

Children and Education Policy and Accountability Committee

Agenda

Monday 15 June 2015

7.00 pm

COMMITTEE ROOM 1 - HAMMERSMITH TOWN HALL

MEMBERSHIP

Administration	Opposition
Councillor Caroline Needham (Chair) Councillor Alan De'Ath Councillor Elaine Chumnerly	Councillor Caroline Ffiske (Vice-Chair) Councillor Donald Johnson
Co-optees	
Eleanor Allen, London Diocesan Board for Schools Dennis Charman, Teacher Representative Nandini Ganesh, Parentsactive Representative Philippa O'Driscoll, Westminster Diocesan Education Service Representative Nadia Taylor, Parent Governor Representative Vacancy, Parent Governor Representative	

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Date Issued: 04 June 2015

Children and Education Policy and Accountability Committee Agenda

15 June 2015

<u>Item</u>		<u>Pages</u>
1. MINUTES		1 - 11
	To approve as an accurate record, and the Chair to sign, the minutes of the meeting of the Children and Education Policy and Accountability Committee held on 20 April 2015.	
2. APOLOGIES FOR ABSENCE		
3. DECLARATIONS OF INTEREST		
	If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.	
	At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.	
	Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.	
	Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Audit, Pensions and Standards Committee.	
4. APPOINTMENT OF VICE CHAIR		
	The Committee is asked to elect a Vice Chair from its membership for the 2015/16 Municipal Year.	
5. PUBLIC PARTICIPATION		
	To invite questions from members of the public present.	

Members of the public with more complex issues are invited to submit their questions in advance in order to allow a more substantive answer to be given. Questions can be sent to the contact officer shown on the front page of the agenda.

- 6. EXECUTIVE DIRECTOR'S UPDATE** 12 - 17
To note the Executive Director's update report.
- 7. CABINET MEMBERS UPDATE**
- 8. SUPPORT TO MULTI-LINGUAL FAMILIES** 18 - 34
This report outlines the experience of being a multi-lingual child in Hammersmith and Fulham and makes recommendations about how the Council can support these young people more effectively.
- 9. SUPPORT FOR YOUNG CARERS** 35 - 47
This report provides a summary of the work that takes place to support young carers in the borough. It considers the role of schools and particularly focuses on the work of the specialist provider Spurgeons.
- 10. WORK PROGRAMME** 48 - 51
1. The Committee is asked to consider the work programme for the 2015/16 Municipal Year.
 2. Members of the Committee to feedback on any visits to schools that have taken place in respect of recent Ofsted Inspections.
- 11. DATE OF NEXT MEETING**
Future meetings of this Committee for the 2015/16 Municipal Year are scheduled for:
- 21 September 2015
 - 23 November 2015
 - 18 January 2016
 - 29 February 2016
 - 25 April 2016

Agenda Item 1



London Borough of Hammersmith & Fulham

Children and Education Policy and Accountability Committee Minutes

Monday 20 April 2015

PRESENT

Committee members: Councillors Caroline Needham (Chair), Alan De'Ath, Donald Johnson and Natalia Perez Shepherd

Co-opted members: Dennis Charman (Teacher Representative), Nandini Ganesh (Parentsactive Representative), Philippa O'Driscoll (Westminster Diocesan Education Service Representative) and Nadia Taylor (Parent Governor Representative)

Other Councillors: Sue Macmillan (Cabinet Member for Children and Education), Sue Fennimore (Cabinet Member for Social Inclusion), Ben Coleman and PJ Murphy

Officers: David Abbott (Committee Co-ordinator), Laura Campbell (Committee Co-ordinator), Steve Comber, Ian Heggs, Steve Miley and Mike Potter (Head of Commissioning)

59. MINUTES

Nandini Ganesh noted that the second paragraph under the heading "Post 19 Provision" on page 5 should be included under the heading "Personal Budgets".

RESOLVED

That the minutes of the meeting held on 10 February 2015 be approved as a correct record and signed by the Chair.

60. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Caroline Ffiske, Eleanor Allen (London Diocesan Board for Schools Representative), Andrew Christie,

Minutes are subject to confirmation at the next meeting as a correct record of the proceedings and any amendments arising will be recorded in the minutes of that subsequent meeting.

Executive Director of Children's Services and Brenda Whinnett, Youth Voice Coordinator.

61. DECLARATIONS OF INTEREST

There were no declarations of interest.

62. YOUTH VOICE AND THE YOUTH COUNCIL MANIFESTO 2015-16

The Committee welcomed Rahima Begum, the H&F Youth Parliament member, Darnell Christie, the deputy H&F Youth Parliament member and Johnley Videna, Youth Council member, who came to talk to the Committee about the Youth Council's role and priorities. They also played a DVD they had prepared which outlined the Youth Council's manifesto. It was noted that the top 5 issues identified by the young people were the living wage at work, giving young people a voice in improving communities, mental health, work experience and voting at age 16.

The Committee were invited to ask the young people questions and the following points were raised:

Facilities for Young People

One co-opted member referred to the bulge in school placements noting that there would be a lot more young people in the borough who would need more facilities other than schools, such as youth clubs, and that this was something the Youth Council could monitor. It was reported that the Youth Council consults with young people mostly through schools and also some other facilities.

Work Experience and Apprenticeships

The Youth Council was working with the Workzone, which would be going into schools and holding workshops to promote opportunities and services that were available for young people and help support them, such as with work placements and working on CVs.

One member noted the difficulty in finding work experience places as many organisations would not take young people under the age of 18 and asked what could be done to work with employers in respect of this. The "Take Over Day" was referred to as a successful example of young people gaining work shadowing experience within different areas of the Council. It was noted that the quality of the work experience was important to make sure the young people got the best out of it.

Ian Heggs reported that careers advice was now delivered by schools and the local authority helped schools to give impartial advice. There had been only a 2% take up of apprenticeships in the borough, so this needed to be promoted to encourage take up. Young people also needed to be ready for apprenticeships so this would be looked at.

One of the co-opted members referred to a scheme in the USA where businesses who provided work experience was published which helped to encourage businesses to take part. He suggested that the Council looked at this to develop an expectation that schools and businesses should be involved in work experience.

One of the young people noted that schools were only now starting to look at other courses and apprenticeships and felt that there needed to be an emphasis on non-academic courses.

Engagement

The young people were interested in ensuring that other young people had an active voice and felt part of the community so they were listened to. They had met with decision makers and been involved in consultations to help ensure their points of view were heard.

The Youth Council was made up from representatives from schools around the borough and held meetings every two weeks. Young people were consulted through questionnaires, a Facebook page and form tutors at schools were asked to promote questionnaires at schools. It was noted that if form tutors were not engaged to promote particular consultations, the young people did not have the time to chase them up, however they also attended school assemblies to promote the elections of the youth parliament to help engage with young people.

It was reported that there were approximately 33k young people in the borough and it was asked what could be done to reach out to the other young people who were not involved in the Youth Council. One of the young people responded that every year there was a national consultation that took place called "Make Your Mark" where over 800k young people responded; this consultation aimed to find out the top issues that they identified as important. It was hoped to target schools who were not engaged with the Youth Council work to be able to reach out to more young people; it was noted that the Youth Council could not act on any issues unless it had data from young people to prove that these areas were what the young people wanted to target.

The Youth Council wanted to work with Councillors and officers to help encourage all schools to participate this year. One of the co-opted members suggested that the next time the Youth Council was undertaking a consultation, it should share the information with the teacher representatives who would help put the information out to teachers to encourage to get involved and help promote their work. The distribution of the Summer in the City booklet was referred to as it was felt that schools did not circulate it and it was noted that schools needed to help to promote the activities by distributing the booklet.

Ian Higgs was happy to raise any particular work or issues of the Youth Council at the headteacher meetings that were regularly held. He also suggested that some of the young people might want to attend the secondary headteachers meeting to talk about issues.

One of the co-opted members noted that parents had a lot of influence in their children's activities and asked that information on youth involvement be given to parents when they applied for their child's secondary school place. Ian Heggs responded that many people applied for places on line, so he would look into whether information could be included on that particular part of the website to promote activities.

Action: Ian Heggs

Communications

The Youth Council had a Facebook page which had questions for young people to answer to get feedback on particular issues. One of the members suggested that the communications team would be able to help to promote the Youth Council's work such as showing the DVD on the website so young people could comment on it.

Special Schools and Disabled Children

It was asked whether there was a representative on the Youth Council from a special school and it was reported that although there was not, the Youth Council worked very closely with HAFAD (Hammersmith and Fulham Action on Disability), visiting their organisation to see what issues they were facing.

In respect of the "Take Over Day", it was asked that accessibility for disabled children be considered so that disabled children could also take part.

The Chairs of two other Policy and Accountability Committees (PAC) were also in attendance. Councillor PJ Murphy, Chair of the Finance and Delivery PAC congratulated the young people in the way they had presented themselves at the meeting and filtered the questions. He referred to the issue of mental health that the young people had identified as a subject to look at, noting that this was a critical area and for the young people to think about what the Council needed to do to support people. He also asked the young people to think about what could be done to encourage schools towards promoting apprenticeships, as schools tended to focus on pupils going to university rather than gaining employment.

Councillor Ben Coleman, Chair of the Economic Regeneration, Housing and the Arts PAC referred to a strategy for the arts that his PAC was interested in developing, noting that there were a lot of places in the borough, such as the Bush Theatre, and questioned how the borough could create more resources for young people. One of the young people responded that he would raise this subject with the Youth Council, as he felt that not many people saw the arts as important yet London had a rich heritage in the arts. It was mentioned that creative arts was not promoted as well as it could in schools and that pupils were told to revise for exams during the school holidays when there were opportunities for art activities that could also be taken up. It was also noted that promotion and advertisement of activities needed to be improved as some people had not known about the activities that was available for them during the summer holidays.

Councillor Sue Macmillan reported that she had asked officers to look at whether some work experience places could be included as part of contracts with large companies and would look at including this as part of the procurement rules. Councillor Fennimore reported that youth provision across the borough would be looked at and asked for the young people's input as much as possible. The young people were asked to come to the Cabinet Members if they had any ideas and for their input as their thoughts were valued.

