AGENDA FOR



CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

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To: All Members of Children and Young People Scrutiny Committee

Councillors: C Boles, S Butler, P Cropper, L McBriar, T Pilkington, D Quinn, K Thomas, M Whitby and S Wright (Chair)

Dear Member/Colleague

Children and Young People Scrutiny Committee

You are invited to attend a meeting of the Children and Young People Scrutiny Committee which will be held as follows:-

Date:	Thursday, 17 March 2022
Place:	Council Chamber, Town Hall, Bury, BL9 0SW
Time:	6.30 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

MINUTES (*Pages 3 - 8*)

Minutes from the meeting held on 20 January 2022 are attached.

4 MATTERS ARISING

5 PUBLIC QUESTIONS

A period of 30 minutes has been set aside for members of the public to ask questions on the agenda for tonight's meeting.

6 MEMBER QUESTION

A period of up to 15 minutes will be allocated for questions and supplementary questions from members of the Council who are not members of the committee. This period may be varied at the discretion of the chair.

7 UPDATE REPORT ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) (Pages 9 - 64)

Report attached from Councillor Tariq, Cabinet Member for Children, Young People and Skills.

8 CHILDREN AND YOUNG PEOPLE IMPROVEMENT PLAN UPDATE (Pages 65 - 70)

Report attached from Councillor Tariq, Cabinet Member for Children, Young People and Skills.

9 URGENT BUSINESS

Agenda Item 3

Minutes of: CHILDREN AND YOUNG PEOPLE SCRUTINY

COMMITTEE

Date of Meeting: 20 January 2022

Present: Councillor S Wright (in the Chair)

Councillors C Boles, P Cropper, J Lancaster, L McBriar,

T Pilkington, D Quinn and M Whitby

Also in Geoff Little, Chief Executive, Bury Council

attendance: Jeanette Richards, Director of Children's Services

Isobel Booler, Director of Education and Skills Gemma Parkes, Virtual School – Head Teacher Paul Cooke, Strategic Lead – Children's Services Julie Gallagher, Head of Democratic Services

Public Attendance: 6 members of the public were present at the meeting.

Apologies for Absence:Councillor S Butler

1 DECLARATIONS OF INTEREST

Councillor Steve Wright declared a personal interest in all items under consideration as his partner is employed in a school in the Borough.

Councillor Nick Jones declared a personal interest in all items under consideration as a school governor in the Borough.

2 MINUTES

It was agreed:

That the minutes of the meeting held on 4th November 2021 be approved.

3 MATTERS ARISING

Written responses will be provided to Cllr Lancaster and emailed to all scrutiny members in respect of:

The numbers of attendees at the fit and fed scheme across the Borough. (Including those attending during May half term)

The retention of 4 new caseworker and managers.

4 PUBLIC QUESTIONS (Pages 7 - 14)

Notice had been received of 5 questions. The Chair gave an undertaking that the questions and responses would be made available on the Council Web Site, following the meeting.

Questioner	Topic	Responding
Andrew Luxton	Ofsted	Cllr Tariq
Emmajane Okocha	SEND	Cllr Tariq
Emma Scott (not present)	Epilepsy nurse	Cllr Tariq
Jack Turner (not present)	Early Break	Cllr Tariq
Ermen Trout(not present)	First Point Family Support Services	Cllr Tariq
April Fenton	Virtual Head Report	Cllr Tariq
Kiera Delany	SEND provision	Cllr Tariq

5 MEMBER QUESTION (Pages 15 - 22)

Notice had been received of 5 questions. The Chair gave an undertaking that the questions and responses would be made available on the Council Web Site, following the meeting.

Questioner	Topic	Responding
Cllr Bernstein	Ofsted	Cllr Tariq
Cllr Harris	Recruitment and Retention of Staff in Children's Services	Cllr Tariq
Cllr N Jones	Ofsted	Cllr Tariq
Cllr J Rydeheard	Virtual School	Cllr Tariq
Clir Caserta	Social Work Academy	Cllr Tariq

6 INSPECTION OF CHILDREN'S SERVICES

Following consideration of the Ofsted report at Cabinet, Councillor Tamoor Tariq, Cabinet Member for Children, Young People and Skills, presented the report which informed Cabinet of the findings of an Ofsted inspection of the Council's children's services. The inspection found the services to be inadequate. The report explained the form of intervention by the Secretary of State for Education and the action already taken to implement improvements. The report provided details of the framework for the Improvement Plan which the Council will submit to the Department for Education by 31st March 2022.

A copy of the Inspection report and improvement plan had been circulated to Members ahead of the meeting and in considering the report and the Cabinet Member's statement the following comments and issues were raised:

Responding to a question from the Chair, the Cabinet Member reported that he and the Director of Children's Services (DCS) met with staff in Children's Services following the publication of the Ofsted report, to provide assurance, to thank them for their hard work and to discuss any issues they may have. Following this meeting further meetings have been scheduled as well as a walking the floor event, to enable staff to raise any concerns with the Cabinet Member and the DCS.

Responding to concerns raised by Members in respect of the financial resources required to fund the improvement work; the Cabinet Member reported that additional resources would be made available to Children's Services. In order to address the inadequate Ofsted inspection, the Cabinet Member reported a whole system response is required across all of the different Council departments.

The DCS reported that following the Ofsted inspection findings work has already commenced to address the issues and concerns raised including, a sector led improvement programme.

Responding to a Members question the DCS reported that a quality assurance framework has been developed to review and system check the work undertaken by social workers.

The Cabinet Member reported that he welcomes the interest the Scrutiny Committee has taken in reviewing the Ofsted report. Following the notice of motion considered at Council last night he will ensure that update reports in respect of the improvement plan will be considered at Cabinet, Council and this Scrutiny Committee and would also ask that the Improvement Board minutes be shared with Elected Members.

Responding to a Member question the Cabinet Member acknowledged that there are staffing issues with the Social worker disability team, including the over reliance of agency staff; the development of a work force plan will seek to address this issue.

The Cabinet Member reported that school staff play a significant part in Safeguarding children, the relationships between the local authority and the schools in the Borough has improved considerably.

Responding to a question from a co-opted Member in respect of support for social workers, the Cabinet Member reported that a new social retention and recruitment process for social workers has been developed, as well as financial incentives, reduction in caseloads and a plan to reduce the reliance on agency staff.

It was agreed:

- The Ofsted Improvement Plan with progress of implementation be monitored by the Council's Children's Scrutiny Committee as a standing agenda item until the completion of all actions.
- A special meeting of the Children and Young People's Scrutiny Committee be convened to discuss the Improvement Plan
- The Committee recommends to the Democratic Arrangements Forum that the Council Procedure Rules be amended to include at every Council

Children and Young People Scrutiny Committee, 20 January 2022

- meeting a statement from the Cabinet Member for Children's Services, updating all Councillors on the work of the department.
- Democratic Services will facilitate a meeting between Members of the Committee and font line social worker ahead of the next meeting.

Cllr Pilkington and Chief Executive Geoff Little, left the meeting.

7 BURY VIRTUAL SCHOOL ANNUAL REPORT

Following consideration of the report at the Corporate Parenting Board, Councillor Tamoor Tariq, Cabinet Member for Children, Young People and Skills, presented the Virtual School Annual Report. A key priority last year was to improve completion rates of PEPs (Personal Education Plans) which review the education and support for Children in Care on an individual basis.

A copy of the report had been circulated to Members ahead of the meeting and in considering the report and the Cabinet Member's statement the following comments and issues were raised:

In response to a Member's question, the Director of Education and Skills reported that in regards to the development of a seven day a week integrated bespoke service for SEND the Council would certainly be interested in exploring the possibility of this as a service.

Members discussed the lack of availability of work experience placements for all students due to the pandemic. The Director of Education and Skills reported that work is underway to develop an enhanced work experience offer.

The Director of Education and Skills reported that the role of the virtual head teacher is expected to expand to include all children and young people known to children's social care. It is hoped this will build on the good work the virtual school has achieved in improving attendance and reducing exclusions for LAC.

It was agreed:

The Director of Education and Skills will provide an update to a future meeting in respect of the enhanced work experience offer.

The Virtual HeadTeacher will share once available, the proposals in respect of the extension of the scope of the Virtual School.

8 DEFIBRILLATORS IN SCHOOLS - FOR INFORMATION

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It was agreed:

Paul Cooke will provide an update at the next meeting in respect of where Defibrillators are situated across the Borough.

9 WORK PROGRAMME

COUNCILLOR S WRIGHT

Chair

(Note: The meeting started at 7pm and ended at 9.30pm)



SCRUTINY REPORT



MEETING: Children and Young People Scrutiny Committee

DATE: 17th March 2022

SUBJECT: Update Report on Special Educational Needs and Disability

(SEND)

REPORT FROM: Councillor Tariq, Cabinet Member for Children, Young People

and Skills.

CONTACT OFFICER: Isobel Booler, Director of Education and Skills

Jane Case, Commissioning Programme Manager for Children's

Services Bury CCG

1.0 BACKGROUND

- 1.1 Bury Council and Clinical Commissioning Group (CCG) are committed to ensuring that all of our children are safe, have the best start in life, fulfil their potential, and are independent; this commitment extends to all, including our children with a disability and/or learning need.
- 1.2 This report provides an update following the detailed Annual Report on Special Educational Needs and Disabilities(SEND) submitted at the Children and Young Persons' Scrutiny Committee meeting on the 7th September 2021. https://councildecisions.bury.gov.uk/ieListDocuments.aspx?CId=328&MId=2958&Ver=4
- 1.3 This report provides a mid-year summary of actions and progress across the SEND provision. A comprehensive SEND annual report will be provided again in the Autumn. A summary of the quarterly update on the Project Safety Valve programme which was submitted to the Department for Education on $1^{\rm st}$ March 2022 is detailed in Appendix I.

2.0 Introduction

- 2.1 This report provides a further update on Bury's progress in embedding the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014.
- 2.2 Local areas are subject to inspection by Ofsted and the Care Quality Commission (CQC) on their effectiveness in identifying and meeting the needs of children and young people with SEND. These inspections focus on:

- evaluating how well local areas understand their strengths and areas for development
- how local areas demonstrate that provisions are improving outcomes for children and young people with SEND
- understanding how local areas are improving the experience of families in accessing services and support.
- 2.3 The inspection outcomes remain an ongoing key priority with actions which are encapsulated in the Local Area Strategic Action Plan. Senior managers have ownership of the actions and there is director oversight with challenge and the monitoring of progress against priorities.
- 2.4 However, although there are still challenges to address in Bury's provision for SEND, particularly around parental experience of pathways, progress has been made. Sections 3 to 8 of the report detail the progress the local area has made towards achieving our aspirations to embed the SEND Reforms and improve outcomes and experience for children and young people with SEND.
- 2.5 Specifically, we are working with parents, families, schools and other stakeholders to build relationships focused on outcomes for the child and deliver a more joined up approach.
- 2.6 Officers and partners meet monthly to review the actions in the Local Area Strategic Action Plan. There are 10 outcomes in the Action Plan:
- 1. Parents'/carers' and children's/young people's views impact on strategic decisions and shape and inform all work across the Local Area
- 2. Excellent local offer, understood and accessible to all, leading to improved life outcomes.
- 3. Integrated and transparent pathways allows parents/carers and young people to access services across education, health, and care.
- 4. High quality individualised Education Health and Care Plans and reviews drive improvements across the Local Area
- 5. Children and young people with SEND have needs met through local sufficient excellent education, health, and care services, jointly commissioned where appropriate
- 6. Earlier intervention and prevention to offer help and meet needs at the earliest opportunity, reducing the demand on high cost and sometimes ineffective interventions.
- 7. Improved standards across education and training ensures that there are high quality outcomes for children and young people with SEND
- 8. Preparing for Adulthood (PfA) is embedded from early years including high quality transition to adult social care
- 9. A highly skilled workforce across all stakeholders improves outcomes for children and young people.
- 10. The local area has embedded robust accountability and governance structures
- 2.7 This report sets out a summary of actions from all the partner agencies against the plan. Agencies are committed to working together to ensure that the experience of children with SEND and their parents continue to improve.
- 3.0 Our aim is that Parents'/carers' and children's/young people's views impact on strategic decisions and shape and inform all work across the

Local Area and that we have an excellent local offer, understood and accessible to all, leading to improved life outcomes.

Co-production with parents and carers

- 3.1 Bury2gether (B2G), Bury's Parent Carer Forum, receives national grant funding to act as the strategic voice of parents/carers of children and young people with SEND in Bury. Bury2gether plays an important role in ensuring the voice and experiences of families are influencing service improvements. The Forum is represented on the Local Area SEND Board, and their members are involved in a wide range of co-production activities with health, education, and social care services.
- 3.2 Examples of co-production with B2G include the recruitment processes for new roles in the EHCP team. Board members have also joined recruitment panels for key posts on the Commissioning, SEN and Children with Disability Teams. Parent representation has been in place on the SEND Joint Commissioning Group for several years. Parents co-produced the themes to be included in the SEND Joint Strategic Needs Assessment (JSNA) and the SEND Parental Survey.
- 3.3 Inclusion Services have two fully co-produced projects underway this academic year with parents/carers as key partners: School Inclusion Quality Mark (with a co-production strand) and Graduated Approach (part of Project Safety Valve).
- 3.4 We are developing engagement networks with all parent groups, including in recent months the SEN Reform/protest Group. We are focused on building a culture of mutual respect and working together towards shared goals, so that we can develop a robust informal network. This work is being facilitated by the recently appointed parent/carer engagement officer. We are issuing monthly Local Offer newsletters which have been well received, and inviting local SEND groups to support the Parent/Carer SEND conference, which is being co-produced with B2G.
- 3.5 On 28th February 2022 Bury2gether hosted a multi-agency co-production event focused on the revised Local Area Strategic Action Plan.
- 3.6 Bury2gether are leading on draft proposals on a memorandum of understanding on co-production across the Local Area and on further Governance proposals.
- 3.7 Members of Bury2gether have formed a not-for-profit community interest group, Bee Inclusive, to enable them to lease a building for delivery of a SEND hub and enhance funding opportunities for the benefit of the SEND community. B2G retains its role as the parent/carer forum for Bury.

Local Offer

3.8 There are now regular sessions with services and parents/carers using the Bury2gether SEND hub as a venue. An event calendar has been developed with the parent forum for drop-ins, surgeries, and Q and A sessions offered both virtually and face to face. The first drop-in was a telephone consultation on the employment pathway for Preparing for Adulthood. This included a workshop provided by Bury SEND Information, Advice and Support Service (SENDiass) on preparing for adulthood and how this supports children and young people with

- SEND. Seventeen contacts were made, and the feedback was positive. We will apply the learning from this event to plan future drop-ins.
- 3.9 A monthly Local Offer newsletter has been introduced. The most recent newsletter has been attached as Appendix III.
- 3.10 Bury Together are advisers and advocates on the Local Offer working group. This group gives oversight of the forward plan to ensure that improvements are made to the Local Offer, including the potential for a Local Offer telephone line.
- B2G have set up an SEND hub in the building they have leased. The hub 3.11 the following: co-production opportunities, consultation opportunities, a hireable voluntary/community accessible space, a place to deliver social opportunities for children and young people with SEND, and a place to deliver support to parent/carers. The building is now open and Details of the venue can here https://www.beeinclusive.co.uk/contact-4. The Bury Living Well Centre also provides a community facility.

