



North Tyneside Council

Children, Education and Skills Sub Committee

8 September 2017

To be held on **Tuesday 19 September 2017 in room 0.01**, Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00pm.**

Agenda Item	Page
1. Apologies for absence To receive apologies for absence from the meeting.	
2. Appointment of substitutes To be informed of the appointment of any substitute members for the meeting.	
3. To receive any declarations of interest You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest. You are also requested to complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting. You are also invited to disclose any dispensation from the requirement to declare any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda.	
4. Minutes To confirm the minutes of the meeting held on 17 July 2017.	3

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| 5. | Adult Education in North Tyneside | 11 |
| | To receive an update on adult education in North Tyneside, including the options available, feedback on delivery, take up across the Borough and progression. | |
| 6. | Special Educational Needs and Disability (SEND) Local Area Inspection | 30 |
| | To receive an update on the Service and the preparation for the SEND Local Area Inspection. | |
| 7. | Transforming Children’s Services | 34 |
| | To receive a report on the work being undertaken to improve outcomes for children and young people whilst also offering value for money. | |

To all Members of the Children, Education and Skills Sub-committee

Councillor Alison Austin
 Councillor Pamela Brooks
 Councillor Joanne Cassidy
 Councillor Karen Clark
 Councillor Muriel Green
 Councillor Karen Lee

Councillor Andy Newman
 Councillor Pat Oliver (Deputy Chair)
 Councillor Margaret Reynolds
 Councillor Matthew Thirlaway (Chair)
 Councillor Alison Waggott-Fairley
 Councillor Frances Weetman

Parent Governor Representatives

Mrs Michelle Ord

Churches Representatives

Rev. Michael Vine, Church of England

Mr Gerry O’Hanlon, Roman Catholic Church

Children, Education and Skills Sub-committee

17 July 2017

Present: Councillor P Oliver (in the Chair)
Councillors K Bolger, M Green, K Lee,
A Newman, A Waggott-Fairley and
F Weetman.

Mrs M Ord	Parent Governor Representative
Mr G O'Hanlon	Church Representative
Rev. M Vine	Church Representative

CES08/07/17 Apologies

Apologies for absence were received from Councillors A Austin, P Brooks, J Cassidy, K Clark, M Reynolds and M Thirlaway.

CES09/07/17 Substitute Members

Pursuant to the Council's Constitution the appointment of the following substitute member was reported:

Councillor K Bolger for Councillor K Clark.

CES10/07/17 Declarations of Interest

No declarations of interest or dispensations were reported.

CES11/07/17 Minutes

Resolved that the minutes of the previous meeting held on 19 June 2017 be confirmed as a correct record and signed by the Chair.

CES12/07/17 Child Sexual Exploitation Update

The Senior Manager for Safeguarding and Children's Services attended the meeting to provide the sub-committee with its regular update on the work being undertaken to tackle child sexual exploitation (CSE) in North Tyneside. The report provided information in response to matters raised at the March 2017 meeting; information relating to individual cases; what work was being undertaken across the Authority; and what work had been undertaken with partners.

The sub-committee was informed that the areas regarded as 'hotspots' for adult sexual exploitation were St Mary's lighthouse, East Howden Park, Killingworth Shopping centre; coastal seafronts; Cullercoats; Whitley Bay; and the Meadowell in North Shields. The police and partner agencies were aware of these areas and targeted services there. There

were no identified hotspots for children however it was known that young people at risk of CSE gravitated to Newcastle city centre; again this was known information and there was clear communication through the Sanctuary team. North Tyneside Children's Services had committed to funding the social work secondment post to the Sanctuary team up to March 2018 when it would be reviewed again. Taxi drivers had to undergo training on CSE within three months of receiving their licence and steps were being taken to provide this through an online e-learning module instead of a face to face training session; where drivers did not have access to a tablet/device they could use a Council iPad in the Licensing office. If an applicant was not confident/competent in the use of IT they would be supported one to one. To date this had never been an issue. It was also confirmed that CSE training was delivered to the Authority's partners: Engie, Capita and Kier.

The Sexual Exploitation group was exploring CSE awareness raising with Tyne Met College and the Children with Disability team and SCARPA around raising awareness to young males, BME groups and young people with a disability. Contact had been made with South Tyneside to gain advice and support on some of the work they had undertaken with BME groups. This was an area of ongoing development.

The sub-committee was informed that there was currently 10 young people in the borough that had been identified as being at risk of sexual exploitation, this was reviewed on a weekly basis and had been at or around 11 for a period of time. There had been issues with a group of young people going missing on a regular basis; as this increased their risk of CSE or of being involved in anti-social behaviour this had prompted a multi agency approach to disruption and distraction. Children services had been working with Early Help locality teams, Housing, Youth Offending Service, Police and schools to address this as a targeted piece of work.

The recent Ofsted inspection of Children's Services' report identified that responses to children at risk of sexual exploitation and those that go missing were well developed and effective. Also, the CSE risk assessment tool was continuing to receive positive feedback.

The Project Sanctuary work of collating intelligence and sharing information with partners had continued alongside one to one work with young people in relation to CSE, risk taking and missing and training had been delivered for Moorbridge school, GPs and agency foster carers. The seconded social worker had also supported the police and Children's Services in relation to Child Abduction Warning Notices (CAWN) being served on adults who were harbouring young people; liaised with third parties attached to Sanctuary to ensure that counselling services were in place for young people affected by CSE; liaised with schools in the borough to support pupils who were at risk of CSE or displaying risk taking behaviour; and had been involved in complex abuse meetings in relation to trafficking cases.

The Authority was also in the process of developing reporting data for children who were at risk of child exploitation and missing as this would enable the Authority and partner agencies to understand and analyse the risk and needs of this cohort of young people and develop resources and strategies to respond.

Questions were asked regarding the ages of the children identified as at risk of CSE; a recent trafficking case in Newcastle; how schools proved they were CSE aware; and the requirement for the training of existing licensed taxi drivers.

The sub-committee was informed that no primary school children were deemed at risk of CSE, the Newcastle case had not involved anyone from North Tyneside and there had

been no risk to children; schools received a regular training programme from the Safeguarding Team and CSE was a regular item on the agenda of school meetings, it was also monitored by the North Tyneside Safeguarding Children Board and if a school was identified as failing on safeguarding during their Ofsted Inspection, they would be placed in special measures. Clarification would be sought on what training was required for existing taxi divers and provided to the sub-committee once available.

It was **agreed** to note the updated information on the work being undertaken to raise awareness of, and protect children from, sexual exploitation and the implementation of the recommendations from the sub-committee's Child Sexual Exploitation Sub Group.

CES13/07/17 Ofsted Inspection

Jacqui Old, the Head of Health, Education, Care and Safeguarding attended the meeting to present to the sub-committee an overview of the recent Ofsted Inspection.

The sub-committee was informed that between 27 February 2017 and 23 March 2017 North Tyneside Council's services for children in need of help and protection, children looked after and care leavers were inspected by Ofsted (the Office for Standards in Education, Children's Services and Skills) as part of their national inspection programme. Concurrent to the inspection of services for children, Ofsted also undertook a review of the effectiveness of the North Tyneside Safeguarding Children Board (NTSCB).

A report detailing the background to the inspection; the outcome; the key findings from the Inspection of Children's Services and formal recommendations; the key findings from the Inspection of the North Tyneside Safeguarding Children Board and formal recommendations; and next steps had been included as part of the agenda for the meeting.

Ms Old made a presentation at the meeting and answered questions.

The sub-committee was informed that this had been the first inspection of North Tyneside's services since March 2012. The previous inspection of the Authority's services for safeguarding and looked after children was in March 2012 when the Authority's services were judged to be 'Good'.

The Inspection focused on the overall effectiveness of services based upon four judgments about:

1. the experiences and progress of children who need help and protection;
2. the experiences and progress of children looked after and achieving permanence and adoption performance;
3. the experiences and progress of care leavers; and
4. leadership, management and governance.

The overall effectiveness of children's services in North Tyneside was judged to be 'Good' overall and across all four judgements. Ofsted defined this grading as being achieved when inspectors find work of good quality, with some outstanding elements and which was delivering measurably improved outcomes.

Of note, Ofsted judged the experiences and progress of care leavers in North Tyneside to be 'Outstanding'. Ofsted defined this grading as being achieved when inspectors find work of the highest quality which was delivering improved outcomes that exceed expectations.

A comparison with the graded judgments of the 130 other local authorities that have been inspected to date by Ofsted showed that North Tyneside Council was within the top ten performing Children's Services within the country. Within the North East Region, of the ten local authorities to be inspected to date, North Tyneside was the top performing. Ofsted made seven recommendations for areas of development. All areas were known to officers with improvement work on-going at the point of inspection.

The Authority was required to submit copies of the post inspection action plan to the Secretary of State and Her Majesty's Chief Inspector no later than 20 September 2017. Each of the seven recommendations had been allocated to a nominated Lead Officer who had been asked to respond with SMART plans by 21 July 2017. A Draft Action Plan would then be agreed to; a copy of the draft Action Plan would also be sent to the Chair and Deputy Chair of the Sub-committee for information once completed.

The North Tyneside Safeguarding Children's Board (NTSCB) was concurrently inspected. The Inspection focused on the effectiveness of the NTSCB in meeting its statutory functions. Ofsted reported that it judged the overall effectiveness of the NTSCB to be 'Good'. Ofsted define this grading as being achieved when the characteristics of a good Local Safeguarding Children's Board are widespread and common practice. A comparison with the graded judgments of the 130 other Safeguarding Children's Boards that had been inspected to date by Ofsted showed that the NTSCB is one of 43 graded 'Good' within the country. Within the North East Region, of the ten Local Safeguarding Children's Boards to be inspected to date, the NTSCB was one of only three graded 'Good'. Ofsted made three recommendations for areas of development.

The key messages from the report were:

- North Tyneside's support for care leavers has been judged as outstanding by Ofsted.
- Children's Services overall were rated good and deemed to have a direct impact on improving the lives of children in the borough.
- The Authority was praised for supporting care leavers with work experience and apprenticeship opportunities in its own organisation.
- Children and young people were listened to by the Authority and are directly involved in shaping and improving services.
- Social workers were commended for their dedication and knowledge, while the Authority's support for adopters was also highlighted.

Members raised questions relating to social worker recruitment and retention and how newly qualified social workers were supported and developed; the issues identified with the IT programmes and equipment; what information was available regarding private adoptions and the process to develop the Action Plans.

The Chair, endorsed by the whole sub-committee, congratulated Ms Old and her entire team in Children's Services for an excellent result and thanked them for all their continued hard work in ensuring that the children of the borough and their families were so well served.

It was **agreed** to note the information presented on the *North Tyneside Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board* from Ofsted in June 2017.

CES14/07/17 Cabinet Member for Children, Young People and Learning

Councillor I Grayson, as Cabinet Member for Children, Education and Skills had accepted an invitation from the Chair to address the sub-committee on the administration's plans for the year ahead.

Councillor Grayson began by referencing the achievements of 2016/17 which had included establishing 0-19 locality working; the development of edge of care offer; achieving permanence more quickly for more children, which was above the national average; care leaver support and accommodation options scoped out; an employment and skill restructure; timely assessments for children and young people; and the voice of the child being embedded in all services. Whilst he was delighted with the Ofsted inspection report and joined the sub-committee in its congratulations to the officers in the service, he and the officers were not complacent and the Action Plan would show how the service would become outstanding.

The Children, Young People and Learning teams covered a wide spectrum of responsibilities but all worked to the following three pledges:

Pledge 1: we intervene early with evidence based, family focussed services

Pledge 2: we work in partnership to keep children in school

Pledge 3: we keep children and young people safe at home and connected to their local communities

Looking ahead to the coming year, Councillor Grayson outlined the plans for each pledge. Under Pledge 1, the intention was to:

- Further develop Locality hubs which involved many partners in delivering early help.
- Continue the transition of pre-school provision to schools in a phased process over the year to ensure a smooth transition and that there was a robust children's centre offer.
- Integrate health visitors and schools nurses into the locality hubs.
- Establish the new Ready for School centre at the Riverside Centre supporting vulnerable 2, 3 and 4 year olds.
- Enable colleagues in social care to access more community based support for families and try new approaches to keeping children out of higher end services.
- Introduce 'Signs of Safety' practice model.

In response to a question about young carers, the Head of Service informed the sub-committee that there was a new statutory duty on young carers and all teams were embedding their awareness of the factors/behaviour which might indicate a young person had caring responsibilities and then how best to assess the needs of the young person.

Under Pledge 2, the intention was to ensure children and young people in the borough received a good education; that their education was stable for children by working in partnership with headteachers to keep children in school and reduce the movement of

children around the education system; continue to support the School Improvement Service which was a greatly valued service and last year generated an income of £125,000.

In relation to 'a stable education' it was explained that it was not the intention to say no child would be excluded from a school, there would always be that option available should the circumstances require it, only that there would be a more collective response from all the schools as a whole to provide the best solution for the particular child, taking into account the impact the child staying at the school would have on the school and its other pupils.

