

AGENDA FOR

SAFEGUARDING SUB-COMMITTEE

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To: All Members of Safeguarding Sub-Committee

Councillors : R Caserta, J Grimshaw, K Hussain,
M Powell, Susan Southworth, C Walsh and M Whitby

Dear Member/Colleague

Safeguarding Sub-Committee

You are invited to attend a meeting of the Safeguarding Sub-Committee which will be held as follows:-

Date:	Tuesday, 7 July 2020
Place:	Microsoft Teams
Time:	5.30 pm
Briefing Facilities:	If Opposition Members and Co-opted Members require briefing on any particular item on the Agenda, the appropriate Director/Senior Officer originating the related report should be contacted.
Notes:	

AGENDA

1 APOLOGIES FOR ABSENCE

2 DECLARATIONS OF INTEREST

Members of this group are asked to consider if they have any interest in any of the matters on the Agenda and if so to formally declare that interest.

3 APPOINTMENT OF CHAIR

4 MINUTES *(Pages 1 - 4)*

Minutes of the meeting held on 28th January 2020 are attached.

5 MATTERS ARISING

6 RESETTING THE EDUCATION SERVICE *(Pages 5 - 12)*

Julien Kramer, Interim Assistant Director (Education & Inclusion), to provide an update at the meeting. Report attached.

7 SEND GOVERNANCE ARRANGEMENTS *(Pages 13 - 14)*

Julien Kramer, Interim Assistant Director (Education & Inclusion), Children Young People and Culture. Report attached.

8 COVID-19 RESPONSE *(Pages 15 - 28)*

Sandra Bruce - Assistant Director Early Help & School Readiness, Tony Decrop – Assistant Director Social Care & Safeguarding and Julien Kramer – Interim Assistant Director Education & Inclusion to provide an update at the meeting (presentation attached).

9 WORK PROGRAMME/ FUTURE AGENDA ITEMS

10 URGENT BUSINESS

11 FUTURE MEETING DATES

01 October 2020
12 January 2021
08 April 2021

Date of Meeting: 28 January 2020

Present: Councillors Susan Southworth (in the Chair); J Grimshaw, K Hussain and M Whitby M Powell and C Walsh;

Also in attendance: Councillor T Tariq, Cabinet Member for Children and Families
Tony Decrop – Assistant Director Social Care and Safeguarding
Sandra Bruce – Assistant Director Early Help and School Readiness
Julien Kramer – Interim Assistant Director of Education and Inclusion
Chloe McCann – Democratic Services

Apologies for absence: Councillor R Caserta.

CS.01 DECLARATIONS OF INTEREST

The minutes of the meeting held on 03 October 2019, be approved as a correct record.

CS.02 MINUTES

It was agreed:

The minutes of the meeting held on 03 October 2019, be approved as a correct record.

CS.03 MATTERS ARISING

There were no matters arising.

CS.04 Briefing from the Assistant Directors for Early Help; Education and Inclusion and Safeguarding

All members began by introducing themselves and their background.

It was agreed that all members have read and digested the PowerPoint and the meeting would consist of questions to the attendees; Sandra Bruce, Assistant Director (Early Help and School Readiness, Tony Decrop, Assistant Director (Social Care and Safeguarding) and Julien Kramer Assistant Director (Education and Inclusion).

Following questions and answers the following themes emerged:

Early Help and School Readiness

Sandra Bruce advised that there is a long term legacy which takes time to change culture. But it is envisaged one year is how long it will take to establish the new way of working.

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Councillor T Tariq, Cabinet Member for Children and Young people advised that referrals and re-referrals should be reduced as part of the impact from the restructure. He informed members that the Council have integrated our Troubled Families Team (SCIL) and our Place Based Teams to synthesise our offer to families locally.

Sandra Bruce advised that Bury pitched for the Stockport Family Model as part of a Greater Manchester incentive. This model involves linking teams around schools. Bury has three hubs over the six townships.

Discussions on the waiting times for crisis support was discussed. Sandra Bruce advised that Children's and Adults Mental Health is reshaping and the vision is to link Mental Health workers with schools and into localities.

