

MEETING: CABINET MEMBER - CHILDREN'S SERVICES
DATE: Tuesday 14 September 2010
TIME: 9.30 am
VENUE: Town Hall, Bootle (This meeting will also be video conferenced at the Town Hall, Southport)

DECISION MAKER: Councillor Moncur
SUBSTITUTE: Councillor P. Dowd

SPOKESPERSONS: Councillor Cuthbertson Councillor Preece

SUBSTITUTES: Councillor Doran Councillor Howe

COMMITTEE OFFICER: Lyndzay Roberts
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The Cabinet is responsible for making what are known as Key Decisions, which will be notified on the Forward Plan. Items marked with an * on the agenda involve Key Decisions

A key decision, as defined in the Council's Constitution, is: -

- any Executive decision that is not in the Annual Revenue Budget and Capital Programme approved by the Council and which requires a gross budget expenditure, saving or virement of more than £100,000 or more than 2% of a Departmental budget, whichever is the greater
- any Executive decision where the outcome will have a significant impact on a significant number of people living or working in two or more Wards

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.

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AGENDA

Items marked with an * involve key decisions

<u>Item No.</u>	<u>Subject/Author(s)</u>	<u>Wards Affected</u>
1.	Apologies for Absence	
2.	Declarations of Interest Members and Officers are requested to give notice of any personal or prejudicial interest and the nature of that interest, relating to any item on the agenda in accordance with the relevant Code of Conduct.	
3.	Minutes Minutes of the meeting held on 24 August 2010.	(Pages 5 - 6)
4.	Revised Human Resources Policy and Procedure for Schools Report of the Strategic Director - Children, Schools and Families	All Wards; (Pages 7 - 38)
5.	Revenue Expenditure, Capital Programme and Performance - 2009/10 Portfolio Final Accounts Joint report of the Strategic Director - Children, Schools and Families and the Interim Head of Finance and ICT Strategy	All Wards; (Pages 39 - 64)
6.	Home Extension for Special Guardians Who Reside in Wrexham Report of the Strategic Director - Children, Schools and Families	All Wards; (Pages 65 - 70)
7.	Foster Carer Home Extension Report of the Strategic Director - Children, Schools and Families	Blundellsands; (Pages 71 - 76)

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THE "CALL IN" PERIOD FOR THIS SET OF MINUTES ENDS AT 12 NOON ON THURSDAY 2 SEPTEMBER 2010.

CABINET MEMBER - CHILDREN'S SERVICES

MEETING HELD AT THE TOWN HALL, BOOTLE ON TUESDAY 24 AUGUST 2010

PRESENT: Councillor P.Dowd

ALSO PRESENT: Councillors Preece

27. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Cuthbertson, Doran and Moncur and Mr. A. Bell, Church Diocesan Representative.

28. DECLARATIONS OF INTEREST

No declarations of interest were received.

29. MINUTES

RESOLVED:

That the Minutes of the meeting held on 13 July 2010 be confirmed as a correct record.

30. SPRINGBROOK RESIDENTIAL HOME - AIMING HIGH FOR DISABLED CHILDREN

The Cabinet Member considered the report of the Strategic Director, Children, Schools and Families reporting that as of the 1 April 2011, all Local Authorities would be required to provide short breaks for parents and carers who look after a disabled child. National consultation on draft regulations and statutory guidance is underway. It is considered important that all services within the offer have a single point of management and accountability.

The report indicated that currently Springbrook was managed within Children's Social Care, with other Residential Children's Homes, rather than by the lead for Aiming High for Disabled Children (AHDC). It would make sense for all short breaks to be managed by one senior officer, Whilst AHDC funding is secure within year it was likely that in future years there would be a need to manage tighter budgets in a responsive manner to meet changing demands and circumstances. Establishing a clear and transparent baseline would support this activity.

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CABINET MEMBER - CHILDREN'S SERVICES- TUESDAY 24 AUGUST 2010

RESOLVED: That

- (1) the transfer of responsibility for Springbrook Short Break Home from the Assistant Director Children's Social Care to the Assistant Director Inclusion be noted; and
- (2) the funding of all short breaks services be reviewed in the light of the new statutory duty and increasing budgetary challenges going forward with a further report outlining proposals for the future to be provided to the Cabinet Member as soon as possible.

31. ST. WILFRID'S CATHOLIC HIGH SCHOOL, LITHERLAND - OFSTED INSPECTION

The Cabinet Member considered the report of the Strategic Director, Children, Schools and Families informing of the action the Local Authority had taken and decisions and actions needed to take in the future in relation to St. Wilfrid's Catholic High School, Litherland following the Ofsted report following their inspection on 23 July 2010 whereby the school had been placed in Special Measures.

RESOLVED:

That the report and the need for the Local Authority to make the decisions and take the actions outlined within the report be noted.

32. CHILDREN, SCHOOLS AND FAMILIES DEPARTMENTAL PLAN 2010/11 - STRATEGIC PRIORITIES

The Cabinet Member considered the report of the Strategic Director, Children, Schools and Families advising of the proposed Children's Schools and Families 2010/11 Departmental Plan (Strategic Priorities).

RESOLVED:

That the priorities and objectives within the plan be approved.

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CABINET MEMBER CHILDREN, SCHOOLS AND FAMILIES

DATE: 14 SEPTEMBER 2010

SUBJECT: REVISED HUMAN RESOURCES POLICY AND PROCEDURE FOR SCHOOLS

WARDS AFFECTED: ALL

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR OF CHILDREN, SCHOOLS AND FAMILIES

CONTACT OFFICER: ANGELA RICE
0151 934 3287

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

TO SEEK APPROVAL FROM THE CABINET MEMBER FOR A REVISED CAPABILITY POLICY AND PROCEDURE FOR SCHOOL STAFF.

REASON WHY DECISION REQUIRED:

TO ENSURE THAT SCHOOLS ARE COMPLIANT WITH EMPLOYMENT LAW AND THAT ISSUES OF CAPABILITY ARE DEALT WITH IN A STRUCTURED AND TIMELY MANNER.

RECOMMENDATION(S):

THE CABINET MEMBER IS RECOMMENDED TO APPROVE THE REVISED POLICY AND PROCEDURE

KEY DECISION: NO

FORWARD PLAN: Not appropriate

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the meeting.

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ALTERNATIVE OPTIONS:

IMPLICATIONS:

Budget/Policy Framework: None

Financial: N/A

	2006/ 2007 £	2007/ 2008 £	2008/ 2009 £	2009/ 2010 £
<u>CAPITAL EXPENDITURE</u>				
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: None

Risk Assessment: N/A

Asset Management: N/A

**CONSULTATION UNDERTAKEN/VIEWS
ALL HEADTEACHERS WERE INVITED TO A MEETING TO DISCUSS THE NEW
POLICY AND PROCEDURE**

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**PRIOR TO CONSULTATION THE DRAFT WAS ISSUED TO SELECT HEADTEACHERS FOR COMMENT.
FULL CONSULTATION WITH JTC AND NON-TEACHING UNIONS**

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community		√	
2	Creating Safe Communities	√		
3	Jobs and Prosperity		√	
4	Improving Health and Well-Being	√		
5	Environmental Sustainability		√	
6	Creating Inclusive Communities	√		
7	Improving the Quality of Council Services and Strengthening local Democracy	√		
8	Children and Young People	√		

LINKS TO ENSURING INTEGRATION:

IMPACT UPON CHILDREN'S SERVICES TARGETS AND PRIORITIES:

Key target of Human Resources Service Plan
Policy and Procedure that is compliant with current employment law will lead to less opportunity for claims to Employment Tribunal.
Claims that do come before an Employment Tribunal will have less chance of success.

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LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT
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BACKGROUND:

1.0 The current Capability policy and procedure is outdated.

1.1 The revised policy was developed following requests from Headteachers

1.2 The revisions have been made to mirror corporate policy and procedure and teachers' terms and conditions, therefore ensuring consistency for all employees, but tailored to meet the needs of schools and Governing Bodies.

1.3 The policy will be commended to all schools for adoption by Governing Bodies although voluntary aided schools may adopt the policy recommended by the Archdiocese or the Diocese.

1.4 It is envisaged that training sessions for Headteachers and Governors will be provided to ensure that the policy is properly implemented.

PROPOSAL

2.0 The Cabinet Member is recommended to approve the proposed policy and procedure and the commendation for adoption to schools.



SEFTON COUNCIL

CAPABILITY

Policy and Procedure for Schools

Produced by Children, Schools and Families, Human Resource Team (Schools).

www.sefton.gov.uk

August 2010
V0.2

School:	
Date Adopted by the Governing Body:	
Signed:	
Chair:	
Headteacher:	

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EXAMPLE OF A STAFF CAPABILITY POLICY

Name of School/College: _____

1. The governing body aims:

- 1.1 - to maintain an appropriate high level of staff performance across the school/college;
- to deal with issues of staff competence in a fair and sensitive manner;
- to detect as early as possible signs of falling standards of staff competence, and
- to put into place appropriate support mechanisms.

2. Purpose and Aims

- 2.1 The governing body aims to provide an ethos where high standards of teaching and learning can be fostered. The standards of competence expected of staff and the management of these are contained in the school's/college's Performance Management policy. This procedure provides a framework within which capability issues can be dealt with in a fair and consistent manner.

3. Principles

- 3.1 Good management, clear expectations and appropriate support will go a long way towards addressing weaknesses in performance. Early identification of problems through performance review will help to avoid the need for formal capability procedures. In some cases an improvement may be achieved informally with a minimum of support and attention without recourse to formal procedure. In others a more formal approach will be necessary.

4. Definition

Capability is defined in law as "capability assessed by reference to skill, aptitude, health or any other physical or mental quality" [Employment Rights Act 1996].

5. Scope

These Capability Procedures will apply to all teaching and support staff within the school, including the Head.

6. Relationship with Discipline Procedures:

This policy and procedure does not apply to misconduct, other poor performance is dealt with in a separate Discipline Policy and Procedures. Capability relating to poor health is dealt with under the Attendance Management policy.

7. Responsibilities

7.1 Governing Body

As the employer the governing body must:

- care for the employee;
- provide appropriate support and access to training for all staff;

- (a) The governing body, through the Chair, will be responsible for dealing with issues surrounding the Head's competence,

EITHER

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- (b) The governing body will delegate all responsibility for dealing with issues of staff competence including possible termination of contracts to the Head; and the governing body will appoint an Appeals Panel to hear appeals from the Head's decisions on issues of competence.

OR

- (c) The governing body will delegate to the Head all decisions relating to staff competence up to and including Final Warnings, but any decision about terminating a member of staff's contract of employment on the grounds of capability will be made by a committee of governors appointed for that purpose by the governing body.

7.2 The Head

EITHER

- (a) The Head will have responsibility for managing all issues related to staff competence, including making decisions about action to be taken up to and including Final Warnings;

OR

- (b) The Head will have responsibility for managing all issues related to staff competence, including making decisions about action to be taken, including any decision about terminating a member of staff's contract of employment.
- (c) The Capability procedures may be invoked by the Head when he/she considers that an employee's performance is falling short of the standard required.

7.3 Line Managers

- (a) The governing body has delegated responsibility for dealing with capability issues to the Head, and has delegated the authority to the Head to authorise relevant line managers to take responsibility for dealing with issues of competence at the Informal Stage (i.e. up to the stage where the formal Capability Procedures are invoked.)
- (b) Where there is no acceptable improvement in an employee's performance after appropriate support has been given, the relevant line manager has the duty to report this to the Head.

7.4 Advisory/Support for the employee

Advisory staff e.g. SIPs or other advisers with education and personnel experience may be appointed by the Head to advise the school and where appropriate assist with the process, including supporting classroom observation and providing support.

7.5 The Employee

The school/college must provide the right environment and support to help the employee to improve. However, it is the employee's responsibility to use that support to improve their performance.

7.6 Local Authority

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The Director of Children, Schools and Families, or representative, will have the statutory right to attend all formal meetings held in relation to this procedure. This attendance will ensure that advice is available on procedural issues and any employment legislation matters.

