

# Notice of Children's Services Overview and Scrutiny Committee



Date: Tuesday, 22 March 2022 at 6.00 pm

Venue: Committee Suite, Civic Centre, Poole BH15 2RU

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## Membership:

### Chair:

Cllr R Burton

### Vice Chair:

Cllr L Lewis

Cllr E Coope  
Cllr N C Geary  
Cllr J Kelly

Cllr S Moore  
Cllr L Northover  
Cllr R Rocca

Cllr S Gabriel  
Cllr M Haines  
Cllr R Lawton

## Parent Governor Co-opted Representatives

P Martin, E Hall, S Welch

## Diocesan Co-Opted Representatives

M Saxby

## Youth Parliament Representatives

N Collins, S Lockard, A Brandon and G Grogan

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All Members of the Children's Services Overview and Scrutiny Committee are summoned to attend this meeting to consider the items of business set out on the agenda below.

The press and public are welcome to view the live stream of this meeting at the following link:

<https://democracy.bcpCouncil.gov.uk/ieListDocuments.aspx?MId=4834>

If you would like any further information on the items to be considered at the meeting please contact: Louise Smith, [louise.smith@bcpCouncil.gov.uk](mailto:louise.smith@bcpCouncil.gov.uk) on 01202 096660 or email [democratic.services@bcpCouncil.gov.uk](mailto:democratic.services@bcpCouncil.gov.uk)

Press enquiries should be directed to the Press Office by email at [press.office@bcpCouncil.gov.uk](mailto:press.office@bcpCouncil.gov.uk) or tel: 01202 118686

This notice and all the papers mentioned within it are available at [democracy.bcpCouncil.gov.uk](http://democracy.bcpCouncil.gov.uk)

GRAHAM FARRANT  
CHIEF EXECUTIVE

14 March 2022



Available online and  
on the Mod.gov app

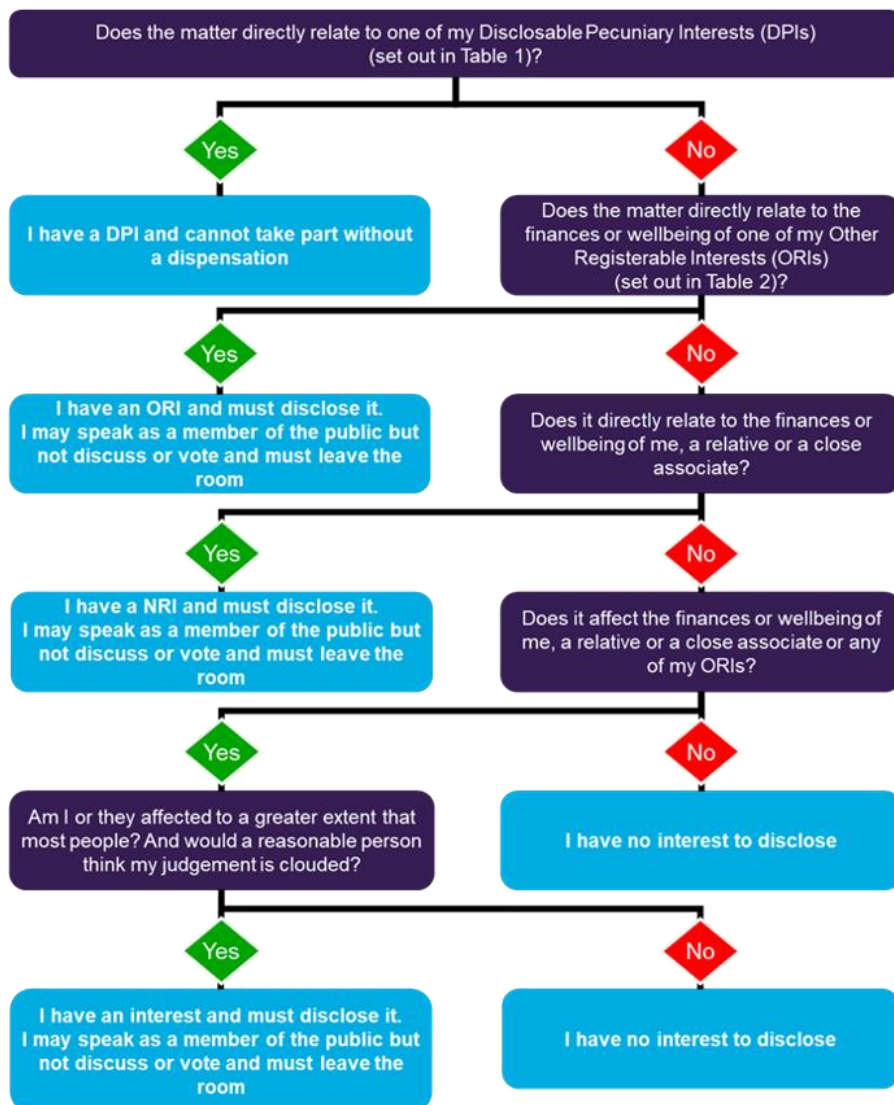


## Maintaining and promoting high standards of conduct

### Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests



What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

#### Bias Test

In all the circumstances, would it lead a fair minded and informed observer to conclude that there was a real possibility or a real danger that the decision maker was biased?

#### Predetermination Test

At the time of making the decision, did the decision maker have a closed mind?

If a councillor appears to be biased or to have predetermined their decision, they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer  
([susan.zeiss@bcpcouncil.gov.uk](mailto:susan.zeiss@bcpcouncil.gov.uk))

### Selflessness

Councillors should act solely in terms of the public interest

### Integrity

Councillors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships

### Objectivity

Councillors must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

### Accountability

Councillors are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

### Openness

Councillors should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

### Honesty & Integrity

Councillors should act with honesty and integrity and should not place themselves in situations where their honesty and integrity may be questioned

### Leadership

Councillors should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

# AGENDA

Items to be considered while the meeting is open to the public

## 1. Apologies

To receive any apologies for absence from Councillors.

## 2. Substitute Members

To receive information on any changes in the membership of the Committee.

Note – When a member of a Committee is unable to attend a meeting of a Committee or Sub-Committee, the relevant Political Group Leader (or their nominated representative) may, by notice to the Monitoring Officer (or their nominated representative) prior to the meeting, appoint a substitute member from within the same Political Group. The contact details on the front of this agenda should be used for notifications.

## 3. Declarations of Interests

Councillors are requested to declare any interests on items included in this agenda. Please refer to the workflow on the preceding page for guidance.

Declarations received will be reported at the meeting.

## 4. Confirmation of Minutes

5 - 12

To confirm and sign as a correct record the minutes of the Meeting held on 25 January 2022.

### a) Action Sheet

13 - 18

To consider any outstanding actions.

## 5. Public Issues

To receive any public questions, statements or petitions submitted in accordance with the Constitution, which is available to view at the following link:

<https://democracy.bcpccouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bc r=1>

The deadline for the submission of a public question is 4 clear working days before the meeting.

The deadline for the submission of a public statement is midday the working day before the meeting.

The deadline for the submission of a petition is 10 working days before the meeting.

## 6. Full ILACS (inspecting local authority children's services) report

19 - 44

To enable the Committee to maintain oversight of this issue and target scrutiny as required.

<b>7. UK Youth Parliament: Members of Youth Parliament – Annual Report, election update and welcome New Members</b>	45 - 48
To provide the Committee with details of the MPYs Annual Report, an update on the election and welcome and introduce the new MYPs.	
<b>8. SEND Improvement Plan Update</b>	49 - 124
This report provides an update on the delivery of the Written Statement of Action. BCP Council and Dorset Clinical Commissioning Group are required to deliver a number of actions to transform special educational needs and disabilities (SEND) services across the local area.	
<b>9. Post-16 Provision and Youth Offer – to include apprenticeship programme and provision for those without good GCSE</b>	125 - 128
To advise members of the work that has taken place to increase the number of children in care accessing apprenticeships and how the Virtual School have supported those young people who have not achieved GCSE results at a high enough grade to access an apprenticeship.	
<b>10. Portfolio Holder Update</b>	
To receive any verbal updates from the Portfolio Holders.	
<b>11. Items for Information</b>	
Any Information only items will be shared after the Committee.	
<b>12. Forward Plan</b>	129 - 138
To consider the Committee's Forward Plan.	
<b>13. Dates of Future Meetings</b>	
To note the dates of future Children's Services Overview and Scrutiny Committees as follows:	
<ul style="list-style-type: none"> <li>• 7 June 2022</li> <li>• 26 July 2022</li> <li>• 20 September 2022</li> <li>• 22 November 2022</li> <li>• 24 January 2023</li> <li>• 21 March 2023</li> </ul>	
All meetings will commence at 6pm and venues to be confirmed.	

No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

**BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL**  
**CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE**

Minutes of the Meeting held on 25 January 2022 at 6.00 pm

Present:-

Cllr R Burton – Chair  
Cllr L Lewis – Vice-Chair

Present: Cllr N C Geary, Cllr J Kelly, Cllr S Moore, Cllr L Northover,  
Cllr R Rocca, Cllr S Gabriel, Cllr M Haines and Cllr R Lawton

Co-Opted P Martin, Parent Governor  
Members: N Collins, MYP

61. Apologies

The Chair started the meeting by thanking Elaine Redding, Interim Director of Children's Services for her service as this was her last Committee before she left BCP Council and introduced and welcomed the new Director of Children's Services, Cathi Hadley.

Apologies were received from Councillors Coope, Northover and Mark Saxby.

Councillors Geary and Rocca attended the meeting virtually forgoing any voting rights.

62. Substitute Members

There were no substitute Members on this occasion.

63. Declarations of Interests

There were no declarations of interest on this occasion.

64. Confirmation of Minutes

**RESOLVED that the minutes of the meeting held on 23 November 2021, having previously been circulated, be agreed and confirmed as an accurate record of the meeting and signed by the Chair.**

65. Action Sheet

The Chair advised that actions were still being progressed.

66. Public Issues

**Public Question:**

**“Why is the Child Social Services complaints procedure totally ineffective?”**

Note - Further confidential and personal information was shared with the Chair and Officers, but as it was subject to an ongoing complaint, was unable to be shared publicly.

Neil Werrey-Easterbrook  
Address supplied.

**Response:**

Thank you for emailing me and asking this question and sharing with me your concerns and frustrations.

Having read your email in which you raise this question, it appears that your conclusion that the ‘complaints procedure is ineffective’ stems from the fact that the Children Social Care Team Manager assigned to the investigation of your complaint has not responded to your complaint yet.

I note your comment that the Complaints Officer dealing with the complaint is ‘fantastic’. The complaint was registered on 4 January 2022. This is being considered through the Council’s corporate complaints process which has a 20-working day response timescale.

The response to the complaint is due by 31 January 2022. The complaints process is therefore still in progress within timescale.

I would like to highlight that you have the option to approach the Local Government and Social Care Ombudsman at any time in the complaints process if you are not happy with the way this complaint is being dealt with.

I also understand that you have been given the details of your local Ward Councillors to contact should you wish to have assistance during this process.

**Councillor Richard Burton**  
**Chair**  
**Children’s Services Overview and Scrutiny Committee**

67. Update on Youth Justice Plan – First-Time Entrants to the Youth Justice System

The Service Manager, Dorset Combined Youth Justice Service (YJS) presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The report summarised the latest local information on rates of young people entering the youth justice system. The reduction that had been seen in the previous year had continued and further steps were being taken to divert young people from the justice system.

The Committee discussed the Report and comments were made, including:

- In response to a query about the reduction of girls entering the system in comparison to boys, the Committee was advised there was no particular reason for this and it was inline the national data. It was highlighted that there was no specific targeted approach for boys and whilst some needs were common in both genders, boys were more likely to have higher speech and language needs and less likely to be in mainstream or full time education which could be contributory factors.
- In response to whether figures had been suppressed as a result of lockdown and could not increase, the Committee was advised this was difficult to answer as there were so many different factors which could have an impact. The Committee was advised that lockdown did enable the police to arrest young people from historic offences, because their location was more easily identifiable, however it was acknowledged that problems that were accruing as a result of the pandemic, such as low attendance at school, mental wellbeing and exploitation may lead to an increase in figures. The Service Manager highlighted the need for early intervention and a coordinated response across services to address any emerging issues.
- There was clarification between the definitions of preventative measures and diversion tactics and the Committee was advised that prevention would be targeted from other services and not the YJS, however it was vital to assist the reduction of young people entering the system. Diversion was used by YJS using different responses instead of offenders entering the system.
- In response to a query regarding the figures relating to 'White Other' in the data, the Committee was advised that upon investigation this appeared to be due to differing ethnicity recording processes by the Police and that in the future, YJS would record the self identified ethnicity of its users, which it was believed would change more of this data to 'White British'
- In response to a query, the Committee was given a detailed explanation of the different restorative justice practices used by YJS, which included making contact with victim of all offenders who come into system and enabling offenders to see the impact of behaviour using various appropriate methods
- A Member expressed concern about the increased figure of 11-13 year olds entering the system and whilst it was a relatively small number, the Service Manager acknowledged that it was a cause for concern as historically offenders who entered the system at that age ended up having higher contact with the YJS through adolescence. It was an issue which the Service Manager confirmed needed to be focused on.

The Chair summarised the discussions as follows:

- Girls entering the system and gender biased
- Covid and lockdown impact
- Distinction between diversion and prevention
- 'Other white' data and recording differences
- Restorative justice methods
- Young entrants and warning signs.

**RESOLVED that the Children's Services Overview and Scrutiny Committee note the progress being made to reduce the rate of first-time entrants into the Youth Justice System.**

68. Virtual School Annual Report

The Virtual School and College Headteacher presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

The report gave a summary of the academic year 2020-2021 for children in care. A profile of the cohort was shown along with outcomes for young people. Due to the cancelation of examinations (because of covid) the data reported for this time period was less than other years. The report gave an overview of attendance and exclusions, the statutory meetings that take place for children in care – Personal Education Plans (PEPs) and the spending of Pupil Premium Plus, which was the grant received for each child in care, the Virtual School Head had the responsibility of distributing and ensuring this funding had impact on the learning and educational achievements of children in care.

The Committee discussed the report and comments were made, including:

- In response to a query about the Ofsted ratings of the Key Stage (KS)5 provision in comparison to the others, the Committee was advised that whilst the local post 16 provider was currently rated as 'requires improvement', a large number of pupils wished to attend it with their peers. However reassurance was given that the virtual school worked closely with provider, including the KS5 team working in the college one day a week to support the pupils. It was also highlighted that work was ongoing with a designated teacher looking at attainment and progress to ensure the pupils were getting the best possible education.
- Considering Pupil Education Plans (PEPs), the Committee was advised that a good one needed to clearly show attainment and progress that the young person was making. It should include contributions from the young person and all those involved with their care and education and detail how the pupil premium was being spent to assist with the young persons progression.

- The Committee was advised of the process used for ensuring the pupil premium was spent in the correct way to support the individual
- In response to a query regarding the reduction detailed regarding Children Missing Out on Education (CMOE), the Committee was advised that this was an important part of the virtual schools role and was regularly monitored. It was noted that the team always strived to get the young people back on roll.
- In response to a query about providing IT equipment to all young people, the Committee was advised that government schemes had helped enable the service to ensure laptops were provided to all the young people and if internet issues had been a problem then dongles were purchased to support those in need. It was acknowledged that IT provision was very important not only for schooling but for life after education.

The Chair summarised the discussions as follows:

- Virtual school and what does
- Post 16 choices and what can be done to help
- Details of what a good PEP included
- PP grant and how spent
- CMOE – where they were and what was being done to address the issue
- Lockdown and IT equipment and support.

**RESOLVED that the content of this report is accepted as an annual update of the work undertaken by the Virtual School and College for children in care.**

69. Partnership Academy Update - Workforce Planning and Development

The Head of Quality Assurance, Governance and Improvement presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'C' to these Minutes in the Minute Book.

The purpose of the report was to provide an update on Workforce Planning and Development initiatives and activity through the Children's Services Partnership Academy.

The Committee discussed the report and comments were made, including:

- The Chair thanked the Officer for the presentation and referred to an email he had received from the Chairman of the Overview and Scrutiny Board. It was noted that the questions contained within the email had been answered during the presentation.
- In response to a query, it was noted that the service was hoping to get a labour market supplement to entice team managers to the area and although the budget had not yet been agreed, it formed part of the Medium Term Financial Plan (MTFP)

- A Member praised the report which they felt comprehensively addressed and recognised the journey needed to raise the standard and quality of staff and work
- A Member requested that any acronyms used could be set out in full at their first use in a report to enable lay people to understand them
- In response to a query about reducing agency staff, the Committee was advised that the service was on target to have in place a full permanent workforce from April 2024
- In response to a query regarding the pay premium of £3,000 and how it sat with other directorates, the Committee was advised that this amount increased social workers salaries to ensure BCP was competitive within the local market, but that this would need to be addressed through the pay and reward scheme in the future.
- A Member praised the training plan and enquired about the cross over to other services and it was noted that the premise of partnership academy was to work across all relevant agencies/services.

The Chair summarised the discussions as follows:

- The presentation answered all questions from O&S Board
- Ensure acronyms were explained
- Targeting of reducing agency staff
- Pay premium to ensure competitive
- Cross over work with other agencies in the partnership

**RESOLVED that the content of this report be accepted as an update on progress to date.**

70. School Admissions Arrangements 2023/24 for community and maintained schools

The Head of Service – School Planning and Admissions presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'D' to these Minutes in the Minute Book.

BCP Council was legally required to determine its admissions arrangements for the school year 2023/24. Permission to publicly consult to change the arrangements was agreed by council members.

The change that required consultation was the reduction of the published admission number at Burton Primary School from 60 to 45 to enable the school to organise classes efficiently.

It was recommended that following the conclusion of the public consultation, the arrangements were determined by council members.

The Committee discussed the report and comments were made, including:

- in response to a query about the how the proposed PAN of 45 would be managed, the Committee was advised that the school merged year groups in KS1 and then would move to smaller classes when moving up to KS2
- in response to a query about how it was managed in practical terms, the Committee was advised that the classes had teachers and teaching assistants and that the Headteacher was satisfied with the current staffing levels
- Academy Trusts increasing their PAN numbers was discussed and the Committee was advised that BCP Officers had visited some schools who were proposing to do this to advise of the negative impact on other local schools of doing so. It was noted however the control of this was not within the Council's remit.

The Chair summarised the discussions as follows:

- PAN of Burton and class sizes and how managed.
- Academy Trusts increasing their PAN and the impact it had on surrounding schools.

**RESOLVED that Children's Services Overview and Scrutiny committee recommend Cabinet support the determination of the arrangements as set out in Appendix 1 and 2 of the report.**

**Vote – For – Unanimous (for those able to vote)**

71. Sufficiency Strategy Update

The Manager, Access to Resources Team, presented the Powerpoint presentation, previously circulated to the Committee.

The Committee discussed the presentation and comments were made, including:

- The Chair thanked the Officer for the presentation and in response to a query the Committee was advised that the seven key priorities still remained, which were overarching with detailed action plans and workstreams below, examples of which were given to the Committee.
- In response to a query regarding accommodation for care experienced young people and the latest information that Houses of Multiple Occupation (HMOs) were not suitable for them the
- Committee was advised that this was being considered under a new workstream and was being led by the Chief Executive
- Thank for presentation – considering from different angles – impact of Covid on mental health- given consideration? extra help given? Was this included in one of the priorities?
- In response to a query regarding the impact of Covid on mental health, the Committee was advised that the service had recommissioned mental health services to meet the needs of the

young people and were reassured that there was a mental health strategy underpinned by an emotional health and wellbeing PAN Dorset strategy and implementation plan. The service worked closely with the Clinical Commissioning Group (CCG) to measure mental health impact and interventions that could be provided

The Chair summarised the discussion as follows:

- Priorities and being adapted as time moves on
- Use of HMOs for care leavers and how being addressed as high priority
- Mental health impact due to lockdown.

**RESOLVED that the presentation be noted.**

72. Portfolio Holder Update

There was no Portfolio Holder update on this occasion.

73. Items for Information

There were no items for information on this occasion.

74. Forward Plan

The Chair advised that the Forward Plan was still being worked on following the Committee Forward Planning session.

75. Dates of Future Meetings

The dates of the future meetings were noted.

The meeting ended at 8.00 pm

CHAIR

## ACTION SHEET – BOURNEMOUTH, CHRISTCHURCH AND POOLE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minute number	Item	Action* *Items remain until action completed.	Benefit	Outcome (where recommendations are made to other bodies)
<b>Actions arising from Committee meeting: 28 July 2020</b>				
	<b>The BCP Children in Care and Care Experienced Young People Improvement Journey</b>	Decision Made:  Permanence Planning training on the processes used to be arranged for Committee Members  <b>Action – Emailed Jane White to arrange early in 2022</b>	To enable Councillors to have more in-depth understanding of the processes used.	
<b>29 March 2021</b>				
	<b>BCP's Members of Youth Parliament Summary Report</b>	Decision Made:  To investigate putting a link to the MYP's work/newsletters/recordings of recent debates on the BCP website.  <b>Action – being considered by Officers</b>	To enable greater visibility of the MYPs work on the BCP website.	
<b>8 June 2021</b>				
	<b>Expansion of Longspee Special School at BLC</b>	Decision Made:  Share the Report which detailed the renewable energy considerations of the project.  <b>Action – Officers aware – Terry Reynolds</b>	To enable Councillors to have fuller information surrounding this issue.	