Young Person's Voice in Bury

- 3.12 In the last report we explained that the Inclusion Ambassador/ SEND Advocate had set up a number of activities during Covid to mitigate loneliness for children and young people and has been proactive with a wide range of engagement tools/mechanisms to promote the voice of the child at a strategic level so central to children's services work.
- 3.13 The post is currently vacant and recruitment is underway. The post will sit within the Integrated Youth Support Services (IYSS) team, whose focus is on youth participation and engagement; this aligns with the priorities of the Inclusion Ambassador/SEND Advocate's work.
- 3.14 We continue to listen and respond to young people's views of services. Inclusion Services have posted staff profiles onto the Local Offer as young people have identified that they would welcome knowing those staff and their background in advance of any contact. This is to be rolled out across other teams as good practice.

Bury SEND Information, Advice and Support

- 3.15 The Bury SEND Information, Advice and Support Service (BURYSENDiass) is a contracted-out service which provides information, advice and support on: local policy and practice; the Local Offer; EHCPs, Personalisation; the Law as applied to an individual's situation; LA's processes for resolving disagreements, tribunals, complaints etc.
- 3.16 SENDiass is a partner in the parent carer drop-in sessions.
- 4.0 Our aim is that Bury's local area is committed to ensuring young people with SEND have their needs met through improving Education, Health and Care services, jointly commissioned where appropriate

The Graduated Response

- 4.1 Bury is making good progress to develop a Graduated Approach which sets out the provision schools would be expected to put in place for pupils at universal and SEN Support levels, and the provision schools, the Council and other agencies need to put in place for pupils with an EHCP. This tool helps schools understand when to request a statutory assessment and helps parents to have informed discussions with schools and settings about the support being provided for their child and expectations about a graduated response.
- 4.2 A lot of work has been carried out in the last six months to develop the Graduated Approach and is on track for launch in the autumn term of 2022. This has involved establishing a steering group and eight task and finish groups. These involve schools, SENCOs, colleges and parents with coproduction activity at the core. The first two sections are being drafted now; the next will begin in March. Additional events with parents/ carers, children and young people will complement the work of the Task and Finish Groups.
- 4.3 There are bi-monthly Steering Group meetings to set the direction of the work stream. Work with web developers is underway to make the information accessible for the 0-25 age range, with versions for Early Years, School Age and Post-16. Also, the development of a special school specific supplement.
- 4.4 We are on track to align Early Help Locality Teams and Inclusion Partnerships. This will enable schools to access a wider range of support in a streamlined way across the whole set of SEND services, with the intended outcomes that fewer EHCPs will be required.
- 4.5 Examples of progress with the alignment of Early Help Locality Teams and Inclusion Partnerships include:
 - Bury has completed an initial successful consultation with the Headteacher Reference Group to share proposals in November 2021. Further successful consultation with primary head teachers took place through the Inclusion Partnership meetings across the autumn term to launch proposals in principle.
 - Co-production activity with primary head teachers (February/March 2022) to design operational plans (3 of 4 meetings completed). Final proposals will be circulated to primary head teachers by the end of March 2022 for trial in the summer term 2022.
 - A review is planned for the end of the summer term and full operation is planned to take place from September 2022.

Early Years

- 4.6 The Early Years delivery model is an integrated pathway for all children from pre-birth to five years of age, supported by health care and early years professionals, leading to earlier identification of need for an increasing number of children.
- 4.7 Some of the activities in the last six months include:
 - co-producing a sector-led project in partnership with early years settings, parents/carers, education, social care, and health colleagues.

 The aims of the project are to:
 - upskill practitioners and SENCOs in maintained and non-maintained settings to better meet the needs of children with SEND

- develop inclusive practice within settings across Bury and build an additional layer of support for the early years sector through peer-to-peer support to better meet the needs of children with SEND.
- improve support available for children with complex needs and their outcomes and develop parental confidence in mainstream early years settings.
- We have also developed an Early Years SEND transition document to ensure children and their families make a meaningful contribution to their planning and next steps, and SENCOs can better advocate for children with SEND
- Bury have also been accepted to take part in the Special Approach to Making it REAL National Children's Bureau (NCB) project - Home Learning Environment support for families of children with SEND. Bury will benefit from training for 60 Early Years practitioners in the 'Special Approach to Making it REAL', plus the provision of an adapted workshop for 40 parents of children with SEND.
- NCB have worked with Bury to deliver two Local Action Learning Sets which have brought together key LA, SEND and health stakeholders
- We have a budget from NCB to order treasure bags and contents, to support families to engage in fun activities with their child to support their learning and development, which are linked to the four strands of Literacy.
- 4.8 Since the last report Bury has continued to deliver a project with the Behavioural Insight Team (BIT) through the work with GMCA aimed at raising the level of take up of free places for two-year-olds. In those areas in Bury which have the lowest take up, namely Sedgley, St Marys and Holyrood:
 - Sedgley has now seen an increase from the summer term from 39.8% to 42.7% (Autumn term).
 - St Marys has seen a **very** small decrease in take up from the summer term 50% to 48.4% (Autumn term).
 - Holyrood has seen an increase in take up from the summer term 50% to 66.7% (Autumn term).

Our next priority will be to increase the take up in the Bury East area.

- 4.9 We are making good progress in delivering a GMCA project to raise the standards in speech language and communication. Bury now has 134 Communication Champions working across Early Years, including in schools, who can carry out Wellcomm assessments; Wellcomm is a tool used to identify children who may benefit from a speech and language assessment. Our EY Advisor Team/SLC Pathway Lead continues to deliver Wellcomm Training online, as well as in house to support those early years settings with high % of 2-year funded children.
- 4.10 Bury has also been partnered with a programme called Early Talk Boost- with I CAN. 46 early years providers, including schools, settings and childminders have been involved with this intensive programme, and continue to use the tools and resources to support children's Speech Language Communication development, and enhance the children's home learning environment. 66 practitioners have been trained across both early years providers and schools to deliver Early Talk Boost. Early assessment of impact shows that 80% of practitioners trained in Bury reported improvements for children in speech and communication.

Bury Schools Continuum of Provision

4.11 Bury's strategic ambition is for our children and young people with SEND to have their needs met in their local community. However, with only two special

schools and limited resourced provisions in mainstream schools this means that currently a number of children with EHCPs are placed in special schools out of borough.

- 4.12 There has been progress over the last six months to develop the continuum of provision for school pupils with SEND. This includes:
 - As part of the PSV work-stream on the Dedicated Schools Grant, the funding methodology has been reviewed and proposals went out for consultation on the model of top-up bandings in October 2021
 - An additional Resource Provision, Vision House, has been developed in the borough which has been operational from summer 2021
 - Options appraisals have been undertaken on a number of resource provision proposals and we are working with a number of primary schools and one secondary school on SEMH (Social Emotional and Mental Health) Resourced Provision including an outreach offer.
 - Within Bury's sufficiency plan to meet the increased demand for school places and to reduce the reliance on out of borough schools, an 80 place ASD Special School is planned for 2023; and a 60 place SEMH Special School is to open in 2025; in addition, the opening of the new secondary free school in Radcliffe means that Spring Lane Pupil Referral Unit will be moving location.
- 4.13 Special Educational needs and Disabilities education sufficiency is a key workstream within Project Safety Valve and a more detailed update will be provided in the accompanying Project Safety Valve update report.

Outreach and School Support

- 4.13 The Local Authority Inclusion team offers support for mainstream primary and secondary schools and early years settings. This support is highly regarded and helps mainstream staff identify need, develop strategies and practices to better support their pupils with SEND.
- 4.14 The Local Authority Educational Psychology Service (EPS) has over the last six months offered a range of support functions:
 - Developed and advertised the Recently Qualified Educational Psychologist Academy to attract EPs to working across the partnership of Salford, Tameside and Bury through offering an enhanced induction package and bespoke CPD to meet any covid impacted training experiences. Through this offer, a Senior EP and 4-5 main grade EPs have been recruited over a two-year period.
 - Support for SEND caseworkers through training, a team development day and drop-ins to support for example, managing and responding to difficult meetings or conversations and problem solving around challenging or complex cases.
 - Developed and launched Bury's Emotionally Based School Avoidance (EBSA)
 Pathway. This has involved localised resources, and training for professionals
 and school staff and the establishment of a multiagency support pathway via
 Team Around Schools, bringing together Educational Welfare, Early Help and
 CAMHS. Training is also being targeted at secondary schools, to offer support
 to establish early in-school responses to need.
 - Childrens Rights to Play training developed and ready to be launched for primary, secondary and special school staff.

- 2nd cohort of the Headteacher peer supervision programme is running involving two workshops and the buddying of heads across the three services partnerships (Salford, Tameside and Bury)
- Continuing Professional Development: developed a virtual training programme for early years professionals, working with the SEND lead to contribute to further capacity building for the Inclusion First Award and to ensure any prestatutory work is targeted most effectively.

Short Breaks

- 4.15 It is a priority to develop the Short Breaks/Local Offer for families in the borough so that there is a broader more comprehensive offer of universal targeted and specialist provision. The goal is to deescalate cases where a child/young person does not initially meet the social care threshold, but subsequently behaviours escalate so that at the edge of care. Work is underway to map Short Breaks in the borough including the third sector offer. The newly tendered Short Breaks services have been available since September 2021); referrals are being made into the provision by the Children with Disability (CwD) team. There is a commitment to review pathways into short breaks and to enable access to a greater and universal and targeted short break offer.
- 4.16 There are two new time limited (up to 12 weeks) programmes to enhance the learning of skills in children and young people, and also to increase participation in community activities so that both programmes increase independence and positive outcomes. The CwD team continue to discuss with families the most appropriate package of support for their child. In consultation and agreement with families, there have been positive examples of children moving from an existing package of support to a new service where there will be improved outcomes.
- 4.17 The new Positive Behaviour Support service is directed to meeting the needs of complex high-end cases where behaviours are such that the child/young person is on the cusp of residential care. There have been a couple of edge of care cases where this new service has been used successfully by the social worker in order to deescalate behaviours through a therapeutic model of support.
- 4.18 Currently as Bury has a limited universal offer. In support of developing a richer universal offer, Bury is part of a GM consortium bid to the DfE Respite Innovation Fund. Two groups are identified where there is an unmet need in Bury:
 - Under 6's where access to more soft play facilities is needed
 - Teenagers aged 14 to 18 with autism and learning difficulties (not necessarily with a diagnosis of autism or vice versa) where access to more pastime/leisure facilities and venues is needed.

Children With Disabilities Team

4.19 As detailed in the last report, Bury Children's Services offer a specialist service to children and young people with disabilities and their families through the Children with Disabilities [CwD] team. Since the last report the CwD team is now fully staffed with a Team Manager, seven social workers and three family

support workers. The service currently meets the need of 265 children and young people and their families residing within the Local Authority.

- 4.20 In the last six months progress has been made in the following areas:
 - Two transition social workers have been successfully recruited to work with those 16-18 years old to ensure that updated assessments and My Adult Care Assessments are completed to support transition to adult services
 - Work on transitions pathways continues
 - Improvements have been made to the parent carer referral process through the MASH
 - A revised parent carer assessment process in consultation with parents is under review; the next phase will look at the local offer for parent/carers in Bury
 - Review of personal budgets and the outcomes for the child
- 4.23 Following the ILACs Ofsted judgement improvements within the Children with Disabilities [CwD] team have been incorporated within the improvement plan and have focussed on training and development and workforce stability.

Joint Commissioning

- 4.21 As in the last report, the Joint Commissioning Group is well established with Bury2gether representation at all meetings. In the last six months the following activities in the work-plan have been completed or started:
 - Re-tendered SENDIASS with new specification co-designed with parents
 - A service review is underway of the family support services contract (for social care)
 - Investment in the Neurodevelopmental Waiting List Initiative has resulted in additional capacity to reduce the historical backlog of under 5's waiting to access the pathway
 - A pilot of pre-diagnosis support and the development of a single point of access for ASC and ADHD services is underway
 - 12-month review of the Sensory Pilot completed
 - External review of speech and language therapy commissioned
- 4.23 A significant piece of work that the Joint Commissioning Group oversees is the SEND Parental Survey. The Group has developed the content as a multi-disciplinary survey with input from Bury2gether steering group on gaps and key questions. The survey was launched 18 January 20211 for 6 weeks to collect feedback on SEND services and is to close 11th March 2021.
- 4.24 Work is underway on developing the parent/carer offer. The next phase is to map the parent carer offer in other local authority areas and review in order to co-design the parent/carer offer in Bury.

Health

4.25 Since the last SEND report, the Children's Health agenda has progressed.

Due to the impact of Covid, on staffing and acuity of need and the lack of face-to-face delivery during lockdown. The waiting times within Speech and Language and Occupational therapy have generally increased. At present the Speech and Language team have a wait time of 19 weeks for those with a

known speech communication issue (SCDDG) and a wait of 48 Weeks for Assessment with an occupational therapist and ongoing plan. There is also a growing wait time for Autism Spectrum Disorder and Attention Deficit Hyperactive Disorder assessments. These is being addressed at a local, and GM level. Services with extensive wait times as highlighted above have monthly Directorate meetings which include Trajectories and action plans with the Senior leadership team to ensure operational and clinical oversight is maintained.

- 4.26 The Health Senior leadership team and Service leads are working closely together to ensure that those currently waiting are seen within the appropriate clinic as timely as possible, which include those children known with SEND. All Children are appropriately triaged in line with the national prioritisation.
- 4.27 Speech & Language Therapy (SALT) Is a service supporting 324 children and young people with EHCPs with a further 150 children and young people currently being assessed or likely to be referred for statutory assessment. All students in the local authority special school provisions have EHCPs have access to the SALT service, provided in the settings. The SALT service offers universal / targeted support and training to staff that benefits all students, and specialist intervention for individual students if needed. There is a community Dysphagia service delivered face to face in clinic or setting / home visits, or remotely.
- 4.28 As per the proposal within the previous report a system wide review of speech language and communication has been initialised. This is progressing well and will look to take a whole system approach to understanding need in Bury and progressing joint commissioning arrangements.
- 4.29 Children Community Nursing Team and Special School Nursing
 There has been significant increase in support/activity from the complex nurse
 for children with complex needs, palliative and end of life care, which has
 sustained and met the challenge ensuring our most vulnerable children and
 families have had support and continuity during pandemic. This has in part
 been done virtually but again where patient requires face to face this is always
 undertaken.
- 4.30 Health Visiting (HV) All babies and Children 0-5 have open access to the service inclusive of those children with SEND, the service provides, developmental assessment. As well as the mainstream HVs there is a dedicated SEND HV post, which carries a case load of 30 complex children. The Service works with a much larger number of families on a, 'step on' basis, Delivering short term outcome-based interventions. These families have an identified specific need/s that can be met by the SEND HV service over a period of time, this can be anything from 6 weeks up to 6 months depending on the individual needs of the family. This has seen the development of facilitating parent drop ins at the SEND Hub alongside SEND Engagement officer. This is Planned for 1st March, with a view to engage parents and families, and aid coproduction. Currently the post holder is developing a SEND early years group in conjunction with Portage to be delivered monthly at the SEND Bee Inclusive HUB.

