

Children and Education Policy and Accountability Committee

Agenda

Monday 27 July 2020 at 6.30 pm
This meeting is being held remotely

MEMBERSHIP

Administration	Opposition
Councillor Sharon Holder (Chair) Councillor Lucy Richardson Councillor Alexandra Sanderson Councillor Asif Siddique	Councillor Mark Loveday
Co-optees	
Eleanor Allen, London Diocesan Board for Schools Nandini Ganesh, Parentsactive Representative Nadia Taylor, Parent Governor Representative Matt Jenkins, Teacher Representative	

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This meeting is being held remotely. If you'd like to take part in the meeting please contact: david.abbott@lbhf.gov.uk

You can watch the meeting live on YouTube: youtu.be/l9heC6ZLcd4

Date Issued: 20 July 2020

Children and Education Policy and Accountability Committee Agenda

27 July 2020

<u>Item</u>		<u>Pages</u>
1.	APOLOGIES FOR ABSENCE	
2.	ROLL CALL AND DECLARATIONS OF INTEREST A roll call will be carried out to confirm attendance and members will have the opportunity to declare any interests. For more information on declarations of interest please see the next page.	
3.	MINUTES To approve the minutes of the previous meeting.	4 - 14
4.	PUBLIC PARTICIPATION This meeting is being held remotely via Microsoft Teams. If you would like to make a comment or ask a question about any of the items on the agenda, either via Teams or in writing, please contact: david.abbott@lbhf.gov.uk You can also watch the meeting live on YouTube: youtu.be/l9heC6ZLcd4	
5.	CHILDREN'S SERVICES RESPONSE TO COVID-19 This item provides an overview of how H&F's Children's Services department responded to the Covid-19 pandemic. Also attached are briefing notes from individual services covering how they responded, what they've learned, and the challenges going forward: <ul style="list-style-type: none">• Family Services• Education• SEND• Commissioning• Family Support	15 - 70
6.	DATE OF NEXT MEETING The next meeting is scheduled to take place on the 9 th of September 2020.	

More information on declarations of interest

If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.

At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.

Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.

Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Standards Committee.

Agenda Item 3

London Borough of Hammersmith & Fulham

Children and Education Policy and Accountability Committee Minutes



Tuesday 28 January 2020

PRESENT

Committee members: Councillors Sharon Holder (Chair), Lucy Richardson, Alexandra Sanderson, Asif Siddique and Mark Loveday

Co-opted members: Eleanor Allen (London Diocesan Board for Schools), Nandini Ganesh (Parentsactive Representative) and Nadia Taylor (Parent Governor Representative)

Other Councillors: Councillor Larry Culhane (Cabinet Member for Children and Education)

Guests: Scarlett Knowles (Youth Mayor), Ozan Erder and Mariam Ali (members of the Youth Council)

Officers:

Kim Smith (Chief Executive)

Hitesh Jolapara (Strategic Director of Finance and Governance)

Jacqui McShannon (Director of Children's Services)

Emily Hill (Assistant Director, Finance)

Jan Parnell (Assistant Director of Education)

Kevin Gordon (Assistant Director of Assets, Operations and Programmes)

Mandy Lawson (Assistant Director SEN and Disabilities)

Jo Baty (Assistant Director, Mental Health LD Provider)

Bev Sharpe (Assistant Director of Family Services)

Tony Burton (Head of Finance, Children's Services)

Phil Tomsett (Head of Early Years)

Brenda Whinnett (Youth Voice Coordinator)

David Abbott (Scrutiny Manager)

1. MINUTES

RESOLVED

The minutes of the previous meeting, held on 19 June 2019, were approved as an accurate record.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Matt Jenkins (Co-optee).

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. YOUTH TAKE OVER CHALLENGE 2019 'WITH ME 4 ME' REPORT

Brenda Whinnett (Youth Voice Coordinator) introduced Scarlett Knowles (the Youth Mayor), Ozan Erder, and Mariam Ali (members of the Youth Council) who gave a presentation on 2019's Youth Take Over Challenge Day.

Through the Make Your Mark survey they learned that the two key issues for young people in the borough were protecting the environment and knife crime.

For 2019 the Youth Council decided to change the format Youth Take Over Day – rather than holding it in the Town Hall and shadowing council officers it became an opportunity to bring in a wide variety of different service providers and workshops around key topics under one roof.

The Youth Council wanted to use the opportunity to educate young people on the issues that they felt were important - and give some advice on what they could do to help. They also gathered feedback on the work the Youth Council was doing, and what other agencies like the police and the council were doing for young people.

In total there were 130 young people at the event and the Youth Council got a lot of valuable feedback from them. Members of the Youth Council then went through some of the key findings from the different zones.

Staying safe zone and body matters findings

- There wasn't enough accessible information for young people.
- Young people felt 'talked at' but not engaged with.
- The Youth Council could help connect young people with services and make them more accessible.
- There wasn't enough focus on Personal, Social and Health Education (PSHE) sessions. PSHE didn't have a broad enough curriculum that was relevant to a diverse group of young people (i.e. the current curriculum focussed on heterosexual relationships).

Mental health and work experience / opportunity findings

- Mental health needed to be talked about more. Many young people weren't confident enough to tell anyone about the problems they faced.
- It was felt that everyone should have the same opportunities to get support – through schools, young people in care etc.

- A more diverse group of young people needed to tell their stories – including LGBTQ+ young people, young people with disabilities etc.

In addition to the areas noted above, Imperial College had a zone where they held a variety of experiences and workshops for young people – including trying to create an app for young people to teach them what they can do when they leave school.

Brenda Whinnett noted that they had also presented their findings at Full Council and were hoping that the committee would digest their feedback and be able to provide suggestions about how to take the feedback forward.

The Chair thanked the Youth Council for their presentation and opened the item up to questions from the committee.

Councillor Alexandra Sanderson congratulated the Youth Council on their successful event, and the report of their findings. She asked them to give more detail about the sexual health research project.

The Youth Council explained that it was just starting up with the Young Hammersmith and Fulham Foundation. The project involved sexual health specialists conducting a major consultation on access to sexual health services. They used Take Over Day as way to get more feedback from young people that would inform their working group.

Councillor Sanderson noted there had been an amazing amount of information gathered and asked if there were plans for a similar project on mental health.

The Youth Council said mental health was a very broad topic so they were focused on social isolation, with a number of the Youth Council already trained as youth champions. The Young Hammersmith and Fulham Foundation have created website to signpost young people to resources. Brenda Whinnett added that the Youth Council had produced a mental health report last year that went to the borough's headteacher forum.

Councillor Sanderson asked if the Youth Council had any 'quick wins' that the Council could implement. The Youth Mayor said the main thing was advertising the available resources to young people. The Youth Council also noted that the Council could do more to encourage recycling, including producing educational resources that covered how young people could reduce their waste.

Nadia Taylor asked the Youth Council how they felt about work experience opportunities in the borough. The Youth Council said they would like to have two-week work experience available in all schools. Some schools had very good work experience opportunities, but others left young people to find them themselves. They also wanted to see more work experience at a diverse range of private companies – e.g. law firms, architects, markets, vets etc. This would require making it easier for firms to offer work experience and offer it at the right time - i.e. pre-GCSE and pre-A-Level so there is time to adjust subject choices. They also wanted to make work experience more accessible – saying that a single online list would be helpful.

Nandini Ganesh asked how young people signed up, or were chosen, for the Take Over Day. Brenda Whinnett said they put on assemblies which were offered to all schools. Young people then applied and were drawn by ballot to make it as fair as possible. She added that they worked closely with the SEND, youth offending, and family services teams from the beginning to ensure it was inclusive.

Nandini Ganesh said it would be good to see more special needs children in the Youth Council. Brenda Whinnett said she was working closely with Jack Tizard to host sessions there and they were trying to improve in that area.

Councillor Lucy Richardson suggested holding Take Over Day on a weekend might help to make it more inclusive. Brenda Whinnett said the venue and the fact that it was a school event made it difficult to hold on a weekend but they would consider it in future.

Councillor Richardson applauded the Youth Council for the successful event and asked if they had considered expanding their reach – for example, by recruiting ambassadors. Brenda Whinnett noted that they invited everyone who attended to sign up and there was a recruitment event scheduled for next week. They also promoted it to schools through assemblies, student council meetings, and were showing more of what they did on social media.

Councillor Richardson noted that the Health Policy and Accountability Committee recently received an interesting report by Healthwatch on digital options for mental health support. Brenda Whinnett said she'd also been sent it and it was on the Youth Council's list for discussion.

Councillor Mark Loveday commended the Youth Council for getting such a diverse group of young people from different backgrounds to attend the event – including young people from maintained schools, independent schools, and children in care.

Councillor Loveday asked the Youth Council what the one thing they could change about the Council would be. The Youth Council said it would be to put continuous support in place for projects. They felt that too often projects were started but not given the resources to be sustained over the longer term.

Brenda Whinnett added that PHSE was a top priority for young people in the borough. There was a real need to speak directly to young people to understand what they wanted from it. Young people also wanted to see more funding and support for youth services that were tackling social isolation, knife crime, and opportunity. A member of the Youth Council also added that many schools didn't have recycling facilities yet despite being a top priority for the young people they had surveyed.

Councillor Alexandra Sanderson asked the Youth Council if they felt teachers were the best people to deliver PHSE. The Youth Council responded that it depended on the teacher – some were very good and engaging but some were too serious or awkward. Some schools used external speakers who were often more effective as it was their specialism.

Councillor Sanderson asked how young people accessed information about support - was it just the internet or did they ask teachers? Youth Council members said most people would ask their friends, though that wasn't an option for everyone. Some people found teachers and other professionals at school intimidating.

Jan Parnell noted that there used to be centrally devolved funding for PSHE but now it went directly to individual schools, so the Council couldn't directly control what was delivered. The Council would need to work with schools on this in partnership and there was already a high degree of cooperation in place. Schools and the Council were also starting to meet with private schools to cooperate. It was felt that 'collectively we can do more'.

Jan Parnell added that the borough was lucky to be home to a number of amazing businesses and entrepreneurs and the education team was beginning to tap into those resources. For example, a local entrepreneur had agreed to fund a new portal for teachers to access a range of opportunities to schools such as work experience opportunities, assemblies, supported internships etc. There were also ambitions to set up an H&F alumni portal.

The Chair thanked Brenda Whinnett and the Youth Council for their time and congratulated them on another successful Youth Take Over Day.

5. INTEGRATED 2.5-YEAR-OLD HEALTH AND DEVELOPMENT CHECKS

Phil Tomsett (Head of Early Years) and Andy Kimber (Public Health Commissioning Manager) presented the report which provided an update on progress to better integrate health and development checks for children aged 2.5 to 3 years.

The committee was informed that there were currently two reviews for very young children - an education review that took place in an Early Years setting and a separate Health Visiting review. Both reviews took place at around the same age and making them more integrated would ensure that needs were addressed earlier.

The way this was done nationally was through the use of the Personal Child Health Record (PCHR) or 'red book' as it's commonly known. The red book is primarily used in health settings but there is a page in it for early years settings so professionals can cross-reference. The example was given of a health visitor wanting to know how a child was doing socially – the Early Years practitioner could write information in that the health visitor could then see when visiting a child alone.

Officers had already undertaken work with the private nurseries' forum (there were around 90 private nursery settings in the borough) to promote the use of the red book and were starting to develop and take that forward.

Phil Tomsett said officers had explained to Early Years providers an approach they wanted to adopt across the borough to ensure consistency. Every Early Years provider had a contact so they knew who their health visitor was. Health Visitor reviews at 2.5 years were one of 5 mandated touchpoints for all children aged 0-5

under the Health and Social Care Act 2012. If Early Years also identified an additional need they can flag it and request a review.

The Chair asked if health visitors had been engaged in this process. Officers said they were 'fully engaged' – and noted that it was health visitors who delivered the new process to the private nurseries' forum.

Officers were undertaking a commissioning exercise in 2020 with a new specification that could deliver a more efficient, joined-up service in respect of two year reviews.

Councillor Lucy Richardson asked, regarding the recommissioning, if the fact that health visitors had to be qualified nurses meant the only provider was the NHS. Officers said there were a number of NHS and very few private providers who could deliver the service. They expected around ten organisations to apply. Some private providers may not have the clinical governance standards to get through the commissioning process.

Councillor Richardson asked if H&F Council was limited to its local NHS trust purely because of geography. Officers explained that EU procurement rules required the service to go out to market and they expected around 8 to 10 providers to attend the market testing event.

Councillor Richardson asked what special measures the Council was taking to ensure the most vulnerable residents were being engaged. She added that the take-up of healthy start vouchers had been very low – and asked what lessons had been learned from that. Officers replied that they were working with the Family Support service to improve uptake. Phil Tomsett added that if a child attended an Early Years setting there would be a SENCO who could feed any concerns into the integrated review process. Andy Kimber added that data sharing protocols between H&F and CLCH had been a challenge, and that this would be addressed in the new specification for Health Visiting and School Nursing.