8. PROCEDURE

Key Points

- (a) There is an upper limit of two terms for the formal assessment of staff capability. Particularly serious cases may be handled in up to four weeks. The period of assessment may be shortened if justified, for example, where it becomes clear that an acceptable level of improvement is beyond the ability of the person assessed, or where there is a lack of co-operation with reasonable measures to achieve improvement.
- (b) The short procedure of up to four weeks would apply in particularly serious cases where the education of children is in jeopardy. Examples of this might be where a teacher's classroom control is so poor that no order can be established to enable teaching to take place, or where all the children under a teacher's care fail to progress in that teacher's lessons. Note – this paragraph applies to teaching staff only; not support staff.
- (c) If long-term sickness absence appears to have been triggered by the commencement of a formal capability procedure, the case should be referred immediately to the Health Unit to assess the person's health and fitness for continued employment. Schools must take a considerate and sympathetic approach, but in general the length of time they may wait for a person's health to improve before considering whether to terminate employment on health grounds should be subject to occupational health guidance.

8.1 INFORMAL STAGE

- (a) Where an employee may be under-performing, the Head will arrange for a line manager (or other appropriate person) to conduct an initial assessment. (The Chair of Governors must make arrangements for this to be done if the performance of the Head is in question.)
- (b) Once the facts are gathered and the seriousness of the problem established there are three initial options:
 - drop the matter (no case to answer or trivial);
 - arrange mentoring and support (support without using the formal procedure)
 - arrange (for more serious cases) a formal interview with the Head (or Chair if the Head's competence is in question)

8.1.2 Mentoring and Support

- (a) Mentoring, support and informal coaching should aim to encourage and help the employee to improve. It should be conducted discreetly. Explanations should be considered carefully and the matter dropped if it becomes evident that there is no case to answer.

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- (b) The teacher/member of support staff must be told what is required, how performance will be reviewed, the review period, and that the formal procedure will commence if there is no improvement. However, if sufficient improvement is made the mentoring and support stage can be extended for a reasonable period of time. A prolonged extension should be avoided.
- (c) A brief note of any mentoring and support should be kept for reference.
- (d) Discussion must not harass the employee or turn into a formal interview. If more serious concerns arise, or if the employee expresses discontent or indifference to the mentoring and support the formal procedure should be commenced to deal with the matter in a more structured and objective manner.

8.1.3 Review

- (a) After a period of review, which should be no longer than six weeks, involving observation and assessment a firm conclusion should be reached. The options will be either to;

drop the matter or extend the mentoring and support period if the employee has made sufficient improvement that it is deemed that a further short period of mentoring and support will enable the employee to achieve and maintain the required standard of performance;
convene a formal interview.

8.2 FORMAL STAGE

8.2.1 Step 1 - Formal interview

- (a) The Head must invite the employee in writing to an interview. At least five working days notice must be given. The employee must also be told that he/she has a right to be accompanied by a trade union representative or a work colleague.
- (b) The formal interview initiates the formal stage of the capability procedure. It provides an opportunity to deal with more serious problems in a structured way. It allows the employee to prepare a response to allegations about performance and make a case in the company of a trade union representative or work colleague. The interview may provide new information or put a different slant on evidence collected. If it becomes clear that further investigation is needed the interview should be adjourned for an appropriate length of time to allow this to happen.
- (c) There are three options at the first formal interview:
 - i) drop the matter
 - ii) mentoring and support (except where already undertaken without improvement). See Informal Stage above.

These two options are only relevant where new information, a different slant on the information collected, or further investigation suggests that the matter is not as serious as it first seemed.

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iii) Issue a notification. Cautions are normally issued incrementally in the following order:
oral or written notification
a written notification
final written notification

- (d) These are relevant to any case where continued concern about the standard of performance is justified. The decision on which level of notification to issue will depend on the seriousness of the problem.
- (e) If performance is unsatisfactory a written notification will normally be the next step and will invoke an assessment period of up to two terms.
- (f) An oral notification may be given, but should not normally be necessary, in cases where mentoring and support has already taken place.
- (g) In cases of particularly serious concern, where the education of children is in jeopardy, it is possible to move directly to a final written notification. This will invoke an assessment period not exceeding 4 weeks. Guidance from the Human Resources Team – Schools must be sought.
- (h) A decision should be made after all the facts and any representations from the employee have been considered. The Head should adjourn the meeting briefly to consider the appropriate option before delivering a decision to the employee.
- (i) Any appeal against a notification must be made within five working days and heard within ten working days of notification of appeal. It must not interrupt the progress of the procedure, unless the appeal decision leads to the matter being reconsidered. These timescales apply to both teaching and support staff.

8.2.2 Notifications

- (a) Normally the Head will give the written or oral notification to the employee personally.
- (b) Where a formal notification is issued, the Head (or other appropriate person) will use the remainder of the meeting to:
 - i) identify the professional shortcomings;
 - ii) give clear guidance on the improved standard of performance needed to end the capability procedure;
 - iii) explain the support that will be available, and how performance will be monitored over the following weeks;
 - iv) depending on the level of notification issued, to identify the timetable for improvement and agree a date for the next/final evaluation meeting; and
 - v) make it clearly understood that failure to improve may ultimately lead to dismissal.(or otherwise inform the employee if a personal interview is not possible)

8.2.3 Written Confirmation

- (a) A letter should be sent to the employee immediately after the formal interview (no later than two working days) recording:
- the result of the investigations;
 - the main points discussed at the meeting;
 - confirming the decision;
 - where a notification is issued, giving information about the first assessment, and
 - failure to improve will ultimately lead to dismissal.

8.2.4 Step 2 - First assessment stage

- (a) **Weeks 1 to 20** – In the case of teachers the Head must ensure reasonable observation, monitoring and evaluation of performance, with guidance, training if necessary, and support to the teacher.

Monitoring of support staff will be conducted by a member of the SLT or the appropriate line manager. The manager must ensure reasonable observation, monitoring and evaluation of performance, with guidance, training if necessary, and support to the employee.

If at any point during this stage the circumstances suggest a more serious problem the Head may make a decision to move directly to a final written notification.

- (b) **Week 20** - The Head will arrange an evaluation meeting to assess performance over the previous weeks. At least five working days notice must be given for the meeting and the employee will be advised that a trade union representative or a work colleague may accompany the employee at the meeting. If the level of performance has been satisfactory and there is confidence that it can be sustained the capability procedure can end here with a letter from the Head.

8.2.5 Evaluation Meeting

- (a) The Head will conduct the meeting in an appropriately informal manner, but will ensure that the employee is clear about:
- the standards expected;
 - the level of support that has been given;
 - whether the outcome is satisfactory, or not, and
 - if not, the action to be taken.
- (b) The Head may involve advisory/support staff who have been involved in matter to attend the meeting to give advice and provide evidence of the performance of the employee.
- (c) If the Head's view is that the performance of the employee continues to be unsatisfactory the Head will issue a final written notification.
- (d) The Head will arrange for more formal monitoring, evaluation, guidance and support to be given for a further period. Arrangements for this should be explained at the meeting or subsequently. The employee must be told clearly that failure to achieve an acceptable standard, with confidence that it can be maintained, may result in dismissal.

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- (e) There is discretion to extend the first assessment stage within reason if the employee has demonstrated some improvement and it is believed that the support already in place will enable the employee to perform to and maintain the required standard.

8.2.6 Written Confirmation

The decision and main points of the meeting should be recorded in a letter to the employee. See paragraph 8.2.3

8.2.7 Appeals

Any appeal against a final warning must be made within five working days and heard within ten working days of notification of appeal. The appeal must not interrupt the progress of the procedure, unless the appeal decision leads to the matter being reconsidered.

8.2.8 Step 3 - Second assessment stage

- (a) **Weeks 20 to 24** - The Head will ensure regular monitoring and evaluation of performance, with guidance, training if necessary, and support to the employee.
- (b) **Week 24** - The Head will call the employee to a final evaluation meeting to report the assessment of performance over the previous weeks. At least five working days notice must be given for the meeting. The Head will remind the employee that a trade union representative or work colleague may accompany the employee at the meeting. If performance has been satisfactory, and there is sufficient confidence that it can be maintained, the capability procedure can end here.
- (c) If performance is unsatisfactory the employee should be told
EITHER

(where the Head has delegated power to terminate contracts of employment) that the contract of employment will be terminated, and the date on which the contract will end.

OR

The Head will inform the employee that the matter will be referred to the governing body Staff Dismissal Committee. The result of the assessment, main points of the meeting and date of the dismissal committee hearing (if known), should be recorded in a letter to the teacher.

8.2.9 Step 4 - Dismissal Committee Stage

- i) The Staff Dismissal Committee of at least three governors appointed by the governing body must hear the representations and recommendations brought by the Head and any representations that the employee may wish to make.

ii) The Staff Appeal Committee must hear any appeal against a dismissal decision made by the Headteacher or the Staff Dismissal Committee.

(a) Information to the Local Authority

The Head must inform the Local Authority that a decision has been taken to EITHER terminate the employee's contract, OR that a decision has been taken to refer the issue to the governing body Staff Dismissal Committee.

(b) Written Confirmation

- i) The Head (or Staff Dismissal Committee) decision must be conveyed to the employee in writing within two working days. If the decision is to terminate the contract the letter must set out:
- ii) the date on which the contract terminates (bearing in mind the contractual periods of notice);
- iii) the employee's right of appeal to the governing body Appeal Panel, and the requirement to make an appeal within five working days.

8.2.10 Step 5 - The Appeal Stage

- (a) Any appeal against a dismissal must be made within five working days in writing. The grounds for appeal must be clearly stated.
- (b) The Clerk to the Governing Body will arrange a hearing as soon as reasonably practicable, and normally within ten working days from the date of the employee's letter making the appeal.
- (c) The employee will be notified of the date of the appeal no less than five working days before the date of the appeal and provided with the management case.
- (d) A Panel of three governors will be appointed by the Governing Body. It will not include the Head, nor Investigating Officer, nor any member of the original Staff Dismissal Committee, nor anyone who has an interest in the issues.

There will be no right of appeal from the decision of the appeal panel.

9. Confidentiality

In order to preserve the rules of the natural justice for the staff member concerned, the Head and governors must ensure that matters relating to the issues are not discussed in governors meetings or meetings within the school or outside, except the meetings called expressly for the purpose of the capability procedures.

10. Equal Opportunities

In implementing these procedures full account must be taken of the school's Equal Opportunities Policy.

11. Monitoring and Review

The Head will report to the governors on the effectiveness of the procedures whenever they have been used.

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The governing body will review the procedures when there has been a change to national guidance and in any case every three years.

Signed: _____

Date: _____

Chair of the Governing Body

MANAGEMENT GUIDE

Capability Policy and Procedure

To be read in conjunction with the Capability Policy and Procedure

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1. Role of governors

- 1.1 Governors should not normally be involved with a capability procedure before the considering an appeal against a warning, or in a capability procedure against a Head when some governors may be involved in the monitoring and evaluation of performance. It is important to be prepared for the possibility of dismissal.
- 1.2 The use of governors to hear any grievances or appeals against warnings should be limited to ensure a sufficient number of impartial governors remain available for the dismissal and dismissal appeal committees. Normally at least three governors are required for the dismissal committee and no fewer for the appeal.
- 1.3 It is not appropriate for parent governors to serve on committees in relation to capability issues as there could be a conflict of interest. However, in a small primary school this may be unavoidable. Staff governors should never participate.

2. Informal Stage

- 2.1 Following the initial assessment, the Headteacher (Chair of Governors, in the case of the Headteacher) will arrange to meet the employee to discuss the nature of the underperformance. The employee is entitled to be accompanied by a Trade Union representative or a work colleague.
- 2.2 An action plan will be available which specifies the current situation, the desired outcomes, timescale and the proposed support for the employee. See appendix 8.
- 2.3 The informal stage will not usually last more than six weeks and will include assessment and observation. Review meetings will be held at regular intervals during this period to monitor progress and the effectiveness of the support provided.
- 2.4 At the end of the sixth week the Headteacher (Chair of Governors in the case of the Headteacher) will arrange to meet with the employee to give the employee the conclusion reached:
 - Drop the matter as sufficient progress has been made. See letter 1b
 - Extend the informal stage as it is deemed that a further short period of mentoring and support will enable the employee to achieve and maintain the required standard of performance.
 - Convene a formal interview. See letter 1a

3. Representation at formal interview, evaluation meetings and dismissal hearing

- 3.1 An employee has a legal entitlement to be accompanied by a trade union representative or work colleague.
- 3.2 If the employee's chosen representative is not available at the time proposed for the interview, meeting or hearing, and the employee proposes an alternative that is reasonable and falls within five working days of the day

proposed for the interview, the school must rearrange the event to the time proposed by the employee.