	<b>Covid Impact to include information on Pupil Premium and child poverty</b>	<p>Decision Made:</p> <p>Arrange a meeting between Corporate Director and interested Committee Members to discuss the changes in Pupil Premium funding</p> <p><b>Action – Officers aware – Emma Regenhardt</b></p>	To enable Councillors to have fuller information surrounding this issue.	
	<b>Sufficiency Strategy for Children in Care (CiC) and Care Experienced Young People (CEYP) 2021 – 2024</b>	<p>Decision Made:</p> <p>Share the Equality impact assessment with the Committee once completed.</p> <p><b>Action – Officers aware – Sarah Langdale</b></p> <p>Decision Made:</p> <p>Check the data relating to BAME in the strategy for accuracy.</p> <p><b>Action – Officers aware – Sarah Langdale</b></p> <p>Decision Made:</p> <p>MYPs to work with Officers and receive feedback through a meeting.</p> <p><b>Action – Officers aware – SL and MYPs (Becky McDade).</b></p>	<p>To enable Councillors to have fuller information surrounding this issue.</p> <p>To ensure data accurate in Strategy.</p> <p>To enable communication between Officers and MYPs</p>	
<b>27 July 2021</b>				
	<b>Forward Plan</b>	<p>Decision Made:</p> <p>To arrange a briefing for Committee Members to look at</p>	To enable Councillors to have fuller	

		<p>the Social Work website.</p> <p><b>Actioned – briefing arranged on 22 March 2022</b></p> <p>Decision Made.</p> <p>To consider how to incorporate links to the Children and Young People's Plan in future items coming to Committee</p> <p><b>Action – Chair to consider with Officers – report in January? TBC.</b></p>	<p>information on this issue.</p> <p>To create links within strategies and policies</p>	
<b>21 September 2021</b>				
	<b>School Place Planning Strategy</b>	<p>Decision Made:</p> <p>The Chair requested Ward boundaries be added to the Strategy.</p> <p><b>Action – Officers aware – Tanya Smith</b></p> <p>Decision made:</p> <p>Amend Page 16 regarding North West Poole which needed should read Broadstone and Merley, not Canford Heath.</p> <p><b>Action – Officers aware – Tanya Smith</b></p> <p>Decision Made:</p> <p>Advise Committee of percentage of pupils attending Grammar schools</p> <p><b>Action – Officers aware – Tanya Smith</b></p>	<p>To enable easier identification for Ward Members</p>	

		<p>Decision Made:</p> <p>Share the transport strategy relating to schools with the Committee</p> <p><b>Action – Officers aware – Tanya Smith</b></p>		
<b>23 November 2021</b>				
	<p><b>The BCP Appreciative Inquiry into inclusion practices in BCP schools</b></p>	<p>Decision Made:</p> <p>To share information regarding the MAISEY model with the Committee</p> <p><b>Actioned – emailed to the Committee on 9 March 22</b></p> <p>Decision Made:</p> <p>To share the completed BCP Appreciative Inquiry with the young people contributors.</p> <p><b>Action – Chair of Children and Young People's Partnership Board aware.</b></p> <p>Decision Made:</p> <p>Arrange a briefing regarding the changes to the High Need Block.</p> <p><b>Action – Interim Corporate Director to arrange</b></p>		
	<p><b>Covid Recovery – Feedback on Start of School Year and Summer Offer</b></p>	<p>Decision Made:</p> <p>To pass the Committee's thanks to the teaching staff involved in the summer school initiative.</p>		

		<b>Actioned – email sent on 1 Feb 2022.</b>		
	<b>Home to School Transport</b>	<p>Decision Made:</p> <p>To consider transport provision for outside of BCP to reduce NEETs</p> <p><b>Action – Officer aware</b></p> <p>Decision Made:</p> <p>To provide the Committee with information of funding provided for children who fell under the category of travelling a hazardous route.</p> <p><b>Action – Officer aware.</b></p>		

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## CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>Full ILACS (inspecting local authority children's services) report</b>
Meeting date	22 March 2022
Status	Public Report
Executive summary	To enable the Committee to maintain oversight of this issue and target scrutiny as required.
<b>Recommendations</b>	<b>For information</b>
Reason for recommendations	The Children's Services Improvement Plan will be presented in June meeting for scrutiny

Portfolio Holder(s):	Councillor Mike White – Cabinet Member, Children and Young People
Corporate Director	Cathi Hadley – Corporate Director, Children's Services
Report Authors	Rachel Gravett – Head of QA, Governance and Improvement
Wards	Council-wide
Classification	For Information

## Background

1. BCP Childrens Services was subject to an Inspection of Local Authority Children's Services (ILACS) from the 6th to 17th December 2021.
  - a) The outcome of the inspection was that Children's Services was judged as Inadequate overall.

Judgement	Grade
The impact of leaders on social work practice with children and families	Inadequate
The experiences and progress of children who need help and protection	Inadequate
The experiences and progress of children in care and care leavers	Requires improvement to be good
Overall effectiveness	Inadequate

- b) The Full Ofsted Report is attached in Appendix 1.
  - c) Presentation Appendix 2 to be presented at the meeting.

## Summary of financial implications

2. The financial implications of the outcome of the report and improvement are currently being established.

## Summary of legal implications

3. There are currently no legal implications.

## Summary of human resources implications

4. There are currently no identified human resources implications.

## Summary of sustainability impact

5. There are currently no identified sustainability impact implications.

**Summary of public health implications**

6. There are currently no public health implications

**Summary of equality implications**

7. There are currently no equality implications.

**Appendices**

**Appendix 1** Inspection of Bournemouth, Christchurch and Poole local authority children's services - full report.

**Appendix 2** Presentation - Inspection of Bournemouth, Christchurch and Poole local authority children's services.

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# Inspection of Bournemouth, Christchurch and Poole local authority children's services

**Inspection dates:** 6 to 17 December 2021

**Lead inspector:** Steve Lowe, Her Majesty's Inspector

Judgement	Grade
The impact of leaders on social work practice with children and families	Inadequate
The experiences and progress of children who need help and protection	Inadequate
The experiences and progress of children in care and care leavers	Requires improvement to be good
Overall effectiveness	Inadequate

In 2020, Ofsted conducted a focused visit that resulted in two wide-reaching areas for priority action. The fundamental building blocks required for children to get the right help at the right time were missing, almost in entirety. Children living in Bournemouth, Christchurch and Poole (BCP) were not protected effectively. Senior leaders were aware of some of the deficits but had not taken purposeful remedial action. There has been progress since then despite the challenges of the COVID-19 pandemic and the complexities of local government reorganisation. The creation of new specialist services and strengthened infrastructure are starting to make a positive difference, but it is too early to see an impact for a large number of children and their families.

There remain too many areas where progress has been neither sufficiently swift nor decisive. The application of quality assurance processes does not give senior leaders a reliable or accurate picture of the quality of social work practice. The quality of this practice is too variable, with much being poor. Thresholds for intervention are not applied consistently, and the oversight of managers is too variable in quality. Multiple changes of social workers and managers in some teams also contribute greatly to the lack of focus and urgency for many children.

There are still serious and widespread weaknesses in the quality of children's services that leave vulnerable children at risk of harm. Specialist services aside, the core business of reducing the risks to children in need of help and protection is yet to have a consistent and effective impact.

## **What needs to improve?**

- The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal adviser.
- The quality of practice, in particular, assessment, planning and the use and completion of chronologies, the response to domestic violence, emotional support to children in care and the recording of children's views.
- The timeliness of social work intervention and support when unborn and very young children are at risk of significant harm.
- The standard of care provided to young people living in houses of multiple occupation.
- The impact of quality assurance and management oversight on the standard of social work practice and progressing work effectively to avoid delay for children.
- The overview of children's attainment and progress by the virtual school.
- Care leavers' access to their health records.

## **The experiences and progress of children who need help and protection: inadequate**

1. Many families are not receiving the right help at the right time. Early help is under-developed and the local authority's intended shift towards early, direct support has been slow. A large number of families, including those with unborn or very young children, have to wait too long for an early help assessment. Meanwhile, risks remain and, for some families, concerns escalate.
2. The multi-agency safeguarding hub now operates more smoothly and effectively than when Ofsted last visited. Referrals about children who may be in need or at risk of harm are prioritised and sent to the right place much more quickly. The addition of key partner agencies to the 'front door' and of access to specialist advice on how to support families when domestic violence is a factor are increasingly effective in improving the quality and timeliness of decision-making. However, this level of understanding of the risks to children from domestic violence and of how to support families to reduce these risks is not seen in longer-term work.
3. Many children have had a number of interventions from early help or statutory services that have not been successful, and assessments largely lack sufficient analysis of why this is the case. As a result, the same intervention or services

that have not previously proven successful are often repeated. The application of thresholds for different levels of intervention is inconsistent. Different teams have different thresholds, and this is exacerbated by a poor understanding of practice standards.

4. Increasingly, when children and families have a consistent social worker they receive the right support and challenge. However, the combined effect of multiple changes of social workers and managers, ineffective practice and poor case direction still results in many children experiencing repeat interventions before they get the help they need. Meanwhile, some of these children suffer neglect or harm and remain at risk of further abuse.
5. When risks to children increase to a significant level, the threshold for holding strategy meetings and the timeliness with which they are held remains inconsistent. However, once convened, partner agencies are included in child protection strategy meetings and contribute positively to the discussion and planned actions.
6. The quality of assessments has improved, but for too many children the resulting plans identify solutions based on services that are not readily available. Waiting times for parenting programmes, domestic abuse perpetrator and cessation programmes, and mental health support are lengthy.
7. Children are left in situations where they witness violence, as social workers lack the confidence and guidance to tackle perpetrators of domestic abuse and are often over-optimistic about parents' capacity to change and to safeguard their children. There is no coordinated response to risks to unborn babies or a clear message to staff about 'how we do it here'. This is concerning, given the increase in harm to very young children during the pandemic and an increase in very young children on child protection plans.
8. In many cases, risks to children could have been identified, assessed and reduced earlier. For example, a substantial number of parents and children are assessed in specialist placements, many of which could have been avoided. Chronologies are limited or not completed, which restricts social workers' ability to understand patterns of risk and to identify the best ways to support children.
9. Children's experiences are not sufficiently considered or reflected on in supervision. Frequent changes of manager have also compounded this lack of consistent supervision. Although changes in manager are becoming less frequent, it is too early for there to have been a significant positive impact on the quality and consistency of supervision.
10. When concerns for children escalate, the oversight of the Public Law Outline and care proceedings has been strengthened. This means that work with some children is progressing more quickly and effectively. However, this is not the case for all children, and many are still subject to pre-proceedings processes for extended periods of time when their circumstances have not

improved and risk has not been reduced. Consequently, a small number have continued to suffer harm during this period.

11. When they have consistent social workers, children's and families' circumstances are better understood and visits have more purpose. This is not the experience of most families, who experience multiple, and sometimes frequent, changes of social worker. Social workers are able to describe the direct work they do with children well, but it is not always well recorded and sometimes key pieces of work that will help children understand their histories in the future are missing from children's case records.
12. The quality and impact of work with children who are suffering, or at risk of suffering, criminal or sexual exploitation is largely dependent upon access to specialist workers. A small number of the most vulnerable children receive effective support from the highly skilled complex safeguarding team. Information is shared well and there is a good understanding about children's vulnerabilities, including who they are at risk from and why, and the places where they go. However, there is more to do to ensure that the remainder of children who are exploited receive a similarly protective response.
13. Disabled children are safeguarded effectively when there are concerns about their safety or welfare. Social workers have a strong understanding of the interaction between children's needs that arise because of their disability and those that stem from safeguarding or child protection concerns.
14. The edge of care team has established itself as a valuable resource. It has an impressive success rate when it comes to keeping families together and preventing children from having to come into care when this can be avoided. Very low caseloads underpin this success, as they give the team the time and space to work intensively with children and their families.
15. Children who are missing education are identified effectively and supported to return to school as soon as possible. Leaders demonstrate their clear aspiration for children to achieve full-time education whenever practicable so that they get the best possible outcomes.
16. Flexible approaches are used to engage families and to understand the reasons for decisions to educate children at home. Legal remedies are pursued appropriately when staff are not assured that the arrangements are safe.
17. Children in private fostering arrangements are identified and safeguarded well by an experienced team. Sixteen and 17-year-olds who are homeless are, in the main, informed of their rights, given the option of coming into care if this is in their best interests, and are accommodated quickly.

## **The experiences and progress of children in care and care leavers: requires improvement to be good**

18. When children come into care, it is for the right reasons. For some, this is due to earlier failures to support achievable change within their family. When it is

safe to do so, children are also supported to be reunited with their families from care, but the use of special guardianship orders to achieve permanence is still low.

19. Children in care are visited at a frequency that matches their individual circumstances, and more often when social workers are trying to get to know them. Social work visits are mostly in line with children's needs and are recorded clearly, highlighting what is working well, what social workers are worried about and articulating children's wishes and feelings.
20. Time with family and friends is well considered for most children in care. For some children, this maximises the chances of positive and enduring relationships with key family members, as the time is carefully tailored to fit the child's and the family's circumstances.
21. Children and young people are not always made aware of their rights, especially when it comes to a choice of accommodation. Advocacy and independent visitors are under-used, and so some children miss out on these opportunities to have their voices heard and understood.
22. While review meetings, care plans and pathway plans are increasingly reflective of children's wishes and feelings, this remains inconsistent, and too often the voices of children are not apparent in plans and the records of meetings.
23. Unite and Insight, the local authority's children in care councils for older and younger children, have continued through the COVID-19 pandemic. Children and young people are actively involved in chairing the corporate parenting committee, in staff recruitment interviews and in planning for a care leavers hub. They are taken seriously and are a key part of identifying improvements that can be made to practice and to services.
24. Return home interviews and support from the complex safeguarding team are of good quality and help to understand why these children feel the need to run away.
25. Getting children to dentists' appointments and initial health assessments has understandably reduced during the pandemic but their physical health needs are largely being addressed appropriately. However, support for children's mental and emotional health is under-developed and plans to fill the gap left by long waiting times for specialist input are in their infancy.
26. The virtual school has been strengthened and has started to increase both its visibility and its impact, including the prevention of permanent exclusions. There is still work to be done to ensure that personal education plans are prepared consistently well across educational settings and that pupils have sufficient time to contribute their views. But their quality and timeliness are improving. Monitoring of children's achievements and progress is under-developed. Similarly, the virtual school is ambitious for children, but is yet to translate this into aspirational targets in written plans.
27. The vast majority of children have a permanence plan by the time of their second review, which is a significant improvement. The majority of children in

care are in the right place for them and they live happy and settled lives. However, too many children living in long-term foster care have not had their permanence formally agreed or celebrated.

28. Disabled children living in residential educational settings make good progress. They are visited regularly, their views and feelings are understood well, support meets their needs and consequently they have a good foundation for the future.
29. Children and young people living in homes of multiple occupation (HMOs) are in accommodation that is of poor quality. They are not given this housing option because it is in their best interests and often are given no other choice, in part due to insufficient resources to meet demand. Unsurprisingly, most children and young people do not choose to spend much of their time in these placements and for some their outcomes significantly decline. A very small number of children in care are also living in unregistered children's homes, but the local authority is monitoring these arrangements appropriately and supporting the provider to register with Ofsted.
30. Foster carers are recruited and trained successfully, with the number of carers available for children to move in with increasing, despite the pressures of the pandemic. Feedback from foster carers on the level and consistency of support they receive is varied and many have had several changes of supervising social worker. However, the small number of moves children have and the length of time they remain with their carers are both an improving picture.
31. More children are being adopted than in similar authorities, including some for whom success in finding a family was very difficult to achieve. The support being given to adopters and children is of high quality, and assessment and training enable a healthy level of choice when the best plan for children is for them to be adopted. The local authority maintains careful and challenging oversight of the services provided by the regional adoption agency.
32. For care leavers, there are often long delays between visits from their personal advisers (PAs). This is particularly the case for those living in HMOs and in supported accommodation. Care leavers themselves report a variance in the level of support they receive, dependent upon which PA they have, rather than their needs or wishes. Children do not always have their PA allocated to them in a timely way and so experience disruptions to positive relationships due to staff turnover.
33. Care leavers do not have access to their health histories and not all PAs are aware of the need to ensure this access is in place. However, most children's physical health needs are being appropriately addressed.
34. Young people are encouraged to 'stay put' with their foster carers and so are more likely to maintain positive relationships with them as a result.
35. The majority of young people are supported effectively to gain and maintain employment, education or training, with a minority being left to manage independently.

36. Not all young people have either got copies of their pathway plans or have contributed to them. For those that do have a plan, they are mostly written collaboratively and give a clear sense of the goals.
37. Unaccompanied asylum-seeking children have mixed experiences. Mostly, once they are clearly the responsibility of the local authority, they are helped with somewhere to stay, interpreters, tracing their families and legal support. For a small number, a debate about their age and entitlement leads to delay in them securing suitable accommodation and support.

### **The impact of leaders on social work practice with children and families: inadequate**

38. The interim corporate director of children's services and the Department for Education improvement adviser have begun to address the significant weaknesses highlighted by the Ofsted visit in 2020. Some progress has been made against each of the concerns identified. However, none have been fully remedied. For many of the areas of concern, progress is recent, partial or fragile and is yet to have a positive impact on children's lives. This is further restricted by the impact that high levels of turnover have on staff's ability to fully understand what is expected of them from the improvement plan.
39. Many unborn and very young children suffer delay and indecision, and live in circumstances where risk has not been assessed and in which there is a real chance of harm. Senior leaders are yet to develop a strategic response to the needs of these children.
40. The same applies to children waiting for early help, those on child protection or children in need plans and those where concerns have been escalated to the legal arena. The 'children's toolbox', the local authority's own document to support social workers to deliver good practice standards, does not have specific guidance on how, when and why to support these very young children when they are at risk of harm.
41. Young people living in HMOs are living in poor-quality accommodation that has not been properly assessed for its suitability. Senior leaders continue to make decisions to place young people in these arrangements against their best interests. This is a serious oversight.
42. Relationships with key partners are improving but are still immature. For example, the courts have increasing confidence in the quality and timeliness of applications, evidence and assessments. Similarly, the response to children who are at risk of exploitation has been developed, together with the police. Conversely, there is more to be done to ensure that schools feel valued and consulted, and relationships with health partners remain adversarial.
43. Social workers report that there are few opportunities to meet senior leaders and that their visibility is poor. Recent initiatives such as the progress forum are a positive response to unease in the workforce. However, poor communication contributes to social workers not feeling part of a single

organisation with one set of values and one approach to working with children and their families.

44. Audits are of poor quality and completion rates are low. Moderators have a much clearer idea of what good practice looks like but are not yet standardising or improving the quality of practice learning reviews. Without this, reliably identifying trends and practice issues is very difficult. Similarly, tracking the completion of identified actions, checking if they made the difference they were intended to, and the inclusion of children, families and practitioners in audit are all weak.
45. Learning from complaints, from themes arising through advocacy, from research and from families is not well embedded and so does not inform improvement planning sufficiently or effectively. Children and families are not sufficiently well engaged in shaping improvements to the services they receive.
46. The use of performance information is under-developed. Processes for tracking the progress and impact of work with key groups of vulnerable children, such as those at risk of needing to come into local authority care or those awaiting a permanent foster home, are not wholly accurate and remain more process-driven than child-focused.
47. The local authority's strategy for ensuring that there is a sufficient volume and range of accommodation to match the needs of children is thorough and detailed. Historically, there was neither sufficient corporate understanding nor a coherent plan for meeting the needs of children in Bournemouth, Christchurch and Poole who could not live with their birth families. In this context, the current strategy will take time to implement but it is starting to have a positive impact.
48. Workloads are highly variable, with low case numbers in specialist teams and extra pressure on the core teams, who not only work with much higher numbers of children but also experience a high turnover of staff. As a result, children experience fractured relationships with their social workers and delays in receiving the right support at the right time.
49. Frontline managers are predominantly interim, with most posts filled by agency staff. They are, however, increasingly staying longer and are committed to the local authority's vision and plans for improvement.
50. Permanent service managers are in place, a permanent corporate director of children's services has been appointed and some 'home-grown' appointments and recruitment from overseas are adding to the potential for longer-term sustainability. But the dependence on agency staff remains very high, adding to instability for children who continue to experience multiple changes of social worker, quite often without any notice.
51. There is a whole-council appetite for and commitment to improvement. Senior leaders, both corporate and political, are supportive of the ongoing changes that are being made. From a very low starting point, some progress has been made and significant levels of investment have helped improve some specialist

areas of practice. Apart from the issues relating to HMOs and very young children, the local authority's self-assessment is frank and accurate about the state of the service and where to improve.

52. Some initiatives are proving successful, such as the team around the school, where five schools are developing a local, community-based approach to safeguarding in partnership with children's social care. The edge of care and complex safeguarding teams are also supporting families with complex problems effectively. Other initiatives are still very new and so are yet to have a significant impact, such as the social work court team, mental health practitioners based alongside social workers, and the proposed increase in locally commissioned housing options.
53. Social workers find training helpful, including bite-size courses on practice fundamentals alongside more in-depth input on challenges in contemporary social work. Agency social workers can access the same training as permanent staff and this is positive. The practice academy website offers a comprehensive range of accessible material that is well used, but multi-agency training on key and emerging issues is not part of core business.

