

# Children and Education Policy and Accountability Committee

## Agenda

Monday 19 September 2016

7.00 pm

COMMITTEE ROOM 1 - HAMMERSMITH TOWN HALL

### MEMBERSHIP

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

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# Children and Education Policy and Accountability Committee Agenda

19 September 2016

<u>Item</u>		<u>Pages</u>
<b>1.</b>	<b>MINUTES</b> 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 13 June 2016.	1 - 9
<b>2.</b>	<b>APOLOGIES FOR ABSENCE</b>	
<b>3.</b>	<b>DECLARATIONS OF INTEREST</b> 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.	
<b>4.</b>	<b>PUBLIC PARTICIPATION</b> Members of public are encouraged to ask questions of the Committee or Cabinet Member. To submit a question please contact: <a href="mailto:david.abbott@lbhf.gov.uk">david.abbott@lbhf.gov.uk</a>	

- 5. EXECUTIVE DIRECTOR'S UPDATE** 10 - 17  
This report provides an update on key developments in Children's Services since the previous meeting.
- 6. CABINET MEMBERS UPDATE**  
The Cabinet Member for Children and Education will provide a verbal update on duties undertaken since the previous meeting.
- 7. THE IMPACT OF RECENT 'SEN' POLICY CHANGES** 18 - 25  
This report provides an overview of recent developments in national policy in relation to children and young people with special educational needs (SEN). It also provides a summary of how Council services have implemented the changes and are supporting children, young people, parents and education settings. Finally it describes service improvements that are taking place.
- 8. CARE-LEAVER ACCOMMODATION** 26 - 39  
The purpose of this report is:
- To provide an outline of the Semi Independent Living Accommodation provision for care leavers in Hammersmith and Fulham
  - To summarise the headlines from Centrepoin't's Annual Contract Performance Review
  - To outline the future direction for the continued improvement of the delivery of the service and the proposed contract management process
- 9. CHILDCARE TASK GROUP - FINAL UPDATE** 40 - 78  
This report updates the Committee on key developments in the following areas:
- The importance of accurate information for local families
  - 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
- 10. DATE OF NEXT MEETING**  
The Committee is asked to note the date of the next meeting, which is to be held on 21 November 2016.

London Borough of Hammersmith & Fulham  
**Children and Education  
Policy and Accountability  
Committee  
Minutes**



**Monday 13 June 2016**

**PRESENT**

**Committee members:** Councillors Caroline Needham (Chair), Alan De'Ath, Elaine Chumnerly, Caroline Ffiske, and Donald Johnson

**Co-opted members:** Dennis Charman (Teacher Representative), Nandini Ganesh (Parentsactive Representative), and Nadia Taylor (Parent Governor Representative)

**Other Councillors:** Councillor Sue Macmillan (Cabinet Member for Children and Education)

**Officers:** Clare Chamberlain (Interim Executive Director of Children's Services)

**1. APPOINTMENT OF VICE CHAIR AND CO-OPTED MEMBERS**

**RESOLVED**

1. That Councillor Caroline Ffiske be re-appointed as Vice Chair for the 2016/17 Municipal Year.
2. That the following co-opted members be re-appointed for the 2016/17 Municipal Year:
  - Eleanor Allen, London Diocesan Board for Schools
  - Nandini Ganesh, Parentsactive Representative
  - Philippa O'Driscoll, Westminster Diocesan Education Service Representative
  - Nadia Taylor, Parent Governor Representative
  - Vic Daniels, Parent Governor Representative
  - Dennis Charman, Teacher Representative (for one meeting, after which a replacement would be sought)

**2. MINUTES**

Under Item 9, Schools Organisation and Investment Strategy, members asked that the following paragraph be added:

*"Councillor Alan De'Ath noted his concern about the Government's requirement for apprenticeships to be contingent on English and Maths GCSE A\* to C because of the potential for less academic young people to be excluded."*

## **RESOLVED**

The minutes of the previous meeting, held on 13 June 2016, were approved and signed by the Chair.

### **3. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Eleanor Allen and Philippa O'Driscoll.

### **4. DECLARATIONS OF INTEREST**

There were no declarations of interest.

### **5. PUBLIC PARTICIPATION**

Maeve Crawford, resident, addressed the committee and asked members to look into the provision of relationship education for young people in the borough. Research had shown this type of education could; reduce violence in relationships, reduce rates of pregnancy, increase attainment, and promote less risky behaviours – overall contributing to improved mental health and emotional wellbeing.

Councillor Alan De'Ath responded that one of the recommendations of the Child and Adolescent Mental Health task force (Item 8 in the minutes) focused on improved training for staff to deliver relationship education. He suggested this was an area that could be examined in greater detail by officers.

Councillor Sue Macmillan said that, from her experience of speaking with young people across the borough, there was huge demand for more education about relationships. She noted that while schools were primarily responsible for this area the Council could make schools aware of the available information on this topic and the benefits for their students.

Nadia Taylor said she believed relationship education should be a core part of the PSHE curriculum and felt the Council should make a recommendation to the DfE to that effect.

The Chair noted that she had recently attended an Early Intervention Foundation meeting that was considering whole schools initiatives and the associated outcomes. She asked that an item on relationship education be added to the committee's work programme for September and invited Maeve Crawford to provide input into the report.

## 6. EXECUTIVE DIRECTOR'S UPDATE

Clare Chamberlain introduced herself to the committee as the Interim Executive Director for Children's Services and presented the report updating members on items of note since the previous meeting. She highlighted the section on the Partners in Practice initiative (section 5 of the report) that the Council was working on with the Department for Education. Hammersmith and Fulham and its partner boroughs were considered as exemplars for social care practice and had put in a joint bid to fund a centre for social work training to support other local authorities. She also noted that new contracts had gone live for schools meals and the travel care and support service and looked to be going well.

Councillor Alan De'Ath noted the positive news that Ark Swift Primary Academy and Sir John Lille had both received 'Good' ratings from Ofsted in their most recent inspections, moving up from 'Inadequate' and 'Requires Improvement' respectively.

Councillor Caroline Ffiske asked officers to go into more detail on each of the bullet points in the year end summary of Family Services data (5.4 of the report).

- Point 1 - Clare Chamberlain noted that despite an ongoing reduction of referrals there had not been a similar reduction in the number of child protection investigations because the numbers of children at risk from harm had not reduced.
- Point 2 – The new child protection case conference model (called the 'Signs of Safety') was far more approachable and engaging for parents and therefore more successful in reducing the number of plans.
- Point 3 – It was noted that around four or five years ago there had been a Government drive to raise the number of adoptions that then levelled out over subsequent years. Recent court judgements had lowered the number over the past two years.

Dennis Charman highlighted the section on Ofsted judgements on local schools (4.2 of the report) and noted that improvements were attributed solely to the leadership in schools rather than the teachers and other members of staff. He also requested that the academy white paper and the national funding formula should be considered together as an item for discussion in the Autumn term.

**ACTION: David Abbott**

Councillor Marcus Ginn, referring to 4.3 of the report, asked if all schools in Hammersmith and Fulham would be converting to academies. Councillor Sue Macmillan responded that messages from Government had not been clear and the full detail of the proposals would not be known until the white paper was published. She noted that since the Government's original announcement in this area she had led two working groups with schools to consider their options in the new landscape and schools would continue to meet to discuss the best approach.

Councillor Alan De'Ath asked if a school's conversion to an academy would have an impact on their admissions criteria. Councillor Sue Macmillan assured members that there would be no change in the admissions criteria.

Nadia Taylor, referring to the section on the Children and Social Work Bill, asked if officers could expand on the exemptions referred to in 5.8 of the report. Clare Chamberlain responded that Hammersmith and Fulham would be one of the authorities to benefit from the exemptions – it would give the service the power to innovate by relaxing some regulations. She noted that a more detailed report on this would come to a future meeting.

Vic Daniels, noting that the new schools meals contract had a greater focus on healthy eating and freshly prepared food, asked if there were any concerns about the state of school's kitchens and what the Council did to ensure they were kept up to standard. Councillor Sue Macmillan responded that the Council was currently in the process of launching a competitive tendering process to re-procure the school meals equipment and maintenance contract.

### **RESOLVED**

The Committee requested that an item be added to the work programme on the implications to the local authority of the Government's white paper on education and the national funding formula.

## **7. CABINET MEMBERS UPDATE**

Councillor Sue Macmillan welcomed Clare Chamberlain, the Interim Executive Director of Children's Services and noted that she had led on the Focus on Practice initiative that had made a real difference, improving outcomes with families.

Councillor Macmillan informed the committee that since the previous meeting she had visited Sullivan Primary School, William Morris Sixth Form, Randolph Beresford Early Years Centre, and Ark Swift Primary Academy. She went to the Early Help south localities office to speak with staff and see the service in action. She also visited Ealing's care leavers hub – a drop-in centre for care leavers that provided valuable support for young people, e.g. advice about housing and employment. They even put on a roast meal on Sundays. She noted that she would like to emulate that type of service in Hammersmith and Fulham.

Councillor Macmillan highlighted the school meals mobilisation and the change to the travel care and support service at Jack Tizard School, noting that the schools involved had been very positive and no complaints had been received. She extended her thanks to all officers involved.

## 8. **CHILD AND ADOLESCENT MENTAL HEALTH TASKFORCE REPORT**

Councillor Alan De'Ath presented the report of the Child and Adult Mental Health taskforce. He informed the committee that, in response to national concerns about mental health provision for young people, a taskforce was set up to:

- Summarise the local need for mental health and wellbeing provision.
- Assess the services available in Hammersmith and Fulham which support good mental health and emotional wellbeing for young people.
- Identify any gaps.
- Comment on whether young people and professionals had access to the right provision and services.

The taskforce members met with local providers including Rethink, the Centre for Mental Health, West London Mental Health Trust, and GPs. They also met with schools, including the Bridge Academy, Lena Gardens, Brackenbury, and Jack Tizard – and young people, including the Youth Council who helped produce a survey that yielded over 3000 responses.

The taskforce produced recommendations on the following themes:

- Access to Services, Information and Support Needs to Improve
- Training Needs to be Strengthened and Sustainable
- Transitions Arrangements
- Hammersmith & Fulham Transformation Plan
- Mental Health Challenge

Councillor De'Ath noted that mental health was a vast subject area and the taskforce was an initial look at the issue – all of the areas in the report could be examined further by the Council when looking to improve services. He thanked all of the people involved in the taskforce.

Nandini Ganesh asked if SEN schools and families had been involved in the taskforce and noted that there was confusion between autism and mental health issues in younger people. Cllr De'Ath responded that one of the recommendations of the taskforce was to increase understanding of mental health issues to address this problem. She also raised concerns that Hammersmith and Fulham did not have a behaviour and support team to carry out intervention work and that the CAMHS waiting list was too long – when people needed help they tended to need it relatively quickly. Cllr De'Ath responded by saying that CAMHS was not always the best place to address people's issues, there were a range of other services but people needed a better understanding of what was available and the best pathway. He noted that currently most of the funding was spent at the extreme end of the care pathway whereas more should be spent earlier, on preventative care and support to stop major issues developing.

Dennis Charman made the following points:

- The report should be sent to all schools in the borough for information.
- There was a mismatch between the measures of deprivation the Government used to determine levels of funding that were reducing and the increasing levels of mental health need.



- There was more work needed to determine why need was growing.
- The proposal for school based services and signposting was a good solution to the problem of the lack of awareness of disparate providers.
- However, if schools would be providing services and looking for early signs of mental health issues they needed to be properly resourced.
- In cases where school-age children receiving support were re-housed, he asked if there was continuity of provision and how that transition was handled.

Councillor De'Ath said the report would be revised and circulated to schools. He believed that the increasing need was due, in part, to better identification and awareness of mental health issues, the impact of the recession, housing, and job security. He agreed that schools needed to be properly resourced to deliver services and that more training and a different approach to looking for the early signs of mental health issues could have a significant impact on outcomes. School staff should be given mental health training as a matter of course, similar to how child protection training is now a standard expectation. Regarding young people moving home, he noted that there was a significant communication gap between CAMHS, schools, and social services but in theory cases should be transferred from one local CAMHS service to another.

Councillor Elaine Chumnerly asked that the report was also sent to all Chairs of Governors and noted she would be putting it on the agenda at her next Governor's meeting to discuss the school's pathway for concerns about mental health issues. She added that it would be useful to know the pathway for all schools.

Nadia Taylor said she was concerned that the Local Authorities contribution to mental health service funding was so (relatively) small given the increasing need.

Councillor De'Ath responded that there was a widespread funding imbalance between money spent on children and young people versus that spent on adults, however there were no easy solutions for redress.

Councillor Marcus Ginn felt there was a clear argument for a greater level of early intervention funding as it reduced the number of adults that needed to be treated, at greater cost, in the future.

Councillor Sue Macmillan thanked Councillor De'Ath and the taskforce for their hard work putting together the report. She requested that it was added to the agenda for a future meeting of the Health and Wellbeing Board so it could be discussed with the CCGs. She strongly agreed with the principle of early intervention but noted that the lag between investment and realised savings made it an increasingly difficult proposition in a climate of ongoing reductions to funding from Government. Despite these challenges, the administration was committed to improving mental health provision in the borough and were already looking at how the recommendations could be implemented.

Dennis Charman noted that there was a body of evidence supporting the idea that schools were becoming more stressful for young people, particularly with regards to exam pressures. Schools across the borough had developed

strategies to mitigate this but there was no forum to share best practice. He suggested a recommendation that encouraged collaboration on strategies between schools.

Councillor Caroline Ffiske requested a briefing on the public health budget and areas of potential crossover with Children's Services.

The Chair then invited questions from floor.

Shea Shimer Wong, resident, addressed the committee and informed members that she was developing a mental health mobile app that encouraged users to do a daily check-in and micro-blog their experiences. The app would then recognise early warning signs and suggests local support services to users. She welcomed the report and said she was keen to work with local schools to help them improve tracking of mental health concerns in their students.

Marie Thomas, resident and school governor, said she had seen children entering nurseries displaying mental health issues and too many young people with challenges in this area were lost in the system. The best way to tackle these problems was to see children regularly and identify problems at the earliest possible stage.

Councillor Macmillan agreed that early help services for 0-5 year olds had waned in recent years but ensured that the administration was committed to the area. There was an exciting project underway to join-up early help services and mental health would be a crucial element of that project.

The Chair said she would write to the young people involved in the work of the taskforce to thank them for their participation. She would also send the report to the Youth Council, including their lead member for mental health, to give them an opportunity to provide input.

#### **RESOLVED**

1. The Committee requested that a revised version of the taskforce report be sent to all schools and Chairs of Governors.
2. The Committee requested that the taskforce report be considered at the next appropriate Health and Wellbeing Board meeting.
3. That the Chair write to the young people involved in the taskforce and send the report to the Youth Council for their input.