The Chair reported that the Youth Council and members had already identified areas of interest that they would work together on, which included:

- Adolescent mental health – this was an area of concern identified by the Youth Council and they would feed into a task group that had been set up to look into this which was led by Councillor Alan De'Ath. Councillor De'Ath had arranged to visit the next Youth Council meeting to discuss how they could work together on this issue.
- Support for bi and multi lingual families – the Committee was due to consider a report on this subject at its next meeting and the Chair would be meeting with the Youth Council to consult the young people on their views on this area.
- The Chair had agreed to be the link member to act as a liaison with the Youth Council and the Council and would share information and promote ways of working together, to help look at topics where they could work together on. The Youth Council would reach out to the schools to encourage them to get involved.

The Chair thanked the young people for coming to meet the Committee and for giving an interesting presentation.

RESOLVED

That the Committee and Youth Council would continue to work together on particular areas of interest as identified and will look at topics as and when they arise to see how they could work together.

63. PUBLIC PARTICIPATION

There were no comments raised under this item.

64. EXECUTIVE DIRECTOR'S UPDATE

Ian Heggs, Director of Schools Commissioning, presented the update report on Andrew Christie's behalf, noting the following:

Primary School Admissions

It was reported that the number of pupils without a place continued to reduce and it was expected that by September there would be very few without a place. All pupils would have been offered a place however it may be that some places were not what was preferred. The Committee was told that 90% of pupils were offered their top 3 preferences. There were 70 pupils without a

place but there were sufficient places, in particular with the opening of the new Burlington Danes Primary School.

SEN

In respect of the transition of SEN statements, as outlined in pages 38 and 39 of the report, it was noted that there was pressure on the system to complete the transitions within 3 years. The Council was asking for a longer period to complete this as a lot of training and support was needed to be able to transfer the statements into the plans. The Council was waiting to hear whether the new Government would extend the time frame for transitions. The Parentsactive representative commented that parents were generally anxious about the process, in particular about the personal budget element.

Resources for schools who had some pupils with complex needs was raised and Ian Heggs referred to the changes introduced last year where each school was required to published their own offer for SEN. He noted that not all schools could offer all resources and facilities but each would have different needs and resources. H&F had a good offer in terms of its special schools but there was not a wrap around support in relation to post 18 which the department was focusing on.

Focus on Practice

In response to a question relating to this section in the update, Steve Miley commented that the aim was for social workers to engage with families and to be able to do that the case loads would need to be reduced. The discussions that took place at supervision meetings should be more focused on practice.

Teaching Assistants

A member raised a query about assessments of teaching assistants as he had experienced a spelling list for his daughter which was spelt incorrectly. It was noted that teachers required qualifications but the teaching assistants did not and the member should raise this issue at the school to be looked at.

65. CABINET MEMBERS UPDATE

Councillor Sue Macmillan, Cabinet Member for Children and Education, updated the Committee on the following:

- SEN passenger transport service - she was working very closely with parents, headteachers and governors to try to move forward with the service. A proposed solution would be going to Cabinet the following month for consideration and the Committee would be reviewing the proposed service at a meeting in the autumn.
- all private schools in the borough had been contacted in respect of the possibility of sharing their facilities. A meeting was held at the end of March to discuss this, where representatives from 5 schools attended and went through what they were already doing. It was a positive meeting and the schools were willing to share even more facilities with the boroughs pupils. Work would be done to see what the private schools were willing to provide and this would then be advertised to schools in the borough to let them know what facilities were available.

- The Youth Parliament results events was successful and inspiring; there had been 6 candidates running for the Youth Parliament positions.
- Councillor Macmillan had visited Ark Swift Primary School and was pleased to see the progress at the school. She had also visited the Haven and followed up issues that had been raised with her in respect of parents with disabled children.
- Work was underway with KidZania to open a facility in Westfield for children aged 4 to 14 years old, which was funded through section 106 agreement funds. All children in the borough aged between 4 and 14 would have a free ticket to the facility.
- A visit took place with the Looked After Children and care leavers team and front line workers. Councillor Macmillan spent half a day with the team and it was a useful visit to discuss various issues.

Councillor Sue Fennimore, Cabinet Member for Social Inclusion, responded to a question on how the Council worked with food banks to make sure children went to school fed, noting that her focus was to do everything that could be done to wipe out poverty. There had been a lot of work done in relation to food banks and a report would be going to the Health, Adult Social Care and Social Inclusion PAC on this and this report could be shared with this committee.

One issue raised by one of the co-optees related to schools experiencing a high turnover of pupils due to children moving in and out of the borough because of a change in their housing. He noted that due to the short notice, schools were unable to do any transitions and he asked what happened to the children who moved out of the borough. Councillor Fennimore commented that there was a housing crisis in London and there were few houses where families could be accommodated. Housing was one of the Council's top priorities and Councillor Fennimore was working with the Cabinet Member for Housing to look at housing issues and how they could be resolved.

Ian Heggs also noted that when a child moved suddenly, the headteachers contacted the department straight away so they could look at the transition of the child. Officers tried to link the headteachers and colleagues in the housing department so that the pupils got the support needed. When a child moved from a school suddenly, they were kept on the school roll until the department knew where they had moved to. Every effort was made to avoid moving children where they had a SEN statement or were in Year 11. The Chair asked that this issue be monitored and that the protocol of not moving children also be extended to children in Year 10. She asked that this be looked at in more detail and reported back to the Committee. It was suggested that Mike England, Director for Housing Options Skills and Economic Development, also be invited to the meeting where this issue be discussed, to explain the issue relating to the housing stock.

Ian Heggs commented that the Children's Services department could provide data in respect of the mobility of pupils and prepare a report. It was asked that the report covered the cost of travel for parents where they have been moved away from the school and any support available for this. Ian Heggs

noted that more details about the housing issues would be needed from housing colleagues but that schools ran hardship funds which could help cover travel costs. It was also asked that the report included case studies of families that were affected so that the Committee could hear about the challenges involved where families were placed outside of the borough and the effect on the pupils' education.

In response to a question whether the Mayor of London could be lobbied to extend the subsidised costs of travel to trains, Ian Heggs would feed back this issue to Andrew Christie to raise at the London Transport Group meetings that he attended.

Action: Ian Heggs

RESOLVED

That a report on the transition of children moving in and out of the borough due to housing issues be considered at a future meeting.

66. INTERIM REPORT OF THE CHILDCARE TASK GROUP

The Chair of the Childcare Task Group, Councillor Natalia Perez Shepherd, introduced the interim report that outlined the work of the Task Group so far, which included meeting a number of different witnesses, holding an online survey for parents, meeting two Quality Childminder Forums and much more. It had been envisaged that the a final report would be submitted to this meeting but the Task Group decided to focus on key areas which needed more time to consider, which were:

- The importance of accurate information for local families and the current performance of the Family Information Service (FIS)
- Improving support for childminders and the effectiveness of the offer of childminding services for local families
- The role of Children's Centres in delivering effective, high quality childcare in Hammersmith and Fulham
- Building on the findings of the 8-6 out-of-core-hours pilot for support in schools
- Innovative solutions for growing a skilled workforce.

The Task Group would feed back to the Committee on this areas in the next municipal year and one of the items had already been addressed in the report; the FIS was the first area highlighted to look at in more detail. Feedback from parents was gathered and the report highlighted the key issues regarding the FIS which were as follows:

- The service was not being used by the majority of families in the borough
- The service was not well promoted and families were unaware of the website
- The website itself was not easy to navigate and it was difficult for families to find the information they required
- Providers had been unable to update their details directly and requests for updates have not been responded to.

Redouan Maarouf, Service Manager (Contact & Assessment Service) was in attendance to answer any questions about the FIS and reported that the backlog of information had now been updated. The queries would be dealt

with twice a week and the website monitored daily so there would not be any delays from now onwards. The FIS was based in the Front Door service which was the key contact for all child protection queries that took priority, so it was questioned whether it was the best place for the FIS to be situated.

The Task Group had looked at options that could improve the service of the FIS, and the following recommendations were identified:

- To explore the options for the FIS website to be improved. This should include the potential for automatic updating of childminder information via the Ofsted data feed, the sharing of data between existing sources of information and for the website to deliver a more user friendly experience for families and childcare providers.
- That the local authority reviewed the location for the management of the FIS within Children's Services including options for future staffing arrangements.
- That the corporate communications team were consulted about promotion of a new improved service once it was implemented.

Steve Comber, Policy Officer, reported that officers had looked at the above options and noted that a single designated officer would be an immediate improvement but would also look at other innovative ways of using the officer support, for example the officer could deliver on more than Children's Services provision such as working with economic development to help families get work. Steve Miley, Director of Family Services, noted that the officer should be linked to childcare and reported that proposals for the short term solutions would be produced and then longer term options looked at.

The Chair commented that residents wanted up to date local information and to be able to see where the vacancies were. She noted there should be strong links with Children's Centres who had connections with childminders and that work should be done in partnership with childminders to help them promote their business. A role of the FIS could be to train others to manage and collect information and to make it easy for parents to access the website. Steve Miley reported that officers were exploring the IT involved as it was more likely to have live information about vacancies if childminders were able to update the website themselves.

In respect of a question on the timeframe expected to resolve the issues raised, it was reported that some issues could be resolved more quickly, such as the location of where the FIS was situated and the updating of the information, whereas some issues would take longer to be resolved. The service would be strengthened so that the advisor role was more targeted to childminders and the limited resources targeted to the areas that needed it most. Councillor Macmillan commented that the use of the 0845 contact telephone number, which parents had reported to be expensive to use, was not acceptable and would be sorted out immediately.

The Chair asked that whenever there was a job fair or apprenticeship events held that information on childcare be available at the events to help parents.

Councillor Perez Shepherd thanked all those who were involved in the Task Group. She was encouraged that the issues raised by the Task Group relating to the FIS were going to be addressed.

RESOLVED

That the Childcare Task Group report back to the Committee on the different areas identified which have been looked at in-depth in the next municipal year.

67. WORK PROGRAMME

The agenda items scheduled for the next meeting would be as follows:

- Support to Bi-Lingual and Multi Lingual Families
- Young Carers, including the role of the school community in identifying young carers.
- Workload of Teachers

It was noted that the Childcare Task Group would report back on items it had considered to the CEPAC meetings. The Parentsactive representative invited the Task Group to talk to parents of disabled children. The Chair responded by asking that there be a specific report on childcare for children with disabilities and for the Parentsactive representative to work with the Chair of the Task Group on this.