Eleanor Allen asked for more information on the red book, was there a page for each child? Officers explained that there was a page for each child and a page for Early Years practitioners. The Early Years review covered three prime areas of development - communication and language, personal development, and social and emotional development. Eleanor then asked how the reviews were undertaken. Officers said health visitors used observational assessments in the Ages and Stages Questionnaire (ASQ).

Nandini Ganesh asked what happened if children didn't attend an Early Years setting. Officers explained that health visiting was a universal service. They covered the entire population and aimed to see all children within a local authority area by age two. The target was 100 percent coverage – in H&F the service was achieving approximately 75 percent, which was significantly higher than the average in London of approximately 65 percent. Phil Tomsett added that there were other areas where you could identify some groups of children's needs like children's centres or other Children's services.

Councillor Alexandra Sanderson asked what happened if children were missed - did the service try to track them down? Phil Tomsett said the services had access to birth data so if a child didn't attend an Early Years setting, they reached out through community champions to reach hard-to-reach families.

Councillor Sanderson asked if the reviews also looked at the parents and environment a child was being brought up in. Officers said they did also look at the family environment, including and evidence of issues with parents, maternal mood scores - there was a long list of family markers. The reviews were designed to be holistic, though they were predominantly focused on the child.

Councillor Sanderson asked if the same health visitors carried out follow-up visits. Officers said they were nearly always the same - continuity was very important.

Nandini Ganesh asked what happened with children who didn't have red books – e.g. expats or asylum seekers. Transfers in and out of borough are managed and Officers said it was a good point and they were looking at best practice elsewhere to see what could be put in place through the commissioning specification. The Chair asked for an update on this area once a solution had been put into the specification.

Councillor Asif Siddique asked how data was shared when people moved or changed GPs. Officers explained that CLCH managed transfers in and out of particular areas. The data sets were regularly audited and very well monitored.

Councillor Lucy Richardson asked if the existing workforce knew about the upcoming recommissioning. Officers said the workforce was fully informed.

Councillor Richardson asked if decommissioning CLCH would be disruptive. Officers said they may apply and be successful in which case it was a moot point but otherwise staff would transfer over via TUPE.

Councillor Lucy Richardson asked why maternity champions had not taken off as well as others. Phil Tomsett said officers were looking into it. The new Early Years Strategy had a proposal for 'parent champions' who would take on a similar role.

The Chair noted that vaccinations rates had reduced in the borough over the past few years and it was a key concern for the committee – she asked if this would be addressed by health visitors. Andy Kimber noted that there had been a change in the way immunisations were commissioned - they used to be commissioned through Public Health but were now commissioned by NHS England, directly from NHS Trust providers. One area that the local authority could still work on was population health promotion to encourage families to change their behaviour.

Councillor Alexandra Sanderson asked if we had access to data on vaccinations. Andy Kimber said it was managed by NHS England, is published nationally and the Council could access it. It was noted that Children's Services had commissioned Healthy Early Years London to promote healthy lifestyles to children known to services which included keeping up to date with vaccinations.

The Chair thanked officers for their update and requested an update on the new Early Years Strategy later in the year.

6. 2020 MEDIUM TERM FINANCIAL STRATEGY

Jacqui McShannon (Director of Children's Services) introduced the item and gave a presentation that set the context for the Children's Services budget proposals. She noted that the budget was informed by the department's vision:

- To improve the lives and life chances of our children and young people.
- Early intervention in order to give the best start in life and to promote wellbeing.
- To ensure children and young people are protected from harm and that all children have access to an excellent education and achieve their potential.

Jacqui McShannon highlighted a number of key achievements for the department in 2019/20 including:

- Consolidating the new sovereign service.
- Getting a 'good' rating from Ofsted for services to children in need of help, protection, care, leaving care, and fostering and adoption.
- Excellent performance in all education phases and a strong collegiate approach.

Tony Burton (Head of Finance, Children's Services) took the committee through a slide detailing the department's controllable budget for 2020/21. He explained that £38m was passported through to maintained primary schools and funding for academy schools in the borough (around £68m) went directly from the Education and Skills Funding Agency (ESFA) to academies.

Tony Burton then discussed 2020/21 savings and growth, noting that the £5.5m of growth was mostly for Family Services, driven by an increase in the looked after children population and increasing complexity of need.

Jacqui McShannon spoke about the challenges for 2020/21 - highlighting the following key issues for the department:

- Increasing numbers of looked after children (264 at present). Officers were carrying out a peer review to understand if that was down to differences in practice or if it was due to the demographics of the borough.
- Further demand growth for travel care and support – due to increasing numbers of children with Education, Health and Care Plans (EHCPs).
- An increasingly complex and challenging commissioning landscape.

Jacqui McShannon then discussed the following key priorities for the department in 2020/21:

- Review the early help and intervention offer to families and schools
- Implement strategies to support inclusion in schools
- Develop a strategic commissioning approach to contracts
- Review the effectiveness of services which support children to remain safely at home

- Ensure placement sufficiency to provide choice and range of high-quality local placements for looked after children and care leavers
- Analyse demand led pressures on front line service delivery and develop options

Councillor Mark Loveday asked what the Council's projected overspend was for the year. Hitesh Jolapara (Strategic Director of Finance and Governance) said the overspend for Period 6 was £9m, though officers were being cautious in their reporting and he expected the actual position to be better. In the previous year, Period 6's overspend had been reported at around £5m but the final figure was £1.6m.

Councillor Loveday asked what proportion of the Council's overspend was Children's Services. Hitesh Jolapara said the department was responsible for the largest proportion of the overspend.

Tony Burton added that in Period 6 the High Needs Block was spending £5.7m over the Department for Education (DfE) allocation. Since then the Government had confirmed a grant in the autumn for the projection for 2021 had improved. Hitesh Jolapara said there was £2.9m in the Government settlement for the High Needs Block – which was a recognition that this was a problem nationally. At officer level the Council was lobbying Government to look at a sustainable funding model for the High Needs Block. Councillor Loveday noted that 1.32 of the report mentioned using reserves – setting aside £15m for the current year and the next four years. He asked if this was over and above the anticipated overspend of £2-3m in 2020/21. Hitesh Jolapara explained that accounting rules set by the DfE and the Ministry of Housing, Communities and Local Government meant when the Council closed the accounts each year any overspend had to be funded. So that money was being set aside to be prudent.

Councillor Loveday noted that the base budget last year was £43.8m for Children's Services but the report for this year showed a figure of £51.3m - an increase of nearly £10m. He asked what accounted for the difference. Tony Burton explained that the comparable budget was £44.16m. Tony Burton said the figure of £51.3m included non-controllable expenditure for corporate overhead charges and capital charges.

Councillor Loveday asked for clarity over what the £5m of growth was for. Emily Hill (Assistant Director, Finance) said the vast majority was for increases in Family Services placement costs. It had been an area of significant overspend in the past and so the new budget was an attempt to more accurately reflect spending.

Councillor Loveday noted that in the report the department was already anticipating an additional £3m spend on top of this budget and asked if the growth should reflect that. Tony Burton explained that the anticipated overspend of £3m was in the High Needs Block, used for SEND pupils in schools and funded by the Government, which was separate to the rest of the department's budget. He added that officers were meeting with the DfE to discuss the gap between DSG expenditure and the funding the Council made available for services. It was hoped the funding formula

used would move towards what the actual need was on the ground now – rather than the current approach which was based on historic levels of spend.

Councillor Loveday asked if it was a sustainable approach to keep going to the Government for additional funding. Hitesh Jolapara said the DfE understood that High Needs Block spending was unsustainable, not just in the borough but nationwide, and were considering taking action. The Council also had a plan to try to better focus resources.

Councillor Loveday noted the main area of savings, £1m on placement costs, and asked what that involved in practical terms. Jacqui McShannon said the issue for looked after children placements was around placement sufficiency – officers were looking to avoid the need for independent foster agency places. It would lead to both better quality placements and deliver better value. There were a number of projects in train to deliver better placement outcomes.

Councillor Loveday noted that last year's budget had similar savings for placement costs and asked if the department had achieved those savings. Tony Burton said there had been considerable work on semi-independent living and he did believe those savings were achievable. Officers were looking to scale this up over the medium term.

Councillor Loveday noted that the appendices mentioned a £250,000 saving for staffing efficiencies. Tony Burton said that mostly related to a reorganisation in the Special Education Need and Disabilities (SEND) service that would reconfigure the way some support services were provided. There was also an element that came from the general staffing budget. Councillor Loveday asked if that meant staff numbers were reducing. Mandy Lawson noted that while going through the 'Moving On' process, when shared services were disaggregated, a number of posts were identified that weren't required in the new structure – e.g. due to merged management posts etc.

Nandini Ganesh commented that there were a number of elements in this budget that had appeared in previous budgets – reducing demand for plans, improving inclusion in schools, independent travel training and more – but they had not materialised. Mandy Lawson said there was a lot of work being done on the inclusion agenda including better outreach and specialist teaching in schools. The department was now in a position to take these projects forward.

Jan Parnell noted that one of the big impacts in schools was in secondaries – H&F was one of the first boroughs in London to implement a managed move protocol that gave children fair access to a panel discussion. It had already had a huge impact - last year there were 29 managed moved but this year there had been just two.

Councillor Loveday requested a full schedule of fees and charges to be circulated, as had been the convention in previous years.

ACTION: Hitesh Jolapara

The Chair thanked officers for their time and work on the budget.

7. DATE OF NEXT MEETING

It was noted that the final meeting of the municipal year was scheduled for 30 March 2020.

Meeting started: 7.00 pm
Meeting ended: 9.15 pm

Chair

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Children's Services response to Covid-19

Report Author: Hannah Parrott

This paper provides an overview of the key changes made to the Children's Services operating model in response to Covid-19 in response to challenges within our community, and how we will implement this learning going forward.

Initial Challenges under Covid-19

Overnight Covid challenged our operating model within Children' Services, increasing family pressures, financial insecurity and impacting on our local workforce and partner availability, making children more vulnerable to hidden and long-term harm.

Our statutory duties require the delivery of a casework service model, involving frequent visits by social workers to families in their home settings. This direct work to address safeguarding concerns requires social workers to site a child in their home. Practitioners also work jointly through a number of multi-agency partnerships with health, schools and the police in line with our model of systemic practice, recognising that everyone in contact with a child is responsible for ensuring their wellbeing is prioritised.

Due to the enforced lockdown, effective from 23rd March 2020, we were no longer able to complete all welfare checks on children in their homes, and as children were no longer attending school and other health settings we could not rely on intelligence from other professionals. A drop in our referral rates also indicated there was a risk of unseen safeguarding concerns. Additionally, vulnerable families accessing our early help offer were unable to receive visits from family practitioners, increasing the risk of families becoming overloaded and requiring more intensive services.

The impact on the education sector was vast, requiring a total redesign of their learning offer to facilitate online support, concerns over the risk of food poverty for children who would normally access free school meal provision, and high volumes of Government guidance which required translating and implementing. A move towards a virtual delivery of educational materials also led to concerns over equality of access to learning resources. Under new acts of parliament, the LA was also deemed responsible for coordinating all PVI, nursery, primary, academy, free school and independent schools in their civic/education response.

The majority of the Special Schools closed in the early lockdown period with Queensmill running a significantly reduced offer and Jack Tizard opening in June for a very limited number of children. To mitigate increased impact on families managing the risk of covid to themselves as carers and to children with more complex needs, the Stephen Wiltshire Centre remain open to deliver support to children and their families. This required all staff to be risk assessed and supported to be safe in work.

The EHCP service has been delivered fully remotely since March. The closure of schools and incremental reopening has resulted in wholesale impact on our delivery of Special Educational needs provision as the Secretary of State issued notice to

amend the SEN Regulations under the Coronavirus Act – this allows for the LA to use reasonable endeavours to ensure that needs are met. This also introduced a requirement to risk assess every child with an EHCP to identify the impact of changes and measures to be put in place to ensure needs can be met.

In line with the closure of education settings, all children's centres were required to close. This meant that many families were unable to access the support services they were used to, and increased feelings of isolation.

Within our SEND cohort, in March all full-time children in our children's home, The Haven, became ill, resulting in the 1 child with split placement having to remain at Qhouse. Through close working with our Director of Public Health, systems and processes were put in place to ensure staff and children were protected. The Haven was the first LBHF outbreak, and we have modelled much of our understanding of management of outbreaks on this.

Our co-production and local offer services has also run wholly virtually. While this has been very successful, we have during this time brought on board our 2 inclusive apprentices who have had to start their roles in LBHF virtually. During this period there has been a high volume of DFE guidance and information to disseminate to parent groups which has been supported through the Local Offer Team. However, supported internships have been disrupted as placements have been impacted by lockdown.

Children's Services Response

Staff have shown an incredible resilience with more than 90% consistently available for work. With fewer than 15% of staff in the office at any one time, the service has effectively adapted to a revised operating framework and made some significant changes to practice.

From the outset, an early decision was made that there would be some children who would need to continue to be seen for safeguarding reasons. In line with this, all 1300+ open cases across Family Services, SEND and cases raised by education professionals were individually risk assessed and RAG rated. This information was also integrated into a dynamic vulnerable children data piece enabling continuous review of RAG ratings, visits, attendance at school provision open to vulnerable children, and digital inclusion.