### **9. SCHOOL HOLIDAY CHILDCARE PROVISION**

Clare Chamberlain presented the report that outlined school holiday childcare provision in the borough. Additional information on provision for young people with special educational needs and disabilities was circulated with drafts of the 'Summer in the City' activity leaflets.

Councillor Elaine Chumnerly noted that the report did not go into enough detail about the affordability of childcare, a case study of a typical family

would have been useful, as would information on where the Council could provide some support. She felt the report did not address the key problem with childcare provision – that it tended to be fractured, making it difficult for working parents to sustain appropriate provision over the long summer period.

The Chair requested a report looking at the future of childcare in the borough and asked that as part of the report, officers looked into the possibility of providing quality childcare provision in partnership with local employers. She also asked that the report include information on the support the Council gave, or could give, to working parents. The report was to be added to the work programme for the meeting in November.

#### **RESOLVED**

That the Committee requested a report, schedule for November, looking at the future of childcare in the borough. To include options for providing quality childcare provision in partnership with local employers and information on the support the Council gave, or could give, to working parents.

### **10. SERVICE IMPROVEMENTS FOLLOWING OFSTED INSPECTION OF FAMILY SERVICES**

Clare Chamberlain presented the report that outlined planned service improvements to Family Services following the recent Ofsted inspection. She highlighted proposed changes to the emergency duty team – which would be moving from a single person to a broader on-call system to increase capacity. She also highlighted the additional of providing access to independent advocates as it was felt they added considerable value.

Dennis Charman noted that he supported the proposals in the report and asked that the committee reviewed progress against them in six months.

#### **RESOLVED**

That the Committee review the post-Ofsted service improvements in six months.

### **11. WORK PROGRAMME**

Councillor Alan De'Ath asked for a report on the admission policies of all secondary schools in the borough, including a map of their catchment areas and information on which primary schools the pupils came from. The Chair asked that the report included an overview of the most common questions that parents ask about school admissions policy and how the Council assisted parents to ensure everyone had equal understanding of the process.

**ACTION: Wendy Anthony**

Dennis Charman felt the Committee should consider the impact of the upcoming academies white paper and changes to the national funding

formula for schools. The new legislation represented a significant change to local oversight for schools and members should be briefed on how the Council sees its role going forward. A report would be added to the work programme for November.

**ACTION: Ian Heggs**

**12. ANY OTHER BUSINESS**

Dennis Charman informed members that this would be his last meeting as he was retiring soon. He said it had been a privilege to represent the voice of teachers on the Committee. The Chair, on behalf of all members, thanked him for his valued service and wished him a very happy retirement.

Meeting started: 7.00 pm  
Meeting ended: 9.13 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.

# Agenda Item 5

<p>London Borough of Hammersmith &amp; Fulham</p> <p><b>CHILDREN AND EDUCATION POLICY &amp; ACCOUNTABILITY COMMITTEE</b></p> <p>19 September 2016</p>	
<b>EXECUTIVE DIRECTOR'S UPDATE</b>	
<b>Report of the Executive Director of Children's Services</b>	
<b>Open Report</b>	
<b>Classification:</b> For Information <b>Key Decision:</b> No	
<b>Wards Affected:</b> All	
<b>Accountable Executive Director:</b> Clare Chamberlain, Executive Director of Children's Services	
<b>Report Author:</b> Clare Chamberlain, Executive Director of Children's Services	<b>Contact Details:</b> Tel: 020 8753 3601 E-mail: <a href="mailto:clare.chamberlain@lbhf.gov.uk">clare.chamberlain@lbhf.gov.uk</a>

## 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

### Summary of School test and Exam Outcomes 2016

#### Primary schools

- 3.1. Overall our primary schools have performed exceptionally well this year across the Key Stages. Pupils, staff, governors and parents should be congratulated on achieving a very impressive set of provisional results.
- 3.2. In 2014, the primary curriculum was fundamentally reformed; expectations were raised, and the 2016 assessments are the first which assess the new, more

challenging, curriculum. Key Stage levels have been replaced by performance categories for KS1 and KS2 teacher assessments (which allow analysis of those working at the expected standard, and those working at greater depth), and by scaled scores in KS2 tests (scores are standardised to a national average of 100, based on marks awarded). Therefore, the DfE (Interim national curriculum assessments at Key Stage 2, 2016) have advised that comparisons should not be made with previous years.

### Early Years

- 3.3. The early years profile has not changed, and there has been an improvement in the outcomes of the early years assessments. The percentage of the Reception cohort with a good level of development was provisionally 71% in Hammersmith and Fulham in 2016, up two percentage points from 69% in 2015. The provisional national average of 69% in 2016 represented a three percentage point increase from 66% in 2015.

### Key Stage 1 (7 year olds)

- 3.4. The percentages of pupils working as expected at Key Stage 1 were above the national averages in reading (78%, compared with 74%), in writing (70%, compared with 66%) and in mathematics (77%, compared with 73%).
- 3.5. The percentages of pupils working at greater depth at Key Stage 1 were also above the national averages in reading (31%, compared with 24%), in writing (18%, compared with 13%) and in mathematics (26%, compared with 18%).

Key Stage 1 Teacher assessments						
	LBHF			NATIONAL		
	Reading	Writing	Maths	Reading	Writing	Maths
Working as expected	78%	70%	77%	74%	66%	73%
Working at greater depth	31%	18%	26%	24%	13%	18%

### Key Stage 2 provisional results (11 year olds)

- 3.6. The percentages of pupils working as expected at Key Stage 2 were above the national averages in reading, writing and mathematics overall (61%, compared with 53%), in reading (74%, compared with 66%), in writing (78%, compared with 74%) and in mathematics (79%, compared with 70%).
- 3.7. The percentage of pupils working at greater depth at Key Stage 2 was also above the national averages in writing (18%, compared with 15%).
- 3.8. In tests, scaled scores were above the national averages in reading (104.4, compared with 103.0) and in mathematics (104.5 compared with 103.0).

**Key Stage 2**  
**Tests (reading and mathematics) and teacher assessments (writing)**

	LBHF				NATIONAL			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
<b>Working as expected (Tests and TAs)</b>	74%	78%	79%	61%	66%	74%	70%	53%
<b>Working at greater depth (TAs only)</b>	-	18%	-	-	-	15%	-	-
<b>Scaled Score (Test only)</b>	104.4	-	104.5	-	103.0	-	103.0	-

## Secondary Schools

### GCSE (provisional results)

- 3.9. In 2016 the reporting requirements for GCSE have also changed. 5 or more GCSEs at Grades A\*-C with English and mathematics is no longer a headline indicator, and has been replaced with Attainment 8 (a score based on points for eight main subjects where A\*=8 - G=1) and Progress 8 (a score standardised to a national average of 100, based on the GCSE points that would be expected, given prior attainment at KS2). The 2016 conversions for P8 will not be available until Autumn.
- 3.10. Additionally, a new headline indicator A\*-C in English and mathematics (basics) has also been introduced; 69% of students provisionally achieved the basics in 2016, compared with 64% in 2015, which was above the 2015 national average (56%).
- 3.11. The DfE have also retained the English Baccalaureate (a measure based on a combination of English, mathematics, science, a language and a humanities subject). 48% of students provisionally achieved this standard in 2016, compared with 37% in 2015; this was also considerably above the 2015 national average (23%).
- 3.12. The borough also performed well in terms of the deleted indicator, 5 GCSEs at Grades A\*-C including English and mathematics, at 67% provisionally, up from 63% in 2015 (54% nationally).
- 3.13. It is worth stressing that the GCSE results available to the Local Authority are very provisional at this stage and subject to changes after re-marks and additional checks are undertaken. The Department for Education plan to publish provisional secondary school results before 31st October and this will be followed in January 2016 with the publication of the validated performance tables.

### **A Level (provisional results)**

- 3.14. For A Levels, the percentage of papers awarded a Grade A\*-B was provisionally 52% in 2016 (the 2016 national average was 53%), up from 49% in 2015, and those achieving the highest grades (Grade A\*-A) was 25% (the 2016 national average was 26%), as in 2015.

## **4. NATIONAL SCHOOLS FUNDING FORMULA**

- 4.1. In late July, the government confirmed that it is no longer intending to put the National Schools Funding policy in place in 2017-18 and that it will now be delayed until 2018-19.
- 4.2. For the 2017-18 academic year, schools will still be funded through the local formula set by their local authority. Furthermore, there will not be a reduction in the schools or high needs block of the dedicated schools grant and the current minimum funding guarantee for schools will be retained.
- 4.3. A response to the first stage of the consultation on the formula is now expected from the government in the autumn of 2016, while the second stage of the consultation (on the proposed detail of the policy) is due to be launched later in the year.

## **5. SAFEGUARDING AND CORPORATE PARENTING**

### **Head of Service looked after children**

- 5.1. We would like to inform the committee that Adam Davis has recently started as the new permanent Head of Service for the Looked After Children's Service.

### **Ofsted**

- 5.2. The results of recent Ofsted Single Inspection Framework inspections have left Hammersmith and Fulham as the 3rd best (equal) Local Authority out of the 106 inspections to date.
- 5.3. There is possibility that Hammersmith and Fulham's Family Services and other multi-agency partners may be subject to a Joint Targetted Area Inspection (JTAI) for children in need of help and protection. The new theme for these inspections is domestic abuse, with 7-10 authorities likely to be inspected between now and March 2017. In anticipation of this, a multi-agency audit of local practice in relation to children experiencing domestic abuse is planned. The committee will be provided with updates on the progress of the audits and any areas for improvement highlighted.

### **Year end summary of Family Services data**

- 5.4. The general themes for the end of year summary data of Family Services showed that this financial year there has been:
- A rise in the number of children on the **child protection list** – 119 children, compared to 102 at the end of March 2016, and a rate of 35 per 10,000 population compared to 40 per 10,000 population in London



- This reflects a higher than average number of **child protection investigations** this year (27% up on last year)
- A slight fall in the number of **children looked after** – 196 compared to 198 at the end of March 2016, and a rate of 58 per 10k population compared to 55 per 10k population in London.

## 6. PUTTING CHILDREN FIRST

- 6.1. In July the government published the paper 'Putting Children First', which outlines its reform programme for children's social care in England over the next five years.
- 6.2. The programme is broken down into three fundamental pillars of reform:
- **People and Leadership:** Hiring the best staff, giving them the best skills possible and developing/utilising leaders who can nurture excellence in others.
  - **Practice and Systems:** Creating the conditions for innovation and excellent practice, especially through cooperation and having successful local authorities to lead others.
  - **Governance and Accountability:** Confirming the methods used are working, using data efficiently to lead work and allowing innovation to create new organisational methods which can radically improve services.
- 6.3. The report emphasises that change should be locally driven by leaders and strong local partnerships. It states that current examples of success combine innovation with the relentless pursuit of excellence; therefore, flexibility is needed to allow for help to be delivered in a way that suits the local context.
- 6.4. As part of our work as a Partner in Practice, the borough will lead work to develop and deliver this programme, with the support of other Partners in Practice and high performing local authorities. The programme will have input from the best existing practice leaders and will have a particular focus on developing the pipeline of future leaders to work in challenging areas and newly-created Trusts.
- 6.5. A full briefing on the report has been produced by the Strategy, Partnership and Organisational Development Team in Children's Services and can be provided on request.

## 7. VIRTUAL SCHOOL CAREERS EVENT

- 7.1. The Virtual School for Looked After Children recently held a careers event to provide a forum for the borough's looked after children and care leavers aged 16-25. They were provided with information, advice and guidance about job and career options and were given the opportunity to speak directly with employers about what they are looking for in potential job applicants.
- 7.2. The event also offered employers the opportunity to publicise and offer jobs, apprenticeships, internships and work experience to young people.

- 7.3. The Virtual School publicised the event widely amongst all teams and targeted specific young people who they felt would benefit from the event. The Virtual School will follow up each young person who attended to find out what opportunities they were offered and whether they will be taking these up.
- 7.4. Some initial findings from evaluations undertaken with the young people are as follows:
- 100% of the young people surveyed enjoyed the event
  - 100% of the young people felt it gave them a better understanding of different jobs or courses available to them
  - 100% of the young people felt they gained a better understanding of qualifications they might need for jobs
  - 94% of the young people felt that it helped them find out what they'd like to do in the future; was a useful way to understand and research study options and believed they found courses / apprenticeships / jobs they would like to apply for.
- 7.5. Feedback from employers evidenced the fact that the young people in attendance were engaged and interested in the opportunities that were on offer, while carers and keyworkers showed great interest in supporting the young people to find information that linked to their aspirations.
- 7.6. All employers who attended said that they received a high level of support, including appropriate briefing before the event. They said that participation was worthwhile and that they would participate in similar Virtual School activities in the future.

## **8. COMMISSIONING**

### **School Meals**

- 8.1. Following a successful mobilisation of the final phase of the school meals contracts across the three boroughs, the new school meals contract went live on the 6th June 2016 in Hammersmith and Fulham and produced over 32,000 meals in the first week alone across 35 Nursery, Primary and Special schools and 5 secondary schools. Eden, the incumbent contractor, who retained the Nursery, Primary and Special Schools contract, planned a week of themed celebration days within schools to launch the new contract and meal service. Caterlink introduced new food hubs to the counters and will be concentrating on introducing more healthy and themed choices to encourage the meal up take in the secondary settings.
- 8.2. The dedicated School Meals Contract Team (Contract Team) are working closely with both contractors through both daily unannounced site visits and regular contract discussion meetings to ensure the new service specification is being robustly adhered to, and schools and pupils are happy with the new service. Formal monitoring audits of the service will commence in September 2016. To encourage job opportunities within the borough and to promote the new school meals service, Eden organised an open day held at the London Borough of Hammersmith and Fulham town hall for parents/carers. This event was well attended. Work will continue with schools and academies on the social

value priorities under the new contract including the implementation of a number of apprenticeships positions and work experience placements.

## **Travel Care and Support**

### **Existing arrangements**

- 8.3. The first term of the Jack Tizard contract was delivered successfully by CT Plus with positive performance indicators reported by the contractor and a high quality of service reported.
- 8.4. The quantitative data obtained in advance of the first contract monitoring meeting provides a positive picture of the performance of this provider. Below is a summary of performance to date.
- 8.5. When viewed as a total, 0.8% of services were later than the 15-minute period agreed in the contract and this was predominately caused by traffic congestion during June/July 2016.
- 8.6. All staff have completed communication training and the relationship between school and CT Plus continues to develop, CT Plus have to date continually provided a management representative at the school mornings and afternoons which has reassured parents, carers and the school.
- 8.7. With regards to the wider provider market, there has been a dramatic reduction in the volume of complaints received pertaining to transport (three received in the first quarter of 2016-17 compared to eight in the same period of the previous year, all of the three were proactively responded to and only one of these upheld). Additional feedback from parents and the school will be captured this term alongside the wider engagement with parents, children and young people, schools and other key stakeholders for the future provision in the borough.