School Exclusions

The issue of school exclusions was discussed. Julien Kramer advised that schools have now been offered pastoral support to try and reduce the prevalence of permanent school exclusions. This is because there is greater awareness of the detrimental impacts a school exclusion may now have on a young person's life and future.

Questions arose regarding the impact of not excluding some students may have on the quality of education other students receive and the teachers are able to give. Members were informed that in this case alternative provisions are explored. This may be courses that provide life experience and opportunities to gain alternative qualifications. This is a key aspect of the Local Authority working better with partners to look at holistically supporting students to gain the best outcome for them as individuals. There was also reference to the 'Red Box' project which invites qualifying young people the opportunity to participate in work experience which attaches itself to many successes such as securing paid employment at the end.

Social Care and Safeguarding

Tony Decrop informed members that successful implementation of children's social care and safeguarding is determined by a reduction in referrals and re-referrals due to better support being in place before this point. Tony also advised members of the committee that Bury Council are putting in place policies and support systems to be a 'Fostering Friendly' Council which seeks to remove any stigma or incorrect prejudice relating to fostering young people and children.

The scope of the restructure for the family contact service based a Victoria Children's Centre was discussed. It was agreed that modernising the system to consider alternative places for contact between birth families and children is better for both families and children.

The members were informed about the establishment of a Principal Social Worker to develop a Practice Hub of Excellence. It was concluded that the restructure seeks to reduce the duration of time a social worker is required to be behind a screen and increase the time they can spend with families.

Committee members were informed that GM have now worked together to develop a Greater Manchester wide Care Leaver Offer. Along with the

Learning and Inclusion

Julian Kramer advised members that the review due to start is a large lean service review. He informed all members that learning outcomes take time to measure, however, in the interim officers have trained every school on the new Ofsted framework. This is a starting point for Bury Council to defend their reputation and continue to achieve high parental satisfaction. Members were informed that Karen Dolton, Executive Director Children and Young People, has commissioned a peer review of work.

Discussion about EHC plans took place and it was confirmed that officers have met with the Department for Education and have now made good progress. A joint commissioning team now meets regarding EHC plans prior to them being published.

A question arose regarding elected member involvement on the SEN Partnership Board. It was advised that the Board had achieved the compliance function. A recent report on governance has been concluded by Karen Dolton, Executive Director Children and Young People.

Transport

Julien Kramer informed the members that a review of transport is taking place which seeks to understand the Council's statutory duties. He stated that current transport offers go beyond statutory requirements with emphasis on a wide spread offers as opposed to targeted in-depth support. An interim report has been produced and it evidences that polices seem to lack the clarity required to make effective decisions.

Financial efficacy is an area within the service review. Transport is being reviewed to modernise services in line with a 21st Century service. An early review of transport suggests we seek further understanding of both in Borough and out of Borough placements. To reduce out of borough placements by bringing provision internally. This will support children and young people to stay closer to home, along with being more economically friendly.

Key areas for delivering this aspect of service redesign was outlined:

- Increasing the local placement offer including improving the skills and economy
- Reducing transportation costs
- Promoting and empowering independent transport costs
- Commissioning parents and carers to use their own transport

It was agreed:

1. Tony Decrop to attend the next meeting to update following the launch of a Practice Hub of Excellence on the 04th February 2020.
2. That members should be on the SEN Partnership Board
3. Julien Kramer to share the Governance paper with members of the Committee.
4. To share the paper with details of the lean service review.

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5. Julien Kramer to check if penalties for taking a child out of school in term time will be increasing.
6. That in the Borough placements would be better for children and young people as long journeys do not set students up well for a school day.
7. Councillor T Tariq, Cabinet Member for Children and Families, Tony Decrop – Assistant Director Social Care and Safeguarding, Sandra Bruce – Assistant Director Early Help and School Readiness and Julien Kramer – Interim Assistant Director of Education and Inclusion all be thanked for their attendance.

CS.05 FUTURE MEETING DATES

Future items to appear on the agenda were discussed and decided upon.