In relation to children with Special Education Needs and Disabilities (SEND) a strategic SEND Board to oversee developments had been established and work undertaken to ensure that SEN support services (e.g. Sensory Support, Dyslexia Service) provided a coherent and co-ordinated response to need and that appropriate placement and provision and funding for children and young people with SEND was available in a range of settings, including schools and colleges. Work had also begun on establishing a 'whole life disability service' to give consistently person centred care across a person's life which maximised resources and independence.

The Employment and Skills strategy was being implemented which focused upon the priority groups of looked after children, workless households and SEND and sought to increase the number of apprenticeships in the borough, there would also be an inspection of the adult learning alliance; this was expected in the Autumn.

Under Pledge 3, the intention was to:

- Introduce a Multi Agency Safeguarding Hub (MASH) to manage demand more effectively. This brought social workers, police officers, youth offending, early help together to quickly share information about families to inform decision making.
- Reduce the numbers of looked after children when it was safe to do so. To do this the teams were reviewing all the Looked After Children; using voluntary sector organisations such as 'Safe Families for Children' to train volunteers to 'host' young children in their own homes; and increase the number of foster carers. This would enable more expensive placements to be 'converted' to more cost effective ones which would keep children closer to their communities and in school.

More residential units were being built to keep young people close to Home and also providing more support to care leavers. £800,000 from central government had been secured which meant that when the young people left care, the service would stay close by providing housing and support.

In addition to the above, Members sought the Cabinet Member's views on exclusions, home education, the Schools Forum and school funding. In relation to exclusions, reference was made to 11 recommendations which headteachers had made after an audit of current provision which would be implemented from September and an explanation provided of when schools could refuse to admit an excluded child. School budgets were monitored and most of those with a deficit had made improvements, the funding formula was still under consultation. The Schools Forum would become defunct in April 2019.

The Chair of the meeting thanked Councillor Grayson for his attendance at the meeting and his presentation.

CES15/07/17 Signs of Safety

The sub-committee received a report which introduced Signs of Safety, a practice model for children in need of a statutory assessment, being adopted within North Tyneside Local Authority and partner agencies. The report provided a basic overview of what Signs of Safety was, how it would be implemented and the current position in respect of training.

The sub-committee was informed that Signs of Safety was created in Western Australia during the 1990s and was based on the use of Strength Based interview techniques, and drew upon Solution Focused Brief therapy (SFBT). It aimed to work collaboratively and in partnership with families and children to conduct risk assessments and produce action plans for increasing safety, and reducing risk and danger by focusing on strengths, resources and networks that the family had. In practice the model can be used from the first stages of gathering information about an allegation through to case closure and had broad applicability to child protection work. There was no set period of intervention and it could range from a number of brief sessions to long term work with service users.

The model had also been used widely in early intervention work and its application in practice extended beyond child protection. As well as incorporating techniques from Solution Focused Brief Therapy the model has a number of key core principles and practice elements and had a clear set of assessment tools for measuring risk and for working with children. The three principles emphasised the need to move towards a constructive culture around child protection rather than a paternalistic model where the professionals adopted the position that they knew what was wrong and they knew the specific solutions.

The Authority was at the beginning of a long journey and had been working in partnership with the Regional Director for Signs of Safety who had supported developing the workforce and identifying those who would be Signs of Safety Practice Leads and responsible for providing future training and briefing sessions to staff within the Authority. Seven, two day basic training courses attended by a variety of professionals including police, health, education and CYPL staff had been organised with a further two, two day sessions over the course of the next three months.

Members of the Senior Management Team, including the Head of Health, Education, Care and Safeguarding, as the Authority's Director of Adult Services and Director of Children Services, had attended the advanced five day training to ensure that the Authority had commitment from all levels to the model and to implementation. There would be three advanced training events taking place in the next six months; this would allow those identified as Practice Leaders to develop their skills in utilising the model and to training others so they were fully updated in the model.

It was anticipated that full implementation would take five years, however it was expected that within two years of strong and focussed activity the Authority would have a positive level of confidence in our practice as an organisation and to see its worth.

In response to questions, examples from other countries (Ireland, the United States of America and Denmark) were provided and how it co-ordinated with the Troubled Families Programme was explained to the sub-committee. Officers had embraced the principals and had found the use of a common model made recording the work easier, reflected what was required and also allowed for the child's view. It was known that not all current activities improved outcomes for children as they were process and court driven whereas this model was about changing the context of the family by the family. It was changing the conversation with families for the better and creating good social work.

Reference was made to a 20 minutes video which helped explain the principles and practicalities of the model and it was suggested that Members view it to help aid their understanding and assist in their work as the implementation of the model progressed.

It was **agreed** (1) to note the information presented to the sub-committee on the Signs of Safety Practice Model; and
(2) that a link to view the video introducing the Signs of Safety practice model be provided to Members of the sub-committee to allow them the opportunity to increase their understanding prior to the next time the matter would be discussed at the 20 November 2017 meeting.

(During the discussion on this matter, Councillor K Lee and Mrs M Ord left the meeting.)

Meeting: Children, Education and Skills Sub-committee

Date: 19 September 2017

Title: Adult Education in North Tyneside

Author: Mark Barrett Tel: 0191 643 6061
Senior Manager – Employment and Skills

Service: Health, Education, Care and Safeguarding

Wards affected: All

1. Purpose of Report

This report provides an update on adult education in North Tyneside, in terms of the options available, feedback on delivery, take up across the Borough and progression.

2. Recommendations

The sub-committee members are requested to:

- note and comment on the content of the report;
- consider if any further information is required; and
- make recommendations to Employment and Skills Managers for their consideration.

3. Background Information

- 3.1 Adult Education in England has undergone a number of policy changes in recent years. These changes are underpinned by the Government's aim to transfer control of the Adult Education Budget (AEB) to local government areas through devolution agreements and to ensure local offers align with other local arrangements and tackle the economic priorities and productivity challenges a high-performing skills system should meet.
- 3.2 The government made a number of changes to funding from 1 August 2016 with an aim to create the funding systems that drive local growth; providing greater flexibility in how colleges and other training organisations focus on responding to local economic priorities and outcomes.
- 3.3 The Adult Education Budget (AEB) now combines previous Education and Skills Funding Agency (ESFA) participation and support funding including Adult Skills Budget (ASB) and Community and Family Learning, but does not include European Social Fund (ESF), Advanced Learner Loans and apprenticeships.

- 3.4 Its principal purpose is to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or further learning. It also enables more tailored programmes of learning to be made available, which do not need to include a qualification, to help those furthest from learning or the workplace.
- 3.5 The government has now included Community Learning objectives within the AEB to enable the funding of broader types of learning activities. The aim is to help disadvantaged and hard-to-reach learners re-engage in learning, build confidence, and enhance their wellbeing.
- 3.6 Colleges and other training organisations offering Community Learning can use part of their AEB allocation to continue to deliver their existing Community Learning activity. However, the national objectives of Community Learning funding have changed and now any learning incorporated into the AEB should be designed:
- To focus public funding on people who are disadvantaged and least likely to participate, including in rural areas, and people on low incomes with low skills
 - To widen participation and transform people's destinies by supporting progression into further training, employment or self-employment
 - To develop stronger communities, with more self-sufficient, connected and pro-active citizens
- 3.7 The AEB continues to fund colleges and local authorities through a grant arrangement and Independent Training Providers (ITPs) through a contract for services. Adult Education funding remains complex, but can be summarised as follows:
- Adult Education Budget (AEB) – block grant for Colleges and Local Authorities
 - Adult Education Budget (AEB) – service contracts for Independent Training Providers
 - 16-18 Study Programmes and Traineeships
 - Apprenticeships – Levy and Non-Levy funding
 - Employer funding of vocational learning
 - Learner funded (including Adult Learning Loans)
 - Additional funding – European Social Fund (ESF), Big Lottery etc.

4. Data

- 4.1 Attached at Appendix 1 is a data summary that provides key information relating to the numbers of people participating and achievements in adult education in England, the North East Region and North Tyneside. Where National or Regional data is used, this is because lower level geographical data is not available.
- 4.2 In recent years, all areas have seen a decline in the numbers of people participating in adult education. There are a number of reasons for this, including reducing budgets, reduced disposable income for learners to pay for courses and

a reduction in demand from employers for training provision.

- 4.3 In addition, an increased focus on Apprenticeships means that more vocational training as part of Apprenticeship Frameworks is being delivered. Figures on the number of Apprenticeships in North Tyneside are also contained in Appendix 1.

5. North Tyneside Employment and Skills Strategy

- 5.1 The development of an Employment and Skills Strategy for North Tyneside aims to provide a framework for Colleges and Providers setting out our key priorities for them to deliver to.

- 5.2 The strategy, which was approved by Cabinet in January 2017, has been developed into an Action Plan, and workshops are currently being held with key stakeholders to develop the following broad priorities into more detailed work:

- Delivery of a universal offer for young people; this means making sure North Tyneside's young people are ready for work and life with a particular focus upon those young people with lifelong learning difficulties and disabilities to progress into full employment
- Delivery of a targeted offer for young people and adults; this means making sure young people at risk of not being ready for work and life, in particular those with lifelong learning difficulties and disabilities, are the focus of our work with schools and targeted and personalised work with adults of working age who cannot access work and need to learn new skills
- Delivery of a universal offer for employers; this means making sure North Tyneside is a great place to live, work and visit and runs across the full gamut of health, education, homes, transport and culture
- Delivery of a targeted offer for employers; this means working with specific companies to support inward investment and growth but also specific work with businesses who want to be engaged in working with those furthest away from work
- Trying to be an exemplar employer; this means North Tyneside Council and its main commercial partners targeting their employment policies and practice at those areas of greatest priorities; and
- Influencing the local, regional and national picture; this means using our local intelligence and priorities to influence and connect work within and beyond North Tyneside.

6. The Provision offer in North Tyneside

- 6.1 To gain an accurate picture of the adult education offer in North Tyneside is difficult. There are currently 3985 training providers, including colleges, local authorities and Independent Training Providers, in England who are registered with the Education and Skills Funding Agency and able to deliver provision either as direct contract holder or as a sub contractor to another provider delivering training up to £100k limit per annum. There are no geographical limitations on this

delivery, so in theory all of these providers could deliver training provision in the Borough.

- 6.2 However, access to a Local Enterprise Partnership Data Tool does allow us to confirm the main providers of adult education delivering in the Borough with Tyne Met College (6596 enrolments) and North Tyneside Council Adult Learning Service (5069 enrolments) recording the highest numbers of enrolments in 2015-16.
- 6.3 In addition, these two providers have developed and published a joint prospectus, which has now been operating for a number of years. The prospectus, which is published in the June of each year for the following academic year, focuses on our respective full and part time Adult Learning courses. The development of the prospectus has enabled the two providers to align their provision to gain maximum impact and value to the Borough.
- 6.4 The general principles that underpin the development of the joint prospectus are that it:
- Removes excessive duplication of provision
 - Enables both providers to maximise their use of funding to deliver a broader offer of provision for the Borough
 - Delivers a progression strategy; entry level courses delivered by NTC progressing to higher level courses delivered by the College; and vice versa
 - Ensures courses can be delivered across a range of venues across the Borough in community venues and settings
 - Delivers cost savings for marketing and promotion of both Provider offers
- 6.5 There is now limited duplication of courses and this only occurs where there is either high demand or demand for courses to be delivered in different locations across the Borough.
- 6.6 The prospectus, which is available to view at www.northtyneside.gov.uk/ala, provides learners with information on enrolment, venues, funding and support, English and maths, as well as a full course listing covering the following broad subject areas:
- Access to Higher Education (HE)
 - Beauty therapy
 - Business
 - Computing
 - Cookery and catering
 - Counselling
 - Creative Crafts, Art and Design

- Dance
- Engineering
- English and maths (including English for Speakers of other languages (ESOL))
- First Aid and Food Safety
- Floristry and gardening
- Health and social care
- Health, wellbeing and sport
- Languages and literature
- Lifestyle choices (for learners with a learning difficulty or disability)
- Teaching and learning support
- Volunteering
- Working with children and young people

- 6.7 Both providers have developed this offer over a number of years, responding to both learners and employers demand. The changes set out above on the Government's priorities for funding have also affected this offer in a number of ways.
- 6.8 Firstly, both providers have seen an increased demand from Jobcentre Plus for courses for the unemployed. This includes Preparation for Work courses (not included in the prospectus) and basic Information, Communication and Technology (ICT) courses such as basic computing to assist residents looking for work and applying for benefits. This offer is greatly valued and allows both providers to progress learners to other courses which can greatly enhance their employment prospects.
- 6.9 Secondly, North Tyneside Council's Adult Learning Service has made a strategic decision to retain its Community and Family Learning offer, when many other similar providers have ceased to deliver this type of provision due to changes in Government policy and guidance. However, to maintain this offer but ensure we are complying with funding guidance, we have had to change some courses to a full cost recovery model, where learners pay the full cost if the course is not designed to support the most disadvantaged, to help people move into and progress in employment or to assist with economic wellbeing. Our Community Learning Strategy has set out our approach to deliver these changes.
- 6.10 In addition, North Tyneside Council's Adult Learning Service has also developed an English and Maths Strategy, which sets out an approach to ensure that all council staff, partner's staff and residents have access to provision to enable them to achieve a minimum of a Level 2 qualification in these subjects.
- 6.11 In focusing our provision effectively, the service has improved its overall performance significantly over recent years (see Appendix 1 for further details):

- From 6,084 enrolments in 2015-16, our achievement rate was 93.3% (87.6% national average); an increase from 91.7% in 2014-15 and 83.5% in 2013-14
- This performance increase was experienced across all subject areas and qualification levels
- The quality of teaching and learning has improved with 33% of lessons graded as outstanding
- Our equality and diversity profile is good; in particular 28.2% of learners are adults with learning difficulties or disabilities (ALDD) (National average – 17%) and tutors are qualified and experienced in supporting learners
- 95% of learners reported that they were satisfied with the support received in 2015-16 (NLSS 2015-16)
- The service has set challenging targets to further improve its achievement rates in 2017-18.