- 3.3 Where insufficient progress has been made in spite of the support provided by the school, consideration must be given to the use of the school's disciplinary procedure.
- 3.4 The Governing Body must ensure that the terms of reference for the Staff Dismissal Committee allow it to consider and make decisions about capability issues.
- 3.5 The normal arrangements for conducting meetings and hearing appeals apply whether the committee is considering capability or disciplinary issues.

4. Notice of Meetings or Hearings

- 4.1 Notice of five working days must be given for an initial formal capability interview. The date of successive evaluation meetings may be fixed at the preceding interview or meeting and notice should only be necessary if it is rearranged.

See letter 1a

- 4.2 Notice of at least five working days must be given for a staff dismissal committee or dismissal appeal hearing.

5.0 Support for the employee

- 5.1 Those monitoring the performance should offer feedback and instruction to help the employee improve performance. If training courses or assistance from colleagues would be helpful these should be arranged as soon as possible but should not interrupt the timing of the procedure.
- 5.2 The employee should be given a named person for pastoral support throughout the procedure. This person will play no other part in the process.

6. Monitoring arrangements

Monitoring should include observations of a range of relevant duties and functions. An objective record of the monitoring should be kept and used to assist with the evaluation of performance.

7. Adjournment:

- 7.1 The Head (or Staff Dismissal Committee) may adjourn the proceedings at any stage if this appears necessary or desirable. If the adjournment is for the purpose of enabling further information to be obtained the Head (Staff Dismissal Committee) will specify the nature of that information.
- 7.2 Both parties may ask for an adjournment for the purpose of consultation.
- 7.3 Any adjournment will normally be for a specified time.

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8. Written records

- 8.1 A written record should be made of all interviews with the employee and any action taken following such an interview.
- 8.2 Except in agreed circumstances any formal notifications should be disregarded for disciplinary purposes after a specified period of satisfactory performance.
These periods are:
 - 2 terms for an oral or written warning; and
 - 6 terms for a final written warning.

See letters 2, 3 and 4

9. Staff who are absent through illness during the procedure

- 9.1 Absence which is triggered by the capability procedure, and which management believe is likely to be long term, is covered in the key points above and should be referred immediately to the occupational health service to assess whether the employee is fit for continued employment.
- 9.2 Short absences should not delay any part of the formal stage of the capability procedure. Reasonable steps should be made to enable the employee to attend evaluation meetings, but where the employee is unable to attend, these may proceed in the employee's absence if delay would otherwise compromise the maximum time set aside for the procedure. In such circumstances a full account of the evaluation should be provided in the letter confirming the decision taken.

10. Decisions on continuing the procedure and recommending dismissal

Normally the decision to continue a capability procedure or recommend dismissal should be taken by the Head, OR Staff Dismissal Committee (except where the Head's performance is being considered, when it is the Chair's responsibility).

11. Disputes about the procedure

Any disagreements or grievances about the interpretation of the procedure, or the application of any related matters not covered in the procedure, must not delay the various elements of the capability procedure or the overall timetable determined as appropriate for handling any particular case.

12. Conduct of hearing

Any hearing that takes place to consider dismissal will be conducted under the school's disciplinary procedure. See appendix 9 for the conduct of the hearing.

13. Appeals against formal notifications

- 13.1 If at any stage of this procedure, the employee regards the steps taken or proposed as unreasonable, he/she may ask for a written note of dissent to be recorded on his/her file. This is without prejudice to the employee's rights under the grievance procedure.

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- 13.2 Appeals should be made in writing, clearly stating the grounds for appeal, within 5 working days of written confirmation of a formal notification.
- 13.3 Appeals should normally be restricted to considering the reasonableness of the decision made, any relevant new evidence, or any procedural irregularities. An employee is entitled to be accompanied at an appeal hearing by a colleague or union representative.
- 13.4 An appeal hearing should be arranged within 10 working days of receipt of the written notice of appeal and the employee should receive 5 working days notice of the date and time of the appeal hearing together with the management case.
- 13.5 The appeal decision should be confirmed in writing and the employee told that there is no further appeal against the decision within 2 working days of the hearing.
- 13.6 Where the reasonableness of a decision is being questioned the test that should be applied for overturning a formal warning is that the decision was so unreasonable that it was one that no other Head or manager, acting with proper regard to his or her responsibilities, could have chosen to take.
- 13.7 Where an appeal is upheld the matter should be referred back to the Head to be reconsidered or for further appropriate action. Where monitoring would otherwise be continuing, it should not be halted while an appeal is pending.

14. Grievances

- 14.1 In exceptional circumstances an employee may raise a grievance about the behaviour of the Head or other manager during the course of a capability procedure.
- 14.2 Depending on the circumstances it may be appropriate to suspend the procedure until the grievance can be considered. Advice must be sought from the HR Team – Schools.
- 14.3 Such a delay should only be considered where there is a strong indication that the employee has been mistreated and consideration should be given to bringing in another manager to deal with the capability case.
- 14.4 Any records should be passed to the new manager and if appropriate the case should be continued within the same timetable.

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Appendix 1

Letter 1a - Invite to Formal Interview

Dear

Date

Formal Interview One – Capability Procedure

Following the end of the Informal Stage of Capability Procedure it was concluded that a Formal Interview should be convened to review the informal stage of the Capability procedure. The meeting will take place on (date) at (time) in (location).

I will conduct the meeting supported by _____, Human Resources Manager/Officer. You are entitled to be accompanied by a trade union representative or a work colleague.

At this meeting the concerns about your performance will be discussed and you will have the opportunity to make representations. The key causes of concern are:

[List the main concerns](#)

After considering your representations a decision will be made as to how to proceed.

Please confirm your attendance by telephoning me on _____.

Yours sincerely

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Appendix 1

Letter 1b – Successful Conclusion to the Informal Stage

Dear

Date

Following the conclusion of the Informal Stage of the Capability Procedure you have demonstrated that you have met the required standard of performance and no further action will be taken under the procedure as long as you continue to perform to this standard for a further two terms.

Yours sincerely

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Appendix 2

Letter 2 – Written Confirmation of Formal Interview (Outcome)

Dear _____

Date _____

Following the formal interview which was held on _____ I write to confirm the outcome of the meeting. You were accompanied by your trade union representative.

During the meeting we discussed:

- The results of the investigations – [summarise the results](#)
- The main points of the discussion were – [list the main points of discussion and any support agreed.](#)

After listening to your representations I decided to issue a first formal notification which is effective from _____ until _____. The first 20 week assessment stage of the capability procedure will commence on _____. We agreed the evaluation meeting will be held on (date and time) which is the end of the 20th week. You are entitled to be accompanied by a trade union representative or a work colleague.

You have the right of appeal against my decision. Should you wish to appeal you should do so in writing, clearly stating the grounds of appeal, within 5 working days of receipt of this letter.

You should be aware that failure to improve may ultimately lead to dismissal.

[OR –](#)

I decided to extend the informal stage of the procedure for a further (give number of weeks) as you demonstrated that you have improved your performance. However, if at the end of this period there is no further improvement the first assessment stage of the procedure will begin.

[OR](#)

You demonstrated that you have met the required standard of performance and no further action will be taken under the procedure as long as you continue to perform to this standard for a further two terms.

Appendix 3

Letter 3 – Confirmation of Evaluation Meeting

Dear _____

Date _____

Following the evaluation meeting which was held on _____ I write to confirm the outcome of the meeting. You were accompanied by your trade union representative.

During the meeting we discussed:

- The standards of performance that are required
- The level of support that has been provided
- And whether you have attained the required standard

After considering all the evidence available I conclude that you have not attained the necessary level of performance. I decided to issue a final written notification which is effective from _____ until _____. The second assessment stage of the capability procedure will commence on _____. We agreed the final evaluation meeting will be held on (date and time) which is the end of the 24th week. You are entitled to be accompanied by a trade union representative or a work colleague.

You have the right of appeal against my decision. Should you wish to appeal you should do so in writing, clearly stating the grounds of appeal within 5 working days, of receipt of this letter.

You should be aware that failure to improve may ultimately lead to dismissal.

OR –

I decided to extend the first assessment stage of the procedure for a further (give number of weeks) as you demonstrated that you have improved your performance. However, if at the end of this period there is no further improvement the second assessment stage of the procedure will begin.

OR

You demonstrated that you have met the required standard of performance and no further action will be taken under the procedure as long as you continue to perform to this standard for a *further two terms/six terms

* Delete as necessary

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Appendix 4

Letter 4 – Confirmation of Final Evaluation Meeting

Dear

Date

Following the final evaluation meeting which was held on _____ I write to confirm the outcome of the meeting. You were accompanied by your trade union representative.

During the meeting we discussed: [give details for each bullet point](#)

- The standards of performance that are required
- The level of support that has been provided
- And whether you have attained the required standard

[* Delete as appropriate – Heads with delegated powers of dismissal](#)

After considering all the evidence available I concluded that you have not attained the necessary level of performance and I have therefore decided to dismiss you on the grounds of capability. You are entitled to (give notice period) and your last day of service will be (date).

You have the right of appeal against my decision to the Appeals Committee of the Governing Body. Should you wish to appeal you should do so in writing, clearly stating the grounds of appeal, within 5 working days of receipt of this letter. An appeal will be arranged within 10 working days of the date your intention to appeal is received. You will be given 5 working days notice of the date of the appeal hearing.

[* For Heads without delegated powers of dismissal](#)

After considering all the evidence available I concluded that you have not attained the necessary level of performance I have decided to refer the matter to the Staff Dismissal Committee with a recommendation for dismissal on the grounds of capability.

[*Give the date and time and venue for the hearing of the hearing if known.](#) You have the right to be accompanied by a trade union representative or a work colleague. You have the right of appeal against the decision of the Staff Dismissal Committee.

[*If the date is not known](#)

After considering all the evidence available I concluded that you have not attained the necessary level of performance I have decided to refer the matter to the Staff Dismissal Committee with a recommendation for dismissal on the grounds of capability. The hearing will be arranged within 10 working days of the date on this letter and you will be notified of the date no later than 5 working days before the hearing and provided with the management case. You have the right to be accompanied by a trade union representative or a work colleague. You have the right of appeal against the decision of the Staff Dismissal Committee.

Appendix 5

Letter 5 – Invite to Hearing with Staff Dismissal Committee

Dear

Date

Disciplinary Hearing following the conclusion of the Capability Procedure

I am writing to inform/advise you that you are required to attend a disciplinary hearing on at am/pm which is to be held in At this hearing the question of disciplinary action against you, in accordance with the School's disciplinary procedure, will be considered with regard to the following:

- That despite the application of the capability procedure your level of performance has not met the required standard

You should be aware that, if proven, this allegation may result in dismissal.

The Headteacher will present the management case supported by (Human Resources Officer/Manager). The Governors Disciplining Committee will be, who will be advised by..... (Human Resources Officer/Manager) andwill attend as witnesses on the management side.

Any documentation that you wish to be considered at the hearing must be submitted to me at least 2 working days in advance of the hearing date. At the same time, you must notify me of any witnesses whom you intend to call. It should be noted that failure to attend a hearing without good cause is a disciplinary offence and would be added to the allegation(s) considered at the hearing.

You are entitled, if you wish, to be accompanied by a Trade Union representative, a work colleague of your choice.

