

Overview & Scrutiny

Children and Young People Scrutiny Commission

All Members of the Children & Young People Scrutiny Commission are requested to attend the meeting of the Commission to be held as follows

Thursday, 15th November, 2018

7.00 pm

Room 102, Hackney Town Hall, Mare Street, London E8 1EA

Contact:

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Tim Shields

Chief Executive, London Borough of Hackney

Members: Cllr Margaret Gordon (Vice-Chair), Cllr Sophie Conway (Chair),
Cllr Katie Hanson, Cllr Soraya Adejare, Cllr Ajay Chauhan,
Cllr Humaira Garasia, Cllr Clare Joseph, Cllr James Peters,
Cllr Clare Potter and Cllr Caroline Woodley

Co-optees: Graham Hunter, Michael Lobenstein, Liz Bosanquet, Jane Heffernan, Jo
Macleod, Ernell Watson, Shuja Shaikh and Sevdie Sali Ali

Agenda

ALL MEETINGS ARE OPEN TO THE PUBLIC

- 1 Apologies for Absence**
- 2 Urgent Items / Order of Business**
- 3 Declarations of Interest**
- 4 Annual Question Time with Cabinet Member for Families, Early Years and Play** (Pages 1 - 2)
- 5 Children and Families Service - End of Year Report 2017/18** (Pages 3 - 52)
- 6 Minutes of the Previous Meeting** (Pages 53 - 72)
- 7 Children and Young People Scrutiny Commission - 2018/19 Work Programme** (Pages 73 - 84)
- 8 Any Other Business**

To include updates on children and young people related issues from other scrutiny commissions

Access and Information

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Induction loop facilities are available in the Assembly Halls and the Council Chamber. Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

Further Information about the Commission

If you would like any more information about the Scrutiny Commission, including the membership details, meeting dates and previous reviews, please visit the website or use this QR Code (accessible via phone or tablet 'app')

<http://www.hackney.gov.uk/individual-scrutiny-commissions-children-and-young-people.htm>



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The Monitoring Officer, or the Chair of the meeting, may designate a set area from which all recording must take place at a meeting.

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All those visually recording a meeting are requested to only focus on recording councillors, officers and the public who are directly involved in the conduct of the meeting. The Chair of the meeting will ask any members of the public present if they have objections to being visually recorded. Those visually recording a meeting are asked to respect the wishes of those who do not wish to be filmed or photographed. Failure by someone recording a meeting to respect the wishes of those who do not wish to be filmed and photographed may result in the Chair instructing them to cease recording or in their exclusion from the meeting.

If a meeting passes a motion to exclude the press and public then in order to consider confidential or exempt information, all recording must cease and all recording equipment must be removed from the meeting room. The press and public are not permitted to use any means which might enable them to see or hear the proceedings whilst they are excluded from a meeting and confidential or exempt information is under consideration.

Providing oral commentary during a meeting is not permitted.



Children and Young People Scrutiny Commission 15 th November 2018 Item 4 – Annual Question Time with Cabinet Member for Families, Early Years and Play	Item No 4
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Outline

During the Municipal Year Cabinet Members attend question time sessions at the Scrutiny Commissions covering areas of their portfolios.

The following Cabinet Member will be in attendance:

Cllr Kennedy who has lead responsibility for families, early years and play.

Members have a selected the following three areas to focus their questioning on:

- children's centres and nurseries
- making Hackney a child friendly borough
- troubled families

Action

Members are asked to question Cllr Kennedy about services and decisions in regards to children's centres and nurseries, making Hackney a child friendly borough and Troubled Families.

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Children and Young People Scrutiny Commission 15th November 2018 Item 5 – Children and Families Service – End of Year Report 2017/18	Item No 5
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Outline

This is a standing item which is presented bi-annually within the Children and Young People Scrutiny Commission's work programme. The Commission received the last Children and Families Service bi-annual report in March 2018.

The report sets out the priorities of the Hackney Children and Families Service and provides performance data for key service areas (for example contacts, referrals, Child Protection Plans, adoption and fostering).