7. Key Achievements

7.1 The changes in Government policy and the increased focus on employment and progression as an outcome for adult education means that there are many examples of good practice working with partners and local employers.

7.2 In particular, the North Tyneside Adult Learning Service has developed:

- The **Working Roots Programme**, which is a partnership between Kier North Tyneside, North Tyneside Housing, Justice Prince (voluntary and community sector partner) and NT Adult Learning Service. The programme engages with 15-25 young people (aged 16-18) per annum to participate in a work placement with Kier providing housing and estate repairs. The participants are supported by a programme of learning in construction and horticulture and a dedicated mentor provides ongoing pastoral support. The programme has run for three years and has been hugely successful in the progression of the young people into apprenticeships, employment and further learning.
- A partnership with YMCA North Tyneside has seen the opening of a brand new **Cafe and Training Kitchen** in the centre of North Shields in June 2017. The Adult Learning Service runs the Training Kitchen providing learning to young people and adults with learning difficulties and disabilities. The kitchen prepares food for sale in the Cafe downstairs, which is run by the YMCA. The cafe will also provide apprenticeship and employment opportunities for the learners.
- The Adult Learning Service is now running a number of **Sector Based Work Academies (SBWA)** for employers in the Borough who have either a new recruitment need or ongoing recruitment difficulties. The short programmes prepare unemployed adults for the recruitment, including providing interview

skills, preparing a CV and building confidence and self esteem. The programmes are tailored to the employers needs and in most cases will involve the employer in the actual delivery of the programme leading to guaranteed interviews with the employer. The programmes have recently been delivered for Premier Inn, Beefeater, The Range and Smyths Toys.

- The Adult Learning Service has run a number of **Get into courses** across a range of sectors including Get into Cobalt, Digital, Construction, Retail, Care, Catering and Hospitality. These short courses provide tasters and introductions to sectors for young people and unemployed adults. The courses involve local employers, for example the Get into Digital course was run with Accenture in August 2017, and provides progression routes into traineeships, apprenticeships and further learning. The courses have been particularly effective in supporting our Looked after Children and Care Leavers to make choices about their chosen career paths.
- **Recruit Silverlink** is a new project delivered in partnership between the NT Employment and Skills Service, Crown Estates (who own the Silverlink Retail Park) and Silverlink businesses. The project will see a Workplace Coordinator based on the park, who will work with local employers to identify and address their recruitment needs. The Coordinator will work with Jobcentre Plus, our employability projects and other employment and skills providers to ensure there is a pipeline of locally trained people to access these vacancies.

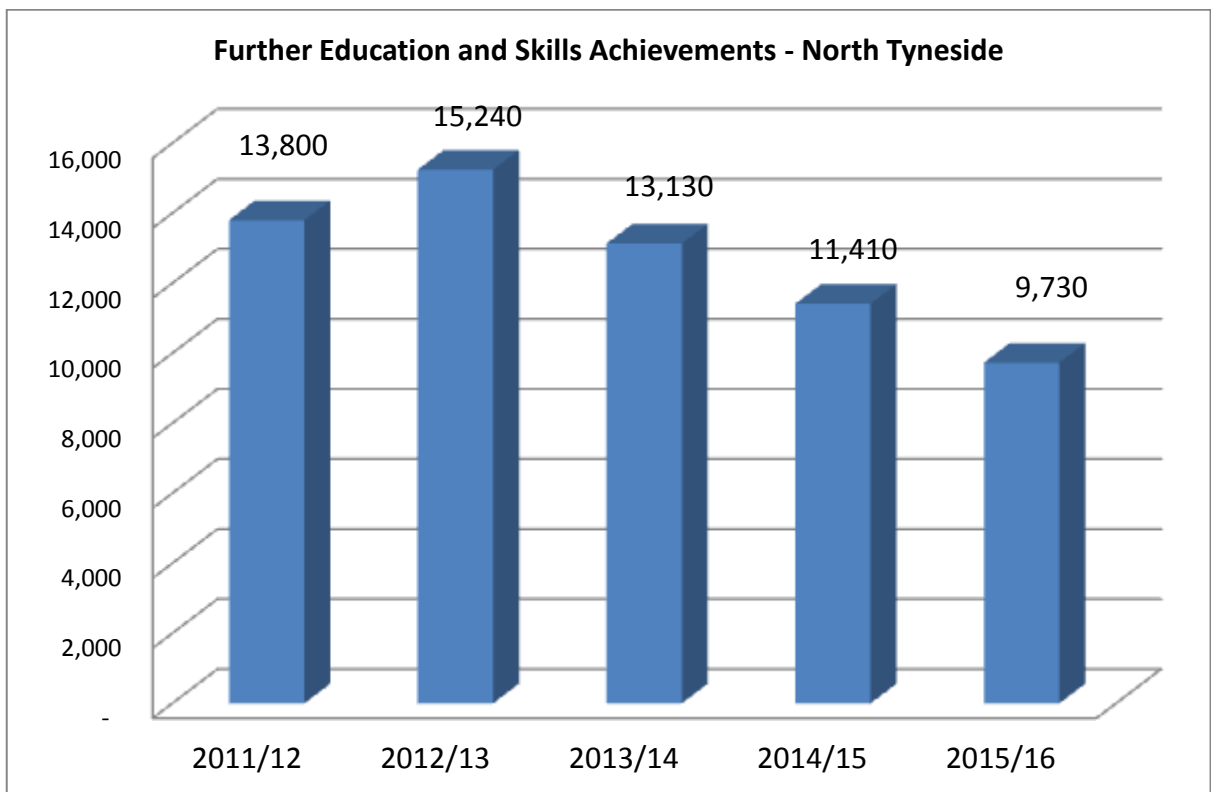
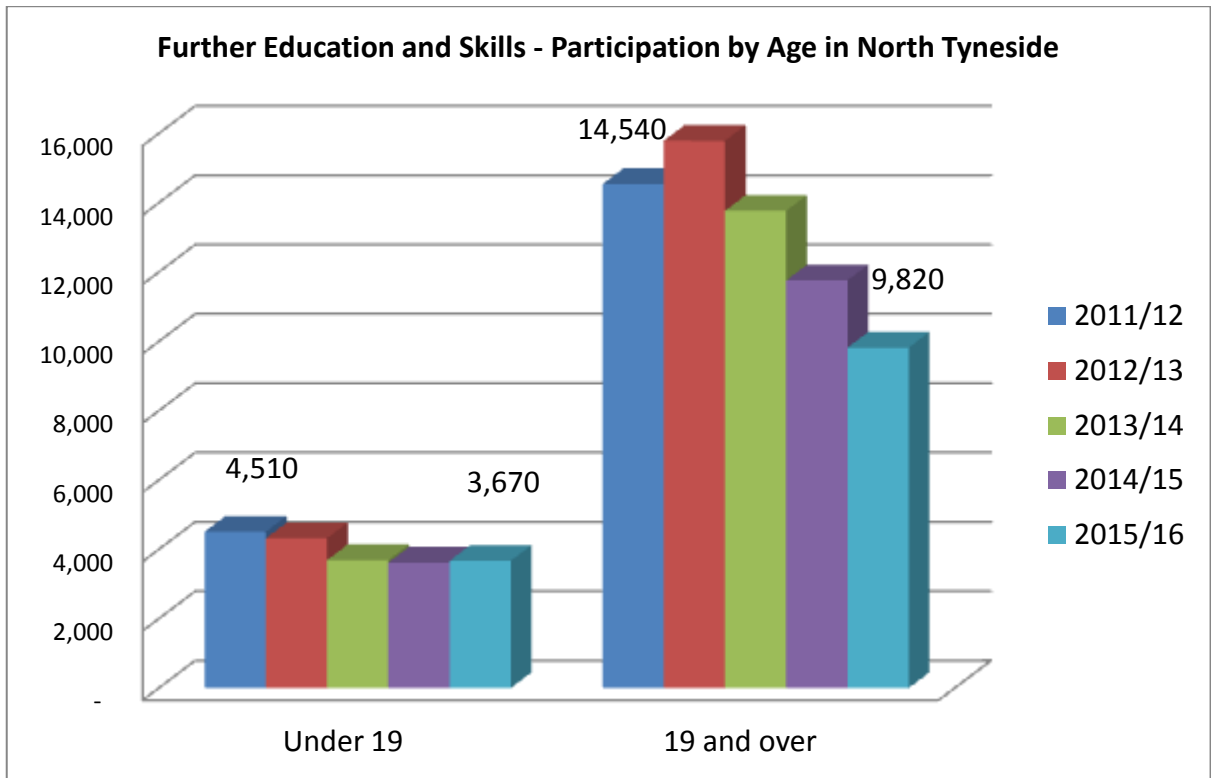
8. Challenges and Opportunities