Cases RAG rated as 'red', requiring continued home visits, were risk assessed prior to every visit to safeguard the wellbeing of our staff members and PPE was provided to all workers undertaking face to face visits. This equally applied to all early help family practitioners where cases were similarly identified as continuing to require visits. The Stephen Wiltshire Centre have co-ordinated this PPE distribution alongside supporting all families with agency and direct payments packages to access PPE. Fit-testing (for specialist PPE) for all services in LBHF across children's and adults was also co-ordinated from the Stephen Wiltshire Centre.

We set up virtual home visiting for all children and their families and provided digital equipment to some families to facilitate virtual visiting. Guidance has also been

developed on communicating with children during this period of high levels of virtual contact. We also developed a new virtual model for all virtual meetings including, Child Protection Conferences and LAC reviews. Our model has been highly regarded and used as an exemplar by DfE, and guidance of undertaking CP case conferences has been shared with West London colleagues.

For cases requiring a lighter touch support model within the early help cohort, Family Support established a new service called 'Time to Connect' that allowed a family to ask someone to call them at a time that suited them where they could talk through what was causing tension or worry.

A minimum of fortnightly contact has been maintained with the LAC cohort from either their social work team or the virtual school. We decided not to make non-emergency placement moves of children in care and care leavers who were ready for a placement step down, to ensure we maximised their stability and support during lockdown. Additionally, the Fostering service has continued to assess prospective new carers and operate a full support service to existing foster carers and connected persons carers. We have extended the approvals for our foster carers to increase availability and provided PPE to all foster carers.

Despite managing a local outbreak within The Haven, staff resilience and commitment to the children has been incredible. Staff have continued to come to work for 3 weeks when they believed the children all had Covid-19, staff sickness has been low, and no one has experienced severe symptoms. Increased staffing was made available, full PPE worn at all times and building work undertaken to create improved infection control facilities. During this period, all contact and external visitors were ceased with virtual methods successfully put in place for children to continue to see their families and professional networks. Throughout this period The Haven was well supported by schools, particularly Jack Tizard school.

Within two weeks, Family Support established a Virtual Family Centre that had daily live sessions streamed on Facebook, daily activities and story times uploaded, advice and support, an overloaded toolbox, access to Time to Connect, counselling and educational materials for home-schooling to support families no longer able to access support through Children's Centres.

Development of a LA emergency education plan was a collaborative effort by the key education advisers, SEND, social services and commissioning colleagues. Though all special and secondary academies closed in the first week of the lockdown period, the majority of primary schools, especially the community schools, remained open to key workers and vulnerable children. With the support of the education team, the remaining primary schools opened up to larger group of key workers. Vulnerable children who did not attend education provision were contacted by social workers at home, facilitated through the shared dataset of vulnerable children.

Over the next three months there were 193 individual guidance documents aimed at education settings, this needed interpreting and translating into LA guidance and action. Schools needed to risk assess for wider opening and individual staff risk assessments. The schools initially maintained the 2m distancing rules, then the 1

plus and now the whole year bubbles (up to 300 in secondary) and between 30 – 120 in primary. Distancing was difficult to observe in EY settings. There was confusion over the use of PPE in schools and special schools needed further support to interpret the DFE guidance. There was increased need for Easter and half term cover for key workers and third sector partners were asked to support the delivery plan.

In recognition of the lack of open education provision, a 6-day per week offer has been available at the Stephen Wiltshire Centre since March, offering sessions on site to children whose schools are closed. The Stephen Wiltshire Duty hours have also been extended to provide advice and support to all parents of disabled children in Hammersmith and Fulham.

Additionally, the Play Association have extended their day-care offer to 6-days per week to provide support to children and young adults who were not able to attend school or adult day-care offer. Further support measures have been put in place including an increase in home support packages through Direct payments and agency support agreed as required, and frequent contact with families by lead professionals. All cases have been RAG rated, and priority access to sessions given to most vulnerable children and families.

The EHCP Service, SENCOs and Education Team have continued to work closely throughout the risk assess and support schools and families to ensure that virtual learning, advice and support is in place. 88% of primary phased transfers were completed by February 15th deadline and 66% of the secondary transfers by the 31st March deadline. Work is now underway to ensure that children transition into their next education phase. Transition is always challenging and has required considerable additional support this year. Virtual annual reviews have been successful, supporting increased attendance of key professionals.

Co-production of the Local Offer has continued, facilitated through weekly zoom sessions with parents and a range of professional attendees including paediatricians, EHCP service, Educational Psychologists, Short Breaks service, transitions etc. Sessions have been very well attended with a much wider group of parents that would historically have attended the coffee mornings. Issues raised by parents have been tracked and responded to wherever possible to ensure that thematic and individual concerns are addressed.

A redesign of pathways to employment roles is underway to ensure that we have capacity to deliver independent travel training to deliver against travel care priorities and improve outcomes for young people.

Future Challenges

- Ensuring that we meet our statutory responsibilities while we continue to support staff to work in line with health and safety requirements.
- Development of a new operational delivery of a part virtual, part office-based service.

- Providing reduced office space, but sufficient to allow people to feel part of a team & have the opportunity to have support & learning from colleagues
- Potential for increased activity rates as more services return to pre Covid working arrangements.
- Additional cost pressures for the Local Authority if we seek a significant increase in the number of children requiring care.
- The popularity of the virtual family centre means that we are having to put dedicated staff to work on it. Our Children's Centre services are being redesigned so that we can relaunch and expanded service, delivered across more sites, from September.
- Space – full return to school and social distancing will there be enough space in schools?
- Teacher & support staff resilience - % of staff shielding and BAME disproportionality impact, so schools need to be supported on constantly reviewing their individual & school risk assessments
- Parent/carer confidence in returning children to school
- Staff wellbeing and HT resilience
- Co-ordination of new responsibilities tutoring, catch-up and student mental health
- Recovery curriculum and expectations to offer full curriculum
- Re stating assessment and OFSTED April 2021
- SEND responsibilities
- Business model /resilience of PVI sector
- Balancing support for the recovery curriculum and standards monitoring
- Managing expectations with the ten secondary academies without a dedicated secondary post
- Brokering access to additional space/outdoor learning
- Building the comms profile with wider community
- Integrating additional support for schools to manage wider SEND and inclusion including home support for online learning and therapies
- EY sufficiency as the sector has contracted in C19 era
- Move to blended learning model and ensuring parity of access to quality provision
- Further developing the Learning Partnership to build peer to peer support and system improvement
- Implementing the track & trace /local lockdown plan if required
- Maintaining standards and high profile during C19 period and fiscal challenge

- Ongoing risk of further outbreaks within our children's home. It remains unclear whether the children did have Covid-19 so the risk remains high for future outbreaks.
- Impact of Test, Track and Trace is an ongoing risk to staffing levels.
- Staff have worked at an intense level for the last 4 months, we are mindful of staff wellbeing and burn out.
- Ongoing impact of return to school for children with complex needs.
- Impact of social distancing on limited space in the centre and all of our facilities.
- Risk of families becoming exhausted as a result of relentless ongoing impact.
- Increased levels of support may be ongoing, the Short Breaks budget is budgeted assuming children are at school full time, there will be increased budget pressures.
- Return to school in September remains a challenge for all schools, returning children who require higher levels of support, struggle to socially distance etc will be a further challenge.
- Parental confidence in schools to keep children safe in relation to Covid remains an ongoing challenge.
- Virtual education where schools cannot be fully open is challenging for many children, for those with SEN there are additional layers of complexity.
- Parents remain anxious about return to school and the Local Offer team will continue to support access to the SEND service to ensure concerns are addressed.
- As part of Recovery there will continue to be join up between SEND, the Economy and Social Care in driving forwards the employment agenda, given the likely economic impact of Covid this joined up approach will be required to ensure that those with SEND are not left behind.

Road to Recovery

In maintaining the propriety to safeguard and promote children's welfare and wellbeing, service design and improvement post-covid will be driven by integrated business intelligence, finance and performance data. We will harness the energy, creativity and new collaborations formed through covid as part of a new delivery model, underpinned by a resilient, adaptive, highly skilled and stable children's workforce sustained through transition and change.

Our early help offer will focus on ensuring families receive the right help, at the right time, in the right place and at the right cost. We will develop a targeted offer to vulnerable youth to promote diversion and access and will tackle disproportionality focusing particularly on our YOS cohort, school attendance and late entrants into care. This will be supported by improved inclusion for all children in mainstream provision initiated through an immediate school's recovery, rebuild and redesign plan of the physical, ecological and academic offer. We will support more children and

young people to remain at home and maximise transition pathways for complex young people to adult and housing services.

On the following pages you can find briefing notes from each service covering their response to covid:

- Family Services
- Education
- SEND
- Commissioning
- Family Support

Children's Services response to Covid-19: **Family Services**

Report Author: Bev Sharpe

This paper provides a brief overview of the key changes made to the Family Services operating model in response to Covid-19 in response to challenges within our community, and how we will implement this learning going forward.

Initial Challenges under Covid-19

Children's services statutory duties require the delivery of a casework service model, which involves a high level of visits by social workers to residents' homes. We work directly with children and families to address safeguarding concerns related to emotional, physical and sexual abuse and neglect, and these children will become either subject to a child in need plan or child protection plan.

The statutory framework requires that we site a child in their home setting to complete a check on their welfare. We are also required to convene a number of multi-agency partnership meetings, with key agencies, such as health, schools and police to ensure that children are sighted and are being seen by key professionals in addition to the child's social worker. In addition to children living in the community, we are also required to provide a statutory service to children in care and to care leavers

Lockdown from 23rd March 2020, resulted in government direction to stay at home. Although we had been planning for a lockdown, this presented us with the need to implement an immediate new structure for service delivery. It meant that we were no longer able to visit children at home or in their placements and as children were not attending school or health appointments, we did not have other professionals looking out for their welfare. The other consequence was that because families were ordered to stay indoors, our referral rates for new cases dropped significantly, and we were extremely concerned that abuse may be going undetected.

Lockdown also had considerable impact on our staffing capacity. As staff were directed not to travel, we had to quickly move to a virtual service, and agree minimal staffing levels to respond to emergencies.

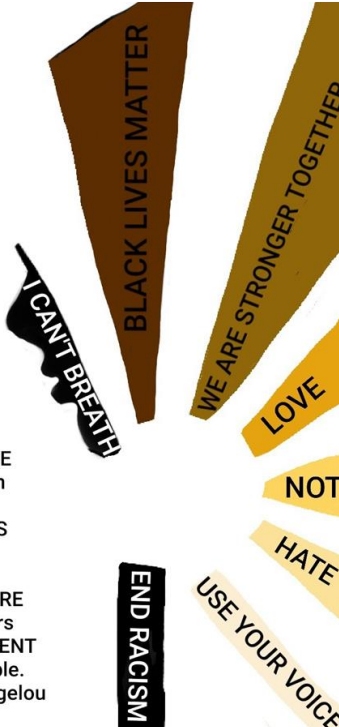
Family Services Response

- We made an early decision that there would be some children who we would need to continue to see for safeguarding reasons.
- We established the staffing levels required to provide an emergency response.
- Staff were provided with PPE to travel to H&F to see families in their homes and to cover the duty system.
- We set up regular teams/WhatsApp meetings to ensure staff had robust management supported while working virtually.

- The council provided free car parking for keyworkers
- We assessed the level of risk to all 1300 children open to social care by RAG rating cases. This list included working out which children were accessing education
- We set up virtual home visiting for all children and their families and provided digital equipment to some families to facilitate virtual visiting.
- We developed a new virtual model for all virtual meetings including, Child Protection Conferences and LAC reviews. Our model has been highly regarded and used as an exemplar by DfE
- We made a decision not to make non-emergency placement moves of children in care and care leavers who were ready for a placement step down, to ensure we maximised their stability and support during lockdown.
- We provided additional support to young people known to YOS who were subject to community orders.
- We extended the approvals for foster carers to increase foster carer availability.
- We provided PPE to all our foster carers.
- We developed a weekly creative challenge for children in care to encourage them to take part in a writing /art project with fantastic results.



PREJUDICE
is a burden
that
CONFUSES
the past,
threatens
THE FUTURE
and renders
THE PRESENT
inaccessible.
- Maya Angelou



Future Challenges

- Ensuring that we meet our statutory responsibilities while we continue to support staff to work in line with health and safety requirements.
- Development of a new operational delivery of a part virtual, part office-based service.
- Providing reduced office space, but sufficient to allow people to feel part of a team & have the opportunity to have support & learning from colleagues
- Potential for increased activity rates as more services return to pre Covid working arrangements.
- Additional cost pressures for the Local Authority if we seek a significant increase in the number of children requiring care.

Appendices

Appendix 1 - Looked After Children and Care Leavers: Engagement with Young People during Covid-19

This briefing has been prepared to provide an overview of the statutory service provided to our Children Looked After and Care Leavers during Covid 19 pandemic.

Looked After Children and Care Leavers: Engagement with Young People during Covid-19

Report Author: Bev Sharpe

Introduction

This briefing has been prepared to provide an overview of the statutory service provided to our Children Looked After and Care Leavers during Covid-19 pandemic.