In addition, the Commission has asked that officers also provide a narrative about the increasing demand on the service and a breakdown of the different types of abuse as well as information about trends to give Members a better understanding of child abuse and what it looks like in Hackney.

Guests expected for item

- Sarah Wright, Director of Children and Families Service
- Lisa Aldridge, Head of Service, Safeguarding and Learning
- Deborah Ennis, Service Manager, Safeguarding and Learning

Action

The Commission is asked to review and assess the attached report. Any issues which require further information or clarification should be raised with officers in attendance.

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October 2018

Children and Families Service

Full Year Report to Members 2017/18

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Legend

 Progress on service priorities	 Feedback	 Strengths	 For information
 Service description	 Case studies	 Areas for development	

A number of case studies and direct quotes from children and young people are included within this report. All names and identifying details are anonymised.

Foreword



Councillor Anntoinette Bramble
Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care

It gives me great pleasure to introduce the Children and Families Service 2017-18 Report to Members. Over the past year, our highly skilled and committed workforce has continued to strive for excellent outcomes for our children and families and maintain their commitment to continuous learning and development in response to changing needs.

Our social care workforce is one of the most stable in London, and the quality of the practice they deliver has been recognised by the Department for Education who selected Hackney to become a Partners in Practice authority. This will mean that we can further enhance our systemic approach to improve outcomes for families, as well as sharing our learning with other local authorities that are on an improvement journey.

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The Children and Families Service (CFS) has continued its long tradition of innovation and this year became the first local authority children services in the country to receive accreditation from the Association of Family Therapy and Systemic Practice for its postgraduate training in Systemic Theory and Practice. This training is run and facilitated by our in-house CFS Clinical Service.

The Contextual Safeguarding Project, funded by the Department for Education Children's Social Care Innovation Programme, is focused on reducing the risks that young people face in extra-familial contexts including risks associated with peer abuse and sexual or criminal exploitation. Hackney is working in partnership with the University of Bedfordshire to develop new approaches and systems to change contexts of concern for young people. This is a high profile project and has received interest nationally and internationally.

The Children and Families Service cannot operate in isolation and we have great support from our multi-agency partners to improve outcomes for children and families in Hackney.

This includes Hackney Learning Trust, for example through the Virtual School for Looked After Children, which continues to support our looked after children and care leavers to achieve some of the strongest academic results in England. The Young Hackney Service through strong partnerships with local schools is working to strengthen resilience in our families through our early help offer. Increasing numbers of children and young people are also accessing our universal youth provision across the borough.

We continue to strengthen the voice of children and families in the services we deliver, with advocacy provided by our Children's Rights Service, our revised child-centred Looked after Child Review process, and the recently renamed Hackney Youth Care Council (our Children in Care Council) who will be inspecting our services and feeding back about what we can do better.

As we reflect on the past year, we are also aware of the challenges that increasing demand for our services brings. We will continue to evolve our approach and explore how we can further improve outcomes for children and families in Hackney.

Overview of Performance



4,563 referrals were received in 2017/18 – a 16% increase compared to last year when 3,940 were received.



381 children were looked after as at 31st March 2018 – a 3% increase compared to 371 children in care as at 31st March 2017.



15.5% re-referrals were made within 12 months of a referral during 2017/18 – an increase compared to 13.4% in 2016/17.



217 children entered care in 2017/18 – a 12% decrease compared to 246 entering care during 2016/17.



4,456 assessments were completed in 2017/18 – a 22% increase compared to 3,667 in 2016/17.



106 young people aged 14-17 entered care in 2017/18 – a 14% decrease compared to 123 young people aged 14-17 entering care in 2016/17. The 14-17 year old cohort still represented 49% of the total number of children that entered care in 2017/18, compared to 50% in 2016/17.



200 children were on Child Protection Plans as at 31st March 2018 – a 39% decrease compared to 330 as at 31st March 2017.



11% of looked after children had three or more placements in 2017/18 – a decrease compared to 18% in 2016/17.