It was agreed:

The next meeting will focus on data:

1. Permanent exclusion figures (for the last five years) including analysis on age and if possible School.
2. Managed moves
3. Home Schooling
4. Persistent absences
5. MASH and Referrals

COUNCILLOR S SOUTHWORTH

Chair (Note: the meeting started at 5.30pm and ended at 19.05)

Cabinet Member Briefing			
Meeting Date	23 June 2020	Action	Note
Item No.		Confidential	Yes
Title	Children & Young People – Resetting the Education Service in Bury.		
JET Sponsor	Karen Dolton		
Author	Karen Dolton		
Executive Summary			
Recommendations			
Financial Implications			
Legal Implications			

1. Introduction

- 1.1. This report is the latest in a series written to inform members of the work being undertaken to reset the education service in Bury.
- 1.2. The processes of resetting the Education Service, and recovering the learning, skills and life opportunities for our children and young people, sit **within the wider Bury Recovery Programme** Whilst some children have flourished during the Covid 19 pandemic lockdown, others including our most vulnerable children (those Children who have an allocated social worker, those children who are looked after by the local authority, those children in receipt of free school meals or in receipt of and EHCP) will have lost valuable learning and unless we focus sharply on their needs, will have significantly constrained life chances.
- 1.3. The report focusses on vulnerable young people in Bury; and within their family context. It highlights key issues and concerns which have been identified and it proposes strategies to secure safe school return. It identifies plans to recover well-being and lost educational opportunities: and it sets a strategic longer term agenda for our ambition that education in Bury should become; One of the Best, regionally and nationally.

2. Background.

- 2.1. This report provides a further update on the progress being made during the Covid-19 pandemic to reset the education service.
- 2.2. The report reviews the latest national guidance on pupil return to school and proposes a local response to resetting the education.
- 2.3. The report highlights key issues and concerns which have been identified and it proposes mitigation to secure safe practices, whilst the service is being recovered

3. Bury Context

- 3.1. We know from the detailed work of the Council vulnerable young people are very likely to experience significant challenges associated with some, or all of: family poverty, poor health and well-being, poor housing, poor employment prospects, a higher risk of domestic violence and abusive behaviour.
- 3.2. The impact of the Covid-19 pandemic will have exacerbated these life constraints. There will be: more poverty, significantly higher levels of debt, homelessness, unemployment and ill health (both physical and emotional).
- 3.3. The challenge then is to reset a meaningful and appropriate education agenda within a supportive wider community context. In this way children are supported, and their families are also assisted.
- 3.4. There is unanimity across the service, with our service partners, and with the unions and associations that a resolute focus on the needs of our most vulnerable should be the priority as we reset the service.
- 3.5. It is recognised that this work should sit within the wider GM emergent strategy for education; where Bury will be an active partner. We also recognise the support being provided to us from the region from both RSC and HMI; and nationally through the Covid-19 Catch Up package, and the National Tutoring Programme.
- 3.6. A separate report will detail the summer school activities programme.

4. Phase One: Preparing for Children to return to School: current activity.

- 4.1. Whilst schools in Bury have remained open for the children of critical workers and vulnerable children, a substantial programme of preparation has taken place to anticipate the phased arrival of additional pupils.
- 4.2. The Council has had careful regard to all national guidance, including that relating to the return of key groups of children to school. A Council decision to modify government advice on return dates and to provide an additional safety margin, was strongly supported by schools, and parents. There were a small number of complaints.
- 4.3. The additional time gained in Bury through a carefully calibrated return to school has proved valuable in equipping schools with robust risk assessment procedures, based on the Bury Risk Assessment Guidance, a template to support local risk assessment, and a checklist, with support from the Council.
- 4.4. There continue to be daily briefings to schools, daily management planning meetings; weekly school cluster meetings, weekly meetings with unions and associations, and of the Head Teacher Advisory Group. Representative parent groups have been consulted with as have the RSC, the Diocesan Authorities, and regional bodies including the GM group and specialist groups.