- 4.31 The physical therapy team have a total of 119 children on their caseload with EHC's. Physiotherapy prioritise all children referred with development delay. Children will predominantly be seen face to face, as well being offered virtual assessment to support child and family need. In addition the Occupational Therapy team provide sessions at our two special schools. Additional OT capacity is being recruited to support the children's long covid pathway.
- 4.32 Key Challenges in Health. The health system recognises challenges within the system in relation to SEND and are working actively with system partners to ensure that SEND Children continue to receive priority care and support in relation to their health need. The recognised challenges are as follows
 - Addressing waiting lists and understanding the longer-term impact of Covid on children's health
 - Increasing access to system wide data to better understand and plan services
 - Population led capacity building, as staffing as levels do not always reflect the growing number of children with complex physical difficulties attending special schools
 - National and regional shortage of specialist staff. Unfilled vacancies impacting on caseloads and resources, in particular speech and language, where this is a national shortage of therapists.

5.0 Bury's aim is that preparing for adulthood (PFA) is embedded in Bury from the earliest years

Transition

- 5.1 The SEND employment officer continues to work closely with local colleges and those students with high needs who are in the last year of a vocational course or on a workability/employability programme. This is a targeted service to match students to employment supported opportunities. In 2020/21 (contact was limited due Covid restrictions) 54 students were on the SEND employment officer's caseload with 16 moving into a positive outcome and 38 continuing in education.
- 5.2 Covid has limited the work with local businesses but slowly there is an increase in aspirations for young people as lockdown restrictions are lifted and more employment opportunities can be seen. Supported Internships have taken a dip though job fairs are now starting up again and the SEND employment officer is actively engaging with employers to source vacancies.

Destinations

5.3 The percentage of Bury pupils with SEND in education, employment or training (EET) and not in education, employment or training (NEET) was reported on in the last report. There is no new validated data with national comparators. Progress will be reported in the next Annual Scrutiny Report September 22. However in a snapshot from January 2022 92% of young people aged 16-18

identified as SEND support and 89% of young people with an EHCP were in Education, Employment or Training.

Post 16 opportunities

- 5.4 A new £10m European Social fund (ESF) project for Greater Manchester for 15–24-year-olds started in January 2022. The project has been allocated in two lots:
 - Lot 1 15–18-year-olds to Career Connect for whom Bury Council are the sub-contractor for the borough. Connexions are doing the bulk of the starts assisted by Curriculum & Language Access Service.
 - Lot 2 for 18–24-year-olds is being delivered by Ingeus with a base in Bury. Young people with SEND are a priority group for both lots.

6.0 Bury's aim is that transparent pathways allow parents/carers and young people to access services across Education, Health and Care

6.1 Progress on the pathways workstreams is ongoing and progress will be reported in the next Annual Scrutiny Report September 22.

7.0 Bury's aim is to have highly effective Education, Health and Care Plans (EHCP) and reviews improve life outcomes for children and young people

- 7.1 Parents' experience of the EHCP process has been inconsistent. We are committed to improving both experience and outcomes. A more detailed analysis of the key indicators for the EHCP processes is in the Project Safety Valve Report attached as Appendix I.
- 7.2 However it is pleasing to note that the backlog of cases waiting over 20 weeks has been cleared for the first time with a significant increase in plans being finalised in the last 4 months. In January 2021 there were more than 250 EHCP plans in progress; in February 2022 there are currently fewer than 150 new plans are in progress with a much-improved trajectory on timeliness. Additional data is attached as Appendix II.
- 7.3 Improving the experience, quality and timeliness of plans remains a key priority. Although there has been an increase in positive feedback to the EHCP team there is clearly much still to do. In a challenging February Q+A session held by Bury2gether it was clear that many parents still found the experience challenging and adversarial. Although several individual cases have subsequently been followed up there remains a key piece of improvement work to do which is a priority workstream within Project Safety Valve. To enable this to take place there are planned a series of workshops to co-design the advice; review the plan itself; review the process map including panel and also to include parents within the QA of anonymised plans.

8.0 Bury is working towards improved outcomes and standards across education and training

8.1 Bury has high expectations and aspirations for children and young people with SEND. The educational outcomes for children and young people in Bury continue to show an inconsistent picture across age ranges and across different types of need. The last validated Data is from 2019 due to the disruption on assessments from COVID-19.

8.2 Improving outcomes for children at SEND Support and for those with an EHCP is a priority for Bury. Bury's inclusion team provides outreach support to mainstream schools and early years settings. Though no validated data for 2020 or 2021 will be available, the next report will include some local performance analysis of student attainment in 2020 for SEN Support and with EHCPs at the key stages of education.

9.0 CONCLUSIONS

- 9.1 Bury is committed to a programme of transformation and is determined to continue its work on co-production with parents to improve both outcomes and the experiences of children, young people with SEND and their families. This mid-year report provides evidence of the progress made towards that goal.
- 9.2 We are revising our Local Area Strategic Action Plan with governance through the Local Area SEND Board. There is a strong commitment from Bury2gether to the priorities, outcomes, and actions in the Local Area Strategic Action Plan. This was evidenced in a joint workshop held on 28 February 22 with Bury2gether. The Action Plan has now been adopted as meeting the needs of parents/carers and delivering improved outcomes for children and young people. The plan will be an iterative process.
- 9.3 The Project Safety Valve Transformation Delivery Plan complements the Local Area Strategic Action Plan with agreed priorities, joint working on integrated pathways and continued work on quality and timeliness of EHCPs; improving outcomes for children with SEND support and improving the experience of families. Progress is reported on in the PSV Progress Report.
- 9.4 The Terms of Reference and membership of the Local Area Board for SEND has been reviewed and going forward it will be responsible for driving the SEND strategy and providing assurance of the SEND system. The Local Area SEND Board will:
 - Provide sufficient scrutiny and effective monitoring on the progress and impact of the Local Area SEND Strategic Action Plan; and
 - Identify, facilitate, and deliver additional support and resource as and when required to ensure delivery of the Local Area SEND Strategic Action Plan
 - 9.5 The Local Area SEND Board receives reports on progress of the Project Safety Valve SEND Transformation Plan.
 - 9.6 Committee members are asked to consider and comment on the information in this report, identified priorities and the next steps detailed in Appendix I.

List of Background Papers:

September 2021: Bury Council Annual Report on Special Educational Needs and Disabilities.

https://councildecisions.bury.gov.uk/ieListDocuments.aspx?CId=328&MId=2958&Ver=4

School Forum Reports on Project Safety Valve.

Summary slide deck: PowerPoint Presentation (bury.gov.uk)

Report: <u>Item 6 - Project Safety Valve - Schools' Forum report - January 2022 (bury.gov.uk)</u>

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Executive Director sign off Date:

JET Meeting Date:

APPENDIX I



MEETING: Children and Young People Scrutiny Committee

DATE: 17th March 2022

SUBJECT: Update on Project Safety Valve and the Special Educational

Needs and Disability Transformation Delivery Plan

1.0 BACKGROUND

1.1 Project Safety Valve (PSV) was reported on within Special Educational Needs and Disabilities Annual report, September 2021, https://councildecisions.bury.gov.uk/ieListDocuments.aspx?Cld=328&Mld=2958&Ver=4 and will again be included in the 2022 annual report.

This appendix focuses on providing an update on both plans and progress on Project Safety Valve, including how Bury is addressing the financial challenge of eliminating the cumulative DSG deficit by 2024/25.

- **1.2** Bury Council has entered into a formal agreement with the DfE on Project Safety Valve which is focused on:
 - improving SEND services and the experiences and outcomes for children, young people and their families with identified Special Educational Needs and Disabilities
 - an agreement to eradicate the High Needs Block Deficit by 2024/25.

There are five conditions against which progress and performance are measured in quarterly reports to the DfE:

- Agreement Condition 1:
 - Strengthen Special Education Needs assessment and placement process
- Agreement Condition 2:

Ensure robust planning for future provision, including reducing the use of independent school placements by increasing the availability and suitability of local provision within Bury. This should include developing a model for forecasting future needs by March 2022.

Agreement Condition 3:

Improve quality and timeliness of management information to enable evaluation of impact of central services.

Agreement Condition 4:

Support and drive schools in Bury to meet a higher level of need in a more cost effective way within mainstream settings, while maintaining the quality of provision. Develop a culture in which demand is more effectively managed throughout the authority

Agreement Condition 5:

Remodel financial practice to ensure accurate contributions from appropriate funding sources by Dec 2021.

We use these conditions as the basis for our delivery plans.

1.3. The Project Safety Valve Delivery programme is comprised of six interdependent workstreams. They are:

- Workforce recruitment to key roles and performance development
- Practice and process revising the processes of the EHCP team
- Strategy and finance consultation and changes to top-ups
- Future Provision planning and implementation of capacity
- Technology and data development of systems and reporting capabilities
- Graduated approach development and launch of approach.
- 1.4 The governance of the PSV programme sits within the wider partnership arrangements for children and young people in Bury. We are also working closely with schools through the Schools Forum and High Needs Funding sub-group, in addition to regular communication through existing programme meetings between Bury Officers and Headteachers. Informal and formal dialogue is being undertaken with relevant Trades Unions and staff representatives.
- 1.5 Progress against the Project Safety Valve Delivery Plan has been made. Recent examples include:
 - 1. Cleared the backlog of cases waiting over 20 weeks for the first time.
 - 2. Meet the 6-week timescale to enable panels to make informed decisions at pace.
 - 3. Implementing person centred planning meetings; this will grow over the next quarter
 - 4. Co-produced processes including recruitment and selection
 - 5. Co-produced the Graduate Approach document
 - 6. Developed sufficiency plan that identifies the need for additional and/or re-designated RP and SP.
 - 7. Work across partnerships to establish the Free School project, which is on track for pupil admission in September 2023. Capital Programme plans are in place.
 - 8. Implemented LiquidLogic EHM system, including a comprehensive data review and cleansing exercise.
 - 9. Improved data reporting, including visualisation and analysis.
 - 10. Improved governance arrangements to enable development of technology and data,
 - 11. New banding scheme for mainstream top-ups agreed, to take effect from April 2022. Savings are on target.
 - 12. Agreement with special schools to abolish band D+. Projected savings are on track.
 - 13. Reported the review of High Needs Block back to Head Teachers
 - 14. Co-production with Primary Head Teachers to design operational plans to deliver alignment of Early Help locality teams and Inclusion Partnerships
 - 15. After consultation, the Schools Forum has agreed to the maximum 0.5% transfer (£715k) from Schools to HNF block for 2022/23.

PROGRESS AGAINST THE TRANSFORMATION PLAN AND FINANCIAL DEFICIT PLAN

This section of the report details the progress made against each of the agreement conditions

2.1 Agreement Condition 1:

Strengthen Special Education Needs assessment and placement process

2.2 Clearing the backlog of cases

The team manager reported a backlog of seven cases on 21st February 2022. This performance improvement needs to be sustained through staff training and support to the decision-making process. The impact on overall performance is considerable: we expect to see a reduction in complaints and Quality Assurance concerns, which will enable staff to focus on their current caseload. The impact of this can be seen in the reduction of plans in progress from 258 in January 2021 to 143 in January 2022.

2.3 Improvements to the Education Health and Care Plan service

The team has produced 107 plans within the initial six-week timeframe, 103 of which went to panel on time and with correct and accurate information; this has led to a significant improvement in the pace of the process. The implementation of LiquidLogic has made it easier to monitor and report on progress. Parents are given the required timescale to review and comment on the draft plans. The next priority is to work with parents and stakeholders to review the process so that we can understand the high levels of plan approval.

2.4 Transition arrangements

The Education Health and Care Plan (EHCP) team has successfully implemented the review arrangements for children in transition from nursery to reception and from year 6 to year 7. This was completed on 15th February. The reviews for young people transitioning from year 11 to post 16 will be completed by 15th March. Caseworkers have been involving parents, families and educational stakeholders in the reviews.

2.5 Capacity

The new Education Health and Care Plan (EHCP) team structure has been implemented. Since December four new staff have joined. Another eight are expected to start by the end of April 2022. Effective support has been provided by agency workers. The additional roles we have introduced are focused on managing the planning process, including quality control and family engagement. The aim is to ensure that the experience of children and families is positive, and the number of complaints will be reduced as a result. However, our parents continue to report concerns over caseworker changes and the lack of a key contact. Therefore, workforce stability and workforce development remain a key priority.

LiquidLogic makes it possible to track each case and the progress team members are making. This will help us to foresee delays and address them proactively.

The team will undertake extensive training and development to establish the professional approach that parents and stakeholders should expect. This will include introducing the professional qualification that supports the SEN service.

2.6 Children, young people and families: experience and engagement

Person centred planning meetings are taking place for all new assessments as part of the six-week timetable for gathering information. The emphasis is on co-producing the plan, which will reduce the number of complaints and tribunal cases.

Parents have been involved in the recruitment to posts in the Education Health and Care Plan (EHCP) team. This has included co-designing roles, shortlisting and interviewing candidates. Further work is planned to co-produce induction and onboarding so that the perspective of children and families is foremost in the training.

We have received positive anecdotal feedback from parents who are describing an improvement in their experience of engagement with the team; they report being given information more quickly and with higher levels of accuracy.

However, it is still an inconsistent experience and we are committed to co-producing a pilot to improve the EHCP Process which will include co-producing; advice proformas; revising the plan; revising the process; and involving parents in QA. The aim is to ensure the EHCP process has co-production at its heart and that parents' experience improves and that the EHCP demonstrates person centred multi- agency planning.

2.7 Graduated Approach

The Graduated Approach is on track for launch in the autumn term of 2022 and is detailed in the accompanying SEND update report.

2.8 Priorities

Over the next quarter the priorities are:

- to develop and implement co-production of induction and onboarding arrangements to improve standards and build confidence in the services
- to complete the work on two new sections of the Graduated Approach programme
- to maintain performance standards regarding the backlog of cases
- to build competence in LiquidLogic and start to use it to make decisions
- to review the way panels are working so that they can be supported more effectively
- to invest in the EHCP team, including professional skills
- to review and simplify the EHC planning process.

3. Agreement Condition 2:

Ensure robust planning for future provision, including reducing the use of independent school placements by increasing the availability and suitability of local provision within Bury. This should include developing a model for forecasting future needs by March 2022.

3.1 Sufficiency model

The sufficiency modelling process has been completed and gaps in provision have been identified. This identified the need to develop capacity of Resourced Provision for children and young people with identified Autism Spectrum Condition(ASC) as their primary area of need and those with identified Social Emotional Mental Health (SEMH) needs, and additional specialist provision for SEMH at Key Stage 3 and 4 (secondary aged pupils). The sufficiency plan developed identifies the need for additional and/or re-designated Resourced Provision and Specialist provision

3.2 Resourced Provision development

The specification for Autism Spectrum Condition Resourced Provision and Social Emotional Mental Health Resourced Provision has been produced. The RP Specification was shared with an initial shortlist of six primary schools (previously identified in the capital funding submission).

