Children & Young People Overview & Scrutiny Committee

Date: Tuesday, 23 June 2020
Time: 10.00 am
Venue: Microsoft Teams

Membership
Councillor Yousef Dahmash (Chair)
Councillor Pam Williams (Vice-Chair)
Councillor Margaret Bell
Councillor Jonathan Chilvers
Councillor Corinne Davies
Councillor Peter Gilbert
Councillor Daniel Gissane
Councillor Howard Roberts
Councillor Dominic Skinner
Councillor Chris Williams
Joseph Cannon
John McRoberts
Rev. Elaine Scrivens
Sean Taylor

Items on the agenda: -

1. **General**

    (1) **Apologies**

    (2) **Members' Disclosures of Pecuniary and Non-Pecuniary Interests**

    (3) **Minutes of the Previous Meeting**   5 - 10

    To agree the minutes of the meeting held on 28 January 2020.

2. **Public Speaking**

3.   **Question Time**

  (1) Questions to Cabinet Portfolio Holders

    Up to 30 minutes of the meeting are available for members of the
    Committee to put questions to the Cabinet Portfolio Holder for Education
    and Learning and Cabinet Portfolio Holder for Children.

    The enclosed report lists any briefings circulated to the Committee since the
    last meeting and any items listed in the Council's Forward Plan for decision
    by Cabinet or individual Cabinet Portfolio Holders over the coming months.

  **(2) Updates from Cabinet Portfolio Holders and Assistant
  Directors**

    Cabinet Portfolio Holders and Assistant Directors are invited to provide any
    updates they have on issues within the remit of the Committee.

4.   **WCC Covid Recovery Approach**   11 - 30

5.   **Review of the SEND Change Programme Report
(presented at Cabinet on 11.06.2020)**   31 - 66

    That the Children and Young People's Overview and Scrutiny
    Committee review and note attached report in relation to the
    development of a SEND & Inclusion Change Programme, that was
    presented at the meeting of Cabinet on 11 June 2020.

6.   **Children and Families Change Programme Update**   67 - 80

7.   **Work Programme**   81 - 82

    To consider the attached work programme, updated following the
    meeting of the Chair and Group Spokespersons.

8.   **Date of Next Meeting**

    The next meeting has been scheduled for 10.00 am on 14 July 2020.

    The meeting will be held virtually via Microsoft Teams.

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Monica Fogarty
Chief Executive
Warwickshire County Council
Shire Hall, Warwick

</div>

Warwickshire
County Council

Disclaimers

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• Not participate in any discussion or vote
• Must leave the meeting room until the matter has been dealt with
• Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

Non-pecuniary interests must still be declared in accordance with the Code of Conduct. These should be declared at the commencement of the meeting
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Public Speaking
Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter within the remit of the Committee. This can be in the form of a statement or a question. If you wish to speak please notify Democratic Services in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

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County Council

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Children & Young People Overview & Scrutiny Committee

Tuesday, 28 January 2020

Minutes

Attendance

Committee Members
Councillor Yousef Dahmash (Chair)
Councillor Corinne Davies
Councillor Peter Gilbert
Councillor Daniel Gissane
Councillor Howard Roberts
Councillor Dominic Skinner
Councillor Chris Williams

Officers
Liann Brookes-Smith, Associate Director, Public Health
John Coleman, Assistant Director, Children and Families
Hayley Good, Strategy and Commissioning Manager, Education
Marina Kitchen, Service Manager, Children and Families
Nigel Minns, Strategic Director for People
Paul Spencer, Senior Democratic Services Officer
Sophie Thompson, Intervention Data and Project Management Officer

1. **General**

   (1) Apologies

   Apologies for absence were received from Councillors Margaret Bell, Jonathan Chilvers and Pam Williams, from John McRoberts (Parent Governor representative) and from Ian Budd, Assistant Director, Education Services.

   (2) Members' Disclosures of Pecuniary and Non-Pecuniary Interests

   None.

   (3) Minutes of the Previous Meeting

   Resolved:

   That the minutes of the meeting held on 24 September 2019 are approved as a correct record and signed by the Chair.

Warwickshire County Council

2. Public Speaking

None.

3. Different Futures - Two Year Report

It was reported that Different Futures worked with birth parents who were no longer able to care for their child due to adoption or kinship care. Dedicated project workers offered a two-year support programme, with the option to access aftercare for an extra year if that support was still required. They sought to address individual needs to improve the current situation for the clients such as housing/homelessness, debt, mental health issues, drug/alcohol issues and employment. This assisted clients to become able to provide care for any future children.

The project coordinator and three project workers were funded by the County Council. The end of year 2 report provided a high-level overview of key performance data. The appointment of a third full time project worker, would allow the project to work with more parents across the county. The financial implications were reported, including the end of year savings for years one and two, which were cost avoidance rather than cashable savings. The annual report would be distributed across partner organisations and through wider circulation.

Questions and comments were invited, with responses provided as indicated:

- The Chair commented that the statistical data was positive and to be congratulated.
- It was confirmed that the savings shown in the report were cost avoidance savings for the County Council. There would be further time and savings for the police, courts and health services, amongst other agencies.
- The additional project worker would give further capacity. The £44,000 investment was expected to yield a further £300,000 of cost avoidance savings.
- There was a continual dialogue with clients and one of the conditions concerned using long-term contraception.
- Information was sought about the potential numbers of families requiring assistance. It was projected that there would be about 36 cases for the next two-year period. Previously, there were approximately 120 cases per year.
- Individual, tailored support was often required and some was specialist, with long waiting times. A fund had been established to commission some of the specialist support, where this was required.
- The longer-term aims of the project were discussed. Some clients had decided not have further children. For others, the intensive support had helped to improve their lifestyles, mental health and housing security, as well as giving them a clear understanding of why their children had been removed previously. They would be asked to undertake a pre-pregnancy assessment and would be better equipped to raise children in the future.
- It was confirmed that the cost avoidance savings were year on year.
- Understanding the overall cost avoidance and time savings for other agencies would be useful. This information could be sought for inclusion in future annual reports.
- It was confirmed that after the two-year programme there was the option to access aftercare for an extra year if that support was still required. However, the aim of Different Futures was to help people to be independent.

Resolved

That the Overview and Scrutiny Committee notes the 2018-2019 Different Futures end of year two annual report and the progress made against respective strategic priorities.

4. Update Children's Social Care Cultural Change

The Committee received a presentation from John Coleman, Assistant Director, Children and Families. The presentation covered the following areas:

Children and Families Transformation – Restorative Practice
- Overview, circles, restorative conversations,
- Working WITH children, young people and their families and partners
- Working towards safe uncertainty

Children and Families Transformation:
- Programme management approach of phased changes
- Timeline

Restorative Approaches in Warwickshire
- Our values
- Our restorative tool: the pathway to change
- What this means for supporting children (child in need)
- What this means for protecting children (child protection processes)

Costs and Benefits
- Current costs of the transformation process
- Benefits – experience of customers, partners and staff;
- Reducing bureaucracy;
- Improving outcomes for the service

Children and Families Transformation – Next Steps

Questions and comments were invited, with responses provided as indicated:

- It was questioned if comparable performance information was available for other local authorities. Restorative practice was a model being implemented by other authorities, with evidence that earlier support and prevention work was reducing service demand. However, each area had differing demands and issues, so direct comparison wasn't possible.
- The Portfolio Holder for Education & Learning praised the initiative, the benefits to families and for staff. The documents showed that 7,500 hours of time had been saved. It was questioned how this time was being utilised and whether it gave a financial or capacity saving. The time saved would make caseloads more manageable for social workers, who were then able to spend more time with each family, to build positive relationships. In the longer-term, this could help to manage demand for services.

- Formal information sharing amongst agencies was discussed. There were child protection strategy meetings where agencies met formally to share information, but this process could be used more efficiently. Where appropriate a formal case conference also took place. Officers explained the revised working arrangements which sought to avoid previous duplication, with all agencies now sending information to the family ahead of the formal conference, which was a significant change. This was acknowledged as the best way forward, but provided tighter deadlines, as there were only 15 days between the strategy meeting and child protection conference.

Resolved

That the Overview and Scrutiny Committee notes the presentation.

5. Closing the Gap

This item was introduced by Sophie Thompson from Learning and Performance Administration. It was reported that academically, Warwickshire was a high achieving county at key stage 4. However, it reflected the national pattern that disadvantaged pupils performed at a lower level. This situation had remained unchanged despite a variety of initiatives.

For the first time in several years, the gap between poorer pupils and their peers at GCSE had stopped closing. The 'Closing the Gap' project was established in January 2015 in response to the challenge of closing the attainment gap between disadvantaged pupils and their peers in Warwickshire. A table showed the attainment gap at various academic stages and recent trends over time in the gaps at these key stages.

The Closing the Gap project was reviewed in summer 2018 to evaluate the progress made. The project board concluded that the impact of the work could not be measured with headline data, because of ongoing changes in assessments. However, without the work of the project, the gaps might be larger.

Research showed that disadvantaged learners often faced multiple barriers. The board monitored progress in a number of areas, which were set out in a further table within the report and covered: school improvement, SEND and inclusion, economy and skills, public health, education entitlement team, children looked after, school governance, poverty strategy, widening participation in higher education and early years.

Sophie Thompson referred to the board's key projects and current focusses. These included the use of different measures to assess the gap in attainment. She spoke of the Nuneaton Education Strategy, work with admissions to afford priority to disadvantaged pupils and tracking pupils through to their GCSE examinations. Achieving a good level of development was discussed, especially the gaps identified in pupils at reception school age and how those pupils made progress through to the end of primary school. Evidence showed that this gap was not addressed.

A verbal update was provided on the Department for Education (DfE) monies secured for a Strategic School Improvement Fund. This had provided for £500,000 for two years from 2017 to 2019. Work had been undertaken through six teaching schools in Warwickshire and the University of Warwick on leadership development, work with governors, boys' reading and maths problem solving. Support was provided to 35 schools. The assessment of the work undertaken was rated

positively both throughout the project and afterwards by the DfE. An outline was given of the impact of the project, its positive outcomes and ongoing development of the initiatives embedded into schools. There had been limited performance information to date, so continued monitoring of impacts would take place.

Councillor Hayfield considered this to be an important strand of work that had been well led. Where attainment gaps were identified, it seemed difficult to address them. It was not understood why the various initiatives were not improving academic success for the cohort. It was not just about specific schools in deprived areas. However, it was disproportionate in terms of children looked after and there was a role for the County Council as corporate parents. Addressing the gap during early years education seemed to be the key. It was probable that the position would be worse without the initiatives implemented.

Questions and comments were invited, with responses provided as indicated:

- A member agreed that addressing this issue in early years education was important, as was finding appropriate measures to monitor pupils' improvement. Effective communication between primary and secondary schools was needed. In terms of further education, there was a need for quality apprenticeships for those who were not likely to undertake college or university education and to give equality of opportunity. Addressing the difficulties associated with environment, the roles of the school, head teachers and those of parents were all referenced. It was also important to recognise that the majority of pupils achieved good academic results.
- Officers confirmed the transition work underway to simulate dailogue between subject leads at primary and secondary schools. The schools that were most successful in closing the attainment gap had demonstrated a belief throughout all their staff in every pupil and their potential to succeed.
- A member referred to the increase in diagnosis of autism and attention deficit hyperactivity disorder (ADHD). He spoke of the difficulties those children often experienced in school and potential for people to go on to have successful businesses or employment.
- Reference was made to phonics, the method for teaching reading and writing by developing learners' phonemic awareness. In some Warwickshire schools, optional classes were offered. These were funded by the school and had assisted the children participating in them. There was a challenge in getting some parents to participate. The member asked how the County Council could encourage parents to take up the offer of the optional classes where there were available. An outline was given of the various initiatives to support children with ADHD and autism and to support and train teachers. The closing the gap work was targeted at disadvantaged pupils, but there were multiple factors which impacted on pupil attainment. Through the Nuneaton Education Strategy, a holistic approach was being taken with innovative approaches, some of which were outside the school setting, including work with families. Reference was also made to a specialist seven-week course delivered through George Eliot Hospital, which had yielded good results, but this course was expensive and therefore had a low take up from schools.
- In Nuneaton, there was a geographic split across the town in academic attainment levels. Parental support was a key aspect and there was a noted deterioration when pupils moved into secondary education and there was less parental contact. These aspects could have been explored in more detail in the report. Some families had limited expectations and raising them would be welcomed through initiatives like 'aim higher'. Educating parents was accepted as a key issue. Additional funding had been secured by the University of Warwick

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through a national collaborative outreach programme. Resources were targeted at areas where there were good GCSE results, but a lower number of pupils going on to higher education. This initiative comprised a mentoring scheme, a scholar's programme and a bursary towards higher education at the University.

- There had been a significant reduction between 2016 and 2017 in numbers of 16/17 year olds not in education, employment or training. This reduction from 660 to 410 was the biggest reduction in the West Midlands region. Members were concerned however about subsequent opportunities, reiterating the need for good employment prospects.

Resolved

That the Overview and Scrutiny Committee notes the report and the initiatives being taken to close the attainment gap between disadvantaged and non-disadvantaged pupils in Warwickshire.

6. Question Time

(1) Questions to Cabinet Portfolio Holders

None.

(2) Updates from Cabinet Portfolio Holders/Heads of Service

None.

7. Work Programme

Members noted the work programme as submitted.

8. Any Urgent Items

None.

9. Date of Next Meeting

It was noted that the next meeting of the Committee would take place at 10.00a.m. on 11 February 2020 at Shire Hall, Warwick.

The Committee rose at 11.45a.m.

..………………………..
Chair

Children & Young People
Overview and Scrutiny Committee
Covid-19 Recovery

23 June 2020

Recommendations

That the Committee:

1. Receives and comments on the County County's approach to Covid-19 Recovery, as set out in the attached Cabinet report.

2. Comments on the specific issues relevant to the remit of this Committee that should be considered in the development of the Recovery Plan which is due to be submitted to Cabinet in September.

1.0 Executive Summary

1.1 This paper aims to provide an overview of the Council's approach to recovery from the Covid-19 pandemic, as set out in the attached paper, approved by Cabinet on the 11 June.

1.2 Key to this work will be the development of a Recovery Plan that will be submitted to Cabinet for approval in September. This report seeks this Committee's comments on the approach to the development of the Recovery Plan as relevant to the remit of the Committee.

1.3 Following approval of the Recovery Plan, Overview and Scrutiny Committees will continue to have a role to play in recovery, particularly over the longer term as we move into the delivery phase. We will be building consideration of how we best achieve this into our review of scrutiny which we had planned pre-Covid and which we are preparing to restart in the coming weeks.

2.0 Supporting Information

2.1 For the past three months the Council has focused on responding to the Covid-19 crisis, working closely with key partners, locally, regionally and nationally.

2.2 Attention is now focused on developing a longer-term plan to support recovery from the crisis. Our Recovery approach includes the following key elements, with further details in the Cabinet report:

- Principles and objectives to guide recovery
- Efforts at local, county, sub/regional and national levels
- Phasing of efforts over
  - Foundation: 0-3 months,
  - Consolidation: 3-9 months
  - Acceleration: over 10 months
- Four themes of the recovery approach, focused on:
  - Place, Economy & Climate
  - Community and Voluntary Sector
  - Health, wellbeing and social care
  - Organisation, including the reinstating of services

- Engaging Members, staff, partners, business and the public on our recovery planning.

2.3 We are now in the Foundation stage and focusing on:

- standing up and reinstating WCC services in line with the national guidance about Covid-secure workplaces.
- seizing immediate opportunities to support communities/business.
- establishing recovery governance and approach; and
- engaging with the regional approach to setting recovery priorities including participating in the regional citizens' panel.

2.4 The key output from this phase will be a Recovery Plan that is presented to Cabinet for approval in September.

3.0 Focus of Response and Plans for Recovery

3.1 During the pandemic, the Council has worked flexibly and adapted in many ways to ensure that the residents, communities and businesses continued to receive key services and were supported to cope with the effects of Covid-19.

3.2 Examples of the responsiveness and actions taken by services within the remit of this Committee, include:

Education Services

- WCC's support for schools has been recognised regionally as being comprehensive and high quality. Many of our resources are being picked up and used by other local authorities. Similarly, we are benefitting from the resources shared with us by colleagues in other West Midlands authorities.