5. The Current Position

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- 5.1. Following the Government's guidance for schools to begin to reopen to a greater number of pupils, in specific year Groups, Bury schools continue to plan to accommodate an increased number of children returning to school. This will inevitably mean a balance between the need to see an increase in the number of vulnerable children, including those with education, health and care plans, and potentially an increase in demand for places for the children of key workers, with the ability to then accommodate specific year groups.
- 5.2. Each school's individual risk assessment determines: the capacity that can be accommodated and how this will be organised to ensure safe social distances and enable social bubbles to be created to avoid mixing cohorts unnecessarily, and also the timing by which this could be achieved.
- 5.3. We have seen that our Primary schools are now accommodating an increased number of children: At the end of May 2020, there were typically about 700 young people in school on a daily basis, from a total 4-16 cohort of 29,000. This equated to 75% children of key workers and 25% vulnerable children. By the second week in June 2020, as some schools started to open to wider cohorts, we saw the daily number increasing to 1,200. The majority of schools had reopened by 15 June 2020, and during last week there were approximately 2,700 children in school each day. The largest cohort of young people attending schools continues to be the children of key workers at just over 1,000. The number of vulnerable children attending continues to increase and has averaged 450 per day. In Primary schools, our attendance figures are approximately 180 Reception pupils, 120 year 1 pupils, and 400 year 6 pupils. There are currently up to 400 year 10 pupils attending our Secondary Schools
- 5.4. The aggregate total of pupils attending Bury schools on Tues 23 June 2020 is 3584; this marks a further growth in the returns..
- 5.5. There is no single admissions model across all schools, as different schools are able to accommodate different numbers, and combinations of pupil cohorts. This graduated safe approach reflects the work done on effective Risk Assessments for each establishment.
- 5.6. Secondary schools have re-opened to their year 10 cohort in a safe manner with effect from 15 June 2020 as originally planned Again the pattern of attendance is a reflection of individual Risk Assessments: of site, staff, and safe practice.
- 5.7. In order to evaluate the worth and impact of distance learning for Bury pupils, we are jointly commissioning a review of practice. This work will be done jointly by the Bury Teaching Schools Alliance with the support of the Local Authority.
- 5.8. Looking forward, we must now consider the extended period of time through to September 2020, during which the majority of both primary and secondary age pupils will have been absent from school, to ensure that they are effectively supported by their school, to access learning. We report separately on the summer school activity programmes which are planned.

6. Phase Two: Medium Term Recovery Work: for at least the next academic year.

- 6.1. The four main elements of this phase are:
 - i. School and setting based strategies for pupil well-being and recovery of

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learning; each school, early years setting, locality hub and the PRU are developing its own approach to assessing the needs of all pupils, including identification of those who have become newly vulnerable. In responding to those needs, support is available through the Local Authority, Multi Academy Trusts and Dioceses. This will include support from a range of LA services across Education and Inclusion and links with health partners in addition to safeguarding.

- ii. Support from the Local Authority and the Bury Teaching Schools Alliance, with additional regional HMI support is focused on key priorities; three cross-service themes have been identified as being critical in resetting an effective service delivery. The three themes link to recovery learning with a focus on specific vulnerable groups (children who are transitioning from one education establishment to another, children with SEND, the newly vulnerable and children who have fallen further behind in their learning than their peers). The three themes are School Readiness, the recovery curriculum and strengthening the impact of support for SEND and inclusion. Up to the end of August 2020, HMI will support and challenge LA Officers in the implementation and evaluation of the LA's COVID-19 recovery plan.
- iii. The National COVID-19 Catch Up one-off funding grant, to primary and secondary schools, will be available during the next academic year to support 'catch up' due to lost teaching time. Headteachers will be able to use this funding flexibly against need however, there is an expectation that this will include one to one and small group tuition. The scheme recognises that all children and young people will have lost time in education as a result of the pandemic. This means that additional support can be provided both to disadvantaged pupils and more widely to address gaps in learning and so raise attainment.
- iv. Local deployment of the National Tutoring Programme. This innovative partnership with the Sutton Trust, the Education Endowment Foundation and other partners, offers access to high quality individual tuition for some of the most disadvantaged pupils through approved and accredited Coaches and Tutors. This is a centrally funded subsidised programme for the 2020/21 academic year with legacy activity in 2021/22.

6.2. We are not clear whether the proposed resources from these schemes may be available during the summer break to support activities. This opportunity has been raised with DFE.

