined Authority Overview and Scrutiny Committee.

The pre-scrutiny process assists Cabinet Members to make effective decisions by examining issues before making formal decisions.

Alternative Options Considered and Rejected: (including any Risk Implications)

No alternative options have been considered as the Overview and Scrutiny Committee needs to approve its Work Programme and identify scrutiny review topics.

What will it cost and how will it be financed?

There are no direct financial implications arising from this report. Any financial implications arising from the consideration of a key decision or relating to a recommendation arising from a Working Group review will be reported to Members at the appropriate time.

(A) Revenue Costs – see above

(B) Capital Costs – see above

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets): None	
Legal Implications: None	
Equality Implications: There are no equality implications.	
Impact on Children and Young People: Yes	
Any direct implications on the impact on children and young people are set out within the report.	
Climate Emergency Implications:	
The recommendations within this report will	
Have a positive impact	No
Have a neutral impact	Yes
Have a negative impact	No
The Author has undertaken the Climate Emergency training for report authors	Yes
There are no direct climate emergency implications arising from this report. Any climate emergency implications arising from the consideration of reports referred to in the Work Programme will be contained in such reports when they are presented to Members at the appropriate time.	

Contribution to the Council's Core Purpose:

Protect the most vulnerable: None directly applicable to this report. Reference in the Work Programme to any other reports could impact on the Council's Core Purposes, in which case they will be referred to in the report when submitted.
Facilitate confident and resilient communities: As Above
Commission, broker and provide core services: As Above
Place – leadership and influencer: As Above
Drivers of change and reform: As Above
Facilitate sustainable economic prosperity: As Above
Greater income for social investment: As Above
Cleaner Greener: As Above

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Work Programme Report is not subject to FD/LD consultation. Any specific financial and legal implications associated with any subsequent reports arising from the Work Programme report will be included in those reports as appropriate.

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(B) External Consultations

Not applicable

Implementation Date for the Decision

Immediately following the Committee meeting.

Contact Officer:	Laura Bootland
Telephone Number:	0151 934 2078
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Appendices:

The following appendices are attached to this report:

- Appendix A - Work Programme for 2023/24;
- Appendix B – Informal Workshops / Site Visits 2023/24

Background Papers:

There are no background papers available for inspection.

Introduction/Background

1. WORK PROGRAMME 2023/24

- 1.1 The Work Programme of items to be submitted to the Committee during the Municipal Year 2023/24 is set out at **Appendix A** to the report. The programme has been produced in liaison with the appropriate Heads of Service, whose roles fall under the remit of the Committee.
- 1.2 Members are requested to consider whether there are any other items that they wish the Committee to consider, that fall within the terms of reference of the Committee. The Work Programme will be submitted to each meeting of the Committee during 2023/24 and reviewed/updated, as appropriate.
- 1.3 During the 2022/23 Municipal Year, the Committee agreed the following items for consideration during 2023/24:
 - Representatives of the Police and other Multi-Agency Safeguarding Hub (MASH) team members be invited to attend a future meeting of the Committee (Minute No. 59 (2) (a) of 06/03/23 refers)
- 1.4 **The Committee is requested to indicate if it would wish to include the above item in a future formal meeting of the Committee or if it would wish to refer the item to an informal meeting of Committee Members.**

1.5 **The Committee is requested to comment on the Work Programme for 2023/24, as appropriate, and note that additional items may be added to the Programme at future meetings of the Committee during this Municipal Year.**

2. SCRUTINY REVIEW TOPICS / INFORMAL MEETINGS / BRIEFING SESSIONS 2023/24

2.1 The Committee has agreed to hold informal briefing sessions, as and when required, rather than establish a traditional working group, during 2023/24.

2.2 A schedule of the informal meetings of Committee Members and site visits to be undertaken during 2023/24, is set out at Appendix B.

2.3 The schedule will be updated during the Municipal Year as sessions take place.

2.3 **The Committee is requested to comment on the schedule of informal activities to be undertaken during 2023/24 and note that additional items may be added to the schedule at future meetings of the Committee during this Municipal Year.**

3. PRE-SCRUTINY OF ITEMS IN THE KEY DECISION FORWARD PLAN

3.1 Members may request to pre-scrutinise items from the Key Decision Forward Plan which fall under the remit (terms of reference) of this Committee. The Forward Plan, which is updated each month, sets out the list of items to be submitted to the Cabinet for consideration during the next four-month period.