When the Local Authority and the country went into full lockdown on 23rd March 2020, we had to quickly develop a new way of delivering a statutory social work services to our children in care and care leavers. In the week that lockdown started we had responsibility for 250 Looked After Children and 239 Care Leavers.

Service Delivery in response to Covid19

The requirement to support the Stay at Home message meant that we were actively encouraging our young people to remain in their placements, and that the majority of our staff were working from home. It was not appropriate to ask foster carers and residential staff to allow home visits, and therefore we moved to a position where only critical visits face to face visits are scheduled. All staff are required to have a virtual contact with their young people at a minimum level of once every two weeks.

All face to face visits are risk assessed and must be agreed by the line manager and PPE is provided for all visits. The reasons for physical visits include responding to a new care arrangement, placement break down, managing an acute mental health or emotional presentation, arrest, or return from a missing episode. We have also provided outreach to young people who are feeling particularly isolated.

In addition, young people have a minimum of fortnightly contact from the Virtual School to support them in developing positive routines and to plan their home-schooling timetable.

A range of other agencies and professionals are also having virtual contact with our looked after children and care leavers including their Independent Reviewing Officers, the LAC nurses, LAC Assist, supervising social worker, and mentors/support workers and of course their carers.

Our social workers are finding creative ways of engaging with children and young people. Some examples include:

- Undertaking Pilates and fitness sessions together
- Handwritten personalised cards sent in the post. Feedback from this that the children concerned treasured these cards, read and re-read them, and were excited to receive physical post addressed to them.
- Video CV writing session with a hard to reach young person who found it easier to undertake this work virtually
- Use of interpreter during video sessions
- Undertake online mybank training together with some young people

A Good Practice Guidance for Virtual Visits has been developed by the Principal Social Worker network, and this has been shared with all our practitioners and a workshop is planned in the next two weeks. Workers have been asked to make sure they undertake the

usual functions of a statutory visit at least every six weeks. This might be through the weekly or fortnightly contact they have, or they might undertake a longer and more in-depth session at least 6 weekly.

All review health assessments are currently being undertaken virtually by our two LAC nurses. They are finding that they are able to have longer and more in-depth conversations with children and young people about their health and emotional well-being, virtually than in an actual visit.

The Virtual School team are providing virtual online sessions for those wanting to progress to Further Education next year and those searching for employment and are leading online ESOL tuition sessions.

There has been an adaptation of the usual Virtual School support, to ensure that additional bespoke support is in place for identified young people including continuing art therapy, tuition and mentoring virtually.

Outreach and Participation

Additional mentoring and outreach support provided through WIPERS, QPR, VIP, Key 4 Life and ASE for identified young people in need of further support.

Our Children in Care Council and Care Leavers Group have daily communication through our WhatsApp groups, with some of older ones sharing content and advice to make each other smile in these uncertain times. This includes a daily check in and weekly visual quiz.

The Children in Care Council and /Care Leaver Groups have met online to share their experiences and shape the consultation for the wider cohort. The young people have identified they have struggled with the Skype and Teams platforms and would prefer to use Zoom to meet.

A consultation survey has been sent to all Looked after Children and Care Leavers and the responses will be collated and analysed to further shape services through Corporate Parenting. A virtual Corporate Parenting meeting is being arranged to take place in May half term and the survey results will be discussed at the meeting.

Enrichment Activity

A weekly creative challenge is being shared with all our Looked After Children and Care Leavers and their carers and professionals who work with them. The aim is to encourage everyone to explore a range of creative skills and talents, to have a shared goal and activity, to distract from worries and to feel connected. An online gallery of the contributions has been created and shared and the ambition is that one day we will have a live exhibition and be able to bring everyone together to share and celebrate their talents. Our young people have told us that they are enjoying the

challenges, look forward to the new themes and viewing the submissions that have been shared. Submissions can be viewed here:

<https://sites.google.com/view/creative-challenge/home>

We moved our Easter creative enrichment project to a virtual version with some fantastic contributions on the following:

- Draw an unusual fruit with a personality
- Share either a piece of your own art or an object from your home that is special to you and tell us why
- Make a "person" out of objects you find in the kitchen
- Write out your favourite word and draw images around it that you connect with that word



Future Developments

Our Enrichment Coordinator is developing a 'Corona on my mind' proposal to give young people a means of exploring and expressing their thoughts and feelings about current challenges. This project would include a series of online sessions with creative leaders introducing their artforms including a performance poet, a visual artist, a storyteller, an actor, a rapper and others, followed by the creation of an online space to share work in progress and completed pieces. The aim would be to create personal and collective stories of young people's experiences; which can be valued among all the other stories that will be told and help young people to have control over the next stage in their lives.

Children's Services response to Covid-19: **Education**

Report Author: Jan Parnell

This paper provides a brief overview of the key changes made to the [service] operating model in response to Covid-19 in response to challenges within our community, and how we will implement this learning going forward.

Initial Challenges under Covid-19

The initial challenges were immense in the education sector. They had a few days to respond to lockdown and redesigning their offer to online support and sending packs home to school. There was an emergency food response as the central government guidance was initially very slow and schools were buying vouchers and sending home food parcels.

All special and secondary academies closed in the first week and the majority of primary schools, especially the community schools, remained open to key workers and vulnerable children. With the support of the education team, the remaining primary schools opened up to larger group of key workers.

Vulnerable children did not turn up to school in large numbers but joint working with social care identified the at-risk children who were contacted by social workers at home. Through collaboration with the EHCP service, SENCos, Educational Psychologists and the Inspire Team, additional support has been provided both to schools and families to ensure virtual learning, advice and support is in place.

The support for vulnerable groups intensified and the majority of schools were ringing and sending home additional resources to families. Many could not access the online learning due to lack of kit and family organisation around the education offer.

School staff were mainly working from home and many were deemed vulnerable with underlying health conditions including a larger % of headteachers who have stressful jobs and an older age profile.

Over the next three months there were 193 individual guidance documents aimed at education settings, this needed interpreting and translating into LA guidance and action.

Schools needed to risk assess for wider opening and individual staff risk assessments. The schools initially maintained the 2m distancing rules, then the 1 plus and now the whole year bubbles (up to 300 in secondary) and between 30 – 120 in primary. Distancing was difficult to observe in EY settings. There was confusion over the use of PPE in schools and special schools needed further support to interpret the DFE guidance. The role of governors took on additional importance and responsibility to sign off risk assessments. Under new acts of parliament, the LA was deemed responsible for coordinating all PVI, nursery, primary, academy, free school and independent schools in their civic/education response.

There was increased need for Easter and half term cover for key workers and third sector partners were asked to support the delivery plan.

Education Response

The development of an LA emergency education plan was a collaborative effort by the key education advisers, SEND, social services and commissioning colleagues. It was led by the AD for Education, Jan Parnell.

Please refer to the responding together document, Appendix 1, that exemplifies the detailed Education response which has had excellent feedback from all stakeholders.

Future Challenges

School/PVI sector:

- Space – full return to school and social distancing will there be enough space in schools?
- Teacher & support staff resilience - % of staff shielding and BAME disproportionality impact, so schools need to be supported on constantly reviewing their individual & school risk assessments
- Parent/carer confidence in returning children to school
- Staff wellbeing and HT resilience
- Co-ordination of new responsibilities tutoring, catch-up and student mental health
- Recovery curriculum and expectations to offer full curriculum
- Re stating assessment and OFSTED April 2021
- SEND responsibilities
- Business model /resilience of PVI sector

Internal Education Team:

- Balancing support for the recovery curriculum and standards monitoring
- Managing expectations with the ten secondary academies without a dedicated secondary post
- Brokering access to additional space/outdoor learning
- Building the comms profile with wider community
- Integrating additional support for schools to manage wider SEND and inclusion including home support for online learning and therapies
- EY sufficiency as the sector has contracted in C19 era
- Move to blended learning model and ensuring parity of access to quality provision
- Further developing the Learning Partnership to build peer to peer support and system improvement

- Implementing the track & trace /local lockdown plan if required
- Maintaining standards and high profile during C19 period and fiscal challenge

A draft recovery plan is in progress, Appendix 2, detail future service developments from September 2020 under the 'Mary Seacole Education Recovery Plan'. This programme builds upon the Learning Partnership with schools and our community, introducing a recovery curriculum integrating a focus on climate change, a decolonised offer, and mental health within a blended learning model.

Appendices

Appendix 1 – 'Responding Together'

Appendix 2 – Mary Seacole Education Recovery Plan

Children's Services Covid 19. Responding together.

Jacqui McShannon

Director of Children's Services

Our corporate values & priorities are shaping Children's Services response DRAFT ONLY

Building shared prosperity... right now this means doing everything we can to tackle the threat to **family income, unemployment, housing insecurity/ homelessness and food poverty**, all exacerbated by this crisis. This means **equal access to the internet & online learning** during a time where remote contact is key. We will **tackle the risk of an increasing attainment gap** whilst ensuring **children and professionals are safe & supported** through this crisis.

Doing things with, not to... right now this means working in **partnership** with education settings and the voluntary sector to find meaningful solutions. It means **working with home educators** to support children in their home settings as well as **working with providers to remain open** and cocreate the **very best programmes** across settings. We will enable **children & their families to enjoy trusting, supportive, collaborative & joined up relationships** that improve life chances. We'll find a way to **coproduce our local offer crisis response** despite the crises.

Taking pride ... right now this means enabling **children & families to learn, enjoy and stay well**. It means school & social sector leaders **moving beyond traditional boundaries, forging new partnerships, supporting each other**, sharing ideas and resources and working with each other in new ways. **Climate education** can see a greener borough with a generation of children developing as leaders in a green economy and our Industrial Strategy enabling anchor institutions to take pride in changing our borough and its children's futures for the better.

Creating a compassionate council... right now this means **getting ready for the wider and longer term implications of the crisis** on our community's **wellbeing, supporting all** through lock down, distancing and loss. Compassion means Early Help from a **trauma informed system who carry a sensitivity, empathy & energy** which flows from grasping the theory of early childhood experience and the role **passion plays in improving life chances**. Stronger relationships will reduce issues like **crime, gang involvement, violence** that impact children's life outcomes.

Being ruthlessly financially efficient... We know Covid 19 is exacerbating pressure on Council funds. This means **keeping account of the full cost** of the response and accounting for public money. It means considering **cost effective ways of meeting need**. It means **retaining vital preventative services to minimise pressure on families**. It means **supporting flexible ways of working**, innovating and evaluating **new approaches, seizing unexpected opportunities & building resilience** through the recovery phases.



Our programme is following the cycle of plan-do-review across the seven key phases below

Programme Phase	Phase 1 Spring Term	Phase 2 Easter hubs	Phase 3 Vulnerable & critical worker offer	Phase 4 May Camp	Phase 5 Phased return	Phase 6 Summer Camp	Phase 7 Further returns
Dates	March – April 3 rd	April 6 th – April 17 th	April 20 th – May 22 nd	25 th May – 29 th May	June 1 st – July 21 st	July 22 nd – September 1 st	September 2 nd onwards



... What we've achieved together (02)

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Phase 2 April 6 th – 17 th	Supporting schools to open over Easter	Protocols developed	Logistics	Evaluation Report
<p>A dynamic offer for vulnerable & critical worker children</p>	<ul style="list-style-type: none"> • Early Years Hub • Secondary Hub in partnership with Latymer Upper School & Let Me Play • Two school/ voluntary sector hubs • Fifteen primary schools staying open • Visiting provision 	<ul style="list-style-type: none"> • Central registration • Safeguarding guidelines • Safe distancing guidelines • Parental communication • Placing of critical worker children • Ensuring sufficiency 	<ul style="list-style-type: none"> • PPE distributed • Food security • Transport • Deep cleaning rota 	<ul style="list-style-type: none"> • Let Me Play & education team evaluation report • Lessons learnt informing plans for transition & summer camp

Phase 3 April 20 th – May 22 nd	Supporting schools to reopen	Think piece	Logistics	Supporting children & families
<p>Planning for a safe phased return</p>	<ul style="list-style-type: none"> • Regular communications • LA led biweekly secondary forum • Weekly primary forum & twice weekly thematic meetings • Brokering arts & music offer for vulnerable children • Weekly meetings with unions • Online governor forum (32 schools) • Online designated safeguarding leads • SENCO online forum • Trauma informed schools programme rollout with FS • Increased online training offer, including bereavement support • SEND Coproduction – joint collaboration parents & carers, schools & services 	<ul style="list-style-type: none"> • World Health Organisation • Education Health Forum • Facilitating discussion around safe phased return • Ad Education West London group feeding up to ministerial team • Lobbying i.e. feedback from school leaders • DCS & Ad Education individual headteacher calls • Ad SEND chairing West London group • DSC on national discussions with minister and DfE senior leads for education and social care 	<ul style="list-style-type: none"> • PPE distributed • Food security • Transport • Deep cleaning rota • Sharing testing information 	<ul style="list-style-type: none"> • Vulnerable children new monitoring arrangements • Identifying wider vulnerable list • Digital inclusion- identifying need & coordinating government scheme • Magic Breakfast scheme • SEND resources & advice on local offer • Shielded calling