Action: Councillor Perez Shepherd, Nandini Ganesh and Steve Comber

As part of the new system of Members of the Committee feeding back on any visits to schools that have taken place in respect of recent Ofsted Inspections, the following updates were given:

Fulham College Boys School – The Chair reported back on her visit held with Philippa O’Driscoll, and the following points were noted:

- The approach to young people was empathetic, inclusive and supportive, with schemes such as the Duke of Edinburgh Awards
- There was a pilot project specialising in EAL fair access
- The studio school had a programme for young people to help build capacity for EAL and assessment needs
- The school had positive relationships with employers e.g. Mitie, a facilities management company who work on local estates.
- The school had hired a young person who had completed an apprenticeship in their own maintenance team.
- There was strong pastoral support and work was done with young people with autism in liaison with the Queensmill School
- One challenge noted that the school still lacked popularity in the community and this view had not been updated to reflect the school’s performance.
- There were ambitious plans for a community sports facility.

Larmenier and Sacred Heart RC Primary School – Philippa O’Driscoll updated the Committee on her visit with Nadia Taylor to the school, and the following was noted:

- The school was outstanding and the academic results were extraordinary
- its extra curriculum activities had depth and richness
- there was an in-depth understanding of art history, where a former teacher stayed on to provide this
- there was a choir in every class and each year had an allotment section
- there was a clear vision at the school, looking at the child’s eye view of everything
- a lot of work had been done in respect of bullying, having child mentors at the school.

It was suggested that a visit to Larmenier and Sacred Heart RC Primary School be arranged for other headteachers to use as good practice. Ian Higgs noted that there were strong links with headteachers and they shared best practice; at each term the headteachers shared key issues within their cluster. He noted that one of the comments raised in the visit in respect of training and advice would be picked up through the lead adviser who visits the school.

The Committee thanked Laura Campbell, Committee Co-ordinator, as this was her last meeting clerking the Committee and welcomed the new clerk David Abbott.

68. DATE OF NEXT MEETING


This was the last meeting of the municipal year. The Committee noted that the dates of the meetings for the next municipal year would be agreed at Annual Council on 20 May 2015.

Meeting started: 7.03 pm
Meeting ended: 9.29 pm

Chair

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Minutes are subject to confirmation at the next meeting as a correct record of the proceedings and any amendments arising will be recorded in the minutes of that subsequent meeting.

	<p style="text-align: center;">London Borough of Hammersmith & Fulham</p> <p style="text-align: center;">CHILDREN AND EDUCATION POLICY & ACCOUNTABILITY COMMITTEE</p> <p style="text-align: center;">15 June 2015</p>
EXECUTIVE DIRECTOR'S UPDATE	
Report of the Executive Director of Children's Services	
Open Report	
Classification - For Information Key Decision: No	
Wards Affected: All	
Accountable Executive Director: Andrew Christie, Executive Director of Children's Services	
Report Author: Andrew Christie, Executive Director of Children's Services	Contact Details: Tel: 020 8753 3601 andrew.christie@lbhf.gov.uk

1. EXECUTIVE SUMMARY

- 1.1. This report provides a brief overview of recent developments of relevance to the Children's Services department for members of the Policy and Accountability Committee to consider.

2. RECOMMENDATIONS

- 2.1. The Committee is asked to review and comment upon the contents of this report.

3. EDUCATION

3.1. SCHOOL STANDARDS

Since the last CEPAC meeting, four local schools have been inspected by Ofsted and their reports published. This included two schools where the judgement on the overall quality of education was an improvement on their previous inspection. The Courtyard (Alternative Provision Academy) was judged to be outstanding and had previously been judged to be good. St Paul's Primary School was found to be outstanding (previously judged to be Requiring Improvement). With respect to the St Paul's the local authority's effective partnership working with the headteacher and governors was particularly noted in helping to drive up standards. Sullivan Primary School also achieved a very positive outcome from their inspection and in line with their previous inspection were judged to be providing a Good quality education. Flora Gardens Primary School was judged to be requiring improvement after previously judged to be good. The inspectors did however recognise that the local authority were taking appropriate steps to support the leadership team and governors in addressing the areas for improvement.

The percentage of schools judged to be good/outstanding across the borough is now 84%, which is above the nationally published average of 81%. In terms of schools judged to be outstanding, 43% of Hammersmith and Fulham schools have been judged to be providing this quality of education against the national average of 20%.

3.2. HEADTEACHER CONFERENCE

Headteachers attended the annual local authority headteacher conference on 30th April at the Novotel Hotel in Hammersmith. Feedback on the day was very positive with headteachers valuing the input from the key note speaker on developing school collaboration and the opportunities that were provided for networking with colleagues and meeting with a variety of educational organisations.

4. TRANSITION

A report is to be presented to the Adults Policy and Accountability Committee on 6th June 2015 covering the challenges and opportunities in respect of the support currently provided for the transition of disabled young people and those with special educational needs in the borough from Children's Services to Adult Social Care. It is acknowledged that the experience of young people going through transition can be variable and the report also provides options for improved approaches to this issue, building upon changes in legislation such as the Care Act and Children and Families Act. Proposals include a service which plans transition earlier for young people (from the age of 14 at the latest), which listens to the wishes of feelings of young people and their families, enables a smooth transfer to the services required from adult social care, health and

education and that new adult services are developed to respond to any additional needs.

The report included an action plan identifying next steps and timescales to review and address any developments required to existing transition services and relevant statutory provision; eligibility criteria (including how best to support young people and carers who may not meet these); access to appropriate health services; developing the market in relation to short breaks, employment, housing, education and leisure; services for young people and adults with complex behavioural needs; governance and partnership arrangements. A verbal update on the outcomes of the Adults PAC can be provided to CEPAC.

5. SAFEGUARDING

5.1. OPERATION MAKESAFE

The last Director's Update report to CEPAC referred to *Operation Makesafe*, a Metropolitan Police led campaign to raise awareness of child sexual exploitation, particularly targeting the business community. The police has provided a contact number through which concerns can be reported leading to a direct police response or advice being offered. A list of relevant local businesses (hotels and licensed premises in particular) is now being developed. The Police Safer Neighbourhood Teams have agreed to take a role in making direct contact with such businesses to communicate key messages. A range of other opportunities to contact business and raise awareness is also being developed. It is understood that taxi companies (which are licensed through Transport for London across the city) have already been briefed and the police are confirming how this will be done for such companies operating within the borough. Locally we are also to target hostels and supported accommodation provided by the private and voluntary sector in the borough. This is to raise awareness of staff, given that young people who are potentially vulnerable may be placed in such accommodation, including young people placed by other local authorities.

Licensed taxis was a particular sector highlighted by investigations into events in Rotherham and other areas. While such local authorities had responsibility for the licensing of the taxi firms and drivers, in London this is administrated by Transport for London. Here, police single points of contact (SPOCs) have been trained, given borough specific literature and materials and then tasked to deliver the training to cab companies across their respective boroughs. They are recording the dates on which training has been provided for each company. The police are still planning with TfL how best to raise awareness of Operation Makesafe amongst black cab/hackney carriage drivers.

It is planned that a formal launch of Operation Makesafe will take place locally at a date to be announced which will ensure further publicity is given to the issue at a local level.

5.2. NUMBERS OF CHILDREN REQUIRING CHILD PROTECTION PLANS

Numbers of children with child protection plans in the borough had been noted by the Safeguarding, Review and Quality Assurance service to be rising steadily and significantly in late 2014. By the end of December 2014 there were 187 children with protection plans, rising to 192 cases in February 2015. This was substantially higher than the previous 2 years and considerably higher than in neighbouring authorities.

The reasons behind these rises have been analysed by managers including an audit of all initial child protection referrals received during the periods when spikes had been noted. An audit of the thresholds being applied was also completed by an external consultant. The conclusion of the review was that it was not possible to identify any one cause for the increases but that there were a number of influences which had a combined impact leading to a higher numbers of child protection plans.

Strategies were identified and implemented to address this increase. By the end of March 2015, numbers of children with protection plans had reduced to 169. By 15th May 2015, there were records of 147 children being subject to child protection plans. A number of practice changes have been employed including management checks that new cases have met the appropriate threshold for an initial child protection conference; reviewing cases to identify children who might potentially no longer need a child protection plan with more detailed planning for these cases where required; and a careful review of cases which have been subject to a child protection plan in the past.

6. COMMISSIONING

6.1. TRAVEL CARE AND SUPPORT

Cabinet is due to consider a report with a recommendation to strengthen existing travel care arrangements for vulnerable children and adults on 1st June 2015. A verbal update can be provided at this CEPAC meeting. A dedicated commissioner for the borough has been recruited. CEPAC may wish to review the new arrangements in the Autumn.

6.2. SCHOOL MEALS

A Tender Evaluation Team, including representatives from the borough's schools evaluated tenders for the school meals contract in March and April. This led to a recommendation for ten contractors to be appointed to a Framework Agreement from which Hammersmith and Fulham schools can select a provider. The borough will continue to hold the contract on behalf of schools.

On 11th June, the Royal Borough of Kensington and Chelsea's Cabinet are to be asked to agree that the named contractors, recommended by

the Tender Evaluation Team, are appointed to the Framework Agreement, and that schools from Hammersmith & Fulham (and Westminster City Council) are permitted to access it. Following the Cabinet decision, details of contractors and cost estimates will be shared with schools in Hammersmith and Fulham. The borough will work with schools to select a provider, and agree the best timeframe for contract mobilisation with them.