7. Phase Three: The Strategic Reset; concurrent with phases one and two.

7.1. Whilst members are familiar with the original School Improvement Strategy for the Education Service in Bury; and will recall the steady progress being made in restoring our performance profile; the Covid-19 pandemic has paused that programme, and it has required us to reset our approach to securing robust improvement in pupil attainment and school performance within the overall imperatives of the Bury Recovery Plan.

7.2. Each of the four council strategic priorities: Budget, Transformation, Health and Social Care, and Business with Infrastructure now require us to re-set the parameters for effective and relevant education and training. This work has begun.

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- 7.3. Just as each school and setting will need to reset its performance priorities; so too the Local Authority has begun the process of re-basing our performance profiles and our strategic targets. This work will need to be based on revised data to show the profile of our pupils and students across each age group, key learning stage, by ethnicity, by special need and to reflect disadvantage. The programme will inevitably take time as it needs to be progressed on the reassessment of each of our pupils and students in a new education setting with different learning parameters.
- 7.4. Recent government announcements are assuming that the service will receive its full complement of pupils and students from September 2020. Whilst this is a laudable aspiration, we will in Bury need to continue to admit pupils and students in a safe and planned manner; one which is compatible with our risk assessments, and which reflects the local reality of the continuing pandemic. Our local scenario planning will enable us to manage further spikes in local infections: however these will continue to disrupt the delivery of education and they will further impede our planning processes. We are taking action to recognise and to mitigate these.

8. Conclusion.

- 8.1. In summary, the schools and settings in Bury have and continue to remain open; Staff in the main, are well. Understandably, colleagues are feeling the strain; particularly where schools have remained open during the Easter and half-term breaks.
- 8.2. We have in place a range of re-setting strategies, and are developing others as the situation requires. There appears to be a substantial consensus that our local planning framework for re-setting education is sensible and appropriate.
- 8.3. The local incidence of Covid- 19 remains a cause for concern; and requires maximum vigilance, and dynamic risk assessment to reflect changing circumstances.
- The children of critical workers and vulnerable children continue to attend their local school or setting; and we are supporting a progressive and measured increase in their numbers.
 - Each school and setting has a robust risk assessment to support its professional decisions on receiving pupils, its site management, protection of staff and site users with a particular focus on shielding and the position of BAME staff who each require an individual risk assessment. There is a continuing focus on effective hygiene, and appropriate cleaning, and deep cleaning arrangements.
 - The Local Authority is receiving a copy of each risk assessment and is working with colleagues in Health and Safety, and with a group of heads, to audit these reports; to take learning from the audits and to reflect this back to the service.
 - Secondary Schools advise that the partial return of Year 10 pupils from the week beginning 15 June 2020 is taking place smoothly. There is use of rotas, and phased attendance, with bubbles to group pupils, and zones to control movement, where appropriate.
 - Primary Schools advise that they have begun to admit additional pupils in Years 6, with Reception and Year 1, with all schools having re-opened to additional cohorts by week beginning 22 June 2020. Again, there will be use of rotas, and phasing, with bubbles to group pupils and zones to control movement, where appropriate.

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- Parents and Carers will continue to exercise their own judgement regarding attendance of their children: the attendance figures are growing steadily, as the service begins to settle into a rhythm; and confidence in our work develops.
- Pupils continue to attend the Pru and the specialist hubs.
- Children with more complex special educational needs continue to attend special schools commensurate with the shielding regimes which have been put in place, with the support of the health teams; this to protect our most clinically vulnerable of our pupils.
- Both our local colleges are admitting students; using appropriate risk assessments.
- Many of our schools have conducted parental surveys to both gauge parental opinion, and to seek to build confidence in the risk assessment arrangements which have been put in place. We have been right in anticipating that at least initially, and until confidence is restored, there are be more places available than pupils attending in a number of our schools.
- We continue to monitor the local impact of the government's five tests, the test and trace programme, the availability of PPE, and availability of local testing.
- The local situation remains dynamic: and, as we have seen in three recent cases, can change at short notice.
- Our plans for resetting the service are underway