13% of children became the subject of a Child Protection Plan for a second or subsequent time during 2017/18 – a decrease compared to 16% in 2016/17.



62% looked after children had long-term placement stability in 2017/18 – a decrease compared to 69% in 2016/17.



165,283 attendances at Young Hackney provision, including commissioned services, by children and young people during 2017/18 – an 11% increase compared to 149,527 in 2016/17.



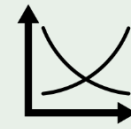
301 care leavers aged 17-21 were being supported at the end of March 2018 – a 14% increase compared the end of March 2017, when 265 were being supported.

Priorities for the Children and Families Service in 2018/19

Our identified priorities for the year ahead include to:



Continue to invest in the workforce across the Children and Families Service, recruiting people of the highest calibre, supporting their development and progression, and promoting leadership at all levels. As a DfE Partner in Practice, continue to develop and share our systemic practice.



Monitor, manage and understand the increasing demand for services, including careful analysis of demand at the front door and pathways to appropriate services



Continue to deliver a comprehensive range of integrated, targeted early help interventions through our Family Support services and Young Hackney to ensure that young people can access the support they need when they need it



Ensure that our care leavers are well supported in all aspects of their lives, that there are clear plans in place to support each young person's progression and independence, and that we have an appropriate range of creative, dynamic and high quality resources in place to support our care leavers

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Through our Contextual Safeguarding project, continue to develop our response to adolescents in different contexts outside the home, including in their peer group relationships, school environments and the community



Further strengthen the coordination of domestic abuse services to ensure there is a comprehensive support offer available and early intervention is prioritised – including for perpetrators and for children who have witnessed domestic abuse



Continue our drive to recruit and retain more in-house foster carers, and provide them with the skills to support our more complex adolescents



Develop our understanding of the communities with which we work, ensuring that our interventions are well-targeted to respond to need and build on strengths and resources available with localities.



Ensure that we have the right placements to provide stability for our more complex adolescents who are looked after



Ensure that issues relating to identity, diversity, inequality and discrimination are considered and addressed in all aspects of our work