Our next programme phases- 26.06.2020

Phase 4
25th May –
29th May

- Let Me Play May half term camp
- Limited number of settings open for critical worker and vulnerable children
- Evaluation report including parent/carer feedback

Phase 5
June 1st –
July 21st

Phased Return

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Business as Usual

Interpreting government guidance

- PPE logistics arranged for special schools & grab packs for all mainstream schools & PVI (JG)
- Restructuring food resilience options (SN)
- Daily HT newsletter/ Weekly calls thematic workshops (KF)
- Digital kit storage & distribution schedule (DM/VB)
- Prioritisation for digital kit & protocols with social workers at school (DM/JP/BS).
- Comms to parents re digital (HP)
- Comms to parents re phased return (NL)
- DSL training to adapt policies (MB)
- Chair of Governors – online forum (KM)
- Safe Distancing and Bubbles (TC)
- Business and Financial modelling for Private and Voluntary Nurseries

Coproducing our response

- Risk assessment exemplars shared (KG)
- Catalogue of physical adaptations & schedule works summer (KG)
- Weekly joint union meeting
- Youth voice film & link to vulnerable groups (BW)
- Primary Recovery Curriculum Modules inc. online learning (LL)
- Evening session parentsactive (KT/JP)
- Engaging libraries and reshaping reading offer (CC)
- Design and logistics of Summer school offer (SL)
- Virtual Children’s Centre offer (FS)
- Vulnerable children’s integrated data to inform digital inclusion and targeted school return (AK)

Sharing best practice & shaping our education offer

- SEND online resources via firefly (DM)
- Ed psych training on welcoming children back to learning / 3 sessions (SS)
- Psych/social curriculum designed & pack distributed (SS)
- Transition Toolkit (SL)
- Green Recovery – Mudlarks II/ Outdoor Learning Offer (DE/PT)

Workforce care & continuity

- Testing Tracing Pilots in 5 schools (KF/NL)
- Optional Wellbeing survey for school staff (SS & HT focus group)
- HT counselling / coaching (KF)

- Admissions FAP and ACE / FOI/ Complaints / Data Return/ Schools Forum
- EU Projects

Summer Offer (LA offer)

Summer Offer

Primary

- **Langford Primary – Let me Play** (open for two weeks)
- **St John Walham Green -Let me Play** (open for two weeks)
- **Stephen Wilshire Centre -Local Offer and SEND Provision** (range of activities on site and in the local park -referral mainly and one drop in session weekly)
- **Brackenbury Primary –Family Support** (support to referred families from professionals in LBHF -Summer provision for vulnerable children)

Secondary

- **Latymer Upper school – Let me Play** (open for four weeks, running SEND workshops and activities)
- **Summer Transition Camps, at LBHF secondary schools – Let me Play** (for identified Year 6 children going into Year 7)
- **LBHF Sports Development Team** are offering a range of activities, outdoors, to the community, throughout the borough, during the Summer holidays
- **Youth Workers & Detached Work** - variety of detached outreach projects coordinated with community safety, YOT and the police, for the Summer holidays

Primary / Secondary

- **London Sports Trust and MET Police** to offer summer camps 2-weeks; **Phoenix Academy** (from 10th August to 21st August) and **Fulham Boys School** (20th July to 31st July) . Young people aged 8 year old and upwards
- **Action On Disability** will facilitate a 4-week youth club program, in the Summer, from 9am – 4pm, for young people aged 11-25 years old
- **Lyric Theatre** to offer 4 filmmaking summer projects (mix of bursary and paid spaces, 1- week long aimed at YP aged 14 +

Other

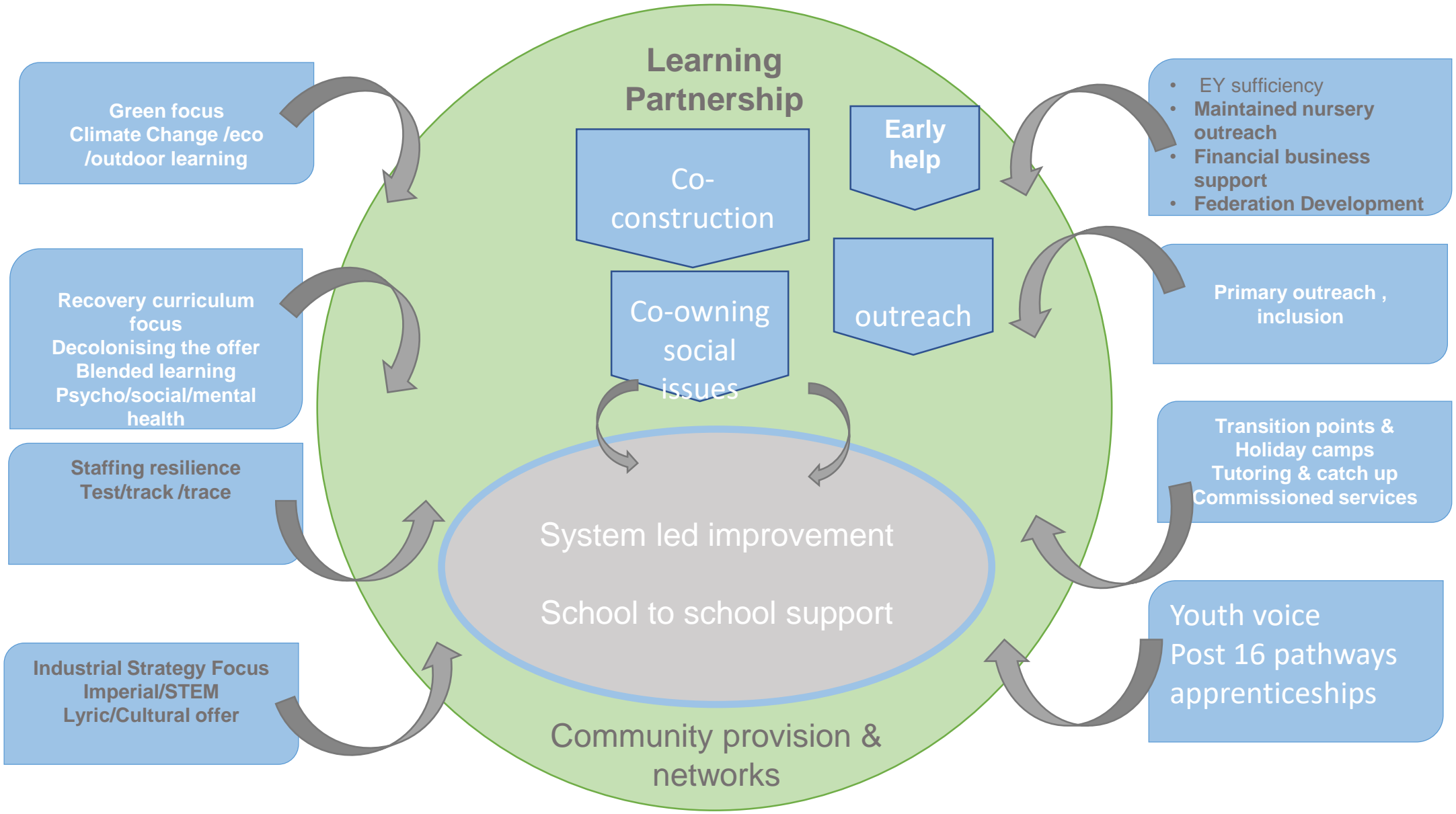
- **Chelsea Foundation** will be conducting detached youth work around the Henry Prince, Ashburton, World's End Estates and Ladbroke Grove and Westway areas speaking with young people about returning to life post lockdown and plans to re-start Kick sessions (Lots of other virtual activities and challenges can be found on Kicks Club Google Classroom page)
- **Hammersmith Community Garden Association & Urbanwise.London** will offer sessions for families with young children, (4-12 years old) at Phoenix Farm and at Ravenscourt greenhouses. Entitled Go Wild! Growing / wildlife/ healthy living nature crafts & environmental games these will run from 27th July to 28th August
- **Outdoor Youth Club activities in Park Spaces** - Harrow Club, Sands End Youth Club, Brunswick Club and Sulgrave youth club, all will be running holiday provision for LBHF young people
- **YH&FF** manage, support and organise many third sector organisations within the borough, across a wide age range and ability range. These organisations offer a wide range of activities throughout the Summer break.

Challenges School/PVI level

- Space – full return to school & social distancing will there be enough space in schools ?
- Teacher & support staff resilience - % of staff shielding & BAME disproportionality impact so schools need to be supported on constantly reviewing their individual & school risk assessments
- Parent/carer confidence in returning children to school
- Staff wellbeing & HT resilience
- Co-ordination of new responsibilities tutoring & catch up & student mental health
- Recovery curriculum & expectations to offer full curriculum
- Re stating assessment & OFSTED April 2021
- SEND responsibilities
- Business model /resilience of PVI

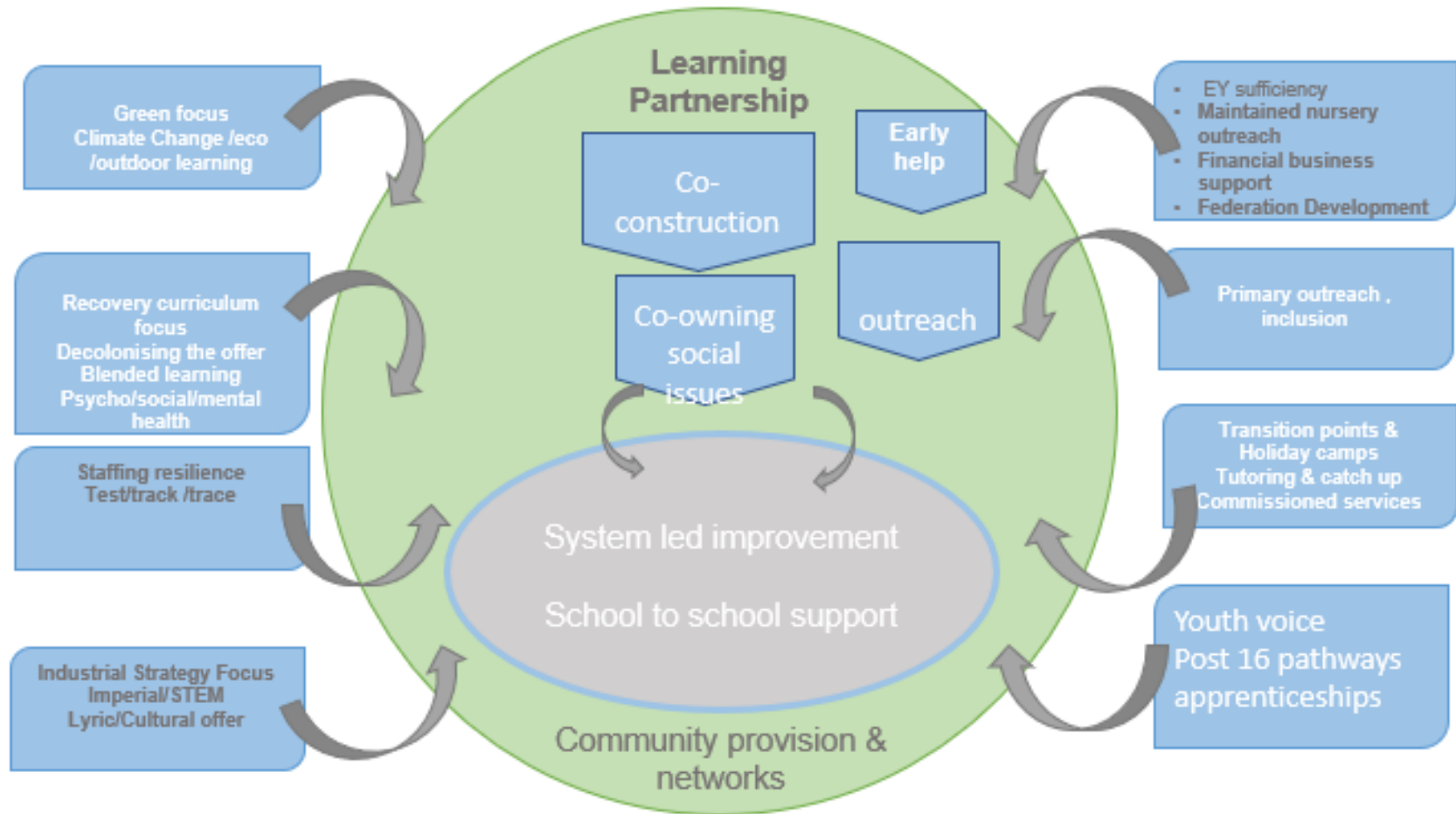
Challenges Education team level

- Balancing support for the recovery curriculum & standards monitoring
- Managing expectations with the 10 secondary academies without a dedicated secondary post
- Brokering access to additional space/outdoor learning
- Building the comms profile with wider community
- Integrating additional support for schools to manage wider SEND & inclusion including home support for online learning & therapies
- EY sufficiency as the sector has contracted in C19 era
- Move to blended learning model & ensuring parity of access to quality provision
- Further developing the Learning Partnership to build peer to peer support & system improvement
- Implementing the track & trace /local lockdown plan if required



Appendix 2 – Mary Seacole Education Recovery Plan

Mary Seacole Education Recovery Plan
September 2020 Future Developments



Children's Services response to Covid-19: **SEND**

Report Author: Mandy Lawson

This paper provides a brief overview of the key changes in service delivery and response to Covid-19 in SEND. It addresses the impact on children, young people and their families and how the service has delivered a co-ordinated response

The Haven

Initial Challenges under Covid-19

- The Haven is our children's home, at time of outbreak - 3 full time residents, 1 child with a split placement with Q-house the children's home in Queensmill school plus RBKC resident children (for whom RBKC pay full fees).
- In early March all full-time children became ill, resulting in the 1 child with split placement having to remain at Qhouse.
- Close working with Director of public health, systems and processes put in place to ensure staff and children protected. The Haven was the first LBHF outbreak we have modelled much of our understanding of management of outbreaks on this.
- Haven staff are all LBHF employees – impact of risk assessment, staff health and safety staff resilience.