Detailed delivery plans for the establishment of Resourced Provision will be developed on a school by school basis, with roll-out between September 2022 and March 2023. All schools will be informed of the Resourced Provision specification to enable identification of further host schools for Resourced Provision to meet any remaining gaps, including geographical distribution.

3.3 Free Special Schools

The project to develop a Free Special School (80 place secondary Autism Spectrum Condition) is making good progress, involving the Council, Shaw Trust and the DfE delivery team. The project is on schedule for pupil admission in September 2023. Discussions are pending between the Council and the Shaw Trust to identify the first cohort of pupils to the new school in September 2023.

In addition, a specification has been produced for a further Free Special School (60 places secondary Social Emotional Mental Health). A shortlist of sites has been identified, with further work necessary to confirm preferred location. The target date for opening this school is September 2025.

3.4 Capital programme

Capital programme plans have been developed to support the delivery of these schools and services, alongside the relocation of Spring Lane School, Bury's Pupil Referral Unit from its existing site by September 2023, and the delivery of a Free Secondary School for Radcliffe located on the Spring Lane site, to open September 2024.

4. Agreement Condition 3:

Improve quality and timeliness of management information to enable evaluation of impact of central services.

4.1 Case management

On 1st February 2022 all active case management record-keeping for the SEN service was migrated onto the LiquidLogic EHM system to provide a single source of case management and case reporting data. Previous spreadsheet case management systems have been archived and retired following data migration and assurance. All members of the ECHP team staff have been fully trained on LiquidLogic, with ongoing one to one support provided. A comprehensive data review and cleansing exercise was undertaken prior to systems migration to update the accuracy of core case data fields, including ethnicity, establishment type, gender, SEN primary and secondary needs and assigned caseworker.

LiquidLogic workflows and forms have been updated and improved to help ensure that core case data is captured consistently and can be monitored through exception reporting. This includes making some fields mandatory, as well as adding additional fields.

Automated dashboards, work trays and report views are now available to all staff on an individual basis to help visualise progress and prioritise effort. Senior team leads, managers and SEN data analysts now have automated live reporting across the team within LiquidLogic to manage the collective cases, identify issues and opportunities and monitor performance.

4.2 Data reporting

The new SEN Data analyst helped prepare the SEN2 and AP census statutory returns for timely analysis, assurance and submission with senior leads. The work involved in data assurance also positively contributed to the systems migration meaning core case notes data is the most accurate and complete that it has been for several years.

The latest monthly data pack (and the final one to use data sourced from multiple spreadsheets) was successfully produced at the start of February. See Appendix C. The improved visualisation and analysis have helped provide valuable new insight to senior service leadership which has directly informed conversations and actions with staff, families and partners. All future data packs will be produced more efficiently using data sourced from LiquidLogic.

4.3 Leadership and governance

A new fortnightly "SEN Data Analysis and Action Forum" has been established. This brings together the new SEN data analyst and service leadership to review information about a) data quality and systems usage b) performance and c) forecasting. The forum began meeting in February and is proving a valuable dedicated space to discuss, decide and evaluate decisions that are informed by data.

A new SEN Data and Technology Systems Governance Group was established in November to bring together leads from SEN Services, the corporate performance team and Children's IT leads to ensure joined-up analysis and action regarding maintaining and improving core systems and

data sets, such as LiquidLogic and statutory returns. This group meets monthly and helps coordinate the successful systems migration.

4.4 Next steps

The next priority steps regarding improving the quality and timeliness of management information are:

- Upgrading LiquidLogic EHM to include the newly updated SEN2 module to support the service to generate personal level SEN reporting in line with the 2022/23 requirements at any point during the year (aiming for completion by end of March 2022, with records being backdated to Jan 2022)
- Creating and piloting live digital performance dashboards to bring consolidated, real-time insight about key performance indicators to the service (aiming to pilot by April 2022)
- Developing trusted predictive analysis and forecasting reports for individual and team level performance in relation to service strategy. Using the foundation of LiquidLogic data and improvements to demand and financial forecasting modelling frameworks. (aiming to launch and refine by May 2022)

5. Agreement Condition 4:

Support and drive schools in Bury to meet a higher level of need in a more cost-effective way within mainstream settings, while maintaining the quality of provision. Develop a culture in which demand is more effectively managed throughout the authority.

5.1 Top ups and banding.

A new banding scheme for mainstream school top-ups has been agreed following consultation with all schools and a review by Schools Forum. Assimilation arrangements are in place for implementation from April 2022. All new mainstream school top-ups will be applied via the new banding scheme from April 2022 and existing top-ups will be allocated to the appropriate band. Projected savings are on track.

A review of AP and RP top-ups will start in March 2022. Implementation is planned for September 2022. Top-up values for new RPs will be on the new banding arrangements. Agreement has been reached with Special Schools to abolish Band D+. Interim moderation arrangements will be in place for April 2022. Projected savings are on track. Special schools are completing revised banding allocations. These will be used for budget allocations for April 2022. Projected savings are on track.

5.2 Alignment of Early Help Locality Teams and Inclusion Partnerships.

Bury completed an initial successful consultation with the Headteacher Reference Group to share proposals in November 2021. Further successful consultation with primary head teachers took place through the Inclusion Partnership meetings across the autumn term to launch proposals in principle.

Co-production activity with primary head teachers is underway (February/March 2022) to design operational plans (3 of 4 meetings completed). Final proposals will be circulated to primary head teachers by the end of March 2022 for trial in the summer term 2022.

A review is planned for the end of the summer term and full operation is planned to take place from September 2022.

The intended impact of this alignment will be in terms of schools being able to access a wider range of support across Education and Social Care more quickly with an outcome of fewer requests for EHC Assessment being submitted by schools.

6. Agreement Condition 5:

Remodel financial practice to ensure accurate contributions from appropriate funding sources by Dec 2021.

6.1 High Needs Funding Block

The review of the High Needs Funding Block is complete and the outcomes were reported to the Schools Forum on 18th January 2022. Report: https://example.com/lemm-report-safety-valve-schools/Forum report - January 2022 (bury.gov.uk)

The Schools Forum has agreed to the maximum 0.5% transfer (£715k) from Schools to HNF block for 2022/23.

6.2 Inclusion Hubs and Partnerships

Primary and Secondary Inclusion Hubs and Partnerships funding has been reduced by £348k.

6.3 Non-statutory support services

Non-statutory support services will be reduced by £400k from Sept 22, saving £233k in 2022/23. Other non-statutory services have been moved to the General Fund, saving £694k and moving forward will be reviewed.

6.4 Top-ups: A review of top-ups for AP and RPs is underway. The changes are due to be implemented from September 2022.

The volume top-up scheme, which supports schools with a higher proportion of children and young people with EHCPs than the national average, is under review. New proposals will be worked up with the Bury Schools Forum sub-group for implementation from Sept 2022.

7.0 CONCLUSION

Improving Special Educational Needs and Disability Services remains a key priority for Bury Council and Project Safety Valve is a key vehicle to drive that change.

Although challenges remain in the Education Health and Care Planning process progress has been made within formal agreement with the DfE on Project Safety Valve which is focused on both improving SEND services and the experiences and outcomes for children, young people and their families with identified Special Educational Needs and Disabilities and an agreement to eradicate the High Needs Block Deficit by 2024/25.

Progress has been made around ensuring more robust planning for future provision, improved quality and timeliness of management information to enable evaluation of impact of central services. Progress has also been made through the work on the Graduated Approach, the development of Resourced Provision to expand the continuum of provision and the re-evaluation of the Education Health and Care Plan funding arrangements to support schools in Bury to meet a higher level of need in a more cost effective way within mainstream settings. In addition progress has been made on the remodelling of financial practice to ensure accurate contributions from appropriate funding sources

The key priorities for the next phase of Project Safety Valve remain improving the experience and effectiveness of the Education Health and Care Plan process and also ensuring that the challenging financial targets are met.

September 2021: Bury Council Annual Report on Special Educational Needs and Disabilities. . https://councildecisions.bury.gov.uk/ieListDocuments.aspx?Cld=328&Mld=2958&Ver=4

School Forum Reports on Project Safety Valve.

Summary slide deck: PowerPoint Presentation (bury.gov.uk)

Report: Item 6 - Project Safety Valve - Schools' Forum report - January 2022 (bury.gov.uk)

Contact Details:-

Isobel Booler, Director of Education and Skills i.booler@bury.gov.uk

Executive Director sign off Date:

JET Meeting Date:

Bury Data Pack

Updated 1st of February 2022





The data represents children and young people aged 0-25 years who are in receipt of an Education, Health and Care Plan or going through the assessment process (this does not include those under school SEN support)

- Early January2022 and 1st February 2022 baseline extracted from A List. Data is recorded in line with SEN2.
- January/February DfE data refresh:
 - Summary slide added highlighting key movements in the data
 - Slide added on Data and System Developments
 - January/February data cut added where appropriate
 - Projections of EHCP's up to June-22
 - Analysis against regional and national baselines and trends
- For the next data pack we will be looking at projections and a graduated response going forward





Page





Summary Slide

•EHCP demographics

- Overall EHCP number compared to projections
- · Any national comparisons to Bury e.g.
 - EHCP by gender breakdown Key stand out data *Consistently over time around 72% of EHCPs are for boys within Bury. This is consistent with national figures, with boys representing 73.1% nationally of all pupils with an EHC plan.
 - EHCPs by education stage breakdown Key stand out data *There is a reduction in EHCP's in education post 16 in Feb-22 whereas all other education stages are showing an increase This is due to post-16's being the majority of recent ceased plans
 - EHCP by category of need Key stand out data * ASD, SEMH and SLCN show an positive increasing pattern yearly and also by the most recent months Jan 22 & Feb 22. Most other primary need cohorts are relatively stable or declining

Process

- SEN requests year on year Key stand out data * Burys increase is +10%, whereas National figures down -8% for initial requests in 2020
- Drafts/Issued within timescales Key stand out data * Current EHCP drafts, we see an improvement from Nov-21 with 58 over timescales compared to Feb-22 where we now have 22 EHCP drafts over timescales, which represents a 62% reduction
- 20 week timeliness Key stand out data * Increase in Jan-22, where we have 36% of EHCP'S issued in time. There have been points in the last 12 months where demand has been higher, but our timeliness has also been better. In February 22, 60% have been issued in time
- Number of assessments snapshot Key stand out data * Since the last submission in Dec-21 there has been a reduction in the amount of assessments going through the 20 week process by 44% (-111), this is due to the clearance of the backlog and blockages throughout the process.

Mediation and complaints

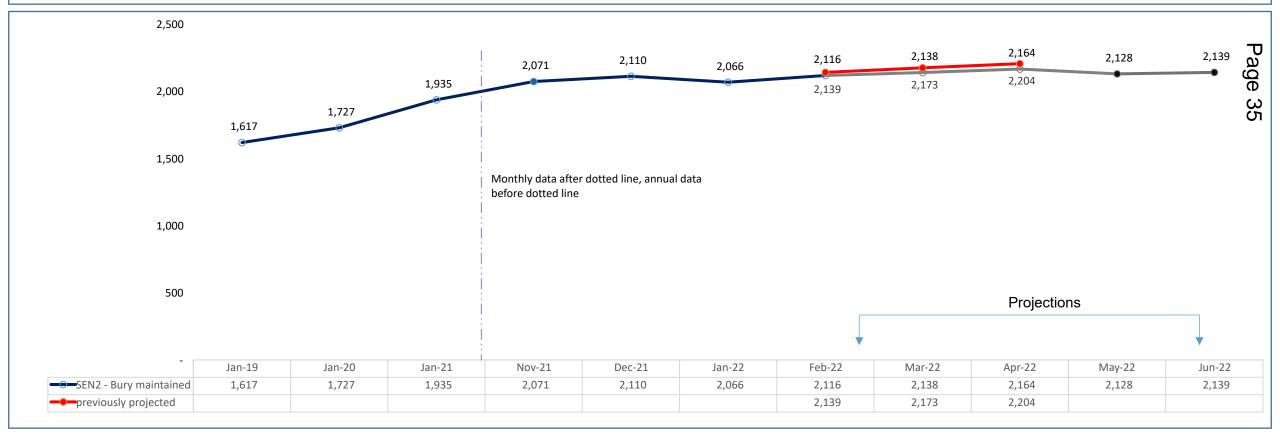
• Appeals and mediation – Key stand out data *The number of appeals lodged peaked in 2017 and have since dropped to 13 in 2021