3.2 The pre-scrutiny process assists the Cabinet Members to make effective decisions by examining issues beforehand and making recommendations prior to a determination being made.

3.3 The Overview and Scrutiny Management Board has requested that only those key decisions that fall under the remit of each Overview and Scrutiny Committee should be included on the agenda for consideration.

3.4 The latest Forward Plan published on 31 October 2023, for the four-month period 1 December 2023 – 31st March 2024, contains no key decisions that fall under the remit of the Committee, on this occasion.

3.5 **The Committee is requested to note that there are no items for pre-scrutiny from the Key Decision Forward Plan that fall under the remit of the Committee, on this occasion.**

4. LOCAL GOVERNMENT ASSOCIATION / IN-HOUSE – TRAINING PROPOSALS

4.1 During 2023/24, the Council has secured a commitment for the Local Government Association (LGA) to provide training for Members of the Committee, as outlined within the paragraphs below.

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Dedicated support for the Overview and Scrutiny Committee (Children's Services and Safeguarding)

Workshop sessions have been organised and delivered as outlined within the table below:

Session	Dates – in person (6.00 - 8.00 pm) Bootle Town Hall
Session 1 Introduction to children's scrutiny and work programming.	Tuesday, 30 May 2023
Session 2 Recap on Session 1, engagement and working with others.	Tuesday, 25 July 2023
Session 3 Demonstrating value and influence and creating a strong organisational culture.	Monday, 2 October 2023

Support for Members of all Overview and Scrutiny Committees

Two alternative training sessions for all O&S Committee Members have been held on Thursday, 15 June 2023, in Bootle Town Hall from 3.00 p.m. to 5.00 p.m. and from 6.00 p.m. to 8.00 p.m.

Support for all Scrutiny Chairs and Vice-Chairs

Details to be determined.

Mentor Support for the Chair of the Overview and Scrutiny Committee (Children's Services and Safeguarding)

Arrangements have been made and support is on-going.

All Member Corporate Parenting Briefing

The Council's Corporate Parenting Officer is providing in-house mandatory Corporate Parenting training, as in previous years.

Four alternative one-hour briefing sessions have been arranged remotely via Microsoft Teams during 2023/24. Three sessions have been held to date, as follows:

- Monday, 19 June 2023, 2.00 p.m.

- Tuesday, 11 July 2023, 5.00 p.m.
- Wednesday, 1 November 2023, 6.30 p.m.

A further session is planned, as follows:

- Wednesday, 24 January 2024, 4.00 p.m.

4.3 The Committee is requested to note the training proposals available from the Local Government Association and in-house.

5. WORK PROGRAMMING / MATTERS ARISING FROM THE TRAINING SESSION HELD ON 11 JULY 2023

5.1 Members and Substitutes were invited to attend an informal work programming session prior to the last meeting of the Committee on 6 June 2023.

5.2 A further an informal work programming session took place prior to the training session held 11 July 2023.

5.3 The following three topics were narrowed down as potential items for in-depth scrutiny during 2023/24, and discussed at the training session held on 11 July 2023:

- Children with Special Educational Needs and Disabilities (SEND)
- Health Inequalities
- Child Protection and Safeguarding

5.4 As SEND was the topic that appeared to raise the most concerns amongst Members, it is proposed that this is identified as a potential item for in-depth scrutiny during 2023/24,

5.5 That the topic of Special Educational Needs and Disabilities (SEND) be approved for in-depth scrutiny by Members of the Committee during 2023/24 and relevant activities be included in the schedule of the informal meetings of Committee Members and site visits to be undertaken during 2023/24, as set out at Appendix B.

6. LIVERPOOL CITY REGION COMBINED AUTHORITY OVERVIEW AND SCRUTINY COMMITTEE

6.1 During the October/November 2019 cycle of meetings, the Overview and Scrutiny Management Board and the four Overview and Scrutiny Committees considered a report on the guidance produced by the Ministry of Housing, Communities and Local Government relating to Overview and Scrutiny in Local and Combined Authorities following on from the Communities and Local Government Select Committee's inquiry into Overview and Scrutiny. This Committee considered the matter at its meeting held on 15 October 2019 (Minute No. 32 refers).

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6.2 The Overview and Scrutiny Management Board and the four Overview and Scrutiny Committees all agreed the recommendations contained in the report, one of which being that updates on Liverpool City Region Combined Authority Overview and Scrutiny Committee (LCRCAO&S) be included in the Work Programme report considered at each Overview and Scrutiny Committee meeting.