7. OTHER DEVELOPMENTS

- 7.1.** In Summer 2015, KidZania will opening at Westfield. KidZania is the world's fastest growing global educational entertainment brand with fifteen locations in twelve countries. In a 75,000 square foot, child-sized city, children can independently visit over sixty real life establishments including the Bank, Hospital, Police Station, Fire Station, Airline and Theatre. Each establishment offers children a unique role-play environment where they can learn financial literacy, creativity, team working and other twenty first century skills.
- 7.2.** In KidZania, children begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. KidZania provides an authentic and powerful introduction to a wide range of careers for under 14s. Children will be signposted to further online information available once they have left KidZania so that they can follow up areas of interest.
- 7.3.** KidZania recognises the gap in the achievement of children from low income families compared to those from more affluent backgrounds, and has worked with the Council to maximise the benefits of the KidZania concept for children attending schools in the Borough. As part of a formal agreement linked to a Section 106 planning obligation, it has allocated 7,333 free tickets annually to the Council, which will be distributed to schools with the aim of enabling pupils to visit KidZania who would not otherwise be in a position to pay the entrance fees. KidZania have been provided with the numbers on roll at all schools including the proportion of pupils in receipt of Pupil Premium. The agreement runs for 20 years and there will be annual review meetings. Meetings have already been set up for senior staff and schools to discuss the KidZania concept in further detail with the company. The KidZania concept extends beyond entertainment and will provide work experience opportunities, as well as creating links with industry.

8. EQUALITY IMPLICATIONS

- 8.1.** As this report is intended to provide an update on recent developments, there are no immediate legal implications. However any legal issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.

9. LEGAL IMPLICATIONS


9.1. As this report is intended to provide an update on recent developments, here are no immediate legal implications. However any legal issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.

10. FINANCIAL AND RESOURCES IMPLICATIONS

10.1. As this report is intended to provide an update on recent developments, there are no immediate financial and resource implications. However any financial and resource issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.

LOCAL GOVERNMENT ACT 2000
LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1.	None.	N/A	N/A

	<p style="text-align: center;">London Borough of Hammersmith & Fulham</p> <p style="text-align: center;">CHILDREN AND EDUCATION POLICY & ACCOUNTABILITY COMMITTEE</p> <p style="text-align: center;">15 June 2015</p>
<p>SUPPORT TO BILINGUAL FAMILIES</p>	
<p>Report of the Director of Schools</p>	
<p>Open Report</p>	
<p>Classification - For Review and Comment Key Decision: No</p>	
<p>Wards Affected: All</p>	
<p>Accountable Executive Director: Andrew Christie, Executive Director of Children's Services</p>	
<p>Report Author: Ian Heggs, Director of Schools Richard Stanley, Assistant Director for School Standards Steve Comber, Policy Officer</p>	<p>Contact Details: Tel: 020 8753 3601 andrew.christie@lbhf.gov.uk</p>

1. EXECUTIVE SUMMARY

- 1.1. It is widely accepted that bilingualism confers intellectual advantages. Research shows that the ability to think in more than one language has cognitive benefits, improving the individual's reasoning skills. Furthermore, local and national economies benefit from the presence of diverse language skills in the workforce.
- 1.2. Children that learn two or more languages from a young age will generally benefit from these intellectual advantages and in many cases achieve highly in formal language qualifications at both GCSE and A-Level. Ensuring that these benefits are fully realised and that the resulting linguistic skills are used to their full potential in adulthood should be a priority of all who work with children throughout their lives.
- 1.3. However, being a bilingual child can also bring extra responsibilities. Bilingual children from families where English isn't the first language tend to learn English at a quicker rate than their parents. This can place them

under additional stresses as family members rely on them for support with translation – sometimes in situations that are not appropriate for their young age or level of understanding regarding adult issues.

- 1.4. There are over 100 languages spoken in Hammersmith and Fulham, with around half of the children within our school population being identified as being bilingual or having English as an additional language (EAL).
- 1.5. This paper outlines the experience of being a bilingual child in Hammersmith and Fulham and makes some recommendations regarding how the local authority can support these young people more effectively.

2. RECOMMENDATIONS

- 2.1. The Committee is asked to review and comment upon the contents of this report.
- 2.2. Building on the content and findings within the report, some suggested recommendations for consideration are as follows:
 - To build upon the good practice in the Family Services Division of Children’s Services to develop a council-wide policy on the use of children for translation, ensuring a greater use of independent professional services.
 - Work with schools to ensure that bilingual young people are not being inappropriately relied upon for translation purposes. Investigate the potential for developing a formalised process for language brokering in schools across the borough, and making best use of any bilingual staff that are working in schools.
 - To consider the potential for a formal support programme for supplementary schools, including the development of closer links to local maintained schools.
 - To consider whether the local authority could make more of the wide offer of community language courses available at William Morris Sixth Form, which is a unique offer within the borough.
 - To consider innovative solutions to supporting parents with developing their English language skills. For instance, could settings where expecting parents receive support and advice potentially be used as a venue to support them with learning English?

3. KEY RESEARCH

The academic benefits of young people being bilingual

- 3.1. Bilingualism is an advantage. Research shows that the ability to think in more than one language has cognitive benefits, improving the individuals’ thinking and reasoning skills.

- 3.2. Children can start learning more than one language from birth, and bilingualism does not cause any language delay – children learning two languages will not learn these at a slower rate than those that are only learning one.
- 3.3. While there is understandable emphasis on children learning to speak English as the key to achievement across the curriculum, organisations such as the Pre-School Learning Alliance believe that there are many missed opportunities through not recognising the importance and relevance of children’s home languages for their own development and achievement. The guidance for Early Years practitioners for supporting children learning English as an additional language¹ states that:

“Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. It is widely accepted that bilingualism confers intellectual advantages and the role of the first language in the child’s learning is of great importance.”

- 3.4. Learning to be bilingual has enduring benefits for local communities, and has potential to make significant impact on the country’s economy as a whole.

The effect of using of bilingual children for translation in school situations

- 3.5. Because the children of families that are new to the country often learn the host language much more quickly than their parents, increasing numbers of children contribute to family life by acting as language brokers (or interpreters) for their parents.
- 3.6. There is often resistance to the use of children in this role in sensitive or challenging meetings, but for some purposes many immigrant parents and grandparents prefer a language broker from within their own family to an external professional interpreter.
- 3.7. Between 2012 and 2014, the Nuffield Foundation undertook a study to explore the use of child language brokering in school and its impact on the children and young people who regularly have to provide translation support for their parents². The report found that:
 - 27% of the teachers [involved in the study] reported that they had “often” experienced a pupil translating in school for their parents

¹ http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Supporting_Children_English_2nd_Language.pdf

² http://www.nuffieldfoundation.org/sites/default/files/files/Child_language_brokering_in_schools_final_research_report.pdf

who could not speak English and 60% reported that this had happened “sometimes”

- Ex-child language brokers (CLBs) indicated that, in addition, they had undertaken language brokering in other settings such as local authorities and mortgage brokers’ offices and health care settings including hospitals and GP surgeries.
- Both teachers and ex-CLBs referred to their acting as ‘buddies’ in the classroom to newly arrived pupils. Schools with a formal ‘Young Interpreters’ scheme in place had clear guidelines for how this should be managed, but in other schools what were intended to be short-term arrangements were sometimes not monitored and continued for much longer than expected.
- There was general acceptance of the principle that children should not be asked to translate for the parents when very serious or sensitive matters were being discussed. However, 44% of the teachers in the survey and 60% of the ex-CLBs recalled situations when this had happened.

3.8. The table below outlines the findings of the study with regards to the perceived advantages and disadvantages of a young person acting as a language broker in school:

		Advantages	Disadvantages
Current	Efficiency	There are cost savings. The timing can be more flexible. Child is familiar with the dialect that is required	There is a greater risk of translation errors than with an adult speaker or a professional interpreter. The child may distort what is said for their own reasons.
	Family preference and impact on family life	Parents trust in the child’s understanding of their concerns and commitment to their interests. The discussion is confidential and family affairs are kept within the family.	An excessive time commitment may be required from the child. This experience cuts across the child’s usual power relations with their siblings.
Future	Impact on school life	The child may be able to enhance their c.v. Skills and knowledge that are often undervalued are given explicit official recognition and also appreciated by some peers.	The child loses time on their own studies. There may be potential tensions with some peers afterwards. This experience cuts across the child’s usual power relations with their peers. The child may feel stigmatised as having an unfavourable background.
	Impact on child’s language development	There are improvements in the use of both English and home languages for formal purposes and unfamiliar subject areas. They are challenged to extend their skills in managing a conversation, most notably in taking account of the perspective of other participants.	
	Impact on	The child’s confidence is	

	child's social development	enhanced. The child is stimulated to adopt a mature perspective on aspects of school life. The child is empowered in the school setting.	
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3.9. In the survey a majority of ex-CLBs gave a generally positive evaluation of their experience in this role: almost three quarters identified with a character who was proud of translating for her parents and just over half agreed or strongly agreed with the statement "I enjoyed translating in school".

3.10. However, for a substantial minority the experience had not been free of problems:

- 33% had found it embarrassing.
- 42% had found it stressful.
- 21% had felt angry when they had to translate in school.

3.11. The report also includes advice from ex-CLBs on how teachers can better facilitate the process in meetings with parents to suit their needs. This encompasses four key areas; preparation for the meeting; pace; nonverbal communication and language and content.

3.12. The key recommendations arising from the Nuffield Foundation's report are:

- For schools to have an agreed statement of criteria for making a decision on whether a young person is used for language brokering, which should be used alongside an agreed approach to how the decision will be made. The final decision on whether a child is used as a language broker should sit with the child.
- For schools to consider formalising the process for language brokering via a 'Young Interpreter' scheme through which student volunteers are used as language brokers for other pupils or their parents.

3.13. It is also considered that targeted work with parents to improve their English language skills at an early stage would be of great benefit to the child in the long term.

3.14. The 'Young Interpreter' model was introduced locally by the local authority's EAL Adviser four years ago. Children are trained as Young Interpreters in approximately 10 local primary schools, while three secondary schools also offer the scheme.