### **Future Provision**

- 8.8. A project is underway within to re-commission passenger transport services. Currently in the design phase, there is a project group working with the borough to define a procurement strategy with the aims of re-procure an enhanced service for services users, carers and parents. A full strategy will be presented to the November Cabinet and will be consulted upon in the run up to this date. A model of co-design and active engagement with carers, parents and schools will be adopted and will run for the lifespan of this re-commissioning project (September 2016 – September 2017).

## **9. EQUALITY IMPLICATIONS**

- 9.1. 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.

## **10. LEGAL IMPLICATIONS**

- 10.1. 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.


## **11. FINANCIAL AND RESOURCES IMPLICATIONS**

- 11.1. 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**

None.

# Agenda Item 7

<b>London Borough of Hammersmith &amp; Fulham</b>		 hammersmith & fulham
<b>CHILDREN AND EDUCATION POLICY &amp; ACCOUNTABILITY COMMITTEE</b>		
<b>19 September 2016</b>		
<b>THE IMPACT OF RECENT SPECIAL EDUCATIONAL NEEDS POLICY CHANGES</b>		
<b>Report of the Director of Education</b>		
<b>Open Report</b>		
<b>Classification:</b> For Information <b>Key Decision:</b> No		
<b>Wards Affected:</b> All		
<b>Accountable Executive Director:</b> Clare Chamberlain, Executive Director of Children's Services		
<b>Report Author:</b> Ian Heggs, Director of Education	<b>Contact Details:</b> Tel: 020 7361 2338 E-mail: <a href="mailto:ian.heggs@lbhf.gov.uk">ian.heggs@lbhf.gov.uk</a>	

## 1. EXECUTIVE SUMMARY

This report provides an overview of recent developments in national policy in relation to children and young people with special educational needs (SEN). It also provides a summary of how Council services have implemented the changes and are supporting children, young people, parents and education settings. Finally it describes service improvements that are taking place now and in the near future.

## 2. RECOMMENDATIONS

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

## 3. INTRODUCTION

- 3.1. The Children and Families Act 2014 introduced significant changes to the way services are coordinated to support children and young people with SEN. The overall aim was to improve cooperation between education, health and social care services and to introduce a more person-centred and outcomes-focused approach to supporting children and young people with special educational needs and disabilities, and their families.

- 3.2. Key changes and developments resulting from the Act include the replacement of statements of SEN with Education, Health and Care Plans; the extension of the age range for which a child/young person could be eligible for support from 19 to 25; the development and publication of a “local offer” of services and provision for children and young people with SEN and disabilities; active involvement of children, young people and parents in planning and decision making (known as co-production); joint planning with nurseries, schools, colleges and other settings; joint planning with other services, and better planning to support transition to and preparation for adulthood.

#### **4. EDUCATION, HEALTH AND CARE PLANS**

- 4.1. ‘Statements’ of SEN are being replaced with a new outcome focused ‘Education, Health and Care (EHC) Plan’, which may be maintained by the local authority for children and young people from birth to 25. Decisions to issue EHC plans follow a 20-week assessment of the education, health and social care needs of individual children or young people. Where a plan is required, the expected outcomes for the child or young person, and the support and resources required to achieve the outcomes are all specified in the EHC Plan.
- 4.2. From January to December 2015, the borough finalised 25 new Education Health and Care Plans. From national SEN<sup>2</sup> data, 54.2% of these plans were completed within 20 weeks, compared with 59.2% nationally. 18 week ‘Transfer reviews’ have also been taking place for children and young people who had statements under previous legislation. Whilst the transfer review process is taking place, children and young people continue to receive the support identified through their statement of special educational needs. The transfer review process then establishes whether an EHC Plan needs to be issued and, if it does, the support and resources required to achieve the agreed outcomes.
- 4.3. The DfE expects that all the transfer review processes will be completed by 1 April 2018. The most recently published national data set was in December 2015, when the borough had completed 2.3% of transfer reviews, compared with a national average of 18.2%; this is due to the local authority focusing on quality and co-production wherever possible, combined with the significant pressures the new legislation has put on partner services who are now actively involved with the assessment and re-assessment processes. A more recent review of progress with transfer reviews is underway and revised data is expected later this month.
- 4.4. There has been a staged process in place to carry out Transfer Reviews, prioritising children and young people in the school year before they go through significant transitions (Years 6, 11 and 13) to ensure their next education placements can be identified by February 15 (a statutory requirement) in the year before they transfer. The SEN Service is writing to parents of children where a transfer review is needed, seeking implied consent to start the process. There has also been communication between SEN keyworkers and SENCOs so that schools can start to plan dates for Transfer Review meetings (which happen at the beginning of the process) in liaison with parents. To ensure the 2018

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<sup>1</sup> Statements of SEN and EHC Plans, England, 2016, Department for Education

target is more likely to be met whilst maintaining a high standard, additional interim resources are being put in place. To be successful, currently 677 Transfer Reviews need to take place by April 2018. There are milestone targets for 271 of these to have been completed by April 2017 and the remaining 406 to have been completed by April 2018.

- 4.5. There have been a range of responses from parents and carers based upon their experience of processes resulting from the Act. There were high expectations both locally and nationally that the process of identifying and meeting special educational needs would immediately improve. However, in practice, time has been needed to identify and develop the resources, knowledge and training required to deliver the changes demanded. Parents who have experienced previous SEN legislation and approaches have tended to experience the new processes as more interactive. A particular challenge has been the demand that all EHC assessments are completed within 20 weeks regardless of the complexity of child's needs and some parents have expressed the priority of ensuring the assessment is accurate leading to meaningful outcomes over the time taken to conclude the assessment and issue an EHC plan.
- 4.6. Some issues have been identified in relation to application of the new processes to children aged under 5. These are related to the tendency for there to be fewer reports available and diagnoses to inform decisions to proceed or not with an EHC assessment and that there is not usually an Educational Psychologist report available at this stage. With more children being assessed before they are 5, the need for special school provision is identified earlier and there is not always sufficient local provision to meet identified needs. There is also a greater need for professionals from different agencies to work in a more coordinated way, to deliver holistic outcomes.
- 4.7. A number of parents have made use of new provisions to take advice and make use of mediation processes when there are disputes over decision making. From October 2015 to date, 17 families have made use of mediation after receiving advice.

## **5. THE LOCAL OFFER**

- 5.1. The Children and Families Act required all Local Authorities to publish a 'Local Offer' outlining the services that are available to children and young people with Education, Health and Social Care needs, and their families.
- 5.2. An initial version of this was published on the Council website in September 2014. Following significant consultation with local parents and young people, a new site was developed offering clearer, more comprehensive and accessible information for children and their families. The local Parent Carer Forum, Parentsactive have been a key partner in developing the new site. A "soft launch" of the site has taken place with full implementation due before the end of 2016.
- 5.3. Consultation with young people themselves is crucial for the development and improvement of our Local Offer. Children and young people in a range of

settings including Ealing, Hammersmith and West London College have contributed over a number of sessions to provide feedback about the website. This has led to improvements, e.g. to change the type of social media used to one which is more relevant to young people and adding pictures to illustrate activities on offer. Other suggestions have been included in a future development plan for the site.

## **6. CO-PRODUCTION**

- 6.1. Under the Act, the local authority must ensure that parents and young people are actively included in strategic planning and decision making regarding meeting special educational needs. Work with Parentsactive, the support group for parents of children and young people with SEN or disabilities in Hammersmith & Fulham, has enabled further opportunities for parents to participate in the development of services. This has been facilitated particularly through the initiation of a Parent Reference Group, a joint initiative with other key stakeholders and partners concerned with the SEND remit of the Children and Families Act, which started meeting in April 2014.
- 6.2. The Parent Reference Group includes representatives from local support groups for parents of children and young people with SEN and disabilities: the Information Advice and Support Service, Independent Supporters and from Barnardo's. This group has provided a mechanism through which parents can contribute to and influence the development of new systems required as part of implementing the Act. This has recently facilitated a means of coordinating feedback from the first parents and young people to have gone through the new joint education, health and care assessment process.
- 6.3. Coproduction has also had a positive impact on local processes for assessing children and young people. For example, the EHC Needs Assessment includes Draft Plan meetings where parents, carers and young people meet with key workers and the professionals who have contributed advice to discuss the outcomes that they would like to achieve and how such outcomes might be supported. In addition, we are developing a mechanism to include a parent's perspective in decision making and the panel process. This is expected to be a similar approach to the way that the perspectives of professionals such as educational psychologists, head teachers, health professionals, outreach advisors etc, are already represented in such forums. A workshop will take place to consider the advantages and challenges of approaches already in place in some other local authorities. We will also consult Parentsactive over the options which emerge.
- 6.4. The expertise and experience of parents or carers of children with SEN or disabilities has been used to inform and lead a programme of training developed for professionals who work directly with such children, young people and their families. Led by Parentsactive in partnership with similar parent advocacy groups based in Westminster and Kensington and Chelsea, the "Parent's Perspective" training helps professionals to better understand the challenges of managing family lives when one or more children have SEN or disabilities. This has led to excellent feedback from the professionals who have attended and further sessions are planned.



## **7. JOINT PLANNING WITH NURSERIES, SCHOOLS, COLLEGES AND OTHER SETTINGS**

- 7.1. Education settings have been actively engaged by the local authority in supporting the implementation of the Act. Head teachers and SENCOs are represented on the Children and Families Act Executive Board and participate in multi-agency decision making panels. To ensure all settings across the borough are well informed, the SEN Service has developed a toolkit for local settings and professionals which explains the expectations, processes and documentation associated with the Children and Families Act, and provides a useful reference point in addition to the information available on the Local Offer website. This is reviewed and updated as national and local learning takes place, and is currently undergoing a detailed review. Training has been provided to SENCOs, head teachers of mainstream and special schools and settings, health professionals, Social Care colleagues and key workers around the Education Health and Care Needs Assessment processes, focusing particularly on person centred approaches to planning and developing effective and appropriate outcomes. This is being embedded through a peer-to-peer training model. This training is one of a range of strategies to support schools to meet expectations of them under the Act.
- 7.2. Education settings have received guidance from the local authority on how to respond to a requirement to publish an SEN Information Report, which confirms how they identify, support and monitor the progress of children and young people with SEN. School leaders including governors, the senior leadership team and SENCO have responsibility to publish and update this report. Further work is planned to continue to improve schools' responses to this requirement.
8. As is the case with parents, schools also have a mixed response to implementation of the Act. There have been challenges in the transition from the previous process with which all schools were very familiar, and a lack of confidence around the new processes, expectations and demands, but also a positive approach to learning about the new legislation. There has been good feedback about the new "keyworker" model where named workers are linked to individual schools. There has also been enthusiasm for the more holistic and outcomes-focused approach of EHC planning as opposed to a previous system which tended to focus solely on the educational needs of a child regardless of complexity of a child's other needs. Schools are required to be significantly more involved in a joint assessment and decision making process and this has led to increased demands on staff time.

## **9. BETTER PLANNING TO SUPPORT TRANSITION**

- 9.1. Joining up services to work together on transition planning was identified as a manifesto priority of the current Administration with an expectation that adult and children services should be working together to plan this once children reach the age of 14.
- 9.2. Some young people now continue to have support through EHC plans to the age of 25. More extensive and coordinated planning has therefore been taking place to meet the needs of young people with EHCPs as they go through key

transitions at the ages of 16 and 19 years of age. There is also a greater need to ensure there is sufficient education, health and social care provision and resources available to ensure effective transitions and the consequent placements, over the longer timescale.

- 9.3. A tracking meeting is being established for young people aged 14 and above to ensure that where needed, the SEN Service, the Children with Disabilities Service and Adult Social Care develop robust, coordinated transition plans as part of the Preparation for Adulthood process. The meeting will review cases across Hammersmith and Fulham as well as Kensington and Chelsea and Westminster.
- 9.4. A Supported Employment Provider (SEP) Network has also been meeting since July 2016 involving parents and carers, schools, colleges, supported employment providers, Job Centre Plus, Housing, Economic Development, the Volunteer Centre and Education Business Partnership. The group aims to develop a supported employment pathway (identified through the Local Offer), a Supported Employment Strategy, better data systems to track employment and training of young people with SEND and jointly developed performance indicators for all providers.
- 9.5. Particular local developments have included the extension of Queensmill School's 19-25 years education pilot offer for young people who have autism. This will be delivered at Options Day Centre and will jointly develop their work experience and internship model to benefit both young people with complex autism and the adults who use the Day Centre. In addition, a supported internship scheme has been set up by the Council which has created six opportunities for young people with SEN and/or disabilities who have an EHC plan. The young people will spend 4 days of each week in the workplace with support from specialist Job Coaches with one day a week of complementary study provided by Ealing, Hammersmith and West London College.

## **10. SERVICE IMPROVEMENTS**

- 10.1. A Commissioning Strategy is being developed as part of a joint commissioning project with the Children with Disabilities Service, Health and Adult Social Care. The programme includes an assessment of key service areas, analysis of current and projected future demand for services followed by the development of a Commissioning Strategy to identify opportunities in response to the identified demands.
- 10.2. The analysis has identified key priority areas including an anticipated increase in the proportion of the SEN cohort who are of secondary school age. Autistic Spectrum Disorder is the main primary need of children and young people with statements or EHC plans and this level of need will remain high; it is possible that it will continue to increase. The analysis also identified the significantly higher cost of independent and non-maintained educational provision, particularly when outside of the borough compared with state funded local provision.

- 10.3. Service developments are now being planned and developed with Health and Adult Social Care which prioritise therapies (including Speech and Language Therapy, and Occupational Therapy); early identification pathways; personal budgets for children, young people and their parents/carers to purchase identified support; SEN outreach services; externally commissioned short breaks and a review of the use of residential placements within the context of developing local provision.
- 10.4. The above developments exemplify improvements to joint working between education, health and care agencies which have resulted from implementation of the Act. While significant progress has been made, further developments to organisational structures to meet ongoing demands resulting from new ways of working are needed and are being actively pursued. This has led to a newly created role of Assistant Director for SEN and Disabilities to which Mandy Lawson, the former Head of Disabled Children's Services, has been appointed. This role will provide a single strategic lead for services relating to SEN and education of vulnerable and Children with Disabilities. The new service will be called the SEN and Disabilities (SEND) Service.
- 10.5. In addition to the creation of the new Assistant Director role, work is underway to create additional management and practitioner capacity in the SEN Service. The recruitment process for these roles is being supported and informed by head teacher and parent forum representatives.
- 10.6. A new Transfer Review Team is appointing a small team of keyworkers to lead on the transfer of statements to EHC plans. This team will work towards completing all the transfer reviews by April 2018. This initiative will also enable the core keyworker team to focus on completing new EHC assessments within the 20-week deadline.
- 10.7. Management capacity is also being increased in the area of SEN: two new Deputy Head of Service posts have been created to increase both the focus on effective service delivery and on quality assurance.
- 10.8. Management capacity is also being increased in the Children with Disabilities Service, to take forward the improvement plans for these services. Recruitment has recently taken place for an interim Head of Social Work Services and an interim Head of Short Breaks and Resources.