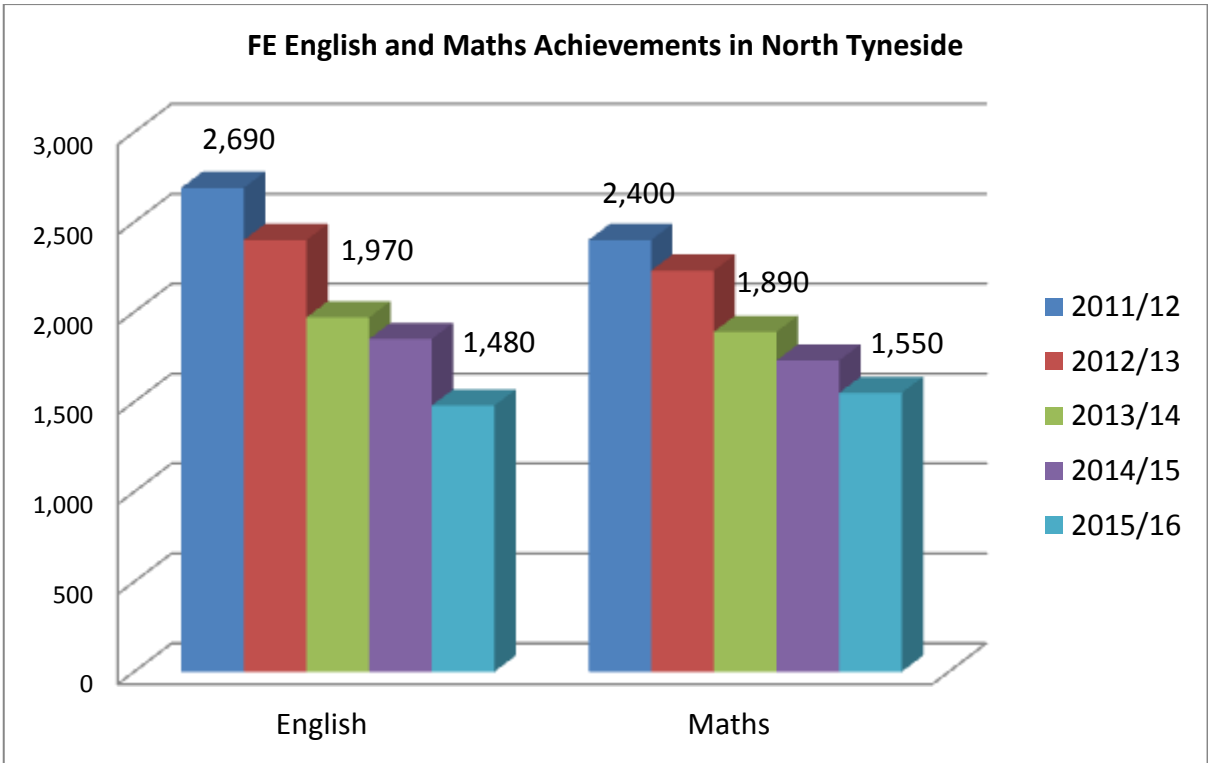
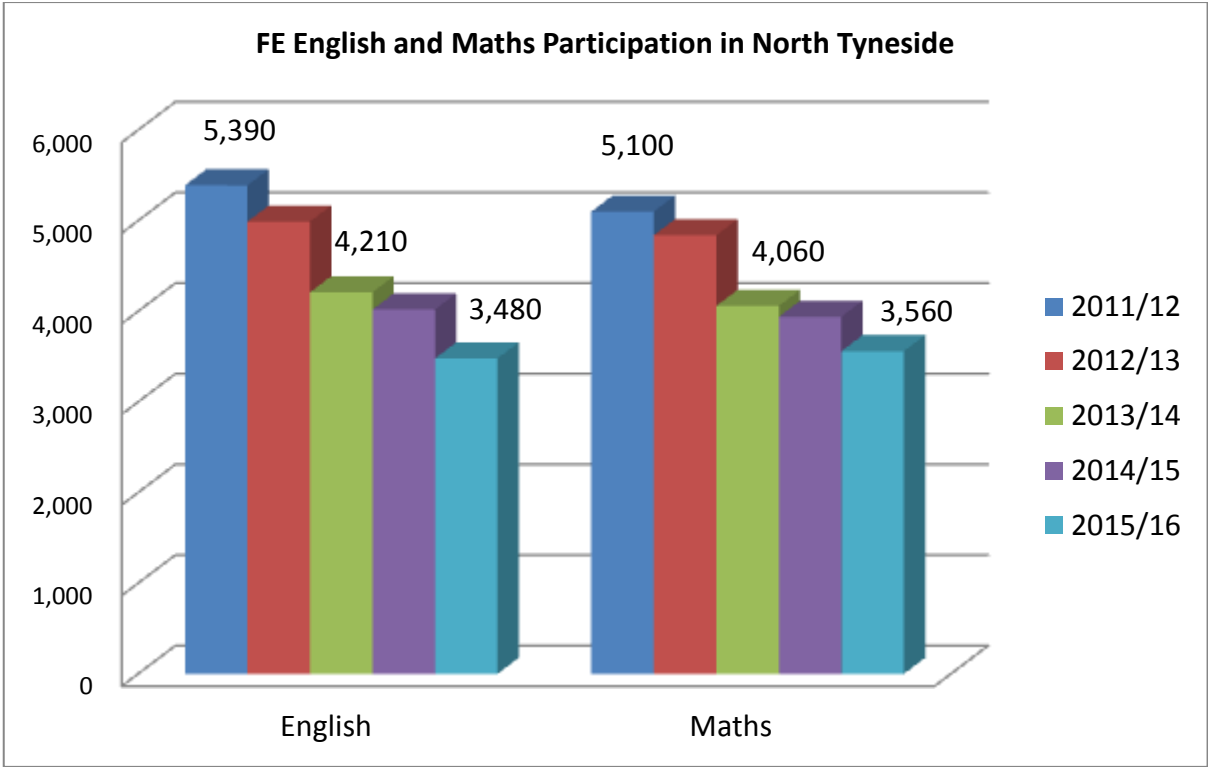
- 8.1 The Adult Education landscape remains hugely uncertain and challenging. Increasing pressures of reduced budgets, declining numbers of enrolments for all providers and constant policy change means that providers need to be agile and able to respond very quickly to opportunities.
- 8.2 There is a growing need for the NT Adult Learning Service to be more flexible in accessing the funds it needs to deliver a high quality service to NT residents; accessing more external funding opportunities. Recent examples of success include securing ESF Building Better Opportunities (BBO) funding to support unemployed residents with health barriers and unemployed residents with multiple barriers to employment. The service is also currently applying to become an ESF Skills Support for the Unemployed (SSU) provider.
- 8.3 In addition, the service needs to improve the marketing of its current offer to increase the take up of Adult Education in the Borough. To respond, we have developed a Marketing and Communications Strategy, which includes a new brand and the deployment of a number of tools and methods to promote the offer including:
 - Continued delivery of a joint prospectus with Tyne Met College

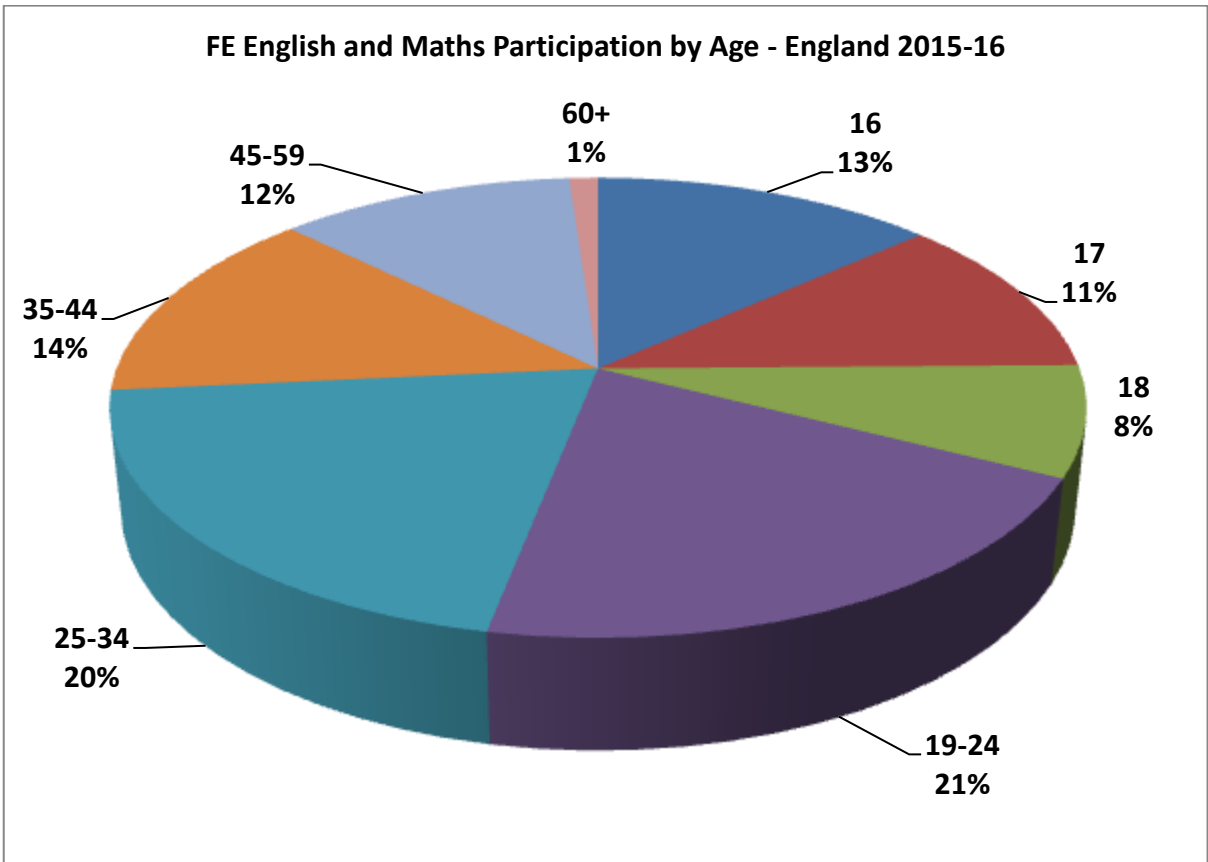
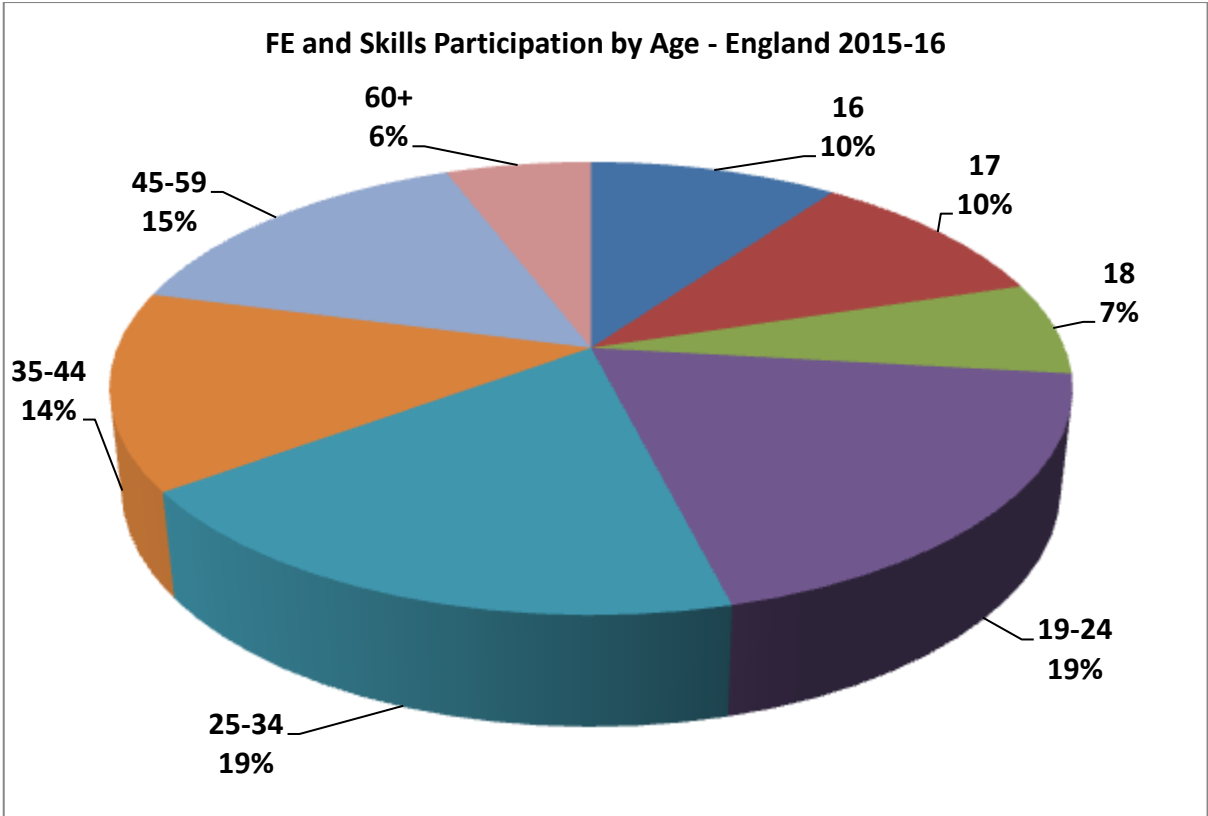
- Term 2 and Term 3 promotion through leaflets, inclusion in Our North Tyneside magazine etc.
- Banner adverts placed at strategic locations e.g. Coast Road bridges
- Leaflets and posters
- Dedicated employment and skills website
- Social Media – increased presence on Twitter and Facebook
- Open days, evenings and a presence at key events, shopping centres etc.

Appendix 1 - Adult Education in North Tyneside

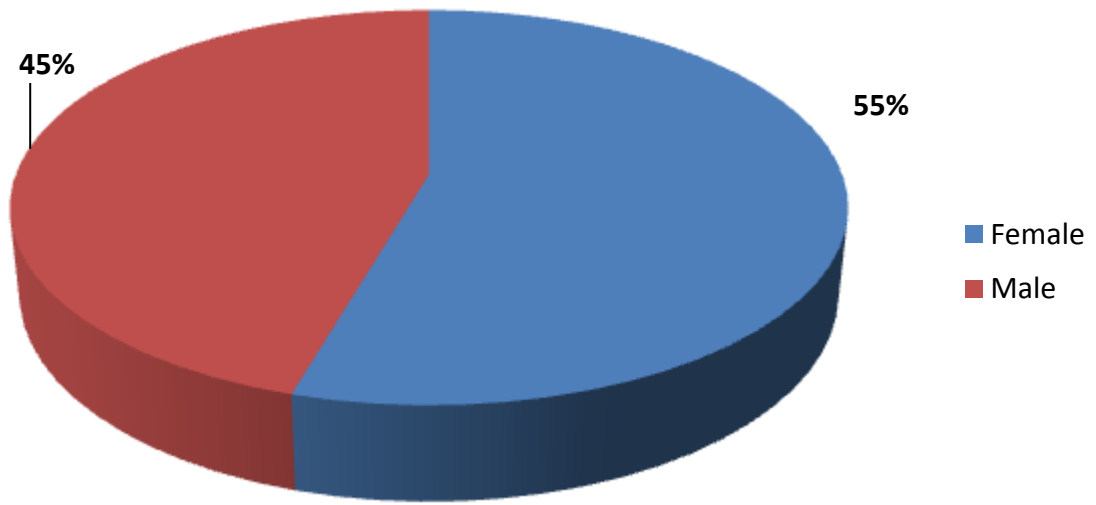
Children, Education and Skills Committee