9. Issues, Concerns and Mitigation

- 9.1. The decision of the Council to delay the return of additional pupils and to reset the education service in a careful measured manner has proved to be prudent. Subsequent government guidance has validated this decision.
- 9.2. The need now is to maintain our vigilance regarding health, safety and wellbeing; whilst supporting the appropriate return of additional pupils to their schools. Through daily and weekly monitoring with close communications with our key partners in education, we are maintaining a rigorous approach to pupil, staff and community safety.
- 9.3. It is evident that there is a robust, resilient and determined focus among educational professionals to meet this challenge, and to recover the service for our children and young people.
- 9.4. Trust and Confidence: parents, carers staff and other school users will understandably want to be assured that we have in place systematic and rigorous measures to ensure health, safety and well-being. We have embedded our responses to this challenge in the detailed Bury Children's Services Recovery Plan. In addition, we continue to monitor the Test and Trace initiative, the availability of PPE and testing, the incidence of local infections, to implement scenario planning against a Covid 19 spike; and to maintain relevant and rigorous Risk Assessments.
- 9.5. The three phase programme to support return, re-assessment and a refocus on key priorities is continuing. There is appropriate local, regional and national support being made available to complement our own work, and resources in Bury.
- 9.6. Local, Regional, and National Partnerships: these are continuing to develop and to provide support: to Bury, from Bury to the region, and across the key groups of our

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vulnerable pupils and students.

- 9.7. Local Scenario Planning: is being rolled out against the eventuality of a Covid 19 spike in any area of the service. There is regular monitoring of local data trends, of PPE availability and supply, of testing, and of the Track and Trace initiative.
- 9.8. There is a robust, resilient and determined focus among educational professionals, and our service partners, to meet the continuing challenge of the pandemic, and to recover the service, within the strategic framework of the Bury Regeneration programme.

10. Financial Implications

- 10.1. There are no financial implications arising as a direct result on the contents of this report. All additional expenditure, incurred as a result of the Council and schools response to COVID-19 are being separately identified to enable the full cost of the Council's response to be calculated.

11. Legal Implications

- 11.1. There are no legal implications arising from the matters raised in this report

12. Associated Risks

- 12.1. The cost of the Covid 19 pandemic is to well-being, to attainment and financially. We believe that morale in the service remains good; and that there is substantial resilience to sustain the service reset and recovery. We recognise that the pandemic continues, and that action may be needed through scenario planning to control any further spike in the infection rates.

13. Conclusion

- 13.1. The education service reset is in progress. It is carefully planned, is based on strong partnership working, and there is a high degree of professional consensus on what needs to be done to secure the service and achieve recovery.
- 13.2. A substantial programme of work will be required if we are to secure the lost learning for many of our vulnerable children. In this recovery we have some additional resource and support; from HMI, the RSC, from central government, and within our local partnerships.
- 13.3. Our ambition to become an education service which is, 'One of the Best', remains an achievable goal.

Karen Dolton

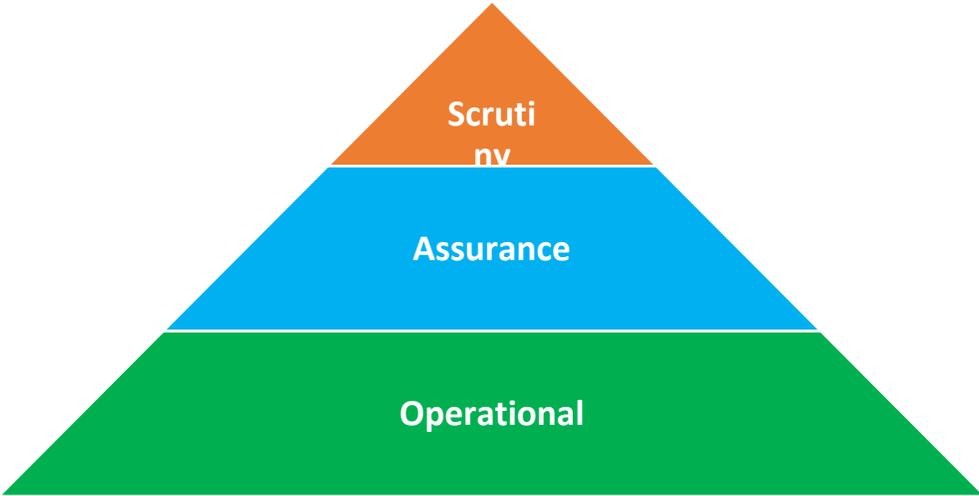
Executive Director, Children and Young People