The negative effect of young people's mental health when regularly providing translation for their family in adult situations

- 3.15. Once children attend school, they quickly become proficient in speaking and understanding the English language. As children get older, they can, in some instances, become better at reading, writing and comprehending English than their parents. This may result in parents asking their children to support them with translation when required.
- 3.16. While this may be helpful within the home environment, it is not always appropriate or effective for children to provide translation support for parents in formal settings, such as when their family are accessing local authority or medical services, particularly as children often will not have the understanding to correctly comprehend and translate information that is relating to adult issues.
- 3.17. To help relieve potential stresses from young people, families of bilingual children where the first language at home is not English should be made aware of translation support organisations and encouraged to request access to these more frequently in formal situations. Some institutions (for example, the National Health Service), subscribe to translation and interpreting services such as Language Line and Community Interpreting Translation and Access Service (CITAS).
- 3.18. The Hammersmith and Fulham Family Services Department have established practice whereby interpreters from CITAS are used for all formal interviews and visits as necessary, and also for the translation of reports. This ensures that translation is of a high quality, is independent and does not place strain on young people who may otherwise have to undertake the role.
- 3.19. The use of professional translators, however, needs to be balanced with the wishes of the family, who in sensitive situations may prefer translation to be undertaken by someone that they know personally and are comfortable with. It also needs to be balanced with the context of the situation, as professional translation is a very costly and time-consuming process, and not always appropriate, as the parents may not be literate in their first language. Furthermore, parents may be offended by the assumption that they are not able to read English. Bilingual staff members at schools are also able to support with any translation issues via a short phone call, which can prove to be a more efficient way of communicating important messages and clarifying any misunderstandings.

4. LOCAL CONTEXT

Population

- 4.1. There are over 100 languages spoken within Hammersmith and Fulham. The latest data we have for spoken languages shows that the following are the top 10 languages spoken within the borough after English:

1	Somali
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2	Arabic
3	Polish
4	Spanish
5	Albanian
6	Portuguese
7	French
8	Bengali
9	Persian
10	Urdu

- 4.2. Within Hammersmith and Fulham 46% of the pupils attending local schools are identified as having English as an additional language (49% in the primary phase and 43% in the secondary phase). This is significantly higher than the national averages of 19% in the primary phase and 15% in the secondary phase.

	Number of pupils			Percentage	
	English	EAL	Total	English	EAL
Primary	5141	4883	10756	51%	49%
Secondary	4849	3629	8517	57%	43%
Spec/PRU	297	214	512	58%	42%
LA total	10287	8726	19785	54%	46%
National³	Primary			81%	19%
	Secondary			85%	15%

- 4.3. It is generally accepted that there is a significant overlap between the young people who have EAL and those who are eligible for Pupil Premium funding. Eligibility for this funding is widely used as an indicator of educational disadvantage and additional resources or targeted interventions are put in place for these children and young people to help raise their attainment and close the gap with their peers.

Educational attainment

- 4.4. For children leaving primary school, the key performance indicator is the number of children who achieve Level 4 and above in reading, writing and mathematics.

Key stage 2 performance

Level 4 and above in reading, writing and mathematics

Children with English as an additional language	Hammersmith and Fulham	83%
	National 2013	72%
All children	Hammersmith and Fulham	83%
	National	79%

- 4.5. The above table shows that, EAL learners in Hammersmith and Fulham outperform the national average for this cohort of children and they also outperform the national average for all children. EAL learners in

³ January 2014

Hammersmith and Fulham perform on par with all children in the borough at Key Stage 2.

- 4.6. For pupils leaving secondary school, the key performance indicator is the number of pupils who achieve 5+ GCSEs at grades A*-C, including English and mathematics.

Key stage 4 performance 2014
5+ GCSEs at grades A*-C, including English and mathematics

Children with English as an additional language	Hammersmith and Fulham	59%
	National 2013	58%
All children	Hammersmith and Fulham	65%
	National	59%

- 4.7. The table above shows that the performance of EAL learners is slightly higher in Hammersmith and Fulham than nationally, however the performance of EAL learners locally is lower than all pupils in Hammersmith and Fulham. EAL learners in Hammersmith and Fulham perform in line with the national average for all pupils at Key Stage 4.

Qualifications in community languages

- 4.8. Hammersmith and Fulham has recently gained recognition as ‘nearly every pupil in the borough is taking at least one language at GCSE level’, which compares very favourably with most local authorities nationally.⁴
- 4.9. In 2014 all secondary schools entered students for GCSE examinations in their first languages, with 103 students taking exams in 14 languages. 77% of students attained grades A* - C, and 55% attained grades A* - A (if speakers of French, German and Spanish at schools where these languages are taught as a Modern Foreign Language were included, these figures would be even higher).
- 4.10. At A-level 110 students were entered for community language examinations, in 8 languages (not including French, German and Spanish). 59% attained grades A* - B, and 98% grades A* - C.
- 4.11. William Morris Sixth Form provides one of the most comprehensive local offers of community language courses outside of supplementary schools (see section 5 of this report), as follows:

GCSE

- Arabic
- Chinese
- French
- Italian
- Japanese

A Level

- Arabic
- Chinese
- French
- Italian
- Persian

⁴ <http://www.bbc.co.uk/news/education-30983083>

- Spanish
- Portuguese
- Spanish

Good practice example

Pilot Year 11 English as an additional language provision – Fulham Enterprise Studio

- 4.12. Fair Access arrangements provide the mechanism for the placement of children newly arrived to the area where it has not been possible to secure a school place through the in-year admissions route. It has historically been the case that securing a school place for a Year 11 child who has little or no English in the last 8 months of Year 11 is not a straightforward process and often the child can be left without education for an unreasonable length of time. Even if schools have vacancies, to admit a child at this stage of Year 11, presents challenges to the child and the school.
- 4.13. It has been agreed that the local authority will fund a one year pilot for Year 11 EAL provision that will be hosted by Fulham Enterprise Studio. The objective of the pilot is to provide bespoke Year 11 EAL provision in order that children newly arrived to the area can be offered suitable education provision for the last few months of statutory schooling and to provide them with a realistic opportunity to continue their education Post 16.
- 4.14. Following the September Fair Access Meeting, any new arrivals who are presented as Year 10 or Year 11 EAL will be referred to the Fulham Enterprise Studio for an assessment. The objective of the assessment process is to determine the level of English, academic achievements, and any other issues that may not have previously been evident. The outcome of the assessment will determine the most appropriate education provision for the young person. This could be a placement via the Fair Access Panel for a mainstream school or the Tri-borough Alternative Provision or to the new EAL provision.
- 4.15. If the young person attends the Fulham Enterprise Studio EAL Provision they will be supported through a targeted programme of support that would aim to:
- Significantly improve the speed at which they acquire English language skills
 - Provide information, advice and guidance to prepare them for appropriate 6th form provision
 - Provide access to relevant Key Stage 4 courses within Fulham Enterprise Studio provision.
- 4.16. The effectiveness of this pilot will be monitored by the school in liaison with the Assistant Director of SEN and Vulnerable Children and the Head of Admissions. As this provision is a new concept, other similar Key Stage 4

EAL models will be looked at across other local authorities to provide a benchmark for good practice and expected outcomes for its students.

5. STUDYING COMMUNITY LANGUAGES

- 5.1. Although secondary schools will enter their pupils for community language examinations at GCSE level, community languages are not taught within school timetables, but are supported by parents and supplementary schools, usually run on a voluntary basis.
- 5.2. As these schools operate outside of the maintained schools sector, it is often the voluntary sector that provides support with maintaining standards, offering professional development for teachers and advising on safeguarding issues.
- 5.3. Support for supplementary schools in Hammersmith and Fulham is provided by 'Sobus' – the Community Development Agency for Hammersmith & Fulham, which was created through the merger of the Community and Voluntary Sector Association Hammersmith & Fulham (CaVSA) and the Fulham Community Partnership Trust (FCPT).
- 5.4. Sobus runs a membership scheme for local supplementary schools to receive support from their organisation. In order to qualify for membership, supplementary schools must meet the standards to achieve the minimum level of quality assurance as outlined by the National Resource Centre for Supplementary Education⁵.
- 5.5. Sobus support schools through providing regular training sessions, which are often delivered by guest speakers, on topics such as 'effective teaching methods' and 'safeguarding'.
- 5.6. These local supplementary schools also have access to a small amount of funding from the John Lyons Charity for support with the delivery of core subjects, such as English and Maths. However, Sobus have indicated that the schools would benefit from additional funding to support with teaching of languages and the purchasing of resources.
- 5.7. Sobus have also highlighted that the premises used by supplementary schools are sometimes poorly suited to the delivery of education. They feel that local schools could support supplementary schools by working in partnership with them and offering their facilities when they are not in use. Examples of this are already in practice at Burlington Danes Academy and Phoenix High School.

Good practice example

Out of School Learning support in Kensington and Chelsea

⁵ <http://www.supplementaryeducation.org.uk/quality-framework/bronze/>

- 5.8. The Westway Trust is commissioned by the local authority in Kensington and Chelsea to run a partnership of supplementary schools in their borough. The Trust receives a pot of funding from the local authority for this. The majority of this funding is provided directly to the 15 supplementary schools in the borough via three termly payments. The remainder of the funding goes on coordination to support the partnership, training, quality assurance and resources. The coordination includes a registration system to ensure all schools operate safely and have the right insurances and procedures in place.
- 5.9. This funding, along with the John Lyon's grants mentioned in paragraph 5.7 have given some stability to supplementary schools in Kensington and Chelsea and has ensured consistency of teaching. The majority of the schools teach a community language. The Trust provides tutors that support teaching up to A Level. As in Hammersmith and Fulham, many of the pupils are able to take GCSEs through their mainstream schools and usually achieve top grades. The supplementary schools also teach National Curriculum subjects, helping to boost attainment of the young people generally. They also get involved in other projects that support social capital opportunities, such as debating opportunities.

Good practice example

Teaching and Learning in the Community Language Classroom - West Sussex

- 5.10. In recognising that there was little interaction between the mainstream primary and secondary schools, and the community language schools in Crawley, the local authority in West Sussex identified that there were two issues: firstly the training needs of the voluntary tutors in the community language schools and secondly, the lack of cohesion between the two sectors.
- 5.11. As a result, a project was set up to support community language teachers with the development of their teaching skills through the provision of targeted training.
- 5.12. The key aim of the project was to raise standards in teaching and learning in four selected community language schools. An additional aim was to incorporate some of the teaching styles and strategies currently employed in mainstream schools into the community learning classroom, so that pupils attending those schools would benefit from a more consistent approach.
- 5.13. Evaluation of the project indicated that teachers left the course with a broader knowledge of the methodology of teaching language and gained an awareness of both lesson planning and curriculum development. Independent observers were of the view that community language lessons

had become more interactive and a wider range of teaching strategies were employed.⁶

Reduction in the number of community languages being offered by exam boards

- 5.14. While it is considered that studying a community language to GCSE and A-Level improves a young person's ability to learn other languages, perform better academically and evidence their multi-lingual skills to future employers, recent announcements from examining boards have indicated that the number of formal qualifications for community languages is going to decrease.
- 5.15. The OCR exam board will be discontinuing GCSEs and A-levels in Turkish, Portuguese, Persian, Gujarati and Dutch, while AQA has announced the end of A-levels in Polish, Punjabi, Modern Hebrew and Bengali.
- 5.16. There has been some public opposition to these moves although there has been some indication that the new Government will commit to retaining GCSEs and A-levels in community languages.