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# Children's Services Inspection of Local Authority Childrens Services (ILACS)

December 2021

## OUTCOME FEEDBACK

**Cathi Hadley**

Corporate Director – Children's Services



# Journey to Decembers ILACs Inspection

- BCP April 2019
- Political Leadership
- Childrens Services Leadership
- COVID
- Partnership Arrangements
- Smarter Structures /Pay and Reward/Team restructures

## Inspections –

- |                       |            |
|-----------------------|------------|
| • Focused visit       | Oct 2019   |
| • Focused visit       | Nov 2020   |
| • Annual Conversation | April 2021 |
| • SEND Inspection     | July 2021  |
| • ILACs               | Dec 2022   |

All in line with Ofsted Inspection Framework



- Recognised we are still on an improvement journey , impact of COVID and corporate transformation programme
- Some progress made against each area of concern from previous visits but none fully remedied, they see us **moving out from Inadequate**
- For most areas where they found improvement, they have not been sufficiently swift nor decisive ,it is recent and partial and therefore is yet to show an impact on the lives of Children, Young People and their families
- Some children suffer neglect or harm and remain at risk of further abuse

# Outcome of the Inspection

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Judgement	Grade
The impact of leaders on social work practice with children and families	Inadequate
The experiences and progress of children who need help and protection	Inadequate
The experiences and progress of children in care and care leavers	Requires improvement to be good
Overall effectiveness	Inadequate

# Where we have improved since previous visits

- ✓ Whole Council commitment to improvement
- ✓ Frank Self Assessment which is accurate about the service and where it needs to improve
- ✓ Recruitment of permanent DCS , overseas social workers and permanent service managers
- ✓ Some good work in more specialist areas - Adoption, CHAD ,Edge of Care, CST,RHI ,CMOE, EET, Private Fostering ,Staying Put, training & recruitment of Foster Carers
- ✓ Unite and Insight – Children are taken seriously; their views are heard and are key part of improving services
- ✓<sup>37</sup> Some good new initiatives –TAS, Court Team, MH Practitioners based alongside SW teams ,increase in locally based housing options
- ✓ Children come into care for right reasons & are supported to be reunited with families appropriately or time with families is considered
- ✓ Permanence Plans – significant improvement and children live happy settled lives
- ✓ Children visited frequently , in line with needs and visits recorded
- ✓ Children and YP have their physical health needs addressed appropriately
- ✓ SWs find training helpful, agency staff have equal access which is positive, Partnership Academy website well used
- ✓ Progress Forum , positive response for the workforce

# What needs to improve

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- The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal adviser.
- The quality of practice, in particular, assessment, planning and the use and completion of chronologies, the response to domestic violence, emotional support to children in care and the recording of children's views.
- ⌘ The timeliness of social work intervention and support when unborn and very young children are at risk of significant harm.
- The standard of care provided to young people living in houses of multiple occupation.
- The impact of quality assurance and management oversight on the standard of social work practice and progressing work effectively to avoid delay for children.
- The overview of children's attainment and progress by the virtual school.
- Care leavers' access to their health records

# Safeguarding and Early Help - (Help and Protection)

## The experiences and progress of children who need help and protection



### Areas for development

- ❖ **The quality of practice, in particular, assessment, planning and the use and completion of chronologies**
- ❖ Management Oversight (poor case direction)
- ❖ Assessments – timeliness, analysis, threshold application & repeat interventions
- ❖ Understanding risk and support for the longer term
- ❖ Quality and timeliness of recording case information
- ❖ Supervision – voice of the child not heard ,not reflective
- ❖ **The timeliness of social work intervention and support when unborn and very young children are at risk of significant harm .**
- ❖ Delivering right help at right time
- ❖ Strategy Meeting - timeliness
- ❖ Waiting time for some services too long - EMHWP, Parenting Programs
- ❖ **The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal adviser.**

### Areas of recognised improvement

- ✓ When children have consistent SW, right support is given
- ✓ MASH operates more smoothly
- ✓ PLO strengthened but still more work to do
- ✓ SW know children well but not always shown on case recordings
- ✓ CST –Specialist service effective
- ✓ CHAD –safeguarded effectively
- ✓ Edge of Care Team – successful ,low caseloads giving time to work with families
- ✓ CMOE – effective and children supported to achieve FT education
- ✓ Private Fostering – experienced team who safeguard children well
- ✓ 16/17yr old's who are homeless, informed of their rights ,come into care if it is in best interest and accommodated quickly

# Corporate Parenting

## The experiences and progress of children in care and care leavers

### Areas for development

- ❖ Children knowing their rights ,advocacy is under used
- ❖ Voices of C&YP not heard consistently or apparent in plans
- ❖ Support for C&YP emotional and mental health underdeveloped
- ❖ **The overview of children's attainment and progress by the virtual school**
- ❖ PEPS –across educational setting & to include views of children
- ❖ **The standard of care provided to young people living in houses of multiple occupation**
- ❖ Care Leaver Service – timely allocation, delays between visits, consistency & variances in level of support by PAs. Not all YP have copies of their plans or have contributed to them
- ❖ **Care leavers' access to their health records**
- ❖ **The quality of practice, in particular, assessment, planning and the use and completion of chronologies, the response to domestic violence, emotional support to children in care and the recording of children's views.**
- ❖ UASC- mixed experiences

### Areas of recognised improvement

- ✓ Children come into care for right reasons & are supported to be reunited with families appropriately or alternatively time with families is considered
- ✓ Children visited frequently , in line with needs and visits recorded
- ✓ Unite and Insight – Children are taken seriously, and views heard , and are key part of improving services
- ✓ RHI's are of good quality
- ✓ C&YP have their physical health needs addressed appropriately
- ✓ Virtual School strengthened, visibility and impact evident
- ✓ Permanence Plans – significant improvement and children live happy settled lives - need to celebrate this with C&YP
- ✓ Foster Carers – recruited and trained successfully
- ✓ Adoption Services –Good
- ✓ Staying Put Arrangements –Good
- ✓ EET- YP are supported effectively

# Leadership and Governance

## The impact of leaders on social work practice with children and families

### Areas for development

- ❖ Strategic response for unborn and very young children at risk of harm
- ❖ Young people placed in poor quality HMOs
- ❖ Relationships with key partners , more to be done with Schools & Health
- ❖ Visibility of Senior Leaders by Social Workers
- ❖ Quality Assurance Framework to be embedded into practice with learning identified and actioned .
- 41 ❖ **The impact of quality assurance and management oversight on the standard of social work practice and progressing work effectively to avoid delay for children-** Learning from PLRs, complaints ,advocacy not embedded sufficiently
- ❖ Children and Families not sufficiently engaged in shaping service improvements
- ❖ Use of Performance Information underdeveloped -Trackers
- ❖ **The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal adviser**
- ❖ Workload's highly variable – low in specialist teams ,higher in core teams

### Areas of recognised improvement

- ✓ Whole Council commitment to improvement
- ✓ Frank Self Assessment and accurate about the service and where it needs to improve
- ✓ Progress Forum , positive response for the workforce
- ✓ Recruitment of permanent DCS and overseas Social Workers
- ✓ Permanent Service Manager team
- ✓ Team Around the School initiative positive
- ✓ Court Team and MH Practitioners based alongside SW teams good but too early to see impact
- ✓ Proposed increase in locally commissioned housing options
- ✓ SW find training helpful, agency staff have equal access which is positive, Partnership Academy website well used
- ✓ Relationships with Courts and Police have improved

# Next Steps

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- **SOS DfE Intervention**
- **Schedule for Monitoring Visits – continuous journey to re-inspection**
- **Review of current governance arrangements**
- **Childrens Services Improvement Board – develop the improvement plan**
- **Improvement Support – Regional Improvement Alliance /Partners in Practice**

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**Moving from Inadequate**

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## Children's Services Overview and Scrutiny



Report subject	<b>UK Youth Parliament: Members of Youth Parliament – Annual Report, election update and welcome New Members</b>
Report date	22 March 2022
Status	For Information – Public Report  This briefing note is circulated to the Committee for information and consideration. If you have any questions or comments arising from this briefing note, please contact the Democratic Services Officer for this meeting.
Portfolio Holder(s):	Councillor Mike White
Corporate Director	Cathi Hadley, Corporate Director of Children's Services
Report Authors	Nathan Collins and Georgia Grogan, members of Youth Parliament Rebecca McDade, Participation Development Worker
	Penny Davies, Head of QA
Wards	All

### Overview of work from BCP's Members of Youth Parliament 2021/22

1. This year has been extremely successful for the Members of Youth Parliament, delivering on our projects and expanding the voice of young people.
2. We completed the development, training and distribution of the POP Cards after receiving funding from BCP Council to fund enough cards for every tutor group in the BCP area. We truly believe these cards can have a massive impact in our schools and we hope to continue to promote the use of this resource with the new MYPs looking to expand and innovate their uses. This project has exceeded our expectations greatly and that is testament to the support this council has given us.
3. Another project we have to thank the BCP Council for supporting is the Youth Fund, a fund of £25,000 to be given to local youth action projects. This was decided by a panel of young people from many backgrounds who decided to fund 5 projects that delivered on the MYPs and the local communities priorities including Somerford Youth Centre, Victoria Avenue Tennis Club and an environmental gardening project. Over £100,000 worth of applications were received so we look forward to continued support for our next members to support the community.

4. We have also worked on our other priorities over the last year, running summer sessions based upon issues on the environment, where we talked about the new transport plan for BCP, as well as homelessness where we worked with Fraser Nicholson (Homelessness Partnership Coordinator) to provide help for young people and to give voice to young people in the panel. We hope that we have built upon all of our successes from last year and created a meaningful impact.
5. This is in addition to attending Children's services O&S where we have given our views to represent young people in the area.
6. I would also like to give personal thank you to Elaine Redding and Anthony Douglas for giving me the opportunity to be on the interview panel for both the Director of Education and Director of Children's services role, where we were happy to employ Sarah Rempel and Cathi Hadley who I hope will support our new members with their term. To Richard Burton, Mike White, Sandra Moore, Felicity Rice, Nicola Greene and all the other councillors who have been supportive of Youth Parliament during our term we would like to say thank you for trusting young people to create meaningful projects and have an impact on our area. Most importantly the biggest thank you goes to Rebecca McDade (Becky) who has worked tirelessly to make sure we have all the opportunities possible and always being there for us when we needed it. You are a true inspiration, and we wish you every success in the future and for future MYPs. It has been a privilege to hold this position and we hope to continue to have an impact on this community. Thank You

## **2022 UK Youth Parliament Election**

7. Aim: Democratically elect two Members of Youth Parliament and two deputies for the BCP area to serve from 1 March 2022 – 29 February 2024. Candidates must be aged 11 – 18 years old. Live, study or volunteer for more than 14 hours in the area.

## **Promotion: November 2021 – Early January 2022**

8. The BCP Communications Team developed a poster and promoted the opportunity via the social media channels. Information also shared via the Family Information Services newsletter.
9. The Director of Education and the Service Manager for School and Provider Standards 0-19 supported the promotion of the opportunity to schools via the Headteacher's Bulletin's emails
10. The Youth Development worker for Participation offered visits to schools to meet with interested students. Due to the increase of Covid cases and the work from home remit reintroduced in December this meant only one in person visit, to Avonbourne Academy. One TEAMS session was also requested by Bournemouth School for Girls and with Bournemouth and Poole College.
11. Videos of the Youth Development worker, and the current MYP were created and shared with schools to explain the process in a little more depth than the poster could convey. I am aware these were shared in several educational settings and notably it was shown across tutor groups in Bourne Academy and received over 100 views each. <https://youtu.be/hsEpGMAMZO8> <https://youtu.be/sj-kEa2Lfqq>

## **An Introduction to Youth Parliament: 8th – 15th January 2022**

12. To stand as a candidate it is compulsory to attend one of the workshops being held to explain more about the process<sup>1</sup>.
13. To encourage a diverse range of candidates we had planned workshops in the following locations, Bournemouth Central Library ((four workshops across one day), Creekmore Youth Centre, Somerford Youth Centre
14. However, due to the pandemic these workshops were all moved online
15. Of the 43 young people that attended the compulsory 'Introduction to Youth Parliament' workshops, we are aware that, the age range was from 12 – 17 years old. They attended 11 different secondary schools. Over 25% were from BAME backgrounds. Some participants shared that they had special educational needs or disabilities. Two young people were known to be children in care.
16. Feedback from the workshops was extremely positive<sup>2</sup>.

## **Creating campaigns**

17. The young people who decided to stand as candidates needed to submit their consent form by Monday 17th January. 27 young people decided to do so.
18. Candidates were then offered an 'Introduction to Campaigning' workshop and a 30-minute virtual 1:1 with the Youth Development worker for Participation. At the workshop candidates had the chance to explore the process of developing a campaign and discuss campaigning with local elected members. Three elected members attended this session.
19. In a change to previous years candidates were responsible for filming their own campaign film, providing a head shot photograph and one side of A4 with a written version of their speech and any fun facts they wished to share. One candidate decided to withdraw from the process during this point.

## **Hustings**

20. All candidates were invited to deliver their speech to an invited audience on Monday 31 January<sup>3</sup>. The event was held on zoom and co-hosted by BCP's Chairman, Cllr Nigel Hedges and exiting Member of Youth Parliament, Nathan Collins. It was attended by 6 elected members, Director of Children's Services, Director of Education and several teachers from local schools

## **Facilitating the vote**

21. All young people aged 11 – 18 that live or go to school in the BCP area are eligible to vote to elected BCP's Members of Youth Parliament.
22. The vote is conducted online and accessed with a voting code.

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<sup>1</sup> See Appendix 1 for the PowerPoint used within this session. This also provides more information on the role of BCP's Member of Youth Parliament if required.

<sup>2</sup> Please see Appendix 2 for a summary of the evaluation Jamboard

<sup>3</sup> Footage of the event can be viewed here: [BCP Youth Parliament Hustings 2022 - YouTube](#)

23. Voting codes are predominately distributed by schools but the opportunity to vote is widely promoted to those not in BCP schools through social media and by the 'Elective home education coordinator' to the local network for home educated young people.
24. Schools are asked to register for codes prior to the vote going live. 23 local schools did so. The schools that didn't preregister to vote were sent enough voting codes for those on their electoral role with a request to participate by the Director of Education.
25. We have previously purchased the Mi-voice software to host the vote but due to cost increases and the desire to explore software we already subscribed to as a Council we worked alongside BCP's 'Insight, policy and performance team' who identified that snap surveys could be used as the voting platform. They were fundamental in supporting the facilitation of this.
26. As well as the choice of candidates, those engaging with the vote were also asked to select their top issues from the Make your Mark ballot being facilitated by the British Youth Council<sup>4</sup> and tell us if they have seen POP in their school.
27. We also utilised the final page of the voting site to draw attention to the Children and Young people's survey with the option complete it there and then.
28. Voting was live from 1 – 28 February. This is longer than in previous years, but the dates were set to coincide with the Make your Mark ballot.

## **2022 Election results**

29. 6563 young people voted in the election.
30. This is **25%** turnout based on the numbers of codes issued
31. 633 more votes were cast than in the 2020 UK Youth Parliament election in BCP
32. 25 different schools voted across the BCP area. 14 of which voted despite not having a candidate from their school
33. The following schools will receive special certificates for turnout.
  - Cornerstone Academy will receive a Bronze certificate for 74% turnout
  - Winchelsea Special School will receive a Gold certificate for 100% turnout of eligible students

## **BCP's Members of Youth Parliament 2022 – 2024**

34. Elected as BCP's Members of Youth Parliament 2022 – 2024 are:
  - Zara Sasic, Bourne Academy - 1039 votes
  - Dylan Rees-Coshan, Twynham – 982 votes
35. Elected as BCP's Deputy Members of Youth Parliament are:
  - Hala Maftah, Avonbourne – 866 votes
  - Annabel Hodges, Parkstone Grammar – 737 votes

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<sup>4</sup> More information on Make your Mark can be found at [British Youth Council | Make Your Mark - UK Youth Parliament \(byc.org.uk\)](https://www.byc.org.uk)

# CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>SEND Improvement Plan Update</b>
Meeting date	22 March 2022
Status	Public Report
Executive summary	This report provides an update on the delivery of the Written Statement of Action. BCP Council and Dorset Clinical Commissioning Group are required to deliver a number of actions to transform special educational needs and disabilities (SEND) services across the local area.
Recommendations	<b>It is RECOMMENDED that:</b>  <b>Members review the updates made in the delivery of the Written Statement of Action</b>
Reason for recommendations	Members should be aware of the updates made to the delivery of the Written Statement of Action as BCP is now under scrutiny from Ofsted and DfE.
Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Sarah Rempel, Director of Education
Wards	Council-wide
Classification	For Update

## Background

1. Following the local area SEND inspection in June 2021, BCP Council and Dorset Clinical Commissioning Group were required to develop and submit a Written Statement of Action. The Written Statement was submitted to Ofsted in December 2021 and was passed as fit for purpose. This plan has now subsumed the previous SEND Improvement Plan.

## Scrutiny

2. Regular monitoring meetings will take place with colleagues from the Department for Education (DfE) and Ofsted. The first of these meetings is in April 2022, where we

will need to demonstrate that we have made sufficient progress against the eight areas of significant weakness.

### **Summary of financial implications**

3. Delivery of the actions will require additional funding, not currently in the Medium-Term Financial Plan. Transformation funding will be bid for.

### **Summary of legal implications**

4. Failure to make sufficient progress against the areas of significant weakness could lead to BCP Council being issued a Statutory Direction from the Secretary of State for Education and the service being taken over.

### **Summary of human resources implications**

5. We will be recruiting several new posts to support the delivery of the Written Statement.

### **Summary of sustainability impact**

6. No impact on sustainability

### **Summary of public health implications**

7. The scope of the written statement of action includes education, health and care; as such, improving health and wellbeing is at the heart of the WSOA.

### **Summary of equality implications**

8. No further EIA undertaken.

### **Summary of risk assessment**

9. Risks are as set out in point 4.

### **Background papers**

There are no background papers to this report.

### **Appendices**

Appendix 1 – The Written Statement of Action

## **Working Together to Make Things Better in BCP**

Bournemouth, Christchurch and Poole Local Area Written Statement of Action for Special Educational Needs and Disabilities



Agreed by the BCP SEND Improvement Board 2 December 2021

Progress update 28 February 2022

**Creating a Culture of Trust, Honesty, Transparency, Empathy, Communication, Belonging and Respect**

## Document information

This written statement of action (WSoA) has been produced by BCP Council and NHS Dorset Clinical Commissioning Group (CCG) and co-produced with partners, in response to BCP's Local Area SEND inspection undertaken by Ofsted and the Care Quality Commission (CQC) between 28 June and 2 July 2021. The [findings from the inspection](#) are set out in their letter dated 4 July 2021 and released for publication on 31 August 2021. Significant failings are listed here:

1. The deep cultural issues leading to weak partnership working between services across education, health and care and between these services and children and young people with SEND and their families
2. Weaknesses in leaders' evaluations of the effectiveness of the local area, including the lack of focus on the experiences of children and young people with SEND and their families
3. Poor co-production practice at a strategic and operational level
4. Weaknesses in the sustainability of services in the face of high turnover of staff and challenges with recruitment
5. The inconsistency in the implementation of the graduated response leading to slow identification and inequitable access and experience of the system across education, health and care
6. The wide variances in the quality of education, health and care plans caused by weaknesses in joint working, fair access, timeliness and quality assurance processes
7. Poor joint commissioning arrangements that limit leaders' ability to meet local area needs, improve outcomes and achieve cost efficiencies
8. The proportion of pupils not accessing education because of the disproportionate use of exclusion and poor inclusive practices across the area.

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## Our shared commitment to radically improving SEND in BCP

BCP Council and NHS Dorset Clinical Commissioning Group (CCG) are committed to working in partnership with children, young people, parents, carers and the relevant agencies to radically improve support for children and young people with special educational needs and/or disabilities (SEND) in Bournemouth, Christchurch and Poole.

This document sets out the actions we will take to transform SEND services in the area. BCP Council and NHS Dorset Clinical Commissioning Group are responsible for implementing the plans set out. However, children, young people, parents and carers have been – and will continue to be – at the centre of the transformation programme, which will identify how we can best deliver the services of the future.

We are working with children, young people, parents, carers, schools, health providers, education providers and the voluntary sector through the SEND Improvement Board (SIB). The SIB was set up in August 2020 to oversee the development and implementation of our improvement plans. The SIB's agreed approach is that:

- We are committed to developing the written statement of action (WSOA) together
- The WSOA must be family and young person led
- Leaders and professionals will lead but not direct – the actions and outcomes that are needed will be co-created and co-produced with those who need them and use them.

Through partnerships, we have identified the key values that will underpin all our future work. These are trust, honesty, transparency, empathy, communication, belonging and respect. We are committed to creating and embedding a culture that embodies these values, and we will be held to account on this in the future. We apologise for not having done this well enough in the past.