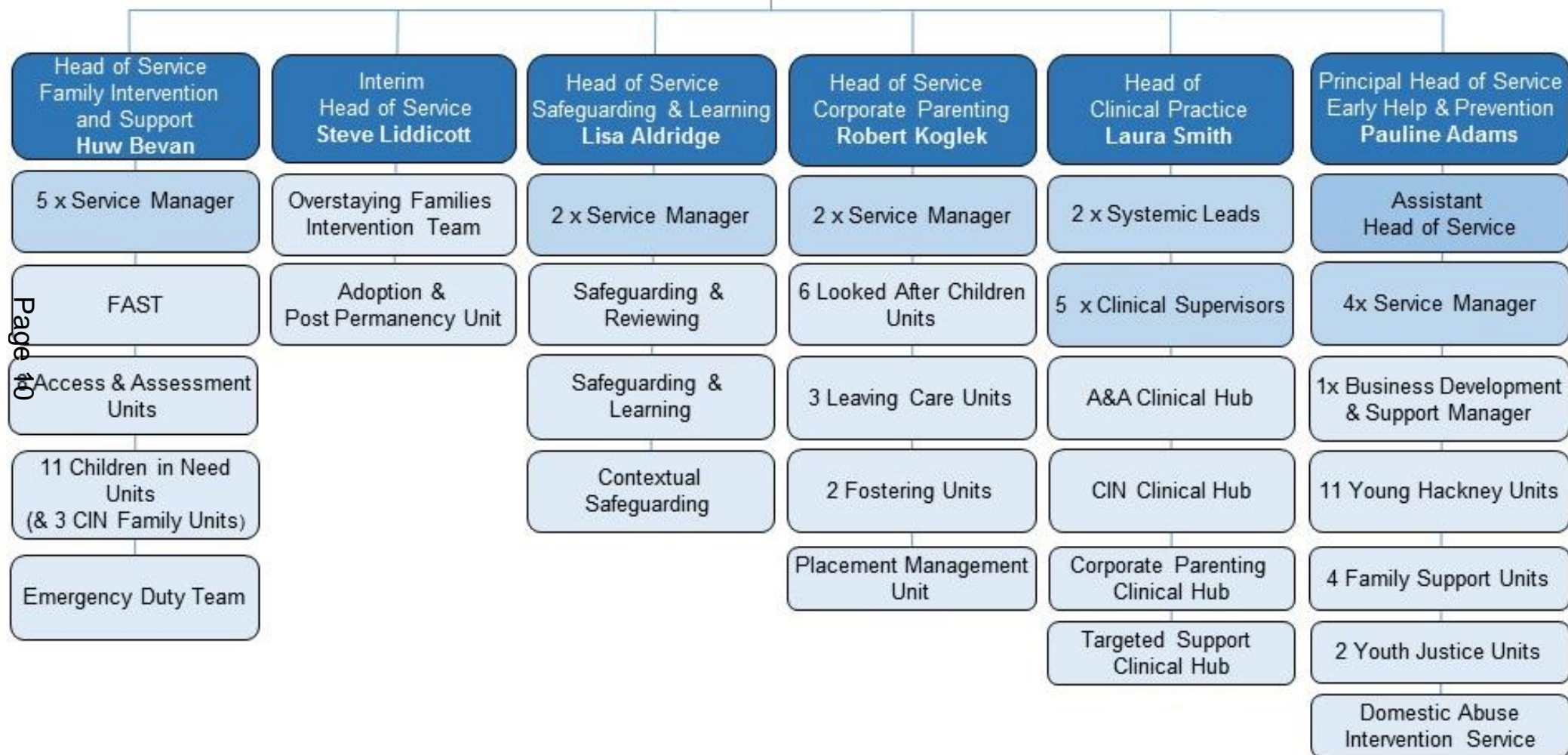


Our service priorities shape and drive our improvement work. These are deeply embedded in all aspects of our everyday practice and have been highlighted throughout the report with the stars symbol.



Children and Families Service Structure Chart

Director – Children and Families
Sarah Wright



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Ofsted Inspection – *Update following July 2016 inspection*

Ofsted inspected the Children and Families Service in July 2016 and judged Hackney's overall effectiveness to be '*good*', with the experiences and progress of care leavers judged to be '*outstanding*'. Following the inspection, 9 recommendations were made to further improve the Children and Families Service. In this section we set out our progress in responding to them:

1. Revise the local authority protocol for 16- and 17-year-old homeless young people to ensure that it is consistent with statutory guidance. The revised protocol should ensure that young people are advised of their rights and entitlements as soon as possible and that s20 status is applied appropriately and within the young people's timescales.

The revised protocol was introduced in December 2016. Information about all new homeless young people is reviewed at the Children's Resources Panel with legal advice provided. An audit of cases in September 2017 confirmed that the revised protocol was being followed consistently.

2. Ensure that assessment timescales are effectively planned for, overseen by managers and completed within a timeframe appropriate to individual children's needs.

Plans and timescales for assessments are now set at the start of an assessment and are reviewed at unit meetings to ensure that assessments take place within a timeframe to meet the child's needs. Assessments open for longer than average are audited by a Service Manager. Average assessment timescales have decreased year on year since the inspection.

3. Involve health and other relevant professionals in initial strategy discussions to ensure that decisions are informed by their knowledge, perspective and insight of the child and their family.

Revised guidance relating to strategy discussions was shared with all CFS staff in February 2017. Recording and reporting processes have been updated to allow regular management oversight of professionals invited to strategy discussions. 100% of strategy discussions held in July 2018 included the Police and 75% included Health colleagues. This is an improvement compared to performance in October 2017 (when regular reporting on this indicator was introduced) which showed that 42% of strategy discussions held included Health colleagues.

4. Ensure that child in need plans and child protection plans focus on what needs to change to improve outcomes for children, and include timescales for completion of all actions.

A programme of improvement work took place in 2017 and a themed audit of children's plans took place in March 2018. Auditors found that the vast majority of plans were clear, concise and actions were time-limited. Practice in this area will continue to be developed and monitored.