## **11. EQUALITY IMPLICATIONS**

12. Significant numbers of children and young people who have special educational needs will also have a disability which is a protected characteristic under the Equality Act 2010. The purpose of this report is to describe the local authority's actions to better meet the needs of children and young people who may have this protected characteristic as well as plans to continuously improve services.

## **13. LEGAL IMPLICATIONS**

The report sets out an overview of the changes introduced by the Children and Families Act 2014 (the Act) in relation to Local Authorities duties towards children with special educational needs. There are no legal implications arising from this report. The aim of the report is to inform the Committee of the progress the

Council has made in relation to the implementation of the changes introduced by the Act and to invite their comments upon the same.

Hazel Best, Principal Lawyer Social Care and Education, Legal Service

#### **14. FINANCIAL AND RESOURCES IMPLICATIONS**


14.1. Implementing the Act has led to significant financial implications for Children's Services expenditure when comparing 2013/14 and 2015/16. This has included:

- A 40% increase in placement costs, with additional costs incurred from placing higher numbers of young people aged 16 plus.
- A 21% increase in transport costs again resulting particularly from higher levels of provision for young people aged 16 plus.
- Additional staffing costs have also been incurred partly funded by the SEN Reform and Burden's Grants provided by the DfE to help support the implementation of the Children and Families Act.

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

None.

# Agenda Item 8

<b>London Borough of Hammersmith &amp; Fulham</b>  <b>CHILDREN AND EDUCATION POLICY &amp; ACCOUNTABILITY COMMITTEE</b>  <b>September 2016</b>	
<b>CARE LEAVER ACCOMMODATION (SEMI-INDEPENDENT LIVING)</b>	
<b>Report of the Cabinet Member for Children and Education</b>	
<b>Open Report</b>	
<b>Classification:</b> For review and comment <b>Key Decision:</b> No	
<b>Wards Affected:</b> All	
<b>Accountable Executive Director:</b> Clare Chamberlain, Executive Director of Children's Services	
<b>Report Author:</b> Justine Roberts, Head of Commissioning	<b>Contact Details:</b> <a href="mailto:justine.roberts@rbkc.gov.uk">justine.roberts@rbkc.gov.uk</a>

## 1. EXECUTIVE SUMMARY

- 1.1. Following a review of the local authority's offer of Semi Independent Living (SIL) accommodation in 2014, a procurement was undertaken to commission a single provider who could improve the quality of provision and outcomes for young people while also delivering significant financial savings compared with previous arrangements. Centrepont was the successful provider and was awarded the contract in March 2015, to commence from May 2015.
- 1.2. Whilst there have been some issues during the first year of the mobilisation of the contract, the overall impact of this contract has been positive, reducing the need for young people placed in bed & breakfast accommodation and delivering significant savings. However, the first annual review of the contract has identified areas where Centrepont needs to improve performance.
- 1.3. As a result, a new performance management structure has been implemented and a Performance Improvement Action Plan has been put in place by the local authority. This is currently being finalised in partnership with Centrepont and there are already early signs of improved performance.
- 1.4. The purpose of this report is threefold:

- a) To provide an outline of the Semi Independent Living Accommodation provision for care leavers in Hammersmith and Fulham
- b) To summarise the headlines from Centrepoin't's Annual Contract Performance Review
- c) To outline the future direction for the continued improvement of the delivery of the service and the proposed contract management process

## **2. SERVICE BACKGROUND AND CONTEXT**

- 2.1. Under the Children Leaving Care Act 2000 all Local Authorities have a statutory duty to act as corporate parents to Looked After Children aged 16-18 and Care Leavers aged 18-25. Under this duty, Local Authorities are required to provide care as "good and reasonable" parents would to their own children.
- 2.2. At an operational level, this translates to a provision of Semi Independent Living (SIL) services (accommodation and support) with the aim of helping young people build a range of life skills, enabling them to make a successful transition from being looked after to becoming a 'care leaver' and ultimately living independently.
- 2.3. In 2014, Children's Services undertook a comprehensive review of arrangements of SIL for Looked After Children aged 16+ and Care Leavers. This review was undertaken with a view to developing a consistent approach to the commissioning and utilisation of semi-independent placements, providing a continuum of support for young people leaving care to those living independently in the community.
- 2.4. The review examined demand, current service models and the market for SIL provision. It identified opportunities to improve the service through the development of an integrated block contract arrangement which would blend the care leaver and young people at risk pathways. The benefits of this approach were identified as follows:
  - Greater consistency in the quality and costs of Semi Independent Living;
  - Easier to ensure regulation of the properties utilised in-borough;
  - Greater security to the successful provider, encouraging greater investment in the service;
  - The longer term working relationships of block contracts can improve relationships between all stakeholders;
- 2.5. Additionally, the review identified that new commissioning arrangements could achieve a reduction in cost of £1.16m through:
  - An increase in the number of young people expected to be placed in cheaper block contract arrangements (71 compared to 55 in 2013/14) rather than spot purchase;

- All rent payments to suppliers made net of housing benefit so the local authority does not incur full cost of rent for 18+ users entitled to benefit payments;
- A clearer definition of the entitlement of support hours for Framework placements.

2.6. The resultant Procurement Strategy was agreed by the Cabinet Members for Children and Education and the Cabinet Members for Health and Adult Social Care in November 2014. This would replace the contract that was delivered jointly by Notting Hill Housing and London Cyrenians, which was due to expire on 31 March 2015.

2.7. Following evaluation of existing models and engagement with service leads and young people, the commissioning strategy identified the following core specification requirements for evaluating bids:

- **Personalisation** – Person centred approach to placements; Support planning and delivery; Staffing model and provision of key work support; Qualifications; Engaging young people and Supporting diversity
- **Outcomes** – Young person progressively steps down in the levels of support provided and is prepared for move-on to independent living; Approach to outcomes; Step-down and responding to changes in circumstance; Actions if young person is not meeting outcomes and Move-on preparations
- **Collaboration** – Establish support and manage a stable and resilient placement for the young person; Working with the Contracting Authority and the young person to positively manage any issues, disputes and / or disruption
- **Supporting and ensuring the young person accesses appropriate benefits** - Issuing of Tenancy; Placement resilience; Eviction process; Process for benefit application and Management of complex issues and disputes
- **Safeguarding** – safeguarding a young person while respecting their choice and independence by identifying and managing risks; having a safeguarding strategy; RAG systems; Communication and information sharing; Risk management approach
- **Staff suitability** – Staff recruitment; Staff training; Supervision and scrutiny of staff
- **Accommodation and support** – Property security; Added value support services for the different levels of High, Medium and / or Low support.
- **Placement stability** – Meeting the specification's requirements for move-in; any additional support provided to enable move-in and Prioritisation of initial outcomes.
- **Pricing** – Rent, Support and Discounts

2.8. Four bids were received and following the commissioning and procurement process, Centrepont was awarded the contract on 6 March 2015 to commence on 1 May 2015. This decision was made on the basis that the Centrepont bid

received the highest quality score of 37.87% out of 50%, which was 11.5% points above the then incumbent provider.

- 2.9. In addition, Centrepont was the most economically advantageous tender. The Centrepont bid also received the highest score for its 'Added Value Resource', offering young people access to a wide range of schemes and additional services such as sport, health, arts and employment, which would enhance their experience and improve outcomes.

### 3. CONTRACT MOBILISATION

- 3.1. As part of their tender, Centrepont submitted a detailed contract mobilisation plan which was facilitated by local authority. This included approaches for managing the TUPE transfer of staff, property management, and assessments of all young people's needs.

- 3.2. Given the scale of the service, the mobilisation was complex and overseen through fortnightly meetings between Centrepont and the commissioning team. A number of challenges identified at the start of the mobilisation have impacted performance in the first year. These include:

- **Service pathways** – The existing service pathway model with natural progressions from high, medium and low support was not fit for purpose. This meant the young people were unable to step down within the service / property. Therefore, a need for a restructure was identified to make the service fit for purpose and achieve improved outcomes for young people.
- **Young people's personal information** – The outgoing provider did not share comprehensive data, including support plans, with Centrepont. This resulted in additional work to assess young people and establish new plans.
- **TUPE** – There were number of issues around the TUPE process that resulted in some staff members resigning whilst others were required to be put on improvement plans leading to number of disciplinary investigations, and dismissals.
- **Repairs and planned works** – Works due to be completed by the outgoing provider in the latter part of the contract were not completed to schedule meaning that a number of the buildings inherited by Centrepont were not fit for purpose. The commissioning service and Centrepont worked intensively with the outgoing provider to resolve some of these issues. Additionally, Centrepont has invested some of its own funding to implement building improvements in the first year.
- **Registered Housing Providers** - The properties are owned by three different Registered Housing Providers - Notting Hill Housing, Shepherd's Bush Housing Group and St Christopher's Fellowship. As the service provider, Centrepont has had to enter into an agreement with the three providers to carry out a share of the housing management and repair duties. The three housing providers work to different timeframes with regards to repairs, which resulted in additional challenges when meeting contractual standards in the SIL contract.



3.3. The commissioning service and CentrePoint have been working closely together in the first year of the contract to manage day to day operational performance and manage the mobilisation issues outlined above. The operational contract management approach has consisted of:

- Weekly placement allocation
- Six-weekly meetings to review individual placement outcomes and wider contract delivery including repairs update and escalation as required
- Regular feedback from social workers and managers
- A joint away day for social workers and managers; Centrepoint managers; commissioning staff and Contracts and Placements Teams to improve working partnerships and practices
- Feedback from young people via a survey and a focus group led by the local authority
- Announced and unannounced visits to all properties by the Contract Team and Operational Service Manager

#### **4. PERFORMANCE TO DATE**

4.1. From a financial perspective, the contract has offered significant reductions against both our spot purchasing and framework agreements and as a result of having these arrangements in place we have reduced our reliance on spot purchased provision. For comparison, a low support placement in SIL would cost on average:

- £239 per week through the Centrepoint block contract
- A minimum of £315 per week through the SIL framework
- An average of £850+ per week for SIL spot purchased accommodation

4.2. Additionally, as a result of the extension in block contracting arrangements, we have been able to reduce the use of bed and breakfast. No young people were placed in bed and breakfast in the last quarter of the contract.

4.3. Our contract with Centrepoint also enables access to a range of wider support offered by the organisation which offers additional added value to the cost of services funded directly by the local authority. A full breakdown of this is provided in Appendix 2. In particular, young people have been given access to a range of opportunities to get involved in shaping service delivery – 10 speak out sessions took place in 2015/16 and 6 LBHF young people have been elected to the Centrepoint parliament.

4.4. Following the mobilisation period, there is now a new permanent staffing structure in place and a minimal use of agency staff. This has led to a better relationship with the young people, Registered Housing Providers and the local authority resulting in improvements across the key performance indicators.

4.5. Centrepoint has been actively working with the Registered Housing Providers to improve the timescale and quality of finished repairs so that void properties are

turned around to a satisfactory standard, thus making them homely and easy to re-let, resulting in customer satisfaction and reducing the number of complaints. As a result, there has been significant improvement in terms of the reduced volume of property related matters with ongoing work.

- 4.6. As a result of this increased stability and engagement work, there has been a notable improvement in performance in some areas of the contract in the first quarter of 2016/17 with the majority of performance indicators on target. An area for ongoing development work is around the timeliness of repairs. For the most recent quarter, the service achieved an average of 63% of repairs completed within timescale which is an improvement on the previous quarter but is still below target and is the subject of a Performance Improvement Action Plan provided in appendix 3.

## **5. FUTURE DIRECTION AND PROPOSED CONTRACT MANAGEMENT OF THE SERVICE**

- 5.1. As of April 2016 a new dedicated Children's Contracts Monitoring Team (Contract Team) has been in place to provide specialist contract management expertise. From July, the Contract Team have taken the lead on formal contract meetings with Centrepont, in conjunction with the Operational Service Manager, and have introduced mid-year reviews as well as having oversight of monthly monitoring activity by way of escalation as required.
- 5.2. The contract was reviewed and evaluated by the local authority on 22 June 2016 in-line with the annual performance review. This process used the performance indicators as set out in the service level agreement at the start of the contract award.
- 5.3. The Contract Monitoring Team, in conjunction with the Operational Service Manager, has carried out an initial due diligence exercise which involved:
- The review of all contract documentation – including specification
  - The review and revision of key performance indicators and nature of the metrics being collected
  - Strategic meetings with the Centrepont Senior Management
  - Site visits
  - Stakeholder engagement including a young people's survey and focus group led by the local authority
  - Designing a Performance Improvement Action Plan
- 5.4. In addition, the local authority has engaged with young people to seek their views via focus group held on 22 August 2016 and a young people's survey. The purpose of these activities is to ensure that the service is delivering the required outcomes for the local authority and young people and / or to identify whether any contract re-adjustments or improvement plans are required to improve the performance, delivery and returns. The initial results from the focus group are

positive with young people speaking highly about many aspects of the Centrepoint service. This concern was echoed by the 32 young people who recently returned surveys on their experiences of the Centrepoint service:

- 64% said that they were either very satisfied or fairly satisfied with the Centrepoint service overall with the remainder (36%) saying they were fairly dissatisfied
- 86% said that they were either very or fairly satisfied with the support they receive from their support worker
- 53% said that they were very or fairly satisfied with the quality of repair work with 13% saying they were fairly dissatisfied and 34% saying they were very dissatisfied
- Nearly 60% of young people said that they were either very or fairly dissatisfied with how quickly repair work was carried out.

- 5.5. A Performance Improvement Action Plan has been put in place by the local authority (see Appendix 3) in relation to Centrepoint's performance in a number of critical areas. For 2016/17 the action plan focuses primarily on repairs and property maintenance (which was identified as a primary area of concern by our young people). There are also action plans relating to areas of quality improvement for move on and independent living which are included because they are core to the service offer and will therefore form a key part of our contract monitoring meetings.
- 5.6. Revised performance measures and service standards / requirements have been agreed with Centrepoint. The use of these new measures along with the oversight of the delivery of the Performance Improvement Action Plan is expected to achieve a stronger strategic oversight and control of the contract, to ensure that the service continues to be aligned to service needs and that added value and service improvement is driven at a pace, thus equipping young people with sufficient independent living skills and moving them onto their own accommodation (for instance, Social Housing or Private Rented Housing).
- 5.7. Contract management and performance meetings will involve Centrepoint Management, Children's Services Contract Manager, the Placements Team and Looked After Children Team to provide both strategic oversight and operational expertise.
- 5.8. The contracts team will continue to monitor performance and progress against the action plan. Our objective is to continue to work collaboratively to facilitate these improvements. However, we have indicated to Centrepoint through our contracting meetings that if performance does not improve and/or the action plan is not fully delivered we will utilise our contractual levers, including issuing a default notice.