Yours sincerely

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Appendix 6

Letter 6 – Confirmation of Decision to Dismiss

Dear

Date

Dismissal from Employment

I am writing to confirm the decision taken at the disciplinary hearing held on that you be dismissed, in accordance with the School's Disciplinary Procedure. Your dismissal is for some other substantial reason i.e. on the grounds of capability and you are entitled to *months/weeks notice. Your last day of service will be

You were accompanied at the hearing by; the management case was presented by (Manager) and I was advised by (HR Officer/Manager) from the Human Resources Team - Schools. XY and Z attended as witnesses.

The full reasons for your dismissal are as follows:

- That despite the application of the Capability Procedure you have failed to attain the required level of performance. [Provide an explanation for the decision.](#)

Under the School's disciplinary procedure you have a right to appeal against the decision. If wishing to exercise that right, you must do so in writing to the Clerk to the Governors within 10 working days of receiving this letter confirming the decision, setting out in full the grounds of appeal. You must make it clear whether you are appealing against the finding that you are incapable of performing to the required standards or against the decision to dismiss. If you require assistance in preparing your written appeal form and are unable to obtain help from a union or employee representative of your choice, please contact [name of manager] who will be able to help you. Arrangements will then be made for your appeal to be heard in accordance with the procedure. You may also have a right of appeal to an Employment Tribunal within 3 months of the date of your dismissal.

Any appeal will be heard by the Governors Appeals Committee.

Yours sincerely

* [Delete as appropriate](#)

Appendix 7

Letter 7 – Invitation to Appeal Hearing

Dear

Date

Appeal Hearing

I am writing to inform/advise you that an appeal hearing has been arranged on at am/pm which is to be held in At this hearing the question of the decision to issue you with a *an oral notification/first formal written notification/a final written notification/dismissal on the grounds of capability, in accordance with the School's capability procedure will be considered.

The Headteacher will present the management case supported by (Human Resources Officer/Manager). The Governors Disciplining Committee will be, who will be advised by..... (Human Resources Officer/Manager) andwill attend as witnesses on the management side.

Any documentation that you wish to be considered at the hearing must be submitted to me at least 2 working days in advance of the hearing date. At the same time, you must notify me of any witnesses whom you intend to call.

You are entitled, if you wish, to be accompanied by a Trade Union representative or a work colleague of your choice.

Yours sincerely

- [delete as appropriate](#)

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Appendix 8

Teacher's Action Plan - Example

Current Position	Required Standard	Support and Mentoring	Monitoring and Evaluation	Time Scale
Planning and Preparation Set out the current position and the issues that need addressing.	Set out the schools expectations and the national standards	Specify what support will be provided and by whom.	Specify how the teacher will be monitored, by whom, and how progress will be evaluated.	
Classroom Management				
Quality of Teaching and Learning				
Learning Environment				
Responsibilities (e.g. any subject co-ordination or TLRs)				

This page is an example only and can be amended for each individual depending on the performance issues that are a cause for concern.

Appendix 9

Conduct of a Disciplinary Hearing

1. Introductions

- 1.1 The Headteacher as Disciplining Officer/Governors Disciplining Committee will introduce those present and explain that the purpose of the hearing is to consider whether disciplinary action should be taken in accordance with the School's Disciplinary Procedure. An explanation of how the hearing will be conducted should also be confirmed as set out in paragraphs 2.1 to 5.6 below. The employee should be asked if they understand the allegations, if they have had all the relevant papers and understand the proposed procedure. A reminder should also be made of the need for confidentiality at all times.
- 1.2 If the employee is unrepresented at the hearing, the Headteacher as Disciplining Officer/Governors Disciplining Committee will check prior to the hearing that the employee has been informed of the right to representation. If at this late stage the employee requests representation, the Disciplining Officer will arrange for an adjournment of the hearing for the employee to make the necessary arrangements for representation and briefing.

2. Presenting the Case

- 2.1 The Headteacher as Disciplining Officer/Governors Disciplining Committee will ask the presenting manager to present the facts of the alleged incapability including the calling of witnesses or the use of witness statements and any other supporting documentation or material.
- 2.2 The employee and/or representative will be given the opportunity to question the presenting manager and/or witnesses present at the hearing.
- 2.3 The employee and/or representative will have the opportunity to put forward the details of their case and give an explanation of the alleged incapability, including the calling of witnesses or use of witness statements in support of the employee's case.
- 2.4 The presenting manager will then be given the opportunity to question the employee's witnesses, employee and/or their representative.
- 2.5 The employee and/or representative will be given the opportunity to put forward any mitigating circumstances that they wish to be taken into account. The presenting manager will be given the opportunity to respond to the mitigation.
- 2.6 The Headteacher as Disciplining Officer/Governors Disciplining Committee can ask questions of either side at any stage throughout the hearing. The Headteacher as Disciplining Officer/Governors Disciplining Committee can adjourn the hearing if further investigation is necessary.

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3. Summing Up

- 3.1 At this stage, both parties will be asked to sum up their case with the presenting manager going first. No new evidence will be introduced at this stage.
- 3.2 At the end of the hearing the employee should be asked to confirm that he/she has had the opportunity to say all he/she wished to say in respect of the allegations made and that the requirements of the Disciplinary Procedure have been properly complied with and fairly administered.

4. Adjournment and Confirming the Decision

- 4.1 On completion of the hearing, both parties will be asked to withdraw, in order for the Headteacher as Disciplining Officer/Governors Disciplining Committee to consider the appropriate action to be taken. On reconvening, the Headteacher as Disciplining Officer's/Governors Disciplining Committee's decision will be given verbally to both parties. An explanation for the decision will be given together with details of the employee's rights of appeal under the procedure.
- 4.2 The Headteacher as Disciplining Officer/Governors Disciplining Committee may be unable to give a verbal decision immediately following completion of the hearing. In these circumstances the decision will be given in writing within the time limits laid down in the procedure.

5. Records

- 5.1 The ACAS Code of Practice on Discipline recommends that records must be kept of disciplinary hearings and appeal hearings. The records will detail the nature of the misconduct, the employee's defence and mitigation, the action taken and the reasons for it, whether an appeal was lodged, its outcomes and any subsequent developments.
- 5.2 Much of this information is recorded in statements of case, witness statements and letters confirming the outcome of disciplinary hearings. To ensure completeness, however, it is important that a note is made of the key points made by all concerned at disciplinary hearings.
- 5.3 A note taker/Clerk to the Governors will make a note of the hearing. In cases involving the Governors Appeals Panel, a note of the considerations taken into account by the Panel in reaching a decision will also be made. This will be carried out by the Clerk to Governors.
- 5.4 The notes do not represent minutes, they are not verbatim, and they are not for agreement by all parties. They are simply a record, which may, if appropriate, be drawn upon as necessary at an appeal or Employment Tribunal.
- 5.5 A copy of the notes will be provided to the employee and his/her representative as soon as practicably possible after the hearing.

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- 5.6 The notes will be kept confidential and retained in accordance with the Data Protection Act 1998; they will only be drawn upon, if necessary, relative to the disciplinary hearing and any appeal arising there from.

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Appendix 10

1. Conduct of the Appeal Hearing

The following steps should be taken when conducting an appeal hearing:

- 1.1 Introduction of those present should be made to the employee.
- 1.2 Explanation of the purpose of the hearing, how it will be conducted and what powers the Governors Appeals Committee has.
- 1.3 The employee and/or representative should be asked why they are appealing against the formal notification or decision to dismiss.
- 1.4 The presentation of the management case at appeal hearings should be directed at responding to what the appellant submits as his/her grounds of appeal. The management presentation should take the form of addressing the points raised by the appellant and, following from this, justifying the actions taken.
- 1.5 Witnesses should only be called if they have evidence that is directly relevant to the points of issue.
- 1.6 Particular attention should be paid to any new evidence that has been introduced, and ensure the employee has the opportunity to comment on it.
- 1.7 Once all the relevant issues have been thoroughly explored, the Governors Appeals Committee should withdraw to consider what decision to come to.
- 1.8 The Governors Appeals Committee may uphold, amend or overturn the previous decision given by the Headteacher/Staff Dismissal Committee.
- 1.9 The employee should be informed verbally of the results of the appeal by the Governors Appeals Committee together with the full reasons for the decision and it should then be confirmed in writing no later than 2 working days after the hearing.
- 1.10 Decisions of the Panel will be recorded by means of note taking.

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REPORT TO: Cabinet Member - Children's Services
Overview & Scrutiny (Children's Services)

DATE: 14th September 2010
21st September 2010

SUBJECT: Revenue Expenditure, Capital Programme and
Performance – 2009/10 Portfolio Final
Accounts

WARDS AFFECTED: None directly

REPORT OF: Peter Morgan - Strategic Director – Children
Schools & Families
Interim Head of Corporate Finance & Information
Services – John Farrell

CONTACT OFFICER: Nick Carbonaro – 0151 934 2620
Michael Evans – 0151 934 4114

EXEMPT/CONFIDENTIAL: No

PURPOSE/SUMMARY:

To notify the Cabinet Member of the 2009/10 outturn position for the Children Schools and Families Portfolio.

REASON WHY DECISION REQUIRED:

To allow the Cabinet Member to consider whether there are any issues arising from the 2009/10 accounts for the Portfolio which should be referred to the Overview and Scrutiny Committee (Children's Services).

RECOMMENDATIONS:

The Cabinet Member is asked to:

- a) Note the Portfolio's revenue expenditure outturn for 2009/10;
- b) Note the Portfolio's capital expenditure outturn for 2009/10;
- c) Note the Portfolio's performance indicators and data for 2009/10; and
- d) Consider whether any issues should be referred to the Overview and Scrutiny Committee (Children's Services) for consideration.

KEY DECISION: No

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FORWARD PLAN: Not appropriate

IMPLEMENTATION DATE: Following the expiry of the “call-in” period for the Minutes of the meeting.

ALTERNATIVE OPTIONS:

None

IMPLICATIONS:

Budget/Policy Framework:

Financial:

General Fund Revenue Budgets

This report identifies a General Fund revenue budget overspend of £1.523m for 2009/10 for this Portfolio.

Revenue Budgets funded from the ring-fenced Dedicated Schools Grant (DSG)

Within the ring-fenced DSG, schools overspent their delegated budgets by £2.615m resulting in school balances reducing to £11.791m.

An underspend on the non-delegated (or centrally retained) element of the DSG, which amounted to £0.250m, has been added to the accumulated surplus from previous years.

Capital Budgets

Capital Programme outturn for 2009/10 was £27.89m compared to an estimate of £31.43m, resulting in a net re-phasing of expenditure of £3.54m into 2010/11.

	2010/11 £	2011/12 £	2012/13 £	2013/14 £
CAPITAL EXPENDITURE				
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
REVENUE IMPLICATIONS				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: Not appropriate

Risk Assessment: Not appropriate

Asset Management: Not appropriate

CONSULTATION UNDERTAKEN/VIEWS

The Interim Head of Corporate Finance and Information Services has been consulted and his comments have been incorporated into this report. FD No. 477

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community		√	
2	Creating Safe Communities		√	
3	Jobs and Prosperity		√	
4	Improving Health and Well-Being		√	
5	Environmental Sustainability		√	
6	Creating Inclusive Communities		√	
7	Improving the Quality of Council Services and Strengthening local Democracy	√		
8	Children and Young People		√	

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

None

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Revenue Expenditure, Capital Programme and Performance – 2009/10 Children Schools and Families Portfolio Final Accounts

1 Introduction

- 1.1 The Audit and Governance Committee considered, and approved for audit, the Council's full Statement of Accounts on 30th June 2010. This report outlines the 2009/10 revenue and capital outturn for the Children's Services Portfolio and identifies the major variations. The report also contains details of the Portfolio's operational performance in 2009/10 against its relevant indicators, together with comments by the Children Schools and Families Director, highlighting any issues that have ongoing implications for future years.