5. Further develop processes to provide assurance that all children are offered an independent return home interview after an incident of going missing, that these occur within 72 hours of the child's return and they are recorded appropriately within the child's file.

Missing children recording guidance has been updated and was shared with practitioners in November 2017. Improved missing children reporting processes have been implemented that now allow clear management oversight of missing episodes and return home interviews. There has been an overall improvement in the uptake of return home interviews by young people in 2017/18 with 55 (81%) of children/young people who went missing from home accepting a Return Home Interview (compared to 72% in 2016/17) and 51 (82%) children/young people who went missing from care accepting a Return Home Interview (compared to 32% in 2016/17).

Ofsted Inspection – *Update following July 2016 inspection*

6. Ensure that the health needs of children looked after are fully understood and met through timely health assessments.

The staffing group responsible for health assessments has been stabilised and performance against timescales has significantly improved.

8. Ensure that a full understanding of the child's journey is achieved within case records through good-quality, accurate and timely case recording. This is to include consideration of the impact of diversity for children within all assessments and plans.

Guidance and mandatory training has been provided to all staff in 2017, supported by regular bulletins on best practice in recording.

The case recording system is currently being improved to include 'group recording' to avoid practitioners having to duplicate records. Additional diversity prompts have also been added to the system.

Case audit templates have been updated to include a specific section on case recording, including a score for this section. Audits undertaken show an improvement in case recording with an average score of 3.7 at the end of 2017/18 compared to an average score of 2.6 at the beginning of 2017/18 (where 1 is ineffective and 5 is highly effective). Auditors found evidence of clear and timely case recordings, including correspondence with families, chronologies and genograms.

A service-wide Practice Development Day on identity and diversity was held in February 2018. Racial identity training was provided to all managers across CFS in June 2018. Further work to embed awareness and informal responses to diversity are being pursued through the Council's Young Black Men programme.

7. Improve the oversight of outcomes and the timeliness of investigations of allegations against professionals to ensure that there is a clear understanding regarding the effectiveness of this role.

An improved manual tracking system was introduced in August 2016 and a tracking system was introduced in the case recording system in December 2016 - this is monitored at monthly LADO team meetings

9. Ensure that operational managers are held to account for providing effective management oversight of day-to-day decision making, assessment and service provision for children. This to include operational managers recording case discussion from both unit meetings and case supervision, to inform planning and decision making for children.

Service Managers, Heads of Service and the Director regularly attend unit meetings and this is now monitored on a monthly basis. Managers continue to reflect on the quality of unit meetings and share learning from their attendance. Audits have shown improved evidence of management oversight in case recording.

Peer observations of unit meetings took place in March and April 2017. Reflective discussions have taken place about effective unit meetings and this learning is being included in the plans to further develop systemic practice in our work through Hackney's Partners in Practice project.

Developments and Innovation

Partners in Practice

In March 2018 Hackney was selected to join the Department for Education's Partners in Practice (PiP) programme; these are among the strongest local authorities in the country and through the programme PiP authorities are expected to:

- Demonstrate what works and drive innovation to build understanding of the conditions needed for excellent practice to flourish
- Drive sector led improvement through peer support to authorities who need to improve
- Support the DfE to shape and test policy on wider programmes and reforms

Hackney's project will deliver a programme of work focused on enhancing our systemic social work practice, including the development and delivery of systemic leadership training and support to all levels of management in CFS. The project will further strengthen our systemic practice internally by re-looking at those parts of the system where there are currently constraints in place to practicing in a systemic way, in particular meeting formats and decision-making processes. We will also use Hackney's experience to share systemic practice more widely across the sector using methods that proved successful in our own system change journey.