6.3 In accordance with the above decision, information on the LCRCAO&S is set out below.

6.4 **Role**

The Overview and Scrutiny Committee was established by the Combined Authority in May 2017 in accordance with the Combined Authorities Order 2017.

The role of the Overview and Scrutiny Committee is to:

- Scrutinise the decision and actions taken by the Combined Authority or the Metro Mayor;
- Provide a “critical friend” to policy and strategy development;
- Undertake scrutiny reviews into areas of strategic importance for the people of the Liverpool City Region; and
- Monitor the delivery of the Combined Authority’s strategic plan.

6.5 **Membership**

The Committee is made up of 3 elected Members from each of the constituent Local Authorities of the LCR Combined Authority, along with one elected Member from both the Liverpool City Region Liberal Democrat Group and the Liverpool City Region Conservative Group.

Sefton’s appointed Members are Councillors Desmond, Hart and Howard (Scrutiny Link).

The LCR O&S Committee also include Representatives of the Liberal Democrat Groups and Conservative Groups from the Local Authorities on the LCR O&S.

5.6 **Chair and Vice-Chair**

The Chair of the LCRCAO&S cannot be a Member of the majority group. The Chair is appointed at the first meeting of the Committee of the Municipal Year.

5.7 **Quoracy Issues**

A high number of meetings of the LCRCAO&S have been inquorate in the past.

The quorum for meetings of the LCRCAO&S is 14, two-thirds of the total number of members, 20. This high threshold is not set by the Combined Authority but is set out in legislation.

The Combined Authority’s Monitoring Officer will be looking to work with the Monitoring Officers from the other Combined Authorities to identify what problems

they are experiencing with Scrutiny and how/if they had overcome them. Representations to Government would also be considered once all options locally to resolve the quorum issue had been exhausted. The CA Monitoring Officer would then be able to provide evidence to Government that the quorum level was obstructing the work of scrutiny within the CA.

5.8 Meetings

Information on all meetings and membership of the LCRCAO&S can be obtained using the following link:

<https://moderngov.merseytravel.gov.uk/ieListMeetings.aspx?CId=365&Year=0>

5.9 Latest Meeting – October 2023

Matters considered at the meeting related to the following items:

- UK Shared Prosperity Fund Update
- Developing the LCR Community Wealth

The next meeting of the LCRCAO&S will be held on 6th December 2023. Matters discussed at this meeting will be reported to Members at the next meeting of the Committee.

Details of all meetings can be obtained using the link referred to above

5.10 ***The Committee is requested to note the update on the Liverpool City Region Combined Authority Overview and Scrutiny Committee.***

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**OVERVIEW AND SCRUTINY COMMITTEE (CHILDREN'S SERVICES AND SAFEGUARDING)
WORK PROGRAMME 2023/24**

Tuesday, 6 June 2023, 6.30 p.m., Town Hall, Bootle		
No.	Report/Item	Report Author/Organiser
1.	Sefton Place - Community Emotional Health and Wellbeing Services Update 2022 - 2023	Cheshire and Merseyside Integrated Care Board, Sefton Place
2.	Children's Services Improvement Programme	Jan McMahon
3.	Children's Social Care Overview of Practice	Joe Banham
4.	Safeguarding Learning and Development Offer	Joe Banham
5.	Education Scorecard	Tricia Davies
6.	Ofsted Inspection Report (Spring Term)	Tricia Davies
7.	Parent Governor Representative	Debbie Campbell
8.	Cabinet Member Update Reports	Tricia Davies/Laura Knights/Debbie Campbell
9.	Work Programme Update	Debbie Campbell

Tuesday, 26 September 2023, 6.30 p.m., Town Hall, Southport		
No.	Report/Item	Report Author/Organiser
1.	Cabinet Member Update Reports	Tricia Davies/Joe Banham/Debbie Campbell
2.	Domestic Abuse	Janette Maxwell
3.	Report for Information on Vaping Amongst Young People	Helen Armitage
4.	Children's Services Improvement Programme	Jan McMahon
5.	Children's Social Care Overview of Practice and CHAT	Joe Banham
6.	Executive Scrutiny Protocol	Paul Fraser
7.	Work Programme Update	Debbie Campbell