We will make the changes set out in this plan as quickly as possible. In some cases, actions may take time to implement, as we need to put robust arrangements in place to ensure they deliver sustainable, permanent improvements and result in a change in culture, which is at the heart of all of improvements. However, we will communicate clearly and openly about timescales throughout the process with all of our key stakeholders.

Where we can, we have already started to make changes to bring about improvements. Working with partners through the SIB, we have committed additional resources to support immediate work, including funding for two project managers, a project lead for joint commissioning, a participation worker and a role to support the redevelopment of the SEND Local Offer online. We are currently working with families and colleagues to co-produce job descriptions for two of these new posts, to ensure they fulfil the criteria needed.

We would like to take this opportunity to say a huge thank you to all the parents, carers, young people and delivery colleagues who have worked alongside us to create this WSoA, and who are equally committed to delivering the improvements needed. In particular, we want to thank all the parents and carers who, either individually or through their groups, shared their lived experiences with us and helped to shape the WSoA.

As the lead statutory bodies, we take full accountability for delivering the WSoA, but we could not have done it without so many parents and carers giving up their time to work with us and share their experiences.

Thank you to everyone, including the following groups (listed alphabetically):

- Dorset Children's Foundation
- Dorset Doors Open
- Parent Carer Foundation
- Parent Carers Together
- SENturies
- Slades Farm Group
- SWAN UK (Syndromes Without A Name)

The work to improve SEND services has given us an opportunity to look at provision across the whole system, and to shape future services in the right way, based on the experiences of the people we are here to support. We will continue to work in partnership with families and services in the future to share ideas and look for opportunities to give children and young people in our community the very best start in life.



**Cllr Nicola Greene**  
Portfolio Holder for Council Priorities and  
Delivery, BCP Council



**Elaine Redding**  
Corporate Director for Children's  
Services, BCP Council



**Sally Sandcraft**  
Senior Responsible Officer for  
SEND, NHS Dorset Clinical  
Commissioning Group

## Working together as partners

The local area inspection rightly highlighted poor co-production practice at a strategic and operational level. In the spring of 2021, groups of young people worked together to describe how they wanted partners to work with them to make things better, and trust was an important factor they identified. Through consistent engagement since the inspection, parents and carers have also explained to us the importance of rebuilding their trust and the need to engage with a far wider range of families, better representing the range of special educational needs and disabilities across BCP, and the different challenges that families face.

This learning has shaped our approach and while the Council and CCG remain accountable for the WSoA, we are committed to working alongside partners to make the radical improvements needed. The development of the WSoA has been grounded in that principle.

The process of developing the WSoA was also designed to enable an in-depth exploration of the problems, with time to develop a collective understanding of the issues across all partners and a consensus on what actions are needed (see also diagram overleaf). The process was:

- Senior Council and CCG leads worked with representatives from four parent carer groups to plan key parts of the process for developing the WSoA. These representatives have been key participants in meetings with BCP's Department for Education (DfE) and NHS England advisors
- Over 80 parents, carers, education providers, health providers, Council and CCG colleagues worked together to completely co-produce the WSoA, through 32 workshops (see Appendix 1). We started with a 'blank sheet of paper' that was informed by the inspection and our collective experience – everyone had an equal voice in the workstream groups and collectively agreed what was put into the WSoA
- Parent carer groups have given a huge amount time, energy, and commitment to the work, with three parent carer reps actively involved in each workstream, and six parent carer groups hosting sessions with senior Council and CCG leads to share experiences and feed into the WSoA (see Appendix 1). Many individual parents and carers also shared their experiences, which have been valuable in developing the WSoA (see Appendix 1)
- Eight workstreams led by different partners:

Workstream	Lead
1. Culture	Anthony Douglass (DfE Advisor)
2. Self-evaluation	Rina Mistry (Council)
3. Co-production	Dan, Amanda, Peter (Parents and Carers)
4. Sustainable Services	Sam Best (CCG)
5. Graduated Response	Jo Bispham (Council)

6. EHCPs	Simon Mckenzie (Council)
7. Joint Commissioning	Julia Cramp (joint role CCG and Council)
8. Exclusions and Inclusion	Sarah Horn (School)

By having parents and carers working alongside a range of delivery colleagues, with the time to properly discuss issues and ideas, this co-production approach has been hugely valuable in starting to create some of the change the WSoA seeks to achieve, and in creating a robust WSoA. We haven't always got it right and we still have a long way to go, but it has been an important first step:

- Parents and carers have brought the lived experiences of families to the heart of the development of the WSoA. They have also brought their own personal and professional skills and expertise
- The process has helped to develop a shared understanding between parent/carers and Council/CCG colleagues, and has established a good basis for working together
- By working together, we collectively reached a far better understanding of the issues, and came up with better ideas to tackle them

57 Some of the parents and carers involved shared their experiences of the work:

*"Professionals have been listening, responding and trying to understand our lives. There are concerns amongst parents about how this gets enacted, we need to see"*

*"People were listening, voices were being heard and some of the topics were difficult, but it was good that professionals were understanding what we are going through"*

*"On the whole it was positive, to see the change, and have staff in the LA who are more willing to engage and listen, this has been the real change. The proof will be in how it is actioned, if it goes well more families will get involved"*

*"Overall positive as people have listened, we know that because of the questions they have asked back. We've seen the start of working with a wider number of families, it will get better. When we went from 3 to 1 councils a lot got lost, but this has brought people together quite well, I hope it will become something good"*

*"There's been a lot more openness and honesty among council staff than I've experienced in the past. But a lot of the actions are still quite aspirational, so we need to see whether the implementation delivers real improvements for children and their families."*

Children and young people's voices have informed the WSoA through:

- a) the sharing in workstreams of the priorities and co-production charter that a group of young people created in spring 2021, and
- b) the results of the new annual survey. In the WSoA we have set out a number of actions we are taking to ensure co-production with children and young people is embedded in our culture. The creation of a participation worker role will be important in this. The post will be dedicated to supporting a wide range of children and young people to work with partners on improvements.

After the inspection in July, we held an initial workshop of parents, carers and delivery colleagues to reflect on learning from the inspection and to discuss initial ideas to address areas for improvement. The SEND Improvement Board then reviewed the inspection findings and confirmed its commitment to co-production.

Work started in earnest after the summer break so that parents, carers and schools could be actively involved.

## Governance for development of the WSoA

**Cabinet  
Scrutiny**

**Sponsors: Elaine Redding  
(Council) and Sally  
Sandcraft (CCG)**

**CCG Governing Body**

### **SEND Improvement Board**

Partners set the direction and priorities, collectively agree and deliver the WSoA

### **8 workstreams for each of the areas of 8 areas of significant weakness, each holding 4 workshops**

All partners co-producing the WSoA, recommending it to SIB. Informed by learning and ideas from wider engagement with families and delivery colleagues

#### **w/c 27 Sept**

Workshop 1:  
Collectively understand  
the issues, identify  
'areas of focus' to  
address improvement  
needs

#### **w/c 18 Oct**

Workshop 2: Review  
areas of focus; identify  
actions inc.  
recommendations for  
immediate actions

#### **w/c 1 Nov**

Workshop 3: Review  
actions, identify  
resource needs and  
how to measure impact

#### **w/c 15 Nov**

Workshop 4: Confirm  
resource needs and  
measures of impact

## Immediate action

Where we can, we have already started to make improvements to the way we do things and have continued existing improvement work. Through the SEND Improvement Board, partners also collectively identified and agreed immediate new actions. Since the inspection, we have:

- Committed additional resources to support immediate work (with further business cases to follow):
  - Participation worker to work with children/young people and parents/carers
  - Dedicated post for development of the Local Offer
  - Communications officer (one day a week)
  - Project lead for developing joint commissioning arrangements (jointly funded by the Council and CCG)
  - Increase the statutory SEND team capacity
  - Two project managers to support implementation
- Secured councillors' commitment to the 45 recommendations set out in the Appreciative Inquiry
- Secured Claire Burgess, LGA Children's Improvement Advisor, to continue as the independent Chair of the SEND Improvement Board
- g • Supported the development of an alliance of parent carer groups, to ensure a far wider range of parents and carers are able to work alongside delivery colleagues to make the improvements needed, and to aid communication to families
- Increased capacity in the statutory SEND team
- Established a working group and commenced a review of the current banding system and descriptors
- Started co-producing with families and delivery colleagues three important new roles: 1) a children and young person participation worker, 2) a co-production lead and 3) officer to develop the SEND Local Offer
- Jointly appointed a project lead for developing joint commissioning arrangements. The immediate focus has been on supporting partners to co-produce joint commissioning action in the WSoA and act as a critical friend, providing external expertise and challenge, and assurance to the work. The project lead is facilitating the development of a joint commissioning strategy and framework, and outline options for developing sustainable joint commissioning arrangements in children and young people's services

- Appointed a permanent head of service for school places, funding and admissions who will lead on our SEND capital build projects
- Engaged with Somerset Council to learn from their experience of radical improvement, and secured an expert facilitator to act as a critical friend and support partners in writing the WSoA

## Our focus on delivering radical improvement

BCP Council, Dorset CCG and all partners are committed to making improvements as quickly as we can. However, the WSoA is a long-term plan. Some actions will be completed in a few months, others will take over a year, and families may not experience a difference for some time in some of the areas.

To get it right, the WSoA sets out a carefully planned sequence of actions, across a large number of partners, and we have built in time so that we can co-produce with families. As such, all actions are important because collectively, they will make the difference we need; however, it is critical that we have strong leadership, culture change and high aspirations to provide the foundations needed.

### Strong leadership to transform SEND

Strong, consistent leadership is crucial for delivering the WSoA. BCP Council now has a director of education in place who is the Senior Responsible Officer for delivering the WSoA. The interim director of children's services (DCS) will hand over to a permanent DCS in early spring.

BCP Council and the CCG have committed to making the necessary improvements so that children and families with SEND receive the service they deserve. Beyond the significant financial investment, political leaders as well as senior officers in both organisations are determined to ensure that, through the actions identified in this written statement, thorough improvements are made. Both organisations will be held to account by leaders, as well as by our families, and through robust scrutiny.

We intend to ground our WSoA delivery within a broader SEND transformation programme. The SEND transformation programme will enable us to respond to the inspection findings and also meet our ambitions for children and young people with SEND within BCP.

Partners' ambitions, as set out in the SEND and Inclusion Strategy 2021-2024, is for all children and young people with SEND to have brighter futures, fulfilled lives and be connected to their local communities so that they:

- experience inclusion in every aspect of their lives
- achieve their full potential
- are partners, alongside their families, in developing provision and services.

The impact of the SEND transformation programme will be captured and evidenced through a variety of quantitative and qualitative measures as detailed in the 'Assessing and Reporting Progress and Impact' section of this document. However, the true impact of the transformation programme will be evidenced through:

- Holistic approach – linking the various projects that are under the SEND transformation programme umbrella and other programmes such as the education transformation programme
- Implementation of necessary and urgent system and process changes – future-proof approach
- Increased inclusion of our SEND children and young people in mainstream schools
- Increased positivity – child and families experience and workforce, all voices are heard
- Change in culture – open and inclusive at all levels
- Streamlined, timely and efficient delivery of service to our SEND families
- Proactive decision making

## Creating a new culture

We know that to deliver our shared ambition we need to create a new culture across the local SEND system. In co-producing the WSoA, the culture workstream brought together parents, carers and senior system leaders from across the local area (see Appendix 1). Collectively, they set out the need for that culture to be based on Trust, Honesty, Transparency, Empathy, Communication, Belonging and Respect

No single action can change or create a culture; it will take time. The WSoA sets out our approach to culture change across the whole system. It is based on:

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- Creating a shared set of value-led behaviours modelled by system leaders and embedded in day-to-day working and governance
- Working alongside families to create change, communicating regularly and building the lived experience of families in day-to-day working, both strategically and operationally
- Leaders having an accurate understanding of the impact of culture change work, and creating an effective means for partners to collectively hold each other to account
- Embedding this within a new systematic people plan – covering training, development, recruitment and retention
- Embedding this approach throughout the WSoA – every action has been checked to ensure it supports or enables the creation of this new culture, and will continue to do so into delivery

## **High aspirations for our children and young people with SEND**

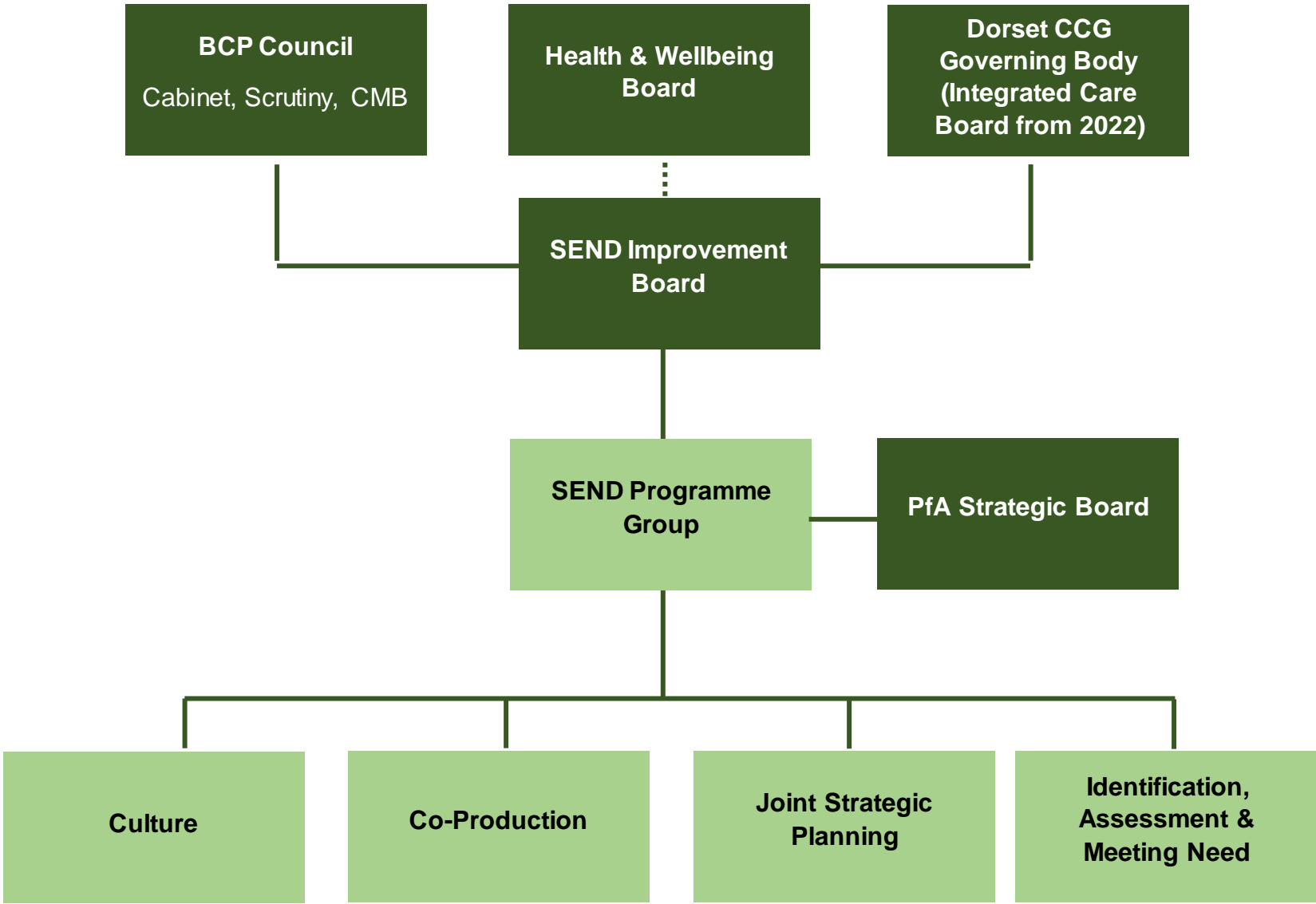
The local area inspection found some strengths as well as weaknesses about how we prepare and support young people with SEND for adulthood (PfA), but it did not look in depth and was not specifically covered in the eight key recommendations. However, we know from our self-assessment that there is much more to do, and it remains a priority for partners. Workstreams and the PfA Strategic Board were therefore asked to consider PfA in developing the WSoA and if it should be embedded within it or be a separate section in the plan. Partners have agreed that it should be embedded throughout our improvement work; therefore all actions will support PfA.

## **Working together to deliver the WSoA**

The Council and Dorset CCG are the accountable statutory bodies for the written statement of action. With partners on the SEND Improvement Board, the Council and CCG are committed to continuing to work alongside a wider range of families across the local area to deliver the plan. Wherever there are actions in the WSoA for partners to work together, this means we are co-producing across all partners including children and young people, parents and carers, recognising the demographics of the local area, and frontline workers, managers and system leaders across education, health and care.

The diagram below summaries the governance arrangements that will oversee the delivery of the WSoA (see Appendix 1 for membership):

Governance for delivery of the WSoA



- BCP Council and Dorset CCG – accountable for the delivery of the WSoA
- SEND Improvement Board – partners (parents, carers and delivery colleagues) jointly responsible for operational delivery of the WSoA within the agreed strategic framework
- Programme Group – partners (parents, carers and delivery colleagues) jointly oversee alignment of delivery, collectively problem solve, and agree issues for escalation to SIB (SRO, programme manager, workstream leads, chair of PfA strategic board)
- PfA Strategic Board – specific focus on preparation for adulthood elements of the WSoA, partners jointly oversee alignment of delivery, collectively problem solve, and agree issues for escalation to the Programme Group
- Workstreams x 4 – responsible for delivery of respective actions in the WSoA, each with a workstream lead responsible for delivery of the workstream, and a parent carer as a vice lead, holding partners to account and bringing in the wider parent carer voice and leads for all actions.

Workstream	Comprising the following WSoA areas	Lead
Culture	Culture	Anthony Douglas, DfE Advisor
Co-production	Co-production	Sarah Rempel, Director of Education
Joint strategic planning	Evaluation, Joint Commissioning	Sally Sandcraft, CCG SEND SRO Phil Hornsby Director of Commissioning
Identification, Assessment & Meeting Need	Sustainable Services, EHCPs, Graduated Response, Exclusion and Inclusion	Simon McKenzie, Head of SEND Geoff Cherrill, Chair of Schools Forum

Programme arrangements include SRO, Programme Manager, Project Managers, risk log, issue log, highlight reports and Gantt chart.

## Assessing and reporting progress and impact

Once the Secretary of State approves the written statement of action, we will publish it on our websites and make sure all stakeholders are updated on progress and understand how they can contribute to the improvement programme. An easy read version will be created, and we will work with parents and carers to find other ways to make it more accessible to a wider range of families.

We will launch our improvement programme with a series of engagement events starting in January 2022. These will be opportunities for families and senior system leaders to come together so that families can hear about how improvement plans are progressing, give their feedback, hold service leaders to account for delivery, and share their experiences and ideas to inform delivery.

Progress against delivery and, where applicable, impact will be recorded monthly, this will be reported:

Frequency	Audience for reporting
6 weekly	SEND Improvement Board through the above governance arrangements
Monthly	Reporting by workstreams to the Programme Group
Quarterly	Families via the SEND Local Offer and other electronic or paper communication channels
Quarterly	To Government
6 monthly	To children and young people and parents and carers, at in-person groups wherever possible and with virtual options

We will use a variety of measures to assess impact and progress including:

- **PI – Performance Indicators and/or data reported via scorecards.** This will include local and national measures, analytics from Local Offer web pages, targets if applicable and benchmarking where available.
- **Audit – Planned audits or formal evaluations.** Developed for the relevant area, which will include audit tools and written reports. These will be used where qualitative measures are not possible or alongside quantitative measures to provide evidence of quality alongside measurable performance. This may also include progress against actions identified from audit work.
- **Voice – Feedback from children, young people, parents, carers and delivery colleagues.** This will take a variety of forms, such as surveys, minutes from user groups, capturing of voice from client level work and analysis of compliments and complaints.
- **Review – Feedback from evaluations, documentation that evidences action, reviews of minutes or observations of meetings, which confirm actions.** This will take a number of forms from simple confirmations of actions taken to more in-depth reviews and evaluations.
- **Minutes** – a record of actions having been agreed at Boards or groups

# The Written Statement of Action

All actions are based on assuring Trust, Honesty, Transparency, Empathy, Communication, Belonging and Respect  
They have the child or young person at the centre.

## 1. AREA FOR IMPROVEMENT

The deep cultural issues leading to weak partnership working between services across education, health and care and between these services and children and young people with SEND and their families.