#### **LOCAL GOVERNMENT ACT 2000**

#### **LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT**

None.

## Appendix 1: Accommodation Portfolio and Housing Management Arrangements

Property ID	No of Units / Rooms	Support Level	Staff Cover	Housing Management Arrangements
1	7	High	Staffed 24hr a day	Notting Hill Housing
2	7	High	Staffed 24hr a day	Shepherd's Bush Housing Group
3	9	High	Staffed 24hr a day	Notting Hill Housing
4	3 (basement)	Low	Some evening cover each week <b>when required</b> but the property is not staffed 24hr a day	Notting Hill Housing
5	6	Medium	Some evening cover each week but the property will not be staffed 24hr a day	St Christopher's Fellowship / Centrepoint
6	1 (basement self-contained)	Low	Some evening cover each week <b>when required</b> but the property is not staffed 24hr a day	St Christopher's Fellowship/ Centrepoint
7	6	Medium	Some evening cover each week but the property is not staffed 24hr a day	Shepherd's Bush Housing Group
8	8	Medium	Some evening cover each week but the property is not staffed 24hr a day	Notting Hill Housing
9	8	Medium	Some evening cover each week but the property not staffed 24hr a day	Notting Hill Housing
10	7	Low	Some evening cover each week <b>when required</b> but the property is not staffed 24hr a day	Shepherd's Bush Housing Group
11	9	Low	Some evening cover each week <b>when required</b> but the property is not staffed 24hr a day	Notting Hill Housing
Support Level		Hours per week		No of placements / beds
Low		17		20
Medium		7		28
High		3		23
Properties previously managed by London Cyrenians			New properties in the SIL block contract	

## Appendix 2: No of young people who engaged in EET and various other added value activities in May 2015 – March 2016

- 6 Young people have been elected to the Centrepoint Parliament
- 51 one young people attended Learning Assessment
- 287 attended Keywork Sessions
- 51 referrals were allocated to the Health Worker for healthy living support, psychological therapies and gym access
- 26 attended Specialist Health Assessment
- All NEET young people were referred and assessed by the learning team
- The Mentoring & Volunteering Team have visited all the services
- 24 Young People participated in AQA Accredited Life-wise Workshops
- 4 Young People participated in Healthy Relationship Workshops
- 39 Young People participated in Sports and Dance Workshops
- 34 Young People participated in Other Centrepoint activities
- 10 Speak Out / Young People's Consultation Events took place
- Centrepoint Young People's Survey was carried out in the 4<sup>th</sup> Quarter of 2015/16 results pending
- 80 Outcomes Stars were completed
- A Healthy Living Advisor post was created solely dedicated to H&F services

### Appendix 3: Performance Improvement Action Plan

Issue	Proposed actions	Responsible Person	By Whom and when	Progress update
<b>Overall</b>				
Communication channels and processes for raising concerns are still being applied variably between Centrepoint and LAC teams.	SLA for communication and complaint escalation to be co-designed including briefings for all LAC staff.  Progress and compliance to be monitored via contracting meetings.	Adam Webb (CentrePoint)  Sukhi Thiara (Commissioning)  Adam Davis (LAC)	End of October 2016	
Increasing young people's engagement and participation in decision making. Whilst not a direct result of our performance monitoring, Centrepoint have identified engagement with young people as a core priority, particularly as a number of concerns have been raised by young people regarding the quality and timeliness of repairs during our engagement work,	Participation Plan to be drafted for all LBHF Centrepoint services and rolled out into services.	Adam Webb (CentrePoint)	End of September 2016	
Implementing revised performance KPIs	New Performance Framework to be incorporated into Quarter 2 PI Workbooks.  Centrepoint and Commissioning Team to hold a meeting and agree upon reports, deadlines and quality.	Adam Webb (CentrePoint)  Sukhi Thiara (Commissioning)	Quarter 2  By End of October 2016.	
<b>Maintenance</b>				
There are a number of concerns with the current quality of properties from both Centrepoint and commissioners. There is	Joint Visits to be arranged for the whole portfolio of properties including commissioning, LAC and RSLs.	Nahar Choudry (Centrepoint)	End Feb 2017	

<p>a need to gather a clearer picture of the current issues and have a longer term strategic approach to overseeing maintenance and repairs.</p>	<p>Action plans to be developed jointly for individual properties.</p> <p>Centrepoint Property Management Team to carry out monthly check of all services.</p> <p>Centrepoint Property Management to send daily and weekly maintenance reports to Service and Regional Managers.</p> <p>All Staff to attend workshops around spotting faults and how to report</p>		<p>From October 2016</p> <p>From September 2016</p> <p>By end October 2016</p>	
<p>One of the issues which young people express the most concern about is the quality and timeliness of repairs. We want to ensure that young people are able to actively feedback and be involved in shaping future decisions around repairs processes.</p>	<p>All YPs to receive satisfaction surveys on completion of repairs.</p> <p>CP will promote how to report repairs and get feedback from YP – promote via website and phone to receive texts</p>	<p>Adam Webb (CentrePoint)</p> <p>Adam Webb (CentrePoint)</p>	<p>Monthly from October 2016</p> <p>From October 2016</p>	
<p>The escalation protocol for repairs with RSLs is not fully developed and needs to be incorporated into repairs and complaints policies.</p>	<p>Centrepoint to review escalation policy with RSLs.</p>	<p>Nahar Choudry (Centrepoint)</p>	<p>End September 2016</p>	

<p>One of the ongoing issues with repairs performance has been associated with the ability of contractors to access buildings which has sometimes resulted in missed appointments.</p>	<p>Application made to Social Innovation Fund to increase staff coverage via use of volunteers for work with young people outside the service. This will mean that support staff can spend longer at the services.</p> <p>All Young People to sign agreement for access in their absence disclaimers.</p> <p>Contractors to have list of staff to contact via phone tree to ensure access</p> <p>CP are recruiting Repairs Manager who will oversee development work</p>	<p>Adam Webb (CentrePoint)</p> <p>Adam Webb (CentrePoint)</p> <p>Adam Webb (CentrePoint)</p>	<p>Tender to be released in October 2016</p> <p>End September 2016</p> <p>End September 2016</p>	
<b>Move on</b>				
<p>We want to see an increase in the number of young people engaging in sustained EET in line with our performance targets.</p>	<p>We will review our existing offer to ensure that take up of all of the opportunities currently being offered is maximised. This includes implementing an early referral system to the skills and employability team so that work can begin in advance of a placement becoming available.</p> <p>Centrepoint will be working to ensure compliance with good practice, for example:</p> <ul style="list-style-type: none"> <li>- Ensuring all young people are assessed and have individual goals and actions</li> <li>- Centrepoint brokers more opportunities for young people</li> <li>- Centrepoint participation in EET referral panel for virtual school</li> </ul>	<p>Adam Webb (CentrePoint)</p>	<p>From September 2016 and monitored monthly</p>	




	<p>- Referrals to astral (apprenticeship company owned by CP) for apprenticeship opportunities.</p>			
<p>We want to see an increase in Young People accessing support that prepares them for independent living money management and budgeting skills in line with our performance targets.</p>	<p>All young people will be expected to engage in Moneywise Modules &amp; Lifewise modules before being put forward for social housing move on.</p>	<p>Adam Webb (CentrePoint)</p>	<p>From September 2016 and monitored monthly</p>	
<p>We want to ensure that all young people have immediate access to benefits advice when moving in to a Centrepoint property.</p>	<p>Link to be made with Job Centre and Immigration Services to provide a support avenue.</p>	<p>Adam Webb (CentrePoint)</p>	<p>By end October 2016</p>	
	<p>YP meet with CP Income recovery worker to assess benefit entitlement as part of the move in process.</p>	<p>Adam Webb (CentrePoint)</p>	<p>From September 2016 and monitored monthly</p>	
<p>We want to increase the range of accommodation options available to young people as part of their move on.</p>	<p>Centrepoint to sit on LAC Accommodation Panel for social housing nominations and ensure that nominations are careful tailored to the needs of young people and the suitability of accommodation.</p> <p>Centrepoint has a number of move through accommodation options. CP will be making links through a social enterprise with a consortium of private sector landlords to facilitate increased access.</p>	<p>Adam Webb (CentrePoint)</p>	<p>From September 2016 and monitored monthly</p> <p>By December 2016</p>	

<p>We want to ensure that there is a coordinated approach to supporting the move on of young people across Centrepoint and social care teams to increase the effectiveness of our approaches and increase performance against our target.</p>	<p>Work with LBHF LAC service to develop a shared approach for move on planning.</p> <p>Incorporate new ways of working into training for both parties and our shared SLA.</p>	<p>Adam Webb (CentrePoint) Adam Davis (LAC)</p>	<p>CP and H&amp;F leaving Care Team</p>	

DRAFT

# Agenda Item 9

<p>London Borough of Hammersmith &amp; Fulham</p> <p><b>CHILDREN AND EDUCATION POLICY &amp; ACCOUNTABILITY COMMITTEE</b></p> <p>September 2016</p>	
<b>FINAL UPDATE ON THE WORK OF THE CHILDCARE TASK GROUP</b>	
<b>Report of the Chair of the Task Group – Councillor Elaine Chumnerly</b>	
<b>Open Report</b>	
<b>Classification:</b> For Information <b>Key Decision:</b> No	
<b>Wards Affected:</b> All	
<b>Accountable Executive Director:</b> Clare Chamberlain, Executive Director of Children's Services	
<b>Report Author:</b> Councillor Elaine Chumnerly, Chair of the Task Group and Steve Comber, Policy Officer	<b>Contact Details:</b> <a href="mailto:Steve.Comber@rbkc.gov.uk">Steve.Comber@rbkc.gov.uk</a> <a href="mailto:Elaine.Chumnerly@lbhf.gov.uk">Elaine.Chumnerly@lbhf.gov.uk</a>

## 1. EXECUTIVE SUMMARY

- 1.1. Following discussions around Childcare Provision held at the Children and Education Policy and Accountability Committee (CEPAC) meeting on 3 September 2014, a Childcare Task Group was formed.
- 1.2. The task group met for the first time on 17 October 2014 to agree the terms of reference and then subsequently met on six occasions to consider findings and reports from expert witnesses across a range of topics.
- 1.3. The group also conducted surveys and held focus groups with key local stakeholders to gain feedback on the current provision of childcare in the borough and identify areas for improvement.
- 1.4. The interim report of the group was produced, and identified several key areas that the task group committed to investigate in more detail. These areas are as follows:
  - The importance of accurate information for local families
  - 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

1.5. This report is to provide the committee with a final update on key developments within each of these areas.

## **2. RECOMMENDATIONS**

2.1. The Committee is asked to review the content of this report.

## **3. THE IMPORTANCE OF ACCURATE INFORMATION FOR LOCAL FAMILIES**

### **Context**

3.1. When it was first introduced, the Hammersmith and Fulham Family Information Service (FIS) was managed within the Early Help Service. During this time the FIS had to ensure that the content of the site was managed, ensuring that information was accurate, up-to-date and continually improved upon through strong links with key stakeholders and providers in the borough. Officers were also responsible for responding to telephone calls to the service, providing an avenue to families to discuss their childcare needs in person.

3.2. The Family Services Front Door was created in 2013 and, following a reorganisation of the Early Help Service, the management of the FIS website was integrated into the ‘Front Door’.

3.3. The main function of the Family Services Front Door is to screen contacts that are made with the local authority in respect of child protection and safeguarding, early help and other family services functions and to ensure that appropriate referrals are made when required. This is a pressurised and high-risk department within Children’s Services. The demands (and priorities) of screening initial child protection and safeguarding contacts has meant that the Access Officers in the Front Door Service have not been able to give the FIS website the required attention to deliver a consistently high quality service.

3.4. During their consultation with local service users and stakeholders, the Childcare Task Group found that the FIS in Hammersmith and Fulham:

- was not being used by the majority of families in the borough
- was not well promoted and many families are unaware of the service
- had a website that is difficult to navigate and families are often unable to find the information they require
- had not responded to requests from providers for their details to be updated and carries a lot of out-of-date or inaccurate information

- was maintained by Access Officers within the Family Services Front Door, which was considered inappropriate and inefficient considering the safeguarding priorities that these officers have

3.5. As a result, the Children and Education Policy and Accountability Committee agreed that Officers should investigate the potential to address the following recommendations:

1. 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.
2. That the local authority reviewed the location for the management of the FIS within Children's Services including options for future staffing arrangements.

## **Actions undertaken since Interim Report**

### **Website**

3.6. Following detailed discussions with providers, Open Objects were identified as the preferred provider for the delivery of a new and improved FIS website. Open Objects were already working with the borough on the development of an improved Local Offer and therefore are able to replicate the advanced features of this in the new FIS. These features include:

- ability for users to create an account and shortlist desired services
- ability for users to search for services based on their postcode and see on a map where services are situated in relation to their home
- ability for providers to submit details of their services and have access to amend these when required (this is moderated by local authority officer)
- ability to translate each page into multiple languages

3.7. A full action plan for the delivery of the upgrades and improvement of FIS practice has been drafted and covers the following areas:

- Updating the look and feel of the FIS website, to be in line with the new corporate refreshed website.
- Updating all of the records in the FIS to ensure they are fit for purpose and are compliant with various statutes. Immediate focus for this is on childcare provision.
- Working with childcare providers (especially childminders) to demonstrate the effectiveness of using Social Media and how this links to the FIS website.
- Implementing the new events calendar, allowing services to promote their offer and allowing parents to look for local services in a single place.
- Training providers on how to use the new system (using content via YouTube)
- Ensuring that information, advice and guidance is relevant and up-to-date.

- Establishing if the 'Rate and Review' functionality should be implemented, understanding the risks and benefits.
- Implementing the new online eligibility checker and application website for the two-year-old offer and ensure as smooth a customer journey as possible.

### **Management of the service**

3.8. As per the preferred option of the Childcare Task Group and the Cabinet Member for Children and Education we have established a single part-time post that is responsible for the FIS in Hammersmith and Fulham, with the following broad responsibilities:

- Build relationships with partners and providers and promote the service to local families
- Ensure that the content on the FIS website is accurate and evolves over time
- Conduct quality assurance on the information that is submitted by providers
- Ensure that feedback provided to the service is acted upon in a timely fashion

3.9. In advance of the development of the Integrated Family Support Service (see Section 5), responsibility for the FIS has returned to the Early help service managed by the Early Years Development Team Manager. This enables an officer to maintain effective links with members of staff that have responsibility for Early Years Services, particularly with regards to the provision of Early Help and childcare for eligible 2, 3 and 4-year-olds in the borough.