- Schools have been working extremely hard to keep pupils engaged with learning remotely, where they are unable to attend in person. There are some extremely successful models of remote learning which schools are sharing and developing. Our published transition guide exemplifies one way in which schools are harnessing the potential of technology to support pupils. The mixed economy of face-to-face and remote learning is called 'blended' or 'hybrid' learning. A great deal of local and national support for pupils' mental health and wellbeing is also being provided online.

- WCC colleagues from across education, public health and children's social care have been working extensively with colleagues in education settings to produce a wide range of support and resources including:
  - Daily bulletins and twice weekly meetings for school leaders to assist in summarising and applying national guidance
  - Helplines for education setting leaders and for parents and carers
  - Risk Assessment Guidance and Quality Assurance for Schools operating in response to Covid-19
  - Early years hub model developed against PVI setting closures to ensure childcare for key workers
  - Transition and induction guidance and case studies
  - Publication of reviews of online resources for home or eLearning
  - Webinars to support wellbeing run by Educational Psychology team (with up to 1600 participating in events)
  - Webinars to support teachers using online learning tools
  - Resources to support headteachers' wellbeing
  - WCC are also sending out social media messages about preparing to return-to-school. We are asking schools to retweet or post these via their own social media accounts.
  - Working with partners to develop and publish guidance and advice for parents and carers
  - Sign-posting families to support available for school children who are shielding
  - Supporting schools to ensure continued provision of education settings for key workers and vulnerable children during the lockdown period
  - Launched PPE and signage procurement strategies.
  - Implementing voucher schemes and other support for families with children who are eligible for free school meals.

- Following the Secretary of State's announcement on 10 June, it is no longer the government's ambition for all primary school children to experience at least one month of face to face education before the end of the summer term. However, there is continuing encouragement for more children to return to some onsite provision before the end of term. Pupils in Years 10 and 12 will be returning to secondary schools from 15 June in small groups. This will be in addition to their remote education. Early years and childcare settings have also been supported in their recovery planning.

- Comparative information shows that Warwickshire schools have consistently remained open throughout the pandemic. In terms of data on opening to year groups in addition to vulnerable and key worker children the numbers voluntarily attending are rising.

- There are growing concerns that many pupils could return to school in September potentially having had no experience in a school environment for five months. This will inevitably impact on their academic achievement, as well as their mental health and wellbeing.

- We are therefore working on the following further support:
  - Refining our eLearning offer to help schools plan longer term for a mixed economy or hybrid approach of face-to-face and remote learning.
  - Working across teams to identify other opportunities to support schools, for example with finding alternative accommodation if it is needed.
  - Developing a 'Warwickshire Offer' for disadvantaged pupils.
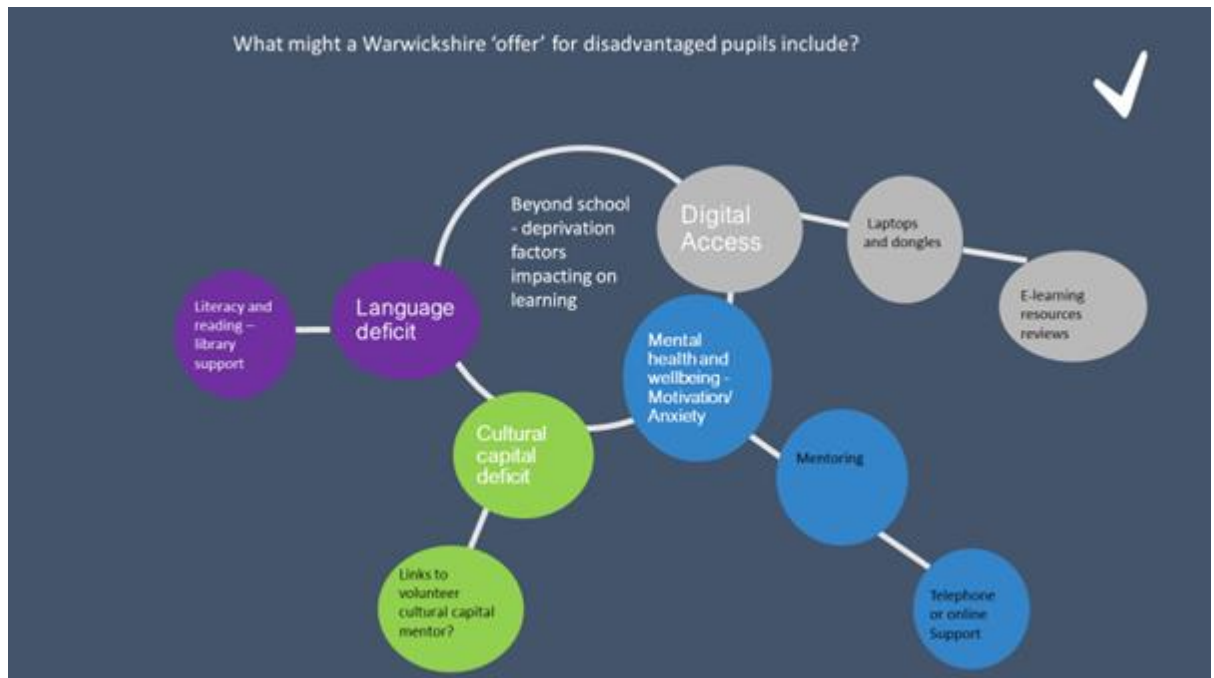
Children & Families Service- summary from John Coleman:

- Maintained essential services which have applied social distancing but predominantly continued with face to face meetings to ensure children at risk of harm are protected and supported.

- Adaptation of social work practices but within usual statutory timescales and regulations. The Children & Adoption Covid-19 Act regulations have not been applied other than for some children in care where there is low risk, we have used digital visits as a statutory visit.

- Child protection conferences and other key meetings have continued but predominantly using digital technology. As a result, Child Protection Strategy Meetings have seen an improvement in attendance from some agencies.

- Continued to provide face to face family time for children in care at around 20% usual service and by the end July the service will be back to 100% with around 250 family time sessions a week between children in care and their families.

- Increased support and communication for Warwickshire Foster Carers. Including financial support, wrap around support for young people struggling and online foster carer forums.

- Adoption and Fostering panels have moved online and continued to progress permanency plans as far as possible.

- Continued to provide support to care leavers, including food hampers, online support groups and face to face visits.

- Revised and implemented new approach to Youth Services which, as part of our changing offer, has included online groups and helped increased community outreach. One Youth Worker was named on a "West Midlands Hero" list for the online work to continue the Bike Project.

- Managed an initial increase in referrals during the inspection and then prepared the service's readiness for increased demand.
- Provided online support for professionals, particularly nurseries, schools and colleges.
- Increased sharing information and collaboration across Education & Learning and Children & Families to ensure the most vulnerable children's needs are met. This includes attendance at school.
- Facilitated and distributed laptop devices and Wi-Fi devices to children as part of WCC's scheme which has given over 150 reconditioned laptops to children in care and care leavers and the DfE programme of devices to children with a social worker and year 10 pupils.
- Work with commissioned services to ensure children remain visible to services and they continue to be proactive-e.g. on hidden harm series, with Compass and Change Grow Live (CGL) about substance misuse, RISE re mental health and anxiety support.
- Providing online and telephone support through the family information service and early help parenting support line.
- Led several communication campaigns utilising social media and Spotify with young people about social distancing and staying safe, such as pledge to stay at home and child safety week.
- Weekly Family Information Service newsletters which circulate to over 10,000 people about advice, information, tips and available support for children, young people and their families.

3.3   Further detail about the response to the Covid pandemic in relation to children in care, care leavers and foster carers has been provided to the Corporate Parenting Panel.

3.4   As we emerge from the immediate response phase and our plans for recovery are implemented, there will be a role for the Children & Young People Overview and Scrutiny Committee to consider aspects of recovery as are relevant to the remit of the Committee, such as the work on health and social care recovery as well as aspects of community recovery. It is intended that there will be further opportunities for engagement with Committee Members as we move into the delivery phase from October and further reports will be brought to the Committee for its consideration.

4.0   Financial Implications

4.1   Work on the change portfolio/Recovery planning will be funded through the Organisational Change fund; the investment funds created in the MTFS are available to support one-off investments which will support recovery effort. The refresh of the rolling five-year MTFS from 2021-22 onwards will be the key mechanism for incorporating longer-term financial impacts of Covid-19.

5.0   Environmental Implications

5.1   There are no direct environmental implications of the proposed recovery approach. Climate change is one of four recovery themes proposed - 'Place, Economy and Climate'.

Appendices

Appendix 1 -Cabinet Report, 11 June 2020, Covid-19 recovery and reform

	Name	Contact Information
Report Author	Sushma Soni	sushmasoni@warwickshire.gov.uk
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Lead Members	Cllr Jeff Morgan Cllr Colin Hayfield	Children's services Education & Learning

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Cabinet

11 June 2020

Covid-19 Recovery and Reform

Recommendations

That Cabinet:

1) approves the proposed recovery objectives and principles as set out in paragraph 2.2 of this report;
2) approves the revised Council Change Portfolio as set out in paragraph 2.6 of this report;
3) supports the approach to partnership working at regional, sub-regional and county level, and approves the joint recovery statement (Appendix A);
4) authorises the Chief Executive to commence the activity required to develop a recovery plan for presentation to Cabinet in September, with associated delivery plans; and
5) approves the establishment of four time-limited cross-party Member working groups aligned to the four recovery themes set out in paragraph 2.6.3 and chaired by the relevant Portfolio Holder, with nominations for membership to be sought from Group Leaders.

1.0   Background and context

1.1   The Covid-19 Pandemic is a global public health emergency which also creates unprecedented impacts on our communities and economy, both short- and long-term. As well as the significant challenges ahead, there are also opportunities from the lessons of the immediate response phase which are expected to change aspects of our way of life in the longer-term.

1.2   For the past three months the Council has focused on responding to the crisis, working closely with key partners, locally, regionally and nationally, including:

- providing public health advice and guidance;
- support to care providers;
- ensuring effective delivery of adult and children's social care and public health services, supporting NHS capacity;
- funding continuity of early years provision through a series of hubs;
- establishing and operating the County's shielding Hubs and support to vulnerable residents including a dedicated, 7 day Covid-19 contact centre;
- providing business support and advice;

- coordinating provision of PPE equipment;
- mortuary management;
- providing education and school planning and support;
- the Council's c4,500 staff moving to almost exclusive home working; and
- reassigning WCC staff to areas of need.

1.3 Whilst significant aspects of the response effort will continue, potentially into the medium-term, over the last month there has been a concerted focus on longer-term recovery from the crisis.

1.4 This paper provides Cabinet with an overview of the proposed approach to planning recovery and longer-term reform and seeks approval for the initial three month 'foundation' stage of recovery activity. Today's agenda also includes complementary reports setting out proposed strategic approaches to recovery in terms of place shaping and economic recovery.

2.0   Recovery framework

2.1 In line with our overall vision to ***make Warwickshire the best it can be, sustainable now and for future generations,*** our proposed approach to recovery focuses on supporting delivery of Council Plan objectives.

2.2 The following principles and objectives have been developed with our partners to guide our approach to recovery:

WCC Recovery Principles:
1. positive – seek out the opportunities;
2. pace – move with speed and capitalise on existing momentum;
3. innovative – consider new ideas and thinking;
4. flexible – be responsive and flexible to changing conditions; and
5. embed – use existing structures where possible.

WCC Recovery Objectives:
1. to understand the short, medium and long-term impact of Covid-19 recovery for our communities, businesses and staff.
2. to coordinate the recovery protocol in line with the West Midlands and Warwickshire LRF procedures;
3. to inform future direction of the Organisation in terms of recovery and reform, ensuring the Council and wider county have the best opportunity to 'bounce forwards';
4. to align recovery activity with review and update of the Council Plan, MTFS, Change Portfolio, supporting strategies, risk and performance framework;
5. to co-ordinate effort and resource across all service areas and ensure a 'one Council' approach; and
6. to manage key stakeholder and partner relationships relevant to recovery, including line of sight on regional, sub-regional and national developments around recovery and reform and supporting translation of this for Warwickshire.

2.3   There are three key aspects of focus which will drive our recovery work:
- spatial levels;
- phasing; and
- change portfolio themes.

2.4   Spatial levels

2.4.1   Recovery will require coherent effort at various spatial levels:

- **National –** The pandemic is a national crisis. We continue to work closely with central government, the Local Government Association and other national bodies to remain in step with national policy and guidance.
- **Regional/Sub-regional** – Our recovery approach is aligned to the West Midlands-Warwickshire regional approach. The Chief Executive represents Warwickshire on the Regional Coordination Group.
- **County** – Locally, we have worked with colleagues from the District and Borough Councils, Police, Coventry and Warwickshire LEP and Growth Hub, and NHS partners to coordinate effort in both response and recovery phases. The Warwickshire Recovery Advisory Group, comprising Council Leaders and Chief Executives and key partners, has recently been established to co-ordinate recovery activity across the county.
- **Locally** – Voluntary and community sector groups, businesses, and town and parish councils are involved in the Covid-19 response. Elected Members will play a key role in mobilising this effort, working alongside the district and borough councils leading local place-shaping activity.

2.4.2   Regional governance arrangements are set out in Appendix B.

2.5   Phasing

2.5.1   Reflecting the scale of the challenge, our approach to recovery will need to be phased. Short-term reinstatement of services is connected to the longer-term 'reform' or 'reset' process, so our approach will involve different phases:

- **Foundations (0-3 months):**
    - standing up and reinstating WCC services in line with the national guidance about Covid-secure workplaces;
    - seizing immediate opportunities to support communities/business;
    - establishing recovery governance and approach; and
    - engaging with regional approach to setting recovery priorities including participating in the regional citizens' panel.
- **Consolidate (3-9 months):**
    - detailed regional impact assessment;
    - establish recovery programme at regional, county level; and
    - initiate priority change programmes/projects.

- **Accelerate (>10 months):**
  - longer term recovery for the Council, communities and economy;
  - delivery of key programmes to address future challenges; and
  - refreshing the Medium-Term Financial Strategy (MTFS) and Council Plan for 2021/22 onwards.

2.6   Change Portfolio Themes

2.6.1   The Council Plan, MTFS and Change Portfolio have been reviewed in the context of recovery. The Council Plan outcomes and objectives remain relevant to recovery, and it is proposed to update its foreword only at this time to reflect the changed context. To support delivery of the Council Plan objectives, a short recovery plan, covering 2020-21 and 2021-22, will be produced for Cabinet in September.

2.6.2   Based on current forecast financial Covid impacts, our intention is to manage in-year financial pressures during 2020-21 without re-setting the annual budget. The focus will be on the rolling refresh of the five-year MTFS from 2021-22 onwards for consideration at February's Council meeting.

2.6.3   Our assessment of the previous change portfolio suggests four themes should shape the future Council Change Portfolio to drive recovery (see Appendix C for indicative areas of focus):

- Place, Economy and Climate (including skills and education);
- Community and Voluntary sector;
- Health Wellbeing and Social Care; and
- Organisation (including the reinstatement of services).

2.6.2   These themes reflect both regional and county recovery activity. We will also consider how existing programmes and projects fit within the change portfolio. The themes will be shaped into detailed programmes during the Foundation phase of recovery. Immediate actions will also be progressed as proposed in separate reports on place shaping priorities and our support to business.

2.6.3   Given our accelerated progress in developing the Council's Change Programme, there is no longer a requirement for a Change Programme Director. Instead, we will engage a strategic partner to support the strategic development of the final change portfolio, bring in best practice from elsewhere and provide assurance that the change portfolio is fully aligned to the Council's ambitions; the challenges recovery will present; and opportunities to build on the previous transformation programme.

2.7 Approach to reinstating Council services and settings

2.7.1 The National Recovery Strategy was published in May 2020, accompanied by a range of guidance, *"Working Safely during Coronavirus"*. Officers are applying this advice to consider how to stand services back up.