2 Revenue Expenditure 2009/10 – General Fund Revenue Budgets

- 2.1 The closure of the 2009/10 Revenue Accounts has now been completed, although the detail is still subject to examination by the auditors, PricewaterhouseCoopers. The outturn for the Council as a whole indicates that General Fund Balances will increase to £3.661m, owing to an overall net underspend (when compared to the budgeted position) of £0.021m.
- 2.2 The provisional outturn position for this portfolio, when compared to the 2009/10 revenue budget, shows a net overspend of £1.523m. However, within this net figure there were some substantial overspends in some demand-led areas of the budget and some significant savings elsewhere to offset them.
- 2.3 The continuing financial pressures facing the CSF Department, particularly those relating to the care of vulnerable children, had been identified in the monthly and quarterly monitoring and reporting exercises throughout the year. These forecasts had indicated a potential overspend in the region of £2m, but the efforts that the Department made to find compensating savings in other areas of the budget (mainly through the flexible use of grant income) enabled the overspend to be restricted.

2.4 Annex A summarises the divisions of service provided by this portfolio and compares the 2009/10 estimate with the outturn figures. The main variations within the overall 'bottom line' of the portfolio are analysed below:

Variations:	£m
a) Payments to Independent Fostering Agencies	1.956
b) Residential Placements / Children's Homes	0.166
c) Placements and care for Children with Disabilities	0.747
d) Leaving Care	0.145
e) Special Guardianship allowances	0.083
f) In-House Fostering	(0.167)
g) Savings on Family Support Centres	(0.280)
h) Use of ABG to support core spend	(0.567)
i) Charge core Admin costs to Surestart activity	(0.123)
j) Early Retirement / Redundancy underspend	(0.224)
k) Reduction in Training costs	(0.241)
l) Integrated Youth Support Service	(0.102)
m) Other net variations	0.130
Net Portfolio overspend	1.523

2.5 The Strategic Director for Children Schools and Families comments on the variations relating to the controllable revenue budget as follows:

a) Payments to Independent Fostering Agencies £1.956m

The growth allocated of £386,600 was insufficient to accommodate the full year effect of the ongoing commitments from the previous year. The June budget monitoring statement forecast a year end overspend of £1.896m. Although the Council continues to commission at the lowest possible costs, the demands on this provision have resulted in an overspend at year end of a similar level to that predicted very early on in the financial year.

b) Residential Placements / Children's Homes £0.166m

The budget for Kirwan House was reduced several years ago on the basis that it would close. The home has remained open but the budget was not reinstated. Consequently the costs of running Kirwan House continue to exceed budget provision.

c) Placements and care for Children with Disabilities (CWD) £0.747m

Care packages and direct payments for children with disabilities increased over the year from 34 to 47 ongoing packages, although during the year there were a maximum of 60 packages in place. CWD Care packages were overspent by £335,000. CWD agency placements were overspent by £412,000. Although placements reduced from 13 at the beginning of the year to 10 at year-end, at times there were 16 placements overall.

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- d) **Leaving Care £0.145m**
The costs of leaving care include semi-independent and independent support packages which are put in place when a young person is no longer looked after. Increases in the number of children entering the care of the local authority, will inevitably eventually result in an increase in the numbers leaving care, with consequential additional cost. Opportunities that arise for taking children out of care will reduce the financial commitment against other looked after children budgets.
- e) **Special Guardianship Allowances £0.083m**
A Special Guardian shares legal responsibility for a child with the child's parents. Although this budget is overspent, this option (where appropriate) removes the need for alternative and potentially more expensive provision.
- f) **In - House Fostering (£0.167m)**
This option is also potentially more cost effective than other forms of care but is entirely reliant upon the availability of suitable foster carers of which there is currently a national shortage.
- g) **Savings on Family Support Centres (£0.280m)**
The effect of vacancy savings, the freeze on non-essential expenditure and increased partnership working with Children's Centres have all contributed to an underspend in this area of the budget
- h) **Use of Area Based Grant to support core spend (£0.567m)**
ABG is a non-ringfenced grant which has been retained specifically to offset overspends elsewhere in the budget. Savings have been made in those areas which have least impact on service delivery. The main area of contribution was from the School Development Grant which was not fully utilised and was underspent by £223,000.
- i) **Charge core admin costs to Surestart activity (£0.123m)**
The Sure Start recharge was greater than budgeted for as it was possible to more accurately reflect the level of support required from the Strategic and Business Support function.
- j) **Early Retirement/Redundancy underspend (£0.224m)**
This budget provides for the ongoing pension costs for teachers and non-teaching staff in schools that have already retired, together with an estimate of the requirement for new cases during 2009/10. The cost of these new cases is difficult to forecast since it is dependent upon the numbers of staff being put forward by schools for retirement, as well as their age and length of service. Given that many schools are financially stable, there is generally less need for schools to make staff redundant.

k) Training (£0.241m)

One-off specific ring-fenced grant of £100,000 derived from the Graduate Leader Fund (Early Years Sure Start Grant) was allocated to the Training Budget in 2009/10. This was used to offset Continuing Professional Development in the Early Years Team. Training programmes were curtailed to achieve savings.

l) Integrated Youth Support Service (£0.102m)

The budget for IYSS was allocated for the recruitment of staff. This area therefore remains unspent due to the vacancy freeze.

3 Revenue Expenditure 2009/10 – Budgets funded from the DSG

3.1 The outturn position for DSG funded budgets comprises an element for delegated budgets and an element for centrally retained items. In both cases any surplus of deficit balances at the year-end are rolled forward for schools-related use in future years.

3.2 The total overspend on schools delegated budgets for 2009/10 was £2.615m. During the year, Bootle High School closed and the accumulated balances for that school reverted to the LEA for future schools use. The year-end position for schools balances is summarised in the table below.

Delegated School Balances 2009/10	£m
School Delegated Balances at 1 April 2009	14.591
Less DSG Overspend 2009/10 (delegated element)	(2.615)
Less transfer of Balances re Bootle High School	(0.185)
Schools Delegated Balances at 31 March 2010	11.791

3.3 The Sefton Schools Forum has considered the potential re-distribution of excessive school balances as part of an annual review of the purpose for which balances are being held. This review has contributed towards a reduction in the overall level of balances – a trend which is expected to continue in 2010/11. The agreed threshold levels over which balances will be considered excessive (and therefore eligible for scrutiny) are 5% of the annual budget, for an individual secondary school, or 8% for other schools. If a school is deemed to have excessive balances for no acceptable reason, then any redistributed funds would remain in the schools area and could not be transferred to the General Fund.

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- 3.4 The Centrally Retained element of the DSG underspent by £0.250m. This was in part due to the healthy trading position of the Sefton Catering Service, which was £0.131m under budget, and savings on the contribution required from the DSG for newly qualified teachers. The Centrally Retained DSG reserve, which accumulates any overspends or underspends each year from this part of the budget for future school related use, therefore increased by £0.250m to £0.385m.

4 Capital Expenditure 2009/10

- 4.1 The Children's Services Portfolio Capital Programme outturn for 2009/10 was £27.89m compared to an estimate of £31.43m, resulting in a net re-phasing of expenditure of £3.54m into 2010/11.
- 4.2 The major rephasings and comments from the Children Schools and Families Department are detailed below.
- i) Devolved Formula Capital Schemes (£0.503m). This funding is devolved to schools, which have a three-year time period in which to utilise the money. Members will recall that schools were given 40% of their 2010/11 DFC allowance in 2009/10 as part of the fiscal stimulus introduced by Government. Many schemes are already planned to take place in the summer holidays and some schools will make contributions to major schemes planned within the financial year.
 - ii) Play Naturally (£0.221m). The Crosby Coastal Park Play Area scheme has recently started on site with the balance of funding, with the exception of retention, expended within the financial year. The Playbus for Parenting 2000 is due for delivery imminently, after which the balance of the allocated funding will be expended.
 - iii) Primary Capital Programme (£0.375m). All eleven schemes are progressing well with the majority on site and completion is expected by summer 2010. The scheme at Our Lady of Walsingham has been delayed, whilst decisions were made on the capacity of the single-sited school, but this is now due to start on site in August. The major rebuild scheme at Aintree Davenhill is making good progress after a delayed start and is due for completion by December 2010.
 - iv) 14 – 19 Diploma Rooms (£1.29m). A total of nineteen schemes are being progressed under this programme with five completed, eight on site and the remaining six due to start on site during the summer holiday period. All funding, with the exception of retentions, will be expended within the financial year.

- v) Early Years and Childcare Grant (£0.895m). The bidding process, by nursery providers in the private, independent and voluntary sector, for grant funding has been completed and allocations have been finalised. All schemes will be progressed and monitored over the next few months and it is anticipated that the balance of funding will be expended by 31 March 2011.

5 Performance in 2009/10

- 5.1 Attached at Annex C are the main performance indicators for the Children's Services portfolio. This shows Sefton in a very positive light in comparison to other North West Authorities. Areas of concern are being addressed.
- 5.2 A Cabinet Report on Children's Services performance was taken to Cabinet Member Children's Services on 6th May 2009 and to Children's Overview and Scrutiny on 7th July 2009. The Report advised elected members about the six month (October to March) performance for 2008/9, with particular regard to the Children and Young People's Plan, Annual Performance Assessment, Corporate and Departmental plans and key performance targets.
- 5.3 The recent (September 2008) Annual Performance Assessment (APA) is still current and the feedback, both positive and negative, has now been communicated and dealt with accordingly. The service is now leading with partners on the self-assessment for the impending Safeguarding and Looked After Children Inspection.
- 5.4 Performance throughout 2009-10 includes:
 - (i) In June 2009, a Core Case Inspection of youth offending work took place as part of the Inspection of Youth Offending Programme. The inspection outcome was very disappointing, with seven of the eight inspection criteria and management oversight of practice as in need of substantial improvement. Since this inspection, the Youth Offending Service and partner agencies have worked extremely hard and effectively to implement the recommendations set out in the official inspection report. A number of work streams – case management and quality assurance, risk management, safeguarding, recording, partnerships, performance management – are all making good steady progress. Risks are managed to look at accommodation, management capacity, operational agreements and workforce development. The new Strategic Director for CSF took the Chair of the YOT Management Board to oversee the implementation of the Improvement Plan.
 - (ii) Although Sefton's Youth Offending performance had dipped during 2009, overall performance was judged, once again, as Good for Sefton Children's Services in the 2009 Comprehensive Area Assessment (CAA) – as officially noted in the OFSTED Annual Performance Rating Letter, December 2009. Sefton CSF was rated as "performing well – an organisation that exceeds minimum requirements". OFSTED noted that in Sefton, "there was very little inadequate provision and all settings, including childcare, nursery, primary

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schools, secondary schools, the pupil referral unit and post 16 provision, perform above that of both similar areas and nationally”. They also noted good performance against the majority of national indicators, outstanding provision in our special schools, strong performance in post-16 education, and performance judged good or better in three out of five children’s homes. But the Council’s “fostering and adoption agencies judged only adequate – falling below performance of comparable services in similar areas and nationally”.

- (iv) Throughout 2009, significant progress was made with the development of children’s trust arrangements. For example, implementation of the Common Assessment Framework (CAF) was methodical, with good evidence of multi-agency work improving outcomes for children, young people, and families in Sefton; a wide range of services were co-located within Sefton Children’s Centres, again, with good evidence of improving outcomes for children, young people, and families; information sharing protocols were agreed amongst relevant partners; the young people’s agenda became integral to the trust agenda through Integrated Youth Support and Targeted Youth Support, and Sefton’s Youth Services continued to improve, working in partnership with Sefton Community and Voluntary Sector (CVS) and Sefton Leisure Services to commission a range of positive activities and programmes for young people; consultation and engagement for our children and young people has been excellent, and has helped to formulate joint priorities within the regularly reviewed Sefton CYPP; the governance structure was revised to improve interaction with the Sefton Local Safeguarding Board (LSCB), Corporate Parenting Board, and Sefton Borough Partnership; and a good range of joint training and workforce development took place at both operational and strategic levels, this helped inform the recently agreed Sefton Integrated Workforce Strategy. In addition, Sefton schools sustained good performance across all Key Stages (since September 2009, 81% of inspected schools in Sefton have been judged Good or Outstanding compared with the national average of 51%), and extended schools activity was noted as making very good progress through external validation.
- (v) At the end of September 2009, there was an unannounced inspection of Sefton’s contact, referral and assessment arrangements. Inspectors found that the arrangements were delivered satisfactorily in accordance with national guidance, in particular, children were safeguarded through good inter-agency working, including prompt convening of initial child protection conferences; prompt visits to assess children’s needs; complex work was undertaken by qualified and committed social workers, with good management support to sustain the service; systems were in place to audit the quality of case files and supervision records, and evidence of good feedback to workers and managers to further improve practice and change. Inspectors noted as particular strengths the good inter-agency work at a strategic level, particularly the Sefton LSCB; staff felt supported by accessible and experienced managers; staff and managers also demonstrated enthusiasm and commitment in working as a team.