## **4. IMPROVING SUPPORT FOR CHILDMINDERS AND THE EFFECTIVENESS OF THE OFFER OF CHILDMINDING SERVICES FOR LOCAL FAMILIES**

### **Developing the support to childminding**

4.1. Children's centres provide a range of universal support services to families of children in the early years, from pregnancy through to when a child enters reception class at primary school. Their core purpose is to reduce inequalities and disadvantage and to improve outcomes in respect of:

- child development and school readiness;
- parenting aspirations and parenting skills; and
- child and family health and life chances.

4.2. Children's centres act as a hub for the local community, playing an important role in building community support and cohesion. It has been with this in mind and that the Children's Centre Ofsted inspection requires them to have a relationship with childminders in their area, that support for childminders facilitated by early years teams and children centre staff have been developing Quality Childminding Forums.

### **Quality Childminding forums (QCF's)**

- 4.3. The quality childminding forums (QCF) are favoured by childminders for the opportunity of support, training, networking and in promoting their services to parents through their attendance at stay and play sessions.
- 4.4. There are currently QCFs offered from Fulham Central, Melcombe, Old Oak Children's Centre and a small group at Randolph Beresford, all offer training and opportunities to attend stay and play sessions in the Children's Centres and promote quality childminding as a childcare option to parents. Each group is unique and shaped by the childminders attending, who are supported in identifying their training needs and support provided.
- 4.5. The Fulham Central and Melcombe QCF are well attended and growing, attracting new childminders coming through from the information and registration sessions.
- 4.6. A full programme of workshops and discussion has taken place over the past year at these groups for example:
  - IT and booking courses,
  - Accounts and tax,
  - Special Educational Needs,
  - Fundamental British Values,
  - How to be creative in the early years,
  - Schemas,
  - Safeguarding
  - Using the new FIS website
- 4.7. The Old Oak childminders have recently asked for 1-1 visits rather than a group meeting. They feel that as the group is small and attendance fluctuates that this would be a preferred option for them, however, they would still have the option of coming together where there are specific areas that they would like to cover. This model has also been suggested in the Masbro Children's Centre area and will be starting in the Autumn Term 2016.
- 4.8. The Early Years Team will be exploring the possibility of developing a specialist group of childminders, who will have specific training and support to develop their skills, to care for children with additional or complex needs, the planning and costing of this will also take place in the Autumn term 2016.
- 4.9. There are now 20 childminders registered to take 2-year olds who take up their early education places. In the summer term half of this number were caring for two-year olds on the scheme. This is a real improvement, however, there needs to be continued promotion of the childminding service within the borough.

### **The Early Years Advisory Team**

- 4.10. The Early Years Advisory team will continue to offer both group and individual support to childminders in regard to being prepared for their Ofsted inspection.

Regular group sessions will be offered locally across the borough along with individual sessions within the childminders home. This will include observations, planning and ensuring required administration and documents are up to date.

- 4.11. The Early Years Advisory team deliver information sessions to prospective new child minders on a termly basis and pre-registration training for those who choose to proceed with registration. Continued support is offered to those who need it through to the registration inspection. There is a strong emphasis given to the importance of childminding as a profession and important service and promotion of the benefits afforded to childminders from being involved with the QCFs. Information sessions are delivered from the Children's Centres making it easier to raise awareness amongst childminders re the range of support available to families.
- 4.12. The Early Years Advisory team are responsible for carrying out the local authority duties in relation to support, training and advice for those childminders who have an Ofsted rating of 'requires improvement' or 'inadequate'. A home visit to the childminder will be made and an agreed plan of action determined, with follow up support through to the next inspection.
- 4.13. Home visits are also currently offered to any childminder who requests individual support regardless of their Ofsted rating.
- 4.14. Childminders are now receiving a termly newsletter by email. This includes updates of any changes in the early years field, links to information, news and interest stories. The letter is posted to childminders who do not have email facilities.

### **Training**

- 4.15. In order to maximise the opportunities for childminders the workforce development team provide training that helps them to gather new information, learn new skills and share best practice
- 4.16. A survey of childminder training needs was undertaken in July of last year. Based on the feedback from those who returned their questionnaires a need was identified to support IT skills and the skills required to run a small business.
- 4.17. Basic IT training drop in sessions were run free of charge to childminders. These covered all the basics of using a computer as well as using word documents, sending and receiving emails and using the internet to access the Learning Centre to book onto training.
- 4.18. A business skills session for childminders was commissioned for Autumn 2015. The focus was on legal obligations, knowing about taxation, having a realistic business plan and strategies on how to market their business.
- 4.19. A full programme of training was delivered between September 2015 and July 2016, covering topics such as supporting young children's wellbeing and



resilience, conflict resolution in the early years, stages not ages in development and integrated reviews.

- 4.20. Training commissioned specifically for child-minders is offered during the evening or at the weekends. However, childminders are also able to access training that is offered during the working week which suits childminders that factor continued professional development into their contracts with parents.

## **5. THE ROLE OF CHILDREN'S CENTRES IN DELIVERING EFFECTIVE, HIGH QUALITY CHILDCARE IN HAMMERSMITH AND FULHAM**

### **Context**

- 5.1. Children's centres deliver services in accordance with the core purpose; to improve outcomes for young children and their families and reduce inequalities between families in greatest need and their peers in:

- child development and school readiness;
- parenting aspirations and parenting skills; and
- child and family health and life chances.

- 5.2. Children's centres work in partnership with key stakeholders to deliver a range of holistic universal provision for families to access that will enable them to give their children the best start in life and identify and engage with families that need additional support. This includes:

- providing and hosting a programme of outcome focussed evidence based activities that include open access sessions which promote child development, health and wellbeing, school readiness and parenting support that welcome hard to reach families
- providing integrated information and support to all prospective parents, new parents and parents of young children; providing inclusive universal services;
- working in partnership with midwives, health visitors and other EY settings and providers to proactively identify parents and those expecting a baby in their area who may need additional support.
- Referring to level 2 targeted and specialist services (such as family support speech and language therapy, parenting programmes, mental health services and social care) or supporting engagement with those services
- Linking with and developing strong relationships with local early education and childcare and supporting families to access early education and childcare, including early education for disadvantaged two year olds; and working closely with settings offering funded early learning places to ensure that families who need it can access integrated support
- Working in partnership with appropriate agencies to provide parents with access to employment support and advice;
- Encouraging families to improve their skills, employment prospects and financial situation; for example, through local skills and training Contractors, voluntary organisations and volunteering, debt advice and other services, depending on the needs of their communities.

- Supporting the development of community networks of support through the provision for example of parent forums or encouraging parents to support each other through coffee mornings etc
- Supporting the reduction in childhood obesity through having my time active activities at the hub or spoke and being part of the Healthy early year's project.

### **Future vision for Family Services, including Children's Centres**

- 5.3. The future vision for Family Services in the London Borough of Hammersmith and Fulham (LBHF) over the next three years is to transform how families are supported through the creation of an Integrated Family Support Service (IFSS) that works with children and young people from pre-conception through to 18 years (24 if the young person has a learning difficulty or disability).
- 5.4. It represents an integration of practice and workforces across of a range of family and health services and budgets across the 0-18 age range and across the different thresholds of support. The Integrated Family Support Service (IFSS) will deliver improved outcomes through the provision of high quality effective whole family early intervention, delivered in the community, and which will drive through significant delivery efficiencies.
- 5.5. The scope of the Programme includes:
- Children's Centres
  - Youth Provision
  - The Family Services Early Help Service (including Early Years and Youth participation, and the Family Information Service)
  - Health Visiting
  - School Nursing
  - Healthy Schools
  - Substance Misuse
  - Sexual Health
- 5.6. The IFSS model is aimed at tackling emerging behaviours in children and young people on a partnership-wide basis, enabling families to help themselves and building resilience to achieve sustainable change and reduce dependency on public services. This is achieved through interventions that demonstrate a positive impact on improved parenting aspirations, self-esteem and parenting skills, and child and family health and life chances. Through supporting families effectively; avoiding needs arising, and where they do, identifying them quickly and effectively supporting families to address them, the aim is to avoid needs from escalating to statutory Children's Social Care services.
- 5.7. Prevention and early intervention are built into the core of the model, along with the importance of working in partnership with families and local communities. The approach is collaborative, and based upon the belief that early help is best addressed by integrated practice and an integrated workforce amongst all those supporting families across the borough.

5.8. The Integrated Family Support service aims to maintain access to universal support but ensure that targeted support reach those that have additional needs as early as possible. The future offer will:

- Deliver personalised support to those families with the greatest need
- Support families to build their resilience and help them to support themselves and reduce the need for future intervention
- Connect communities and local provision to deliver services to people where they need them in a flexible way that is easy to use
- Maximise the use of volunteers and networks of community support recognising the strength and value of local activity
- Ensure that intervention is available as early as possible to those who need it
- Provide access to services through already established routes, pooling knowledge and budgets across services to achieve the best outcomes for those most in need
- Provide professionals and families equally with easy access to information and services to empower them to make the right decisions and offer the right support

5.9. The IFSS will form an integral part of a whole system strategy to prevent needs from escalating, thus managing demand on specialist tier 4 services. The IFSS will link effectively with tier 4 statutory services, including Children in Need. This will be through clear and consistently applied thresholds, and effective step up and step down arrangements.

5.10. A priority for the IFSS will be the development of a comprehensive and appealing communication offer, including an information portal, to direct families to positive activities (e.g. leisure and NHS services) and early support services, and enable a culture of self-help for families and professionals through the provision of easily accessible service information. This will result in the available provision being understood and effectively utilised, leading to reduced demand on higher tier services.

## **6. BUILDING ON THE FINDINGS OF THE 8-6 OUT-OF-CORE-HOURS PILOT FOR SUPPORT IN SCHOOLS**

6.1. This government funded pilot tested whether an extended, more flexible early education offer could be delivered in school nurseries, providing additional local placements for two, three and four year olds between the hours of 8:00 and 18:00.

6.2. A key principle of the pilot was that children should be able to access places that are available between the hours of 08:00 and 18:00, Monday to Friday and deliver the Early Years Foundation Stage (EYFS). A second key test was to ensure that the models developed were financially sustainable and did not impose a further burden on schools' budgets.

- 6.3. In some cases, financial modelling exercises undertaken as part of the pilot actually indicated that schools had the infrastructure, capacity and resource not only to provide a sustainable model, but also to supplement their budget with additional income from an 8-6 Nursery Offer. Many schools did not realise that this was the case prior to the financial modelling and therefore it is considered that more local schools should be encouraged to use the toolkit that the pilot has developed to undertake this modelling exercise and establish whether a viable provision could be delivered from their premises.
- 6.4. In Hammersmith and Fulham, Kenmont Primary School, Wendell Park Primary and Vanessa Nursery took part in the pilot, while in our neighbouring borough, the Royal Borough of Kensington and Chelsea, Colville Primary School also took part.
- 6.5. In September 2015, CEPAC reviewed and commented on a report on the Extended Nurseries Pilot in London. These comments informed wider implementation across the borough during the 2015/16 academic year.
- 6.6. Considering the initial findings from the pilot, the local authority has encouraged schools to:
- Undertake a demand survey with parents to establish the extent of demand for an offer of 08:00-18:00 childcare and parental views on their needs for a flexible offer and how much they were willing to pay per hour
  - Do research to identify competitors, their offer and typical fee rates in the local market
- 6.7. If, following this initial survey, there is sufficient demand to drive the development of the provision, schools have been encouraged to use a toolkit produced by the pilot to undertake the following:
- The development of a full cost financial model that encompasses appropriate transferable costs from other parts of the school budget
  - The establishment of a staffing model
  - The completion of a detailed business plan; including an action plan for each section to ensure that senior managers in the school were aware of:
    - lead & partners to be engaged
    - allotted tasks
    - resources allocated
    - milestones and timescales
    - monitoring and progress update arrangements
    - links to other plans.

## **7. INNOVATIVE SOLUTIONS FOR GROWING A SKILLED WORKFORCE**

- 7.1. In addition to the specific training and support that has been developed for Childminders, as outlined in Section 4 of this report, the Workforce Development Team within Children's Services has offered a full Early Years Training Programme for practitioners from across all local settings.

- 7.2. The brochure for the training programme is attached to this report at Appendix 1 for reference.
- 7.3. Take-up of training has been strong following a targeted approach to childminders and foster carers. A key drive has been to encourage practitioners to use email and electronic booking systems.
- 7.4. Going forward, childcare work should be commissioned from London Living Wage Employers.

## **8. EQUALITY IMPLICATIONS**

- 8.1. As this report is intended to inform initial discussions of the members of CEPAC, 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.

## **9. LEGAL IMPLICATIONS**

- 9.1. As this report is intended to inform initial discussions of the members of CEPAC, 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.

## **10. FINANCIAL AND RESOURCES IMPLICATIONS**

- 10.1. As this report is intended to inform initial discussions of the members of CEPAC, 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.

## **11. FEEDBACK**

- 11.1 This report represents an ongoing process on the future of childcare in Hammersmith & Fulham. The task group welcomes comments and suggestions from parents and childcare providers on how we can improve provision and any feedback is welcome. Please send your suggestions to the group through David Abbott, Committee Coordinator – [david.abbott@lbhf.gov.uk](mailto:david.abbott@lbhf.gov.uk)

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

None.

# Early Years Training Programme

April 2016 - March 2017

London Borough of Hammersmith and Fulham and Westminster City Council



***'The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.'***

***Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves'***

***Statutory Framework for the Early Years Foundation Stage (2014)***

Welcome to the annual Early Years training program which aims to create training opportunities for staff working at all levels in early years, pre-school and childcare settings. The aims of the sessions are to enable staff to reflect on their practice, gain new knowledge and skills, put these into practice and then identify areas for further learning and improvement.

It offers learning opportunities for all staff in the roles of Manager, Practitioners, Support Worker and Childminders.

Further training will be planned throughout the year which will be included in the EY email updates.

We are constantly trying to improve the training we offer to Early Years Practitioners and childminders and consulted with you to gain views on training courses that you felt would be most beneficial, asking about:

- preferred length and time of day of courses
- areas of learning and subjects they wished to cover
- any barriers to training that settings face

Feedback was very useful and has supported to develop this brochure.

- short sessions were preferable (3 hours)
- mornings starting at 9.30am is most convenient in the daytime
- evening courses would also be beneficial
- the chance to experience alternative styles of delivery for some courses

All views were noted and courses are delivered in a range of venues (depending on availability) and at various times: morning, twilight and evening sessions.

Although we cannot accommodate every course requested, we focused on the prime and specific areas of learning.

Please ensure the training programme is visible and easily accessible to all members of staff in your setting; to enable equality of access to appropriate training opportunities.

# Course Booking and Administration

When booking your place on a course, please ensure the contact details we have for you are up to date, including an email address and contact number. You will be contacted by email with relevant course information.

It is important that you read the course overview prior to booking. The course overview provides essential course information that you need before attending.