The Haven Response

- Staff resilience and commitment to the children has been incredible.
- Staff continued to come to work for 3 weeks when they believed the children all had Covid-19.
- Staff sickness has been low and no one has experienced severe symptoms.
- Increased staffing was made available, full PPE worn at all times, building work undertaken to create improved infection control facilities.
- Contact and external visitors were ceased with virtual methods successfully put in place for children to continue to see their families and professional networks.
- The Haven was well supported by schools, particularly Jack Tizard school.

Future Challenges

- Ongoing risk of further outbreaks, it remains unclear whether the children did have Covid-19 so the risk remains high for future outbreaks.
- Impact of Test, Track and Trace is an ongoing risk to staffing levels.

- Staff have worked at an intense level for the last 4 months, we are mindful of staff wellbeing and burn out.

Stephen Wiltshire and Short Breaks

Initial Challenges under Covid-19

- Majority of the Special Schools closed in the early lockdown period with Queensmill running a significantly reduced offer and Jack Tizard opening in June for a very limited number of children.
- Impact on families due to school closure, lockdown restrictions and risk of Covid to themselves as carers and to children with more complex needs.
- High number of children with complex needs were shielded.
- Stephen Wiltshire Centre needed to remain open throughout to deliver support to children and their families, this required all staff to be risk assessed and supported to be safe in work.

The Stephen Wiltshire and Short Breaks Response

- A 6 day per week offer has been available since March, offering sessions on site to children whose schools are closed.
- The Play Association extended their day-care offer to 6 days per week to provide support to children and young adults who were not able to attend school or adult day-care offer.
- Increased in home support packages through Direct payments and agency support agreed as required to support families.
- All cases have been RAG rated, priority access to sessions given to most vulnerable children and families.
- Families contacted weekly by their lead professional.
- Stephen Wiltshire Duty hours extended to provide advice and support to all parents of disabled children in Hammersmith and Fulham.
- Stephen Wiltshire Centre co-ordinated the children's PPE distribution supporting all families with agency and direct payments packages to access PPE.
- Fit-testing (for specialist PPE) for all services in LBHF across children's and adults was co-ordinated from the Stephen Wiltshire Centre.
- SWC have supported children to celebrate the NHS with the weekly claps, have celebrated Black Lives Matter and remembered Grenfell.



Future Challenges

- Ongoing impact of return to school for children with complex needs.
- Impact of social distancing on limited space in the centre and all of our facilities.
- Risk of families becoming exhausted as a result of relentless ongoing impact.
- Increased levels of support may be ongoing, the Short Breaks budget is budgeted assuming children are at school full time, there will be increased budget pressures.

Education, Health and Care Planning (EHCP)

Initial Challenges under Covid-19

- Since Lockdown the service has been delivered fully remotely.
- Closure of school and incremental reopening has resulted in wholesale impact on delivery of Special Educational needs provision.
- Secretary of State issued notice to amend the SEN Regulations under the Coronavirus Act – this allows for the LA to use reasonable endeavours to ensure that needs are met.
- Requirement to risk assess every child with EHCP – identify impact of changes and measures to be put in place to ensure needs can be met.

EHCP Service Response

- Ongoing close working EHCP service, SENCos and the Education team to risk assess, support schools and families to ensure that virtual learning, advice and support in place.

- BAU has continued despite disruption in schools thus 88% of primary phased transfers were completed by February 15th deadline and 66% of the Secondary Transfers by the 31st March deadline. Work is now underway to ensure that children transition into their next education phase, transition is always challenging and has required considerable additional support this year.
- The service has led on the digital inclusion and laptops have been issued where identified as required.
- Virtual annual reviews have been successful, supporting increased attendance of key professionals.

Future Challenges

- Return to school in September remains a challenge for all schools, returning children who require higher levels of support, struggle to socially distance etc will be a further challenge.
- Parental confidence in schools to keep children safe in relation to Covid remains an ongoing challenge.
- Virtual education where schools can not be fully open is challenging for many children, for those with SEN there are additional layers of complexity.

Co-production of the Local Offer and Pathways to Employment

Initial Challenges under Covid-19

- Service is now wholly virtual, while this has been very successful, we have during this time brought on board our 2 inclusive apprentices who have had to start their roles in LBHF virtually.
- High volume of DFE guidance and information to disseminate to parent groups has been supported through the Local Offer Team.
- Supported Internships have been disrupted as placements have been impacted by lockdown.

Service Response

- Weekly zoom sessions with parents have taken place to with a range of professional attendance including paediatricians, EHCP service, Educational Psychologists, Short Breaks service, transitions etc. Sessions have been very well attended with a much wider group of parents that would historically have attended the coffee mornings
- Issues raised by parents have been tracked and responded to where ever possible to ensure that thematic and individual concerns are addressed.
- Local offer has been regularly updated.
- Supported interns have been supported by their colleges.

- Appointment of the Inclusive apprentices is leading on the SEND Youth Voice with the move to virtual youth council meetings has enabled the voice of young people with SEND to be fully included in the LBHF youth voice.
- Redesign of pathways to employment roles is underway to ensure that we have capacity to deliver independent travel training to deliver against travel care priorities and improve outcomes for young people.

Future Challenges

- Parents remain anxious about return to school and the Local Offer team will continue to support access to the SEND service to ensure concerns are addressed.
- As part of Recovery there will continue to be join up between SEND, the Economy and Social Care in driving forwards the employment agenda, given the likely economic impact of Covid this joined up approach will be required to ensure that those with SEND are not left behind.

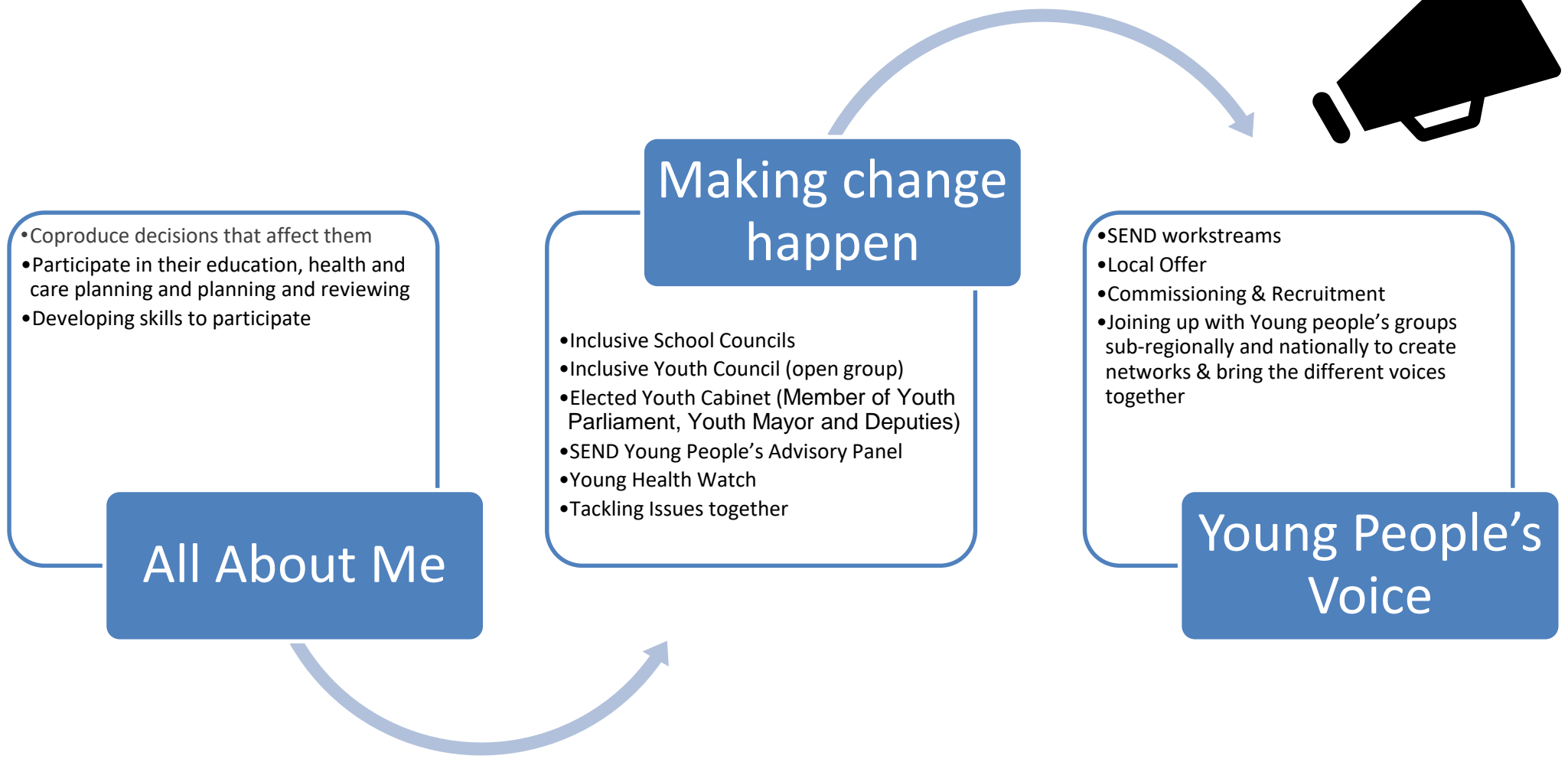
Appendices

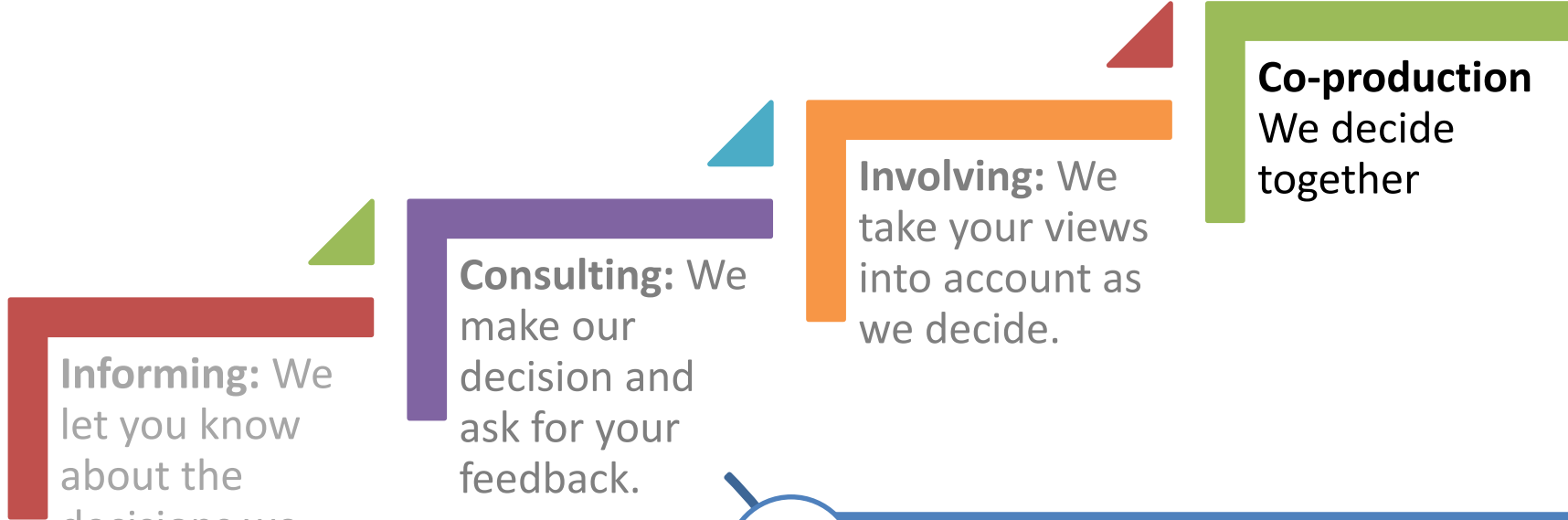
Appendix 1 – Inclusive Youth Voice Summer 2020