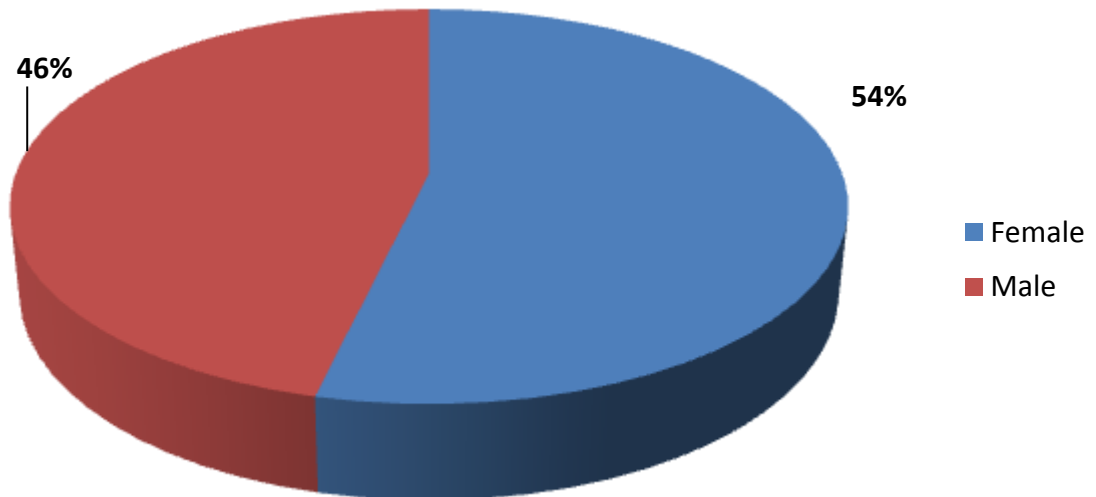




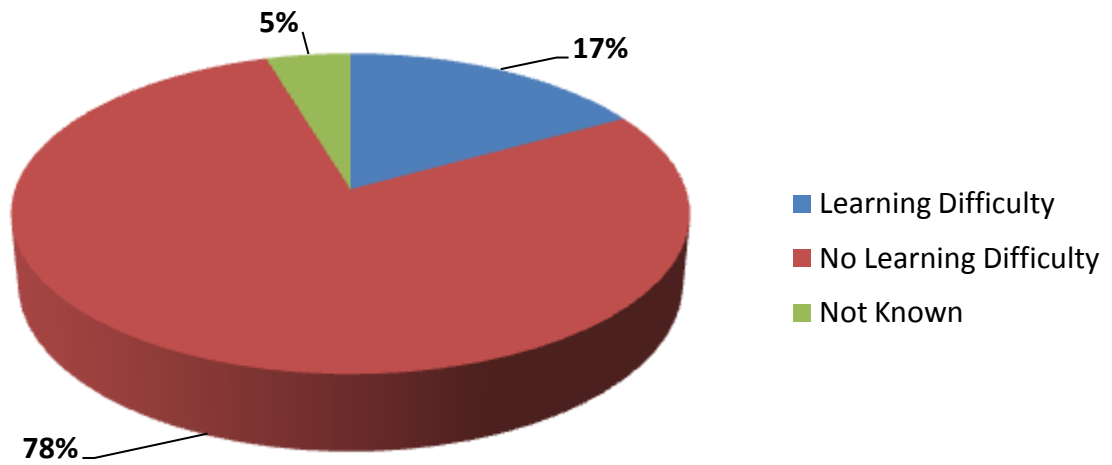
FE and Skills Participation by Gender - England 2015-16



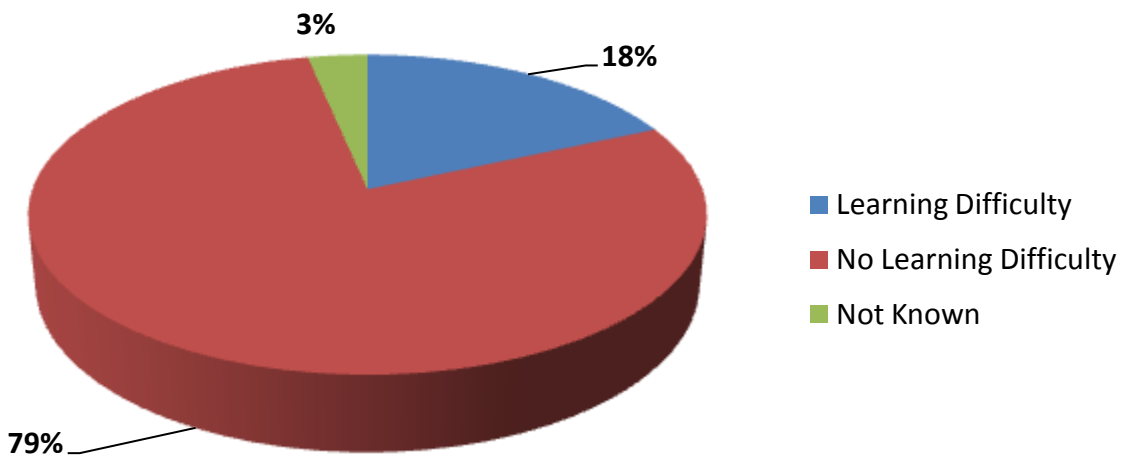
FE English and Maths Participation by Gender - England 2015-16



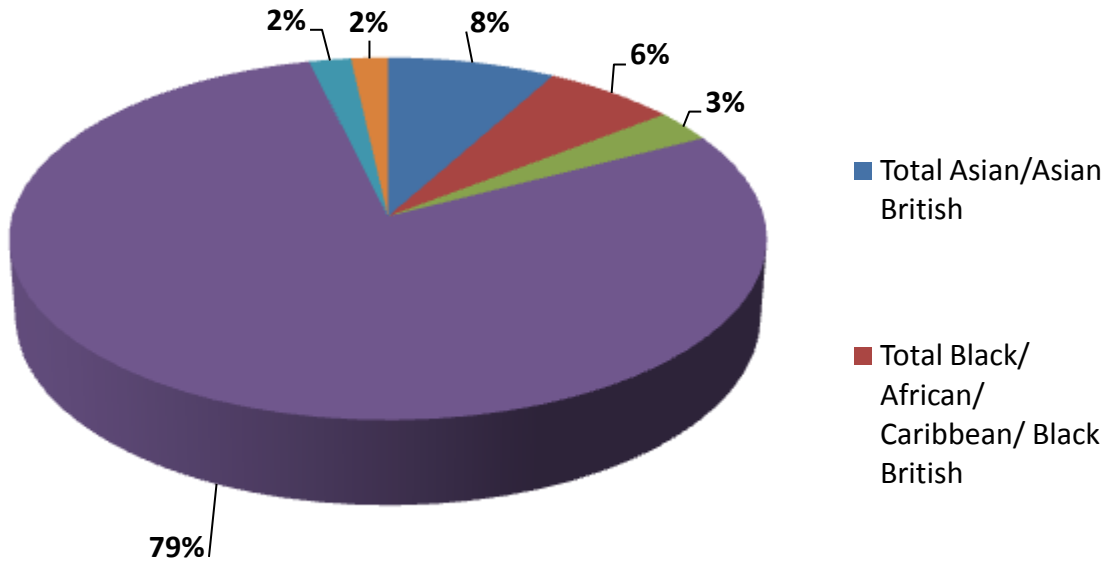
FE and Skills Participation - Learners with Learning Difficulties and/or Disabilities - England 2015-16



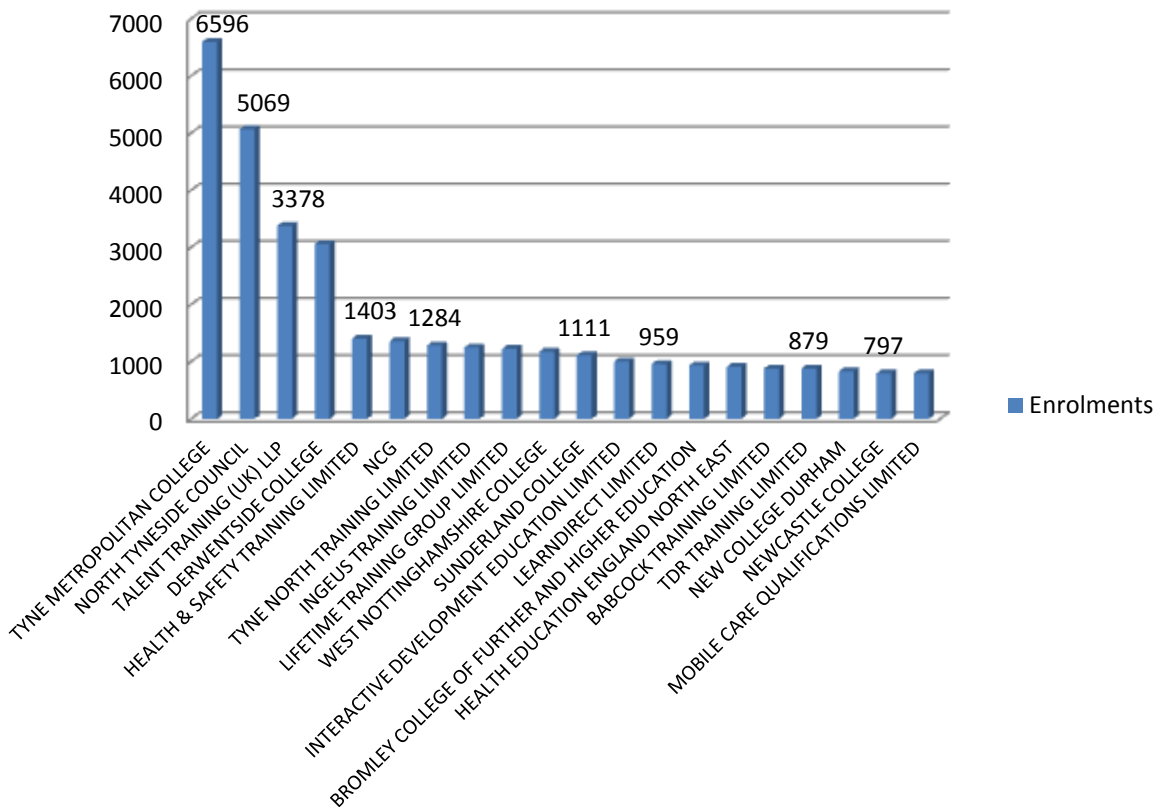
FE English and Maths Participation - Learners with Learning Difficulties and/or Disabilities - England 2015-16