## Booking Confirmation

When booked on a course you will be sent an automated confirmation email from the Learning Centre immediately after booking. If you do not receive an automated confirmation email after booking, please contact the Workforce Development Team to ensure your place has been booked prior to attending.

When offered a place on a course, it is imperative that you make every attempt to attend as you may be taking a vital place that someone else would like or needs to attend.

**Remember:** *It is your responsibility to ensure that you have made a note of the date, time and venue for your confirmed training. Reminders will be sent out wherever possible*

## Charges

**FREE** courses are free to you but not us – if you book and fail to turn up or fail to give at least 5 working days' notice of cancelling a place, the setting will be charged **£100**

All cancellations should be made via the Learning Centre if providing the full 5 working days' notice'.

If you are not providing the full 5 working days' notice you will need to contact us to avoid cancellations charges. You must email [chstraining@rbkc.gov.uk](mailto:chstraining@rbkc.gov.uk) immediately, stating your reasons for being unable to attend.

Sending an email to any other email address, or leaving a telephone message will not be accepted and will be subject to a cancellation charge.

We ask that you always consider substituting the place rather than cancelling at late notice. Late cancellations has significant impact on courses and in some cases means the course being unable to run due to low numbers, which incurs expensive cancellation fees and disruption to other attendees



## Late Arrivals / Early Leavers

Late arrivals may not be allowed entry.

Please **DO NOT** book a member of staff or yourself onto a course if arrangements cannot be made to attend the entire training course.

Certificates will only be awarded to participants who attend the **full** duration of the course.

## HOW TO BOOK A PLACE USING THE LEARNING CENTRE

**Step 1:** Log in to your account using your log in details:

**Step 2:** Navigate to the Early Years section for courses. Using the blue bar at the top roll your cursor over 'All Courses' and then 'Children's Services' and lastly click on Early Years.

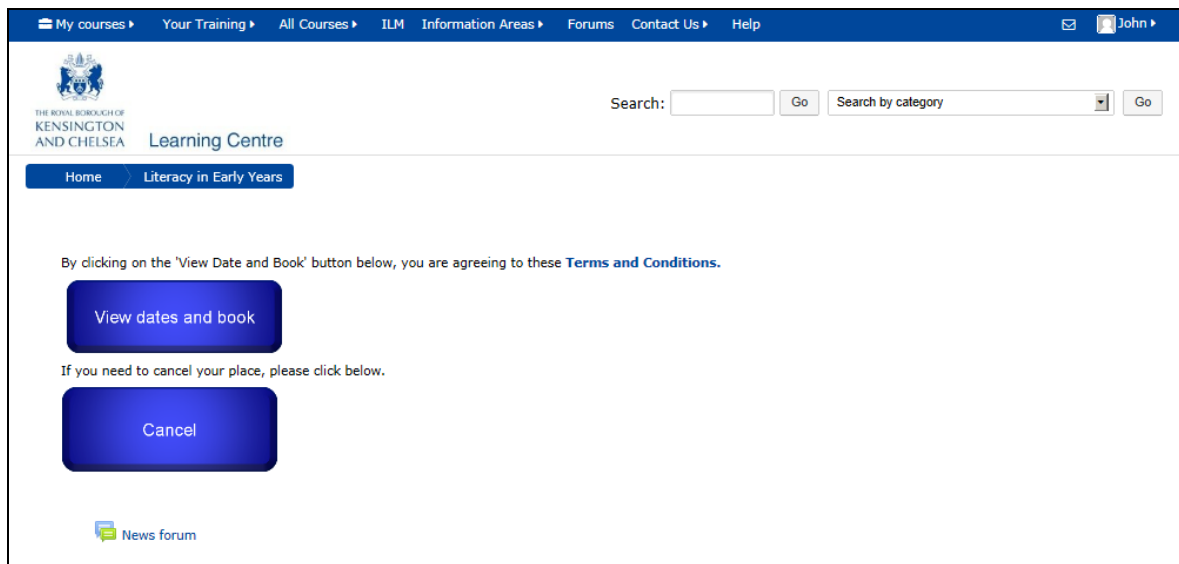
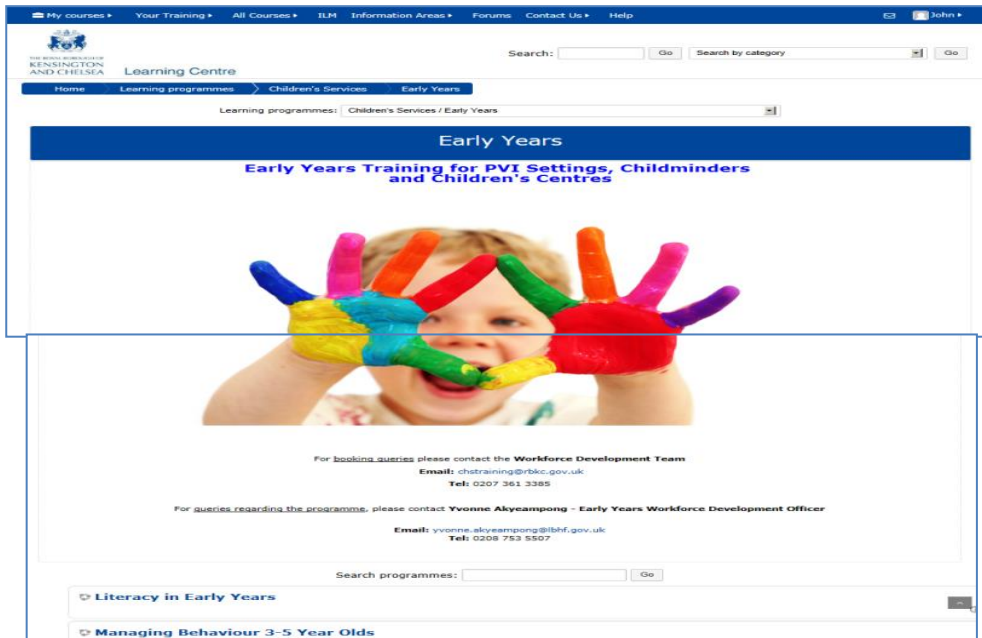
The screenshot shows the top navigation bar of the Learning Centre website. The main menu includes: My courses, Your Training, All Courses, ILM, Information Areas, Forums, Contact Us, and Help. A dropdown menu is open under 'All Courses', listing: Courses and events for all RBKC, H&F and WCC staff, Adult Social Care, Children's Services (highlighted), LSCB (Local Safeguarding Children's Board), Transport and Technical Services, Schools, and VAWG (Violence Against Women and girls). A secondary dropdown menu is open under 'Children's Services', listing: Children's Services Training Programme, Commissioning Skills Development, Foster Carers, Early Years (highlighted), Sex and Relationships Education, Short Breaks, Substance Misuse, and Frameworks. Below the navigation bar, there is a banner for 'Introduction to Leadership and Management' with a 'Book Now' button. A welcome message 'Welcome John' is displayed. Two informational banners are visible: 'Welcome to the new Learning Centre' and 'Using the slideshow'.

**Step 3:** You will then be taken to this page which lists the courses available for early years practitioners and childminders:

**Step 4:** Select the course that you want to attend:

The screenshot shows a course listing for 'Literacy in Early Years'. The course title is displayed in blue text next to a small icon of a book.

**Step 5:** You should now see something similar to this page (below). Click 'View Dates and Book'.



**Step 6:** You should now be looking at a page like this. It lists available dates of the course and shows whether or not there are any places available. To book your place, please click, 'Book Now' under the options.

My courses ▾ Your Training ▾ All Courses ▾ ILM Information Areas ▾ Forums Contact Us ▾ Help

THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA Learning Centre

Search:  Go Search by category  Go

Home > Literacy in Early Years > Literacy in Early Years

## Literacy in Early Years

### Upcoming sessions

Venue	Room	Duration	Date	Time	Seats available	Status	Options
To Be Confirmed	Room to be confirmed on arrival	Half day	7 March 2017	09:30 - 12:30	24	Places are available	<a href="#">Book Now</a>
To Be Confirmed	Room to be confirmed on arrival	Half day	7 March 2017	13:30 - 16:30	25	Places are available	<a href="#">Book Now</a>

Royal Borough of Kensington and Chelsea 2016

[Contact Us](#)

**Step 7:** Now you just need to confirm your booking on the course. Please click on 'Book Now' at the bottom of the page.

Home > Literacy in Early Years > Literacy in Early Years

## Sign-up for Literacy in Early Years

**Session date/time** 7 March 2017, 09:30 – 7 March 2017, 12:30

**Capacity** 25

**Last cancellation** Sunday, 5 March 2017, 09:30

Please confirm that this is your manager's email address:

**Manager's email\***

**Notification Type**

There are required fields in this form marked \*.

Royal Borough of Kensington and Chelsea 2016

**Step 8:** You should now see the following message which confirms that your booking has been completed. Please click on 'Continue' to return back to the course page.

Your booking has been completed.

You should immediately receive a confirmation email.

(Continue)



**Your booking is now complete! For any further queries please contact us on 02073613385 or email us at [chstraining@rbkc.gov.uk](mailto:chstraining@rbkc.gov.uk)**

# Courses for PVI Managers and Deputies Summer 2016

## **PVI Forum**

**Led by Phil Tomsett & Rosemary Salliss**

This forum is held jointly for managers and deputies from across the two boroughs to receive key updates from the Early Years Teams to share and learn from best practice with other settings.

**Date:** Wednesday 18<sup>th</sup> May 2016

**Time:** 9:30am – 12:30pm

**Venue:** Westminster City Hall, SW1E 6QP

## **Safeguarding Update for Designated Leads**

**Led by LSCB Multi-agency Trainer**

**Date:** Tuesday 17<sup>th</sup> May 2016

**Time:** 9:30am – 12:30pm

**Venue:** Hammersmith Town Hall, W8 7NX

# Early Years Practitioners Summer 2016

## Active Heath

This will cover the following topics:

- The importance of physical activity
- The guidelines for sedentary and active behaviour
- The benefits of physical activity

**Date:** Friday 6<sup>th</sup> May 2016

**Time:** 3:15pm – 5:15pm

**Venue:** Hammersmith Town Hall, W8 7NX

## Boys, Girls, Dens and A Spaceship to Mars – role play and imaginative play

Practitioner will explore the provision of home corner, role play and imaginative play in the early years setting.

They will develop understanding and awareness of the importance of effective provision in this area of play for all children.

Practitioners will:

- consider effective practice in this area of provision for all children.
- reflect on the different aspects of the provision home corner, role, play and

imaginative play and develop awareness of appropriate resources for this type of play and the role of the adult.

**Date:** Monday 16<sup>th</sup> May 2016

**Time:** 9:30am – 3:30pm

**Venue:** Hammersmith Town Hall, W8 7NX

## British Values and the EYFS

Practitioners will consider what British Values means in an Early Years setting and explore the four fundamental British Values.

Reflect and identify best practice and build confidence and understanding around British Values.

**Date:** Thursday 30<sup>th</sup> June 2016

**Time:** 2:30pm – 5:30pm

**Venue:** Westminster City Hall, SW1E 6QP

## Engaging babies and toddlers in musical ways. Supporting attachment through sound and song.

This action packed training will provide early years practitioners with the skills to apply musical ideas, activities and games in support of vocalising and attachment in babies and toddlers.

**Date:** Tuesday 7<sup>th</sup> June 2016

**Time:** 2:00pm – 5:00pm

**Venue:** Hammersmith Town Hall, W8 7NX

## Having fun with stories, rhymes, poems and songs

Explore the role of books, stories, poems and rhymes in supporting learning and development. Consider the role of child development when using books, stories, poems and rhymes. Outline how books, stories, poems and rhymes can help and support learning and development.

**Date:** Saturday 7<sup>th</sup> May 2016

**Time:** 9:30am – 2:30pm

**Venue:** Westminster City Hall, SW1E 6QP

## Nutritional Guidelines

This is suitable for everyone working with children and families including those responsible for the preparation and serving of food. The aim of the training is to provide an understanding of nutrition to ensure that staff are able to provide an understanding of nutrition to ensure that staff are able to impart accurate information and advice.

This will cover:

- FSA guidelines
- Eatwell Plate
- Fats and Sugars
- External and internal influences on eating
- Specific nutritional requirements of infants and toddlers.

**Date:** Friday 6<sup>th</sup> May 2016

**Time:** 1:00pm – 3:00pm

**Venue:** Hammersmith Town Hall, W8 7NX

## It's Stage Not Age Child Development

Practitioners will explore the areas of development, through key milestones and the developmental journey. Identify key influences on development and what they can mean for the child and reflect on how we can support each child and considerations for best practice and the importance and significance of child development for everyday practice.

**Date:** Saturday 21<sup>st</sup> May 2016

**Time:** 9:30am – 2:30pm

**Venue:** Westminster City Hall, SW1E 6QP

## Obesity the whole picture and raising the issue of weight

This will cover the following topics:

- Holistic understanding of obesity as a national public health issue
- Influences on children and parent's food choices
- The ability to give first line advice
- Understand how to identify a child as overweight or obese
- Understand how to raise the issue with families

**Date:** Friday 6<sup>th</sup> May 2016

**Time:** 10:00am – 12:00pm

**Venue:** Hammersmith Town Hall, W8 7NX



## Understanding the world

Practitioners will explore this area of learning and development to enable clearer understanding of how to promote and provide within the early years setting. The course will also include practical ideas.

Practitioners will identify how to reflect through continuous provision within the setting and link with the characteristics of effective learning.

**Date:** Thursday 30<sup>th</sup> June 2016

**Time:** 9:30am – 1:30pm

**Venue:** Westminster City Hall, SW1E 6QP

# SENCO Summer 2016

## Hammersmith Practitioners

### SEND Surgery

**Date:** Thursday 23<sup>rd</sup> June 2016

**Time:** 10:00am – 1:00pm

**Venue:** Hammersmith Town Hall, W8 7NX

### Role of the SENCO

**Date:** Monday 11<sup>th</sup> July 2016

**Time:** 10:00am – 1:00pm

**Venue:** Hammersmith Town Hall, W8 7NX

## Westminster Practitioners

Dates to be confirmed

# Childminders Summer 2016

## British Values and the EYFS

Childminders will consider what British Values means in Early Years and explore the four fundamental British Values.

Reflect and identify best practice and build confidence and understanding around British Values.

**Date:** Thursday 30<sup>th</sup> June 2016

**Time:** 6:45pm – 8:45pm

**Venue:** Westminster City Hall, SW1E 6QP

## Common Inspection Framework

Childminders will be informed what the changes are to inspections.

**Date:** Monday 16<sup>th</sup> June 2016

**Time:** 6:45pm – 8:45pm

**Venue:** Westminster City Hall, SW1 6QP

## Having fun with stories, rhymes, poems and songs

Explore the role of books, stories, poems and rhymes in supporting learning and development. Consider the role of child development when using books, stories, poems and rhymes. Outline how books, stories, poems and rhymes can help and support learning and development.