2.7.2 Many services have continued to operate within the physical and technical constraints of central government and Public Health guidelines throughout lockdown. Reinstatement will require a "new normal" operating environment for at least 12 months, based on impact and risk assessment, physical adaptations and staff engagement. Changes will be implemented in 2 phases:

- 3 month "foundation" phase - re-introduction of priority services; and
- 6-9 months in the "consolidation" phase to implement redesigned services based on service impact and risk assessments.

2.7.3 This process has been informed by learning from the response phase, particularly the results of a staff check-in survey on well-being and new ways of working, and analysis of the financial impact of Covid.

3.0 Timescale and next steps

3.1 In the three-month foundation phase, we will engage Members, staff, partners, business and the public on our recovery plan and change portfolio, including a citizen's panel convened by the West Midlands Combined Authority, and further staff engagement through a second check-in survey focusing on recovery.

3.2 Engagement with Members to help shape the approach to recovery will take place via four, time-limited cross-party Member working groups aligned to the four recovery themes set out in Section 2.6.3 and chaired by the relevant Portfolio Holder. It is intended that these working groups should have maximum flexibility in the way that they operate. They are not intended to operate as formal committees and the access to information framework will not be applicable. Officers will develop proposals for these working groups, including terms of reference, and nominations for membership will be sought from Group Leaders. Overview and Scrutiny Committees will also play a role in considering aspects of the Council's approach to recovery, as relevant to their remit, as our plans develop and are implemented. The next steps are highlighted in the timeline in Appendix D.

4.0 Financial Implications

4.1 Work on the Change Portfolio will be funded through the Transformation reserve; the investment funds created in the MTFS are available to support one-off investments which will support recovery effort. The refresh of the rolling five-year MTFS from 2021-22 onwards will be the key mechanism for incorporating longer-term financial impacts of Covid.

5.0   Environmental Implications

5.1   There are no direct environmental implications of the proposed recovery
approach. Climate change is one of four recovery themes proposed - 'Place,
Economy and Climate' – as part of the refreshed change portfolio.

Background papers	Name	Contact Information
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The report was circulated to the following members prior to publication: Cllrs
Seccombe, Butlin, Kaur, Chattaway, Roodhouse and Chilvers
Local Member(s): None
Other members: None

Appendix A - Warwickshire Councils' joint statement of intent on Covid recovery

The global Covid-19 pandemic has had profound impacts on all aspects of life: healthcare, the economy, our communities, our way of life and individuals' well-being.

The pandemic has shown our communities and local public services at their best: innovating to work in new ways; making better use of data and digital service delivery; collaborating more strongly; and unleashing the creativity, passion and common purpose of our people.

The pandemic has created immediate issues and risks which need careful management, but we have an opportunity to build back stronger and better. Recovery must support long-term action to address climate change, while ensuring a growing and sustainable economy can fund investment in public services and a more sustainable future.

As we begin our recovery from the pandemic, we will not return to how things were; together, we commit to ensure Warwickshire emerges stronger and to protect future generations by applying positive lessons from the pandemic.

Recovery will neither be a straightforward nor a linear process; we may move back into a 'response' mode if there are further peaks in the virus. We know the economic impacts will be profound and long-term. We will help individuals rebuild, and reinforce confident, resilient and sustainable communities. We will focus our joint work around the following objectives:

1. to drive economic recovery, business growth and regeneration, supporting sectors with the highest growth potential and also those most negatively impacted such as tourism; working with the education and training sectors, we will build skills to get people into work, training or new careers;
2. to recover in a way which helps address the climate change emergency, and sets Warwickshire up for a more sustainable, low carbon future;
3. to improve health, well-being and care in Warwickshire, supporting those most vulnerable and ensuring long-term improvement in population health;
4. to harness, and build upon our thriving voluntary and community sectors as a central part of making Warwickshire a great place to live;
5. to restore services and school provision safely, protecting staff, service users and the public; and
6. to ensure our organisations and services are strong, sustainable and fit for the future.
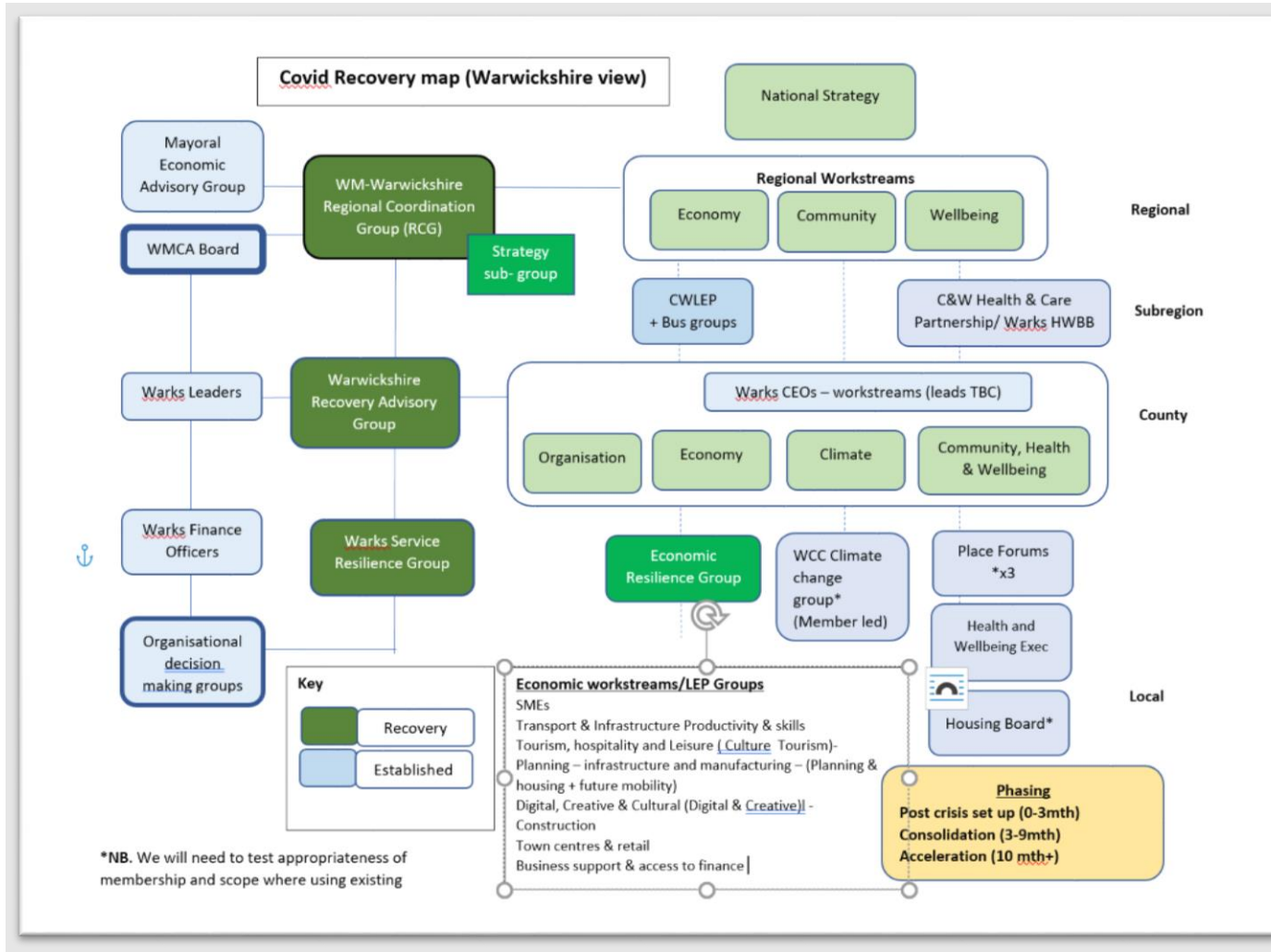
We are committed to working with our public, private and voluntary sector partners along with individual citizens to develop a stronger county after Covid-19, working at various levels:
- we will be engaged at national level in shaping the UK's recovery;
- our work will be part of regional efforts across the West Midlands and Warwickshire, and will align our work to the Combined Authority's recovery principles;
- sub-regionally, we will work with our partners in the natural economic geography of Coventry and Warwickshire;
- we will address strategic issues across the County through close collaboration between the County, District and Borough Councils, our NHS and Police partners, businesses and the voluntary and community sector; and
- our district, borough, town and parish councils will play a critical role shaping local places, high streets, public spaces and business estates.

Our joint work on recovery will be:
- flexible, dynamic and responsive as circumstances evolve;
- positive and innovative;
- rooted in our communities, engaging with them to develop our thinking;
- aligned with existing structures wherever possible, enhancing the strong relationships that characterise Warwickshire;
- collaborative, co-ordinated, and enabling progress at pace; and
- maximising our collective skills and resources.

**Appendix B - Map of Regional, County and local Recovery groups**

Covid Recovery map (Warwickshire view)

National Strategy

Mayoral Economic Advisory Group

WM-Warwickshire Regional Coordination Group (RCG)

WMCA Board

Strategy sub- group

Regional Workstreams

Economy | Community | Wellbeing

Regional

CWLEP + Bus groups

C&W Health & Care Partnership/ Warks HWBB

Subregion

Warks Leaders

Warwickshire Recovery Advisory Group

Warks CEOs – workstreams (leads TBC)

Organisation | Economy | Climate | Community, Health & Wellbeing

County

Warks Finance Officers

Warks Service Resilience Group

Economic Resilience Group

WCC Climate change group* (Member led)

Place Forums *x3

Health and Wellbeing Exec

Organisational decision making groups

Housing Board*

Local

Key

Recovery

Established

Economic workstreams/LEP Groups
SMEs
Transport & Infrastructure Productivity & skills
Tourism, hospitality and Leisure (Culture Tourism)-
Planning – infrastructure and manufacturing – (Planning & housing + future mobility)
Digital, Creative & Cultural (Digital & Creative)l - Construction
Town centres & retail
Business support & access to finance

Phasing
Post crisis set up (0-3mth)
Consolidation (3-9mth)
Acceleration (10 mth+)

*NB. We will need to test appropriateness of membership and scope where using existing

Appendix C - Key change portfolio themes

Programmes	Key considerations for Recovery (informed by desktop policy & impact assessment)	Related core strategies	Change portfolio elements
Place, Economy, and Climate	**Economy (see separate paper on today's agenda)** • Rural economy • Key sectors e.g. Tourism, automotive • Access to funding for businesses • Employment rates • Skills requirements and access to training, re-skilling **Place shaping (see separate paper on today's agenda)** • Impact for Town centres and high streets • Cultural sector impact including City of Culture • Reduced income for Universities • Use of public transport -accessibility **Climate** • Implementing the Climate Change action group's plans • Bouncing back greener • Reduced car journeys/re-designation of road space • Improving air quality	Economic growth Property Commercial Local Transport Plan Place plans	• Climate change • Place shaping • Transportation • Business and economic recovery
Community	• Future role of the Voluntary sector /volunteer networks • Capturing Community action • Digitising volunteering and support for the vulnerable • New vulnerability, inequality and differential impacts of Covid • Financial vulnerability/increased unemployment • Impact of reduced/home school access	• Voluntary & Community Sector Strategy • Education Strategy	• Voluntary & community • Education Strategy • Fire Transformation

Heath & Wellbeing and Social Care	• Mental health • Homelessness • Delayed access to health care for non-Covid conditions • Delayed demand surge • Market sustainability for care homes • Assurance of social care providers • Increase in domestic abuse	• Health and Well-Being Strategy	• Adults • Children's Transformation Programme • Warwickshire Cares Better Together
Organisation	• Staff wellbeing – DSE and mental health • Remote working • Importance of Data and digital • Financial impact – council tax/business rate income base • Investment base	• Council Plan • MTFS • Our People • Digital and Technology • Property • Data • Customer Experience	• Service redesigns • Data & Digital • Commercial strategy implementation • How We Work (including innovation strategy) • Customer Experience • Devolution • Marketing and Communications

Appendix D – Recovery timetable
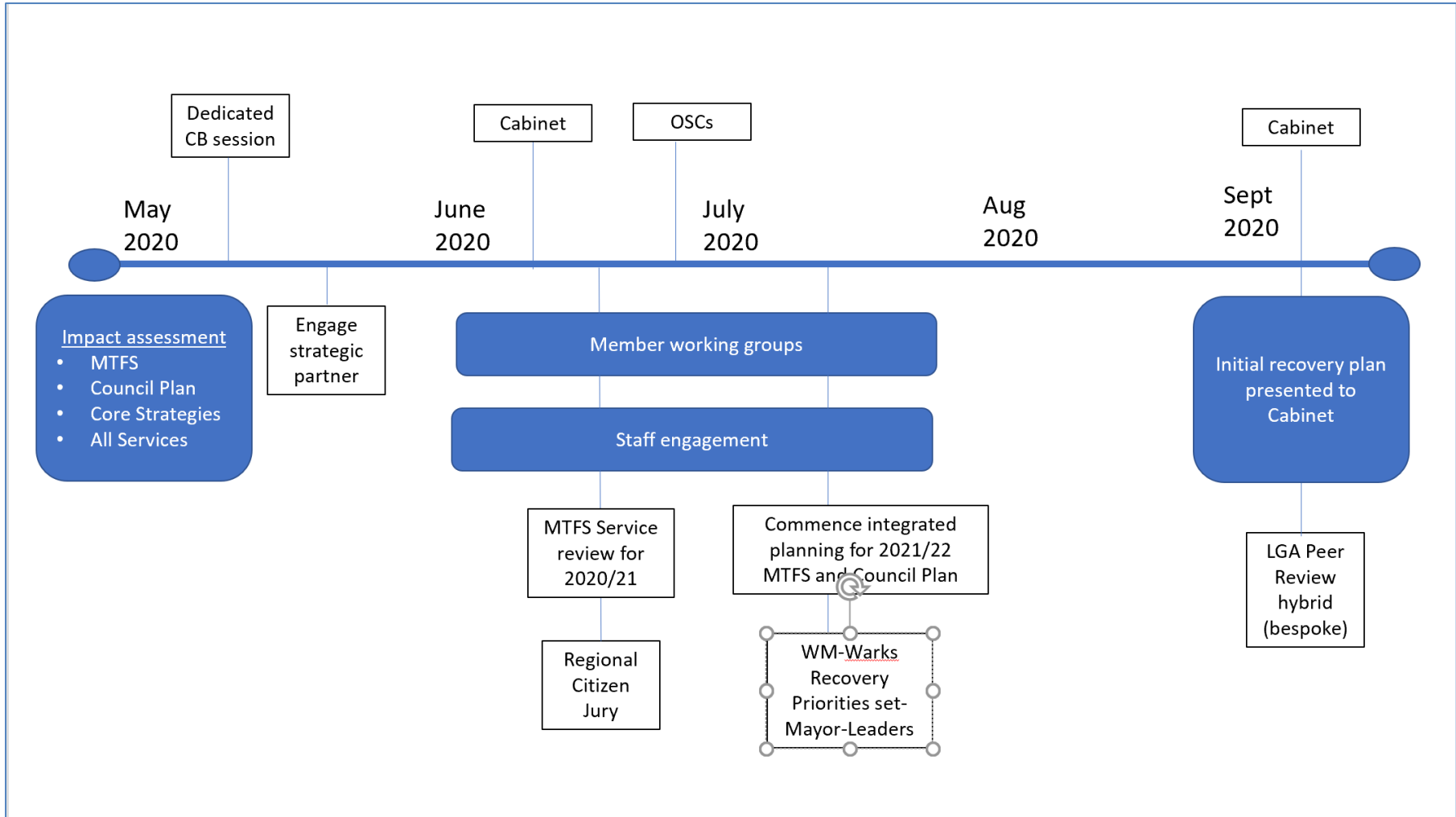
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Children and Young People's Overview and Scrutiny Committee

SEND & Inclusion Change Programme

23 June 2020

Recommendation(s)

1.   That the Children and Young People Overview and Scrutiny Committee considers the report presented to Cabinet on the SEND & Inclusion Change Programme (Appendix A) and makes appropriate recommendations.

2.   That a further report is brought back to the Children and Young People Overview and Scrutiny Committee in Autumn 2020 to allow greater scrutiny of the SEND & Inclusion Change Programme once launched.

1.   Key Issues

1.1   This report to the Children and Young People's Overview and Scrutiny Committee occurs between two reports to Cabinet in June and July 2020.