- (vi) Inspectors also noted a number of areas for improvement, notably, the ability of the assessment team to respond appropriately to initial contacts was compromised by the high volume received and the variable quality of information; quality of some referrals; issues with the Integrated Children's System (ICS); management capacity within the assessment team; insufficient focus on the needs of some children in assessments; delays in the transfer of work to other teams; and the poor condition of the accommodation. The single Priority Action involved the identification of risks to the safety of some children, as noted through the case files.
- (vii) CSF staff and partners responded extremely positively to the unannounced inspection, implementing the recommendations and seeking further ways to improve systems and practice. There is an awareness that more work needs to take place to fully implement the Integrated Children's System (ICS) – a robust action plan has now been agreed to progress this work.

6 On-going issues for future financial years

- 6.1 The Strategic Director for Children's Services has identified a number of ongoing priorities for 2010-11 and these form the basis of the Department's Strategic Plan. These include Safeguarding, Think Family, Think Community, Narrowing the gap and general budgetary issues.
- 6.2 All the priorities are integral to the successful delivery of our prevention and early intervention strategies.
- 6.3 Children, Schools and Families growth of £4,458,000 for 2009/10, was allocated to key overspending areas including Independent Fostering Placements and Legal costs. It is hoped that the increase will address the problems of underfunding from previous years, however, pressures continue within the budget from these areas and the need to recruit and retain Social Workers is an on-going priority. This will help to reduce case loads for current Social Workers to a more manageable nationally recommended level.

7 Recommendations

- 7.1 The Cabinet Member is asked to:
 - a) Note the Portfolio's revenue expenditure outturn for 2009/10;
 - b) Note the Portfolio's capital expenditure outturn for 2009/10;
 - c) Note the Portfolio's performance indicators and data for 2009/10; and
 - d) Consider whether any issues should be referred to the Overview and Scrutiny Committee (Children's Services) for consideration.

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ANNEX A

Children Schools & Families Portfolio
Revenue Expenditure Summary 2009/10

SUMMARY

		<u>ESTIMATE</u> 2009/2010	<u>ACTUAL</u> 2009/2010	VARIANCE
		£	£	£
<u>SUMMARY</u>				
SCHOOLS DELEGATED BUDGETS	DSG	167,973,550	170,588,585	2,615,035
SCHOOLS CENTRALLY RETAINED ITEMS	DSG	-7,174,550	-7,424,972	-250,422
DEDICATED SCHOOLS GRANT INCOME	DSG	-160,799,000	-160,799,000	0
EDUCATION	General Fund	29,382,850	27,998,348	-1,384,502
CHILDRENS SOCIAL CARE	General Fund	29,069,550	31,976,983	2,907,433
TOTAL NET EXPENDITURE		58,452,400	62,339,944	3,887,544

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DSG Budgets

Ref No.		<u>ESTIMATE</u> <u>2009/2010</u>	<u>ACTUALS</u> <u>2009/2010</u>	<u>VARIANCE</u>
		£	£	£
	<u>Schools Budgets</u>			
1	Nursery Delegated	904,450	923,539	
2	Primary Delegated	73,770,050	74,898,931	
3	Secondary Delegated	86,383,400	87,629,290	
4	Special Delegated	6,915,650	7,136,825	
5	Total Schools Budgets	167,973,550	170,588,585	2,615,035
	<u>Centrally Retained Items</u>			
6	Nursery	2,865,550	2,741,045	
7	SSG - Nursery	-64,950	-64,948	
8	Primary	815,950	591,403	
9	SSG - Primary	-3,955,450	-3,953,931	
10	Secondary	876,550	975,649	
11	SSG / LSC Income - Secondary	-17,207,850	-17,130,426	
12	Special	3,098,400	3,172,265	
13	SSG - Special	-240,250	-240,256	
14	Attendance & Behavioural Support	2,288,550	2,232,854	
15	Contingencies - Matrix & Vulnerable Children	37,800	0	
16	Management and Admin	1,147,200	1,284,680	
17	Inspectors/Advisors	4,400	4,279	
18	Psychologists	1,778,950	1,769,896	
19	School Catering	57,400	-73,744	
20	PDC	-2,600	99,571	
21	Standards Fund (Pupil Retention & NQT Match Funding)	149,850	3,565	
22	Other Catering (PDC)	-1,200	-14,024	
23	Revenue Contribution to Planned Maintenance	556,550	556,550	
24	Bootle HS Closure Costs	620,600	620,600	
25	Total Centrally Retained	-7,174,550	-7,424,972	-250,422
26	DSG Income	-160,799,000	-160,799,000	
27	TOTAL NET EXPENDITURE	0	2,364,613	2,364,613

SSG – School Standards Grant

LSC – Learning & Skills Council

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General Fund Budgets (Education)

Ref No.		<u>ESTIMATE</u> <u>2009/2010</u>	<u>ACTUALS</u> <u>2009/2010</u>	<u>VARIANCE</u>
		£	£	£
	<u>EDUCATION</u>			
	SCHOOLS			
1	Pre-Primary	183,000	173,532	
2	Primary	9,741,150	9,050,934	
3	Secondary	7,560,350	7,272,242	
4	Special	4,534,150	4,368,979	
5	Attendance and Behavioural Support	44,600	41,809	
	CONTINUING EDUCATION			
6	Adult Centres	69,750	69,397	
7	Other Continuing	654,950	682,494	
8	LEA Youth	4,637,550	4,595,460	
9	Integrated Youth Support Service	101,950	0	
10	Publicising Positive Activities	26,400	29,225	
11	Positive Activities for young People	496,650	448,022	
12	Voluntary Youth	459,450	393,410	
13	YOUTH OFFENDING TEAM	872,900	872,844	
	TOTAL NET EXPENDITURE	29,382,850	27,998,348	-1,384,502

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General Fund Budgets (Children's Social Care)

Ref No		<u>ESTIMATE</u> <u>2009/2010</u>	<u>ACTUALS</u> <u>2009/2010</u>	<u>VARIANCE</u>
		£	£	£
	<u>CHILDRENS SOCIAL CARE</u>			
1	Social Work Teams	4,872,850	5,083,533	
2	Emergency Duty Team	125,000	169,739	
3	Leaving Care	558,150	703,325	
4	Fostering - In House	1,648,550	1,481,187	
5	Fostering - Agency (IFAs)	2,130,950	4,086,485	
6	Adoption	442,050	391,387	
7	Residence Orders	385,200	418,059	
8	Special Guardianship Allowances	56,250	139,352	
9	Residential Placements (excl CWD)	2,197,400	2,304,875	
10	Residential Placements - Agency	3,003,750	3,062,637	
11	Placements - In House	516,150	485,929	
12	Placements - Agency	1,085,600	1,564,420	
13	CWD Care Packages	880,050	1,178,038	
14	CWD Play Schemes	55,150	55,382	
15	Care Matters White Paper	246,600	214,117	
16	Child Trust Fund	6,500	6,500	
17	Family Support Centres	1,730,050	1,450,505	
18	Resource Centre for Children with Disabilities	28,150	34,119	
19	Early Years Contribution / Pupil Referral Units	21,150	0	
20	Under Eight Services	33,350	34,098	
21	Independent Review and Childrens Rights	394,250	418,294	
22	Childrens Re-enablement	14,000	16,099	
23	Childrens OT / Aids and Adaptations	37,150	46,209	
24	Childrens Special Equipment	60,000	59,102	
25	Quality Protects	77,900	96,994	
26	Adoption Grant	89,300	66,857	
27	Vulnerable Childrens Grant	413,850	412,202	
28	Children Missing Education	19,000	18,933	
29	Life Chances Looked After Children	107,200	71,327	
30	CAMHS	580,100	654,369	
31	Other Support Services	591,550	435,993	
32	Childrens Fund	762,700	727,994	
33	Teenage Pregnancy Grant	130,000	129,897	
34	Safeguarding Children	100,850	71,910	
35	Child Death Review	37,450	37,450	
36	Carers Children	306,450	284,382	
37	SMASH	124,200	45,199	
38	Central Support Services	2,464,100	3,045,007	
39	Contact Point	-200	0	
40	Training	341,300	99,877	
41	Senior Management & Administrative Support	2,395,500	2,375,201	
	TOTAL NET EXPENDITURE	29,069,550	31,976,983	2,907,433

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METROPOLITAN BOROUGH OF SEFTON

CAPITAL PROGRAMME 2009/10 - 2012/13

ANNEX B

CHILDREN'S SERVICES

1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
<u>General</u>					
1	Great Crosby RC PS - Single Siting	327.83	17.99	0.00	17.99
2	Forefield Juniors-Alteration and Extension	222.88	13.86	0.00	13.86
3	Capitalised Maintenance	852.25	782.25	740.96	41.29
4	Merefield-New Classrooms	1,446.86	0.23	0.23	0.00
5	School Travel Plans 2004/05 - 2009/10	320.07	41.71	35.52	6.19
6	Litherland Sports Park	5,551.35	47.94	3.89	44.05
7	Hillside High School - Sports Hall	1,700.00	17.26	1.49	15.77
8	Devolved Formula Capital	6,400.76	2,300.00	1,797.07	502.93
9	Birkdale High School-Media Hall	1,338.52	41.13	24.10	17.03
10	Range HS - Specialist Accommodation	2,781.00	46.01	35.67	10.34
11	Rimrose Hope Primary School-Targeted Capital	6,314.75	1,724.63	1,675.53	49.10
12	Youth Capital Fund	734.29	154.90	158.57	-3.67
13	Thomas Gray PS - Single Siting	3,158.00	1,156.26	1,092.83	63.43
14	South Sefton Sixth Form Centre	12,494.98	3,239.41	3,053.47	185.94

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1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
15	Churchtown CP School - SEN Facilities	142.61	3.00	0.38	2.62
16	Primary Capital Strategy External Consultancy	65.00	54.44	0.00	54.44
17	Framework Contracting - external consulting	60.00	60.00	0.00	60.00
18	Litherland OSP	26,415.62	8,772.42	9,730.31	-957.89
19	Newfield School - Specialist College Status	159.82	96.74	86.37	10.37
20	Playing For Success - Aintree Racecourse	45.00	1.93	0.00	1.93
21	Fair Play Playbuilder Programme	1,116.96	424.26	384.29	39.97
22	Forefield Juniors - Outdoor Facilities	335.35	275.27	305.22	-29.95
23	TCF SEN	2,540.44	0.00	0.00	0.00
24	Forefield Infant School - external play area	40.00	40.00	0.00	40.00
25	Pinefield Formby - Additional Classroom	139.00	77.00	0.00	77.00
26	Linaker PS Southport - fire doors	17.09	17.09	0.00	17.09
27	Low and Zero Carbon Schools	250.00	250.00	133.66	116.34
28	Play Naturally	278.07	278.07	57.00	221.07
29	Extended Schools 2008/09 - 2010/11	1,021.87	398.20	319.87	78.33
30	TCF Kitchens / Dining Rooms	607.41	108.80	141.17	-32.37
31	Meols Cop Specialist College for Sport	150.00	150.00	0.71	149.29
32	Aiming High for Disabled Children	158.70	0.00	0.00	0.00
33	Hillside HS Specialist College Redesignation	25.00	25.00	10.56	14.44
34	Formby HS Specialist College Redesignation	0.00	0.00	10.71	-10.71