### Progress (BRAG)

	Complete
	On track running to plan
	Significant risk – plan is in place
	High risk – escalation required
	Not started

**1a.** Area leaders in Bournemouth, Christchurch and Poole (BCP) are only just beginning to implement the disability and special educational needs reforms. **(P2 MF1)**

**1b.** Leaders have been distracted from this important work by the reorganisation of the council and high staff turnover **(P2 MF1)**

**1c.** The amount there is for leaders to do is significant. A lack of urgency remains among some services to work together to tackle the issues with the pace that is needed. progress has not been maintained. Consequently, there is little evidence that key elements of the reforms are becoming embedded. **(P2 MF1)**

**1d.** Deep cultural issues within the local area continue to hamper leaders' ability to make progress. Some staff and front-line practitioners struggle to identify with the reorganised council. **(P2 MF2)**

**1e.** A poor understanding of the reforms, a need to save money and an embedded blame culture among some services is preventing effective joint working. **(P2 MF2)**

**1f.** The implementation of the reforms across front line services is too variable. **(P3 MF6)**

**1g.** Too many of the recent plans to improve are not focused well enough on culture, strategy and securing urgency among front-line services to change. **(P4 MF11)**

**1h.** Inconsistency in services across BCP means there is a lack of equitable opportunities for children and young people with SEND. This means that many children and young people do not have their needs met well or their needs are misunderstood...sometimes seen as a nuisance or too complex for schools to support. As a result, their mental health is negatively affected. **(P10 AFI 3.8)**

**1i.** Many find it increasingly difficult to continue to engage with education. In turn, this directly impacts on the wellbeing of their wider family **(P9 AFI 3.8)**

**Focus Area 1. Partners agree a set of values led behaviours which are the basis of creating one co-production culture across the local area SEND system.**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
1 A	Task and finish group of all partners co-create a set of values led behaviours, to be embedded in day to day working, identifying priority services/interactions.	Anthony Douglas	Jan 22	Mar 22		SIB agree the values and priorities (Minutes)	There is a set of agreed values led behaviours that are implemented across all partners and stakeholders
1 B	Develop and agree an action plan to implement the values	Anthony Douglas	Mar 22	Apr 22		SIB Agree the Action Plan (Minutes)	
1 C	Design and prototype changes to interactions with families, which will implement the agreed values led behaviours, within a priority service.	Anthony Douglas	Apr 22	Aug 22		Families and staff involved in the prototype report a significantly positive change in culture (survey and voice).	
1 D	Review and assess the impact of the prototype, making recommendations to SIB about how the learning can be shared and roll out options for other services/interactions	Anthony Douglas	Sept 22	Oct 22		Families and staff involved in the prototype define the positive changes in culture and values and recommendations to SIB clearly show how the impact can be extended (survey and voice).	

**Focus Area 2. Leaders have an accurate understanding of the impact of culture change work, and there are effective means for partners to collectively hold each other to account.**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
2 A	Task and finish group (as in 1A) to develop recommendations for an accountability and quality assurance framework across partners to ensure the values led behaviours are implemented and embedded	Anthony Douglas	Jan 22	Apr 22		There is a clear definition of how all partners will hold themselves and each other to account and presented to SIB for agreement (Minutes).	There is an understanding by all partners and stakeholders of the effect of all work undertaken to affect culture change and how all are held to account.
2 B	Agreed by SIB, implemented by all partners and incorporated into the wider evaluation framework	Anthony Douglas	Apr 22	Aug 22		Feedback from families and staff about significant positive change (survey and voice); evidence of partners holding each other to account (Audit).	

**Focus Area 3. Workforce development needs in the WSoA are addressed and the agreed values are embedded through partnership wide workforce development.**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
3 A	Task and finish group (As in 1A ) checks that agreed values are in place in the workforce development aspect of the new People Plan	Anthony Douglas	Aug 22	Aug 22		Evidence of agreed cultural values in the workforce development (audit)	Evidence of agreed cultural values in the People Plan (audit)

**Focus Area 4. The lived experience of families is understood and informs all operational and strategic work across the SEND system.**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
4 A	Task and finish group (As in 1A), led by families identifies, in a report, how the lived experience of families can be embedded in day to day working of both frontline and strategically, making recommendations to SIB	Anthony Douglas	Mar 22	July 22		There is a clear definition of how lived experiences are embedded throughout all working practices. (Audit & Voice)	The lived experience of families is embedded in all operational and strategic work (audit)  Parent and carers recognised that they experiences are understood and taken into consideration (survey)
4 B	Report received and agreed by SIB and implemented	Anthony Douglas	July 22	Dec 22		Families reporting a difference; staff and managers/leaders report a positive difference (Audit & Voice)	

## 2. AREA FOR IMPROVEMENT

**Weaknesses in leaders' evaluations of the effectiveness of the local area, including the lack of focus on the experiences of children and young people with SEND and their families**

### Progress (BRAG)

Complete

On track running to plan

Significant risk – plan is in place

High risk – escalation required

Not started

**2a.** Leaders' evaluations identify the challenges for the area in only broad terms. These evaluations do not allow leaders to have a full and accurate picture of the lived experience of children and young people with SEND and their families. (P5 AFI 1.3)

**2b.** Many children and young people with special educational needs and/or disabilities (SEND) and their families continue to have a poor experience and there is little sign of their outcomes improving. (P2 MF1)

**2c.** Leaders' evaluations of the effectiveness of the local area are too generous. (P2 M 3)

**2d.** Area leaders do not use feedback from children and young people with SEND and their families to inform their evaluations of their work well enough. (P2 MF3)

**2e.** .... leaders are too quick to flag effective projects or local initiatives as indicators of improvement. They fail to recognise their limited contribution to the lived experience of children and young people with SEND and their families. (P2 MF3)

**2f.** .... developments to improve leaders' ability to identify strengths and weaknesses in the area are implemented poorly. For example, the recently introduced process to check the quality of education, health and care plans (EHC plans) is weak. Leaders evaluate the plans overgenerously and are unaware their actions have had limited impact. (P2 MF3)

**Focus Area 5. There is a clear accessible process for gathering information about parent, carers and young people's views as to the strengths and areas for development, and their lived experience within the local area to inform future provision.**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
5 A	A task and finish group co-produces the processes needed to gather information about strengths and areas for development, to inform strategic commissioning and in year evaluation, for partners to act with urgency	Sam Best  Simon McKenzie	Jan 22	May 22		Any shortcomings in information gathering are identified, reported and addressed by those responsible. (Review and Audit)  Partnership wide processes and systems are agreed by SIB and implemented (minutes)	Parent, carers and young people's working directly with the SIB tell us that they see families' views informing decision making and being acted upon (survey)  Reporting back through "you said we did" on the SEND Local Offer

**Focus Area 6. Effective and regular 'two way' communication channels are in place, to communicate regularly in line with our values.**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
6 A	Co-production task and finish group (As in 5A) create a partnership plan for communication to and with families, including a central point of contact, identifying any comms capacity required,	Karen Hollocks	Jan 22	Apr 22		Draft partnership plan presented to SIB and agreed (minutes)	Partnership plan is in place and there is agreement by all parties that communication is more effective and rapid (Minutes)  Evaluations provide leaders with a full and accurate picture of the lived experience of children and young people with SEND and their families. They use feedback to inform judgements of their work accurately and implement improvements with urgency (Minutes)
6 B	Partnership Plan is implemented across all teams in a co-ordinated manner	Karen Hollocks	May 22	Oct 22		Parents, carers and young people report that there is an improved communication system across all services (survey)	
6 C	Within agreed Governance arrangements, every 3 months Senior Officers from across partners and parent carers and children and young people review the findings of the information gathering processes, including the feedback resulting from action 5 A, recommending how to act quickly on the findings and report them to the SEND Improvement Board	Sarah Rempel Sam Best	Feb 2022	and onward every 3 months		Reports are received by SIB and shortcomings addressed (Minutes)	

6 D	Actions agreed by the SIB are progressed and reported back to the SEND Improvement Board, and other governance arrangements are appropriate	Sarah Rempel Sam Best	Mar 22	and then following board decisions		The view that leaders have of their work is now detailed and improvements are implemented with urgency, reflected in the views of parents, carers and young people. (Forum & Voice)	
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**Focus Area 7. There is a central register for all service level issues raised across partners to aid a cohesive and transparent response**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
7 A	Task and finish group (As in 5 A) design the content, accessibility and mechanisms for managing a central register of service level issues, recommending how this can inform strategic commissioning and service improvement planning.	Simon McKenzie	Feb 22	Jun 22		Recommendations are agreed by SIB (Minutes)	The central register of issues is increasingly utilised by parents, carers and young people to ensure that their views and concerns are seen and acted on by relevant agencies and partners. (audit)

## Focus Area 8. The Local Offer has a 'You said – We did' section.

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
8 A	As part of the development of the Local Offer an improved 'You Said – We Did' section is incorporated	Louise Chiles	May 22	June 22		The 'You said – We did' section of the Local Offer is used by families and young people and a 'click link' measurement shows increased use over time. (Audit)	The Local Offer is used more widely and the 'You Said – We Did' is judged by parents, carers and young people to provide evidence of their needs being addressed. (PI, survey)

### 3. AREA FOR IMPROVEMENT

#### Poor co-production practice at a strategic and operational level

##### Progress (BRAG)

Complete

On track running to plan

Significant risk – plan is in place

High risk – escalation required

Not started

3a. Parents describe themselves as the ‘gate keepers’ of the support provided for their children **(P2 MF2)**

3b. Co-production ..... is poor and misunderstood. Parents are held at arm’s length, and they are not able to contribute meaningfully to leaders’ strategic thinking. **(P3 MF4)**

3c. Some area leaders do not understand what co-production is. **(P3 MF4)**

3d. Progress in building trusted relationships with and between parents and services is slow. As a result, the chance for area leaders to co-produce effectively with children and young people with SEND and their families is limited. **(P3 MF4)**

3e. The local offer website is not used well enough to signpost children and young people with SEND and their families to support and services..... improvements that have been made have not led to the resource being used more by children and young people with SEND and their families..... some links remain out of date **(P7 AFI 2.7)**

3f. A legacy of mistrust, poor co-production and inconsistent identification and meeting of need means that appeals to the SEND tribunal are rising. **(P10 AFI 3.5)**

3g. Access to and take up of personal budgets and direct payments is limited. Parents report that they are unaware of what a personal budget is. Others describe not wanting to pursue direct payments, because they must be assessed by a social worker to access them. **(P10 AFI 3.6)**

#### Focus Area 9. All stakeholders are committed to the principles of working together with equal voices, to shape a co-produced approach to meeting the needs of children young people and their families.

Ref	Milestone Actions	Accountable Officer	Milestone start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
9A	The Council and CCG issue a public statement of commitment to working with a wide range of parent carer groups	Sarah Rempel Sally Sandcraft	Dec 21	Jan 22		Statement issued and Parent Carer groups gather feedback about reach and evidence of the commitment (Voice)	Parents, carers and young people are fully involved in working together with all agencies who value

							their equal voice as part of their working principles in order to meet the needs of young people.
9 B	The Council and CCG agree respective senior officers, within SIB, with lead responsibility for co-production in their organisations, who receive regular reports on the outcomes of the quality assurance framework for co-production in relation to their organisations	Sarah Rempel Sally Sandcraft	Jan 22	Feb 22		Regular representation and meetings and a point of reference when co-production is not occurring. With actions when issues are raised. (voice, minutes)	There are clear lines of accountability for effective co-production within BCP and CCG ensuring that it is embedded in all aspects of work with young people and particularly those with SEND (audit)
9 C	Review the parent and carer co-production charter, and the children and young people co-production charter and recommend proposed revised charter/s to SIB for agreement by partners	Sarah Rempel and Sally Sandcraft	Jan 22	May 22		Wide range of families report their involvement in the charters and agreement with any revisions. (Voice)	
9 D	The charter/s are agreed by SEND Improvement Board	Sarah Rempel and Sally Sandcraft	June 22	June 22		The charters, including the pledge are published widely across the Local Area (Audit)	
9 E	BCP and Health Providers review governance arrangements to identify where and how to embed the principles of the co-production charter within governance	Sarah Rempel and Sally Sandcraft	April 22	July 22		Local Area agencies have embedded the principles and are acting upon them (Audit)	
9 F	Governance and implementation recommendations reported to SIB and the outcome published on the SEND Local Offer	Sarah Rempel and Sally Sandcraft	Sept 22	Sept 22		There is a widespread understanding of the place of the charters and the pledge across the Local Area. (Voice, Audit, Forum)	

9 G	A co-production pledge, part of the charter, is available for all partners to publicly commit their support to the co-production charter; launched and promoted, and included on the SEND Local Offer	Co-Production Worker (when appointed)	Oct 22	Oct 22		There is 100% commitment to the pledge within BCP Council and CCG with a high percentage from organisations and partners where it may not be mandatory (Audit)	
9 H	Create a 6 monthly review framework for co-production (including regular reviews of sign up to the pledge) agreed by SIB and implemented as part of the wider evaluation	Co-Production Worker (when appointed)	Sept 22	Jan 23 and on-going		There are predominantly positive responses to review outcomes published on the Local Offer (Voice)	

### Focus Area 10. Transform capacity across partners to support co-production with children and young people

Ref	Milestone Actions	Accountable Officer	Milestone start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
10 A	Co-create a job description and role of a Children and young people SEND participation worker, recruited by the Council, with a draft workplan developed from the WSoA	Sarah Rempel	Dec 21	May 22		Children and young people participation worker in post, working closely with all agencies and families, co-produced workplan in place; feedback from families and staff (Audit, PI)	Children and young people participation is embedded within the working practices of BCP and Health.
10 B	Agreed programme of work and arrangements for co-production with children and young people is created	Sarah Rempel	April 22	July 22		SIB agree the plan of work and arrangements (Minutes)	

## Focus Area 11. Transform capacity across partners to implement and embed co-production across partners

11 A	Co-create a job description and role of a SEND Co-production Lead, recruited by the Council, with a draft workplan developed from the WSoA	Sarah Rempel	Dec 21	Apr 22		SEND Co-production Lead is in post with a job description and workplan agreed through co-production (Audit)	Outcomes of the parents', carers and young people's views are embedded in a co-production culture and there is clear feedback of any being taken by agencies or if not, why. (Minutes & Reports)
11 B	Partners support parent and carers to explore options for a wider range of parent carers to be involved in co-production and identify arrangements and resourcing needs	Sarah Rempel	Feb 22	Jul 22		A wider reference group is established covering a wider demographic (Audit)	
11 C	Co-produce with children and young people and parents and carers agreed co-production and participation arrangements to cover the whole range of SEND needs	Simon McKenzie	May 22	Jul 22		There are agreed arrangements that feed through to all decision making (Voice, Minutes)	

## Focus Area 12. Co-production is embedded within the recruitment processes of partners

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
12 A	Establish children and young people, parents and carers as part of the recruitment process and identify what support and guidance arrangements are required to enable this for all involved.	Sarah Rempel Sally Sandcraft	Jan 22	Apr 22		Process approved by the Council and CCG (Minutes)	Co-production involvement for all key posts

**Focus Area 13. The SEND Local Offer is fit for purpose, in line with the Code of Practice, and well regarded and utilised by parents, carers and young people, and practitioners**

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
13 A	Migrate current SEND Local Offer into a new platform that provides scope for improvements to be made	Louise Chiles	Jan 22	Sept 22		Migration has taken place allowing improvements to be made (Minutes)	There is an easy to navigate, up to date Local Offer website providing detailed information for families and providers that is well used and well regarded.
13 B	Create a job description and role of a SEND Local Offer lead, recruited by the Council, with a draft workplan developed from the WSoA	Louise Chiles	Jan 22	May 22		Co-created job description and workplan are in place (Minutes)	
13 C	Develop and agree arrangements across partners for updating and maintaining the published SEND Local Offer, including accountabilities and timescales, and establishing an Editorial Board (remit of SEND Local Offer and SEND comms plan)	Louise Chiles	Apr 22	Jul 22		Editorial Board is established and all partners are represented (Minutes)	

#### 4. AREA FOR IMPROVEMENT

##### Weaknesses in the sustainability of services in the face of high turnover of staff and challenges with recruitment

##### Progress (BRAG)

Complete

On track running to plan

Significant risk – plan is in place

High risk – escalation required

Not started

**4a** Leaders have been distracted from this important work (implementation of the Code) by the reorganisation of the council and high staff turnover. (P2 MF1 – In Area 1 also)

**4b.** Staff turnover and challenges with recruitment across education, health and care have led to a lack of confidence in the SEND system in BCP. Front line staff describe the same frustration as families with changes in key personnel. (P3 MF 5)

**4c.** Parents and professionals describe new initiatives often beginning, but not resulting in sustained improvement because those driving them leave or change roles. (P3 MF5)

**4d.** The same challenges have also caused significant and continuing delays at Poole Child Development Centre. Even when positive strategies are implemented, parents and front-line practitioners lack faith that it will lead to sustained improvement. (P3 MF5)

**4e** High levels of caseworker turnover as an important contributory factor in long waiting times. (P5 AFI 1.2)

**Area of Focus 14. To have a consistent, knowledgeable and established service with a manageable caseload in place across education care and health services through an effective people strategy across education, health and social care.**

Ref	Milestone Actions	Accountable Officer	Milestone start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
14 A	Design a People Plan, embodied in policy; including arrangements to co-ordinate the learning opportunities and monitor the uptake and impact of training.	Sarah Rempel Sam Best	April 22	Aug 22		There is a published and agreed People Plan embedded in policy across Education, Health and Children's and Adult's Social Care which is based on the values of co-production and values from the culture workstream that puts children and young people at the centre and co-production as a major plank of the system with the culture ethos at the heart (Audit) There is a co-ordinated plan for workforce development across Education, Health and Social care and has a high level of take up, increasing year on year (PI)	There are well established and knowledgeable permanent teams across Education, Health and Social Care with a high level of staff satisfaction in their role.  There is a well-designed appropriate workforce development plan that leads to increased co-production by a well-supported staff who are showing a high level of job satisfaction
14 B	Ensure that the People Plan is implemented and the vast majority of staff are in permanent and established positions and there is a high level of satisfaction in working conditions	Sarah Rempel Sam Best	Aug 22	Feb 23		High percentage of staff have been in post for at least 1 year with supervision and appraisal showing at least 85% of staff being fully satisfied with their working conditions and none dissatisfied (PI)	

14 C	Establish any additional support that is required for staff across all agencies for morale and well-being (based on an assessment of current support, including the potential for access to 1:1 support/independent professional counselling)	Simon McKenzie  Sam Best	Jan 22	Aug 22		Staff survey across all agencies gives a clear view of staff morale, health and well-being and results show a regular improvement from a baseline with report from the Staff group to Chief Executive Officer and Chief Operating Officer of CCG (Minutes)	There is cohesive support system for all staff across all agencies that is well regarded staff.
14 D	Implement regular staff surveys, including existing ones, to baseline and then assess and monitor morale and well-being and job satisfaction	Simon McKenzie  Sam Best	Sept 22	Dec 22 and on-going		Staff survey across all agencies gives a clear view of staff morale, health and well-being and results show a regular improvement from a baseline (Survey, audit)	
Focus Area 15. Address immediate staffing issues in the Statutory SEND Team, Education Psychology Service and Child Development Centre							
Ref	Milestone Actions	Accountable Officer	Milestone start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
15 A	Prepare a staff budget forecast that includes growth to manage continued increase in numbers of EHCPs in line with recent trends. Ensure new recruitment is actioned well in advance to avoid staff overload due to increasing caseloads.	Simon McKenzie	Dec 21	May 22		Analysis of data is able to predict growth in overall need as well as more specific areas of need and location and plans are put in place to accommodate any growth.	Staffing and workload issues in the SEND Team are resolved and in Educational Psychology and Child Development Centre are reduced.
15 B	CCG to continue with the work being undertaken on bringing staffing levels up across the service, including the CDC. Also continuing with the Dorset-wide work on the All-Age Autism pathway.	Sam Best	Dec 21	Jun 22		Nurse practitioner post appointed and to be developed into a specialist nurse alongside the already appointed Children's Neurodevelopmental nurse specialist.	

						Lead clinical psychologist and consultant community paediatrician appointed.	
15 C	Take part in the Wessex approved training programme for neuro-diversity to increase the pool of provision as well the training programme for a foundation doctor in paediatric care which has been made possible by funding secured to create a full-time post.	Sam Best	Dec 21	Dec 22		Successful application to host a GRID paediatric specialist registrar in community paediatrics made to Wessex Deanery.  First trainee in post.  Foundation (F2) trainee has funding agreed and in post  (Audit)	

## 5. AREA FOR IMPROVEMENT

**The inconsistency in the implementation of the graduated response leading to slow identification and inequitable access and experience of the system across education, health and care**

### Progress (BRAG)

	Complete
	On track running to plan
	Significant risk – plan in place
	High risk – escalation required
	Not started

**5a.** Area leaders have not successfully implemented the graduated response..... there is a lack of consistency across provision in the area in understanding and implementing the graduated response effectively. (P5 AFI 1.1)

**5b.** Many parents have described that much of their experience relies on 'the luck of who you get'. This is particularly, but not exclusively, the case in schools. (P3 MF6)

**5b.** Schools and health providers work in isolation because there is no coherent strategy to help them to work in partnership with each other or with families. This presents a barrier to families in accessing other services for the identification and meeting of need. (P3 MF6)

**5c.** the processes for early identification once children and young people reach school age are mixed and unfair...(P3 MF6)... with weaknesses in joint working (P9 AFI 3.1)

**5d.** Weaknesses in identification once children reach school age leads to many children and young people going through the school system appearing to have challenging behaviour.

