

Appendix 2: Exception Reports for Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%, CIC- NEETs, Timeliness of Assessments, Re-referrals and children missing out on education

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social Care: Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%

2022/23 Q3 outturn: 58% (20% CIC have attendance 90-95%)

Quarterly Target:
100% (Government target is 96%)

Reason for level of performance:

- For children that have come into care anytime after the beginning of term, we are only able to access attendance data from the date into care. Therefore their % of attendance will be significantly impacted more should they have any sessions absent from school. E.g. one young person included in the data for this report had been in care for 6 days and had been absent from school for two of these due to illness. Therefore, his attendance is recorded as 66%
- For those children that we have attendance data for from the beginning of the academic year, 1 day's absence = 1.5%, if a child has 4 days off during the Autumn term they will be below 95%.
- CIC do have dates during the school term that they have appointments with professionals to attend that their peers may not. Whilst this will be an authorised attendance this is still included in their overall attendance.
- Care placement moves impact on attendance due to applications needing to be made and file transfer and consultations periods (3 weeks) to take place for young people with an EHCP.

Summary of financial implications:

The Virtual School use the Pupil Premium Grant to put in alternative provision packages over sustained periods of time to support re-integration back to school if attendance is low or the young person is refusing to attend and to maintain education engagement whilst school applications take place.

Summary of legal implications:

The Virtual School have a statutory duty to work with professionals and schools to improve the outcomes for children in care and children with a social worker.

Summary of human resources implications:

Increased meetings for Virtual School, social workers and carers with schools, young people and other professionals regarding attendance.

Summary of sustainability impact:

Limited PPG funding per pupil to support AP packages to improve attendance. Increased demand on mental health services due to increase in emotional based school avoidance (EBSA) due to Covid.

Summary of public health implications:

Being in school is proven to improve wellbeing especially mental health both as a child and in adulthood and formation of positive and appropriate relationships. Attendance significantly improves ability to achieve outcomes required to access Education, Employment and Training at Post 16 and beyond and to secure sustained employment.

Summary of equality implications:

All children in care should be placed in good or outstanding schools however it would not be appropriate for children coming into care that attend an inadequate or requires improvement school to be moved. When a child comes into care often school is their only safe and consistent space. The Virtual School have an additional offer of support that is given to schools that are RI or I who have BCP children in care placed in their schools to monitor pastoral support, assessment, attendance, attainment and progress.

Actions taken or planned to improve performance:

- The Virtual school use PPG fund AP for children with an EHCP whilst the SEND team consult with schools
- The Virtual School monitor and track attendance for all CIC and use the data to inform individual and strategic responses.
- Postcards are sent to those children who improve their attendance on a monthly basis and updated information about impact of attendance on education will be shared with carers. Young people with 95+% consistently over the year will have a reward during the summer holiday. The young people will be spoken to regarding what they would like this to be.
- Specific target on PEP for any children with attendance below 90%

Completed by: Kelly Twitchen

Service Unit Head approval with date: 18/01/23

Sarah Rempel: 

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Indicator Description (taken from performance scorecard):

Social Care: Percentage of children in care who are NEET

2022/23 Q3 outturn: 20%

Quarterly Target: 12%

Reason for level of performance:

- 27 CIC are current NEET out of 131 (year 12 and 13)
- 14 of the 27 NEET are UASC of which 8 came into care during this period and therefore are unable to access college until January 2023.
- Removing the 8 young people who are not able to start education until January results in a reduction of percentage of 14% NEET
- Those young people who have decided to change courses or leave college at day 43 are included in this % and will not be able to begin another course until January or in some cases September

Summary of financial implications:

- Bespoke education and wellbeing courses/ provision for UASC and hardest to reach funded by Post 16 funding until access to courses at college available.
- Provision of laptops to enable online learning in interim until starting college
- Use of Post 16 Pilot funding to support reintegration and transition into colleges/ education provision for young people who are missing the support provided in schools and hardest to reach e.g. mentoring for organisation, social skills and tuition.
- Allocation of funding to colleges and provisions for training and resources for outreach and interventions to support improved attendance and engagement.

Summary of legal implications:

- UASC unable to access education when entering care after the start of an academic term until the next entry point.