EHCP's & Demographic Breakdown



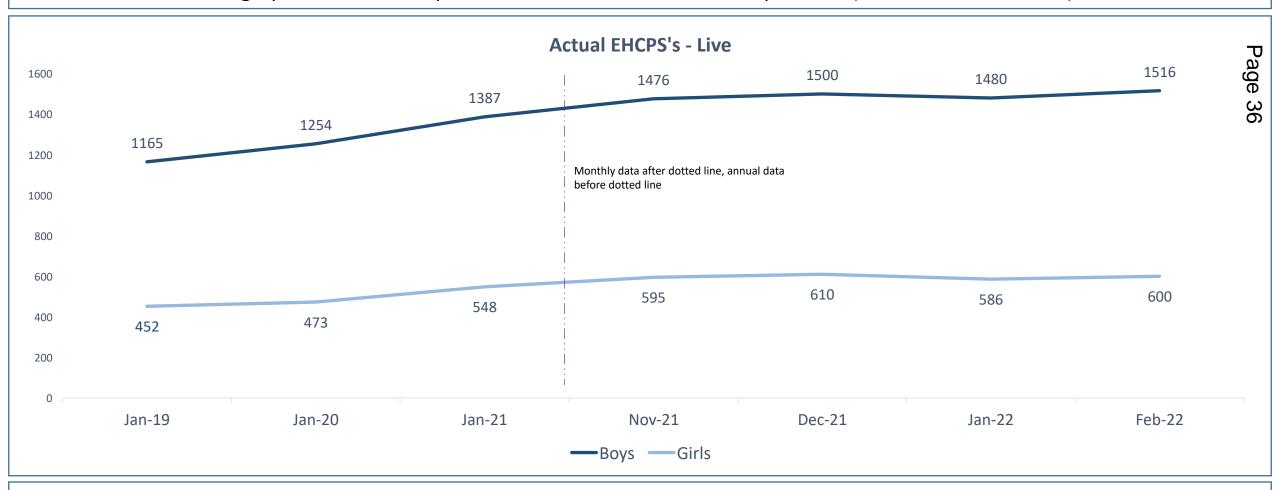


1. Total EHCPs & Projected EHCPs: Bury Maintained | This slide contains National Comparisons (Please see notes section)



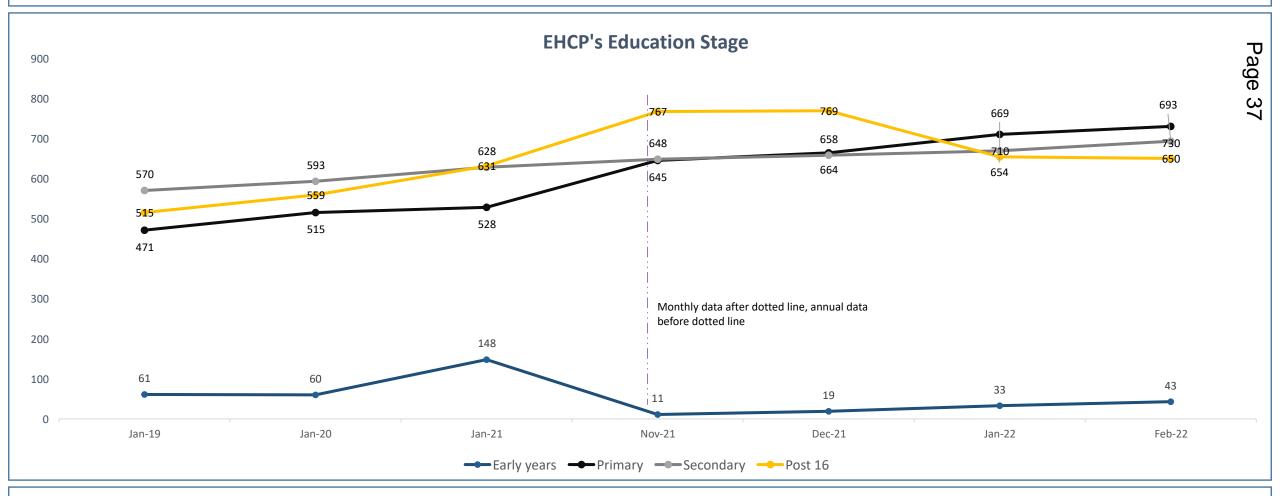
- March-22 to June-22 is a projection, based on EHCPs due in those months
- 70+ ceased letters are due to be sent in Feb-22, meaning they will be ceased in April, this will reflect in the dataset in May-22.
- The number of plans in Feb 22 was slightly below projected figures due to a number of plans being ceased in January, further expected ceases have been accounted for in new projections.
- We've had an increase of 6.7% in EHC plans compared to the national figure of 10%, thus Bury's rate of increase has been slower than national trends (% calculated Bury: Jan-21 to Jan-22 and National figures updated October-21). Education, health and care plans, Reporting Year 2021 Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)
- Figures for plans for which Bury are financially responsible, are available on request.
- There have been more school submissions than ever, following the COVID pandemic. Anecdotal intelligence also suggests more children have regressed over lockdown, which could have affected the increase. It is anticipated that the trend of increase will continue, however, more support is being added earlier in the pathway to support this.

2. Actual EHCPs: Demographic Breakdown | This slide contains National Comparisons (Please see notes section)

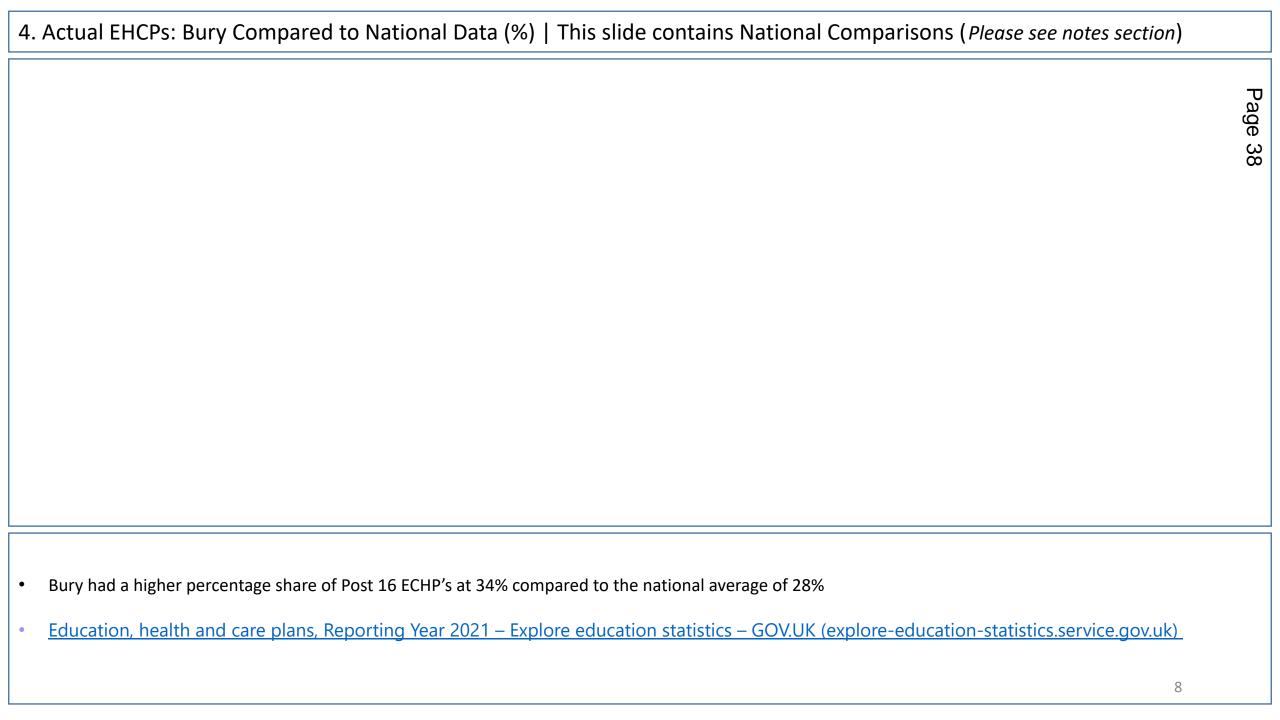


- Consistently over time around 72% of EHCPs are for boys within Bury. This is consistent with national figures, with boys representing 73.1% nationally of all pupils with an EHC plan. Explore our statistics and data Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)
- The % change from Jan-21 to Jan-22 is 6.7% for boys and 6.9% for girls, indicating a slightly higher increase in the figure for girls
- Note: Graphs show annual data (Jan-19, Jan-20, Jan 21) leading on to more recent monthly figures i.e. Nov-21 Feb 22.
- There was a process change to identify potential Early Years EHCPs to the LA earlier, which resulted in a peak in January 2021. This impacted the figures in the following year's data, as these children transitioned to Primary School over the Summer 2021.

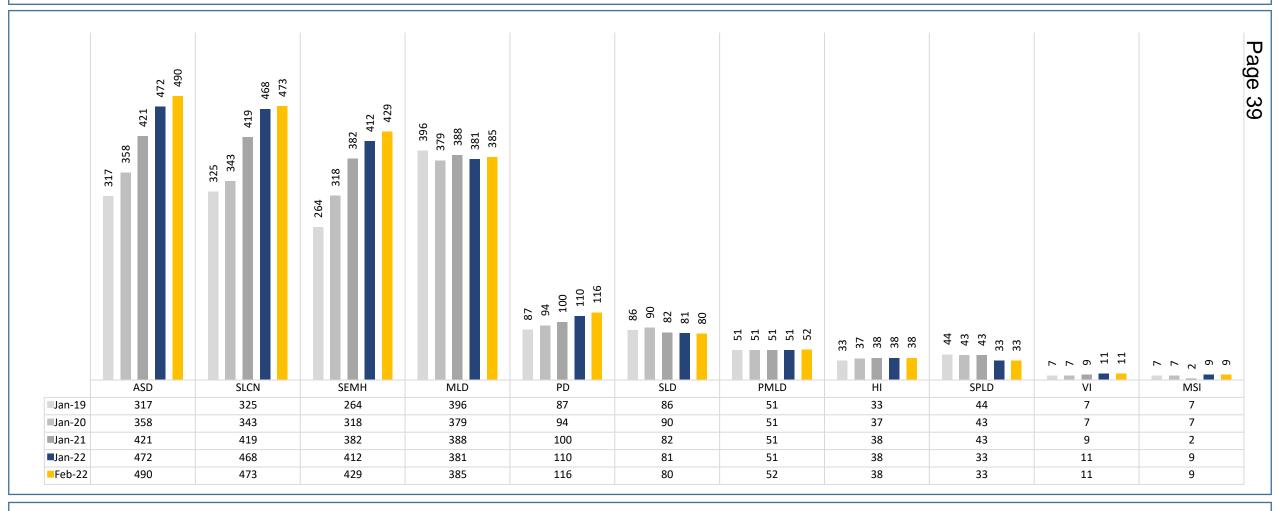
3. Actual EHCPs: Bury Education Stage Breakdown | This slide contains National Comparisons (Please see notes section)



- Note: Graphs show annual data (Jan-19, Jan-20, Jan 21) leading on to more recent monthly figures i.e. Nov-21 Feb 22.
- There is a reduction in EHCP's in education post 16 in Feb-22 whereas all other education stages are showing an increase This is due to post-16's being the majority of recent ceased plans
- Education, health and care plans, Reporting Year 2021 Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)



6. Actual EHCPs: Category of Need

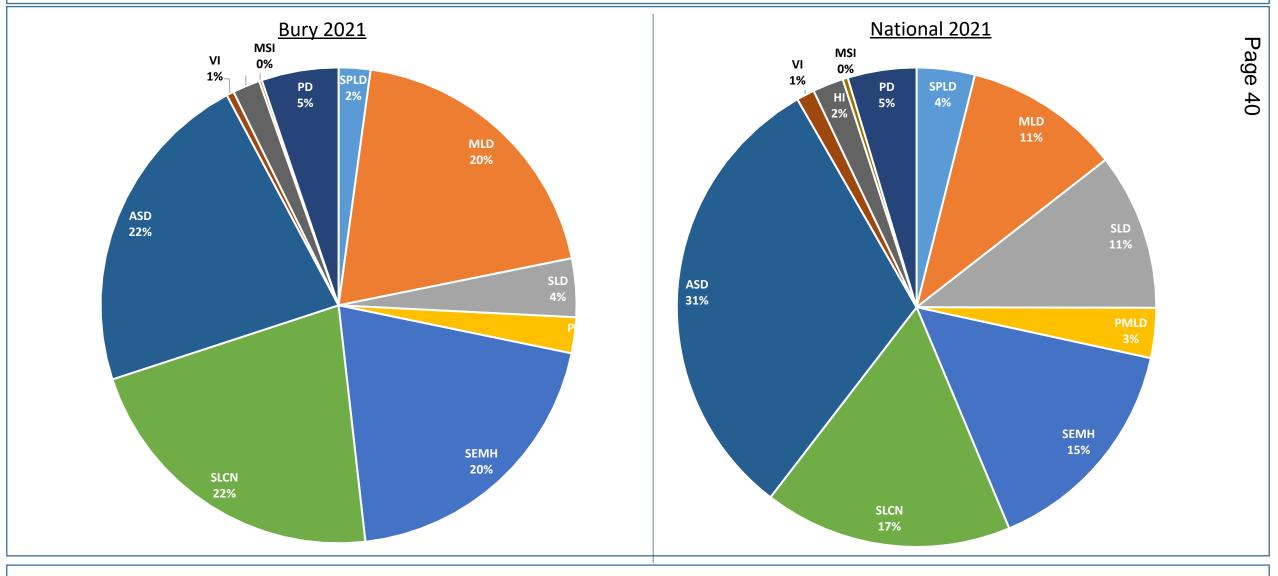


•ASD, SEMH and SLCN show an positive increasing pattern yearly and also by the most recent months Jan 22 & Feb 22. Most other primary need cohorts are relatively stable or declining.

Previous commentary from Dec-21 submission which still holds true;

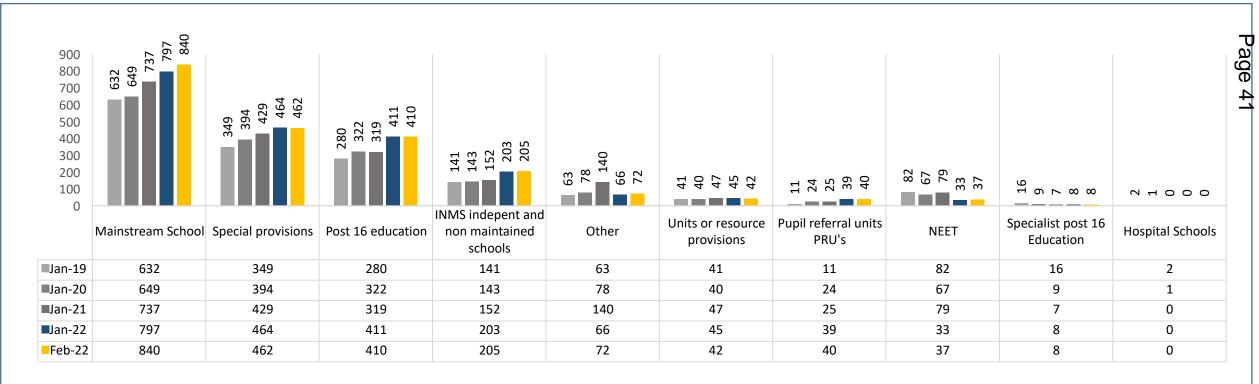
- •SLCN increase correlation with ASD increase. Pathway and diagnosis around ASD is improving and resulting in increases. Plans without formal diagnosis of ASD will be categorised as SLCN as SLCN will be the primary need before ASD diagnosis.
- •SEMH relationship to ACE's (adverse childhood experiences) through the pandemic. This pattern is similar to what is seen across the country. Demand for SEMH support gap in provision generally.
- •SEMH Pathways are improving so we have seen an increase in diagnosis in conditions such as ADHD, which impacts on the SEMH figures.
- •Schools have national budget to support some primary needs such as hearing and visual impairments where needs will be supported without an EHCP through education provision hence the numbers of HI and VI appearing low.