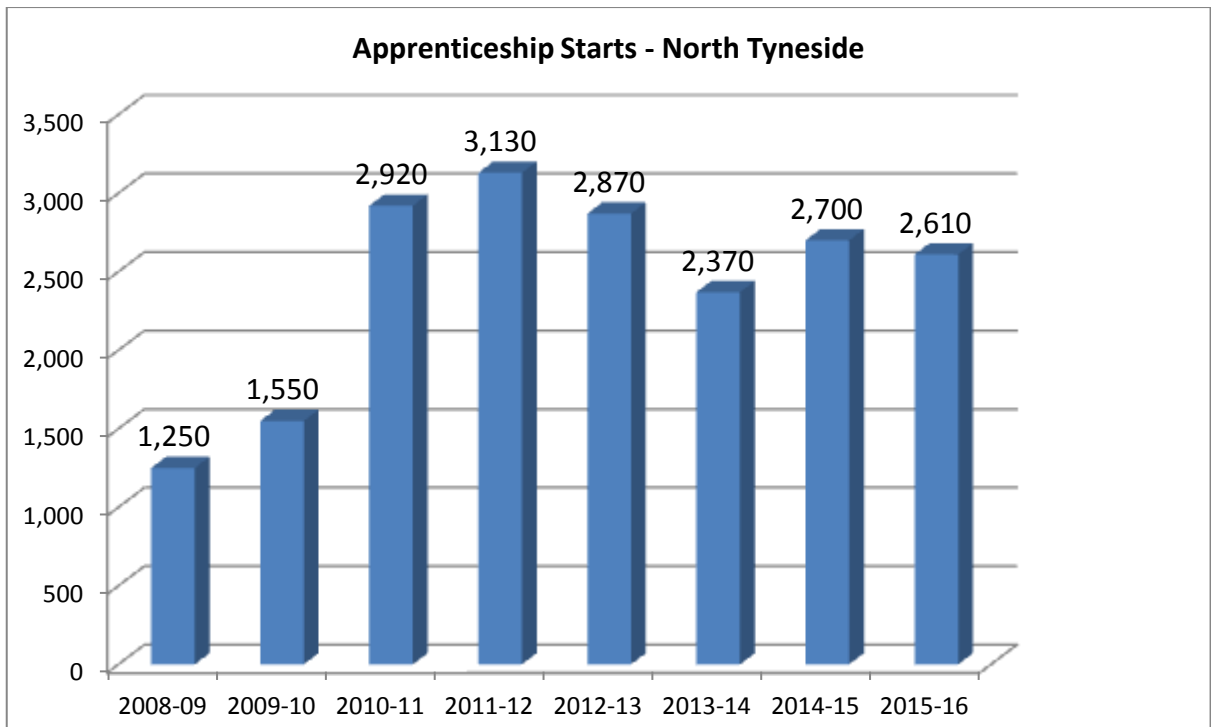


FE and Skills Participation by Ethnicity - England 2015-16

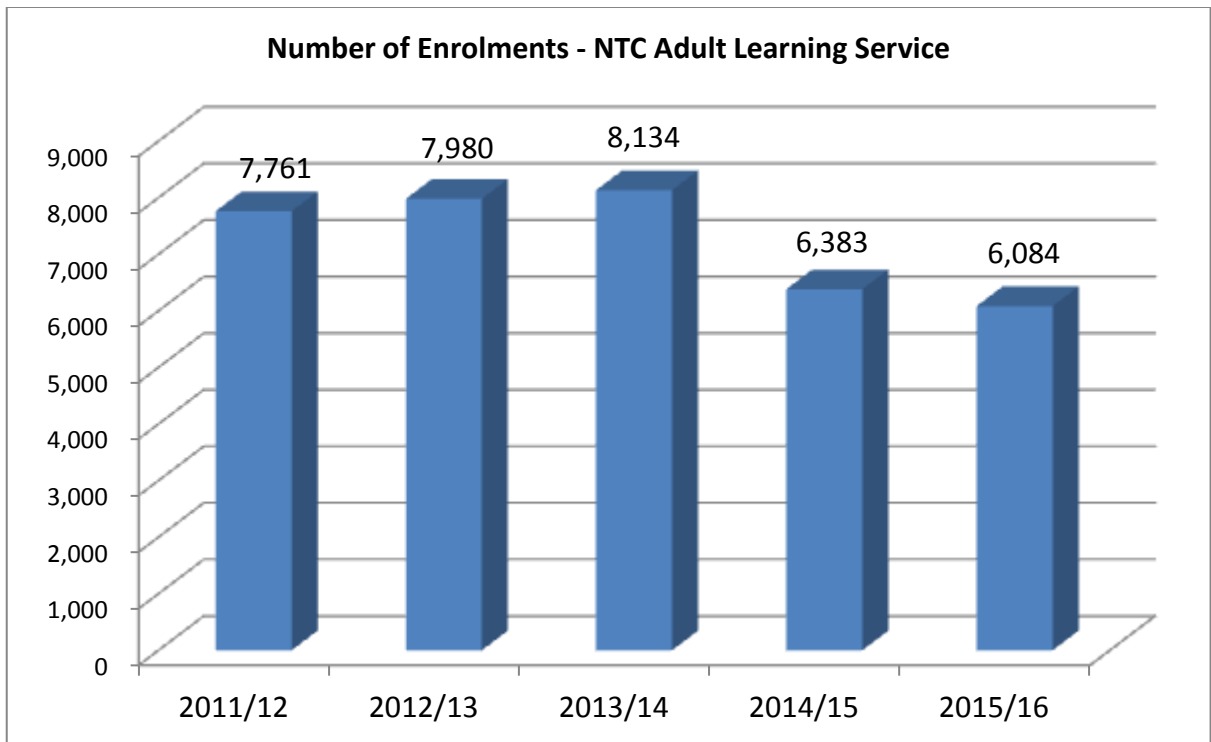


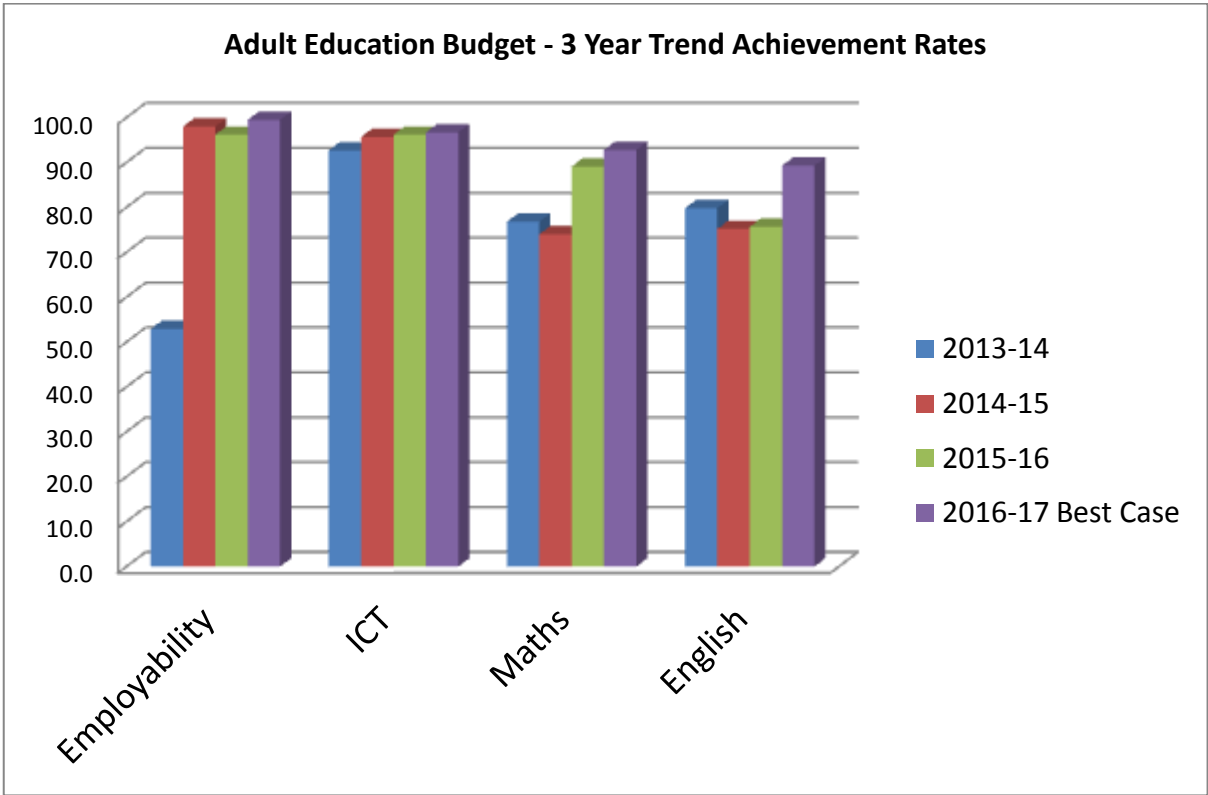
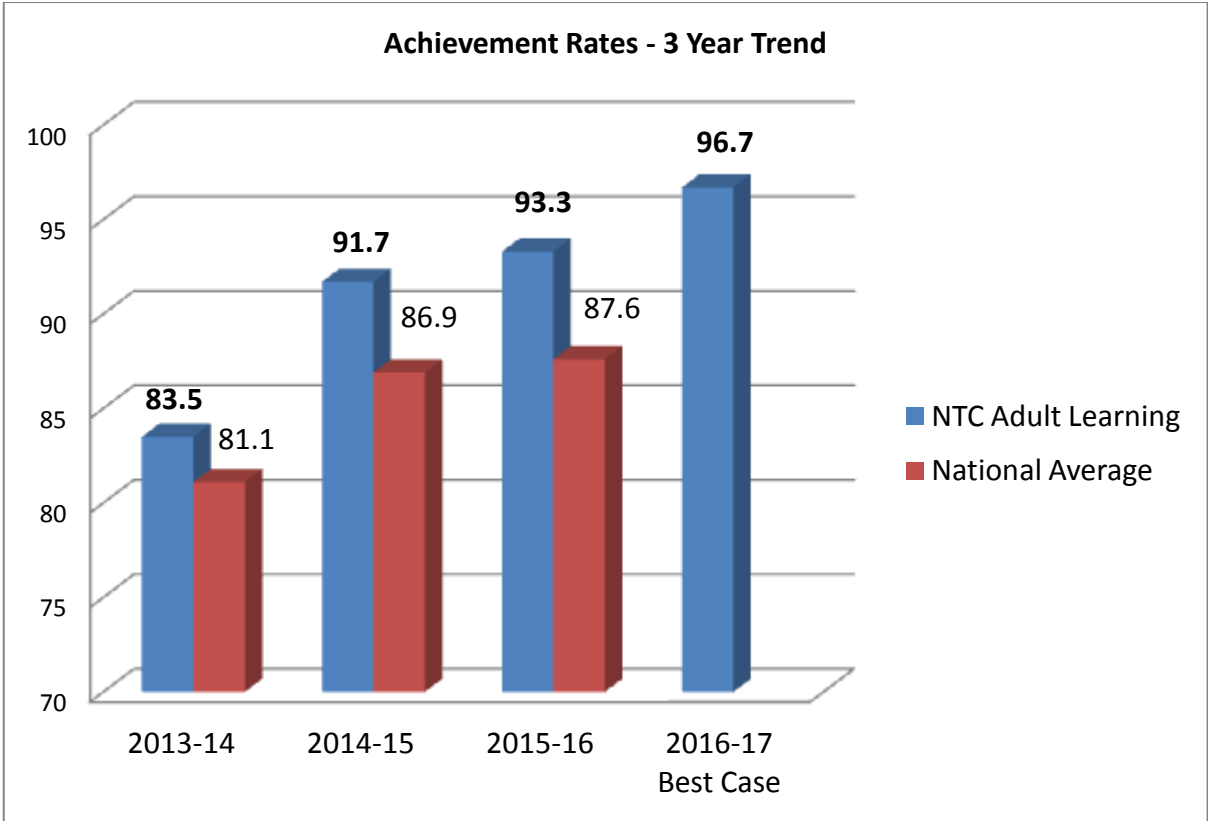
Main Providers of Adult Learning in North Tyneside - 2015-16

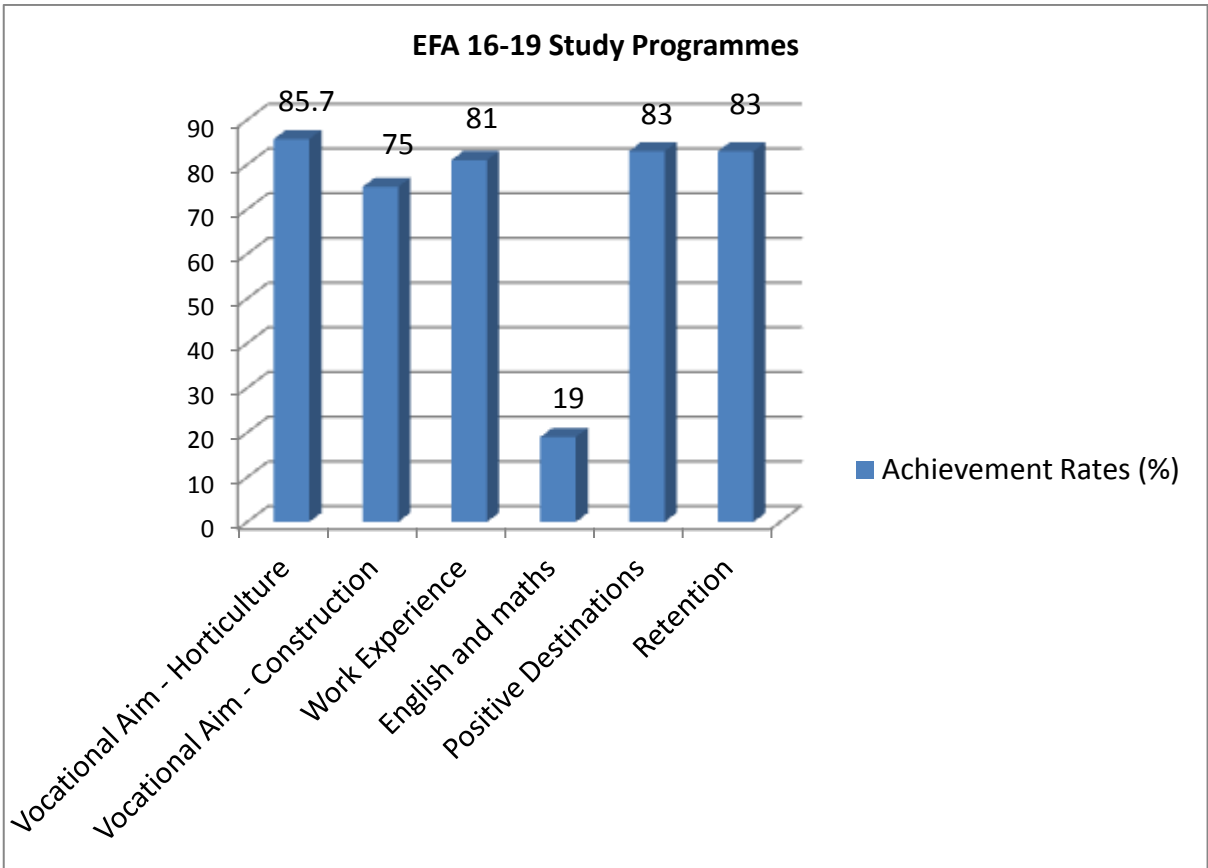
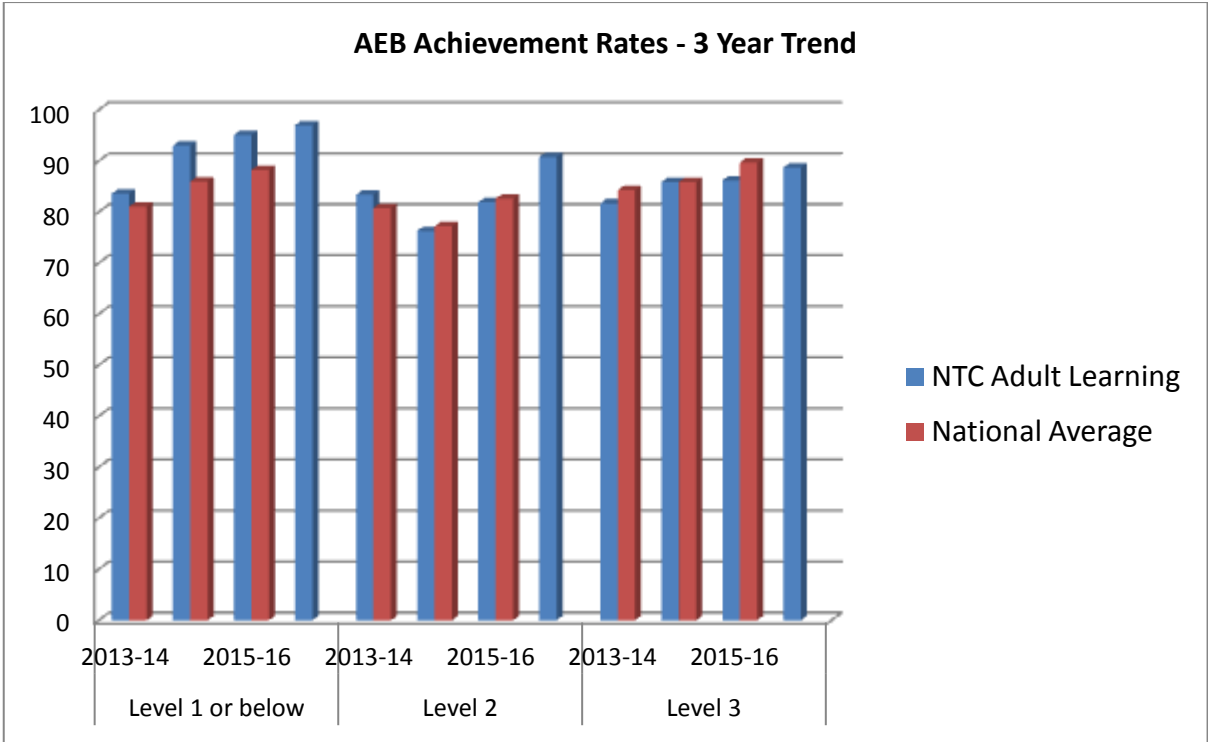