1.2   The report presented to Cabinet on 11th June 2020 is attached at Appendix A. This sets out the challenges facing the local system supporting children, young people and families with special educational needs and disabilities (SEND).

1.3   A second report is to be presented to Cabinet on 7th July 2020 providing further detail on the financial challenge and the Dedicated Schools Grant (DSG) Recovery Plan. This report will further develop the plan presented to and agreed by Schools Forum on 4th June (Appendix B). Following Schools Forum and further discussion, some changes are being made and therefore the document should be seen as a draft rather than final plan.

2.   Options and Proposal

2.1   As detailed in Appendix A, following a number of reviews and considered options, the SEND & Inclusion Change Programme is to be established to bring about required change to delivering statutory duties with allocated resources.

3.   Financial Implications

3.1   Financial implications are reported in the report to Cabinet attached at Appendix A. Further detail on financial implications will be presented in the report to Cabinet in July 2020.

4.   Environmental Implications

4.1   There are no specific environmental implications arising from the decision being made as part of this report.

5.   Timescales associated with the decision and next steps

5.1   Timescales are set out in the report to Cabinet.

6.   Appendices

Appendix A: SEND Change Programme, 7th June 2020, Cabinet
Appendix B: DSG Recovery Plan, 4th June 2020, Schools Forum
Appendix C: SEND & Inclusion Strategy

Supporting Documents

1.   Allocation of 2020/21 Dedicated Schools Grant, 30th January 2020, Cabinet
2.   High Needs Block, 16th December 2019, Cabinet
3.   SEND & Inclusion Strategy, 11th April 2019, Cabinet

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The report was circulated to the following members prior to publication:

Local Member(s):
Other members:

APPENDIX A: CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Cabinet

SEND Change Programme

11 June 2020

Recommendation(s)

That Cabinet

1) Approves the development of a SEND & Inclusion Change Programme, adopting as a framework the four elements set out in paragraph 2.1

2) Supports the further detailed scoping of the SEND Change Programme, with proposals for prioritisation of projects across the four work streams including the DSG recovery plan to be brought back to Cabinet in July

1. Executive Summary

1.1 The purpose of this report is to bring together the different elements of strategic work regarding Special Educational Needs and Disabilities (SEND) into one 'strategic framework for change'.

1.2 A further report on the financial challenges facing Warwickshire as a result of SEND and the proposed recovery response (Dedicated Schools Grant Recovery Plan) will be presented to Cabinet in July.

1.3 The challenges in the SEND system within Warwickshire are significant. In 2014, the Children and Families Act brought in new statutory duties through the provision of Education, Health and Care plans for children and young people with SEND. Both nationally and locally, there have been unintended consequences to this legislation. Most notably, we have seen changing behaviours in the system, with a significant increase in the number of learners moving from mainstream to specialist education. This is influenced by increased needs, the limited confidence some parents have in mainstream schools to meet those needs, and financial pressures within schools.

1.4 The legislation also extended the age range of the SEND Service from 4-19 years to a 0-25 year's service. Whilst there has been some additional funding, this has been insufficient to meet the demands of the extended age range and the growing needs against the High Needs Block of the Dedicated Schools Grant.

1.5 The crisis in SEND funding and services is a national issue facing all councils and has been reflected in a number of recent reviews including the Public Accounts Committee, National Audit Office, County Council Network and Local Government Association. The National Audit Office concluded that:

'The system for supporting pupils with SEND is not, on current trends, financially sustainable. Many local authorities are failing to live within their high-needs budgets and meet the demand for support. Pressures – such as incentives for mainstream schools to be less inclusive, increased demand for special school places, growing use of independent schools and reductions in per-pupil funding – are making the system less, rather than more, sustainable. The Department needs to act urgently to secure the improvements in quality and sustainability that are needed to achieve value for money.'

1.6 Fundamental transformation is needed within the SEND system in Warwickshire to deliver the scale of change required. There are three main challenges facing the Council:

i.) The DSG Recovery Plan, which is currently being developed, may not lead to full financial recovery against the cumulative overspend. WCC could make meaningful inroads to the overspend alongside addressing increasing demand, adhering to statutory duties and delivering the SEND & Inclusion Strategy. Given the scale of the financial challenge this will likely fall short of closing the annual gap, meaning alternative Council funding (subject to Secretary of State approval) or national additional national funding would be a key consideration; and

ii.) Demand to meet SEND requirements increases at a faster rate than change can be delivered. Investing the right level of resources to support the SEND Change Programme and seeking to address the projected overspends will be key. However, this won't necessarily speed up full benefits realisation which is expected to be delivered over a five-year programme of work. Furthermore, detailed work will be undertaken by officers on the level of investment required to support the SEND Change Programme and where this could be funded from.

iii.) In order to achieve the scale of change required within the SEND area the programme will require some difficult choices to be made. Based on other Councils' experiences this is necessary and is highly likely to generate strong views and feelings from some of those impacted. Without strong leadership support for this, we will be unable to deliver the full benefits of our recovery and sustainability plans.
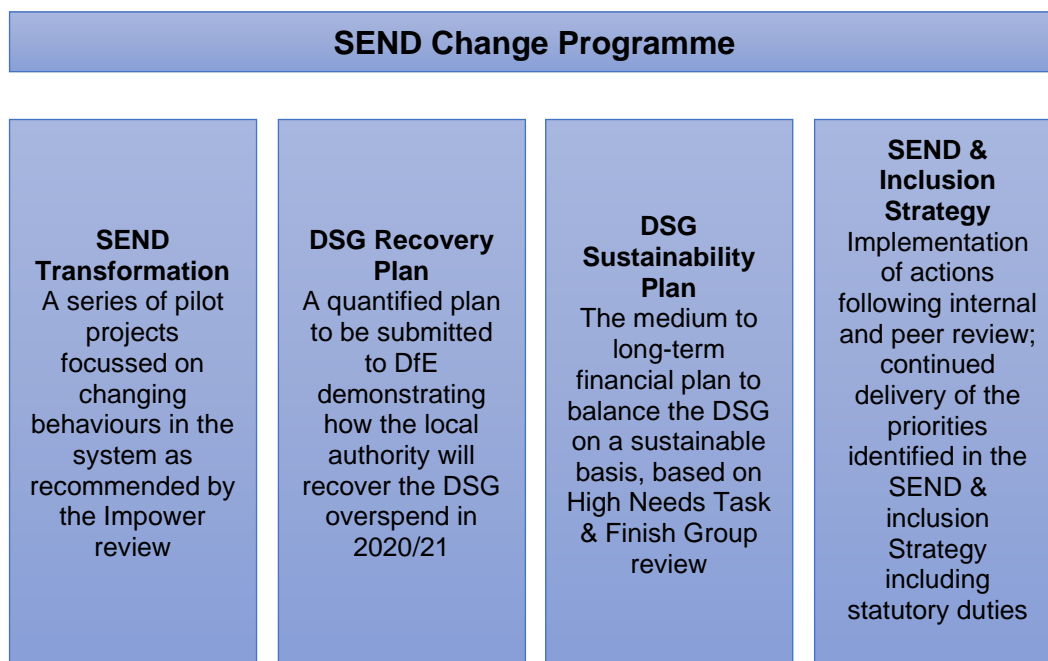
2.   SEND Change Programme

2.1   The SEND Change Programme would bring together plans on four areas:

(i)   transformation of system behaviours (informed by an external review undertaken by Impower),
(ii)   DSG Recovery Plan 2019/20,
(iii)   DSG Sustainability Plan 2024/25,
(iv)   Delivery of statutory duties (including the SEND and Inclusion Strategy).

2.2   The programme will enable the Council to use the corporate infrastructure to address the system behaviours, savings and financial sustainability, whilst ensuring delivery of statutory duties. The programme will be managed in accordance with the Council's programme management standards and it is intended that additional capacity will be provided by the programme management teams.

2.3   The programme pulls together many different strands of work from the past year into one place. Those different strands of work include:

i.)   Launch of SEND & Inclusion Strategy by Cabinet, following public consultation (April 2019)
ii.)   Approval of SEND & Inclusion Strategy Delivery Plan by SEND & Inclusion Board (May 2019)
iii.)   DSG High Needs Task and Finish Group review and plan presented to Schools Forum (April-September 2019)
iv.)   SEND Peer Review (September 2019)
v.)   Impower Transformation Review (November 2019 – March 2020)
vi.)   Schools Forum DSG Recovery Plan task-group (April 2020)
vii.)   Self-evaluation and readiness for inspection (reviewed termly by SEND & Inclusion Board)

SEND Change Programme			
SEND Transformation A series of pilot projects focussed on changing behaviours in the system as recommended by the Impower review	**DSG Recovery Plan** A quantified plan to be submitted to DfE demonstrating how the local authority will recover the DSG overspend in 2020/21	**DSG Sustainability Plan** The medium to long-term financial plan to balance the DSG on a sustainable basis, based on High Needs Task & Finish Group review	**SEND & Inclusion Strategy** Implementation of actions following internal and peer review; continued delivery of the priorities identified in the SEND & inclusion Strategy including statutory duties

2.4 A list of over 120 activities and recommendations is currently being reviewed to determine whether each one should be included as a project in the programme, be considered 'business as usual' or be stopped. Each project is then being scoped including costs, benefits, capacity to deliver, level of investment required, stakeholders, leadership and timescales. Projects will then be prioritised and presented for allocation of resources as part of the Council's usual arrangements for requests for funding and within the current resource envelope.

2.5 As part of the Council's transformation fund, funding has already been set aside to support this programme and any further funding required to complete the programme will need to be requested and approved though the relevant governance arrangements.

2.6 Whilst the Council can no longer fund services within the DSG block without Secretary of State approval, it can allocate resources to deliver the SEND Change Programme. However, there is a new route to apply to the Secretary of State for a short-term disapplication of the DSG funding rule, although the channels and timescales for this require more work.

2.7 The success factors of the change programme will be:

i.) The High Needs Block (HNB) part of the Dedicated Schools Grant (DSG) is balanced on a sustainable basis and the current in year overspend is met;

ii.) Element 3 funding (top-up funding that schools receive through EHC plans) from the High Needs Block is applied in a transparent way, which is fair and equitable and meets the provision for children and young people

which is outlined in Section F of their Education Health and Care plan (EHC plan);

iii.) The local authority is delivering its statutory duties in line with the Children and Families Act 2014;

iv.) Educational outcomes for children and young people with special educational needs (at both SEN support and those with EHC plans) are good or better; and

v.) Children and their families with SEND report feeling well supported, in line with the SEND & Inclusion Strategy vision.

SEND Transformation

2.8 The transformation element of the SEND Change Programme will be implementing the recommendations of the Impower review. The Impower review has focussed on best practice and comparisons with national benchmarks. The final report is available to Members on request.

2.9 The Impower review concluded that:

Warwickshire County Council has a number of strengths to build upon as it develops its new way of working in support of children and young people with SEND. Its staff are open to engaging with new ideas and are committed to delivering the best outcomes for children, young people and their families. It is also clear that a number of pathways for support, such as those for visual and hearing impairments, work very well and deliver appropriate, timely support for many children and young people. Out in education settings there are some excellent practitioners working hard to ensure that children with additional needs are included and enabled to thrive at their local schools. However, Warwickshire's High Needs System is faced with a number of challenges, many of which are shared by areas around the country:

- *There is an overuse of specialist placements for children with SEND, which will lead to increasing spend from the High Needs Block in future;*
- *Warwickshire's mainstream settings are seeing lower funding levels than in neighbouring local authorities, which arguably impacts their ability to respond appropriately to children's needs;*
- *Sometimes children's needs are lost when decisions are being made about their education placements;*
- *Support to children with Social, Emotional and Mental Health (SEMH) needs is not routinely provided at an early stage – and these children take the greatest share of high cost independent specialist provision;*
- *Often, support is not accessed until a crisis has been reached – by which point, interventions are more costly;*
- *Collaborative working would make more impact in preventing needs from escalating, but is rare before crisis points;*
- *Challenges in the High Needs System must be owned equally by Health, Social Care and partners across the education sector, and WCC can do more to develop this shared ownership; and*

- *More support with moves between placements could increase placement stability in the long-term.*

2.10 The suggested transformation programme consists of six projects to ensure best practice and early intervention is implemented within Warwickshire. A business case has been developed for each project and will be submitted through appropriate governance arrangements for funding from the transformation fund:

Trial 1: Changing the conversation	To ensure a consistent, early response to children/ young people's needs, to avoid unnecessary escalation
Trial 2: Needs-focussed panels	To increase effective decision-making through application of behavioural insights in WCC Education panels with a stream-lined, multi-disciplinary structure
Trial 3: Child-centred inclusion pathways	To establish a pathway for routine reviews of provision that will ensure support is consistently appropriate to need and facilitates progress towards outcomes
Redesign of the Local Offer website	To relaunch the Local Offer website through coproduction with parents and carers to make it the go-to place for CYP, their families and professionals
Development of WCC Transitions guidance	To reduce difficulties encountered by children with SEND in transitioning to new settings
County-wide SEMH campaign	To develop awareness of SEMH needs as educational needs via a publicity campaign

2.11 This programme primarily focusses on cultural and behavioural changes in the system in order to achieve best practice. There are a number of operational administrative, commissioning and contracting actions to be taken to augment the Impower Review recommendations. Other projects, regarding statutory duties and working with partner agencies, are picked up under the fourth element of the programme (SEND & Inclusion Strategy).

DSG Recovery Plan

2.12 Due to the overspend in the High Needs Block in 2019/20, the overall Dedicated Schools Grant has overspent by more than 1%. As a result, Warwickshire is required to submit the DSG Recovery Plan to the Department for Education (DfE) 'as and when requested'. A sub-group of Schools Forum has been established to set out a quantified plan for recovering the 2019/20 overspend.

2.13 The DSG Recovery Plan and financial implications will be presented to Cabinet in July, following scrutiny by Schools Forum.

DSG Sustainability Plan

2.14 The current baseline projection shows the gap between expected budget and expenditure to be rising in subsequent years before interventions. As a result, a long-term sustainability plan will also be required. The sustainability plan currently draws upon the work of the High Needs Task and Finish Group (presented to Cabinet on 16th December 2019) and will be further developed with school leaders. Many of the activities are already underway (such as the new special school on the Pears site and investment in Resourced Provision).

SEND & Inclusion Strategy

2.15 Internal and peer reviews of the SEND & Inclusion Strategy were conducted in January-March 2020. The recommendations will be taken forward and included in the priority activities in the SEND & Inclusion Strategy (Appendix A) to form the fourth element of the SEND Change Programme Framework.

2.16 The activity within the SEND & Inclusion Strategy focuses on statutory duties, joint working and preparation for adulthood. The plans for the new academic year are being updated ready for September 2021.

3. SEND & Inclusion Strategy Achievements

3.1 The achievements of the last year, against the measures set in the SEND & Inclusion Strategy, are set out below.

⬆	- The number of early years settings awarded the Warwickshire Inclusion Kitemark (WIncKS) has increased from 40 to 59 - Timeliness of EHC plans increased from 60% to 86% in 2019 - Increased number of Resourced Provision places created (92 to 98) and increased utilisation (48 to 70); two further resourced provision due to open September 2020 - For post 16 learners, the number of placements in independent settings has reduced from 5.9% to 3.8% - Business case for new special school approved - RISE (including CAMHS) has maintained referral to first appointment times to within 6 weeks for over 95% of cases - Early Help Strategy and Delivery Plan published - Supported internships increased from 32 to 57 - SEND transport risk assessments have increased to 520 in the past year (up from 144)
⬌	- SEND & Inclusion Guidance (revision to SEND Provision Matrix) timescales extended - Joint Commissioning Plan published and progressed with business cases being developed for decision
⬇	- The proportion of learners with EHC plans in mainstream settings has reduced by 1%, whilst it has risen in specialist settings, independent specialist settings and alternative provision - Number of learners independently travel trained remains low - Workforce development plan has not significantly progressed due to capacity

3.2 An overarching SEND Change Programme is now required to deliver the activity recommended within resources available. Timescales and milestones within the programme scope are being developed.

4. Financial Implications

4.1 The DSG High Needs 2019/20 financial position was an over-spend of £7.343m, offset by Council funds of £2.103m resulting in a deficit carry-forward of £5.240m as a starting point for the financial year 2020/21.