7. Actual EHCPs: Category of Need % Breakdown | | This slide contains National Comparisons (Please see notes section)



- ASD & SLCN accounts for the largest share of category of need for Bury in 2021 with both at 22%. In comparison with the National figures in 2021 ASD is correspondingly has the largest % share of need at 31%, with SLCN second at 17% and SEMH at 15%. The three largest categories of need are in line with Bury's % breakdown as seen above.
- Explore our statistics and data Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)

14. Actual EHCPs: Schools and OOA | This slide contains National Comparisons (Please see notes section)



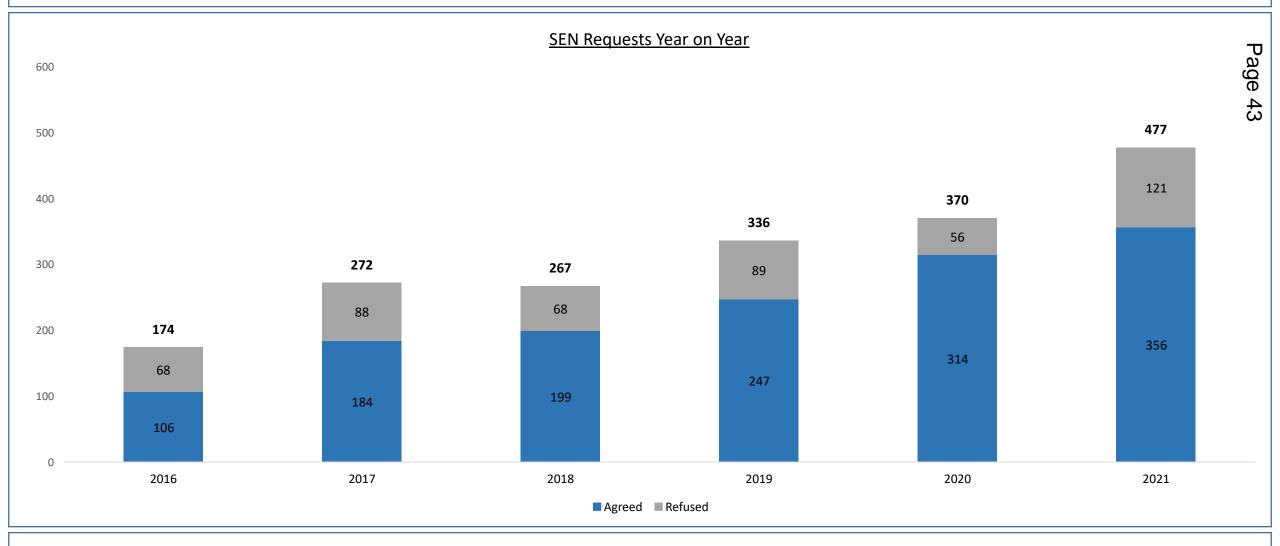
- A consistent increase can be seen in mainstream schools Jan 19 to Dec-21 and in the months Jan-22 & Feb-22
- Nationally the proportion of children and young people with an EHC plan in mainstream schools has increased from 39% in 2020 to 40% in 2021, compared to Bury's figure which has remained consistent at 38% in both 2020 and 2021
- In this same year within Bury we had a minimal increase in the proportion of children and young people with an EHC Plan in mainstream schools from 37.5% to 38% and this stayed in line with the national figure.
- NEET for 2021 National figures is at 2.5% compared to Bury at 4%
- We are aiming to reduce our INMS figures, however we have seen a slight increase year on year
- Education, health and care plans, Reporting Year 2021 Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)

Process: Request to EHCP's



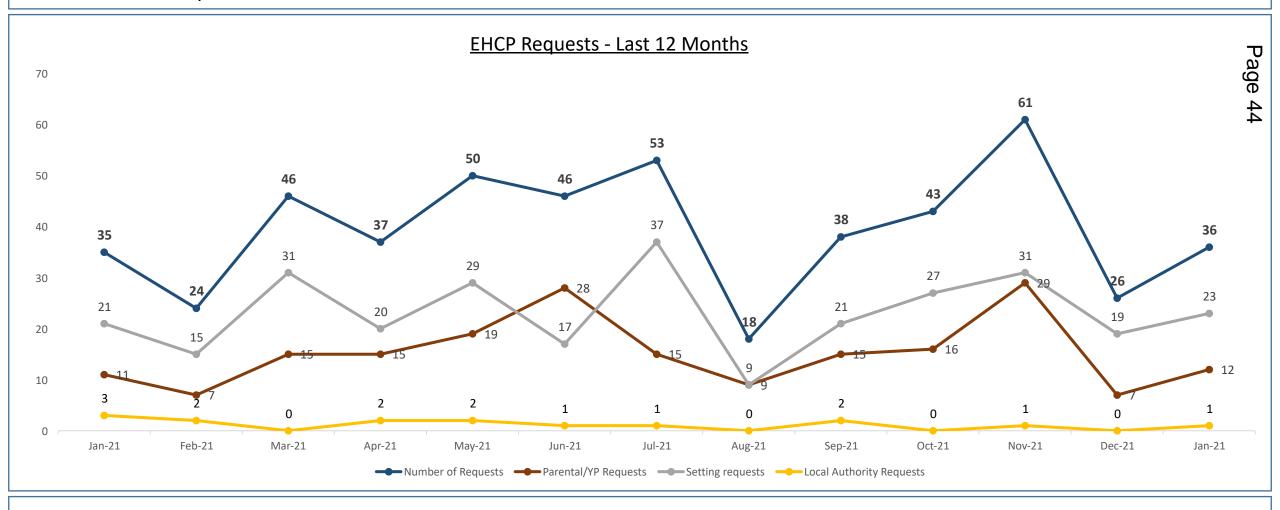


15. SEN Requests Year On Year | This slide contains National Comparisons (Please see notes section)



- Increase in SEN requests YOY, peak requests of 477 in 2021
- 29% increase in requests from 2020(370) to 2021 (477)
- Burys increase is +10%, whereas National figures down -8% for initial requests in 2020
- Education, health and care plans, Reporting Year 2021 Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)

16. Number of Requests for Plans



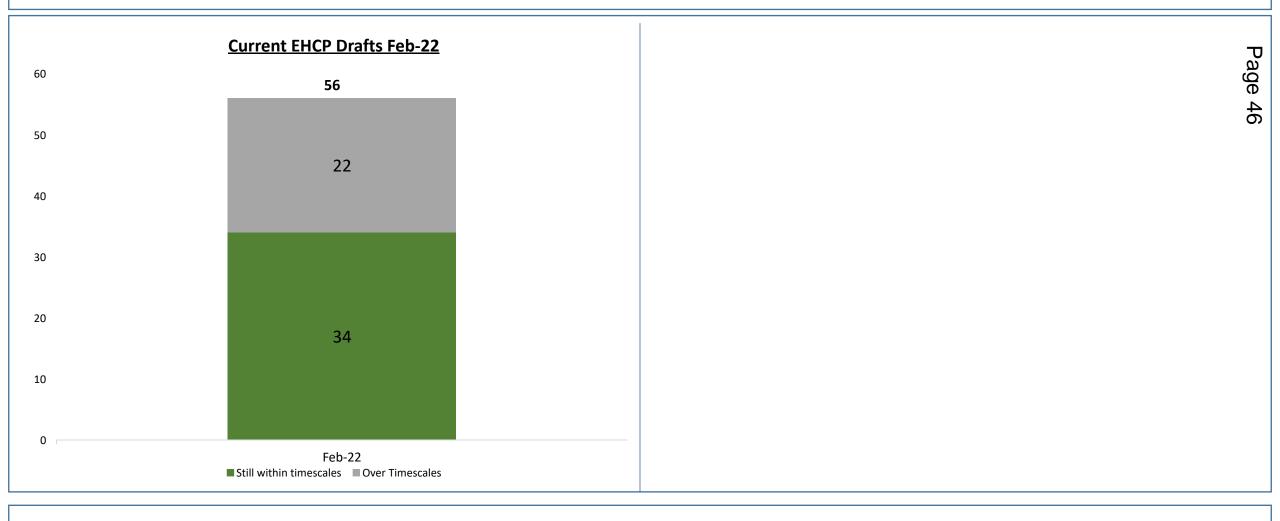
- Generally, there are more requests from settings than parents/young person, but there is still a significant number from parents/young person. There has been a steady increase through the pandemic of requests from parents/young people.
- Anecdotally this may be because some schools are encouraging parents to make their own requests.
- Bury has a higher than average level of parental requests.

Process



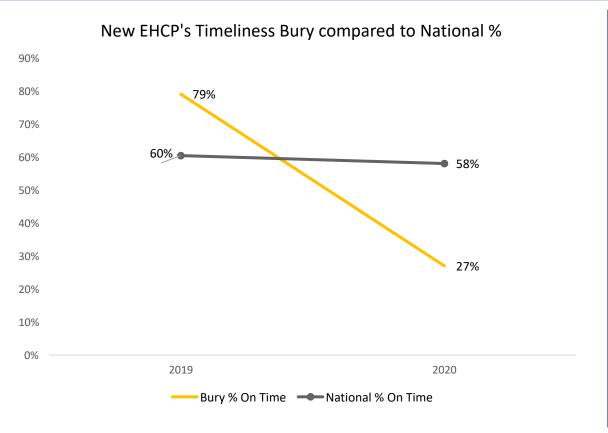


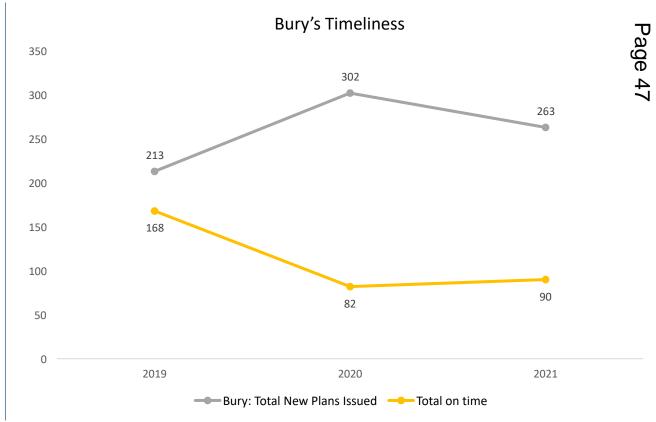
27. Actual EHCPs: Drafts



• Current EHCP drafts, we see an improvement where we now have 34 EHCP drafts within timescales, which 60% issued on time with a trajectory of continued improvement.

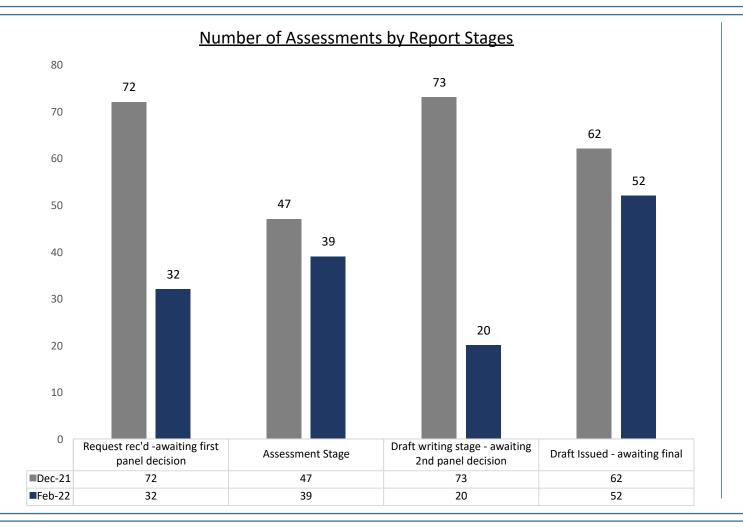
30. New EHCP's & Timeliness at 20 Weeks | This slide contains National Comparisons (*Please see notes section*)





- Bury has had a steep drop in timeliness performance in 2020, the data suggests that as the number of EHCP's have increased performance has declined. Nationally there has been a slight drop, indicating that as the number of EHCP's have increased nationally performance has decreased too.
- Bury aims to match or be above the National % of timeliness for 20 weeks

 <u>Education, health and care plans, Reporting Year 2021 Explore education statistics GOV.UK (explore-education-statistics.service.gov.uk)</u>
- National 2021 data has not yet been released; however Bury issued 33% of EHCPs on time which will be significantly below national. However over the last three months there has been a significant increase in plans being finalised (111) this reducing the backlog and therefore 60% were issued on time in February 2022 with a trajectory of continued improvement



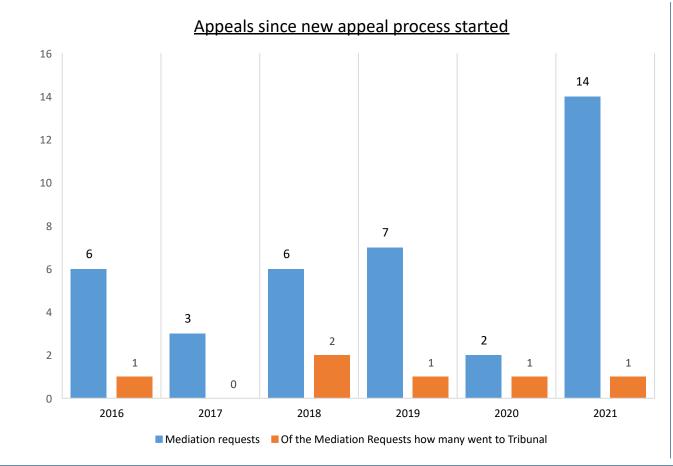
- Most pressure appears to be around writing and issuing draft reports stages.
- Since the last submission in Dec-21 there has been a reduction in the amount of assessments going through the 20 week process by -44% (-111), this is due to the clearance of the backlog and blockages throughout the process.

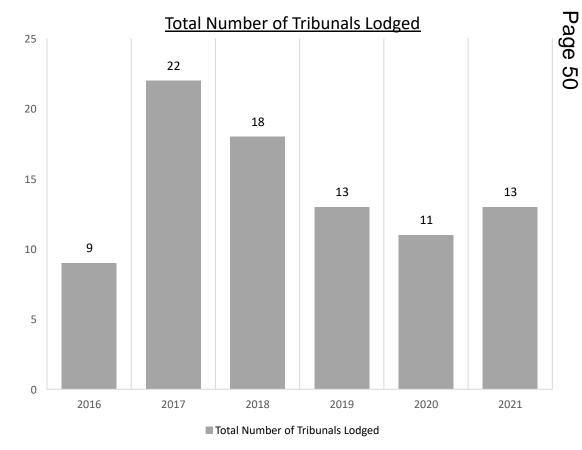
Complaints and Appeals





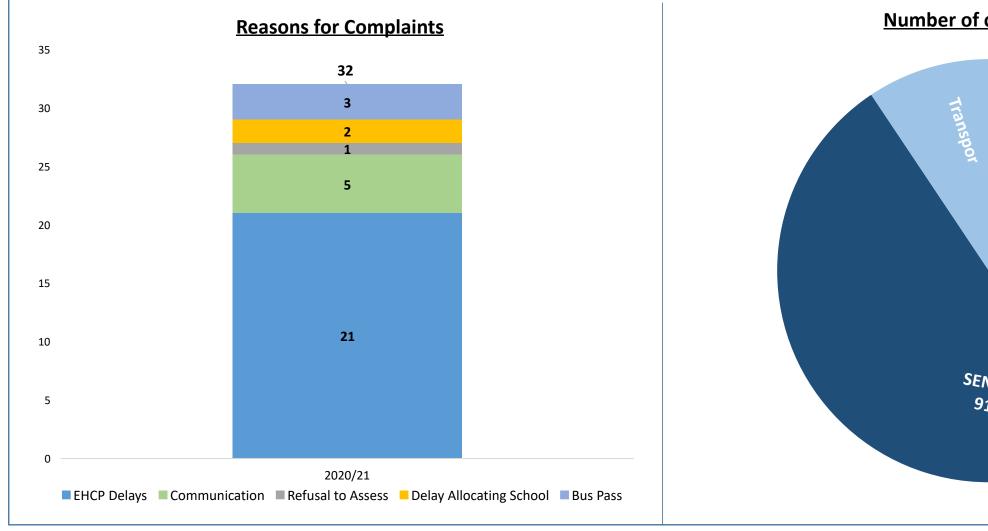
37. Effectiveness of mediation

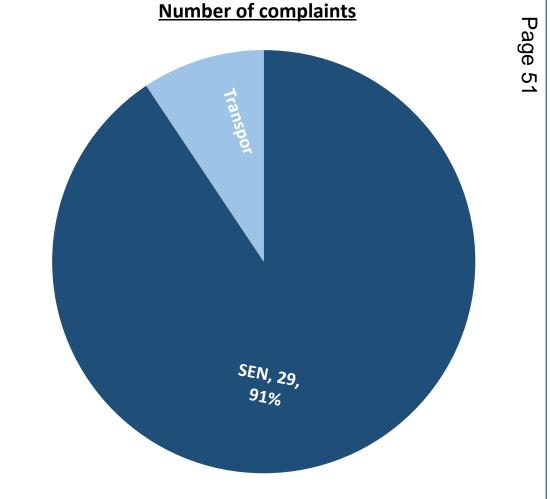




- The number of appeals lodged peaked in 2017 and have since dropped to 13 in 2021
- They have remained fairly consistent last 3 years
- Although there was a high number of mediation requests in 2021, the figures show that mediation has been successful as only 1 of the 14 requests made went on to a Tribunal appeal being lodged.