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June 2020

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SEND GOVERNANCE ARRANGEMENTS FOR BURY



<p>Independent Scrutiny and Challenge is provided by:</p> <ul style="list-style-type: none">• The Health and Well Being Board• Council Cabinet• Joint Overview and Scrutiny Committee	<p>Assurance is provided by:</p> <ul style="list-style-type: none">• Strategic Commissioning Board (SCB) chaired by the Leader of the Council (CCG & LA)• CCG Governing Body – CCG Directors and Lay Members• Joint Executive Board (JET) – LA & CCG Director Board	<p>Operational Delivery:</p> <ul style="list-style-type: none">• SEND Executive Board – Internal Scrutiny and Quality Assurance on local Delivery• Joint Commissioning Team for SEND – Strategic Commissioning and Delivery• Working Groups / Task & Finish Groups that progress improvement and delivery
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Overview & Scrutiny Sub Committee. Children's Services

PRESENTATION: Covid 19- resetting the Service

- What actions have we taken to manage the pandemic ?
- What is the current state of play in the service?
- What are our ambitions for the Future?
- What is proving challenging, and how fluid is the structure to enable us to manage or mitigate the challenges?

Sandra Bruce - Assistant Director Early Help & School Readiness

Tony Decrop – Assistant Director Social Care & Safeguarding

Julien Kramer – Interim Assistant Director Education & Inclusion

Children's Services as a whole

Impact of Covid-19

- The pandemic has affected all day to day activity
- Staff and Services have engaged in a substantial programme of adjustment and support.
- Early Help Teams have successfully worked with families to provide advice & support
- Statutory Social work processes have been maintained
- Schools have remained open to care for vulnerable children and those of key workers
- Staff morale has remained positive with very low numbers of sickness

Early Help & Early Years

Managing the pandemic: Success Measures.

- At the height of closures (38% open) we were able to ensure that every key worker and vulnerable child had a place at nursery.
- We sharpened our communications and provided a daily update on Government guidance and now have an Early Years bulletin which is circulated every other week.
- We have used the Bury Directory and the Family Information Service to provide details on other activities that parents can access if their children are not in nursery i.e. *'Tiny Happy People'*
- The Inclusion Ambassador, Youth Service and Educational Psychologists have developed on-line informal chat groups and have provided more formal support.
- Our two locality hubs remained open throughout the Pandemic to provide practical support to families.
- Our locality teams have continued to deliver wrap around support to schools and families when needed

Early Help & School Readiness

The current State of Play: What is being delivered.

- We now have 60% of settings open, with increasing numbers of children in attendance.
- Bespoke support is being provided by Early Years advisors linked to clusters of settings.
- Work is ongoing with the Growth Company in respect of sufficiency and supporting businesses with financial concerns.
- Changes have been made in respect of DA notifications from the police to ensure a rapid response.
- We have created a weekly virtual timetable of activities for our young people
- Year 11 pupils have been contacted to provide support with destinations and work.
- We meet regularly with the DfE and OFSTED to report on our progress
- We are re-introducing home visiting

Early Help & School Readiness

What are our ambitions? Success Criteria:

- We want to continue with the regular lines of communication we now have in place.
- We will continue providing a virtual service as well as direct contacts as some of our families prefer this.
- We are currently working with a seconded HMI to look at how we improve transition from nursery to schools with a view to developing shared standards to drive up school readiness.
- Our Early Years advisors are now linked to nursery clusters and we will continue with this.
- We have started to facilitate group discussions with nurseries and we will continue to do this, virtually.
- We want to extend our EH offer to TAP and TAS+
- Development of the Family Offer which will be integrated with the wider PSR agenda.

Early Help & School Readiness

Challenges and Mitigation.

- Sufficiency – We need to have sufficient places for our parents –We are
 - Monitoring
 - Providing guidance and support
 - Directing providers to financial support so they can access all available help
- Demand- We know we might have higher demand on services as families needs escalate. We are
 - Developing a family offer
 - Extending our TAS to early years providers and colleges
 - Reviewing working patterns so we have more flexibility to respond
- Staff safety –We need to ensure we keep our staff well so we can continue to support families. We are
 - Completing risks assessments for all staff
 - Managing building spaces
 - Blending office and home working
 - Blending virtual and physical meetings

Children's Social Care & Safeguarding (CSC)

Managing the pandemic: Success Measures.