Appendix 2 – Responding Together

Inclusive Youth Voice

DRAFT v.1





SEND Inclusion & Coproduction in H&F – background

- We have been working together – Parentsactive, LBHF & the CCG to ensure coproduction becomes the way we do things in H&F.
- There are many ways in which this is happening and **we are moving up the Coproduction ladder** to get to the point where we **decide things together**.
- The recruitment of new parent/carers to represent the wide diversity of H&F community and the 0-25 cohort of children and young people
- Young people are involved in decision making but more work is needed to ensure full participation and coproduction becomes the norm

Coproduction and Youth Voice

- Young people are involved in decision making but more work is needed to ensure full participation and coproduction becomes the norm
- Emerging work across Children's and Adults Services with schools and colleges.
- ONE Inclusive Youth Council representing the different voices and informed by partners
- Youth activities and events planned to be inclusive from the start so everyone feels welcome
- Young people involved in shaping Council systems and services and local area SEND developments
- Creating a “doing with” culture rather than “doing to” culture.
- Driven and led by the voices of young people with their lived experiences, shaping organisational and cultural change
- Considered, measured and tailored approach to enable participation of all young people.
- Using a range of communication platforms and methods to enable every young person to be included

Summary of our work to date – SEND Youth Voice

- Introductory meeting online with young people who have responded to initial communications.
- Engaging with young people during the covid-19 pandemic by hosting a range of online individual and group chats.
- Coproduced questionnaire looking at the impact of Covid-19 for young people with SEND. The aspiration is that the questionnaire aligns with that of the Youth Council. (Questionnaire is currently awaiting sign off at this stage).
- Key focus on coping strategies, young people's worries, increased isolation, how they have kept in touch with their peers, concerns now and in the "new normal".
- Feedback will determine how services work together with young people to support and respond to the needs and experiences of young people.
- Feedback from online discussions and questionnaire will determine how we as a service develop and deliver recovery plans moving forward.
- Inclusive Apprentices are actively engaged with the setting up and development of SEND youth voice- designing the Covid-19 questionnaire, auditing existing resources, coproducing SEND Youth Voice communications and creating databases.
- Young people will be leading on a range of audits to ascertain the barriers for young people with disabilities, this includes the technological and communications barrier that young people face.

Future Plans

- Continue working together, bringing the different voices together and jointly plan events and activities.
- Inclusive survey to find out more on current Covid-9 situation and its impact on young people
- Inclusive Youth Mayor and Member of Youth Parliament elections.
- Focused sessions on: Black Lives Matter and 14-25 Strategy
- A jointly planned Virtual Take Over Challenge in November, focusing on 14-25 strategy, Black Lives Matter and Impact of COVID 19.
- Youth Council events and consultations, video for schools, youth focused comms etc to be inclusive.
- Develop coproduction as the way we do things to shape future provision and the Local Offer
- Join up and expand the networks linking with young people in schools and colleges, voluntary and community sectors.
- Develop Peer researcher role – look for and take up opportunities such as Young HF Foundation Project
- Keep reviewing and adapting the way we work to overcome the challenges of remote working and communicating with harder to reach groups and ‘responding together’ with other partners.

NEXT STEPS - SEND YOUTH VOICE

- Link up with Young hammersmith & Fulham Foundation
- Ensuring that there is clear, visible representation of young people with SEND, achieving this by being innovative and adaptable in our approach to young people with a range of disabilities.
- Young people will be leading on a range of audits to ascertain the barriers for young people with disabilities, this includes the technological and communications barrier that young people face.
- Young people will be supported to undertake relevant training and skills development programmes to support their role as well as developing their skillsets and employability skills.
- Young people will conduct quality assurance audits of existing services and will be involved in evaluating tender processes.
- Young people will be supported by the project team to co-develop a Young Peoples charter on SEND , clearly defining the key values, focus and aspirations of young people.
- Young people will be supported to deliver focus / satellite groups in the community and with other organisations to consult with their peers and feedback to decision makers.

Responding Together

Coproduction with parents and carers to respond to issues affecting children, young people and families throughout the crisis

July 2020

Working with parents and carers from the start of the crisis across seven key phases



A long-established culture of partnership working between the SEND service, Parentsactive with CCG and Education.

A shared understanding that the covid-19 situation is a particularly difficult time for children and families – adapting to home learning, social distancing and self-isolating away from friends and family has brought numerous challenges.

Adapting working practices and communication systems to meet changing needs: meeting more frequently to understand the different challenges that families are facing and respond quickly.



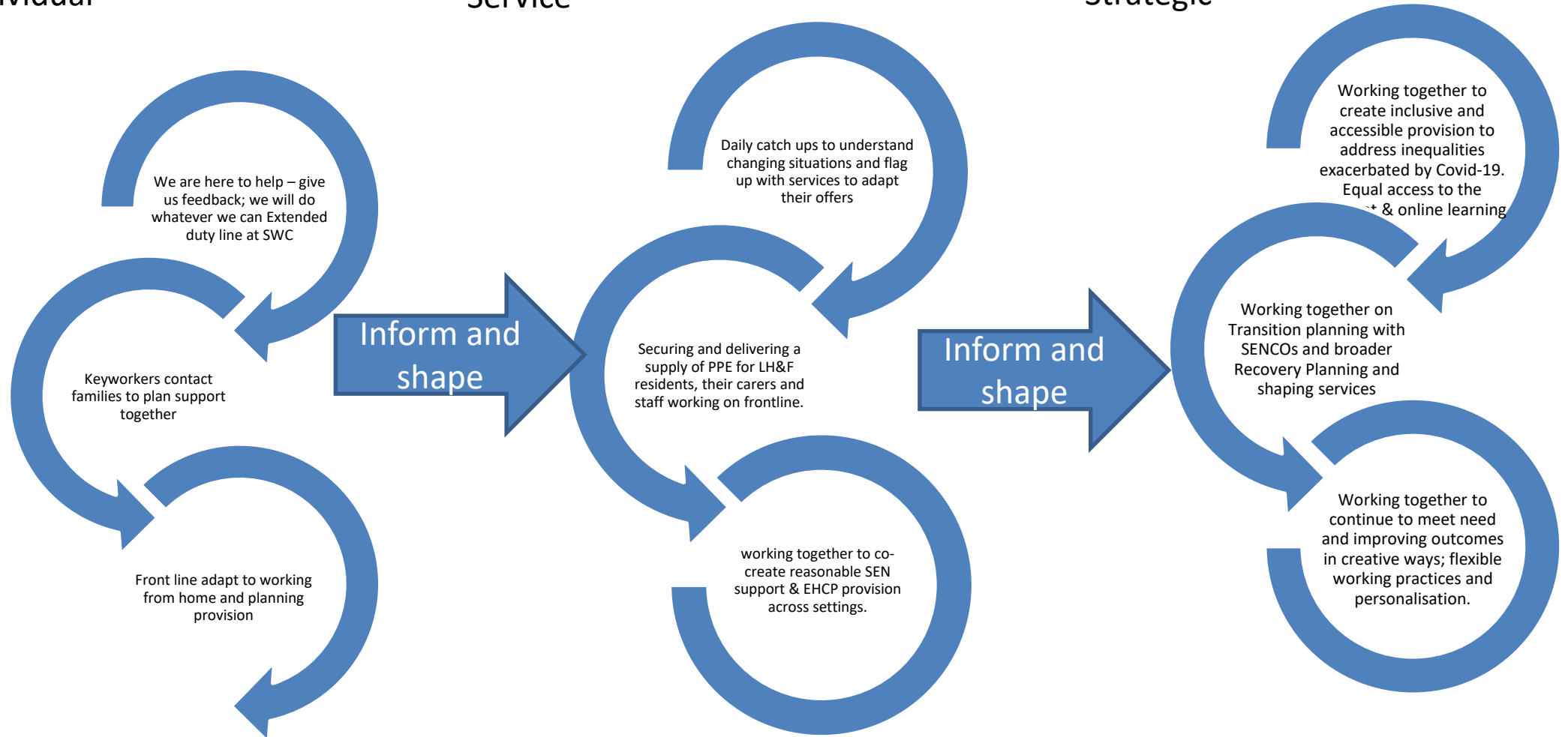
Phase	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
	Spring Term	Easter hubs	Vulnerable, EHCPs & critical worker offer	May Camp	Phased return	Transition Summer Camps	Further returns
Dates	March – April 3 rd	April 6 th – April 17 th	April 20 th – May 22 nd	25 th May – 29 th May	June 1 st – July 21 st	July 22 nd – September 1 st	September 2 nd onwards

Working together with parents and carers at individual, service and strategic levels to meet needs and shape the response

Individual

Service

Strategic



Contact with families to manage individual situations

- A message to all via all teams and local offer and Parentsactive:
We are here to help – please give us feedback on our experiences and we will do whatever we can
- Single front door for advice, information, queries and requests at Stephen Wiltshire Centre throughout the crisis the Centre has remained open and there are extended duty line hours.
- Keyworkers and practitioners contact families to plan support together.
- EHC Planning service and Disabled Childrens Team mobilised to work from home and plan provision with settings. Regular contact with families. EHC Planning duty line number and email regularly shared and open to calls from parents and carers
- Teams adapt working practices so services can continue while staff are working from home using different the phone, email, What's App, Teams, Skype, Webinars to understand their unique situation and find solutions that work for them and meet needs; provide on-line learning and on-line assessment as well as face to face

Responding to issues as they arise through regular coffee mornings for parents & carers to talk directly with professionals on specific topics

Date	Topics
17 April	Session with EHC planning service talk through how the service will operate during current situation and respond to parent queries
30 April	Morning session on Home Learning with the Inspire service to support parents and carers to manage the situation, sign post useful resources, talk through expectations to provide reassurance and respond to any questions
7 May	Coffee with Educational Psychologists to talk through Annual Reviews & Transitions; Anxiety/ Bereavement around loss of education.
15 May	Morning session with Clinicians from the CCG and Health providers to talk through Covid-9 and its impact on disabled children and young people and families.
22 May	Afternoon tea with Cllr Culhane & SEND service
2 June	An evening session with Education and SEND service professionals on m/s schools;
12 June	Morning session on the Temporary legislative changes to EHCNAs & SEND provision with the Head of EHC planning & Interim Head of Local Offer.
16 June	Morning session for parents of young adults including a presentation from The Advocacy Project
8 July	An evening session planned for carers of young people aged 18 and above

Service level - Senior leaders keeping in touch regularly with Parentsactive through phone calls and teams meetings

	Parentsactive & SEND service working together sessions
April and May	Parentsactive; HF Mencap & SENDIASS and other VCO on direct payments & carer issues e.g. employing. Parentsactive; HF Mencap & SENDIASS & SEND service focused session on DFE guidance on temporary legislative changes - to jointly understand, priority groups & coproduce plans for H&F.
3 June	SEND Service Catch up with Parentsactive follow up on mainstream schools issues
5 June	Transitions planning for SENCO forum.
Monthly	Local offer workstream
26 June	Short-breaks

Service level - Senior leaders keeping in touch regularly with Parentsactive through phone calls and teams meetings



	Parentsactive & SEND service working together sessions
1 April; 30 April; 11 may; 13 may; 19 may; 27 may; 9 June; 17 June 2020	Parentsactive, SEND service & CCG catch ups to understand immediate issues and to work together on ways to resolve
Daily in phases 1 & 2. Then 2/3 times a week in Phases 4 &5	Catch up sessions between Parentsactive and Interim head of local offer for: Hear new issues and work through / co-produce ways to respond to individual families immediate needs Co-production – planning ways forward, local offer response pages; joint response Adopt suitable platforms for co-production Provide information and sign post to services; flag up issues up with relevant colleagues. Navigate through different systems and shape the services to make things more manageable.

Your feedback matters - shaping our response to Covid-19.

Key issues from parents and carers Phase 1 23 March – 3 April	How your feedback is shaping our response
<ul style="list-style-type: none">• Health & care queries for families with disabled children• Schools, support packages & provision in EHCPs.• Supplies - food, continence products etc• Isolation/ virtual platforms / remote contacts• Education and Home-learning• Practical queries about coronavirus symptoms; shielding & self-isolating letters• Free school meals• Food bank• FAQS flowing in: queries about coronavirus symptoms; wanting reassurance from authorities; young people's employment prospects	<ul style="list-style-type: none">• Local offer Covid-19. response pages coproduced with parents & services to respond to the issues as they come up.• Extended hours on Stephen Wiltshire Centre duty line to offer advice & guidance – a place to talk things through.• Response to FAQs coproduced between LA, CCG & Parentsactive• Parentsactive feedback is taken to management forums and used to shape the arrangements in schools & services• Individual issues are followed up with relevant teams and action taken to address concerns• Strong message for parents and carers to contact us – we need feedback, we will do whatever we can and continue to adapt to support families, maintain safety and meet needs

Your feedback matters - shaping our response to Covid 19.