**5e.** Due to weaknesses in identification, too many pupils go through school with their needs unmet. (P4 MF 10)

**5f.** Many front-line workers are not trained sufficiently to identify need accurately and consistently. (P5 AFI 1.4)

**5g.** Social workers' understanding of how to identify social care needs for children and young people with SEND and their families is insecure, (they) are too quick to look at the care provided by parents, rather than review the challenges caused by the complexity of their children's needs. (P5 AFI 1.4)

**5h.** There is great variety in the skills and experience of SENCOs in schools. This means that children and young people with SEND are often assessed as not needing support when they do. (P5 AFI 1.4)

**5i.** Access to the autism spectrum disorder assessment pathway is not consistent for those who need it. (P7 AFI 2.4)

**5j.** Reported long waiting times when referred due to staff shortages at the child development centre..... there is a large cohort of children, young people and their families whose needs remain unknown and, therefore, are not being met. (P8 AFI 2.4)

**5k.** The experience for children and young people with SEND in the mainstream school system, particularly those identified as needing SEN support, is far too variable and sometimes ineffective. (P8 AFI 2.5)

**5l.** Access to speech and language therapy is inconsistent..... waiting times for specialist assessment and intervention are unacceptably long, resulting in some children and young people's needs not being met in a timely manner (P8 AFI 2.6)

**5m.** weaknesses in the identification and assessment of pupils in KS4 and KS5 mean that the picture is incomplete in relation to their apparent favourable comparable achievement and cannot be relied upon as an accurate reflection. (P9 AFI 3.2)

**5n.** Pathways into adulthood for young people with SEND are limited and too variable.... The numbers of young people accessing supported internships and supported living are low..... the proportion of young people who have learning disabilities securing paid employment is poor. (P10 AFI 3.4)

**Focus Area 16. The Graduated Response is used effectively so that needs are identified in a timely way, including addressing masking, through yrs. 0-25 and PfA; to enable children, young people, parents, carers and professionals to access appropriate support and resources, with clear pathways across the system for referral and assessment by the right service at the right time.**

Ref	Milestone Action	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
16 A	As an interim step, provide a 'hyperlinked' pdf version of the current Graduate Response to aid navigation published in the Local Offer	Louise Chiles	Dec 21	Jan 22		The Graduated Response is considered by users to be more accessible than the previous version. (Survey)	Parents, carers, young people, settings and agencies understand the process and eligibility for accessing assessments and are confident that needs are effectively identified and that there is provision that will support needs.
16 B	Task and finish group established of LA officers, partners, schools, colleges, parents and carers to review the implementation of the current Graduated Response documents	Vanessa Grizzle	Jan 22	Jul 22		Considered by the SEND Forum (Minutes)  Recommendations for changes are considered to be more focused and accessible than the previous version by all recipients helping all to meet the needs of children and young people. (Survey)	
16 C	Schools and settings and other agencies, along with parents and carers, agree to implement the outcomes of the review and use the Graduated Response as part of any requests for assessment	Vanessa Grizzle	Sept 2022	Nov 22		Agreed through the SEND Health Forum and Heads' Forum Assessment (Minutes) Evidence is more precise allowing needs to be met more effectively. (Audit, PI)	

16 D	Develop a more accessible, on-line version of the documents, linked to information on strategies and support to aid providers.	Louise Chiles	Oct 2022	Jun 23		<p>The on-line version is used by an increasing number of professionals in identification processes</p> <p>It is more effective in helping families understand the type of provision needed to support their young people. (Survey)</p>	
16 E	Review of guidance and accessible versions issued by the local authority and health about the SEND Code of Practice with children, young people, parents/carers, schools and other relevant stakeholders.	Vanessa Grizzle SEND Forum	Oct 22	Feb 23		Local authority and health guidance conforms to the Code of Practice but is considered to provide clearer guidance for all users and is published on the Local Offer. (Accessibility measures)	There is a consistent use of SEND Support across all schools and settings leading to more effective provision and a reduction in the needs for requests for assessment as needs are being met

### Focus Area 17. Children and young people pan Dorset will access timely and responsive support for autism

Ref	Milestone Action	Accountable Officer	Milestone Start date	Milestone End Date		Evidence of Impact	Overall Impact of Focus
17 A	Complete the ongoing All Age Autism Pathway review to deliver improvements across the whole system clarifying the pathway and strengthening the support offer for families	Mark Harris	Underway	Apr 22		There will be concise actions, timescales and impact from the agreed programme (Audit)	Partnership working will deliver a consistent Autism all-age Pathway and greater cohesive working that meets the needs of those with autism in all settings, helping all agencies and families in providing for them

17 B	Promote the co-produced Development and Behaviour pathway within all settings to improve early identification and assessment of needs, providing good support and strategies to children and young people and parents and carers in the pre-assessment stage. including training and resources.	Steve Clarke	May 22	Dec 22		Settings are fully aware of the pathway and there is evidence that it is being followed and providing necessary support. (Survey or audit)	The pathway is clear and accessible, in the graduated response as well as the Local Offer leading to a reduction in waiting times so that people feel supported whilst waiting and improve how they are feeling about it.
17 C	Actively engage and support the Autism in Schools project so that there is an understanding of the needs and participation and sharing in solutions on a national basis, recognising resource implications	Sarah Rempel	July 22	Dec 22		There is consistent use of the Autism in Schools project via pilot schools and increased expansion (Audit)	

**Focus Area 18. Children and young people pan Dorset will access timely and responsive support for their communication needs through a new approach to Speech and Language**

Ref	Milestone Action	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus
18 A	The Strategic Plan for the introduction of the 'Balanced System®' is agreed by Joint Commissioning Board	Sam Best	Dec 21	Nov 22		The strategic plan is agreed (Minutes)	A system of provision is established and communicated linking health and local authority agencies which removes barriers to the system and is published on the Local Offer.
18 B	We will prioritise the investment required to deliver the Strategic Plan of speech, language and communication which is a graduated response across universal, targeted and specialist levels of need and has	Sam Best	Apr 22	Dec 22		Investment is in place to enable the Balanced System® to be implemented (Minutes)	

	been co-designed based on the Balanced System <sup>®</sup> .						
18 C	We will co-design a shared 'system' performance and outcome framework that will be presented to the joint commissioning board by March 2022 ready for implementation in April 2022. We commit to jointly monitoring the performance and outcome metrics with our new joint commissioning	Sam Best	Apr 22	Implementation then on-going		Agreed outcomes are in place and implemented (Minutes, audit)	NHS CCG and Local Authority jointly commission an efficient, sustainable, pro-active and preventative needs-led speech and language therapy service model and achieves good outcomes with support provided at the right time, in the right place and in the right way for children and their families.
18 D	Establish an integrated workforce development strategy to support the delivery of the balanced system <sup>®</sup> so our staff in the system feel confident to identify, assess and support children and young people's speech, language and communication needs	Sam Best	July 22	Mar 23		There is an adequately trained and skilled wider workforce in order to deliver the vision and to increase capability and capacity in the system (Audit)	
18 E	The speech and language therapy service continue to deliver their reset and recovery plan to reduce the waiting times as a result of covid and deliver their co-produced balanced system <sup>®</sup> transformation plan beginning in April 2022.	Sam Best	Jan 22	Apr 22		Aligned caseloads and clusters with local authorities Changed caseload management to remove review caseloads. Meetings with SENCOs to identify and agree priority cases. Development of specialisms and expert clinical leadership for specific	Improved access to SALT, reduced waiting times and closer management of caseloads to provide a more efficient and accessible service.

						specialist need Named SALTs for schools (Audit)	
18 F	Education and early years settings engage with the balanced system® supporting staff to access education and training and actively adopting a whole school approach to speech, language, and communication to improve identification, assessment and support	Sarah Rempel Sam Best	Apr 22	Apr 23		Increasing number of schools are engaging with the programme (Audit)	

**Focus Area 19. Access to supportive courses for parent and carers, which recognise the role and needs of parent carers in meeting diverse SEND needs**

Ref	Milestone Action	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus
19 A	Senior system leaders discuss the current issues around attendance at parenting courses being a barrier to accessing paediatric services to agree a resolution within NICE Guidelines	Sarah Rempel Sam Best	Jan 22	Mar 22		Issues are clearly understood and a strategy is in place to resolve issues (Minutes)	There is greater understanding by all parties of the nature of how courses for parents are described and accessed so that there is greater acceptance of appropriate courses
19 B	Comprehensive programme and content of accessible courses and support agreed, following full consultation, and advertised across parent groups and SEND Local Offer linked to a procedural response from	Julia Cramp	Sept 22	May 23		Access to the range of courses is considered to be advertised widely as well as through the SEND Local Offer leading to good take-up of both learning opportunities and support. (Survey)	The new offer of courses for parents is well regarded in terms of how well families consider it meets their needs and the longer term impact of employing strategies from the learning/support (survey)

	paediatrics as well as a monitoring of take-up of learning opportunities and support						
<b>Focus Area 20. Social Workers and Managers understand the complexities of SEND that can influence family relationships and are prepared for the provision that may be necessary across Care, Education and Health</b>							
Ref	Milestone Action	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus
20 A	Co-produced training programme around the nature of SEND, the Graduated Response and its impact on families is developed for Social Care staff agency staff and Managers, Early Help and Attendance Services, which is part of induction training (part of the wider People Plan)	Rachel Gravett	Jan 22	Jun 22		There is a programme of training that covers all of the concerns of parents, carers and young people as well as agencies. High level of agreement that it meets the needs (Audit)	There is a greater understanding of the potential place of SEND in family issues  100% take-up of training through induction and targeted updating training for relevant staff
20 B	Managers in Social care ensure that all cases of concern explore the potential for SEND issues to be having an impact on the issues.	Rachel Gravett	Feb 22	On-going		Quality and assurance systems show that SEND issues and the potential impact have been explored (Audit)	

Focus Area 21. Implement a tell it once approach							
Ref	Milestone Action	Accountabl e Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus
21 A	Task & Finish group to review the processes within SEND across all agencies and schools to taking a 'tell it once' approach, addressing how families currently experience telling their story	Sarah Rempel  Sam Best	Jan 22	Jul 22		Recommendations agreed by SIB (Minutes)	System is agreed by all as effective and there is a recognised reduction, by parents, carers and young people, in them having to repeat their story.
21 B	Implement a consistent system, with input from parents and carers and young people so that relevant information is carried forward to those who are involved with the family.	Sarah Rempel  Sam Best	Jul 22	Jul 23		Agreed system is in place and being utilised by all agencies (Audit)	
Focus Area 22. Governing bodies, Management committees of PRUs and Proprietors of Academies are following the statutory guidance on supporting pupils at school with medical conditions							
Ref	Milestone Action	Accountabl e Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus
22 A	Undertake a survey of schools to ensure that they are all aware of their responsibilities and that their policies reflect the expectations	Sarah Rempel	Jan 22	Mar 22		Survey gives a clear picture of the number of schools that are aware of their responsibilities under the Statutory Guidance (Audit)	100% of new Governors and members of Boards undertake training (PI)

22 B	Expand the new Governor training courses, including induction, to provide greater emphasis on this area, and recommend the appointment of an inclusion governor	Sarah Rempel	Jan 22	Jul 22 and then on-going		Statutory responsibility is added to the existing course for Governors and includes CCG representation in the training (Minutes)	
22 C	Dorset CCG and partners to review the arrangements for Children in schools who have long term conditions and disabilities which fall outside of the locally commissioned school nurse offer	Sam Best	Mar 22	Jun 22		Access to medical or specialist health support for children and young people with complex health needs in schools (Survey)	Closer co-operation between all services and Health provision.
22 D	Review and baseline the effectiveness of healthcare professionals notifying the identified link person when they have knowledge of a young person that needs medical support in school.	Sam Best	Mar 22	Jun 22		There is an increase in the proportion of healthcare professionals notifying the link person, (usually School Nurses) when there is relevant information about a young person. (Audit)	

## 6. AREA FOR IMPROVEMENT

**The wide variances in the quality of education, health and care plans caused by weaknesses in joint working, fair access, timeliness and quality assurance processes**

	Complete
	On track running to plan
	Significant risk – plan in place
	High risk – escalation required
	Not started

- 6a. The overall quality of EHC plans is not good enough. Too often they reflect the lack of joint working between education, health and care. (P3 MF 7)
- 6b. Contributions to plans and annual reviews rely too heavily on schools. Health and care contributions are often lacking. (P3 MF 7)
- 6c. Quality assurance processes are not established and not leading to robust improvement. (P3 MF 7)
- 6d. Many children's and young people's EHC plans do not specify the provision that will meet their education, health and care needs well enough. (P3 MF 7)
- 6e. Processes can prevent families from having appropriate access to services and support that can improve their outcomes. (P3 MF 8)
- 6f. Families are not able to access direct payments without having a social worker. These weaknesses prevent children and young people from accessing appropriate provision and support in a timely fashion. (P3 MF 8)
- 6g. The local area continues to struggle to meet statutory timescales for the assessment of children's and young people's SEND. (P5 AFI 1.2)
- 6h. a significant backlog of weak plans remains. The efficiency of these processes is undermined by weaknesses in joint working and information sharing (P5 AFI 1.2)
- 6g. The lag of varying approaches from the historic boroughs means the quality of EHC plans remains too varied. (P7 AFI 2.1)
- 6h. Where EHC plans are weak, it is a direct result of weaknesses in joint working across education, health and care and a poor understanding of co- production. (P7 AFI 2.1)
- 6i. where children's and young people's and their parents' views are recorded, this does not result in a clear thread throughout the plan itself. (P7 AFI 2.1)
- 6j. EHC plans do not reflect the desired wider outcomes shared by children and young people and their families. (P7 AFI 2.1)
- 6k. The systems and processes that surround the application for and review of EHC plans do not work well enough.....unacceptably long delays in receiving reports from health professionals. (P7 AFI 2.2)
- 6l. There is not enough clear guidance for mainstream providers about how to provide precisely for these children and young people. This contributes to the wrong view that all children and young people who have an EHC plan need to attend specialist provision (P7 AFI 2.2)
- 6m. Health and care professionals have not been trained well enough to ensure they understand their role in making contributions to new assessments and annual reviews. (P7 AFI 2.3)
- 6n. Where processes rely on the skills and experience of SENCos, this leads to differing approaches to including health and care professionals, some of which do not work. (P7 AFI 2.3)
- 6o. EHC plans are too focused on educational outcomes, even when a child or young person is also supported by health or care professionals. (P7 AFI 2.3)

**Focus Area 23. An assessment process that results in high quality EHCPs and Annual Reviews that fully meets the statutory requirements and is consistent and cohesive BCP policy.**

Ref	Milestone Actions	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
23 A	End to end review of EHCP and Annual Review processes across partners including parent carers, externally facilitated, recommendations agreed by SIB Including timeliness, need for IT system and Business Support	Simon McKenzie	Jan 22	Apr 22		Precise definition of areas for development and strengths (Minutes)	EHCPs and Annual Reviews are judged to be of high quality, meeting statutory requirements and judged to be effective by parents, carers, young people and providers.
23 B	Once completed, the revised process is implemented and published on the SEND Local Offer	Simon McKenzie	May 22	Aug 22		Accessible to families and practitioners – SEND Local Offer click link (PI) and feedback (Voice) Timeliness improves to at least the national average (PI)	
23 C	Ensure regular quality assurance of EHCPs by SEND Team is undertaken before issue	Simon McKenzie	Jan 22	On-going		EHCPs are considered of a good standard against QA format (Audit)	
23 D	Create a rigorous quality assurance process, involving senior managers, that ensures that EHCPs and the processes are of high-quality specifying needs, provision and outcomes clearly and including the 'Golden Thread' of young people's, and parents' and carers' aspirations.	Simon McKenzie	Mar 22	Apr 22		Quality assurance and feedback ensure that there is improvement in EHCPs and none require improvement (Audit) Percentage of audited EHCPs that are good or better (Audit)	
23 E	Implement a training and development programme for the Assessment and Casework teams to address consistency, plan writing and raising standards.	Lindsey Sloan	Mar 22	Sept 22 and on-going		Clear training and development programme in place, evidence of improvement in standards	

23 F	Establish a process within SEND management to remove the backlog of weak plans. Case Officers at transition point Annual Reviews to establish where improvements are needed and to update as appropriate	Simon McKenzie	Jan 22	Mar 23		The backlog of weak plans is removed and there is no further backlog developing	
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**Focus Area 24. High quality co-produced advice from all providers (also parental and young people's views) is received within timescales and provision and outcomes are clearly represented in the EHCP from 0-25**

Ref	Milestone Actions	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
24 A	Key agencies to implement quality assurance processes to ensure good quality advice and devise and implement co-produced training to support and advise professionals.	Simon McKenzie Sam Best	Mar 22	Aug 22		Quality of advice is improved and user friendly so that issues raised reduce by at least 50% in the first year and further in subsequent years. (Audit & Voice)	The views and aspirations of parents' carers and young people are clearly represented throughout the EHCP matching the needs and provision made, meeting Timeliness requirements
24 B	Implement Quality Checks to baseline and then ensure that good quality from all agencies, but specifically Health and Social care, is received in a timely manner.	Simon McKenzie	Feb 22	Aug 22		QA process shows that there is clear advice from all agencies that gives clear direction for the writing of the EHCP. (Audit)	
24 C	Review the current formats for seeking parent, carer and young people's views to ensure it is fully accessible and seeks a breadth of information and implement, building in the tell it once action.	Simon McKenzie	Feb 22	Jun 22		Clear understanding of strengths and areas for development in obtaining and recording views of families and aspirations and made accessible to all readers.	

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**Focus Area 25. Parents can make informed choices around Direct payments, Personal budgets and Continuing healthcare budgets, without the presence of unnecessary barriers.**

Ref	Milestone Actions	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
25 A	Establish continuity from children's services through to adult Care and ensure unnecessary barriers are removed. Develop to build a clearer joined up process	Simon McKenzie Jenni Collis-Heavens	Jan 22	Aug 22		Parents report that barriers previously presented during their applications have now been removed (Survey, Voice)	There is clearer information around these payments, simpler routes to application and a greater take up of the offers.
25 B	Publish clear guidelines for the processes to access Direct Payments, Personal Budgets and Continuing Healthcare	Louise Chiles	Aug 22	Oct 22		Guidelines are on the SEND Local Offer and opportunities for accessing these are also raised at assessments (Audit)	

**Focus Area 26. The High Needs Funding formula meets the needs of children and young people, families and providers**

Ref	Milestone Actions	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
26 A	Complete a banding review for mainstream provision (links to Graduated Response)	Simon McKenzie	Underway	Apr 22		Banding review is completed (Minutes) (subsequently agreed by Schools Forum and Cabinet)	There is a clear system of funding throughout the SEND provision that allows young people's needs to be met

## Focus Area 27. Clear thread throughout the plans reflects the desired outcomes through to preparation for adulthood (PfA)

Ref	Milestone Actions	Accountable Officer	Milestone Start date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
27 A	Review the current processes for including PfA at all relevant stages, ensuring that PfA includes all young people including those not in settings or in alternative provision.	Lindsey Sloan	Jan 22	May 22		Barriers to the more effective provision for PfA are identified and removed so that they are discussed at 14+ reviews and for some young people and families at earlier stages where appropriate to take in the lived experience (Audit) Reduction of NEETS from average to below national (PI)	PfA is covered in much more detail and provision for those young people approaching that stage of their lives, or families with significant needs, is identified early. Completion
27 B	Ensure that PfA considerations address needs from at least Y9 but in some case earlier and also reflect the needs of the families.	Lindsey Sloan	May 22	Oct 22		Needs for PfA are identified and put in place including those with life limiting conditions (Audit)	
27 C	Promoting the use of apprenticeships and internships for young people with SEND, within the Council, health, schools	Lindsey Sloan	Jan 22	Dec 22		A programme is established within BCP, health and schools for apprenticeships and internships for those with SEND and there is a good take-up across all departments in BCP and Health and in schools and settings (Audit) 12% of apprenticeship (PI)	

## 7. AREA FOR IMPROVEMENT

Poor joint commissioning arrangements that limit leaders' ability to meet local area needs, improve outcomes and achieve cost efficiencies

### Progress (BRAG)

Complete
On track running to plan
Significant risk – plan in place
High risk – escalation required
Not started

7a. Leaders do not identify their commissioning, capital and provision needs precisely. (P5 AFI 1.3)

7b. much of the outcome information published in relation to the local area is not useful to identify need. (JSNA) (P5 AFI1. 3)

7c. Joint commissioning between services in BCP is limited. (P4 MF 9)

7d. Chance to achieve an economy of scale from jointly commissioned therapy services across the local area are missed. (P4 MF 9)

7e. Poor collaboration between services means the culture is not right to improve this issue. (P4 MF9)

7f. Children and young people with SEND who need specialist equipment for their physical development do not reliably get what they need. .... the funding to secure the specialist equipment is not forthcoming. This is particularly the case for children and young people who have challenges with their physical development, but do not have an EHC plan. As a result, the provision for these children is compromised. (P8 AFI 2.8)

7g. Access to appropriate short breaks is lacking.... advertised on the local offer as inclusive and SEND friendly. However, when arriving on site, parents find that the offer is run by staff who do not have the skills or the capacity in the team to meet their children's specific needs. (P10 AFI 3.7)

## Focus Area 28. An effective SEND JSNA demonstrating current and future health, education and social care needs of those living with SEN and Disability

Ref	Milestone Action	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
28 A	Task and Finish Group to deliver updated SEND JSNA to be led by Public Health	Jo Wilson	Jan 22	Mar 22		Agreement on the existing challenges where the Local Area should immediately focus its resources to achieve improvement/transformation (Minutes)	Strategic commissioning decisions and improvement planning is based on the SEND JSNA
28 B	Bring together data and views of young people with SEND and their families for analysis – to reveal any	Jo Wilson	Feb 22	May 22		Agreement on priority areas for future joint work across	

	trends or gaps in education, health and care provision, identifying the opportunities to improve support and services for children and young people with SEND.					education, health and social care (Minutes)	
28 C	Agree strategic priorities for action which will inform joint commissioning (based on both current and future needs for education, health and care services).	Jo Wilson	March 22	July 22		A clear link between the JSNA and the local area's vision, strategy and framework for joint commissioning (Minutes)	
28 D	Establish a system with all agencies, parents, carers and young people for the creation and updating of a live JSNA model.	Jo Wilson	Jun 22	Sept 22		The JSNA process is now more responsive and provides up to date information across all users and is posted on the SEND Local Offer (Audit)	
28 E	Training and support provided on the utilisation of the JSNA model to inform effective joint commissioning.	Jo Wilson	July 22	Sept 22		Strategic commissioners from different agencies understand how to use the JSNA and decide together how best to meet needs (Review, Audit).	