38. Number of Complaints & Reasons for Complaints





- 29 (91%) of the complaints were SEN.
- The largest reason for complaints was due to EHCP delays of there were 21 (65%). As the 20-week process improves this should reduce the number of complaints around delays. This will be monitored.
- The next update will be in April to coincide with the FY

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LOCAL OFFER

CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES 0-25

www.sendlocalofferbury.com

SEND Communications and Engagement:

Please subscribe to the Local Offer mailing list by:

Email: Kasia.Taylor@bury.gov.uk

Tel: 07581020879 or 0161 253 6087

SEND Local Offer website:

www.sendlocalofferbury.com

Follow us on Twitter @BuryLocalOffer

Facebook: Bury SEND Local Offer

OUR NEXT DROP IN





Tuesday 15th March 2022 11.30-1.00pm

Bury SEND Hub, Bury2Gether Centre, Coronation Road Library, Westminster Ave, Radcliffe, M26 3WD

INCLUSION SERVICES

Do you want to find out more how about the Section Six guidance in the Code of Practice for schools? This will help you to understand how schools can support your child if they receive SEN support. Cath Atherden Head of the Inclusions Team will be available to talk through what support is available for your child, followed by a Q&A session'.

Partnership working across Education, Health and Social Care





SEND - Have your say...



2nd Survey of Parents and Carers of Children and Young People with Special Educational Needs (SEND) in Bury 2022

From 12 December 2019 to 1 February 2020 we launched our first survey for parents and carers of children and young people with SEND to give them the opportunity to have their say about education, health and social care services in Bury.

These views informed Council and CCG service improvement and parents/carers were advised of the actions taken by us in a "You Said We Did" response produced in summer 2020.

We are hoping that you will participate again so we can compare your feedback with the last survey to hopefully evidence improvement, or if you are new to services that you will give your feedback on your experiences to date.

THE SURVEY IS NOW LIVE AND WILL BE AVAILABLE FROM 25^{TH} JANUARY 2022 UNTIL 21^{st} MARCH 2022.

We will keep you updated on the survey through the One Community page and will keep you informed as to how your feedback will be used.

Your voice really matters to us -help make our SEND services better in Bury!

www.onecommunitybury.co.uk





In partnership with Bee Inclusive, BURY2GETHER have opened a brand new SEND Hub in Bury. The Hub is a place for co-production, consultation and a space where SEND organisations can utilise in order to deliver their services. Additionally the Hub will be a base for social opportunities for children and young people with SEND and a place to deliver support to parent/carers such as Local Offer drop-in sessions and parent surgeries with service representatives.

The SEND Hub boasts a fully equipped disabled changing facility and a private carpark with an accessible ramp to the building. The Bury SEND Hub is now open and available for all SEND families. Details of upcoming events can be found on BURY2GETHER's website www.bury2gether.co.uk and Bee Inclusive website Bury SEND Hub



Service Updates

CHILDREN WITH DISABILITIES TEAM

Getting to know you 😊



We know how important it is for our families to feel they have a social worker who understands their needs and is able to progress plans. We have been focussing on getting to know our children and families as well as we can to support you better. We are helped in this as we are fully staffed with 13 team members. Please visit our page on the Local Offer to see links to staff profiles. https://theburydirectory.co.uk/services/children-with-disabilities-team

Everyone on the team is very committed to professional development and have a programme of learning that aims to build on new skills and competencies. We have been working with Millwood and Elmsbank school to support our relationship building and direct work with the children and young people on our caseload. We also have basic Makaton training up and coming which will be new to our students and a useful refresh for experienced workers.

INCLUSION SERVICES

In the January newsletter, I promised some more detailed feedback in respect of the Parent/Carer response to the Inclusion Service pages on the Local Offer.

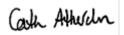
Thank you for the positive feedback you gave, particularly in respect of the professional profiles used by our service members to introduce themselves to you and your children.

You identified some technical issues that could be improved such as the amount of text on the Inclusion Service home page, a lack of organisation to support navigation and the confusing picture of elderly people for a service which supports children! Also, you identified a need to explain some of the terminology that has been used which may not be familiar to parents and carers. We are working with the Family Information Service to resolve these issues and will be able to send further updates as soon as they are fixed.

Some of your comments were in respect of parent and carer access to the teams within Inclusion Service. Unfortunately, the specialist teams within the service are funded by schools so only schools can refer into the services. This would apply to the Sensory Needs Team, the Additional Needs Team (Cognition and Learning Team and Social Communication Difficulties Team) and the Primary SEMH (Social, Emotional and Mental Health) Team. However, if parents felt that specialist advice was needed to support their child's inclusion in school, then the best course of action would be to contact your school Senco to chat with them about a possible referral.

There are some elements of Inclusion Service that are open to parents and carers. Parents very often contact me directly as service manager and my contact details can be found on the Local Offer page. I can then direct the query to the right person, or sometimes will return a call or email myself, especially if it is in respect of a child or young person who is not able to attend school. Parents and carers can also use the Educational Psychology helpline to speak to an Educational Psychologist and I have asked for the details of the helpline to be made clearer on the Educational Psychology Service page to be sure that parents/carers can locate them. Your support is proving to be invaluable in ensuring our pages are helpful and clear.

With many thanks,



SEN SERVICES

Welcome to this month's SEND newsletter. This month we have been focusing on reducing the backlog of EHC cases so that families who have been waiting for more than 20 weeks can receive an outcome and we can work with them on what happens next. We are really pleased to say we have reduced the number of backlog cases to zero-you may remember that was the target for February. We are not relaxing though. We will be monitoring progress with all the cases so that we can address the situation if there is any deterioration in performance. We are determined to make sure that we meet all our targets, including the requirement to respond within 6 weeks of receiving a request.

Where are we now?

- 1. We are going to review the EHC planning processes with parents over the next four-six weeks. Look out for opportunities to get involved.
- 2. New EHCP caseworkers are starting at the moment. Three are joining in the next three weeks. We aim to have a complete team by the end of April.
- 3. We have held a number of Person Centred meetings and have six more planned for the coming weeks.

Our priorities

Over the next few weeks we will be working to introduce regular surgeries: opportunities for families to book in slots to talk through any concerns or queries regarding their plans. We are also proposing to introduce a weekly evening callback service, for anyone who can't usually make a call during the day. We are planning to look at how we communicate with parents, partners and other stakeholders. This is an important area where we will be seeking your participation.

We are going to implement the outcome of the EHC planning process review.

YOU SAID... WE DID...

You said	We did
We need updated information of services.	We are producing regular Local Offer newsletters
It would be helpful to have Local Offer Drop'ins	We have started to set these up.
The relationship with the Council is adversarial	We are planning to hold regular sessions with parents face to face to build better relationships
You have to keep repeating your story	We are moving to a "Tell it once" culture. This will take some time because we are recruiting and training staff.
We need more staff in the SEND Team.	We have recruited 8 staff and have further vacancies to fill. We expect to be fully staffed by the end of April.

Bury Educational Psychology Service

Does your child worry about attending school?

Emotionally Based School Avoidance (EBSA) describes children and young people who experience difficulty attending school due to emotional factors, often resulting in absences from school. Information and resources about how to support children and young people who experience EBSA can be found on the Bury Directory, alongside the support currently available through Bury's EBSA Pathway: Support for Children & Young People | The Bury Directory

A parent and carer information session (delivered in December 2021) explored some of the factors which can trigger and maintain anxiety about attending school, alongside core approaches and strategies which are recommended to support a successful return to school. The session was delivered by Bury's Educational Psychology Service and CAMHS (Child and Adolescent Mental Health Service). A recording of the session can be found here https://youtu.be/zqNo2k7LiT4

Do you and your child want to be part of developing Bury's approach to SEND?

What is involved? Bury's Inclusion Service and Educational Psychology Service are working to develop Bury's graduated approach document. This is a guidance toolkit to support settings and schools in Bury to confidently identify and support children and young people's SEND. To ensure the toolkit includes the experiences of people living in Bury, we want to meet with parents, carers, children and young people.

What will happen?

- Opportunity to hear about the project.
- Opportunity to share your views and experiences.
- Your child will be invited to join a craft activity and to share their experiences of school if they wish.
- Refreshments will be provided and a free MAX discount card (for members of BURY2GETHER) and Hidden Disability Sunflower lanyards will be available to collect.

When and where?

Thursday 10th March 2022 at the Bee Inclusive Centre in Radcliffe, M26 3WD

11am-12.30pm for parents and <u>carers</u> **4.30-5.30pm** for parents, <u>carers</u> and their children



Parent Surgeries with the SEN Team

The Bee Inclusive Centre, Coronation Road Library, Westminster Ave, Radcliffe, M26 3WD

Do you have concerns regarding your child's EHC Plan and want to speak to the SEN Team? There is an opportunity for you to have a private appointment to talk through your child's plan and any problems you have come across. The one to one appointments will be half hourly based on a first come first served basis. The sessions will be held on:

March 15th, March 22nd and March 29th between 6.00pm and 8.00pm. Please contact the Communications and Engagement Officer on 07581020879 or email Kasia.Taylor@bury.gov.uk to book a time slot.



School & College Transport Team

The team manages travel assistance and home to school transport provision for children and young people with special educational needs and disabilities (SEND) to support attendance at schools and colleges both in Bury and outside of the borough. The team also fulfils the Council's statutory duties in relation to travel assistance and free school travel passes.

Over the past few months, the team have been busy with the day to day running of transport whilst dealing with the challenges the coronavirus pandemic has presented. Unfortunately, due to self-isolating requirements several drivers and pupil escorts have recently been unavailable for work which has resulted in transport being cancelled. Cancellation of transport is only ever as a last resort as we fully appreciate the impact this has. However, as you can appreciate, it has been a difficult period when there have not been enough spare drivers and members of staff to provide the cover that is needed.

February to September is an exceptionally busy period for the team as we plan travel arrangements for the new academic year. We are continuing to work remotely and are available from 7:30am to 4:45pm, Monday to Friday during the school term. During school holidays the team are available from 9am to 4pm.

Our School and College Travel Assistance webpage holds information regarding the service, SEND travel policy and the relevant application forms that are available for you to download; www.bury.gov.uk/index.aspx?articleid=10420

There may be occasions when it is difficult to reach us by telephone as we are all on calls, please do leave a voice message and we will get back to you as soon as possible or you can email schoolandcollegetransport@bury.gov.uk.

We appreciate some parents are anxious about their children travelling on dedicated home to school transport. As an alternative to transport, we are also able to offer a mileage reimbursement or a personal travel budget to support attendance at school.

If you would like to take your child to and from school yourself using your own vehicle, we are able to reimburse the mileage between your home address and school. Mileage reimbursements are based on two return journeys per day.

It is also possible for us to provide you with a Personal Travel Budget to make your own bespoke arrangements to support travel to and from school.

If you would like to discuss any of the travel options available to you or have any queries, please get in touch.

Nicola Hudson – Transport & Contracts Manager

HEALTH UPDATE



CAMHS Bury have been experiencing ongoing increased demand on the service resulting in longer waiting times for both assessment and treatment appointments.

We are also seeing an increase in urgent mental health/crisis presentations. In order for the service to safely meet the current demand for urgent mental health support we have cancelled all routine appointments for the time being.

In addition to current pressures outlined we also have a number of vacancies and sickness levels have increased significantly due to the current covid situation. We are working closely with commissioners regarding this and are welcoming new staffs over the coming weeks/months.

All families who have been effected have been sent out a letter advising of support available whilst waiting for an appointment.

If parents/young people require any non-urgent wellbeing advice/support; the Bury getting help line offers an all-age free telephone service for residents of Bury experiencing difficulties with their wellbeing: 0161 464 3679. Further details can be found on their website: https://earlybreak.co.uk/what-we-do/emotional-health-wellbeing-services/getting-help-line/

We also have a number of self-help resources available for children/young people, parents and professionals available on our website: https://www.penninecare.nhs.uk/burycamhs

During office hours if you have urgent concerns regarding your child's mental health please contact the department on **0161 716 1100** and ask to speak with a member of the duty team.

Unfortunately, we are unable to provide a specific time frame for appointments at this time however will provide a monthly update via the newsletter.

Community Offer

The Enterprise Centre is running a series of 'live well with nature' activity sessions. All activities are free and include refreshments and snacks. Each programme runs between 4 and 6 weeks. The programmes include

- 'Together Tuesday' small group meet and eat with a community self-taught artist who will share art therapy in nature
- 'Wellbeing Wednesday' looks at a range of holistic therapies including a walk on the wild side, the power of trees and interesting facts about crystal and reiki healing
- 'Toddler Trails Thursday' encourages young mums, dads or grandparents with toddlers to get outside for an hour and then return to hot snacks and drinks whilst they explore natural craft projects

Numbers are limited to 6 per group to ensure quality of delivery and experience, so early booking is essential. Please contact Dannielle@theenterprisecentre.co.uk with name, address, date of birth and telephone and one of the team will get back to you as soon as possible.

Bury College is holding **Apprenticeship Information Evenings** on 7 February, 16 March and 21 April from 6.00-7.30pm. The events will provide short presentations along with the opportunity to speak with members of staff from the apprenticeship team. The events will take place in the Jim Cartwright Theatre, Beacon Centre, Bury BL9 0AT. You can find more information here: Bury College Events



JIGSAW Bury are having a Ladies fashion show and pop-up shop. Saturday 7th May 2022 at Our Lady of Frace Church Hall. 11 Fairfax Road, Prestwich M25 1AS. Tickets £5 Doors open at 6.30pm, show starts at 7pm. Tickets to be purchased in advance by email iigsaw@bury.gov.uk or telephone: 0161 253 6853

SEND Family swim sessions- Organised in partnership with BURY2GETHER for families of children with Special Educational Needs and Disabilities, aged 0-17. £7 per family. Discounts for Bury Leisure members. Venue/Date- Ramsbottom pool, every Sunday.

Time- 12.15pm-1.15pm please do not arrive before 12.10pm. Limited spaces, booking is essential:0161 253 7000 (Ask for SEND swim)



Bury Youth Services offers a range of youth groups for young people with Special Educational Needs & Disabilities at the New Kershaw Centre. For further information please contact Siobhan tel: 07583072683 email: s.whelan@bury.gov.uk or Cat tel: 07909915389 or email cath.reynolds@bury.gov.uk



Bee Inclusive are hosting Children Inspired Yoga Manchester, for an introductory session on Wednesday 2nd March, at 5pm for 40 minutes.

Bee Inclusive does have a portable hoist available for Wheelchair users, however please bear with us as we are trying to get it serviced before the session - we will keep you informed!