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1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
35	Meols Cop HS Dining Room Conservatory	0.00	0.00	15.67	-15.67
36	Kew Woods – New Classrooms	0.00	0.00	5.03	-5.03
37	Equipment Acquisitions Schools	0.00	0.00	375.71	-375.71
38	Old Schemes	113.51	53.77	6.07	47.70
Total General		77,324.99	20,669.57	20,202.06	467.51
IT Schemes					
39	City Learning Centre - Savio High School	2,080.00	66.39	87.37	-20.98
40	City Learning Centre - Ainsdale HS	1,961.77	18.11	20.61	-2.50
41	CSF IT Strategy	1,250.00	104.21	90.18	14.03
42	Improving Information Management	287.78	2.61	2.61	0.00
43	CS IT (Single Child Record)	540.00	0.00	0.00	0.00
44	Computers for Pupils	945.80	95.00	94.51	0.49
45	ICT Capital Funding	434.59	153.63	153.63	0.00
46	Information System for Parents and Providers	24.04	8.34	8.34	0.00
47	Integrated Children' s System	37.23	37.23	35.80	1.43
Total IT Schemes		7,561.21	485.52	493.05	-7.53
Primary Capital Programme					
48	Aintree Davenhill PCP	2,612.00	442.00	308.08	133.92
49	Lander Road PCP	1,980.03	114.79	124.42	-9.63

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1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
50	St Philips CE PS PCP	228.94	201.00	117.32	83.68
51	Christ Church CE PS PCP	374.19	265.00	127.60	137.40
52	Other Primary Capital Programme Schemes	5,193.09	1,804.62	1,775.20	29.42
Total Primary Capital Programme		10,388.25	2,827.41	2,452.62	374.79
Modernisation					
53	Maghull High School - Maths/ Music Rooms	1,110.00	70.73	24.14	46.59
54	Crossens Nursery Relocation to Larkfield CP	692.25	61.02	40.15	20.87
55	Farnborough Road School Kitchen/Dining Imps.	2,077.89	1,304.00	1,210.90	93.10
56	Other NDS Modernisation Schemes	1,139.48	0.00	0.00	0.00
Total Modernisation		5,019.62	1,435.75	1,275.19	160.56
School Access Initiative					
57	Litherland HS – Hygiene Area/ Lift	277.78	9.90	0.00	9.90
58	Primary School Schemes	105.15	14.82	0.00	14.82
59	Hillside High School Courtyard Extension	762.98	0.37	56.99	-56.62
60	General Access Works at various schools	50.00	14.11	14.11	0.00
61	Summerhill PS - appliance store and ramps	32.25	32.25	32.51	-0.26
62	Stanley HS - Special needs base	72.00	72.00	17.89	54.11
63	Improved Access to the National Curriculum	42.00	42.00	19.61	22.39
64	Waterloo PS - SEN bases	201.26	201.26	212.55	-11.29

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1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
65	Summerhill PS - disabled parking provision	35.00	35.00	28.12	6.88
66	Rowan Park Car Park	70.00	22.00	5.80	16.20
67	Other School Access Initiative Schemes	358.81	6.02	0.00	6.02
Total Schools Access Initiative		2,007.23	449.73	387.58	62.15
New Pupil Places					
68	Deyes High School - Repl. rotted windows	58.04	4.78	0.00	4.78
69	Oakfield PRU - Boiler Repl.	102.73	1.86	1.54	0.32
70	Birkdale High School Boiler Repl.	98.29	3.31	2.22	1.09
71	Churchtown Primary School Boiler Repl.	66.45	7.24	0.89	6.35
72	Shoreside Primary School Boiler Repl.	87.56	4.90	1.84	3.06
73	Daleacre Campus Window Repl.	50.00	48.94	0.00	48.94
74	Bedford Primary Staffroom Enlargement	96.06	2.20	2.22	-0.02
75	Maghull High School Dining Room Enlargement	129.90	3.67	18.71	-15.04
76	Crosby High School Car Park Imps.	30.00	28.73	18.05	10.68
77	Woodlands PS Kitchen Refurbishment	167.21	4.99	4.41	0.58
78	Northway PS Kitchen Refurbishment	103.67	103.67	96.20	7.47
79	Lydiate PS Kitchen Refurbishment	198.13	198.13	204.72	-6.59
80	Hatton Hill Primary-Boiler Replacement	95.00	95.00	63.88	31.12
81	St Andrews Maghull - Repl of infant boiler	95.00	20.30	21.74	-1.44
82	Northway PS - Repl wiring	100.00	100.00	30.99	69.01

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1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
83	Other New Pupil Places Schemes	963.18	0.00	0.00	0.00
	Total New Pupil Places	2,441.22	627.72	467.41	160.31
TCF 14-19 Diplomas					
84	Birkdale High School	347.53	31.40	51.86	-20.46
85	Chesterfield High School	135.00	128.25	0.00	128.25
86	Deyes High School	750.00	425.29	88.85	336.44
87	Formby High School	270.86	264.50	194.47	70.03
88	Greenbank High School	315.81	309.00	233.27	75.73
89	Hillside High School	255.62	22.48	26.21	-3.73
90	Maghull High School	394.72	30.60	25.48	5.12
91	Meols Cop High School	219.00	219.00	215.76	3.24
92	Range High School	357.46	348.34	252.90	95.44
93	St George of England High School	122.00	115.40	0.40	115.00
94	Stanley High School	152.00	152.00	0.00	152.00
95	Christ the King RC High School	175.75	175.75	143.91	31.84
96	Holy Family RC High School	269.93	0.00	0.00	0.00
97	Maricourt RC High School	139.50	139.50	111.28	28.22
98	Sacred Heart RC College	266.70	0.00	0.00	0.00
99	Savio Salesian RC College	108.12	108.12	70.76	37.36

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1	2	3	4	5	6
REF. NO.	PROJECT DESCRIPTION	TOTAL COST	REVISED ESTIMATE 2009/10	OUTTURN	REPHASING TO 2010/11
		£'000	£'000	£'000	£'000
100	St Michael's High School	204.52	204.52	5.28	199.24
101	St Ambrose Barlow RC High School	135.09	0.00	0.00	0.00
102	St Wilfrid's RC High School	114.46	114.46	78.46	36.00
Total TCF 14-19 Diplomas		4,734.07	2,788.61	1,498.89	1,289.72
Surestart Grant Schemes					
103	Early Years & Childcare 2008/09 - 2010/11	2,882.88	1,228.47	333.83	894.64
104	Ph 1 & 2 Children's Centres Maintenance	212.46	117.16	151.16	-34.00
105	Valewood Children's Centre	397.92	357.41	272.92	84.49
106	Freshfield Children's Centre	334.92	298.86	294.38	4.48
Total Surestart Capital Grant		3,828.18	2,001.90	1,052.29	949.61
Children's Personal Social Services					
107	Children's PSS - 2004/05-2008/09	244.15	56.47	56.21	0.26
108	Children's PSS - 2009/10	45.94	45.94	0.00	45.94
109	Children's PSS - 2010/11	44.73	44.73	0.00	44.73
Total Children's Personal Social Services		334.82	147.14	56.21	90.93
TOTAL CHILDREN'S SERVICES SCHEMES		113,639.59	31,433.35	27,885.30	3,548.05

PERFORMANCE DATA 2009/10 - CHILDREN'S SERVICES

ANNEX C

PAT = Places Analysis Tool : A DCLG tool designed to undertake analysis of published national indicator data.

Code	Name	Polarity		Actual 2009/10	PAT Regional (NW) Average		% Variance	PAT National Average		% Variance
NI 050	Emotional health of children	Higher	%	57.2	58.6	☹	-2.39%	56	☺	2.14%
NI 053	Prevalence of breastfeeding at 6 – 8 weeks from birth PSA 12	Higher	%	26.8	n/avail	■		n/avail	■	
NI 058	Emotional and behavioural health of children in care DCSF DSO	Lower	Number	13.8	13.4	☹	0.00%	13.9	☺	-3.60%
059	Percentage of initial assessments for children's social care carried out within 7 working days of referral	Higher	%	64.7 unvalidated	73.9	☹	-11.91%	71.8	☹	-9.33%
NI 060	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement.	Higher	%	81.4 unvalidated	77.7	☺	-10.30%	78.2	☺	-10.87%
NI 061	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	Higher	%	72.2 unvalidated	76.8	☹	2.73%	75.8	☹	4.09%
NI 062	Stability of placements of looked after children: number of placements	Lower	%	12	10.1	☹	24.75%	10.7	☹	17.76%

	Name	Polarity		Actual 2009/10	PAT Regional (NW) Average		% Variance	PAT National Average		% Variance
NI 063	Stability of placements of looked after children: length of placement	Higher	%	73.6	66	😊	2.88%	67	😊	1.34%
NI 064	Child Protection Plans lasting 2 years or more	Lower	%	12.8 unvalidated	3.8	😞	26.32%	5.8	😞	-17.24%
NI 065	Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time	Lower	%	16.4 unvalidated	12.7	😞	10.24%	13.5	😞	3.70%
NI 066	Looked after children cases which were reviewed within required timescales	Higher	%	95	92.6	😊	5.40%	90.9	😊	7.37%
NI 067	Percentage of child protection cases which were reviewed within required timescales	Higher	%	100	98.3	😊	1.73%	99.1	😊	0.91%
NI 068	Referrals to children's social care going on to initial assessment	Higher	%	74 unvalidated	64.3	😊	11.35%	63.8	😊	12.23%
NI 069	Children who have experienced bullying	Lower	%	28.4	27.4	😞	3.65%	28.8	😊	-1.39%
NI 072	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication Language and Literacy	Higher	%	48P	52	😞	-9.62%	52	😞	-9.62%

	Name	Polarity		Actual 2009/10	PAT Regional (NW) Average		% Variance	PAT National Average		% Variance
NI 076	Reduction in the number of schools where fewer than 55% of Pupils achieve level 4 or above in both English and Maths at KS2	Lower	%	2	n/avail	■		n/avail	■	
NI 088	Number of Extended Schools DCSF DSO	Higher	%	89	86	😊	3.49%	88	😊	1.14%
102a	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 - Key Stage 2 Gap	Lower	%	20.00P	22.4	😊	8.04%	22.3	😊	8.52%
102b	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 - Key Stage 4 Gap	Lower	%	29.00P	30.9	😊	2.91%	27.8	😞	14.39%
NI 103a	Special Educational Needs – statements issued within 26 weeks DCSF DSO	Higher	%	96.7	93.2	😊	3.00%	91.1	😊	5.38%
NI 103b	Special Educational Needs – statements issued within 26 weeks DCSF DSO	Higher	%	70.8	87.1	😞	-38.00%	82.4	😞	-34.47%

	Name	Polarity		Actual 2009/10	PAT Regional (NW) Average		% Variance	PAT National Average		% Variance
NI 110	Young people's participation in positive activities	Higher	%	66	64.7	😊	2.01%	65.8	😊	0.30%
NI 111	First time entrants to the Youth Justice System aged 10-17	Lower	Number	1208 unvalidated	1510	😊	-15.23%	1472	😊	-13.04%
NI 112	Under 18 conception rate the rate per 1,000 - PSA 14	Higher	%	30.5	n/avail	▪		n/avail	▪	
113a	Screening Volumes of Chlamydia in under 25 year olds -Testing of Chlamydia in under 25 year olds	Higher	%	12.9 unvalidated	22.5	😞	-10.67%	23.2	😞	-13.36%
115	Substance misuse by young people	Lower	%	12.2	11	😞	10.91%	9.8	😞	24.49%
NI 117	16 to 18 year olds who are not in education training or employment (NEET)	Lower	%	6.5	7.8	😊	-2.56%	6.7	😊	13.43%
NI 147	Care leavers in suitable accommodation	Higher	%	84	89.3	😞	0.22%	89.6	😞	-0.11%
NI 148	Care leavers in education employment or training	Higher	%	56	62	😞	18.87%	63	😞	16.98%
NI 161	Number of Level 1 qualifications in literacy (including ESOL) achieved	Higher	Number	1601	1573	😊	1.78%	1492	😊	7.31%
NI 162	Number of Entry Level qualifications in numeracy achieved	Higher	Number	203	n/avail	▪		n/avail	▪	

Agenda Item 6

REPORT TO: Cabinet Member Children's Services

DATE: 14th September 2010

SUBJECT: Home Extension for Special Guardians who reside in Wrexham

WARDS AFFECTED: All

REPORT OF: Peter Morgan – Strategic Director – Children, Schools & Families

CONTACT OFFICER: Marilyn Josefsen, Interim Service Manager, Provision
Tony Murphy, Fostering Manager

EXEMPT/ CONFIDENTIAL: No

PURPOSE/SUMMARY:

This Report is for consideration of a building extension that will provide bedroom and living space for two looked after children, Child A (born 2008) and Child B (born 2006), who have full care orders (Section 31 Children Act 1989) and who will remain in the care of their great aunt and her partner until adulthood under a Special Guardianship arrangement. Legal Services have been consulted and will make the necessary arrangements to place a charge on the property.