Summary of human resources implications:

- Increased allocation of time for VS Officers to support reintegration to EET
- Continuation with 3 PEPs per year until end of Year 13.
- Due to the poor relationships and support in colleges, Virtual School Officers are attending colleges in person each week for at least half a day in all colleges in BCP and Dorset that our young people attend – extending reach in FE sector.

Summary of sustainability impact:

- Limited funding available to support Post 16 – will be using Post 16 pilot funding that will cease August 2023.

Summary of public health implications:

- Increase in vulnerability and risk of exploitation during time spent until education provision is available/ secured.

Summary of equality implications:

- No applicable – all children that are NEET are given the same offer from the Virtual School

Actions taken or planned to improve performance:

- Provision of tuition for UASCs and design/ provision of course in collaboration with BCHA to support wellbeing and development of cultural integration and life skills has been delivered successfully and will continue.
- Use of Post 16 Pilot funding to support reintegration and transition into colleges/ education provision for young people who are missing the support provided in schools and hardest to reach e.g. mentoring for organisation, social skills and tuition.
- Extracurricular activities – coffee mornings to support enrolment and engagement
- Allocation of funding and training to schools and colleges for support to reduce drop out and interventions to support engagement and academic progress – supporting the transition and adjusting to less routine, support etc
- Monitoring attendance on WFC to reduce colleges issuing warnings and ending placements and reducing drop at day 43. Enable timely response and support to be put in place and collaborative working

Completed by: Leah May

Service Unit Head approval with date: 17/01/23

Sarah Rempel: 

Exception Performance Report (Overview and Scrutiny)

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

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Indicator Description (taken from performance scorecard):

Social care: % of repeat referrals in 12 months

2022/23 Q3 outturn: 29%

Quarterly Target: 20%

Reason for level of performance:

CSC is currently rated inadequate, and therefore there is a full systemic piece of work to be done to bring about change. This work is occurring as part of the improvement journey.

What needs to be recognised with re-referrals is that this reflects several system issues- whether that is the inconsistent application of thresholds [both internally and with wider partners] or whether it is the quality of practice undertaken with children when referred. If the quality of practice has not addressed the needs sufficiently to enable sustained change within the family, then it is likely the child will be re-referred. Equally, if there are needs of a child or family, but there is no other means within the wider network to support, this may result in re-referral. The reason for re-referrals is therefore complex and is likely to be one of the last pieces of performance data to show change, as all the parts of the system need to improve before we start to see the impact for children.

What are we currently doing to improve the wider system:

We have now established internal reviews and reviews of children's cases with our partners. These reviews will vary in terms of what they will consider, however this will include the quality of referral, the application of thresholds, the work undertaken, any alternative provisions, and what else may have supported the child to improve longer-term outcomes.

We are undertaking training with practitioners [internal and/ or external partners] to improve knowledge of Child exploitation, domestic abuse, neglect, mental health, family network meetings etc. This is in order to make the whole system more robust in addressing needs.

We are looking at the needs within BCP and what may be required within the community to support these needs.

We have appointed an Early Help and Partnership Lead to look at our front door and early help provision- this piece of work is crucial in terms of understanding the needs and ensuring our communities provide a service for children in line with 'the right support at the right time'.

Whilst part of this work has started, because it is whole system change, it is continual with each issue identified being addressed, however this takes time and it is likely to take several months [12 months] before we begin to see any change in the pattern of re-referrals eg as the wider system becomes more robust, and internal practice improves, the likelihood is the children's needs will be better met.

Summary of financial implications:

None identified.

Summary of legal implications:

Children's social care continue to utilise legislation to deliver services to children. With a more robust, improved system, children's needs will be better met at the right level and the needs escalating will reduce.