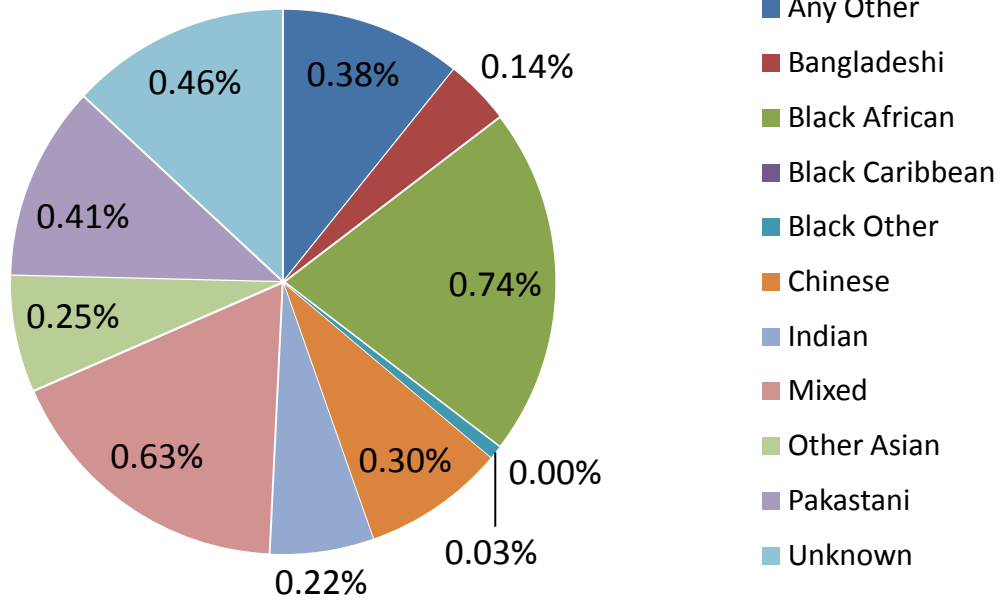
North Tyneside Council Adult Learning Service – Performance Information



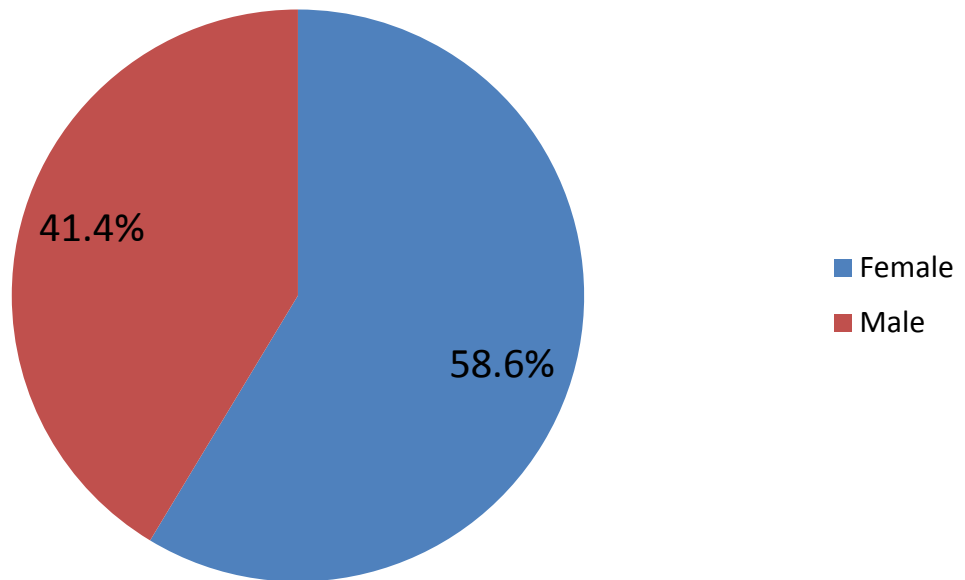


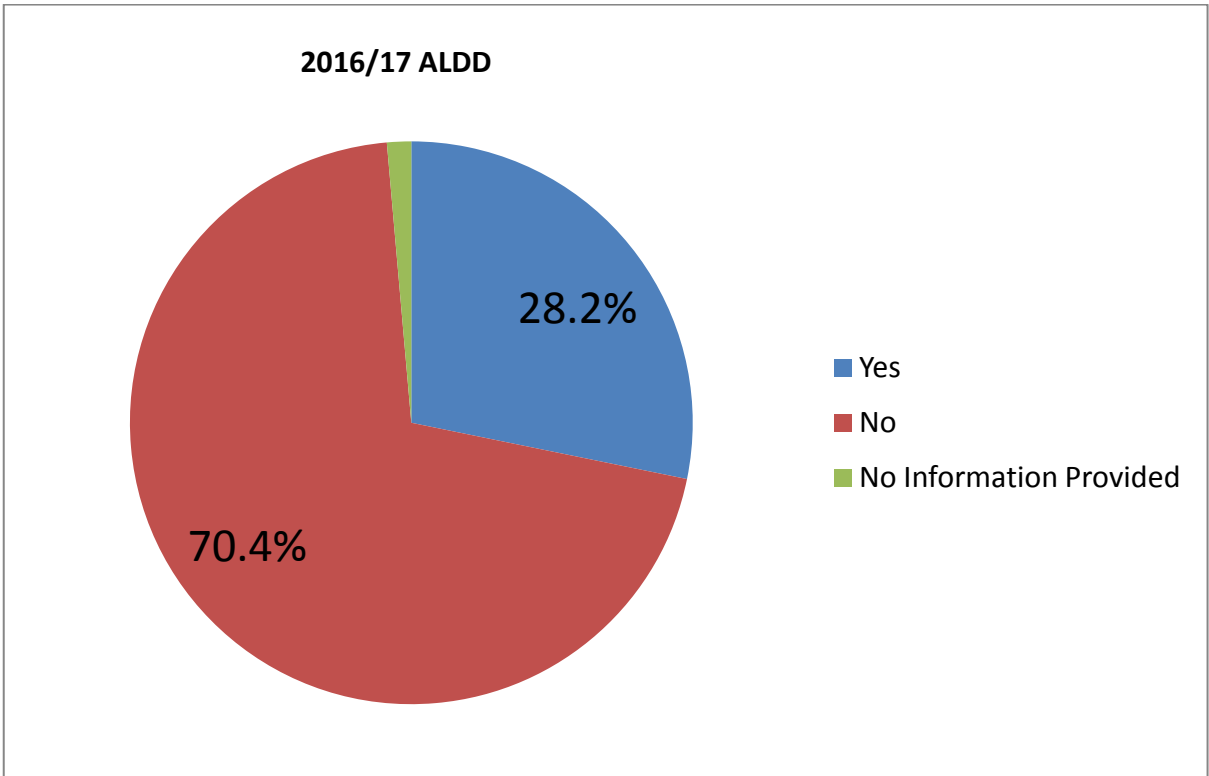
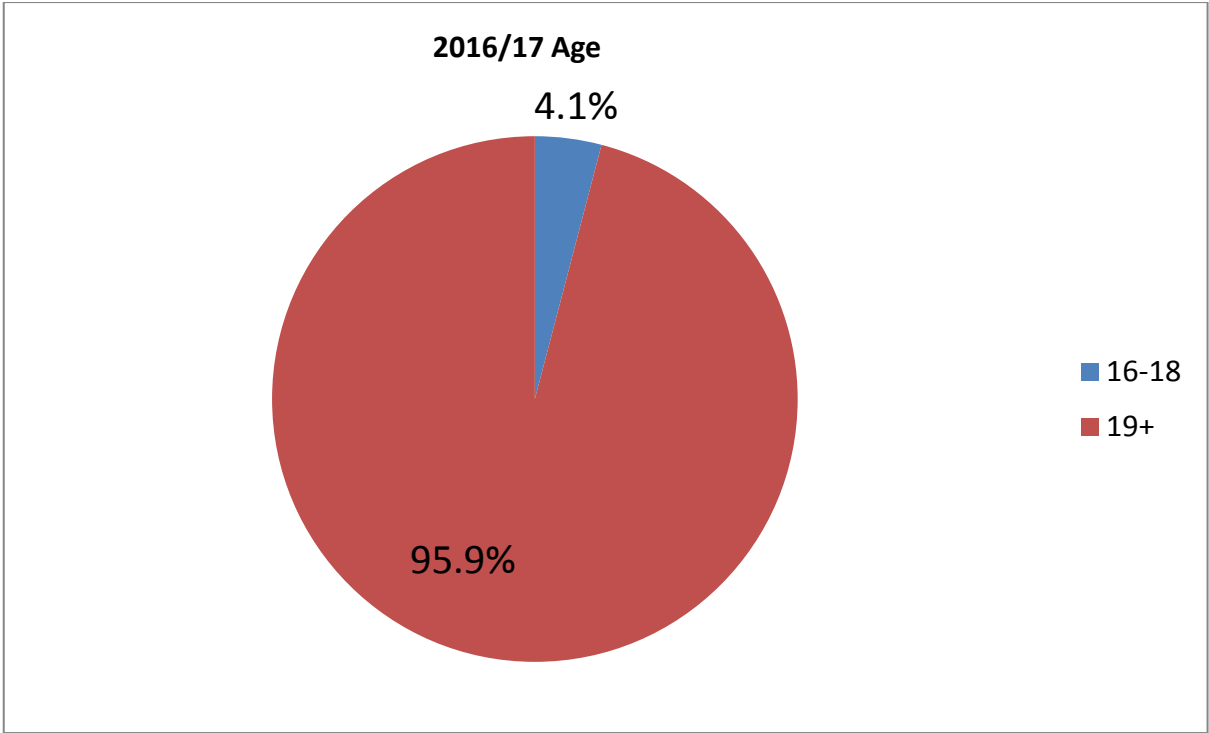


2016/17 Ethnicity



2016/17 Gender





Meeting: Children, Education and Skills Sub-committee
Date: 19 September 2017
Title: Special Educational Needs and Disability (SEND) Local Area Inspection

Author: Angela James, Assistant Director Education, Tel: 0191 643 8511
Learning and Skills

John Thompson, Senior Manager, SEND Tel: 0191 643 7706

Service: Education, Learning and Skills in
Children, Young People and Learning

Wards affected: All

1. Purpose of Report

The purpose of this report is to provide an update on the Service and the preparation for the SEND Local Area Inspection.