REASON WHY DECISION REQUIRED:

The Special Guardians' accommodation is a three bed-roomed house with bathroom, kitchen/diner and lounge of limited size. The Special Guardians have two of their own children (a boy born in 1997 who is the son of the maternal great aunt and a girl born in 2008 who is the daughter of the Special Guardians).

The Special Guardians did apply to the Fostering Service to care for the children when they were initially taken into care but the viability report was not approved by the Fostering Panel because of the financial position and the lack of space within the applicant's home. The Special Guardians had a legal charge on their home and each of them had been made redundant. They had placed their home for sale with an estate agent for the purpose of settling their mortgage and outstanding debts. They then planned to rent a larger property in order to accommodate Child A and Child B.

They had the support of the birthparents to make an application to the court to be made party to the proceedings and to apply for a Special Guardianship Order.

The court approved their request to be assessed as Special Guardians and this report by an independent social worker was positive. They had resolved the issue

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of the financial charge against the property and were in a better financial position at that point. The Local Authority was requested to consider a Special Guardianship package of support under the regulations. (Adoption Act 2002 and the Special Guardianship Regulations 2005).

RECOMMENDATION(S):

The Cabinet Member is asked to consider the ongoing financial support in compliance with the Special Guardianship Regulations; an investment to extend the property in order to keep two siblings within their extended family through to adult life.

KEY DECISION: No

FORWARD PLAN: Not appropriate

IMPLEMENTATION DATE: Following the expiry of the “call-in” period for the Minutes of the meeting.

ALTERNATIVE OPTIONS:

Private rented accommodation was considered as an option but this would not give any certainty of residence and the impact that this would have on the family by moving from their community and support network. The proposed properties were in a rural location and would have a major impact on the family and the children. The rental costs would need to be subsidised and the proposed government changes to the Welfare and Housing Benefits system would be prejudicial to the placement of the children subject to this report.

IMPLICATIONS:

Budget/Policy Framework: MB167 A4211 Fostering Services

Financial:

<u>CAPITAL EXPENDITURE</u>	2009 2010 £	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £
Gross Increase in Capital Expenditure		26750		
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources		yes		
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal:

Risk Assessment:

Asset Management:

**CONSULTATION UNDERTAKEN/VIEWS
CONSULTED LEGAL SERVICES; LOOKED AFTER TEAM 1;**

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	/		
2	Creating Safe Communities		/	
3	Jobs and Prosperity		/	
4	Improving Health and Well-Being		/	

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5	Environmental Sustainability		/	
6	Creating Inclusive Communities	/		
7	Improving the Quality of Council Services and Strengthening local Democracy		/	
8	Children and Young People	/		

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Adoption Act 2002

Special Guardianship Regulations 2005

Sefton Policy for Special Guardianship Financial Support

Fostering Regulations 2002

Fostering National Minimum Standards 2002

Standard 6.4

Each child placed has his/her own bedroom and accommodation arrangements reflect the child's assessed need for privacy and space.

Background

The children, Child A (born in 2008) and Child B (born in 2006) became looked after children by Sefton Council on 19/06/09 under a Police Protection Order and an Interim Care Order was granted on the 22/06/09.

On the 19/06/09 the children were placed with foster carers for the initial emergency placement and then they were moved to a matched placement with foster carers on 24/06/09. The children were then moved to kinship foster carers on 31/07/09 so that they would be cared for within their extended family. Unfortunately this arrangement could not be maintained and the carers asked for the children to be moved, and as there was no capacity within Sefton Fostering Service to provide an appropriate placement, the children were placed with an Independent Fostering Agency, where they remained until the court hearing in August to determine the permanency arrangements.

The plan from the court proceedings is that the children be placed under a Special Guardianship Order with the maternal great aunt and her partner to secure the stability and permanency for the children within the extended family.

The Special Guardians are both currently unemployed and in order for this plan to be successful, they have requested assistance from the local authority for financial support by provision of age appropriate fostering allowances less any welfare benefits/income support to which they may be entitled. They have also requested an extension to their home to provide the extra bedroom, living space and privacy for the children.

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The Special Guardians have a mortgage on their home, which is valued at £109,950 and the settlement amount is £80,357.82p.

The cost of an extension would be (including VAT) **£26,750.**
(Quotation from HughesWard Construction)
and planning/building permission

The current cost of care for the two children within the Independent Fostering Agency is £675.22 per child per week.

The annual agency cost for the two children = **£70,223**

If this Special Guardianship Order and the Package of Support is not granted, the options for the children are long-term foster care or adoption if it is in their best interests. The use of the agency placement would continue until the permanent placement of the children is determined.

Recommendation

The Special Guardianship Order would ensure that the children remain within the extended family and maintain links to the birth family.

The cost of the support plan would be offset against the potential Independent Fostering Agency cost, and the future regular provision of the fostering allowances is dependent on the rights to welfare benefits and potential future employment. The annual review of circumstances entails a means tested financial report to assess the level of support to be provided.

The current position

The projected cost for the construction is quoted to be £21860 + vat. There would also be the costs of plans and building consent, which is budgeted at £1000.

The legal Department will establish contractual obligations between the Special Guardians and Sefton MBC in relation to a legal charge being made against the property which will be enforced ie become payable in full if the carers sell the property.

Recommendations

The Cabinet Member is asked to approve:

Expenditure for the purpose built 2-storey extension for the house in Wrexham as a means of providing permanency for Child A and Child B, two looked after children aged 22 months and 4 years respectively.

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Agenda Item 7

REPORT TO: Cabinet Member Children's Services

DATE: 14th September 2010

SUBJECT: Foster Carer Home Extension

**WARDS
AFFECTED:** Blundellsands

REPORT OF: Peter Morgan – Strategic Director - Children, Schools & Families

**CONTACT
OFFICER:** Marilyn Josefsen, Interim Service Manager, Provision
Tony Murphy, Fostering Manager

**EXEMPT/
CONFIDENTIAL:** No

PURPOSE/SUMMARY:

This Report is for consideration of a building extension that will provide bedroom and living space for two looked after children who have full care orders (Section 31 Children Act 1989) and who will remain in the care of their aunt until adulthood.

REASON WHY DECISION REQUIRED:

The current carer is the children's aunt and her accommodation is a rented tenancy with One Vision. The aunt's property is a three bed-roomed house with bathroom, kitchen and open lounge of limited size. The aunt has of two of her own two children (both girls and aged 19 and 16 respectively) still living with her and each daughter has her own bedroom. For the last four years, since being placed with their aunt, the two looked after children (a boy, Child A aged 7 and a girl, Child B, aged 9 years) have shared their aunt's bedroom with their aunt. This arrangement falls outside of the Fostering National Minimum Standards (accommodation suitability for children) and the sleeping arrangements are not meeting the children's individual needs nor are they affording the aunt with any kind of privacy.

The aunt does not want to move from her home, her community or support networks and she does not want to move her niece and nephew from their school and friends. There is no suitable alternative accommodation within the area. The only option to keep the children within this permanent placement with their aunt would be to extend their home.

RECOMMENDATION(S):

The Cabinet Member is asked to consider the intention to invest in an extension to the property in order to keep two siblings within their extended family. Given the ages of the children and their familial attachments with their aunt and cousins and their birth father the option of adoption has not been deemed appropriate.

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KEY DECISION: No

FORWARD PLAN: Not appropriate

IMPLEMENTATION DATE: Following the expiry of the “call-in” period for the Minutes of the meeting

ALTERNATIVE OPTIONS:

Private rented accommodation was considered as an option but the aunt does not wish to relinquish her status as a social housing tenant nor does she want to move from her neighbourhood.

The children would not be able to remain with their aunt under the present sharing of room’s arrangements and would therefore need to be placed with other carers.

IMPLICATIONS:

Budget/Policy Framework: MB167 A4211 Fostering Services

Financial:

<u>CAPITAL EXPENDITURE</u>	2009 2010 £	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £
Gross Increase in Capital Expenditure		61250		
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources		Yes		
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal:

Risk Assessment:

Asset Management:

CONSULTATION UNDERTAKEN/VIEWS

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	/		
2	Creating Safe Communities		/	
3	Jobs and Prosperity	/		
4	Improving Health and Well-Being	/		
5	Environmental Sustainability		/	
6	Creating Inclusive Communities	/		
7	Improving the Quality of Council Services and Strengthening local Democracy		/	
8	Children and Young People	/		

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Fostering Regulations 2002

Fostering National Minimum Standards 2002

Standard 6.4

Each child placed has his/her own bedroom and accommodation arrangements reflect the child's assessed need for privacy and space

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Background

The children Child A (aged 7 years) and his sister Child B (aged 9 years) became looked after children by Sefton Council on 31/10/02 under an Emergency Protection Order and an Interim Care Order was granted on the 08/11/02. A full Care Order was made on the children on the 04/07/03

On the 11/11/02 the children were placed with foster carers and then they were returned to their birth parents under a Placement with Parents Agreement (Children Act 1989) on the 04/07/03. The Local Authority retain Parental Responsibility under The Children Act 1989

The children were removed from their parents' care and went to stay with their maternal aunt, on the 26/05/06.

Sefton Fostering Panel approved the aunt as a kinship foster carer for the children in February 2007. Records show that the care plan for the children was for them to return to the care of their father. However, he was later deemed as unable to parent the children and they have subsequently remained with their aunt.

The children were first placed with their aunt on a short-term basis and it was acknowledged that there was a shortage of bedroom and living space and that the children would have to share a bedroom with their aunt. However, this was some four years ago and the present arrangements are outside of the Fostering National Minimum Standards and moreover neither child's needs are met by the sleeping arrangements (most especially Child B, who has enuresis).

The aunt's property is rented from One Vision Housing Association; there has been a request for a larger (5 bedroom) accommodation that would be more appropriate for the family group. No alternative properties are suitable or available for the aunt and her family group.

One Vision has been approached to consider alterations to the current property. They have done a site visit and offered to project manage the design and build of a two storey extension.

The inclusive costs are from architectural to planning and from building to site clearance are in the region of £65250. This is an estimated cost, as One Vision will be going to tender in the next month for the work to be undertaken.

One Vision will not charge any management or service fees to Children Schools and Families, and because of the capital investment by Children Schools and Families, there will be favourable nominations agreements in place should the aunt move from the property. Sefton Council has 'nomination rights' to 75% of One Vision Housing properties and this principal is further developed under the new sub-regional choice based lettings system/policy.

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Alternative Arrangements

If the children were unable to remain in the care of their aunt, an alternative fostering arrangement would need to be identified. Sefton does not have any permanent foster carers and this would mean that a permanent placement with an Independent Fostering Agency (IFA) would need to be identified.

The approximate cost for an IFA Placement = £800 per week per child

The potential cost until the age of 18 years is

For Child A, age 7 yrs, 11 years in care = £800x52x11 =	£457,600
For Child B, age 9 yrs, 9 years in care = £800x52x 9 =	£374,400
Total	£832,000

The current Fostering Allowances for the children until age 18years

Child A aged 7years =	£ 78,832
Child B aged 9 years =	£ 66,144
Total	£144,976

Differential in cost for current placement =	£687,024
Less cost of extension =	£ 65,000
Potential Total Saving =	£622,024

Recommendations

The Cabinet Member is asked to approve:

The investment of £65,000 to potentially save £622,024.

The Investment is for the purpose built 2-storey extension as a means of providing permanency for looked after children Child A and Child B, aged 7 and 9 years respectively.

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