**Date:** Saturday 7<sup>th</sup> May 2016

**Time:** 9:30am – 2:30pm

**Venue:** Westminster City Hall, SW1E 6QP

## It's Stage Not Age Child Development

Childminders will explore the areas of development, through key milestones and the developmental journey. Identify key influences on development and what they can mean for the child and reflect on how we can support each child and considerations for best practice and the importance and significance of child development for everyday practice.

**Date:** Saturday 21<sup>st</sup> May 2016

**Time:** 9:30am – 2:30pm

**Venue:** Westminster City Hall, SW1E 6QP

## Multi-agency Safeguarding and child Protection Level 3

Childminders will receive up to date information about the legal and procedural framework for safeguarding children. Explore barriers to effective inter-agency information sharing and decision making.

**Date:** Saturday 25<sup>th</sup> June 2016

**Time:** 9:30am – 4:30pm

**Venue:** Training Centre, 37 Pembroke Road, W8 6PW

# Autumn 2016



# Early Years PVI Managers and Deputies Autumn 2016

## Inspiring Your Team: Supervision, Appraisal and Performance Management

Managers will explore best practice for the supervision process.

Managers will:

- consider the importance of effective supervision and appraisal systems.
- look at how to get the best from supervision and appraisal for all concerned.
- consider effective strategies and systems to fulfil the requirements.

**Date:** Tuesday 8th November 2016

**Time:** 9:30am – 3:30pm

**Venue:** Hammersmith Town Hall, W8 7NX

## PVI Forum

Led by Phil Tomsett & Rosemary Salliss

This forum is held jointly for managers and deputies from across the two boroughs to receive key updates from the Early Years Teams to share and learn from best practice with other settings.

**Date:** Wednesday 19<sup>th</sup> October 2016

**Time:** 9:30am – 12:30pm

**Venue:** Hammersmith Town Hall, W8 7NX

## Safeguarding Update for Designated Leads

Led by LSCB Multi-agency Trainer

**Date:** Thursday 6<sup>th</sup> October 2016

**Time:** 9:30am – 12:30pm

**Venue:** TBC

# Early Years Practitioners Autumn 2016

## Building positive relationships with parents

**Date:** Thursday 22<sup>nd</sup> September 2016  
**Time:** 9:30am–12:30pm **OR** 1:15pm–4:15pm  
**Venue:** Hammersmith Town Hall, W8 7NX

## Observation, Assessment and Planning Explored

Practitioners will identify the importance of observation, assessment and planning.

Practitioners will:

- develop understanding of the importance of observation, assessment and planning for monitoring progress and meeting children's individual needs.
- consider why we observe and how to observe effectively.
- identify and reflect on the importance of assessment.
- consider why we plan and the importance of meeting children's needs.

**Date:** Thursday 29<sup>th</sup> September 2016  
**Time:** 9:30am – 3:30pm  
**Venue:** Hammersmith Town Hall, W8 7NX

## Working with two year olds

Understand what 'typical development' looks like for 2 – 3 year olds based upon a clear understanding of child development at this age.

Practitioners will:

- Make sound professional judgements about 2 year old's learning and identify where there may be developmental delay
- Plan next steps to support learning and development through opportunities and experiences, the environment, resources, daily routines and the adult role using children's interests and involve parents in supporting learning and development at home.

**Date:** Wednesday 12<sup>th</sup> October 2016  
**Time:** 9:30am–12:30pm **OR** 1:15pm– 4:15pm  
**Venue:** Hammersmith Town Hall, W8 7NX

## Communication and Language

Practitioner will consider best practice for supporting children's language and communication and look at how children acquire language and the role of the adult supporting that acquisition.

**Date:** Thursday 20<sup>th</sup> October 2016  
**Time:** 9:30am–12:30pm **OR** 1:15pm–4:15pm  
**Venue:** Hammersmith Town Hall, W8 7NX

# SENCO Autumn 2016

## Hammersmith Practitioners

### SEND Surgery

**Date:** Friday 14<sup>th</sup> October 2016

**Time:** 10:00am – 1:00pm

**Venue:** Hammersmith Town Hall, W8 7NX

### Role of SENCO

**Date:** Monday 28<sup>th</sup> November 2016

**Time:** 10:00am – 1:00pm

**Venue:** Hammersmith Town Hall, W8 7NX

## Westminster Practitioners

Dates to be confirmed

# Childminders Autumn 2016

## Observation, Assessment and Planning Explored

Childminders will identify the importance of observation, assessment and planning

**Date:** Saturday 1<sup>st</sup> October 2016

**Time :** 10:00am – 1:00pm

**Venue:** Westminster City Hall, SW1E 6QP

## Multi-agency Safeguarding and child Protection Level 3

Childminders will receive up to date information about the legal and procedural framework for safeguarding children. Explore barriers to effective inter-agency information sharing and decision making.

**Date:** Saturday 24<sup>th</sup> September 2016

**Time:** 9:30am – 4:30pm

**Venue:** Training Centre, 37 Pembroke Road, W8 6PW



**Spring 2017**



# Early Years PVI Managers and Deputies Spring 2017

## Leadership, Inspiration, Motivation and the Pursuit of Excellence

Managers will explore the different elements of the role of the leader in an early years setting and explore different leadership and management styles.

Managers will consider what defines an effective leader and what the role involves, understanding of the different leadership styles and when they are most effective and considered the stages of team development and issues involved in building and maintaining a strong team.

**Date:** Tuesday 21<sup>st</sup> February 2017

**Time:** 9:30am – 3:30pm

**Venue:** TBC

## PVI Forum

Led by Phil Tomsett & Rosemary Salliss

This forum is held jointly for managers and deputies from across the two boroughs to receive key updates from the Early Years Teams to share and learn from best practice with other settings.

**Date:** Wednesday 8<sup>th</sup> February 2017

**Time:** 9:30am – 12:30pm

**Venue:** TBC

# Early Years Practitioners Spring 2017

## Business Skills for Practitioners

### Planning for the future

How to think in a more business-like way  
Defining your business goals  
Describing your uniqueness

### Financial planning

Setting your prices  
Using a cash flow forecast to monitor your finances  
Steps to improve your financial position

### Attracting customers

Creating a marketing plan  
Understanding your customers' needs and wants  
Cost effective marketing methods including social media.

**Date:** Thursday 26<sup>th</sup> January 2017

**Time:** 9:30am – 3:30pm

**Venue:** TBC

## Child Development

Practitioners will explore the areas of development, through key milestones and the developmental journey and identify key influences on development and what they can mean for the child.

**Date:** Saturday 18<sup>th</sup> March 2017

**Time:** TBC

**Venue:** TBC

## Literacy in Early Years

Practitioners will look generally at the provision of the literacy area of learning and development, with particular focus for nurseries and pre-schools.

**Date:** Tuesday 14<sup>th</sup> March 2017

**Time:** 9:30am – 12:30pm

1:15pm – 4:15pm

**Venue:** TBC

## Managing Behaviour 3-5 Year Olds

Practitioners will look at theory to support understanding of practical strategies to promote positive behaviour and strategies to modify behaviour and consider what behaviour is and the reasons why children may display unwanted behaviour.

**Date:** Tuesday 31<sup>st</sup> January 2016

**Time:** 9:30am – 12:30pm

1:15pm – 4:15pm

**Venue:** TBC

## Ofsted Readiness

This course will explore how to ensure you are prepared and ready for inspection.

It will identify what systems and paperwork needs to be in place as part of leadership and management.

How to support and prepare your staff for Ofsted.

What will happen during the inspection.

Tips on getting the most out of the inspection.

Identify current trends within the inspection process.

**Date:** Saturday 25<sup>th</sup> February 2017

**Time:** TBC

**Venue:** TBC

# Childminders Spring 2017

## Child Development

Childminders will explore the areas of development, through key milestones and the developmental journey and identify key influences on development and what they can mean for the child.

**Date:** Saturday 18<sup>th</sup> March 2017

**Time:** 9:30am – 2:30pm

**Venue:** TBC

## Ofsted Readiness

This course will explore how to ensure you are prepared and ready for inspection.

It will identify what systems and paperwork needs to be in place as part of leadership and management.

How to support and prepare yourself for Ofsted.

What will happen during the inspection.

Tips on getting the most out of the inspection.

Identify current trends within the inspection process.

**Date:** Saturday 25<sup>th</sup> February 2017

**Time:** TBC

**Venue:** TBC

## Food Hygiene

Face to face training is available from the Food Safety Training Team in the Royal Borough of Kensington and Chelsea

The NDNA (National Day Nurseries Association ) and The Safer Food Group offer an online Basic Food Hygiene Certificate. This is a Level 2 Award in Food Safety.

<http://www.ndna.org.uk/quality-training-careers/training/online/food-hygiene>

## Health and Safety

Various courses are available from the Public Health Training Team at the Royal Borough of Kensington and Chelsea.

## Paediatric First Aid

You can purchase in-house training from various private companies or send individual members of staff to training by providers such as at St Johns Ambulance or Red Cross, both of whom have centres in central London.

Please ensure the curriculum that providers follow for paediatric first aid meets the requirements of the EYFS 2014.

## Safeguarding Training

The Local Safeguarding Children Board provides training that all settings and childminders can access, including :

### **Level 1 Introduction to Safeguarding**

**Children** (recommended for staff on reception, kitchens, back office, or new staff who have never had safeguarding training before)

### **Level 3 Multi-agency Safeguarding & Child**

**Protection Training** (recommended for room leaders, practitioners, experienced practitioners, managers, deputies who may have to make assessments on the needs of children)

**Safer Recruitment** (recommended for all managers, owners, staff who are involved in recruitment process – at least one person on each interview panel should be safer recruitment trained)

### **Specialist courses also available**

(recommended for staff who have completed Level 3 multi-agency safeguarding course, to extend their knowledge).

Please download the full LSCB programme via: [www.lbhf.gov.uk/lscbtraining](http://www.lbhf.gov.uk/lscbtraining) and regular LSCB training newsletter at [www.lbhf.gov.uk/lscbtrainingnewsletter](http://www.lbhf.gov.uk/lscbtrainingnewsletter)

**For further enquires or check which training is appropriate please contact:**

**LSCB Programme Co-ordinator  
Telephone - 020 8753 5317**

## EARLY YEARS TRAINING PROGRAMME CALENDAR

### May 2016

6 <sup>th</sup> May 2016	10.00am-12.00pm	Obesity the whole picture and raising the issue of weight	Hammersmith Town Hall
6 <sup>th</sup> May 2016	1.00pm-3.00pm	Nutritional Guidelines	Hammersmith Town Hall
6 <sup>th</sup> May 2016	3.15pm-5.15pm	Active Health	Hammersmith Town Hall
7 <sup>th</sup> May 2016	9.30am-2.30pm	Having fun with stories, rhymes, poems and songs	Westminster City Hall
16 <sup>th</sup> May 2016	9.30am-3.30pm	Boys, Girls, Dens and A Spaceship to Mars- role play and imaginative play	Hammersmith Town Hall
17 <sup>th</sup> May 2016	9.30am-12.30pm	Safeguarding Update for Designated Leads	Hammersmith Town Hall
18 <sup>th</sup> May 2016	9.30am-12.30pm	PVI Forum	Westminster City Hall
21 <sup>st</sup> May 2016	9.30am-2.30pm	It's Stage Not Age Child Development	Westminster City Hall

### June 2016

7 <sup>th</sup> June 2016	2.00pm-5.00pm	Engaging babies and toddlers in musical ways. Supporting attachment through sound and song	Hammersmith Town Hall
16 <sup>th</sup> June 2016	6.45pm-8.45pm	Common Inspection Framework	Westminster City Hall
23 <sup>rd</sup> June 2016	10.00am-1.00pm	SEND Surgery	Hammersmith Town Hall
25 <sup>th</sup> June 2016	9.30am-4.30pm	Multi-agency Safeguarding and Child Protection Level 3	Training Centre, 37 Pembroke Road
30 <sup>th</sup> June 2016	9.30am-1.30pm	Understanding the World	Westminster City Hall
30 <sup>th</sup> June 2016	2.30pm-5.00pm	British Values and the EYFS	Westminster City Hall
30 <sup>th</sup> June 2016	6.45pm-8.45pm	British Values and the EYFS	Westminster City Hall

### July 2016

11 <sup>th</sup> July 2016	10.00am-1.00pm	Role of the SENCO	Hammersmith Town Hall
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## EARLY YEARS TRAINING PROGRAMME CALENDAR

### September 2016

22 <sup>nd</sup> September 2016	9.30 am- 12.30 pm	Building positive relationships with parents	Hammersmith Town Hall
	1.15pm- 4.15pm		
24 <sup>th</sup> September 2016	9.30am- 4.30pm	Multi-agency Safeguarding and Child Protection Level 3	Training Centre, 37 Pembroke Road
29 <sup>th</sup> September 2016	9.30am- 3.30pm	Observation, Assessment and Planning Explored	Hammersmith Town Hall

### October 2016

1 <sup>st</sup> October 2016	10.00am- 1.00pm	Observation, Assessment and Planning Explored	Westminster City Hall
6 <sup>th</sup> October 2016	9.30am- 12.30pm	Safeguarding Update for Designated Leads	TBC
12 <sup>th</sup> October 2016	9.30am- 12.30pm	Working with two year olds	Hammersmith Town Hall
	1.15pm- 4.15pm		
14 <sup>th</sup> October 2016	10.00am- 1.00pm	SEND Surgery	Hammersmith Town Hall
19 <sup>th</sup> October 2016	9.30am- 12.30pm	PVI Forum	Hammersmith Town Hall
20 <sup>th</sup> October 2016	9.30am- 12.30pm	Communication and Language	Hammersmith Town Hall
	1.15pm- 4.15pm		

### November 2016

8 <sup>th</sup> November 2016	9.30am- 3.30pm	Inspiring Your Team: Supervision, Appraisal and Performance Management	Hammersmith Town Hall
28 <sup>th</sup> November 2016	10.00am- 1.00pm	Role of SENCO	Hammersmith Town Hall



January 2017			
26 <sup>th</sup> January 2017	9.30am-3.30pm	Business Skills for Practitioners	TBC
31 <sup>st</sup> January 2017	9.30am-12.30pm	Managing Behaviour 3-5 Year Olds	TBC
	1.15pm-4.15pm		
February 2017			
8 <sup>th</sup> February 2017	9.30am-12.30pm	PVI Forum	TBC
21 <sup>st</sup> February 2017	9.30am-3.30pm	Leadership, Inspiration, Motivation and the Pursuit of Excellence	TBC
25 <sup>th</sup> February 2017	9.30am-2.30pm	Ofsted Readiness	TBC
March 2017			
14 <sup>th</sup> March 2017	9:30am – 12:30pm	Literacy in Early Years	TBC
	1:15pm – 4:15pm		
18 <sup>th</sup> March 2017	9.30am – 2.30pm	Child Development	TBC