**Focus Area 29. A vision, strategy and a framework for joint strategic planning and commissioning and planning of services between education, health and care is in place with clearly identified priorities and agreed outcomes to be delivered**

Ref	Milestone Action	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
29 A	Task and finish group to review and develop existing SEND joint commissioning strategy	Julia Cramp	Dec 21	Feb 22		Education, health and care professionals with a role in strategic planning and commissioning work collaborate to improve support and services in the local area (Minutes)	There is an agreed medium term strategy setting out priorities for joint work to improve outcomes for children and young people with SEND, and agreement on how commissioning

29 B	Mapping of current joint commissioning activity and opportunities for future joint commissioning (in line with SEND Code of Practice)	Julia Cramp	Jan 22	Mar 22		Proposals for service re-design and new service models as a result of current joint commissioning work are well-understood and communicated to all within the SEND community (Minutes, Audit)	organisations will collaborate to transform services.
29 C	Develop a 3 year SEND joint commissioning strategy, informed by a high-level review of SEND pathways to meet all aspects of need,	Julia Cramp	Mar 22	July 22		There is an agreed plan for joint commissioning activity and clarity on how this works links to identified needs and priorities within the SEND JSNA (Audit)	
29 D	Agree principles and processes for how commissioners across the local area will work together to design and deliver services to meet need.	Julia Cramp	Mar 22	July 22		There is an agreed joint commissioning framework (as part of the joint commissioning strategy) with links to the co-production charter (Minutes, Audit)	
Focus Area 30. There is clear and agreed governance and decision-making for joint strategic planning and commissioning for children and young people and decisions / progress are well-communicated to the SEND community							
Ref	Milestone Actions	Accountable Officer	Milestone start date	Milestone End date	RAG	Evidence of Impact	Overall impact of Focus Area
30 A	Map out existing governance structure and role of each Board/Group (including decision-making related to joint planning and commissioning for children and young people with SEND)	Julia Cramp	Dec 21	Jan 22		Processes for strategic oversight of the SEND transformation programme are fully explained along with clear information about how parents, carers and young people can become involved in co-production and decision-making (Voice)	There is evidence of challenge and scrutiny that leads to positive change for children and parents. There is clarity about different agencies' responsibilities and who will take actions forward.

30 B	Discuss mapping with Chairs of relevant Boards/Groups and produce briefing paper on governance arrangements	Julia Cramp	Jan 22	Mar 22		Clarity on decision-making and accountability for different aspects of the SEND transformation programme (Minutes)	
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### Focus Area 31. Strategic commissioning capacity and people supported to develop competencies

Ref	Milestone Actions	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
31 A	Assess capacity for strategic joint commissioning across the Council and the CCG	Julia Cramp	Jan 2022	Mar 22		Senior leaders agree the level of staffing needed for effective strategic joint planning and commissioning and proposals for developing this capacity (Minutes)	There is sufficient capacity to deliver agreed joint commissioning processes
31 B	Consider skills needed for effective strategic commissioning and put forward proposals for supporting staff development.	Julia Cramp	Feb 2022	Apr 22		Workforce development needs of people involved in strategic commissioning are identified and there is agreement on how to meet these needs (Minutes)	

### Focus Area 32. Consistent approach for access to specialist equipment both at home and in education settings

Ref	Milestone Action	Accountable Lead	Milestone Start Date	Milestone End date	RAG	Evidence of Impact	Overall Impact of Focus Area
32 A	Immediate action to identify short term improvements for the use of unused equipment	Sarah Langdale Sam Best	Jan 22	Mar 22		Clarity on available funding and decision-making related to specialist equipment needed both within homes and in early years settings/schools (Voice)	Families and young people receive the specialist equipment they require in a timely manner

32 B	Jointly commission and implement a longer-term solution for specialist equipment	Sarah Langdale Sam Best	Apr 22	April 23		New service is in place (Audit, Voice, PI)	
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### Focus Area 33. Access to appropriate and inclusive short breaks clearly advertised on the SEND Local Offer

Ref	Milestone Action	Accountable Lead	Milestone Start Date	Milestone End date	RAG	Evidence of Impact	Overall Impact of Focus Area
33 A	Complete needs assessment and options appraisal to inform provision for all needs in the area.	Sarah Langdale	Nov 21	April 22		Recommendations are reported to SIB and implementation timetable agreed (Minutes)	Great clarity and accessible in the shortbreaks offer

## 8. AREA FOR IMPROVEMENT

**The proportion of pupils not accessing education because of the disproportionate use of exclusion and poor inclusive practices across the area.**

### Progress (BRAG)

	Complete
	On track running to plan
	Significant risk – plan in place
	High risk – escalation required
	Not started

**8a.** Exclusions of pupils with SEND are too high.... this is particularly the case in secondary schools. **(P4 MF10)**

**8b.** Variability in the quality of school provision means that when some pupils present with challenging behaviour, this is not managed well, and their underlying need is not considered. **(P4 MF10)**

**8c.** Area leaders recognise there are weaknesses in inclusive practice in the area. However, they are late in challenging this and have not established robust systems for challenging poor practice. **(P8 AFI 2.5)**

**8d.** In the absence of suitable support from services, including health and social care, schools' resort to taking action in isolation. For example, they make direct arrangements with alternative provision, charities, and therapists. **(P4 MF10)**

**8e.** Similarly, they compensate by recruiting their own staff to support pupils' mental health, challenging behaviour and wellbeing. While this meets individual needs sometimes, it is not equitable across the area and further embeds fractured provision across BCP **(P4 MF10)**

**Focus Area 34. There is a co-produced 5 Education Year plan and strategy that is shared and implemented by all education, health and care providers and addresses the shortcoming identified in the inspection, with effective means for partners to collectively hold each other to account.**

Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
34 A	Co-create with families, children and young people a vision, and 5-year Inclusion in Education Strategy and plan for BCP, including post-16 (including a Standard of Inclusion in education).	Sarah Rempel	Jan 22	Oct 22		All providers and users have signed up to a published 5-year plan for the inclusive education from 0- 25 years (Minutes, Audit)	Target rate for FTE to be at or below national  Target rate for PEx to be at or below national

34 B	Strengthen support so that responses towards inclusion within the local area, including governance of settings, schools and colleges, are at a high level, ensuring this is also embedded as part of the wider evaluation framework - including multi-agency, parent/carer and C&YP monitoring.	Sarah Rempel	May 22	Dec 22		There is a cultural shift across the local area towards an inclusive structure reflected in reductions in FTE and PEx (PI)
34 C	Explore the strengths identified in Early Years, particularly at transition points and identify ways to replicate these across the phases.	Simon McKenzie Lesley Tasan	May 22	Jul 22		There is a more joined up system recognising the strengths and evidence of reduced exclusion following transition (Audit, Survey)
34 D	Undertake an inquiry into post-16 and PfA-related provision including difficulties around transition into work.	Simon McKenzie Lindsey Sloan	Feb 22	Jul 22		The pathways for post-16 students into employment will be clear and diverse (Audit, Survey)  Reduction in number of NEET (PI)  Increase in the take up of supported internships (PI)
34 E	Create opportunities to incorporate the lessons from lived experiences into policy and practice, through practice guidance.	Sarah Rempel Parent	Feb 22	Sept 22		There is greater understanding across the local area of the impact on the lived experience of families (Audit, Survey)

### Focus Area 35. An Inclusion Quality Mark supports providers to deliver against the Inclusion Strategy and Standard.

Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
35 A	Co-produce an Inclusion Quality Mark (IQM) and provide the means for all settings, schools and colleges, parent carers and children and young people to participate in support and development opportunities.	Vanessa Grizzle	Dec 21	Jun 22		More than 50% of schools in BCP are signed up to complete the IQM (PI, Audit)	Increase of 5% per year to national average, for children and young people with EHCPs having their needs met in mainstream schools.

35 B	The Inclusion Standard is agreed, following consultation, and is launched across all education settings followed by a 'sign up' to its function.	Vanessa Grizzle	Jun 22	July 23		All settings, schools and colleges have signed to the Inclusion Standard (PI)	
<b>Focus Area 36. Partners jointly work together to put in place cohesive services and provision to support inclusion</b>							
Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
36 A	Interim review of support needs for school to support the breadth of SEND needs	Vanessa Grizzle	Sept 22	Dec 22		Support offer to schools revised (2 term notice required for any changes) agreed by Schools Forum, reported to SIB (Minutes)	Schools report they have timely access to the right support across a range of services  Evidence of increased inclusion in schools
36 B	Full review support needs for school to support the breadth of SEND needs (informed by other pilot work)	Vanessa Grizzle	Jan 2023	Mar 23		Full review of support needs completed, recommendations agreed by Schools Forum, reported to SIB (Minutes)	
36 C	Support the expansion of the Team Around School programme to create a cohesive joined approach across all partners.	Sarah Rempel	March 22	Aug 22		Closer working between SEND services, inclusion services and social care to meet the needs of pupils (Audit)	
36 D	Investigate a locality hub model for piloting inclusion initiatives.	Sarah Rempel Headteachers Forum	Sept 2022	Dec 2022		Report and recommendations between the Council and Schools Forum (Minutes)	
36 E	Use the Anna Freud Link Programme to improve access to mental health provision for children and young people across BCP.	Sarah Rempel Nova Bovaird	Jan 22	Jan 23		Improved joint working between mental health professionals, school and college staff across the whole community with a shared professional language, pooled local knowledge and established working relationships to plan services together (Audit)	

Focus Area 37. The number of fixed term and permanent exclusions for all children and young people, but particularly those identified as vulnerable, is below National figures and falling.							
Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
37 A	Development of a multi-disciplinary pilot programme in collaboration with schools to proactively support pupils at risk of exclusions/experiencing poor attendance. This pilot will include robust evaluations in helping BCP to inform future sustainable offer.	Geraint Griffiths	Sept 22	Dec 22		Evaluation of pilot completed  Learning shared across the system informs a review of the offer. (Minutes)	Target rate for FTE to be at or below national  Target rate for PEx to be at or below national
37 B	All settings and the Council to pilot a pre-exclusion ‘case conferencing’ system.	Geraint Griffiths	Sept 22	Dec 22		Evaluation of pilot completed  Learning shared and decision made on role out (Audit)	
Focus Area 38. There is a consistent approach in the use of Alternative provision, overseen by a Panel, so that children and young people make good or better progress.							
Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
38 A	Review the Alternative Provision policy	Geraint Griffiths	Dec 21	Feb 22		Updated policy agreed by partners (Minutes)	Consistent approach to the use of AP
38 B	Task and Finish Group co-produce quality standards for Alternative Providers with outcomes for young people at its heart and identify timescales for reviewing the AP Framework informed by the standards	Geraint Griffiths	Apr 22	Jun 22		Quality standards agreed by SIB. Plan in place for implementing the Quality Assurance process (Minutes)	Evidence over time of good or better outcomes for young people  Evidence over time of improving standards

**Focus Area 39. Those Children Missing Education, across BCP, both CME and Pupils missing out on education, have their needs identified and provision put in place rapidly.**

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Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
39 A	Establish a robust tracking system, with clear roles, responsibilities and processes, to reduce the potential for children and young people to be missing education.	Geraint Griffiths	Jan 22	Apr 22		Process and reporting taking place, with half termly census for young people on p/t timetables. (PI)  Clarity amongst partners on CME and CMOE. – review processes to see they are robust. (Audit)	Reduction in CME and CMOE  Pupils are not out of school for extended periods  Frontline colleagues report that they have a better understanding of masking  Increased safeguarding
39 B	Task and finish Group for children, young people, parents and carers and other stakeholders to identify the barriers, including the masking of difficulties, to children and young people with SEND attending education provision; making recommendations to SIB	Geraint Griffiths	Apr 22	Jul 22		Recommendations made and agreed by SIB (Minutes)  Children and young people and parent carers involved in the work report that they feel delivery colleagues have understood the issues raised and the actions agreed with address the issues. (Voice)	
39 C	Ensure robust quality assurance processes are in place to provide assurance that CME processes are being appropriately followed.	Geraint Griffiths	Dec 21	Feb 22		Report to Director of Education providing assurance (Audit)	
39 D	Review the Fair Access protocol with agencies, education providers, parents and carers and children and young people, and address any identified short comings. To be implemented Sept 2022	Angie Hill	Dec 21	Sept 22		Fair Access protocol agreed by the Director of Education and reported to SIB (Minutes)	

**Focus Area 40. There is a team of 'Youth Champions' who work with schools and other providers to identify positive aspects of provision.**

Ref	Milestone Actions	Accountable Lead	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
40 A	Develop a team of Youth Champions, trained and supported by BCP's Participation Worker to work with schools on identifying positive aspects of inclusive provision.	Participation Worker	May 22	Dec 22		Team of Youth Champions is in place representing the breadth of needs and key stages within BCP (Audit, SEND Forum)	Positive aspects/learning is shared amongst schools and other providers
40 B	Youth Champions' reports are shared with school, academy trusts and a range of Council teams.	Participation Worker	Dec 22	Mar 23		School, academy trusts and a range of Council teams identify how they will use the learning from each report (Survey)	Youth Champions report the work was a positive experience and they felt listened to

## Appendix 1 – Governance and co-production work

### Contributions from parent/carers

A number of parents and carers shared their experiences directly individually with the director of education. In addition, senior leaders from the Council and CCG also met with parent and carers in a number of online and in person groups as set out below – the learning from all of these discussions have shaped the WSoA.

Online events hosted by LA and CCG	Hosts
Monday 4 October	Sarah Rempel, BCP Council, Sam Best, CCG
Wednesday 6 October	Sarah Rempel, BCP Council, Sam Best, CCG
Monday 11 October	Simon McKenzie, BCP Council, Sam Best, CCG
Tuesday 12 October	Sarah Rempel, BCP Council, Sam Best, CCG

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Events Hosted by Parent Carers	Date	Attendees from LA and CCG
Slades Farm Event	Friday 22 October	Sarah Rempel, BCP Council, Sam Best, CCG
Doors Open Event	Friday 19 November	Sam Best, CCG
SWAN Event	Friday 15 October	Sarah Rempel, BCP Council, Sam Best, CCG
SENturies Event	Wednesday 24 November	Sarah Rempel, BCP Council, Sam Best, CCG
Dorset Children's Foundation Event	Saturday 13 November	Sarah Rempel, BCP Council, Sam Best, CCG
Parents and Carers Together Event	Monday 8 November	Simon McKenzie, BCP Council, Chloe Morley, CCG

## Membership of workstreams to develop the WSoA

Name	Job Title	Organisation/Sector
<b>1. Culture</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Parent Carer Foundation
Parent carer	Representative	Parent Carers Together
Geoff Cherrill	Special School Head Teacher and Chair of Schools Forum	Winchelsea School
Nick Wills	SENCo	St Michaels Primary School
Gemma Talbot	Executive Head Teacher	Linwood School
Sally Sandcraft	Director of Primary and Community Care	CCG
Kate Harvey	Service Director	Dorset Healthcare
Claire Hurley	Head of CAHMS	Dorset Healthcare
Councillor White	Councillor	BCP Council
Councillor Greene	Councillor	BCP Council
Elaine Redding	Consultant Director, Childrens Services	BCP Council
Sarah Rempel	Service Director, Education	BCP Council
David Vitty	Director, Adult Social Care	BCP Council
Anthony Douglas	DfE Advisor	BCP Council
Betty Butlin	Director of Operations	BCP Council

Jenni Collis-Havens	Head of Learning Disability and Mental Health	BCP Council
Stacey Harvey	Operational Manager, Adult Social Care	BCP Council
<b>2. Evaluation</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Dorset Childrens Foundation
Parent carer	Representative	SWAN UK
Parent carer	Representative	Parent and Carers Together
Kerry Dewsnap	Assistant Head Teacher	Poole High School
Chloe Morley	Associate Designated Clinical Officer	CCG
Lisa White	Clinical Service Manager	Dorset Healthcare
Jo Wilson	Head of Programmes, Public Health	Dorset Council
Rina Mistry	Team Manager, Business and Data	BCP Council
Simon McKenzie	Head of SEND	BCP Council
Kelly Twitchen	Head of Virtual School and College	BCP Council
Stacey Harvey	Operational Manager, Adult Social Care	BCP Council
Sarah Langdale	Access to Resources Team	BCP Council
Vikki Whild	Interim Head of Childrens Performance	BCP Council
Stacey Harvey	Operational Manager, Adult Social Care	BCP Council
<b>3. Co-Production</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Dorset Childrens Foundation

Parent carer	Representative	SWAN UK
Parent carer	Representative	Parent Carers Together
Andrew Farbridge	SENCo	Parkstone Grammar
Beulah Johnson	SENCo	Burton CE Primary School
Steve Clarke	DCO for SEND	CCG
Chloe Morley	Associate Designated Clinical Officer	CCG
Leah May	Virtual School and College Inclusion Lead	BCP Council
Simon McKenzie	Head of SEND	BCP Council
Kirsty Fisher	SENDiass Officer	BCP Council
Sarah Langdale	Access to Resources Team, Childrens Commissioning	BCP Council
Jenni Collis-Heavens	Head of Learning Disability and Mental Health	BCP Council
Karen Hollocks	SEND Communications Lead	BCP Council
Louise Chiles	Family Information and Workforce Manager	BCP Council
Lindsey Sloan	SEND Project and Improvement Manager	BCP Council
Lesley Tasan	Early Learning, Inclusion and Improvement Lead	BCP Council
Stacey Harvey	Operational Manager, Adult Social Care	BCP Council
<b>4. Sustainable Services</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Dorset Childrens Foundation
Parent carer	Representative	SWAN UK
Parent carer	Representative	Parent Carers Together

Fritz Penn-Barwell	Director of Standards and School Improvement	Delta Education Trust
Jo Fish	Principal	Elm Academy
Jemma Dudgeon	Head Teacher	Portfield School
Sam Best	Principal Lead – Children and Young People	CCG
David Hannington	CDC General Manager	Poole Child Development Centre
Rachel Yetton	Inclusion Team Lead	Elm Academy
Josie Roberts	Clinical Lead Nurse for Childrens Community Services and Palliative Care	Dorset Healthcare
Sarah Rempel	Service Director, Education	BCP Council
Mary Diffey	Service Manager, SEND	BCP Council
Fiona Okai	Principal Educational Physiology	BCP Council
Fiona May	SEN Inclusion Officer	BCP Council
Jane Trevett	Information Management Officer	BCP Council
Vanessa Grizzle	Principal Educational Psychologist	BCP Council
<b>5. Graduated Response</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Dorset Childrens Foundation
Parent carer	Representative	SWAN UK
Parent carer	Representative	Parents and Carers Together
Jade Palmer	Head of School	Broadstone Middle School
Lisa McGraw	SENDCo	Jewell Academy
Kate Etheridge	Deputy Head and SENDCo	Poole Grammar School

Nova Bovaird	Head of CAMHS	Dorset Healthcare
Gary Billen	Head of Child and Adult LD Services	Dorset Healthcare
Lisa White	Clinical Service Manager	Dorset Healthcare
David Hannington	CDC General Manager	Poole Child Development Centre
Chloe Morley	Associate Designated Clinical Officer	CCG
Christine Rainsford	Service Manager, Paediatric Speech and Language Therapy	Dorset Healthcare
Clare Hurley	Head of CAMHS	Dorset Healthcare
Leah May	Virtual School and College Inclusion Lead	BCP Council
Gemma Tappenden	SENDCo Early Years	BCP Council
Jonna Bispham	Educational Psychologist	BCP Council
Victoria Stone	Team Manager, Children in Care	BCP Council
Aleksandra Zabielska	Team Manager, CHAD	BCP Council
Lindsey Sloan	PFA Pathways Co-ordinator	BCP Council
Emma Lashford	SEND Case Officer	BCP Council
Claire O'Brien	SEN Inclusion Officer	BCP Council
Karen Harris	Information Management Officer	BCP Council
Vanessa Grizzle	Principal Educational Psychologist	BCP Council
<b>6. EHCPs</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Parent Carer Foundation
Parent carer	Representative	Parent Carer Foundation