Tuesday 28 November 2023, 6.30 p.m., Town Hall, Bootle		
No.	Report/Item	Report Author/Organiser
1.	Cabinet Member Update Reports	Tricia Davies/Joe Banham/Debbie Campbell
2.	Children's Services Improvement Programme	Jan McMahon
3.	Children's Social Care Overview of Practice and CHAT	Joe Banham
4.	Special Educational Needs and Disabilities Joint Commissioning Plan	Eleanor Moulton
5.	Education Scorecard	Tricia Davies
6.	Ofsted Inspection Report (Summer Term)	Tricia Davies
7.	Proposals to Amend the Terms of Reference for the Overview and Scrutiny Committee (Children's Services and Safeguarding)	Debbie Campbell
8.	Work Programme Update	Debbie Campbell

Tuesday, 30 January 2024, 6.30 p.m., Town Hall, Southport		
No.	Report/Item	Report Author/Organiser
1.	Cabinet Member Update Reports	Tricia Davies/Joe Banham /Debbie Campbell
2.	Children's Services Improvement Programme	Jan McMahon
3.	Children's Social Care Overview of Practice and CHAT	Joe Banham
4.	SACRE Annual Report	Ian Ross
5.	Work Programme Update	Debbie Campbell

Monday, 12 March 2024, 6.30 p.m. Town Hall, Southport		
No.	Report/Item	Report Author/Organiser
1.	Cabinet Member Update Reports	Tricia Davies/Joe Banham /Debbie Campbell
2.	Children's Services Improvement Programme	Jan McMahon
3.	Children's Social Care Overview of Practice and CHAT	Joe Banham
4.	Education Scorecard	Tricia Davies
5.	Ofsted Inspection Reports (Autumn Term)	Tricia Davies
6.	Work Programme Update	Debbie Campbell

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**OVERVIEW AND SCRUTINY COMMITTEE (CHILDREN'S SERVICES AND SAFEGUARDING)
INFORMAL MEETINGS / WORKSHOPS 2023/24**

No.	Report/Item	Organiser
1.	<p>Work Programme Session</p> <p>Prior to the first formal Committee meeting for the Municipal Year on 6 June 2023, an informal meeting of Committee Members and Substitutes took place to consider matters to be raised during the Municipal Year 2023/24 and a number of different matters were raised.</p>	Debbie Campbell
2.	<p>Work Planning Session</p> <p>A further Work Planning Session took place on 25 July 2023.</p>	Debbie Campbell
3.	<p>Feedback from an Ofsted Monitoring Visit</p> <p>An informal meeting took place on 31 August 2023, to receive information on the above. Paul Boyce, Sefton's Commissioner for Children's Services, gave a presentation and Ristardh Hare updated Committee Members on the recent Ofsted letter and the improvement journey for Children's Services. Members agreed that a training induction pack should be developed for new Members of the Committee.</p>	Debbie Campbell Ristardh Hare Paul Boyce

<p>4.</p>	<p>Emotional Health & Wellbeing Services</p> <p>An informal meeting with Health Partners was held on 21 September 2023, when Members received a presentation from the Cahmelions Group, which was comprised of service users aged 18 and under.</p> <p>Committee Members also received a presentation from health providers on Emotional Health and Wellbeing Services for children and young people.</p> <p>Committee Members made a number of recommendations which were subsequently approved by the Committee at its meeting on 26 September 2023.</p>	<p>Debbie Campbell / Laura Bootland</p>
<p>4.</p>	<p>SEND</p> <p>Ofsted Inspection Readiness</p> <p>An informal meeting of Committee Members was held on 16 October 2023, via MS Teams.</p> <p>Graduated Approach</p> <p>An informal meeting of Committee Members to be held on 23 November, in person.</p>	<p>Debbie Campbell / Laura Bootland / Tricia Davies / Chris Lee</p>
<p>5.</p>	<p>Home Education</p> <p>An Informal meeting of the Committee week commencing 8th January 2024, to receive a briefing on Home Education in Sefton and the Council's response to the Government consultation on home education.</p>	<p>Debbie Campbell/Laura Bootland/ Tricia Davies</p>

<p>6.</p>	<p>Meeting(s) with Groups</p> <p>To meet with the Making a Difference (MAD) Group – to be arranged.</p> <p>Sefton Parent Carers Forum – Monday 4th December and Tuesday 12th December.</p>	<p>Debbie Campbell / Laura Bootland</p>
<p>7.</p>	<p>Visits</p> <p>To visit the Menai Wellbeing Centre – to be arranged.</p> <p>To visit Children’s Services at Magdalen House, Bootle – to be arranged.</p> <p>To visit the Sunflowers House building at Alder Hey - to be arranged.</p>	<p>Debbie Campbell / Laura Bootland</p>

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