4.2 The increase in DSG High Needs Block funding allocations for 2020/21 was £5.147m, however the growth pressures in pupil numbers, complexity of need and unit cost of placement are expected to continue to out-strip the grant funding.

4.3 The agreed Council's strategy was to set aside enough reserves to make good the High Needs Block cumulative deficit over the five-year MTFS, until the DSG is in a balanced position. The current reserve set aside is £30m over five years. Further work is being done on the financial implications and will be reported to Cabinet in July 2020.

4.4 The DSG Recovery Plan (to be presented in July) may fundamentally impact the Councils MTFS as approved at Council in February 2020. If further allocations to reserves are required to address the cumulative gap this may result in the need to initiate further savings within the MTFS refresh across all Council services.

4.5 The SEND Change Programme will need to identify, quantify and achieve interventions to ensure that locally there is assurance that resources are being used effectively and sustainably.

5. Environmental Implications

5.1 There are no specific environmental implications arising from the decision being made as part of this report.

6. Timescales associated with the decision and next steps

6.1 The four elements of the SEND Change Programme have different timescales for delivery.

    i.) SEND Transformation (Impower) - Short term: September 2020 – July 2021
    ii.) DSG Recovery Plan – Medium term: September 2020 – March 2023
    iii.) DSG Sustainability Plan – Long term: September 2020 – July 2026 (ongoing)
    iv.) SEND & Inclusion Strategy – Medium term: Now – March 2023

6.2 Each part of the programme will have key milestones (to be confirmed as part of detailed scoping).

Approvals of SEND Change Programme Framework	By June 2020
Detailed scoping of SEND Change Programme and prioritisation of projects	By July 2020
Approval of DSG Recovery Plan by Cabinet	July 2020
Submission of DSG Recovery Plan (part of SEND Change Programme)	As and when requested by DfE (expected by end of July 2020)
Implementation of SEND Change Programme	From September 2020
Report to Overview and Scrutiny Committee	September 2020
Monitoring by Corporate Board, Schools Forum and Cabinet (NB. SEND & Inclusion Board currently monitors half-termly)	Ongoing and at Key Decision Points

Appendices

APPENDIX A: SEND & Inclusion Strategy

Supporting Documents

1. Allocation of 2020/21 Dedicated Schools Grant, 30th January 2020, Cabinet
2. High Needs Block, 16th December 2019, Cabinet
3. SEND & Inclusion Strategy, 11th April 2019, Cabinet

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The report was circulated to the following members prior to publication:

Local Member(s):
Other members:

Cllr Izzi Seccombe
Cllr Colin Hayfield
Cllr Yousef Dahmash
Cllr Pam Williams
Cllr Corrine Davies
Cllr Dominic Skinner

APPENDIX B: CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Schools Forum

4th June 2020

DSG Recovery Plan

Recommendations

- That the Schools Forum approve the DSG Recovery Plan at Appendix B
- That the Schools Forum work with the local authority and school leaders to develop the DSG Sustainability Plan going forward
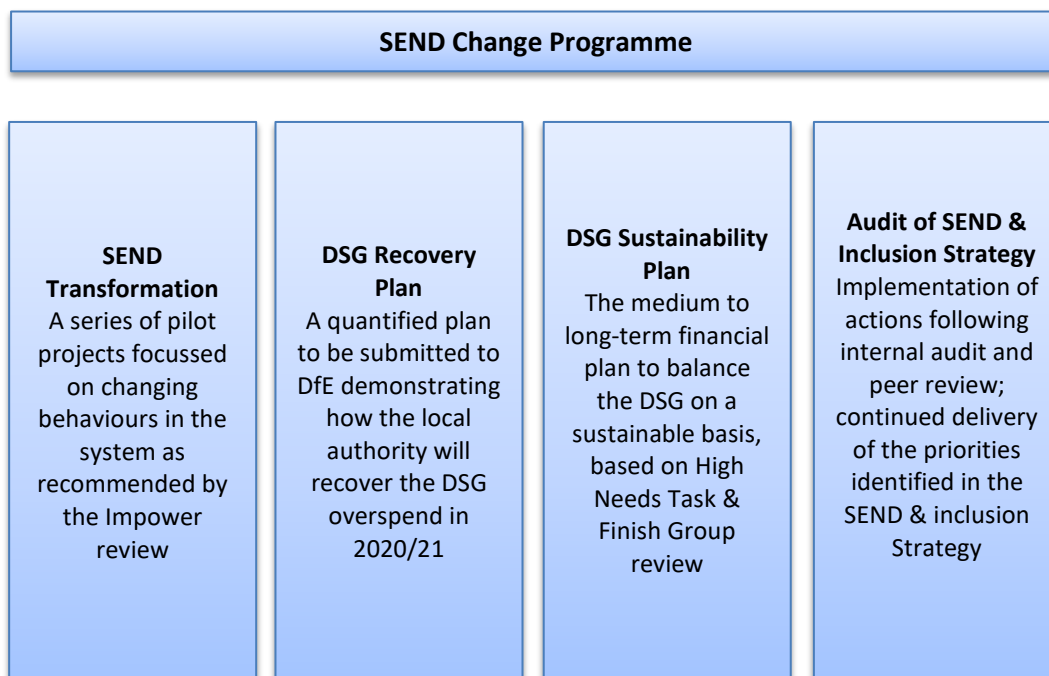
1. Purpose

1.1. The purpose of this report is to present the DSG Recovery Plan. The plan is part of an overall SEND Change Programme to be taken forward and led by Warwickshire County Council.

2.2 In previous years, the local authorities have been required to submit the DSG Recovery Plan to the Department for Education (DfE) by 30th June. Warwickshire are working to this deadline, however the guidance this year states that plans must be shared with the DfE 'as and when requested':

Any local authority that has an overall deficit on its DSG account at the end of the 2019 to 2020 financial year, or whose DSG surplus has substantially reduced during the year, must co-operate with the Department for Education (DfE) in handling that situation. In particular, the local authority must:

1. Provide information as and when requested by the department about its plans for managing its DSG account in the 2020 to 2021 financial year and subsequently.
2. Provide information as and when requested by the department about pressures and potential savings on its high needs budget.
3. Meet with officials of the department as and when they request to discuss the local authority's plans and financial situation.
4. Keep the schools forum regularly updated about the local authority's DSG account and plans for handling it, including high needs pressures and potential savings.

2. SEND Change Programme

2.1. The SEND Change Programme, approved by Corporate Board in May 2020, will pull together the different strands of work from the past year into one place.

SEND Change Programme			
SEND Transformation A series of pilot projects focussed on changing behaviours in the system as recommended by the Impower review	**DSG Recovery Plan** A quantified plan to be submitted to DfE demonstrating how the local authority will recover the DSG overspend in 2020/21	**DSG Sustainability Plan** The medium to long-term financial plan to balance the DSG on a sustainable basis, based on High Needs Task & Finish Group review	**Audit of SEND & Inclusion Strategy** Implementation of actions following internal audit and peer review; continued delivery of the priorities identified in the SEND & inclusion Strategy

2.2 The full 2019/20 out-turn of the DSG is set out in another agenda item. The DSG Recovery Plan is to show how the shortfall of £7.343m (£5.240m after WCC contributions) in 2019/20 can be recovered. The plan set out below demonstrate savings against forecast of over £6m in three years. It should be made clear, however, that within that timeframe expenditure is forecast to increase and therefore the Recovery Plan alone is not sustainable.

2.3 A DSG Sustainability Plan is also being developed with the objective of ensuring that the High Needs Block keeps within allocated resources, whilst meeting statutory requirements, year on year. Forecasting shows that, on current trends, the 'as-is' position is that expenditure will rise to £19m above allocated budget year on year from 2023/24. As local authorities are no longer allowed to contribute to the deficit from their own reserves, this will have significant cumulative impact on the DSG budget.

2.4 The Council will need to work with Schools Forum, and more broadly with all school leaders, to further develop the DSG Sustainability Plan. Following changes in guidance, the council will not be able to contribute to the DSG deficit from its own reserves in future.

2.5 The National Audit Office has stated that current national arrangements for SEND are financially unsustainable and a national review is underway. Other local authorities, particularly County Councils, are also facing similar challenges. The pressures described by the National Audit Office continue and have been articulated in previous reports (eg. increase in EHC plans, increase in age range, increase in demand for specialist provision).

3. Conclusions

3.1 The table below details the activity for the DSG Recovery Plan. It also highlights the impact these interventions will have and the confidence in achieving them. The current forecast savings against these interventions is shown at Appendix A (as of 22nd May). It is important to note that this plan includes activity on EHC plan 'top-ups', previously excluded from the scope of savings plans.

3.2 The table of activity is based upon the work of the High Needs Task and Finish Group and a subsequent Schools Forum sub-group. The calculated savings are in development. Appendix A shows workings to date. The Council will continue to work with Schools Forum and school leaders beyond 30th June to implement the DSG Recovery Plan and further develop the DSG Sustainability Plan.

3.3 This being presented to Schools Forum, prior to Cabinet on 11th June and submission to DfE.

Ref	Action	Assumption	Notes	Impact (Potential savings over 3 years)	Confidence level (Savings can be achieved)
1.	Continued increase in Resourced Provision capacity and utilisation	Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements	Links with Impower Trial 3: Child-centred inclusion pathways (Impower); Recommendation from High Needs Task and Finish Group; Already in progress	High (£1.499m)	High
2.	Increase in special school capacity at the Pears site	The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements	Recommendation from High Needs Task and Finish Group; Already in progress	High (£3.173m)	High
3.	Increase the timeliness of EHC plans issued in early years (ages 0-4)	By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced.	Links with Impower Trial 3: Child-centred inclusion pathways (Impower);	Medium (initial additional cost of £0.223m, but leading to savings by year 4)	Medium
4.	Align increase in EHC plans with statistical neighbours (eg. Review current SEND Guidance and clarify thresholds for panel decision-making)	Assumed reduction in requests for assessment and fewer placements to be made in specialist provision (state-funded and specialist)	Links with Impower Trial 2: Needs-focussed panels Recommendation from High Needs Task and Finish Group (SEND Guidance); Already in progress	Medium (estimated £0.919m but has a cumulative effect)	Medium/Low
5.	Contracts with Independent Specialist Provision to ensure financial discipline	The framework contract limits 1% inflation to stated prices and ensure robust contract management	Recommendation from High Needs Task and Finish Group; Already in progress	Medium/Low (£0.187m)	Medium/Low
6.	Reduce the use of	Placements in alternative provision have	Links with Impower Trial 1:	High	Medium

	alternative provision	increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings.	Changing the conversation A deep dive review is required urgently in this area to provide clarity on how savings are to be achieved. AP is currently commissioned by schools, SENDAR, Flex Learning and EET. AP Free School to open Sept 2021.	(estimated £1.415m but may increase dependent on findings of review)	
7.	Invest to save in supported internships quality assurance	By increasing the number supported internships and ensuring they find employment we can achieve positive outcomes for the young person, the end of an EHC plan and savings for adult social care.	Development from recommendation from High Needs Task and Finish Group; Already in progress	High (£1.817m)	Medium
8.	Increase funding to mainstream settings for children with EHC plans	Through proposed trials with school consortia from the Impower review, more children should be supported to stay in mainstream settings, reducing costs from specialist placements.	Links with Impower Trial 1: Changing the conversation Increases need to lead to overall savings; calculations still being made.	To be confirmed	
9.	Service reviews (LA services funded by DSG)	The remaining services delivered or commissioned by the LA from DSG to be reviewed to ensure value for money		To be confirmed (following review)	
10.	Review the special school funding matrix	Review current funding allocations to different types of specialist provision, within the same funding envelope. Cost neutral.	Requested by special school headteachers; last reviewed in 2016	Cost neutral	
11.	Joint commissioning	Ensuring that we work with our partners so that the system delivers value for money	Recommendation from High Needs Task and Finish Group; Already in progress	Cost neutral	

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Appendices

APPENDIX A: DSG Recovery Plan High Level Summary
APPENDIX B: DSG Recovery Plan (Not provided for O&S due to updates)

APPENDIX A: DSG Recovery Plan High Level Summary (as of 27th May 2020)

High Needs Forecast

*2019/20 Cumulative includes WCC contribution of £2.103m

£(000)								
1. Baseline Model - "As is"	**2019/20**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
Annual Forecast Under/(Over) Spend	(£7,343.4)	(£7,056.5)	(£11,351.0)	(£16,035.3)	(£18,898.6)	(£21,829.9)	(£23,138.7)	(£23,469.5)	(£24,627.8)
Cumulative Overspend	(£5,240.4)	(£12,296.8)	(£23,647.8)	(£39,683.0)	(£58,581.7)	(£80,411.5)	(£103,550.3)	(£127,019.8)	(£151,647.5)

£(000)								
2. Annual Intervention Savings	**2019/20**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
1. Resource Provision	£0.0	£201.5	£521.3	£776.3	£771.2	£757.3	£732.7	£646.3	£583.0
2. Special School & Pears	£0.0	£0.0	£849.8	£2,323.6	£3,600.0	£3,849.6	£4,075.1	£4,186.0	£4,329.5
3. Increase EHCP in Early Years	£0.0	(£10.5)	(£213.5)	£0.1	£249.4	£555.3	£796.0	£892.0	£979.0
4. Align growth of EHC plans in line with statistical neighbours	£0.0	£0.0	£279.0	£641.0	£1,163.5	£1,804.7	£2,622.3	£3,478.7	£4,557.3
5. Inflation on ISP Res reduce at 1%	£0.0	£32.2	£64.0	£90.8	£107.3	£129.2	£137.2	£136.5	£156.4
6. Reduce in the use of AP	£0.0	£0.0	£705.9	£709.3	£704.6	£705.0	£702.4	£666.0	£633.0
7. Increase the number of internships	£0.0	£485.9	£587.8	£743.3	£922.7	£1,052.9	£1,137.6	£1,206.1	£1,294.8
Annual Savings	**£0.0**	**£709.0**	**£2,794.2**	**£5,284.4**	**£7,518.7**	**£8,854.0**	**£10,203.3**	**£11,211.5**	**£12,532.9**
Sustainability reduction as % from Baseline	0%	-10%	-25%	-33%	-40%	-41%	-44%	-48%	-51%

£(000)

3.Impact to forecast after interventions	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Annual Forecast Under/(Over) Spend	(£7,343.4)	(£6,347.4)	(£8,556.8)	(£10,750.9)	(£11,380.0)	(£12,975.9)	(£12,935.5)	(£12,258.0)	(£12,094.9)
Cumulative Overspend	(£5,240.4)	(£11,587.8)	(£20,144.5)	(£30,895.4)	(£42,275.4)	(£55,251.2)	(£68,186.7)	(£80,444.7)	(£92,539.6)
Annual Incremental Saving		£0.0	£705.9	£3.4	(£4.7)	£0.5	(£2.7)	(£36.4)	(£33.0)

APPENDIX B: DSG Recovery Plan *(Not provided for O&S due to updates)*

Warwickshire SEND & Inclusion Strategy 2019-2023

Version 1.0
February 2019

Introduction

The Special Education Needs and Disability (SEND) and Inclusion Strategy 2019- 2023 builds upon the Vulnerable Learners Strategy 2015 - 2018, which has delivered over 250 more specialist places locally (with more on the way) for high needs learners with complex needs including the development of three new special school academies.

This strategy is informed by the work of an external SEND Demand Management Strategic Review. It has been produced following public consultation in 2018. Throughout the strategy, we have included responses from that consultation demonstrating the views and experiences of young people, parents and carers, and professionals. The strategy has been further developed by key strategic partners across education, health, social care, schools and the Parent Carer Forum. The SEND and Inclusion Board will monitor progress against the identified priorities.

This strategy also supports the overarching priorities of the Warwickshire Education Strategy (see https://www.warwickshire.gov.uk/educationstrategy).

Our Aims and Principles

The aim of this strategy is to turn high aspirations for all of our learners with SEND into a reality.