Parent carer	Representative	Parents and Carers Together
David Dawson	SENCo	St Edwards
Paul Howieson	CEO	Coastal Learning Partnership
Natasha Deeney	Matron Liaison Psychiatry	Dorset Healthcare
Leah May	Virtual School and College Inclusion Lead	BCP Council
Steve Clark	Designated Clinical Officer	CCG
Robyn Turton	Founder	Doors Open
Aleksandra Zabielska	Team Manager, CHAD	BCP Council
Simon McKenzie	Head of SEND	BCP Council
Mary Diffey	Service Manager, SEND inc PFA	BCP Council
Gemma Tappenden	SENCo Early Years	BCP Council
Stacey Harvey	Operational Manager, Adult Social Care	BCP Council
Vanessa Grizzle	Principal Educational Psychologist	BCP Council
Kirsty Fisher	SENDiass Officer	BCP Council
Ali Mathews	Service Manager, Children and Families First	BCP Council
Emma Lashford	SEND Case Officer	BCP Council
Claire O'Brien	SEN Inclusion Officer	BCP Council
Jane Trevett	Information Management Officer	BCP Council
<b>7. Joint Commissioning</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Representative	Parent Carer Foundation

Parent carer	Representative	Dorset Childrens Foundation
Parent carer	Representative	Parent and Carers Together
Lucy Sloan	SENCo	Avonwood Primary School
Gemma Talbot	Executive Head Teacher	Linwood School
Sam Best	Principal Lead Children and Young People	CCG
Jo Wilson	Public Health Commissioner	Dorset Council
Teresa Brennan	Head of Campuses	Linwood School
Verity McAuley	School Business Manager	Linwood School
Kate Tuck	LTSA Director	Linwood School
Julia Cramp	Interim Project Lead	BCP Council
Sarah Langdale	Access to Resources Team Manager, Childrens Commissioning	BCP Council
Jo O'Connell	Head of Adults Commissioning	BCP Council
Rachel Anderson	Early Help Manager	BCP Council
Lindsey Sloan	PFA Pathways Co-ordinator	BCP Council
Lesley Tasan	Early Learning, Inclusion and Improvement Lead	BCP Council
Jane Trevett	Information Management Officer	BCP Council
<b>8. Exclusion and Inclusion</b>		
Parent carer	Chair/Trustee	Parent Carer Foundation
Parent carer	Rep to Wider Groups	Parent Carer Foundation
Parent carer	Representative	Parents and Carers Together
Annemarie Lithgow	SENCo	St Joseph's Christchurch

Sam Viney	Principal	Glenmoor and Winton Academy
Christian Malone	Head of Learning	Coastal Learning Partnership
Leigh Bailey-Pearce	Principal	Tregonwell Academy
Fritz Penn-Barwell	Director of Standards and School Improvement	Delta Education Trust
Sam Best	Principal Lead Children and Young People	CCG
Clare Hurley	Head of CAMHS	Dorset Healthcare
Sarah Stockham	Clinical Lead, Mental Health Support	Dorset Healthcare
Sarah Horn	Assistant Principal	Glenmoor and Winton Academies
Sarah Rempel	Director of Education	BCP Council
Geraint Griffiths	Early Help Manager	BCP Council
Lesley Tasan	Early Learning, Inclusion and Improvement Lead	BCP Council
Sarah Rempel	Service Director, Education	BCP Council
Wayne Chappell	Virtual School and College	BCP Council
Tanis Middlemiss	Early Help Manager	BCP Council
Vanessa Grizzle	Principal Educational Psychologist	BCP Council
Helen Becker	SEND Service Manager	BCP Council
Karen Harris	Information Management Officer	BCP Council

## SEND Improvement Board Membership

Name, Role	Organisation and Sector
Claire Burgess, Independent Chair	LGA Advisor
Cllr Nicola Greene, Portfolio Holder for Council Priorities and Delivery	BCP Council
Cllr Karen Rampton, Portfolio Holder for Adults	BCP Council
Cllr Sandra Moore, Member of Children's Services Overview and Scrutiny Committee	BCP Council
Elaine Redding, Interim Corporate Director Children's Services	BCP Council
David Vitty, Director Adult Social Care	BCP Council
Sally Sandcraft, Director of Primary and Community Care	NHS Dorset Clinical Commissioning Group
Nikki Jacques Co-Chair Louise Middleton, Co-Chair Peter Philips, Steering Group Member	Parent Carers Together
Marion Burgess, Trustee Sarah Ward, Trustee Other representatives from other parent groups	Parent Carer Foundation
Chris Jackson Headteacher	Avonwood Primary School (Primary sector)
Ben Doyle, Headteacher	St Peter's Catholic School (Secondary sector)
Ginny Bellard, Headteacher	Montacute (Special school sector)
Louise Garner, Director of Learning for Applied Science, Care and Foundation Studies	Bournemouth & Poole College (Further Education sector)
Kate Harvey, Service Director – Children, Young People & Families	Dorset Healthcare University NHS Foundation Trust (NHS provider)
Emma Lee, Partnerships Manager	Community Action Network (CAN) - Voluntary & Community Sector

## Appendix 2 – Details of accountable officers

Sam Best	Principal Lead Children and Young People	CCG
Nova Bovaird	Clinical Lead Mental Health Support Teams (MHST) in Schools	Dorset Health Care
Louise Chiles	Family Information and Workforce Manager	BCP Council
Steve Clark	Designated Clinical Officer (DCO)	CCG
Jenni Collis-Heavens	Head of Learning Disability and Mental Health	BCP Council
Julia Cramp	Interim Project Lead	BCP Council
Anthony Douglass	DfE Advisor	BCP Council
Rachel Gravett	Head of QA, Governance and Improvement	BCP Council
Vanessa Grizzle	Principal Educational Psychologist	BCP Council
Mark Harris	Head of Mental Health	CCG
Angie Hill	Team Manager, Admissions and Exclusions	BCP Council
Karen Hollocks	SEND Communications Lead	BCP Council
Sarah Langdale	Access to Resources Team, Childrens Commissioning	BCP Council
Simon McKenzie	Head of SEND	BCP Council
Sarah Rempel	Service Director, Education	BCP Council
Sally Sandcraft	Director of Primary and Community Care	CCG
Lesley Tasan	Early Learning, Inclusion and Improvement Lead	BCP Council
Joanne Wilson	Head of Programmes	Public Health Dorset
Lindsey Sloan	SEND Project and Improvement Manager	BCP Council

## Appendix 3 – Glossary

BCP	Bournemouth, Christchurch and Poole Council
CCG	NHS Dorset Clinical Commissioning Group
CDC	Child Development Centre
CME	Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school (EOTAS)
CMOE	Children Missing Out on Education is any pupil not in full-time education, for whatever reason, for example if they are excluded
CQC	Care Quality Commission, the independent regulator of all health and social care services in England
C&YP	Children and Young People
EHCP	Education, Health and Care Plan, for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
EOTAS	Not receiving suitable education otherwise than at a school
FTE	Fixed Term Exclusion
Graduated Response	<p>The Graduated Response and Toolkit is a document that sets out how pre-schools, schools and colleges can provide the right level of support to meet a child's special educational needs. There are 3 Graduated Response documents</p> <ul style="list-style-type: none"> <li>• <a href="#">early years pupils</a></li> <li>• <a href="#">school age pupils</a></li> <li>• <a href="#">pupils in post-16 education</a></li> </ul>
GRID	Training in paediatrics (health services for children)
IQM	Inclusion Quality Mark

JD	Job description
JSNA	Joint Strategic Needs Assessment, bringing together data and information across a local area to inform planning
NICE	National Institute for Clinical Excellence, role to improve outcomes for people using the NHS and other public health and social care services
PEX	Permanent Exclusion
PfA	Preparation for Adulthood, preparing young people from the earliest years. to achieve paid employment, independent living, housing options, good health, friendships, relationships and community inclusion.
PI	Performance Indicator
Pilot	Testing out a new way of working or doing something before fully launching it
SALT	Speech and Language Therapy
SENCo	Special Educational Needs Co-ordinator, a schoolteacher who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND)
SEND	Special Educational Needs and Disability
SIB	SEND Improvement Board, local partnership board responsible for improving SEND across the local area
SEND LO	SEND Local Offer, aims to bring together useful information across education, health and social care within one website. You can find information, advice and guidance and a range of local service providers who support children and young people with Special Educational Needs and Disabilities (SEND).
WFD	Workforce Development
WSoA	Written Statement of Action

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# CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>Post-16 Provision and Youth Offer – to include apprenticeship programme and provision for those without good GCSE</b>
Meeting date	22 March 2022
Status	Public Report
Executive summary	To advise members of the work that has taken place to increase the number of children in care accessing apprenticeships and how the Virtual School have supported those young people who have not achieved GCSE results at a high enough grade to access an apprenticeship.
<b>Recommendations</b>	<p><b>It is RECOMMENDED that:</b></p> <p>Members note the content of the report as an update regarding the work that the Virtual school have undertaken to increase the number of children in care accessing apprenticeships.</p>
Reason for recommendations	To enable the Committee to maintain oversight of the education and training provision for children in care and the work of the Virtual School and College to support apprenticeships, with a specific focus on those who do not achieve outcomes at the end of Year 11 that will allow them to move straight into an apprenticeship in Year 12.

Portfolio Holder(s):	<p>Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery</p> <p>Councillor Mike White, Portfolio Holder for Children and Young People</p>
Corporate Director	Cathi Hadley - Director of Children's Services
Report Author	Kelly Twitchen, Head of Virtual School
Wards	Council-wide
Classification	For Update and Information

## **Background**

1. This report provides an update of the work that has taken place by the Virtual School and College to ensure that more care experienced young people have the requirements necessary to access apprenticeships in BCP.

## **Apprenticeships for Care Experienced Young People**

2. Currently ten young people are undertaking an apprenticeship compared to four last academic year. The Virtual School and College have put a number of processes and interventions in place to achieve this. During August 2021 all young people in Year 11 and 12 and those in older year groups still accessing education were contacted by a member of the team to discuss the start of the new academic year and to ensure the young people were prepared. This resulted in much fewer young people becoming NEET during the first few months of the academic year and allowed the team to target those young people who they knew needed additional support.
  3. This 'Summer Holiday Check In' will now be timetabled for each year and promoted with young people, social workers and carers with an opportunity to meet with the Virtual School and College team face to face or over the phone. Officers will also ensure that carers and social workers have the information they need to support the young person with their education or training.
  4. September 2021 saw a dedicated team within the Virtual School – The Virtual College with a team of four Education Officers and a lead teacher. The Officers all have experience in working with post 16 young people, allowing them to focus on this cohort of young people rather than a mixture of statutory school age and post 16 as had been the case in previous years. Officers are now able to explore all suitable opportunities available to the young people and support them appropriately. The team have been successful in turning employment opportunities into apprenticeships by closely monitoring the cohort of young people and working closely with them and supporting employers. Having a qualification will give greater opportunity for the young person to secure employment in the given field.
  5. Officers are also working closely with MPCT (Military Prep College Totton) to hold an Emerson Day for young people in Years 11,12 and 13 as many of our young people are interested in uniformed services. This will allow them the opportunity to experience which areas are available to them and an opportunity to gain an insight into what the role will be like.
  6. The Virtual College has begun to work with Bournemouth and Poole College to create a course that could support young people who have not achieved GCSEs at level 4 in Maths and English to access apprenticeships. The team had identified that although there were many apprenticeships available both within BCP Council and in the local business sector, children in care were not accessing them due to either not being 'work ready' or not having the relevant qualifications. This college course would not only
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focus on the academic qualifications but also employability skills, providing mentoring and life skills. The Virtual College were approached by The Dorset Chamber of Local Businesses who wanted to support by providing Business Mentors. These mentors would be used as part of the course but also for other young people in the Virtual College who might benefit. Dorset Skills and Learning were able to provide BKSB (Basic Key Skills Builder) assessments that would allow College tutors to see what gaps there might be in Maths and English so that they could quickly begin to prepare the young people for functional skills assessments at level 2 (the equivalent to GCSE level 4). Unfortunately, Bournemouth and Poole College have not been able to secure funding for the course to begin this academic year and our aim is for it to begin in September 2022.

7. The Virtual College have however been successful in creating a bespoke course similar to the course that will be provided by the college using Bournemouth Churches Housing Association (BCHA). The course is aimed at some of our hardest to reach young people and works on the model of bringing young people together as a group. The course consists of the following modules: Employability, First Aid, Food Hygiene, Life Skills and Horticulture. Pupil Premium will be used to provide tuition for Functional Skills English and Maths after the BKSB assessment has taken place.
8. The Quality Assurance of our Post 16 cohort is through Personal Education Plans, supervisions and also the introduction of an Education Panel chaired by the Virtual School and College Headteacher. This panel meets each week to discuss 6 young people who are not in education, employment or training (NEET) or are at risk of becoming NEET. Both the Education Officer and Personal Advisor attend the panel to update and give a clear plan of what is in place to either prevent the young person becoming NEET or to become EET (those that are in education, employment or training). The panel is divided into Year 12 and 13 and then Year 14+.

### **Options Appraisal**

9. N/A

### **Summary of financial implications**

10. The Virtual School and College successfully applied for the Pilot of Post 16 Pupil Premium and this grant of **£146,700** is being used to fund any education or training needed to support young people to access apprenticeships or full-time college course.

### **Summary of legal implications**

11. N/A

### **Summary of human resources implications**

12. In September 2021 the Virtual School and College created a dedicated team for those children in care who are post 16 and care leavers. The team consists of four Education officers, the Virtual School and College Deputy Headteacher is the lead teacher for this team. The increase in unaccompanied asylum-seeking children in BCP has meant that the caseloads for Education Officers have increased and a request to recruit an additional officer to work specifically with this cohort of young people has been
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requested.

### **Summary of sustainability impact**

13. N/A

### **Summary of public health implications**

14. The long-term health implications for young people are vastly improved when they are better equipped to undertake a career pathway. Therefore, with good qualifications they are in a better position to successfully apply for future employment opportunities thus giving them a better quality of life.

### **Summary of equality implications**

15. Care experienced young people often underachieve compared to their peers. The trauma they experience impacts greatly on their education in several ways, preventing them from learning for periods of time during their education. This can often result in care experienced young people not being ready to take GCSEs at the same point as their peers and therefore achieving below expected expectations. This does not necessarily mean that these young people are not capable of achieving a higher level but that the missed periods of education have disadvantaged them when taking the exam. Therefore, in order to create equality for care experienced young people, the Virtual School and College have looked at ways to ensure that our young people can access apprenticeships and college courses despite not achieving the outcomes they need at the same time as their peers.

### **Summary of risk assessment**

16. N/A

### **Background papers**

17. None

### **Appendices**

There are no appendices to this report.

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## Forward Plan – BCP Children’s Services Overview and Scrutiny Committee

Updated 9 3 22

The following forward plan items are suggested as early priorities to the Children’s Services O&S Committee by the Chair and Vice Chair, following consultation with officers.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
<b>22 March 2022</b>					
	<b>SEND Improvement Plan Update</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Added by Elaine on 27/9
	<b>Full Inspection of Local Authority Children’s Services report</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Ofsted Letter and Powerpoint presentation	Cathi Hadley, Director of Children’s Services	Added by Elaine on 27/9
	<b>Post-16 Provision and Youth Offer – to include apprenticeship programme and provision for those without good GCSE</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Kelly Twitchen Head Teacher Virtual School Inclusion and Family Services Children’s Services	
	<b>Members of Youth Parliament – Annual</b>	To enable the Committee to consider the work of the Youth Parliament Members	Committee Report	MYPs and Becky McDade, Youth Development	

	<b>Subject and background</b>	<b>Anticipated benefits and value to be added by O&amp;S engagement</b>	<b>How will the scrutiny be done?</b>	<b>Lead Officer</b>	<b>Report Information</b>
	<b>Report and welcome New Members</b>			Worker - Participation	
<b>7 June 2022</b>					
	<b>Children's Services Transformation – through MTFP</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Cathi Hadley, Director of Children's Services	Added by Elaine on 27/9
	<b>Children's Services Improvement Plan</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Cathi Hadley, Director of Children's Services	
	<b>Child Exploitation to inc info on County Lines and knife crime</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Children's Services, Adults and Police	Requested at planning session
	<b>Youth Offending Service Annual Youth Justice Plan</b>	To enable the Committee to consider before Cabinet and Council approval	Committee Report	David Webb, Youth Offending Service	Annual report
	<b>Home to Transport</b>	To enable the Committee to consider the consultation results before Cabinet	Committee Report	Sarah Rempel, Director of Education	
	<b>Covid update – lasting impact to include academic progress and mental health</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item requested by Committee

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
<b>26 July 2022</b>					
	<b>SEND Improvement Journey</b>	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	
	<b>Children's Services Improvement Plan</b>	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	
<b>20 September 2022</b>					
	<b>Review of the new RE syllabus from BCP SACRE</b>	To consider the proposed new RE syllabus	Committee Report	Sarah Rempel, Director of Education	
	<b>School Admission Arrangements 2024/25 – consultation</b>	To enable the Committee to consider any proposals before consultation	Committee Report	Sarah Rempel, Director of Education	
	<b>Children's Services Improvement Plan</b>	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
<b>22 November 2022</b>					
	<b>School Attainment and Progress</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	
	<b>Children's Services Improvement Plan</b>	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	
<b>24 January 2023</b>					
	<b>Virtual School Head's Annual Report</b>	To enable the Committee to have oversight of the annual report	Committee Report	Kelly Twitchen Head Teacher Virtual School Inclusion and Family Services	
	<b>Determination of School Admission Arrangements 2024/25</b>	To consider any responses to consultation before approval by Cabinet	Committee Report	Sarah Rempel, Director of Education	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	<b>Children's Services Improvement Plan</b>	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	
<b>21 March 2022</b>					
	<b>Update on School Attainment and Progress</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	
	<b>Children's Services Improvement Plan</b>	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	
<b>DATE to be allocated</b>					
<b>1.</b>	<b>Safety to and from school</b>	To provide the Committee with an overview	Committee Report	Children's Services and Transportation Services	To be scheduled in 2022.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
2.	<b>School results</b>	To provide the Committee with an overview	Committee Report – possible info only		To be scheduled in September 2022
3.	<b>Harmonisation Report</b>	To provide the Committee with an overview	Committee Report	Lucy Eldred, HR	Delayed by CS Officers as further work was required <b>Advised on 1/9 not coming</b>
4.	<b>Update on Longspee School/BLC project</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Terry Reynolds?	Requested at Committee on 8/6/21
5.	<b>Report on Children in Care</b> To include details of any protected characteristics detailed within the Equalities Act	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Brian Relph, Interim Service Director, Children's and Young People's Social Care	Delayed at the request of CS Officers due to capacity within Children's Services and the need to prioritise
6.	<b>Child Exploitation</b> To include an update on County Lines and knife crime.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report – all Member briefing taking place 2 March - TBC	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
7.	All Age Autism Review Project	To enable the Committee to be advised and contribute to this Dorset wide review	TBC	James Greenhalgh, Dorset CCG	Requested by CCG via email on 22/10/21.
<b>Information Briefing – date to be arranged</b>					
	Children's Social Care Permanence Planning	To provide the Committee with information on the processes	Informal briefing	Jane White, Director of Children's Social Care	
	Social Work website	To provide the Committee with information regarding the social work website	Informal briefing – scheduled for 22 March 2022	Jane White, Director of Children's Social Care	
<b>Commissioned Work</b> Work commissioned by the Committee (for example task and finish groups and working groups) is listed below: Note – to provide sufficient resource for effective scrutiny, one item of commissioned work will run at a time. Further commissioned work can commence upon completion of previous work.					
•	Visit to MASH (to be arranged when restrictions allow)	To enable Committee Members to gain insight into front line services	Shadowing	Brian Relph, Interim Service Director, Children's and Young People's Social Care	
<b>Update Items</b>					

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
<p>The following items of information have been requested as updates to the Committee.</p> <p>The Committee may wish to receive these in an alternative to format to Committee updates (e.g. by emailed briefing note outside of the Committee) to reserve capacity in Committee meetings for items of value-added scrutiny.</p>					
•	<b>Children in Care</b> To receive updated information at regular intervals on this matter, including how the council has effected positive change in relation to these figures.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly.	Brian Relph, Interim Service Director, Children's and Young People's Social Care	
•	<b>Child Exploitation</b> To receive updated information at regular intervals on this matter, including how the council has effected positive change in relation to these figures.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly. <b>Report to be presented in June 2022</b>	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	
•	<b>Assurance of the impact of the Pan-Dorset Youth Offending Services Board</b> To include a snapshot updates of entrance	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Data to be received six monthly.	David Webb, Youth Offending Service	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	numbers to the Youth Offending Services.				
•	<b>Key Performance Indicators (KPIs)</b>  To receive KPIs to include updates on CMOEs and NEETs	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly.	TBC	
<b>Annual Reports</b>					
•	<b>Virtual School Head Annual report</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received annually in January.	TBC	
•	<b>School Admissions Arrangements for community and maintained schools</b>	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be reported next in Sept or Nov 2022	TBC	
•	<b>Youth Offending Service Annual Youth Justice Plan</b>	To enable consideration before approval at Cabinet and Council	June 2023? TBC	David Webb, Service Manager, Dorset YJS	

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