Summary of human resources implications:

None identified.
Summary of sustainability impact:
None identified.
Summary of public health implications:
Safe, effective and timely decision making in front door services is essential to ensure the health and welfare of children and young people.
Summary of equality implications:
The impact of this performance was indiscriminate, in that it affected all children and young people in the same way, including those from protected characteristics. However, some groups of children are more likely than others to be referred to social care services. For example, disabled children, children living in poverty and children who have more adverse factors in their lives [parents who misuse substances etc].
Actions taken or planned to improve performance:
<p>The actions currently underway are outlined above, however there needs to be an understanding of how historical practice impacts on current data, and also on how a robust wider system [Early Help] is key in ensuring the right service is offered at the right time which, in turn, prevents concerns and needs escalating.</p> <p>Internal reviews and reviews of children's cases with our partners.</p> <p>We are undertaking training with practitioners [internal and/ or external partners] to improve knowledge of Child exploitation, domestic abuse, neglect, mental health, family network meetings etc. This is in order to make the whole system more robust in addressing needs.</p> <p>We are looking at the needs within BCP and what may be required within the community to support these needs.</p> <p>We have appointed an Early Help and Partnership Lead to look at our front door and early help provision- this piece of work is crucial in terms of understanding the needs and ensuring our communities provide a service for children in line with 'the right support at the right time'.</p> <p>Implementing a model of practice for social workers and staff to bring consistency in how we work with children and families, and in the quality of practice delivered</p> <p>Ongoing training to address gaps in knowledge</p> <p>Working with the SLIP as part of our improvement journey, including work with managers</p>
Completed by: Juliette Blake
Service Unit Head approval with date:
Juliette Blake 18 January 2023

Exception Performance Report (Overview and Scrutiny)

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Indicator Description (taken from performance scorecard):

Social Care: Timeliness of Assessments

2022/23 Q3 outturn: 75%

Quarterly Target: 88%

Reason for level of performance:

Performance has decreased from 83.5% in quarter 2 to 75% in quarter 3 (8.5% decrease). This decrease in timeliness

During the month of October 86% of assessments were completed within the 45 day timeframe and in November the figure was 86%. However, a significant performance dip occurred in December where 61% of assessments were completed within timeframe.

The dip in performance has been a consequence of removing the fifth team from the assessment service [this is the service which carries out the majority of assessments]. This team was not within the financial establishment and the funding ended 31 December 2022, therefore in preparation for this, the reduction and return to four teams started at the end of October, and finished end November, however as assessments have a maximum 45 days window, the impact was felt in December. In order to reduce from five to four teams, there needed to be a change in process, but it also meant staff left. Both these things resulted in performance dipping which was anticipated.

Since early November, there have also been changes occurring within the Children and Families First Service to prepare for ending the Eden Brown contract [an additional agency team that was required due to vacancies]- this meant from November- end January children's cases who continue to need a social worker have been moving back into the CFF service. Equally, the transfer protocol was reviewed to ensure that children are able to access the right service at the right time. This ultimately results in the children being in the right place, and the directorate ensuring we are relying on our establishment to meet the needs of our children. However, any form of change impacts on performance data in the short term, whilst longer-term it has placed CSC in a much stronger position to sustain improvements.

It is also known that in December, staff tend to take annual leave due to the Christmas and New Year occurring, but also there have been several illnesses circulating [flu like illnesses]. As assessments can be undertaken in any service, this means the impact was across the directorate.

It is expected that now the Assessment Service change has been made and new processes embedded, timeliness will improve.

Summary of financial implications:
N/a
Summary of legal implications:
The 45 day timeframe is a legal requirement, and one CSC is working hard to ensure we abide by.
Summary of human resources implications:
N/a
Summary of sustainability impact:
N/a
Summary of public health implications:
N/a
Summary of equality implications:
<p>Delay to children receiving appropriate services could potentially impact on their outcomes. However, there is no evidence to suggest that protected characteristics are misrepresented within these delays.</p>
Actions taken or planned to improve performance:
<p>The Assessment Service is now running within financial establishment with new processes to ensure this can be maintained. No amendments to actions already in place are required.</p> <p>Actions already in place</p> <p>Weekly Performance Meeting are held between the Service Manager and team managers- this showed to be successful, as the service manager was able to alert to the pressures in November which enabled action to be taken to ensure the service remained safe during the changes</p> <p>Data/Dashboard training provided to Team Managers to enable daily review of throughput of work and priority setting.</p> <p>Service Manager reviews timeliness of Assessment throughput 3 times a week and seeks updates/assurance from Team Managers regards completion dates. Team Managers are expected to drive performance within their team to ensure statutory obligations are met, and more importantly children receive the best service.</p>

There is a monthly performance meeting held with the director where all performance data is scrutinised with service managers, and any action required are set at this meeting to ensure we continue on our improvement journey.