- MASH & EDT continued to receive referrals and all child protection concerns were responded to and immediate action to safeguard children was taken where required.
- All vulnerable children open to the service were individually risk assessed and rag rated to determine support including direct contact where needed.
- Routine processes and multi-agency meetings for CIN, Child Protection and LAC have continued virtually.
- Social workers across the service have worked with schools and actively encouraged vulnerable children's attendance.
- Additional support was put in place for Care Leavers and Foster Carers.
- Specific weekly multi-agency meetings on domestic abuse have taken place

Children's Social Care & Safeguarding (CSC)

The current State of Play: What is being delivered.

- All services continue to operate with the majority of staff working from home.
- Contact to children and families is undertaken virtually, with face to face and home visits being carried out where need determines.
- A buddy system is in place to provide support to our foster carers and placements continue to be monitored with support packages provided to unstable placements.
- Work is ongoing to allow young people/care leavers to move on to supported accommodation and tenancies.
- Multi agency meetings continue to take place virtually using Microsoft teams.
- Dip sampling of cases continues to ensure that risk assessments are appropriate and monthly file audit programme continues.

Children's Social Care & Safeguarding (CSC)

What are our ambitions? Success Criteria:

- To safely reintroduce more routine direct contact with children and families.
- To progress plans for children which have been delayed.
- To focus resources to ensure we have capacity in the right place and be able to respond flexibly to new pressures.
- To ensure care leavers are supported into education & employment
- To support vulnerable children in their education settings
- To continue to support placements which are unstable and at risk of breakdown
- To continue to improve service delivery through quality assurance/performance management and staff development

Children's Social Care & Safeguarding (CSC)

Challenges and Mitigation.

- Care Planning Delays - Court Hearings have been postponed and delayed - Ensure all cases are ready to be progressed following completion of Court Cases
- NEET -Targeted work with care leavers, with a focus on education and employment/training opportunities, housing sufficiency, participation and social isolation.
- Placement Stability – Providing help to carers earlier and using creative packages of support.
- Budget Pressures – Weekly monitoring of budget pressures due to Covid-19, ensure these are clearly identified and tracked
- Workforce - We continue to recruit staff and provide extra support to staff where required. We are working up plans for a partial return to office working on a team rota basis
- Training & Development – We are working with the Signs of Safety consultant to look at restarting the training programme

Learning & Inclusion

Managing the pandemic: Success Measures.

- After the initial disruption of the pandemic, all Bury schools, and the Pru, have remained open.
- The children of critical workers and vulnerable children are attending in increasing numbers.
- Distance learning is being offered; it is recognised that this is not a full substitute for learning.
- Daily bulletins are issued to the service.
- Weekly meetings of the Heads Advisory Group take place, as do meetings with unions and associations and of the School Cluster Groups.
- The gradual return of pupils and students is taking place within a strict Risk Assessed protocol.

Learning & Inclusion

The current State of Play: What is being delivered.

- Robust Risk assessment Guidance with support from the Local Authority has supported risk assessment from every school and centre in Bury. RA's are being audited.
- Provision of laptops to vulnerable children, provision of school meal vouchers, and continuing support to children at risk.
- Support from HMI across four critical themes is in place.
- Social Workers in Schools bid.

Learning & Inclusion

What are our ambitions? Success Criteria:

- Re-setting the Education Service. Supported and progressive return to learning for all pupils.
- Review.
- Planned summer break activities supported by school meals vouchers.
- Substantial and Sustained learning and well-being recovery programmes.
- Re-setting of all school improvement programmes.

Learning & Inclusion

Challenges and Mitigation.

- The Education Service needs to be re-set and recovered during a period of continuing risk to physical and mental health and well-being.
- We need to complete the financial recovery programme, and manage within our means.
- The Lean Service Review should be completed, in order that we can become a modern education service; schools-led, and with a resolute focus on Family Around the Child, and School.