6. CASE STUDIES FROM THE HAMMERSMITH AND FULHAM YOUTH FORUM.

- 6.1. This section outlines some case studies that the Hammersmith and Fulham Youth Forum have collected to illustrate some of the challenges of being a bilingual young person:

Name: RB

Age: 17

From: White City

Language that young person translates: Bengali

“As a young person growing up with a single mother, as my dad passed away from when I was young, my mum was left with 5 children and not being able to speak a word of English, as the oldest I had to attend several meetings at the town hall, council and job centre. Although I was willing to help I did not understand much of what was being said so it was very hard for me to communicate with my mum and especially reading letters that came home. I didn't understand much of what it meant so my mum wasn't informed properly and then led to several other letters being sent to a woman who couldn't speak a word of English. Growing up it was hard to complete my homework as my mum couldn't help much, and due to the

⁶ More information on this project can be found at <http://www.linksintolanguages.ac.uk/resources/2523>

language barrier our family was often left stuck in our own community and couldn't really interact with other members in the area, besides children at school. Some of the biggest worries were parents evening where my mum wouldn't understand what was being said and hence me translating it all to my mum sometimes telling a little white lie here and there. There were times where I had to miss school to go to these meetings with my mum as she could not find anyone else who was free to take her and this impacted on my attendance”.

Age: 15

Goes to school in: Wood Lane

Language that young person translates: Arabic (Egyptian)

This person feels that a lot of stress is put onto her because her mother is unable to speak English. She finds that she needs to continually go out with her mum to aid her, especially to places like the bank so she can translate important things that her mother would otherwise be unable to understand. She finds it difficult at home because her mother depends on her so much and this can sometimes get involved with her school life and believes this is affecting her grades at school, which she finds unfair. What she finds really frustrating is that her mother doesn't integrate very well with others, and prefers to stay with her own community, which doesn't help to develop her English. She also said that perhaps if her mother was given the chance to join a community class, once or twice a week where she could improve her English, then perhaps she would feel more comfortable when going out, and wouldn't be so dependent.

Age: 16

Goes to school in: Wood Lane

Language that young person translates: Twi (Ghanaian Language)

This young person said that she often has to explain things to her mother on letters or things from school. Her mother can speak English however it is very limited and sometimes very confusing because her sentences are hard to understand as she speaks too fast and her grammar is often incorrect. This person finds it very hard as her mother is understandably very embarrassed and upset about her position, and as a result will not venture out much because of her lack of confidence. Rather as well as a translator for her mother, she also finds herself giving a lot of moral support to her mother as her mum can get very upset. She says that it doesn't affect her very much, but she just wants to see her mum happy. She said that the establishment of a free English class with other mothers like her attending it, would make her feel more comfortable and confident.

Age: 16

Lives in: East Acton

Language that young person translates: Arabic

This young person says that his parents find it very hard to understand things such as important documents, and as a result his revision is often interrupted by them. He added that his parents are easily frustrated as they can't always find a word to describe something, and this can lead to confusion. He also said that one problem is that politicians (for example) use language that is too complex and often his parents found it hard to understand what the different parties were promoting during the elections. He thinks that there is a lack of services in the borough to support his parents with this problem, and said that if there are any services, they are not publicised very well.

Age: 15

Lives in: Shepherds Bush

Language that young person translates: Tagalog

This young person says that both his parents speak English well, however they can find themselves in problems because very often they think that they understand something (for example on a letter) when in actual fact they don't understand it very well and their interpretation of things can get confused. His parents are not reliant on him; however he said that by having letters and important documents available in other languages, it would really help. He also added that if there was a more varied amount of ethnic groups in the media, then perhaps his parents would feel more empowered and willing to improve their English.

Age: 16

From: White City

Language that young person translates: Somali

"Sometimes teachers don't understand that our parents cannot come to certain events as they do not feel very welcomed or informed about it in any other way except a letter given to us in English"

Age: 17

From: White City

Language that young person translates: Sudanese

"Our family often felt quite distant from others due to the language barrier".

Age: 13

Language that young person translates: Spanish

Goes to school in: Fulham

He mainly speaks Spanish and doesn't have the opportunity to practice English often himself.

Age: 17

From: White City

Language that young person translates: Somali

"Homework was very hard to do with both my parents not being able to support me"

Age: 17

Language that young person translates: Albanian

This young person speaks Albanian along with her mother, she finds the language barrier a bit of a problem because she is not that confident with translating the English into Albanian. She finds homework a little bit hard without any help, because of the language barrier.

Age: 16 years old

Goes to Latymer Upper School in the borough but lives in Chiswick

This young person speaks Montenegrin Serbian at home where he lives with his mother and brother. All members of the family speak fluent English and he and his family experiences no difficulty in communicating in the borough. He hasn't always lived in Montenegro and arrived around 9 years ago, making English his second language. His parents at the time however both spoke fluent English. He told me that at first, *"it was awkward as my mum needed to bridge that language gap for me for a while when talking to my school"*. He noted that this was often very time-consuming even though the need for his Year 3 teachers to talk with his parents was not as pressing as it is now. He soon learned fluent English and the problem did not last for long. He imagines that it would be extremely difficult at his age if that language gap were still in place. He noted that at his school he is the only student he knows of who speaks his first language and that there is little or no help in place which would have helped him. He said that, *"As somebody who once had this problem, I can imagine that it would be very hard if I'd arrived in England at this time. I can only imagine how hard it would be if it was up to me to help my parents out and I don't think that my school would be able to give much help with that."* I asked him whether it would be of some help if there were free services to help bridge this gap and he said that he imagined that that would save a lot of time and relieve a student of a lot of extra pressure.

Age: 15

Language that young person translates: Somali

This young person speaks Somali along with his parents; he finds that the language barrier is not a problem because his mother speaks English. He also finds homework easy so he does not ask his parents for help.

Age: 15

Language that young person translates: Somali

This young person speaks Somali along with her mother and she does not have any problems with the language barrier. When she needs help she communicates with her mother in her language. In parents evening her older sister translates and she finds that her older sister does not have any problems.

Age: 15

Lives in: Askew road-Hammersmith

How has being in a bilingual family affected you?

"It has helped me learn other languages and pick them up faster. It has also enabled me to take a GCSE early!"

Do you have to help your parents?

"No I grew up learning both English and French"

"My parents can speak English ok"

"It has benefited my life being able to speak two languages. It is really interesting!"

Age: 13

From: North End Road

Language that young person translates: Spanish

Speaks to his parents only in Spanish and says that though sometimes he does the translating, his sister mainly does the work and it doesn't affect him as much. He has 100% school attendance, so is not taken out from school at all.

7. EQUALITY IMPLICATIONS

- 7.1. As this report is intended to provide an update on the current position, there are no immediate equality implications. However any equality issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.
- 7.2. Any future proposals for changes in service delivery should be subject to a full equalities impact assessment as families with English as a second language will also likely to be from a group that has a protected equality characteristic.

8. LEGAL IMPLICATIONS

8.1. As this report is intended to provide an update on recent developments, there are no immediate legal implications. However any legal issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.


9. FINANCIAL AND RESOURCES IMPLICATIONS

9.1. As this report is intended to provide an update on recent developments, there are no immediate financial and resource implications. However any financial and resource issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.

LOCAL GOVERNMENT ACT 2000
LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1.	None	N/A	N/A

Agenda Item 9

	London Borough of Hammersmith & Fulham CHILDREN AND EDUCATION POLICY AND ACCOUNTABILITY COMMITTEE 15 June 2015
How schools help young people to identify their caring roles and get appropriate help and support	
Report of the Director of Children's Services	
Open Report	
Classification - For Review & Comment	
Key Decision: No	
Wards Affected: All	
Accountable Executive Director: Andrew Christie, Executive Director of Children's Services	
Report Author: Daniel Ekechi	Contact Details: Tel: 0208 753 3550 E-mail: daniel.ekechi@lbhf.gov.uk

1. EXECUTIVE SUMMARY

This report provides a summary of the work that takes place to support young carers in the borough. It considers the role of schools and particularly focuses on the work of the specialist provider Spurgeons, as well as how local services support this.

- 1.1 Spurgeons were commissioned in line with the borough's vision to help promote the needs of young carers across various universal services which may be accessed by young carers. They were also commissioned to assist in the early identification of young carers so that the needs resulting from their caring responsibilities could be addressed early to prevent the negative social and health impact that could arise from the young carers undertaking inappropriate caring duties.
- 1.2 Part of the strategy to ensure that young carers in Hammersmith and Fulham were better supported was for Spurgeons to work with schools to help them develop a system for identifying young carers and develop processes to access other support and to address potential barriers to learning and achievement which might result from their caring role.

1.3 Spurgeons have recently taken a number of positive steps to develop the relationships that they have with schools in Hammersmith and Fulham although there is more that can be done to develop this further.

2 INTRODUCTION AND BACKGROUND

2.1 Unpaid carers provide a significant amount of support for adults with social care needs. Providing practical support for such carers to continue in their caring role avoids significant costs which would otherwise fall on health and social care services (Carers UK, 2011).

2.2 The 2011 Census suggested there were 267 young people aged 0-15 providing unpaid care in Hammersmith & Fulham. This equates to just under 1% of the 0-15 population. Of the 267 children who could be deemed as young carers, the majority (75%) provided 1 to 19 hours of unpaid care a week, although 27 children provided 50 or more hours a week. It should be borne in mind that the census returns would have been completed by adults (i.e. those who in some cases were receiving the care offered) and so these may be underestimates. It is expected that there will be particularly low levels of reporting on children caring for parents who have mental health issues or who misuse substances.

2.3 Children aged up to 15 were therefore providing around 2% of all unpaid care in the borough. 1009 young people and young adults were also providing such care, some of whom would have been aged 16 to 18.