Completed by: Juliette Blake

Service Unit Head approval with date:
18 January 2023

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Indicator Description (taken from performance scorecard):

Children missing out on education*

* The statutory definition for Children Missing Education states that “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.”

Ofsted, the Local Government Organisation and others, argue that this narrow statutory definition should be expanded to include children that are on a school roll but are not receiving a suitable full-time education. There is no agreed definition or national reporting of data related to this expanded cohort.

The BCP indicator for children missing out on education is currently defined as pupils who have been on a part-time timetable and not provided with a full-time education by their school for over 12 weeks.

It should be noted that schools do not have a duty to inform the local authority when pupils are placed on a part-time timetable, so actual numbers are likely to be higher than reported

2022/23 Q1 outturn: 263

2022/23 Q2 outturn: 179

2022/23 Q3 outturn: 210

Quarterly Target: Reduction on previous quarter

Reason for level of performance:

Schools and Academies can decide whether to place a child on a part-time timetable. There is statutory guidance on the appropriate use of part-time tables. The Local Authority is not required to approve the use of part-timetables nor has any powers to prevent schools using them. As such there is little the Local Authority can do to directly affect the indicator.

The increase in the use of part-time timetables would appear to be a national trend. The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2021/22 raised concern that “there is anecdotal evidence that part-time timetables are being used more regularly in schools”.

Reasons suggested for this locally and nationally are the inability of schools to be either able to recruit or afford staff to support pupil around behaviour and attendance and the reduction in education support services available to schools.

[Ofsted to issue warning over part-time timetables | Tes](#)

Summary of financial implications:

The increase in the use of part-time timetable will have no immediate financial implication for the Local Authority.

However, in the medium-term children missing significant amounts of and falling behind with their education, may have a financial implication for the Local Authority in increased demand to fund specialist and alternative education provision.

In the long-term children not receiving a suitable education are likely to have financial implications for the Local Authority and society in general.

Summary of legal implications:

Section 19 of the Education Act 1996 places a duty on Local Authorities (LA's) to make suitable alternative education for children of statutory school age who cannot attend school because of illness, exclusion or for any other reason.

The Local Authority has a statutory duty to arrange alternative education provision for children that are unable to attend school. It has been argued that a child being placed on a part-time timetable for a significant time is sufficient evidence that they are unable to attend school and consequently, should have alternative education provision arranged by the Local Authority.

Not to provide alternative education provision in such circumstances could result in legal challenge regarding the Local Authorities failure to fulfil its statutory duties and has already led to a number of complaints.

Summary of human resources implications:

Should the number of children on part time timetables continue to increase the service will have to consider the level of input that is given to school and only contacting them after a longer period of time or consider whether we simply collect the data and report to schools termly at the Headteacher's forum. Should a consequence be an increase in the need to place and monitor higher numbers of children in specialist or alternative education provision the human resource implications could be significant.

Summary of sustainability impact:

No impact

Summary of public health implications:

Children that miss out on significant periods of education are likely to have worse health outcomes and require higher levels of support from health services.

Summary of equality implications:

Children that have special educational needs or who are eligible for free school meals are more likely to be placed on a part time timetable.

Actions taken or planned to improve performance:

Improved processes have been developed and implemented to more efficiently identify and monitor pupils on part-time timetables. Schools are challenged and asked for their plan to return the child to a full-time education if they have been on a part time timetable for longer than 6 weeks. Professionals involved in supporting the child and their family are also informed, so that they can ensure that a return to full time education is a key target in any support plan. By September 2023 all schools will be required to submit their attendance to the council's Attendance system which will allow more data to be available.

Unfortunately, there is insufficient capacity within the Inclusion team or resource available to provide either proactive or reactive support directly to schools or pupils that would result in a decrease in the number of children on part-time timetables other than to make them aware and ask what their plans are to re-engage the child to a full-time education.

Our next steps are to write and share with schools, guidance on the appropriate use of part-time timetables and information on alternatives to their use.

Completed by: Geraint Griffiths

Service Unit Head approval with date: 17/01/23

Sarah Rempel: 