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Family Learning Intervention Programme

In 2014, Hackney successfully applied to the Department for Education's Children's Social Care Innovation Programme for funding for the Family Learning Intervention Programme (FLIP). The ambition behind FLIP is to improve outcomes for young people on the edge of care, through supporting them to remain with their families or within a stable foster placement. FLIP is a model for a radically different residential facility (located outside of London) which provides preventative and responsive interventions for young people on the edge of care and their families. FLIP is staffed flexibly by our own expert practitioners who have the skills and existing relationships to best support our edge of care cohort. It is anticipated that over time costs will be avoided as a result of reduced residential placements either because young people are able to return home or are placed in appropriate foster care supported by FLIP. Each intervention is developed with, and tailored to, the needs of the family, with family members usually attending the property together, alongside key professionals involved in their support as appropriate, undertaking a range of interventions and activities.



Edge of Care – trialling a Rapid Response Service

The Rapid Support Service went live at the end of January 2018. The service provides rapid, intense interventions with young people and families at the point of crisis with the clear aim of keeping vulnerable adolescents safe while they remain in their family context and preventing them entering the care system. The team does not hold cases but works alongside other teams in the Children and Families Service to intervene with the family/young person at the point of crisis. The focus of the service is on 15-17 year olds and their families. Fully staffed in May 2018, the team consists of three full-time edge of care workers and is managed as part of the Family Learning and Intervention Programme. The Edge of Care project is a 1 year pilot that is being evaluated to understand the impact for families.



Developments and Innovation

Contextual Safeguarding



Hackney Children and Families Service, in partnership with the University of Bedfordshire, received funding from the Department for Education (DfE) Children's Social Care Innovation Programme in March 2017. The Contextual Safeguarding Project is focused on reducing the risks that young people face in extra-familial contexts including risks associated with peer abuse and sexual or criminal exploitation. The project is developing new approaches and systems to support practitioners to appropriately assess risk of harm that comes from beyond a young person's family to develop and implement contextual intervention plans to actively change contexts of concern. A range of training on Contextual Safeguarding has been developed and is being delivered. Contextual Safeguarding processes to support practitioners to think about and respond to contextual risks faced by young people have been developed, and these are being piloted within the Children and Families Service (CFS).



The project's **youth panel** delivered training to the contextual safeguarding project team on 'Using Snapchat and other social media'. The youth panel discussed the functions of the application as well as the benefits and challenges of using social media for young people. It was a very successful and informative session, which was well received by colleagues. The youth panel is now working with the Communications Team to turn this training into a short video for professionals across the borough.

The team has been working with Hackney's Access and Assessment (A&A) service to review the **Child and Family Assessment Framework** to better identify and respond to extra-familial risks (such as considering location observations and the use of a safety mapping tool). The updated guidance has been piloted by A&A practitioners and a new assessment form is currently being drafted. The Hackney Child Wellbeing Framework is also being reviewed to strengthen contextual factors.



An initial framework for **Contextual Safeguarding Conferences** has been piloted in Dalston to address risks in the context of peers, schools and neighbourhoods. This approach moves beyond current Child Protection Plans which focus on risks to individual children in the context of their families. The aim of the 'context conference' is to provide a coordinated multi-agency response that addresses the risks to vulnerable adolescents in a specific location, thereby reducing the risks to a wider cohort of young people and the wider community. The project is now developing and piloting neighbourhood interventions in the Woodberry Down area.

A **peer tracker** for referrals coming into FAST has been developed and the team is working on adapting existing tools to enable peer assessments.

School pilots – The Contextual Safeguarding team has piloted a whole school assessment in a local secondary school which focused on extra-familial risks. The assessment identified a cohort of students with high level child sexual exploitation (CSE) concerns, normalised attitudes of students (and possibly staff) towards harmful sexual language, low confidence of students reporting serious concerns to staff, numerous locations in proximity to the school where students were afraid to go to because of either drug dealing, CSE or serious youth violence. A strategic conference was held to bring together key partner agencies including the school, Hackney Learning Trust, Young Hackney, Clinical Services, Police, and Housing. An action plan was agreed with the school to address the factors of harm identified during the assessment.

The Contextual Safeguarding team has been consistently feeding back learning and sharing developing practice through the project's **Local Authority Learning Group** (made up of 14 local authorities from across England and Wales) and the Contextual Safeguarding Network website.