LC3304EW Provision of unpaid care by age¹ in Hammersmith & Fulham

	Total population	Number providing no unpaid care	Number providing unpaid care	Number providing 1 to 19 hours unpaid care a week	Number providing 20 to 49 hours unpaid care a week	Number providing 50 or more hours unpaid care a week
Age 0 to 15	29,630	29,363	267	201	39	27
Age 16 to 24	23,645	22,636	1,009	726	170	113
Age 50 to 64	22,511	18,928	3,583	2,339	510	734
Age 65 and over	16,413	14,667	1,746	967	218	561
All categories	182,493	170,159	12,334	7,936	1,867	2,531

2.4 Research by the Carers Trust and the Children’s Society² found that young carers have significantly lower educational attainment at GCSE level, the

¹ Office for National Statistics 2011

² Hidden from View: The experiences of young carers in England, Children’s Society 2013

equivalent to nine grades lower overall than their peers. They are also more likely than the national average to be not in education, employment or training (NEET) between the ages of 16 and 19. Young carers' families' average annual income was found to be £5000 less than for families who do not have a young carer and despite general awareness of the existence of this cohort of children and their particular needs and circumstances, young carers do not appear more likely to receive interventions from support agencies.

- 2.5** Spurgeons, are a national children's charity, which has been supporting young carers across England for over 10 years. They were commissioned to deliver support services for young carers in Hammersmith & Fulham, 1st September 2013 for a period of two years.
- 2.6** The young carers service was commissioned to provide services for young people up to 19 years of age. There are a number of service objectives and outcomes which Spurgeons are required to achieve for their young carers. These objectives are highlighted in appendix 1. Young Carer services are currently been re-designed and will be re-commissioned for April 2016.
- 2.7** Some of the services which Spurgeons deliver in Hammersmith and Fulham achieve their outcomes for carers include the following:
- Weekly term-time activity groups;
 - Holiday activity group sessions;
 - One to one support, advice and guidance, to include home visits where needed;
 - A programme of trips and activities during the school holiday periods;
 - A website for local young carers and their families to access support information;
 - Specialist training workshops on a variety of health, wellbeing and caring subjects;
 - Awareness raising workshops where young carers are provided with information, advice and guidance to help young carers make decisions on learning, training and work opportunities and the future;
 - Support and guidance for young carers in preparing for life changes; and
 - Counselling sessions

3 SPURGEONS WORK AND LINKS WITH SCHOOLS

- 3.1** Spurgeons have recently developed a policy which sets out the outcomes which they wish to achieve for young carers as a result of their work with schools in the borough. Some of these outcomes include:
- The schools understand the issues faced by young carers, what to look and listen for and how to respond
 - Young carers know how to access support

- Young carers are respected
- Transition support is in place for young carers
- The school is reducing barriers to education and learning

3.2 Spurgeons are looking to the Young Carers Exemplar Schools (YCES) approach which seeks to raise awareness of young carers needs in schools. The main purpose of the YCES is to provide schools with the relevant information and resources needed to identify hidden and visible carers and signpost them to relevant support pathways in either universal or targeted services. Spurgeons are currently piloting the YCES model at 2 schools in Westminster which will eventually lead to them being awarded the YCES status (a local recognition award for good practice). After the pilot Spurgeons hope to roll out the YCES model to schools across all three boroughs.

3.3 A YCES Reference Group has been developed, whose responsibility it will be to implement good practice standards highlighted by the Children's Society within the schools. Spurgeons are currently developing the YCES reference group terms of reference.

4 CURRENT WORK WITH SCHOOLS IN HAMMERSMITH AND FULHAM

4.1 Spurgeons have recently relaunched their communication strategy with all of the local schools updating them of their service offer, referral pathways and offering to deliver awareness raising sessions. However, so far Spurgeons have only received an offer from one school for a presentation, Sacred Heart's School. Spurgeons will work with the Council to develop pathways for creating opportunities to engage with all the schools in the borough regarding their service offer between now and the end of their contract.

4.2 Although Spurgeons offer activities and respite for young carers they also offer key work support where needs are more complex. An example of such support offered is one to one meetings which Spurgeons have planned at a Hammersmith and Fulham school with two siblings who have been identified as young carers. The meetings will occur once a meeting with the parent and the Head Teacher has taken place. The purpose of the meeting is to help the school provide the support that the siblings require to allow them to undertake their caring duties without it impacting on their attendance and progress at school. Spurgeons are also involved in quarterly Child Protection Conferences which plan for a young carers at school.

4.3 Councillor Elaine Chumnerly who is the Councillor for College Park and Old Oak raised concerns about the number of hidden young carers in her constituency. In response to Councillor Chumnerly's concerns, Spurgeons are developing an outreach programme to ascertain the needs of young carers in the areas of College Park and Old Oak with the hope of attracting more young people into their services from those areas.

5 WORK WITH EARLY HELP SERVICE

- 5.1** The Early Help service has identified Young Carer Champions, one in both the North and South Locality teams, whose role is to regularly update their fellow practitioners on the services provided for young carers, reinforcing the need to ask questions about caring responsibilities as part of their early help assessments and to encourage the building of relationship with Spurgeons to support referrals.
- 5.2** There is an Early Help” named contact” for most schools in the borough who can provide advice and consultation in identifying young carers and ensuring that they receive appropriate support in school or through other support services. The Early Help “named contact” in the schools can also assist to raise awareness of the referral processes and services such as Spurgeons.
- 5.3** The Early Help service offers individual direct work and family support to families in relation to young carers’ roles as part of a broader plan that supports the adults in the family who may have physical or emotional health needs. Part of the broader support plan also looks to ensure that children and young people who are young carers are engaged in education as they are at higher levels of risk of poor school attendance or not being in education, employment or training (NEET).
- 5.4** “Team around the school” meetings, that are currently being developed by the Early Help service in conjunction with schools can also include a discussion on trends in relation to young carers, raising awareness of best practice, and highlighting any changes to legislation, so that the various partners who attend the meeting can assist in the process of identifying young carers across the borough.

6 NEW REQUIREMENTS FOR LOCAL AUTHORITIES

- 6.1** As part of the Children and Families Act and Care Act 2014 a statutory responsibility has been placed on local authorities to undertake an assessment of young carers’ need for support on request or when the need becomes apparent. Children’s Services Commissioning Directorate have been working with the Family Support Localities Service and Spurgeons to establish links and processes which would facilitate the local authority to meet the duty to carry out assessments when requested.
- 6.2** Spurgeons have established links with the Hammersmith and Fulham assessment team, which has provided them with a clear pathway for referring requests for young carers assessment onto the appropriate professionals when required. Spurgeons are looking to deliver a presentation at an assessment team meeting where they will highlight the importance of carers assessments, and its impact on young carers and their family.
- 6.3** With the commissioning of a new young carers service for 1st April 2016, it is planned that the service will play a significant role in developing clearly defined processes around how carers assessments can be requested and how they

should be undertaken.

- 6.4** For more information on the new legislative requirements in relation to young carers please see appendix 3.

LOCAL GOVERNMENT ACT 2000

LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1.	None	N/A	N/A

Appendices

Appendix 1 – Service Objectives

Appendix 2 – Output Targets and Performance

Appendix 3 - Young Carers Legislative Information

Spurgeons Service Objectives

The service objectives that are highlighted below are reflective of that which are highlighted in the Spurgeons contract.

Young Carers have improved aspirations

- Ensure that Young Carers are provided with emotional support to look at the barriers to education and employment.
- Ensure that Young Carers and families have access to information of borough wide information, advice and guidance support services.
- To protect Young Carers from undertaking inappropriate caring, giving them an equal opportunity to achieve.
- Ensure that Young Carers are encouraged to identify issues relating to earning and are given practical support in overcoming these.
- To ensure that Young Carers are encouraged to achieve their full potential and go beyond their own level of expectations.
- To support Young Carers to have better financial security through having improved access to education and, where relevant, employment opportunities.

Children and Young People are safe

- To provide the Service in a way that it promotes and protects the safety of Young Carers.
- Ensure that they work within locally agreed multi-agency vulnerable adults protection policy and procedures.
- Ensure that they work within the London Child Protection procedures and in line with Working Together (DCSF, 2010).
- To support Young Carers to make a successful transition to adult carers services.

Strategic Direction and Development

- Engage Young Carers in Hammersmith and Fulham.
- Ensure that the activities provided are interesting, varied and appealing to the Service Users. Spurgeons should also be mindful that the activities are such that they build personnel development and raise Young Carers' aspirations.
- To work with "The Locality Team" and all boroughs Schools (Primary, Secondary, Pupil Referral Units and Special Schools) to identify Hidden Carers' who would benefit from engagement with the Service.
- Undertake a minimum of one session of programmed activities with Service Users per week. Each session should last a minimum of two hours of contact (including set up and evaluation time) and the provision should be delivered for at least forty five weeks per calendar year.

Appendix 1

- Undertake interventions with young people and their families in response to needs identified in the initial assessment. Interventions to include one to one key-work and home visits as necessary.
- The service should be an outreach model and should deliver at least one weekly drop in session per borough at various location across Hammersmith and Fulham.
- During the Contract Period the Spurgeons should increase the number of Young Carers identified in each borough.

Local Authority	Number of Young Carers (aged 18 and under, census 2001 figures)	Current numbers known to existing services	Expected year on year increase by %
London Borough of Hammersmith and Fulham	425	99	5%

- Ensure that a comprehensive carer's assessment (which may include eCAF) is undertaken for every Young Carer accessing services that supports identification of needs and support required and enables service impact to be assessed. Spurgeons should ensure that assessments are regularly reviewed.
- Spurgeons should ensure that the activities take place at a time and venue most appropriate for the Service Users.
- Spurgeons should ensure that the identification systems it operates and develops effectively identifies Young Carers including without limitation building effective relationships with the Integrated Locality Service/Early Help Service, social work teams, borough educational establishments, Adult Mental Health and Social Care Services, and Youth and Play services.
- Young People should be appropriately supported in their transition to adult carer services.
- Undertake the necessary work to engage Young Carers, including without limitation where required, attending upon the home address to speak with parents or guardians and working closely with other professionals already engaged with the family.
- Spurgeons are required to work in partnership with other universal and specialist services to ensure that the full needs of the Young Person are met by linking into the Young People's assessment process in place across each borough. Spurgeons should participate in relevant case or referral meetings such as the Team around Child.. Partners can include, without limitation:
 - Integrated Family Services across the three boroughs;
 - Mainstream and specialist primary and secondary schools across boroughs;
 - Colleges and other post 16 education providers;
 - GPs, health clinics and school health services;
 - Child and Adolescent Mental Health Services (CAMHS) and other therapy/ counselling services relevant to young carers;
 - Children's social services;
 - Youth offending services;
 - Drug and alcohol services;
 - Early Years and child care services;

- Play associations;
- Community services;
- A range of local voluntary community sector agencies.