Key issues from parents and carers Phase 2 April 6 th – April 17 th	How your feedback is shaping our response
<ul style="list-style-type: none"> • All parents had some concerns and are struggling with what will happen next. • Emotional support for parents • Therapies • Home learning – access to laptops/ workload • Concerns about support for disabled parents • School issues • Secondary transfers; Personal budgets & DP; Provision in EHCPs; How to request an EHCNA • Park closures – feeling that children with SEND need the space • Summer holiday plans 	<ul style="list-style-type: none"> • Resources for emotional support added to local offer. • EPS training for schools • 17 April 2020 - Coffee morning Session with EHC planning service talk through how the service will operate during current situation and respond to parent queries • Planning for Secondary transfers; Personal budgets & DP; Provision in EHCPs • EHCNAs; Summer holiday plans • Parks re-opened • Re-emphasising to parents and carers that their feedback matters - to contact duty line at SWC or EHC planning or allocated keyworker if parents and carers have any requests, concerns or want to talk things through

Your feedback matters - **shaping our response to Covid 19.**

Key issues from parents/carers Phase 3 April 20-May 22	What did we do?
<ul style="list-style-type: none"> • Travel ; School funding communication with schools ; SEN support • health matters, GP system. • PPE, messages from health consultants; Shielding letters/ NICE frailty scores; • Systems for testing keyworkers • Hospital passports. • Parents would like more guidance from schools and info. about risk assessments & EHCNAs. Queries about managing learning needs e.g. autism, ADHD, LD, phonics • Varied offers from schools – some too much work and some too little • 17/18-year olds and Future employment prospects for SEND • What happens when lockdown lifts? 	<ul style="list-style-type: none"> • 6 May Parentsactive; HF Mencap & SENDIASS & SEND service session on DFE guidance on temporary legislative changes; • Talked through risk assessment processes; critical incident guidance; support services • County lines – advice from the Met for parents & carers • 7 May - Coffee with educational psychologists to talk through Annual reviews & Transitions; Anxiety/ Bereavement around loss of education. • Resources uploaded to address issues as they arise e.g. home learning; direct payments ; FAQs; support at university; transition; updated health information & contacts • 15 May coffee morning with clinicians from CCG & Health provider services to talk through coronavirus symptoms; shielding; therapies and clinical risks. • Feedback through schools forums to support greater personalisation and consistency in the school offer.

Your feedback matters - **shaping our response to Covid 19.**

Key issues from parents and carers Phase 5 June –July 21	What did we do?
<ul style="list-style-type: none"> • SEN support • Contact with schools • Provisions in EHC Plans not complied with • Schools providing more of a day care model • Will there be catch up of lessons next academic year, particularly maths and English • How will LSA hours be allocated? • Will the charity which provides voluntary LSA’s be tapped on and will volunteers be used? • When will laptops be given out? • Schools are giving too much work and are expecting a lot, what can be done about this? • Transitions involves a lot of professionals working in silos, can it be joined up? • How will the Transitions summer school model work? • Support for carers • Testing & tracing 	<ul style="list-style-type: none"> • New resources on local offer: to address health and well-being concerns; Black Lives Matter guide for parents and carers; Coproduced bite-sized comms • 3 June SEND Service Catch up with Parentsactive to follow up on mainstream schools issues • 5 June Joint session with Parentsactive to plan the primary/ secondary Senco forum; Transition summer camps; Support to individual CYP including EHCP, EHCA, SEN Support; Support to schools, SENCOs and teachers; Communication strategy • 15 June – SENCO forum with Parentsactive –using issues raised by parents and carers issues to start planning the transition back to school • 17 June LA, CG & PA catch up: plans for inclusive and accessible transition camps and how to access them; feedback to headteachers on workload issues; virtual teams around the school; access to IT equipment .

Children's Services response to Covid-19: **Children's Commissioning**

Report Author: Sarah Bright

This paper provides an overview of the activity undertaken by the H&F Children's Services Commissioning Team to ensure Children and Families have continued to receive services from the introduction of lockdown through to the present. The paper also provides detail on how services can be delivered under a new operating model in future.

Initial Challenges under Covid-19

Some of the initial challenges experienced following the introduction of lockdown included the need to quickly adapt to a remote working environment, key priorities across the department included:

- Ensuring our children and their families are kept safe during the Covid-19 outbreak
- Ensuring continued delivery of frontline commissioned services
- Working in partnership with providers to adapt and extend their delivery model to support the council's emergency response.

Commissioning Response

Children's Commissioning prioritised efforts to ensure all front-line services were well supported. This included working with our commissioned providers in order to secure and redeploy staff as needed and to ensure coordinated effort and join up. Headlines achieved throughout the last few months include:

- Leading the Council's response to food security for all residents including supporting the foodbank
- Re-design and redeployment of commissioned provision to ensure ongoing provision available to support vulnerable children and families
- Lead the logistical PPE arrangements to ensure distribution and security of supply for frontline CHS provision including schools and residential home providers
- Leading the development of a CHS recovery plan ensuring lessons learned and innovation from our Covid response is built into future service design and delivery

Food Security

It became evident early on that ensuring that vulnerable families had continued access to food supplies was essential, and that the pandemic was going to mean that there were more families who would need to rely on emergency food supplies. We very quickly mobilised a team and developed an approach to scaling up and supporting the H&F Foodbank. We took an active role in leading the development of a corporate food response, and lead on the move of the food bank to Olympia. A

summary of some of our initiatives to support the food strategy and ensure business continuity of core services where we have a statutory duty are listed below:

- Secured interim voucher scheme ahead of central government scheme to ensure children whose school had already or were about to close continued to have be supported
- Provision of school meals for vulnerable children and those of key workers where schools remain open during the school term
- Securing Breakfast packages for primary schools that could be delivered to homes during lockdown
- Provision of school meals for vulnerable children and those of key workers (holidays)
- Provider's in place to supply additional meal volumes for Adult Social Care if needed
- Scale up the food bank to meet the needs to the increased number of vulnerable families requiring food support.
- Providing transport to allow the Foodbank to operate a delivery only model, safely delivering food packages to people's homes.

Travel care

The Travel Care Team have been a key part of H&F's Children's response. We worked with providers to redeploy the taxi and mini-buses across services to ensure transport solutions were in place and deliveries of essential goods of PPE, IT and food were received by our vulnerable residents, key workers and staff, whilst also ensuring regular services for children still attending schools continued.

What we've done:

- Undertaking business as usual work for vulnerable students and children of key workers still attending school throughout the pandemic
- Providing transport for the Haven, Stephen Wiltshire Centre and Play Association Schemes.
- Completing over 100 deliveries per day of food parcels from the Foodbank
- Delivering PPE, Completing IT collections and deliveries for Digital Services
- Redeployment of transport staff to support Adult Meals on Wheels provision
- Redeployment of H&F staff to support the foodbank operations on site.

Children's Commissioning have worked closely with senior management and frontline social work teams to ensure placement provision has remained stable and providers supported throughout lockdown, this includes contacting all. Key strategic partnerships have been strengthened on both a Pan London and sub-regional basis to understand and feed into wider placements pressures, both now and those anticipated over the coming months.

Placements and Social Care Services

Children's Commissioning have worked closely with senior management and frontline social work teams to ensure placement provision has remained stable and providers supported throughout lockdown, this includes contacting all commissioned fostering agencies, residential children's homes and our semi-independent living providers. Business continuity plans were collated and refreshed for internal operational services. Key strategic partnerships have been strengthened on both a Pan London and sub-regional basis to understand and feed into wider placements pressures, both now and those anticipated over the coming months. Key actions include:

- Maintaining placement stability through frequent communication across the provider network
- Adapted quickly to frequently changing national guidance
- Coordination and distribution of starter PPE packs to all placement providers
- Streamlined situational reporting in line with regional guidance to reduce demand on providers
- Introducing parking exemptions for provider staff needing to drive into H&F
- Worked with providers to place some settings in lockdown for the safety of young people and staff, providing food deliveries and re-purposing some settings into isolation units where young people or staff have had symptoms
- Coordination of family group conferences virtually
- Continued the commissioning of virtually family parenting assessments.
- Funding extra support, education and craft sessions in some settings

SEND

With Schools and other settings initially closed, but children and young people with SEND and their families still very much requiring support, it was vital that we provided timely and effective solutions via the SEND service and our external providers. We have worked closely with all SEND and CAMHS services to maintain staffing capacity, actively monitor adversely affected cohorts, prioritise and manage referrals, implement effective digital solutions and balance business as usual with adherence to social distancing.

What we've done:

- Telehealth assessments for new EHCNAs and Speech and language therapy for all children with a final EHCP
- Telephone support line for parents Children's Integrated Complex Care and SLT admin hub.
- Transition Annual reviews reports prioritised with the SLT joining meetings by phone where possible
- IASS Service continued

- KIDS – remote statutory mediation and advice
- Short breaks support has continued
- CAMHS – RAG-rating and cross-referencing cases to identify emerging need e.g. with H&F's Looked After Children Team; swiftly implementing socially distanced modalities that maintain service capacity; and expanding and promoting digital technologies like Kooth to help reach at-risk children and young people.
- Speech and Language learning workshops for parents to be delivered via video
- 'How to' guides for parents/carers: range of written guides, voice over power points and videos Direct telehealth Speech and Language Therapy 1-1 input
- Support to parents via CLCH Children's Integrated Complex Care and SLT admin hub.
- Telehealth review sessions for children in Early years settings with or without an EHCP transitioning in September.

Early Help

By redeploying some of our providers we were able to work with schools to very quickly start to deliver a safe provision for the children of our key workers and our vulnerable children. The positive feedback received from parents and children has led to the extension of this offer from pre-Easter holidays through to September. We worked with our early help providers to ensure we continued to support out vulnerable children and families at the earliest point, preventing escalation. We expanded our early help offer to proactively target our shielded families to ensure they get the support they need, working closing with the H&F CAN team and the foodbank.

What we've done:

- Early Help case management has continued virtually
- Mentoring and 1:1 support has continued, expanding to support care leavers
- Holiday provision continued but repurposed for vulnerable and key worker children
- Youth provision and children's centre provision delivered virtually.
- New EH helpline to support parents with shield list follow up for extra/early support
- Holiday provision extended to support schools delivering childcare
- Transition camps to mitigate against attainment gaps
- Detached outreach project to target at risk young people.

PPE Support

Officers mobilised a PPE distribution programme across Children's Services supporting all schools, early years providers, social care settings and commissioned providers in accessing resources. To date we have delivered over 60,000 pieces of PPE across Children's Services and continue to support settings in accessing supply chains and distribution networks.

Future Challenges

- We anticipate seeing an increase in the number of vulnerable families as a result of COVID. This may place an increased pressure on our early help and statutory services, and we need to plan on how we respond to this in light of the financial pressure on Children's services and the council as a whole.

Impact on Future Delivery Design

- All future programmes will be reviewed through the COVID lens to ensure all lessons learned are accommodated.
- This means moving to delivery models that prioritise high impact services, leverage digital technology, and promote cross-sector, client-focused partnerships.

Children's Services response to Covid-19: **Family Support**

Report Author: Peter Watt

This paper provides a brief overview of the key changes made to the Family Support operating model in response to Covid-19 in response to challenges within our community, and how we will implement this learning going forward.

Early Help

Initial Challenges under Covid-19

Difficulty undertaking visits to families due to the limitations of the lockdown. At the heart of our Early Help offer is support for families so that they do not need to access statutory services. Lockdown meant that many families were at risk of becoming overloaded and therefore requiring more intensive services.

Response

The most vulnerable families were identified, and face-face visits continued (with PPE) throughout – practitioners were video calling families in advance to explain the steps being taken to stay Covid safe. Most visits however were 'virtual' using zoom, WhatsApp, Teams and FaceTime. Practitioners ran sessions where they shared what worked best with virtual visits and lessons were learnt in how to build rapport when you have only met online, undertaking assessments and holding Team Around the Family (TAF) meetings that were engaging.

There were a cohort of families though who were identified as requiring a lighter touch support. This was due to the stresses of lockdown causing understandable tensions at home that we wanted to deescalate. We therefore established a new Service called 'Time to Connect' that allowed a family to ask someone to call them at a time that suited them where they could talk through what was causing tension or worry. This service was also signposted by Hammersmith CAN.

Future Challenges

Getting the right balance of virtual and face-face visits will be key. There are clear efficiencies with virtual visits, and we will not simply revert to entirely face-face. But at the same time there are limitations in terms of virtual visits. We are currently undertaking some research with families and practitioners to support our service redesign.

Childrens Centres

Initial Challenges under Covid-19

Once Schools were closed, Childrens Centres were closed as well. This meant that we had no option for families to access the support that they were used to. And this, at a time, when they were facing a long period of isolation.

Response

Within two weeks we established a Virtual Family Centre that had daily live sessions streamed on Facebook, daily activities and story times uploaded, advice and

support, an overloaded toolbox, access to Time to Connect, counselling and educational materials for home-schooling. We added in weekly wellbeing sessions for families and evening sessions for parents a young Mums support group and a drop-in session for new Mums. There is a daily timetable of activities and additionally, all the material can be accessed whenever people want. We used paid-for social media to promote the service to local families and also to give public health messages on issues like vaccinations.

When we were able to reopen two Childrens Centres so that families that were identified as requiring support could be invited to attend sessions. This has proved very successful for families who would otherwise be very isolated.

Future Challenges

The popularity of the virtual family centre means that we are having to put dedicated staff to work on it. Our Childrens Centre services are being redesigned so that we can relaunch and expanded service, delivered across more sites, from September.