We will:

- work in a spirit of co-production and partnership with parents and their children and young people with SEND, involving them in all key decisions
- work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess-plan-do-review processes and clear pathways
- have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools
- maintain a commitment to Warwickshire's schools and academies (state-funded), promoting and championing strong leadership and inclusive practice for children and young people with SEND across all phases, mainstream and special
- ensure a rigorous focus on the preparation for adulthood outcomes and life after school
- ensure that resources are fairly and consistently allocated according to needs

Our Vision for Learners with Special Educational Needs & Disabilities

In Warwickshire, all children and young people have the right to lead a fulfilling life and be part of their community.

Every child and young person has a right to have their health, social care and education needs met within their local community.

Every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school.

The views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs.

Every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND; to ensure that they make good progress in their education and development; that they transition smoothly into the next stage of their education and; as appropriate, they are helped to secure independent living and opportunities for employment.

We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.

The case for inclusion

> *"Most parents would only want their child to have a good education in a supportive, structured, positive environment."* [Parent, online focus group]

> *"Each learner requires something bespoke and tailored to their own needs at the point of transition."* [Head teachers Partnership]

This strategy has inclusion at its heart and sets out how Warwickshire plans to address imbalances and effect change across the SEND system.

As part of its commitments under articles 7 and 24 of the United Nations Convention on the Rights of Persons with Disabilities, the UK Government is committed to inclusive education

of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The diagram below shows how inclusion differs from integration, separation and exclusion.
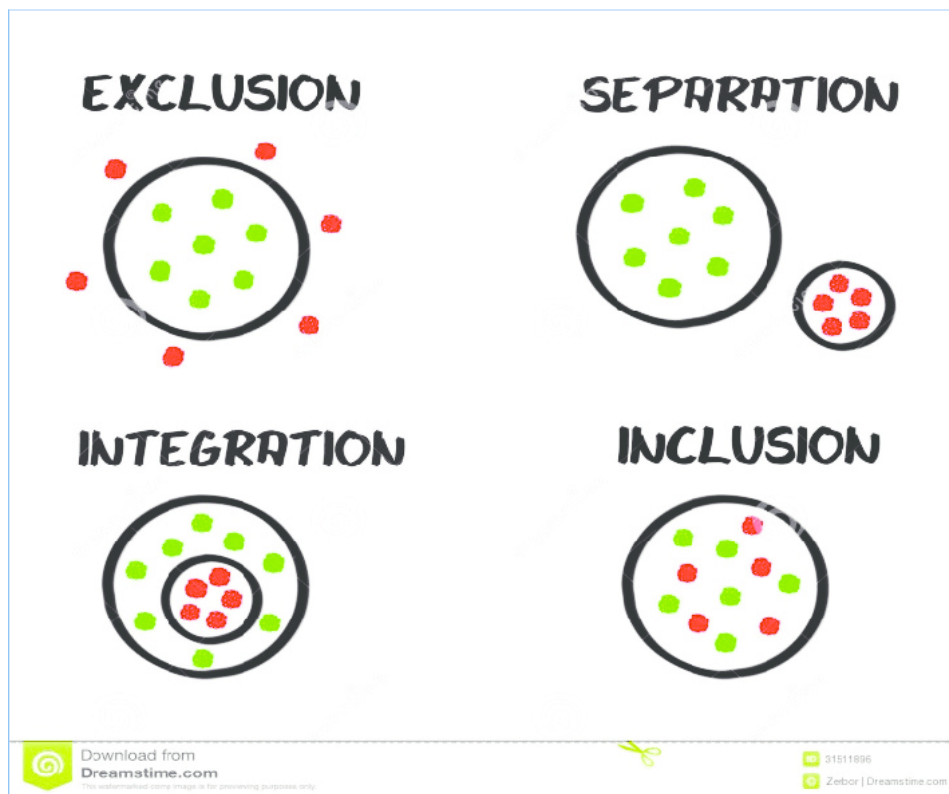
In Warwickshire, as elsewhere, we have seen a drift away from inclusive education provision in mainstream settings, with a growing proportion of learners placed in specialist provision. In January 2019, less than half of school age children with Education, Health and Care (EHC) plans attended mainstream settings (43%).

The vast majority of children benefit academically, socially, in confidence and self-esteem from education in community mainstream schools rather than further away from home or in what are often described as more "specialist" settings. This will not be true for all children or in all circumstances but research strongly supports Warwickshire's policy of mainstream schooling as the presumption, as it aspires for high outcomes for all [i & ii].

Children and young people rate their social relationships as the most important aspect of their education[iii]. Mainstream schooling increases the friendship groups of young people, increasing opportunities to experience and practise diverse social interaction and development.[iv] Long term benefits of this are increased social integration and emotional wellbeing. Additionally, increased access to mainstream social interactions correlates positively with sustained participation in the labour market in adult life[v].

Those learners with SEND who are able to achieve within the average range of their peers are more likely to take GCSEs and develop higher aspirations for academic and vocational achievements and consequently independent living within mainstream schools. Cultural and social isolation and limited awareness of opportunities can result in lower aspirations.

Students with physical disabilities identify the benefits of spending time and making friends with non-disabled peers. Despite encountering problems and difficulties in mainstream schools, such students can see it as essential preparation for the 'real world'. They feel isolated from the 'real world' in a specialist setting and report feeling overprotected both on site and in the local town in terms of attitudes, facilities and access[vi].

Away from the school day, although bullying is an unfortunate feature of any type of community life there is evidence that young people who attend a specialist school experience far more bullying by children from other mainstream schools and from peers and outsiders in their neighbourhood [vii].

Additional but not inconsiderable benefits of mainstream education for all are the positive changes in the attitudes and skills of teaching staff in mainstream settings when children with significant difficulties are recognised as full members of their community [viii] and the reduction in negative attitudes in the rest of the community [ix].

The inconsistent inclusive practice that was identified back in mainstream settings in 2015 in the Vulnerable Learners Strategy has persisted and, in some schools, continues to be an issue. We believe that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

Personalisation

Inclusion in our schools requires a bespoke, tailored and personalised approach.

> *"Each need is so unique and there is a big difference between a SEN child being able to cope in a mainstream school and them being given the education to be the best they can be - this is where tailoring their education is key."*
> [Parent, online focus group]

Personalisation means a change to way services are assessed, planned, delivered, and reviewed, for children and young people aged 0-25 years. The aim of Personalisation is to develop the service around the individual, rather than to slot the individual into the service.

It requires early identification and a clear understanding of individual need. It is essential to consider the individual's life from their viewpoint, discovering with them what their needs are rather than assessing them from the outside.   Getting this process right will reveal their strengths, vulnerabilities, skills, aspirations, and preferences including what resources the individual can contribute, as well as the contribution available from informal support such as their family, friendship and community network.

It is also essential to identify who can act as advocates for the individual early on in the process. This might be family, friends, an advocacy service or any person who is recognised by the individual as being able to help them understand others and express themselves.

Personalisation recognises individuals as the experts. This is why it is so important to listen to the voice of the child or young person.

Warwickshire's Strategic Priorities – What we want to achieve

Complementing the strategic priorities outlined in the Warwickshire Education (WE) strategy, we will work under a framework of six priorities, as set out below. Our consultation showed strong support for these priorities, as well as identifying challenges and opportunities that face us.

1. Promoting Inclusion

Our expectation

Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school.

Challenges and opportunities

> *"It is essential that you work to improve provision at SEN support and EHCP level in mainstream schools."* [Parent, guardian or carer]

> *"......for children with SEND; for many going mainstream is surviving not thriving"* [Parent, guardian or carer]

> *"Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school and mainstream - there needs to be a better choice than this"* [Primary Head Teacher]

Key activities

- To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice
- To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs
- To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision

2. Getting it right for learners with high needs (school age)

Our expectation

Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs.

Challenges and opportunities

> *It is a good day at school when…"I get support when I am struggling, before becoming anxious."* [Pupil/Student]

> *"Applying for an EHCP is a prohibitive process that means that staff can be put off from applying and that these children do not receive the support that they need"*
> [Primary education staff]

> *"… currently getting specialist provision is a lottery and many children miss out. Because there are so few spaces, not every child who needs a place gets one, there are always far more applications than allocations. The specialist education is fantastic, we just need more of it."* [Parent, online focus group]

Key activities

- To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)
- To expand state-funded specialist provision where possible (including specialist partnerships)

3. Improving health and social care for learners with SEND

Our expectation

We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services.

Challenges and opportunities

> *"A child who is successful at school is well supported in terms of health, home, community and school. When a child is struggling in one of these areas it can have an effect on the others."* [Parent, guardian or carer]

> *"Help needs to be early and coordinated, and parents shouldn't have to battle to get support for their children, my child has only been able to access CAMHS support following a complaint. It's often too little, too late, and is a false economy. My child could have, with appropriate support, stayed in mainstream school, at least until end of primary age. They is now so badly traumatised and has been out of school for so long, that they are likely to only be able to cope in specialist provision, I have been unable to continue working, and so have lost my salary (and therefore stopped paying taxes) and am reliant on benefits now. So the lack of early support has meant that my child will require a more expensive school place, I am unable to contribute financially to society, and we are relying on state benefits. And that doesn't even take into account the 'human cost'."* [Parent, guardian or carer]

"This is a major priority but has to be with a focus on multi-agency working" [Primary Head Teacher]

"Sadly, it seems we are a long way off achieving 'tell your story once' and the joint commissioning of services in Warks." [Parent Carer Forum]

Key activities

- To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services
- To develop further the joint processes for the delivery of support, particularly for those requiring support at Early Help
- To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)

4. Preparation for Adulthood

Our expectation

Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this 'presumption of employability', by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood.

Challenges and opportunities

"There is little consistency at present in the transfer from children's to adult services. The support seems to 'disappear' at adulthood and families are expected to function more independently. Unfortunately, a child doesn't wake up on their 18th birthday being able to independently take a bus or manage their own finances and with all the SEND issues gone" [Parent, guardian or carer]

"… transition to adulthood needs to take place with real planning from age 14 onwards. This is acknowledged but it doesn't happen often. What does it mean? It should be looking at life skills such as travel independently (not just for those in specialist provision but for all SEN who need it in mainstream), understanding and managing money, real supported work experience (not just lip service) for students and real supported placements in the workplace. Young people with additional needs in mainstream school are often left unsupported in this arena but in reality need a lot of support and guidance." [Parent, guardian or carer]

"Developing resilience and independence is a fantastic skill-set for any young person and it confers a great deal of dignity and respect on a CYP with SEND to say that you believe they can achieve control over their own lives. With the right preparation and support much can be achieved in the workplace. … The reality of supporting YP with SEND into work is that it is time consuming and costly. If WCC were to set up its own program it could lead the way and also gather important evidence of what works and how other employers might participate." [Parent Carer Forum]

"I've worked at the café for a year and made friends at the café." [Young person, community consultation]

Key activities

- Maximising the use of local specialist provision at post-16 and differentiating that provision
- To improve transition planning from year 9 onwards for learners with an EHCP
- To work with employers, schools and colleges to increase the offer of supported internships

5. Transport

Our expectation

That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.

Challenges and opportunities

It's a good day at school when… *"My taxi comes on time and it doesn't make me anxious"* [Pupil/Student]

"Wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel…perhaps creating a confident and independent traveller for the future." [Parent, guardian or carer]

"I am deeply disappointed with the services several children in class have received by transport this school year in particular. Their needs are misunderstood and their well-being is ignored." [Special school staff]

Key activities

- To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making
- To increase independent travel training to give young people the life skills to travel independently.

6. Workforce Development

Our expectation

That professionals across the system are confident in delivering the 'assess, plan, do and review' approach to deliver a graduated response for learners with SEND.

Challenges and opportunities

> *"The current system relies on the compassion of a particular school/teacher rather than a good level of training of all staff"* [Parent, online focus group]

> *Sometimes I worry about… "having certain teachers"* [Pupil/Student]

> *"It's not happening because for some children in order to be able to learn, they need say a movement break or a sensory diet. This would take minimal resources to implement and give the child more access to learning. But if the SENCo, teacher, advocate doesn't understand this, they wouldn't think to implement it. By not implementing interventions such as these, we are effectively preventing children from learning."* [Parent, online focus group]

> *"Flexible arrangements between mainstream and special schools should best serve to upskill staff and maintain placements."* [Governor at special school]

Key activities

- To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.

Resources to achieve our aims

Our ambition for learners with special educational needs and disability remains high. However, we are not ignorant of the financial landscape that schools and services are operating in. Feedback from our public consultation provided a consistent message that our ambitions are right, but without resources we could not deliver positive change.

"Inclusion without adequate funding and support is damaging for pupils and staff. Inclusion with good support enhances the experience of individuals and school community as a whole." [Counsellor]

"As well as having a SEND child I work in SEN in a mainstream school. We can't meet the children's needs because we do not have enough money or the physical equipment/resources to do so. Due to lack of funding mainstream is increasingly unable to meet the needs of SEN children". [Parent, guardian or carer]

"Funding is also low, so schools that do fight for the support for these children are having to cut costs in other areas to support these pupils. The school then attracts more of these pupils because they do a good job to support them but the funding just does not support the actual needs of these children" [Primary education staff]

Demand on schools and services has increased both in number and in complexity of need. Nationally, research by the Local Government Association in 2018 reports an average overspend of £3.5m across all local authorities. Locally, education and social care teams are undertaking transformation projects in order to work within allocated resources. NHS budgets remain under significant pressure, and Warwickshire schools are in the f40 group, representing the lowest funded schools in the country.

It is clear that throughout the lifetime of this strategy, resources will be a major constraint to achieving change.

The commitment of this strategy is to work together to deliver the best system of education, health and social care for learners with SEND within our allocated resources.

How will we measure success?

We will demonstrate progress against this strategy through the following measures. This is not an exhaustive list, but will shows whether we have delivered against the key activities identified above. The measures will be reported to the SEND & Inclusion Board.

Activity	Measure	Expected change	Rationale
To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice	Number of early years settings awarded kitemark (WIncKS)	To increase	The more early settings meet best practice standards the better we will be at identifying support before school
To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs	SEND Provision Matrix reviewed and re-published	To complete	The SEND Provision Matrix provides clear guidance on how needs should be met locally
To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision	Number of places at Resourced Provisions or Partnerships	To increase	A broader spectrum of educational provision is required to meet local needs
To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)	% of new EHC plans issued within 20 weeks, including exceptions	To increase	Improve the timeliness of issuing EHC plans
To expand state-funded specialist provision where possible (including specialist partnerships)	Number and % of learners with EHC plans in mainstream, specialist and independent specialist settings	To increase the number in mainstream and state-funded specialist settings, reducing the number of learners in independent specialist settings	If the local offer is meeting demand, the percentage of learners in mainstream and settings should increase. Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings
To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services	Joint commissioning plan published	To complete	Joint working can only take place if the local offer of services meets local needs. A joint plan is needed to address current gaps in provision.
To develop further the joint processes for the delivery of support, particularly for those	Early Help Strategy delivery plan published and	To complete	Better support and joint working through early help should prevent children and

requiring support at Early Help	monitored		their families escalating to crisis support
To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)	% of referrals to Rise with a first appointment within 18 weeks	To increase	This is one of a collection of measures for the Rise service
Maximising the use of local specialist provision at post-16 and differentiating that provision	Number and % of post-16 learners with EHC plans in local and independent specialist settings	To increase the percentage in local settings, reducing the percentage of learners in independent specialist settings	If the local offer is meeting demand, the percentage of learners in local post-16 provision should increase with a reduction of learners in independent specialist settings
To improve transition planning from year 9 onwards for learners with an EHCP	Number of EHC plans amended following the Year 9 review	To increase	The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school.
To work with employers, schools and colleges to increase the offer of supported internships	Number of supported internships offered	To increase	The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs
To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making	Number of transport risk assessments taken for learners with EHC plans	To increase	The use of risk assessment will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy
To increase independent travel training to give young people the life skills to travel independently.	Number of young people successfully completing independent travel training	To increase	Using transport is a life skill, preparing young people for adulthood and reducing dependence on transport assistance
To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.	Approach to workforce development agreed with schools.	To complete	A more confident workforce will be better equipped to deliver a graduated response to needs

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Children and Young People Overview and Scrutiny Committee

Children & Families Change Programme Update

23 June 2020

1. Recommendation(s)

- The committee are asked to consider and comment on the programme and work completed to date.