Spurgeons are required to work with Council services, health services and educational establishments to raise awareness of the needs of Young Carers and the specific challenges related to caring responsibilities.

Output Targets and Performance

Fig. 1 - Shared-Borough Performance Stats 2013-14

Service Area	Contractual Target (Annual)	Actual Achievement
Activity Groups (Junior Sessions)	39 Term Time	30
Holiday	10	54
Activity Groups (Senior Sessions)	39 Term Time	22
Holiday	10	23
1:1 target support (Young Carers)	70 (min)	20 (min)
Specialist Training Workshops	5	14
Awareness-raising Workshops	8-10	19
Emotional Counselling for Young Carers	60 Hours	0 Hours
Young Carers Forum (Termly sessions)	6	4
Peer Mentors (Young Carers)	20	0
Volunteer Mentors (Young Carers)	20-40	3

Fig. 2 - Shared-Borough performance stats 2014-15 (Quarter 1)

Service Area	Contractual Target (Annual)	Actual Achievement
Activity Groups (Junior Sessions)	39 Term Time	9
Holiday	10	6
Activity Groups (Senior Sessions)	39 Term Time	9
Holiday	10	5
1:1 target support (Young Carers)	70 (min)	24 (min)
Specialist Training Workshops	5	2
Awareness-raising Workshops	8-10	1
Emotional Counselling for Young Carers	60 Hours	0 Hours
Young Carers Forum (Termly sessions)	6	4
Peer Mentors (Young Carers)	20	0
Volunteer Mentors (Young Carers)	20-40	1

Young Carers – Children and Families Act and Care Act 2014

This document outlines the key changes and requirements specified in the Children and Families Act 2014 and the Care Act 2014; to meet the needs of young carers.

The term young carer's refers to children and young people under the age of 18 who provide care, assistance and support.

The Children and Families Act 2014

Under the Children and Families Act young carers are now entitled to a full needs assessment regardless of the type or frequency of care they provide.

There is a duty to assess a young carer under Clause 96 of the Children and Families Act 2014 if it appears they may have needs for support or if they request an assessment, where the LA are satisfied that they may provide or arrange for provision of services under section 17 of the Children's Act 1989.

Clause 96 delivers four things:

1. It consolidates and simplifies the legislation relating to young carers assessments, making rights and duties to carers to both young people and practitioners.
2. It extends the right to an assessment of needs for support to all young carers under the age of 18 regardless of who they care for, what type of care they provide or how often they provide it.
3. It makes clear to the local authorities that they must carry-out an assessment of a young carers need for support on request or when the need becomes apparent.
4. It provides the appropriate links between children's and adult legislation to enable local authorities to align the assessment of a young carer with an assessment of the person they care for.

Young carer's assessment must give regard to the extent to which the young carer is participating in or wishes to participate in education, training or recreation, and the extent to which the young carer works or wishes to work. Young carers assessments should include an indication of how any care and support plan for the persons they care for would change as a result of the young carer's change in circumstances. For example, if a young carer has an opportunity to go to university away from home, the local authority should indicate how it would meet the eligible needs of any family members that were previously being met by the young carer.

Care Act 2014: Implemented in April 2015

The above changes will work provisions in the Care Act that also support the combining of children's and adult's assessments, and the forthcoming regulations on a whole family approach to assessing and supporting adults. Together they will provide a legislative framework that will support LA's to consider the needs of the whole family, deliver coordinated packages of support and protect children and young people from excessive or inappropriate caring roles.

Under the Care Act there is a duty to carry-out a young carer's needs assessment where there is 'likely need' for support post 18 and when it is of 'significant benefit'.

Consideration should be given to:

- Whether the carer is able, and is likely to continue to be able to provide care and whether the carer is willing to do so
- The outcomes that the carer wishes to achieve in day-to-day life; and
- Whether, and if so to what extent, the provision of support could contribute to the achievement of those outcomes

The Children and Families Act 2014 and the Care Act 2014: Combined Information

Both Acts have a focus on wellbeing and introduce a duty to assess the needs of young carers to ensure that people with disabilities do not have to rely on the inappropriate caring role of a child. An assessment should take into account the parenting responsibilities of the person as well as the impact of the adult's needs for care and support on the young carer.

Until this is achieved, support should be given to young carers and their families to reduce the impact of the caring role on the child.

It is the statutory duty of Adult Social Services and Children's Services under the Care Act 2014 and the Children & Families Act 2014 to assess the needs of carers and if requested to consider the support needs of adults with disabilities in their parenting role. If the assessment process identifies a need to support an adult with a disability and if they meet the eligibility criteria for publicly funded support, the adult may choose self-directed support, including direct payments, to help them carry out their role as a parent.

Using the 'whole family approach' when assessing the needs of adults, Adult Social Services staff should ask these questions to determine whether there is a young carer in the family and record the answers:

- Do you have children living in this household?
- What are their ages?
- Is there a child in this household who may be helping to provide care?
- Do they need and have they been offered an assessment?
- How can we support you in your role of looking after the children in your household?
- What can be provided to help the whole family?

Inappropriate caring responsibilities should be considered as anything which is likely to have an impact on the child's health, wellbeing or education, or which can be considered unsuitable in light of the child's circumstances and may include:

- personal care such as bathing and toileting;
- carrying out strenuous physical tasks such as lifting;
- administering medication;
- maintaining the family budget;
- emotional support to the adult.

A young carer becomes vulnerable when their caring role risks impacting upon their emotional or physical wellbeing or their prospects in education and life. This might include:

- preventing the young carer from accessing education, for example because the adult's needs for care and support result in the young carer's regular absence from school or impacts upon their learning;
- preventing the young carer from building relationships and friendships
- impacting upon any other aspect of the young carer's wellbeing

Transition assessments for young carers or adult carers must also specifically consider whether the carer:

- is able to care now and after the child in question turns 18;
- is willing to care now and will continue to after 18;
- works or wishes to do so;
- is or wishes to participate in education, training or recreation.

References:

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	<p align="center">London Borough of Hammersmith & Fulham</p> <p align="center">CHILDREN AND EDUCATION POLICY & ACCOUNTABILITY COMMITTEE</p> <p align="center">15 June 2015</p>
<p>Committee Work Programme 2015-16</p>	
<p>Report of the Chair</p>	
<p>Open Report</p>	
<p>Classification - For Review & Comment</p> <p>Key Decision: No</p>	
<p>Wards Affected: All</p>	
<p>Accountable Executive Director: Tasnim Shawkat, Director of Law</p>	
<p>Report Author: David Abbott, Committee Co-ordinator</p>	<p>Contact Details: Tel: 020 8753 2063 E-mail: david.abbott@lbhf.gov.uk</p>

1. EXECUTIVE SUMMARY

- 1.1 The Committee is asked to give consideration to its work programme for the forthcoming year.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to consider the proposed work programme and suggest further items for consideration.

LOCAL GOVERNMENT ACT 2000
LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1.	None	N/A	N/A

LIST OF APPENDICES:

Appendix 1 – Work Programme 2015-16

Children and Education PAC – Work Programme 2015-16

	Item	Report Author(s)	Comments
21 September			
Standing item	Executive Director's Update		
Standing item	Cabinet Members' Update		
15 June 2015	Workload of Teachers To look at how schools manage workload issues for teachers. Chair requested input from local Headteachers and teachers.	Dave Rogers	
21 Sept 2015	Greening of Schools / Air Quality Monitoring To look at current initiatives in local schools to implement green infrastructure.	TBC	
23 November			
Standing item	Executive Director's Update		
Standing item	Cabinet Members' Update		
23 Nov 2015	SEN Passenger Transport	Rachael Wright-Turner	
23 Nov 2015	Pupil Premium Update Follow-up on report from 19 November 2013 meeting.	TBC	
23 Nov 2015	Youth Council Manifesto Update	Brenda Whinnett	Refresh in April 2016
23 Nov 2015	Local Safeguarding Children Board Annual Report (TBC) Chair requested a special report that focused on safeguarding in H&F. Main annual report should still go to members for info.	TBC with Steve Miley	Chair requested additional training for members on safeguarding issues. MOVED FROM SEPT.

Children and Education PAC – Work Programme 2015-16

18 January			
Standing item	Executive Director's Update		
Standing item	Cabinet Members' Update		
18 Jan 2016	Revenue Budget	Andrew Lord Liz Nash Dave McNamara	
18 Jan 2016	Looked After Children and Care Leavers Annual Report	Steve Miley	
18 Jan 2016	School Performance Report	Richard Stanley Ian Heggs	
February			
Standing item	Executive Director's Update		
Standing item	Cabinet Members' Update		
29 Feb 2016	School Organisation and Investment Strategy	Alan Wharton	

Other items for consideration - not scheduled (Raised by the Chair or Committee members)

1. Childcare during School Holidays

Provision of childcare during school holidays (including holiday schemes – for children aged up to and including 11yrs old). Committee will look at childcare provision for children 5yrs and under separately at a future meeting.

2. Skills for Young People

Regarding the 'curriculum for life' scheme, to consider a range of initiatives aiming to provide new skills for young people. Link with Youth Council for feedback.

3. Primary School Curriculum

Children and Education PAC – Work Programme 2015-16

Consideration of the introduction of the new primary school curriculums. Would be good to hear of good practice from primary schools and contact primary Head Teachers for their views.

4. Sports in Schools

Provision of sports in schools.

5. School Pupils with Medical Health Needs

The emphasis is to be on ensuring they are receiving a high quality education and that the move between hospital/home/school is smooth and supportive to ensuring the impact of their medical condition is not detrimental to their educational attainment.