This taster session is initially for Primary School aged children. However, we are looking for different age group sessions, such as a daytime Early Years group. Please let us know if this is something you would be interested in!

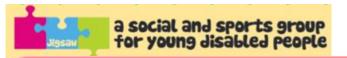
To book on, please click on the link below:

https://portal.childreninspiredbyyoga.com/.../Course.../...

The next Bee Inclusive session at Jump Xtreme, Bolton is on Wednesday 2nd March at 6 pm for young people with SEND and their families.

The cost per child is £8 for an hour on the trampolines (6pm-7pm) or £10 for an hour on the trampoline plus an hour in the soft play area (6pm-8pm).

Spaces are limited to 30 and must be booked in advance. To book email hellobeeinclusive@gmail.com stating number of children attending - siblings are welcome. Parent/carer goes free and music and lights will be turned down.



About Jigsaw: Jigsaw is a sports and social group for young disabled people aged 13+, based in Bury. Our aims are to promote fun, freedom and independence; support people to enjoy an active social life, help people reach their sporting potential and maintain a healthy lifestyle.

Jigsaw, Unit 28, Bury Business Centre, Kay Street, Bury, BL9 6BU

Phone: 0161 253 6853 Email: jigsaw@bury.gov.uk Website: www.jigsawbury.org



Bee Inclusive

Bee Inclusive is a 'not for profit', Community Interest Group, founded in Greater Manchester and based in Bury.

We provide social opportunities for children and young people with SEND (Special, Educational Needs and Disabilities).

We have moved into a community centre in Radcliffe, complete with a new changing facility/disabled toilet, to ensure that we are as accessible as possible.

We are currently pitching for funding to install a sensory room.

Our organisation is run by SEND parent/carers, to ensure that the opportunities we provide are appropriate, safe and enjoyable for our children and young people.

What we do

As a parent/carer led organisation, we want to ensure that our children and young people have the best possible access to inclusive, social opportunities.

We are an independent organisation, that self-funds to provide activities.

These may be delivered in our centre, facilitated by external providers or take place at other venues in the community.

We embrace everyone, including those that are neurodiverse, have additional needs and those that are disabled.

Community Links

We encourage SEND organisations to get in touch with us and link in. We are looking for other organisations to collaborate with.

We also have opportunities for other SEND organisations to hire our rooms.

Social Opportunities

We have been very lucky to have been awarded a grant from Bury's 'Let's do it' - Health Fund. We have lots of Social Opportunities planned going forward.

How to keep up to date

- Sign up to our newsletter at: https://docs.google.com/forms/d/e/1FAIpQLSej8Pfwgqbv7qoQw8JeNAM29RsToqZ-7D9KQb6AzSyQslPYhQ/viewform
- <u>www.instagram.com/bee_inclusive</u>
- www.facebook.com/beeinclusiveuk
- www.twitter.com/bee inclusive

Find out more at beeinclusive.co.uk
Or get in touch at hellobeeinclusive@gmail.com



Upcoming Events 2022 (for PARENT/CARER'S ONLY)

Please email or telephone us to book a place

IASS Independent Advice Service around Education and SEND

Facilitator: Bury SENDIASS Service, Date: Wednesday 2nd March (between 10am – 4pm)

Individual appointments ONLY (please email for available times)

Coffee and Catch Up

Facilitator: Lisa Joynson, Date: Wednesday 2nd March 6:30pm-8pm (THIS EVENT IS VIRTUAL)

Sensory Processing Seminar

Facilitator: Rehab For Independence, Date: Tuesday 8th March: 10am – 11.30pm

(THIS EVENT IS GOING TO BE FACE TO FACE ONLY at the address below)

Coffee and Catch Up

Facilitator: Lisa Joynson, Date: Monday 21st March: 10am - 11.30am

(THIS EVENT IS VIRTUAL)

IASS Independent Advice Service around Education and SEND

Facilitator: Bury SENDIASS Service, Date: Wednesday 6th April (between 10am – 4pm)

Individual appointments ONLY (please email for available times)

Sensory Processing Seminar

Facilitator: Rehab For Independence, Date: Tuesday 19th April: 6pm - 7.30pm

(THIS EVENT IS GOING TO BE VIRTUAL ONLY)

Sensory Processing Seminar

Facilitator: Rehab For Independence, Date: Tuesday 3rd May: 1pm – 2.30pm

(THIS EVENT IS GOING TO BE **FACE TO FACE** ONLY at the address below)

IASS Independent Advice Service around Education and SEND

Facilitator: Bury SENDIASS Service, Date: Wednesday 4th May (between 10am - 4pm)

Individual appointments ONLY (please email for available times)

Sensory Processing Seminar

Facilitator: Rehab For Independence, Date: Tuesday 7th June: 10am – 11.30pm

(THIS EVENT IS GOING TO BE $\underline{\textbf{VIRTUAL}}$ ONLY)

First Point Family Support Services - 19 Blackburn Street, Radcliffe, Manchester, M26 1NN

Tel: 0161 762 1440 email: admin@firstpointsupport.org.uk

Speak Enquire kNow Discuss X



Local Offer events			
Event	Date	Time	Details
Information workshop with Children with Disability Team on Short Breaks	8 th March	1.30pm- 2.30pm	Online workshop presentation on 'Short Breaks' Please email <u>Bury2Gether@gmail.com</u> to be added to the attendee list.
Inclusion Service and Educational Psychology Service	10 th March	11am- 12.30pm and 4.30pm- 5.30pm	An opportunity to find out about the 'Graduated Approach' and to share yours and your child's views and experiences of school. Held at the Bee Inclusive Centre.
Information workshop and a discussion with the Head of Inclusion Services.	15 th March	11.30am- 1.00pm.	Cath Atherden will be holding a face to face information session for parents at the Bee Inclusive Centre. Drop-in and visit the Centre to find out more from the Head of Inclusion Services how schools can support your child if they have a Special Educational Need.
Parent Surgeries with the SEN Team	15 th March 22 nd March 29 th March	6.00pm- 8.00pm	Do you have concerns about your child's EHC Plan. An opportunity to book a private appointment to talk through the plan and any issues you may have. Book a time slot with the SEND Communications and Engagement Officer on 07581020879 or email: Kasia.Taylor@bury.gov.uk for a designated time slot. It will be based on a first come first served.
Local Offer Drop-in	20 th April	10.00am- 12.00pm	Held at the Bee Inclusive Centre. SENDiass will be available to give information and advice.

For services, information, advice and news for Children and Young People with Special Educational Needs and Disabilities in Bury please visit www.sendlocalofferbury.com or click the icon on The Bury Directory.

Agenda Item 8

SCRUTINY REPORT



MEETING: Council

DATE: 16th March 2022

SUBJECT: Childrens Services Update on the Improvement Plan

REPORT FROM: Councillor Tariq, Cabinet Member for Children, Young

People and Skills

CONTACT OFFICER: Jeanette Richards

1.0 BACKGROUND

1.1 The Senior Leadership Team have continued to work on the draft improvement plan which will be forwarded for consideration at the extraordinary Childrens Scrutiny Committee scheduled for the 23rd of March.

The focus of improvement activity has been

- Transformation of the Front Door MASH (multi agency safeguarding hub).
- Refresh and embedding of the quality assurance system and learning offer.
- Review of service structures and recruitment.

This report provides an update and next steps for each area. These areas will be a focus through the improvement plan once it is finalised and progress monitored through the Improvement Board.

2.0 Priority Actions

Front Door - Multi agency Safeguarding Hub (MASH)

We continue to progress two strands for the MASH; the immediate assurance that decision making is safe whilst we also progress the wider transformation.

2.1 Immediate Assurance

Since reset of the MASH and return to office space in October 2021 there has continued to be:

- · Weekly sampling of closed cases
- Weekly reflection time with staff to discuss the learning
- Specific learning sets around identified themes

For the first time we have been able to better track and monitor the progress through the production of monthly reports which feed into the new revised monthly performance

management meeting as well as an appreciation of progress over a period through the first quarterly report.

The report outlines the activity which is taking place and the methods of testing out decision making. Of importance, is the stability we have been able to build through supporting permanent staff to act into management positions which has culminated in one member now taking on overall management of the MASH. This will provide the stability we need to build the quality and improved focus on practice and decision making. It will also provide the platform for moving to the next stage of transformation

2.3 Wider Transformation

Whilst this change provides some immediate wrap around and we are starting to see some 'green shoots' in the quality of the intervention, this is not a long-term solution to develop and deliver strength based relational approaches, where children and their lived experiences are at the heart of every conversation and intervention, and it will not provide the context to reduce referrals where other preventative support can be provided. A significant programme of transformation which is co-produced between partners but also through families and children accessing services is required.

The vision for MASH is to move from a 'safeguarding' approach to a wider system of advice, support, and prevention with only those children who cannot be supported through an early help preventative plan moving through for statutory assessment.

Where children require a statutory assessment or immediate protection, they will move through the system swiftly and be responded to in a timely manner by the Initial Response Teams. The MASH will not only provide the base for outward facing preventative work but will be the centre of excellence for all complex safeguarding issues to be quickly identified and addressed such as, Domestic Abuse, Missing, Complex Safeguarding and Sexually Harmful Behaviour.

The MASH steering group met on 18 January 2022 and agreed to progress the transformation programme. It reviewed the terms of reference which were refreshed and agreed several principles and priorities

- Sharing data and performance.
- Learning together and using audit findings to drive and improve partnership approaches.
- · Connecting the front door with the locality partners to reduce the disconnect.
- Looking at a shared single point of access both for Social Care and mental health to reduce duplication but also to respond effectively to Rapid Review and CSPR learning.

A further development session was held on 28 January 2022 co-chaired between the AD for Social Care and the Safeguarding Lead within the CCG. This took the form of a co-production meeting where we reviewed data, demand, processes and started to share a vision for what a fully integrated multi-agency front door could look like. We agreed principles and next steps.

- Outward facing focus on prevention and reach out to communities to ensure where possible, families are supported locally at the lowest possible level of intervention
- Appropriate resources to be made available to locate in the new front door. Some in person and some with a virtual link
 - o Police
 - o Social Care

- o Early Help
- o IDVA
- o Community Health
- o Drug and Alcohol Services
- o Education Lead
- o Adult Services
- o Housing
- o Youth Justice
- o Probation
- o Mental Health
- Shared data set which all will contribute to
- Shared audit framework learning together
- It's 'our' front door; real ownership across the partnership
- Co-production with families and young people
- Focus on building on family strengths and assets, relational, restorative and strength-based approaches
- Shared budgets: we all contribute to deliver our front door service
- Shared systems / Information governance
- A new name

There is a project lead appointed and first phase implementation plan has been drawn up. The group agreed the first iteration would bring social care, health colleagues, business support, police, and early help into full co-location with the first launch in April 2022.

To this end the MASH management will move under the Early Help Service Manager from March 2022.

Throughout March, the systems, policies, and processes will be refreshed, and the new arrangements taken through appropriate governance arrangements including the Improvement Board.

A programme of workshops is being developed for March which will delivered to the 'new team' ready for a soft launch in April 2022.

Alongside this the MASG steering group will continue to scope the additionality required and we will be seeking commitment through the improvement board partners to second, or support recruitment of key professionals into the new MASH team.

Superintendent Joanne Rawlinson from GMP has been seconded to Council to support in developing pathways to and from the police and multi-agency responses

3.0 Quality Assurance

- 3.1 We have commissioned an independent auditor to undertake some baseline activity
- 3.2 The focus of the work is to ensure that the Quality Assurance Framework, auditing, and moderation are driving change and addressing areas outlined in the October 2021 Ofsted report. The Ofsted report clearly highlights areas which need to improve. Practice issues include 'getting the basics right': timely recognition and response to risk at the front door; timely interventions and drift and delay, over optimistic assessments, plans and planning, pre-proceedings and quality of supervision and management oversight. Improvements in practice, particularly in the above areas can be addressed through more regular and challenging auditing. Findings from ongoing auditing should help measure the pace of change and inform and update the improvement journey.

Stage 1

The first stage is to ascertain how effective current auditing is through moderation of approximately twenty-five audits. (This is an initial exercise which can be repeated if required on a regular basis).

The moderation process will:

- · Address consistency and quality of audits and auditors
- Review grading and check whether there is sufficient evidence to justify grades
- Identify whether there are gaps in auditing in terms of identifying strengths and areas for improvement
- · Provide individual feedback to auditors and help them develop skills in auditing
- Identity whether there is a need for training for auditors and/or review of practice standards
- 3.3 It is important that auditors understand 'good practice' and are able to use their professional knowledge to support a culture of improvement, but also of learning and continuous improvement.
- 3.4 Initial moderation of audits 25 cases to be completed by 4th March 2022 (5 days)

Stage 2

- 3.5 Discussions with auditors, to include feedback from moderation but also consultation on their auditing role, use of audit form, strengths and barriers to auditing and their views on how auditing can improve practice.
- 3.6 Meetings with auditors on-site 9th and 10th March (2 days)

Stage 3

- 3.7 Review of the frequency and numbers of audits completed based on discussions with managers, auditors and some front-line staff. The aim is not to re-write the Quality Assurance Framework, but to ensure that the auditing function is sufficient to (as said) drive the levels of improvement in practice required to move from an inadequate grade.
- 3.8 Drawing information from meetings, discussions, and moderation by the end of March 2022 (2 days)

Stage 4

3.9 Following the above, there are options to continue to moderate audits, or indeed to undertake some independent audits to help with numbers of audits. In addition, there may be a requirement to undertake training for auditors and moderators

4.0 Service Structures and Recruitment

The service structures have been reviewed, and we have within the IRT team, and the Safeguarding team established teams with rations of one manager to 6 social workers. Caseloads are reducing but are not where we would want them to be, hence we are considering commissioning a further managed team service to support the IRT team.

The rolling recruitment is underway. The December recruitment led to 5 ASYE appointments; they will join Bury in the summer when they have their qualifications confirmed and are registered. The January recruitment has led to only two applicants; however, they are experienced. Interviews are planned for 4 March. All shortlisting dates and interview dates are booked in through the year for the rolling programme.

We have sought feedback from applicants in the December recruitment drive who have expressed that they found the application process easier, and they also enjoyed the recruitment day which included introductions from all Strategic Leads and provided time for discussion amongst the applicants, written exercises along with the traditional interview process.

The recruitment working group meets every month and we are reviewing and refreshing the processes to try to reach out and make Bury the employer of choice.

The advert will be reviewed and freshened, and further short films are being produced so that we can target certain areas like the MASH and the recruitment of managers.

The recruitment task group is now focused on the recruitment of managers. A paper has been completed by the Children's HR business partner to review enhanced payments to attract managers into Bury. A recruitment drive for managers alongside another for social workers will go out in March 2022. This will be a sustained campaign throughout this year, and beyond which will be reported through to the Improvement Board.

Headline Data			
Qualified Social Work Posts (FTE)			
Filled by Perm. Staff	98.71		
Filled by Fixed Term Staff	3		
Established Vacancies	45.75		
Agency staff engaged	55		
TOTAL Qualified Social Workers Engaged	156.71		

List of Background Papers:-

None

Contact Details:-

Jeanette Richards

Executive Director CYP