2. Executive Summary

2.1 £12m of additional one-off funding will be invested into the Children and Families service across all areas of work between 2020/21 to 2022/23 (a small amount of funding was received in 2019/20). The council has been successfully awarded £3.993m from the Department for Education (DfE) and the remainder of the £12m is provided by the Council's Children Transformation fund (sourced from two years of social care grants and residual Children and Families Transformation funds) agreed by the Council in February 2019 and 2020.

2.2 Through this investment the service will continue to improve outcomes for children and families and to build an outstanding Children and Families service. All the improvement work identified within the programme is evidence based from national and local initiatives that have shown the areas of investment do work and result in improved outcomes for children and families. These changes will result in some teams in the service being expanded, some new teams/services will be created, and additional training and resources will be made available to practitioners and partners.

2.3 The money will be spent across an ambitious 29 different work areas and has been structured into a new Children and Families Change programme; the work areas have been grouped into four key projects focusing on the child's journey through services. The Change Programme is a 24+ month programme.

2.4 The report outlines the Children and Families Change Programme and work completed to date.

3. Children and Families Change Programme

3.1 Evidence base

3.1.1 The DFE funded element of the programme is part of the national '*Strengthening Families, Protecting Children programme*' (*SFPC*), which includes three different evidence-based models. The Children and Families service have adopted the '*Leeds Family Valued*' model. The service is working with Leeds City Council and the DFE to implement this model. Leeds City Council designed this model and were judged to be outstanding by Ofsted in 2018.

3.1.2 The other work areas in the Children and Families Change Programme are funded by Warwickshire County Council. These work areas complement the DfE funding and reflect the other models in the SFPC programme, specifically the '*Hertfordshire family safeguarding*' model, which focuses on meeting the needs of children and adults (parents and carers).

3.1.3 All the work areas create a programme that supports the development of a child-centred and family focused approach across the whole service.

3.1.4 These different projects are aligned to construct a single Programme of becoming "Child-Friendly Warwickshire". This is the strategic core that drives forward the outputs of each project. All the projects have a clear focus on enabling services, continuous improvement and sustainability.

3.1.5 The programme is underpinned by Restorative Practice. Restorative Practice is about creating and maintaining respectful and trusting relationships with children and families, staff, partners and communities. Restorative Practice aims to build on the existing strengths of families to help them solve issues themselves and take responsibility for agreed solutions.

3.2 Programme overview and structure

3.2.1 The "Child-Friendly Warwickshire" Change Programme (Appendix 1) is structured into the following Projects:
- Early Help (including Community / Partners)
- Child in Need / Child Protection
- Children in Care / Care Leavers
- Workforce, training and programme resources

Each of these Projects has a range of work areas.

3.2.2 The governance of the Programme is through a 6-weekly Programme Board chaired by Nigel Minns, Strategic Director, and Steve Walker, Director of Strengthening Families, Protecting Children Improvement Programme at Leeds City Council. This Programme Board is informed by highlight reports from the four Project Boards and attended by Service Managers.

3.2.3 Delivery groups have been established for each work area to further plan, refine and review progress. Appendix 2 provides an overview of each work area and outcomes.

3.3 Outcomes and evaluation

3.2.4 The DfE have commissioned the What Works Centre (Research Institute) to evaluate the Leeds Family Valued model element of the programme, which will inform success of the programme. WCC is one of five local authorities (LAs) implementing the Leeds Family Valued model. The model will be evaluated across all five LAs and a final evaluation report will be published nationally after all the LAs have implemented the model. To support WCC's internal evaluation an interim report will be provided two years following implementation.

3.2.5 The whole programme will also be evaluated internally to understand impact. This evaluation will be used to consider if and how these work areas should be continued once the programme has ended. Key deliverables and measurable benefits are being identified for each work area. In addition, collectively the work areas will support and contribute to a key set of programme level outcomes. Appendix 2 details the programme level outcomes.

3.2.6 The programme level outcomes reflect and support the Council's priority children outcomes detailed in the Council Plan 2025, these include;
  - More children will live safely at home with their families.
  - There will have sufficient, high quality foster care and residential placements to meet the needs of our children in care.
  - Children and young people will be able to access new technologies in non-educational environments.
  - Provision of year-round access to learning and educational opportunities.
  - Children and young people will have access to the support they need to maintain their emotional health.

3.4 How we will work?

3.4.1 The programme will engage and work with children, young people, families, internal and external partners, communities, schools and business to achieve improved outcomes for children and families. Key stakeholders are being identified for each of the work areas and projects. The programme also supports and reflects wider outcomes detailed in the Council Plan 2025, these include;
  - There will be a noticeable improvement in mental health and well-being, and individuals will be able to access community support if they have mental health issues, dementia or are feeling lonely.
  - Individuals will live in a safe environment that is connected to their community, with good air quality and opportunities for physical activity.

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- There will be a decrease in youth crime, and young people will have the opportunity to take responsibility for their behaviour whilst being supported into constructive and positive lives.
- Individuals and young people will have the skills they need to find the work that they want within the county.
- More of our 16 and 17 year olds will be in education, employment or training.
- There will be more supported routes into employment for our more vulnerable learners, with an increase in supported internships.
- There will be better understanding of behaviours in schools, leading to a reduction in the number of fixed-term exclusions for children in care and care leavers.
- Children, young people and families will experience trained, skilled and knowledgeable staff at the first point of contact.
- Individuals will have a positive customer experience.

4. Financial Implications

4.1 The Change Programme is a 24+ month programme. Planning and preparation work started on the programme in January 2020 towards an official start date on 1 April 2020.

4.2 The programme briefly paused due to the Council's Ofsted inspection and Covid-19. The programme was reviewed, and the work areas were re-prioritised.

4.3 Programme and Project Management resource have been attached to the programme and work has re-established.

4.4 Implementation dates vary across the different work areas within the programme, as some services are being expanded and some are being created. Covid-19 is also impacting work areas differently.

4.5 It is currently envisaged the programme will end in August 2023.

4.6 The programme will be funded by DfE earmarked grant and Warwickshire County Council, the table below details the current forecasted spending profile. It should be noted that as plans for each of the work areas are developed in more depth, the figures in the table below may change.

£m	2019/20	2020/21	2021/22	2022/23	Total
Current estimated spending profile	£0.107	£4.614	£6.049	£1.238	£12.008

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4.7 As mentioned in paragraph 2.1 the planned expenditure of £12.008m is funded by the County Council and the DfE. The exact funding shares are highlighted in the table below.

	Total £m
Successful bid for DfE Funding	3.933
2019/20 & 2020/21 Social Care Grant	6.666
Contribution from Children's Transformation reserve	1.409
Total	**12.008**

4.8 A sum of £0.199m of the remaining funds within the Children's Transformation reserve has been assigned for an Education Services Early Years project. This leaves a small residual contingency in the reserve of £0.070m.

4.9 The DfE grant is payable for the use of specific work areas set out in the original DfE bid application, although there is some flexibility to switch between these various areas. There is a stringent reporting requirement.

4.10 It should be noted that the funding is one off. The programme is designed to evaluate effectiveness, and this will be used to consider how effective work areas could be funded in the future through existing or new budgets. A full evaluation report including financial analysis for how the money has been spent and how successful elements may be continued in the future will be provided.

4.11 As established in the finance agreement agreed by Full Council on 13.02.2020, the Children & Families Service has indicative future savings of £3.4254m by 2024-2025. The investment will create savings predominantly by helping the service to manage demand for children's social care. This will be completed through the increase in early help, through the new culture of restorative practice and increased whole family support which will keep children within their families and reduce the need for children to become looked after. When children do come into care increased support to parents, family members caring for children and increased support for care leavers will enable children to achieve permanency sooner.

Indicative budget balancing plan for 2020-2025 for Children's Social Care is listed below:

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What the change entails	Reduction	Indicative Additional Future Reduction			
	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000
Children and Families					
House project - Further investment and expansion of the House Project countywide to provide accommodation for care leavers	0	0	0	(200)	0
Development of effective local provision of children's placements - Facilitate the market to develop local provision that more effectively meets needs through the improved efficiency and effectiveness of the Placement Hub	0	0	0	(500)	(500)
Integrated commissioning and delivery arrangements with NHS partners - Arrangements will form part of the Coventry and Warwickshire Integrated Health and Care Partnership and associated System Plan	0	0	0	0	(667)
Restorative practice and early help - Through restorative practice and an improved early help offer the impact will be to reduce demand on children's social care	0	0	(250)	(250)	(500)
Prevention and self-care - Develop and implement a prevention and self care strategy and invest in programmes, projects and services that reduce people's reliance on paid care and support	0	0	0	(167)	(167)
Business support - Reduced cost of business support as part of the wider organisation review of support functions	(194)	0	0	0	0
Customer Support - Reduced cost of customer support as part of the wider organisation review of support functions	0	(30)	0	0	0
Total Reductions - Children and Families	**(194)**	**(30)**	**(250)**	**(1,117)**	**(1,834)**

5   Additional improvement activity

5.1   This funding does not include separate proposals being planned regarding children's placement sufficiency. These are being considered separately but are intended to assist with quality of care for children in local authority care and avoid children requiring care by the local authority through increased whole family support.

2

6 Environmental Implications

6.1 Environmental implications are limited.

6.2 The use of virtual tools will be used to minimise travel as appropriate.

7 Supporting Information

7.1 None

8. Timescales associated with the decision and next steps

8.1 The Children and Families service will continue to work with colleagues from the Commissioning Support Unit to manage the programme.

8.2 Quarterly updates on progress will be provided to the DFE.

8.3 An update report has been timetabled for this committee for February 2021.

Appendices
1. Children and Families Change Programme - overview
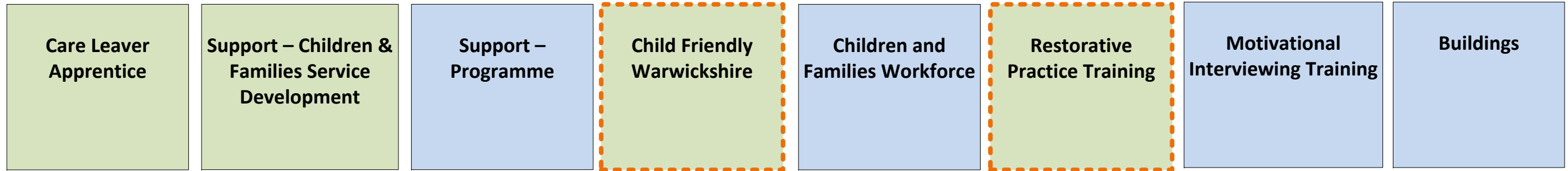2. Children and Families Change Programme - work areas and outcomes

	Name	Contact Information
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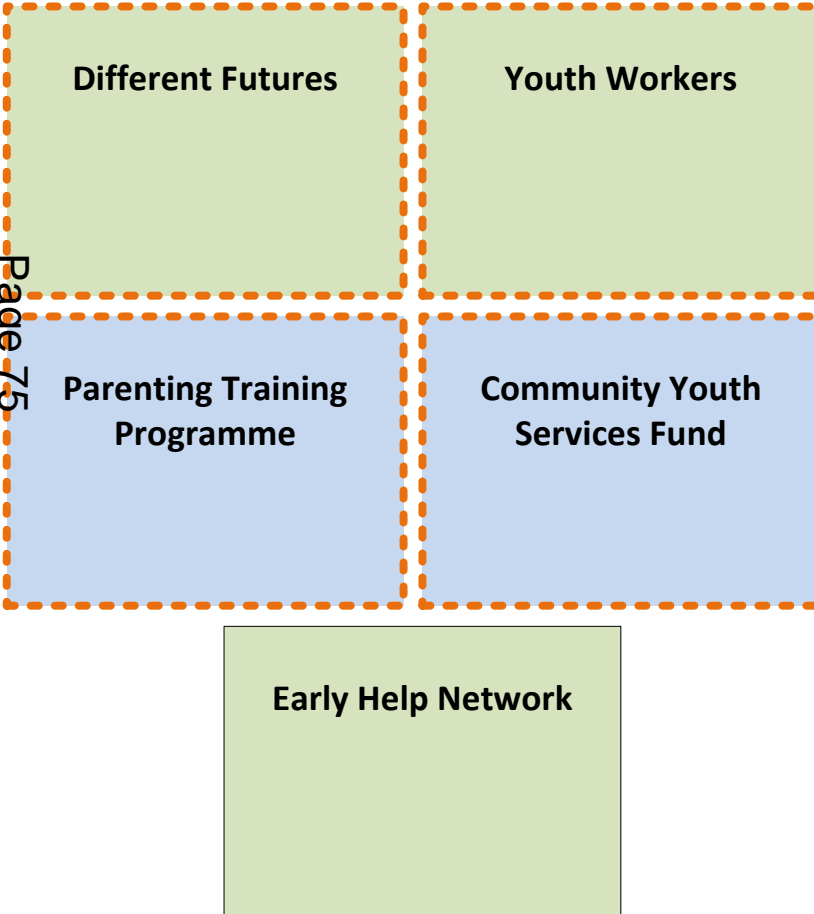The report was circulated to the following members prior to publication:

2

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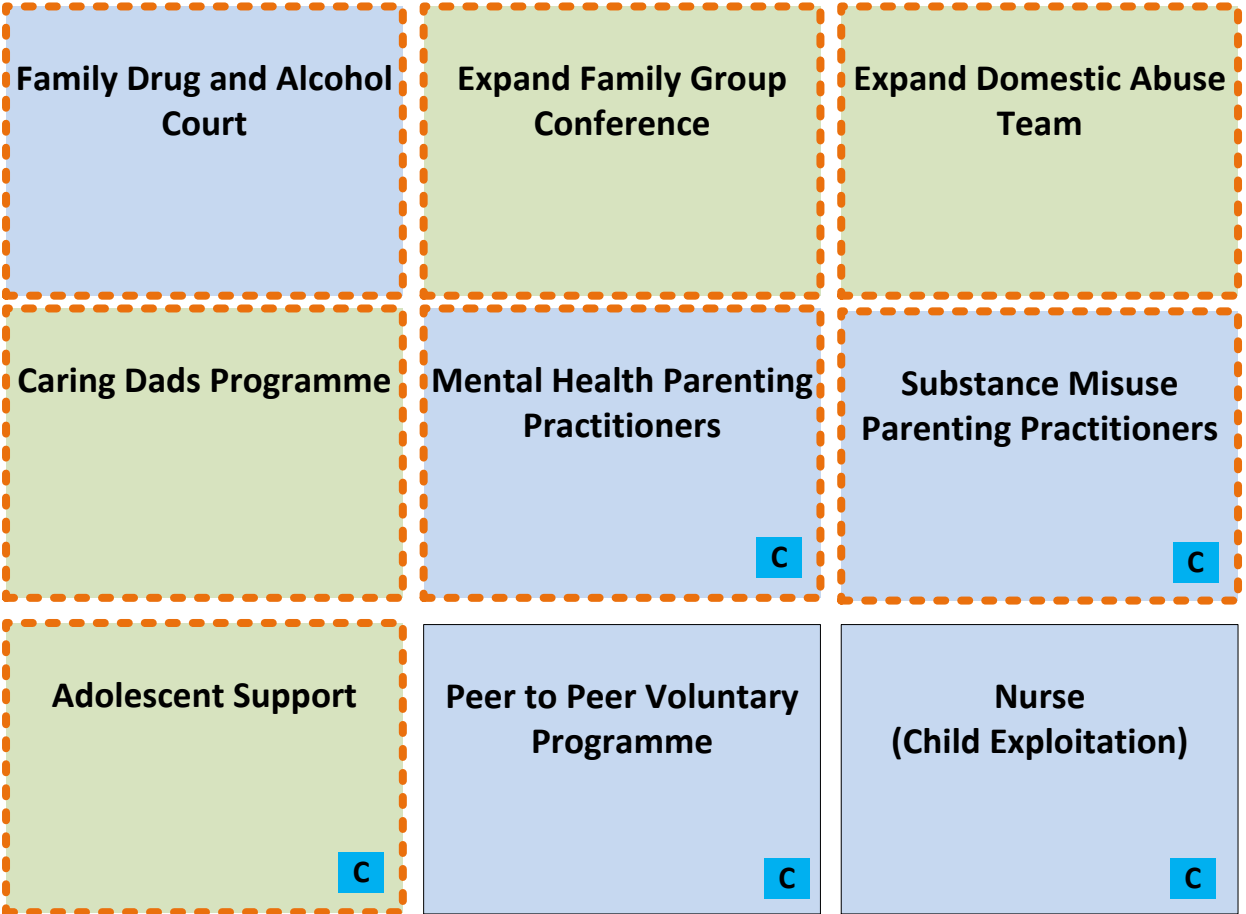
CHILD FRIENDLY WARWICKSHIRE
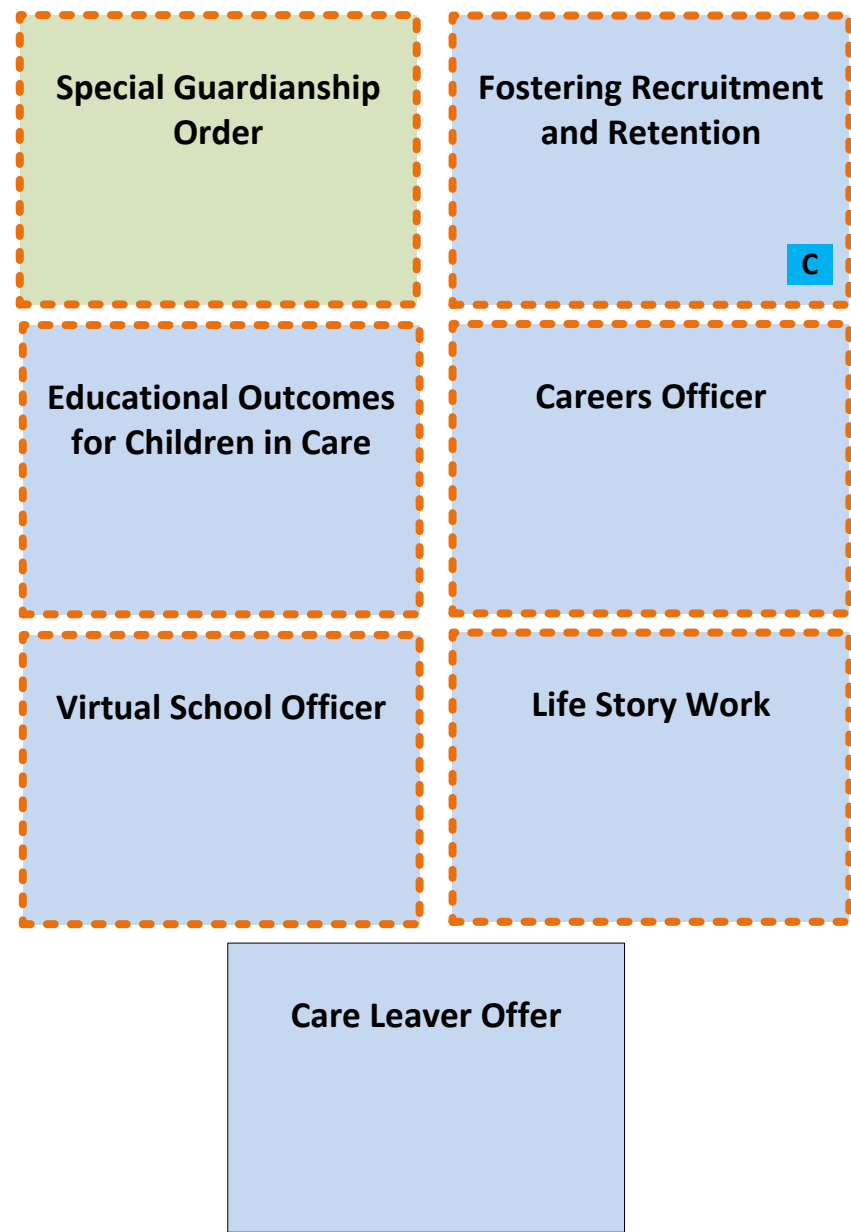
Workforce, Training and Programme Resources

Care Leaver Apprentice	Support – Children & Families Service Development	Support – Programme	Child Friendly Warwickshire	Children and Families Workforce	Restorative Practice Training	Motivational Interviewing Training	Buildings

Community /Early Help/Partners

Different Futures	Youth Workers
Parenting Training Programme	Community Youth Services Fund
Early Help Network	

Child In Need/Child Protection

Family Drug and Alcohol Court	Expand Family Group Conference	Expand Domestic Abuse Team
Caring Dads Programme	Mental Health Parenting Practitioners **C**	Substance Misuse Parenting Practitioners **C**
Adolescent Support **C**	Peer to Peer Voluntary Programme **C**	Nurse (Child Exploitation) **C**

Children in Care/Care Leavers

Special Guardianship Order	Fostering Recruitment and Retention **C**
Educational Outcomes for Children in Care	Careers Officer
Virtual School Officer	Life Story Work
Care Leaver Offer	

Legend:
DfE Funded	WCC Funded	Project	Business As Usual (BAU)	**C** Commissioning

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Children and Families Change Programme

Department for Education (DfE)
Warwickshire County Council (WCC)

Projects	Work area	Funding	Description	Contributing to the following outcomes
Early Help (including Community / Partners)	Different Futures	DFE	Invest in expansion of Different Futures with and funding for therapeutic support for parents who have had multiple children removed from their care and mental health social worker embedded in the team.	• Reduction in the No. of children who start to be looked after in the year • Improved feedback scores - satisfaction
	Early Help Network	DFE	Funding to increase communications and network events to increase support and supervision of early help network.	• Reduction in the No. of contacts • Reduction in the rate of referrals • Reduction in the percentage of cases that escalated to social care
	Youth Workers	DFE	Support delivery of the Youth Service approach by employing additional youth workers focussed on reducing alcohol misuse and knife crime across Warwickshire.	• Reduction in admission episodes for alcohol-specific conditions - Under 18s • Reduction in the anti-social behaviour rate • Reduction in the 'possession of weapons' crime rate • Improved feedback scores - satisfaction
	Parenting Training Programme	WCC	Support delivery of the Warwickshire Parent Development Plan by investing in evidence based parenting programmes and Parent Trainers to train practitioners and community members as well as delivering a series of groups to citizens.	• Reduction in Early Help helpline calls • Reduction in the percentage of cases that escalated to social care • Increase in the percentage of children stepping down from social care • Improved parent satisfaction score
	Community Youth Services Fund	WCC	Create a Community Youth Services Fund of £1m for community and voluntary organisations to apply for funding for projects tackling local and county issues. Includes additional Youth Service post to build relationships with statutory and voluntary youth service provision across Warwickshire.	• Reduction in admission episodes for alcohol-specific conditions - Under 18s • Reduction in the anti-social behaviour rate

1

Children and Families Change Programme

Department for Education (DfE)
Warwickshire County Council (WCC)

Projects	Work area	Funding	Description	Contributing to the following outcomes
Child In Need / Child Protection	Expand Family Group (FGC) Conference	DFE	Expansion of the Family Group Conference Team, to provide access at an early help level and train community leaders in FGC.	• Reduction in the No. of children who start to be looked after in the year • Reduction in the No. of children subject to care proceedings • Reduction in the Child Protection rate • Reduction in the Child in Need rate • Reduction in the percentage of cases that escalated to social care
	Family Drug & Alcohol Court (FDAC)	WCC	Extend the Family Drug & Alcohol Court to include Warwickshire. Providing substance misuse support to parents through interventions led and overseen by the Family Court Judge with the objective to keep children safely with parents.	• Reduction in the No. of children who start to be looked after in the year • Reduction in the Children Looked After rate • Improved feedback scores
	Expand Domestic Abuse Team	DFE	Expand the Domestic Abuse team to lead a new cultural approach to domestic abuse.	• Reduction in the No. of children who start to be looked after in the year • Reduction in the Child in Need rate • Reduction in the Child Protection rate • Reduction in the No. of children subject to care proceedings • Reduction in the percentage of Domestic Violence being the reason for children becoming Child In Need • Reduction in the percentage of Domestic Violence being the reason for children starting a Child Protection Plan • Improved feedback scores - satisfaction
	Caring Dads Programme	DFE	Implement a perpetrator programme for fathers (Caring Dads)	• Reduction in the No. of children who start to be looked after in the year • Reduction in the Child in Need rate • Reduction in the Child Protection rate • Reduction in the No. of children subject to care proceedings • Reduction in the percentage of Domestic Violence being the reason for children becoming Child In Need • Reduction in the percentage of Domestic Violence being the reason for children starting a Child Protection Plan • Improved feedback scores - satisfaction
	Substance Misuse Parenting Practitioners	WCC	Substance Misuse Parenting Practitioners to be embedded and work together with Children and Families Social Workers.	• Reduction in the No. of children who start to be looked after in the year • Reduction in the Child in Need rate • Reduction in the Child Protection rate • Reduction in the No. of children subject to care proceedings • Reduction in the percentage of parents abuse alcohol or drugs being the reason for children becoming Child In Need • Improved feedback scores - satisfaction • Reduction in the percentage of cases that escalated to social care
	Mental Health Parenting Practitioners	WCC	Integrate Mental Health Parenting Practitioners to be embedded and work together with Children and Families Social Workers.	• Reduction in the No. of children who start to be looked after in the year • Reduction in the percentage of parents abuse alcohol or drugs being the reason for children becoming Child In Need • Reduction in the Child in Need rate • Reduction in the Child Protection rate • Reduction in the No. of children subject to care proceedings • Improved feedback scores - satisfaction
	Adolescent Support	DFE	Adolescent support to young people in crisis	• Reduction in the No. of children who start to be looked after in the year • Increase in the percentage of Children in Care (CiC) aged under 16 who have been looked after continuously for at least 2.5 years, who were living in the same placement for at least 2 years, or are placed for adoption • Reduction in the percentage of children in care with 3 or more placements in the last 12 months
	Peer to Peer Voluntary Programme	WCC	Develop a peer to peer voluntary programme for parents supporting other parents with parenting and behaviour issues.	Reduction in the No. of children who start to be looked after in the year Reduction in the Child in Need rate Reduction in the Child Protection rate
	Nurse (Child Exploitation)	WCC	A nurse to be embedded in the Child Exploitation Team to provide additional support to children at risk or who have experienced sexual exploitation.	• Reduction in the rate of conceptions per 1,000 females aged 15-17 (teenage pregnancies) • Improved feedback scores - satisfaction

2

Children and Families Change Programme

Department for Education (DfE)
Warwickshire County Council (WCC)

Projects	Work area	Funding	Description	Contributing to the following outcomes
Children in Care / Care Leavers	Special Guardian Orders (SGO)	DFE	Increase support to special guardians and connected others by increasing capacity in SGO support team to work further and deeper to find connected others and provide more peer to peer support to those caring for children to keep them within their own extended family.	• Reduction in the children looked after rate
	Fostering Recruitment and Retention	WCC	Support delivery of the Fostering Recruitment and Retention Strategy through the implementation of a new marketing strategy and campaign for recruiting foster carers.	• Increase in the percentage of Children in Care (CiC) aged under 16 who have been looked after continuously for at least 2.5 years, who were living in the same placement for at least 2 years, or are placed for adoption • Reduction in the percentage of children in care with 3 or more placements in the last 12 months Reduction in agency foster care spend
	Educational Outcomes for Children in Care	WCC	Improve education attainment and support for children in care. Includes: join the Book Trust for children in care to receive free books and additional tuition for children in care.	• Increase in the percentage of Looked After Children pupils achieving the Expected Standard in Reading, Writing and Maths (key stage 2) • Increase in the percentage of Looked After Children pupils achieving Grade 5+ (strong pass) in English and Maths GCSEs • Reduction in the percentage of Warwickshire Children Looked After (CLA) aged 16-17 who are Not in Education, Employment or Training (NEET) • Reduction in the percentage of Care Leavers (Relevant and Former Relevant 16-21) who are Not in Education, Employment and Training (NEET)
	Careers Officer	WCC	Employ an additional careers officer in the leaving care team.	• Increase in the percentage of former relevant young people aged 16-21 who were in education, employment or training (EET) • Reduction in the percentage of Care Leavers (Relevant and Former Relevant 16-21) who are Not in Education, Employment and Training (NEET)
	Virtual Schools Officer for adopted children	WCC	Pilot a virtual schools officer for adopted children.	• Reduction in the percentage of Care Leavers (Relevant and Former Relevant 16-21) who are Not in Education, Employment and Training (NEET)
	Care Leaver Offer	WCC	Extend the Care Leaver offer providing increased support with council tax and fuel payments during the winter.	• Reduction in the percentage of Care Leavers (Relevant and Former Relevant 16-21) who are Not in Education, Employment and Training (NEET) • Increase in the percentage of Care Leavers (Relevant and Former Relevant 16-21) in suitable accommodation
	Life Story Work	WCC	Expand life story support to children in care and care leavers to ensure they understand their identity and their experiences.	• Improved feedback scores - satisfaction • Increase in the percentage of Children in Care (CiC) aged under 16 who have been looked after continuously for at least 2.5 years, who were living in the same placement for at least 2 years, or are placed for adoption • Reduction in the percentage of children in care with 3 or more placements in the last 12 months

3

Children and Families Change Programme

Department for Education (DfE)
Warwickshire County Council (WCC)

Projects	Work area	Funding	Description	Contributing to the following outcomes
Workforce, training and Programme Resources	Restorative Practice Training	DFE	Implement Restorative practice across the council and partner agencies. Train practitioners in restorative practice. Includes specific support to schools to change their culture to restorative practice.	• Reduction in the Child in Need rate • Reduction in the percentage of cases that escalated to social care • Reduction in the No. of children who start to be looked after in the year • Reduction in the percentage of children in care who have had a fixed term exclusion in the previous school term • Reduction in the percentage of all children who have had a fixed term exclusion in the previous term • Improved feedback scores - feeling listened to • Improved feedback scores - satisfaction
	Motivational Interviewing Training	WCC	Motivational Interviewing training for parenting practitioners.	• Improved feedback scores - satisfaction • Reduction in the percentage of cases that escalated to social care
	Child Friendly Warwickshire	DFE	Child Friendly Warwickshire - partnership engagement and restorative working across the County, incudes partnership with businesses to become child friendly.	• Reduction in the percentage of Care Leavers (Relevant and Former Relevant 16-21) who are Not in Education, Employment and Training (NEET)
	Children's and Families Workforce	WCC	Investment in the Children and Families workforce in the areas of Learning and Development; Health and Well-being; and Performance and Accountability	• Reduction in staff turnover • Reduction in the No. agency social workers • Reduction in the percentage of time lost due to sickness • Increase in the percentage of agreeing they have access to 'the appropriate learning and development I need to do my job' • Increase in the percentage of agreeing they have 'the skills and knowledge for the challenges ahead at work' • Increase in the percentage of agreeing that 'Employee Wellbeing is promoted at work' • Increase in the percentage of agreeing that 'Health and safety is taken seriously where I work'
	Care Leaver Apprentice	DFE	Care Leaver Apprentice	N/A
	Project Support - Children's Transformation	DFE	Project Support - Children's Transformation, to include Implementation / Performance and Evaluation Managers and Development Officers.	N/A
	Buildings	WCC	Feasibility of buildings occupied by Children and Families and delivering Children and Families services differently.	N/A
	Project Support - Programme	WCC	Project Support - Programme, to include Programme and Project Managers and Business Analyst support.	N/A

4

Children and Young People Overview and Scrutiny Committee: June 23, 2020

Meeting Date and status	Reports	Details
June 23, 2020	• Covid Recovery Programme • SEND: Change Programme • Children and Families Change Programme Update	
14 July 2020	• Covid Recovery Programme • Educational Attainment and School Performance • Education Strategy; Annual Review of the Delivery Plan • Practice and Investment Update	
September 29, 2020	• Covid Recovery Programme • Young People's Participation Groups and Precipitation and Engagement Strategy • Child Protection; an update on progress made in child protection • Youth Justice Annual Report 2019/2020	
November 17, 2020	Early Help, One Year On	
February 23, 2020	Evaluation of Keeping Families Together	

Outstanding
Schools Budget Deficits

Briefing Notes/Information to be circulated outside the meeting
Review of the Care Leaver Project
Annual Report; Corporate Parenting

Agenda Item 7

MASH; an overview 2019/2020