2. Recommendations

The sub-committee is recommended to note the information provided and make any recommendations.

3. The Inspection

3.1 The Children and Families Act 2014 places responsibility on the local area, which includes the local authority, health commissioners and providers, to identify and meet the needs of children and young people and those who have special educational needs and/or disabilities aged 0 to 25 yrs.

3.2 All 152 local areas will be inspected over a five year period.

3.3 Inspection teams will include:

- One of Her Majesty's Inspectors (HMI) (Lead)
- A Care Quality Commission (CQC/Inspector)
- An Ofsted Inspector (OI)

3.4 Ofsted and CQC Inspectors prepare for the inspection using a range of information and data from the local area to develop lines of enquiry and identify the particular aspects to focus on. Notification of the inspection is five days. Aims to give parents and young people time to enable them to contribute meaningfully to the inspection.

3.5 It is expected that local areas know how effective they are and will be able to demonstrate this – Ofsted and CQC review the accuracy of this with local areas during the week.

- 3.6 Inspectors visit a sample of providers across health, education and care to gather evidence.
- 3.7 Assessment of health and social care services focuses on these services' contribution and ability to work collaboratively to meet children and young people's needs.
- 3.8 Inspectors take account of any safeguarding concerns that arise and take appropriate action if necessary.
- 3.9 Inspection fieldwork includes discussions with elected members, local area officers from health, education and social care, meeting with leaders of early years settings, schools, colleges and specialist services.

4. Reporting of findings:

The Report is a narrative evaluation using the three evaluation questions in the framework.

- 1) The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities.
- 2) The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities.
- 3) The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

There are no graded judgements. If the inspection team judge that there are significant concerns, the local area may be required to produce and publish a written statement of action following the inspection.

5. Self-Evaluating Framework

A Self-Evaluation Framework (SEF) has been prepared by the Local Authority (LA), Clinical Commissioning Group (CCG) and key partners.

The SEF is structured around the key themes of inspection (as noted above):

- a) Leadership and governance of SEND across the local area
- b) Capacity and resources
- c) The identification of children and young people who have special educational need and /or disabilities
- d) Assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- e) Improving outcomes for children and young people who have special educational needs and/or disabilities.

5.1 Key strengths identified in the SEF include:

- a) 94% of children and young people attend a school in North Tyneside which has been graded good or outstanding
- b) Early Help Assessments (EHA) are embedded across agencies
- c) Clear pathways and processes are in place
- d) Schools and providers follow a graduated response in line with the Code of Practice regarding the identification and meeting special educational needs, supported by SEN Support Plans
- e) Regular monitoring of attainment and progress data is used by schools

- f) The Local Offer was co-produced with parent/ carers
- g) A Person Centred approach is embedded
- h) An Inclusion Strategy has been developed through consultation with a variety of stakeholders
- i) There is a transparent approach to decision making within assessments and parents/carers, schools and colleges have increased confidence in the Education, Health and Care Plan (EHCP) decision making process
- j) There is a clear pathway into the Disability Team

5.2 Key priorities for the Action Plan include:

- a) Embedding new ways of locality working
- b) Further work with parents/carers and work with children and young people, including those who don't want to engage
- c) Further development of the Local Offer
- d) Embedding Quality Assurance of Education, Health and Care Plans
- e) Joint Commissioning
- f) Preparation for Adulthood

5.3 A series of Consultation Events with respect to the SEF have taken place, including:

- a) Headteacher Briefing
- b) Special Educational Needs Co-ordinators Briefing
- c) Staff groups, including Locality Teams and Health colleagues
- d) Extended Children and Young People Senior Management Team
- e) Children and Young Peoples Partnership Board
- f) Briefing to Lead Cabinet Member

5.4 The SEND Strategic Board has been refreshed to include key partners from both the LA, Health and importantly representation from the Parent/Carer Forum. The Board has oversight of the SEF and will monitor future work required/Action Plan.

6. Other activities

A core group is in place to support the Inspection Process (using the learning from the recent Social Care Safeguarding Inspection). This includes the setting up of key focus groups, gathering key documents and preparing the practical arrangements for the Inspection.

6.1 Data Intelligence is being used to create a Score Code to enable the LA and CCG to benchmark its performance against both regional and national comparators.

Emerging data includes:

- a) 993 children and young people who have EHC Plans, with a remaining 112 with Statements of Special Educational Needs. The Local Authority (LA) is on target to convert the remaining 112 Statements to EHC Plans by 31 March 2018 in line with Government legislation.
- b) The LA performance in producing EHC Plans within 20 weeks is good. For the calendar year 2016 89% of Plans (excluding exceptions) were produced in 20 weeks, compared to 81% nationally.
- c) The LA does have more children and young people attending special schools than national comparators. However, very few children and young people attend

a specialist provision out of borough. The spend for each child/young person is therefore more cost effective than national and regional comparators.

- 6.2 Outcomes from other Local Area SEND Inspections are being 'used' to improve learning within North Tyneside.
- 6.3 The transition to Whole Life Disability 0-25 continues to progress.
- 6.4 The LA has requested a SEND Local Area Peer review to take place in November 2017.

7. Education, Learning and Skills Service

As part of the work on the transformation of Children's Services a decision has been made to bring together a range of services under the leadership of the Assistant Director, Education, Learning and Skills, Angela James. These are:

- a) the School Improvement Service
- b) Special Educational Needs and the Statutory Assessment and Review Team
- c) Educational Psychology Service
- d) School Support Team (children at risk of exclusion)
- e) Education Service for Looked after Children (RHELAC)
- f) the Employment and Skills teams

This will enable the better co-ordination of educational support for the most vulnerable students. Following the departure of the Principal Manager for Integrated Disability and Additional Needs Service, John Thompson has been appointed as Senior Manager, SEND and is the named officer for the Inspection and Sue Wood is the Assistant Director Disability and Mental Health.

8. Background documents

- Children and Families Act 2014
- Self-evaluating Framework

Meeting: Children, Education and Skills Sub-committee

Date: 19 September 2017

Title: Transforming Children's Services

Authors: Jill Baker – Assistant Director – Prevention and Early Help
Tel: (0191) 643 8966

Service: Health, Education, Care and Safeguarding

Wards affected: All

1. Purpose

This report provides an overview of the work being undertaken to 'transform children's services' in order to improve outcomes for children and young people whilst also offering value for money in the context of reducing budgets. As this report is the initial one this year, it provides a brief description of all the workstreams involved in the work – it is suggested that future reports look at one of the 5 workstreams in more detail each time.

2. Background

Work to develop a new model to support children began in 2015 when we undertook our first in-depth analysis of the work we do and how we could do it better. In the following 2 years, through a combination of reviewing evidence of 'what works', the Ofsted inspection and opportunities to adopt new models – in some cases supported by external funding - we are continuing to develop that work in a number of key areas.

3. The programme of work

The programme brings together a wide range of projects that are aimed at transforming the way in which children's services operates, increasing its ability to manage demand and, as a result, manage its resources in the most effective way whilst ensuring good outcomes for children, young people and families are maintained.

The overarching aims of the programme are to:

- a) ensure, wherever possible, children can be supported to live safely at home
- b) ensure that families on the edge of care receive appropriate early help and targeted support to prevent avoidable entry into care
- c) ensure that, for those already in care, we focus upon their return to live safely at home at the earliest opportunity
- d) ensure decision making for high cost placements is in children's best interests – requiring evidence that all options for early help or family/carer reconciliation or crisis intervention have been attempted before any request is considered.
- e) ensure young people leaving care are prepared for independence and their transition to adulthood
- f) increase school stability and successful outcomes for all Looked After Children of school age.

- g) introduce a model of practice emphasising safe planning and partnership with families.
- h) ensure a sustainable approach to managing children's social care resources is maintained

The work is arranged under 5 workstreams, with a small number of projects grouped underneath each one. Other projects may be added as the works develops

4. Workstream one: Keeping children, young people safe at home

Projects:

4.1. Menu of Options

This project is focused on maximising the use of all available early help resources during the care planning process, prior to a decision being taken to formally take a child into the authority's care. The impact of this work will be more children supported to live at home, fewer supported formally in the 'looked after' system, and a resulting reduction in expenditure.

4.2. Dartington

This project involves engagement with the Dartington Social Research Unit to draw on their expertise and ability to analyse and model the activity and financial data that we have in order to draw conclusions around the key system dynamics for children's services that impact on demand.

It is expected that the outcome of this project will underpin and inform the ongoing development of the programme through a richer understanding of the impact of changes that we can make to our model.

4.3. Children with Disabilities

It is clear from the national and regional picture that there is no 'one way' to deliver services to children and young people with a disability. There are a range of models on which to draw. North Tyneside's own path has been to embark on a '*Whole Life Disability*' service model, acknowledging that the service would need to adapt as it learnt. As a result of co-production with children and parents, North Tyneside implemented a Whole Life Disability Service, co-locating both Teams under a single Service Manager. From its inception, it was accepted that it would be iterative in development and a likely five year journey - the intended outcome is to improve transitions for children into adulthood

5. Workstream two: Keeping children and young people in school

Projects:

There is only one project in this workstream which is working with all the schools in the borough to reduce the movement of children between schools to try and address issues which could lead to exclusion and also to reducing the numbers of children in alternative provision

6. Workstream three: Looking after children and young people safely

Projects:

6.1. 5Q Model for Going Home

This work involves the introduction of 5 key questions that are posed as part of the scrutiny process for decision-making around care planning. The expected outcome of this work is

increased rigour around care planning and decision-making and a resulting decrease in the number of children and young people supported formally within the care system.

6.2. Mitford Gardens

This project involves the development of new internally provided supported accommodation for care leavers utilising HRA stock. This scheme will deliver financial savings through converting current external residential and supported accommodation placements into this new, more cost-effective internal provision.

6.3. Fostering

This project is aimed at significantly increasing the number of internal fostering carers and converting these to placements, with a particular focus on specialist fostering carers and placements. The project will involve an aggressive marketing strategy and a review and streamlining of the placement process.

Savings will be generated through converting external fostering placements into internal placements and – in a small number of cases – converting external residential placements into specialist fostering placements.

6.4. Elm House

This project involves the development of new 'staying close' provision, partially funded by the Department for Education. Specifically, it will involve capital works to Elm House which is located opposite Sycamore children's home and will facilitate a transition of those children and young people supported at Sycamore to Elm House, freeing up internal capacity at Riverside with the aim of returning external residential placements to the borough.

7. Workstream Four: Enabling Projects

Projects:

7.1. Signs of Safety

This project involves the implementation of a new practice model - Signs of Safety. It is an innovative, strengths-based, safety-organised approach to supporting or protecting children. This project will implement a model of practice throughout North Tyneside that can be utilised by all professionals across the continuum of need threshold. The successful implementation of Signs of Safety will indirectly improve practice and outcomes for families also ensuring resources are most effectively managed.

7.2. Multi Agency Safeguarding Hub (MASH)

This project involves the co-location of a range of key partners responsible for safeguarding children and young people. Immediately, it will improve information sharing and reduce levels of administration, meetings and bureaucracy. Ultimately, it will streamline processes and ensure that appropriate actions can be taken as swiftly as possible.

7.3. Children and Young People's Mental Health and Emotional Wellbeing

The Children and Young People's Mental Health and Emotional Wellbeing Strategic Group was established to oversee the implementation of the Local CAHMs Transformation Plan and develop Children and Young People's Mental Health and Emotional Wellbeing Strategy. An action plan has been developed and work is ongoing across four key themes

- Promoting Resilience, Prevention and Early Intervention
- Improving Access to Support
- Services for High Risk and Vulnerable Groups
- Developing the Workforce

7.4. Liquid Logic

This project involves the implementation of a new case management system, to replace the existing CCM system which was identified by Ofsted as being unfit for purpose and which is also widely hated by practitioners across the service!

8. Workstream Five: Innovation and New Models

8.1. Social Impact Bonds

This project involves the exploration of a social impact bond financing model for transformative work across children's services. External funding has been secured and we are working with Social Finance to develop the proposal, with the expectation that this may focus on edge of care and specialist fostering provision. We will also explore the feasibility of the Council acting as financier for this work.

8.2. Regional Adoption Agency

This project responds to a national government directive to establish regional delivery arrangements for the management of adoption placements. We will work with our regional local authority partners to assess the most appropriate vehicle for the RAA and work to meet government deadlines for its establishment.

9. Conclusion

Sub-committee Members are requested to note the progress made with the transformation work and how it supports the implementation of the Targeting Operating Model and the 3 pledges in children's services:

- a. We intervene early with evidence based, family focussed services
- b. We work in partnership to keep children in school
- c. We keep children safe at home and connected to their local communities

as well as making any further comments or recommendations around these developments and proposing which workstream they would welcome the next report to focus upon.