Next steps for the project

The Contextual Safeguarding Team will be working with the Children in Need, Looked After Children, and Youth Offending services to develop and support practice in all service areas. The team is also planning parental engagement events in order to build resilience in the local community. A learning event is taking place in December 2018 for all local authorities in the country to showcase developments to date and prompt best practice roll-out in other local authorities.

Workforce Development

Average number of cases per children and family social worker (based on FTE counts)

	2016	2017
Hackney	21	19
Statistical neighbour average	14	16
London average	13	16
England average	16	18

Comparator data for this performance indicator is only available for the last 2 years as it was introduced in 2016.

While Hackney's published caseload numbers are higher than our statistical neighbours', our unit model provides a high level of administrative support and access to a range of support services, including the in-house Clinical Service, so practitioners can spend more time with the families they are working with. Caseloads across CFS are monitored closely by senior managers, including via the fortnightly Managing Demands Group. This group has driven a decrease in caseloads in the Children in Need (CIN) Service during 2017 through a focus on practice related to Child Protection Plans and Child in Need Plans. Additional internal funding has been secured to recruit additional social workers in the short-term to reduce caseloads across the service whilst work takes place in the Access and Assessment Service where caseloads remained high and longer term options are developed. An increase in the number of care leavers being supported is also placing pressure on caseloads in this part of the service and options for responding to this are currently being explored.



The Children and Families Service is committed to 'growing our own' staff and has developed more opportunities for career progression to meet this commitment. There is a comprehensive workforce development strategy in place which is reviewed annually to further develop our workforce to meet the need for accountable, flexible and highly skilled practitioners and support staff. This strategy covers recruitment and training and is managed via the fortnightly Workforce Development Board, chaired by the Director of Children and Families. There is an extensive training and learning programme which includes a comprehensive ASYE (Assisted and Supported Year in Employment) programme for newly qualified social workers, staff training programme, and service-wide Practice Development Days that all practitioners attend. Practitioners can access multi-agency training through City and Hackney Safeguarding Children Board. Additional development opportunities are also available through the North London Social Work Teaching Partnership.

North London Social Work Teaching Partnership

Hackney Children and Families Service is the lead partner in the North London Social Work Teaching Partnership (NLSWTP). This is a Department for Education (DfE) funded, collaborative partnership project set up in 2016 with Middlesex University, Haringey, Barnet, Enfield councils and the charity Norwood to support the professional development of adults and children's social workers.

In 2017-18, the partnership expanded to include Camden, Islington (adults and children's social care directorates) and Enfield Children's Services. Extended funding has been awarded to the partnership until March 2019.

The Teaching Partnership has created a range of new opportunities for social work students, qualified social workers and social work academics to engage in professional development activities and learn from practice in one another's organisations. As at 31st March 2018, there were 12 practitioners from the Children and Families Service teaching at Middlesex University as part of this project.

Percentage rate of social worker turnover

Hackney's excellent social worker turnover rate of 12.7% in 2017 is significantly lower than the London average of 17.8% and national average of 13.6%, showing the service's ability to retain high performing practitioners, in a highly competitive field.

	2015	2016	2017
Hackney	11.0	11.2	12.7
Statistical neighbour average	18.5	24.5	16.4
London average	18.0	22.5	17.8
England average	16.0	15.1	13.6

Workforce Development



Feedback from staff

Hackney CFS carried out a Staff Health Check survey in early 2018. The survey has helped to inform service developments and our workforce strategy. Many staff commented on the supportive environment within the service and particularly how much they value their colleagues and having managers that are approachable and accessible. There were also many observations from staff about the learning environment within the service and the appreciation of the culture of innovative practice. Valuable feedback was also received about some of the pressures that staff experience in their day to day jobs and about limited progression opportunities for business support staff, and these are being addressed in 2018/19.

National Assessment and Accreditation System (NAAS)



The Department for Education (DfE) expect that the introduction of the National Assessment and Accreditation System (NAAS) will ensure a consistent way of providing assurance that child and family social workers, supervisors and leaders have the knowledge and skills required for effective practice.

The DfE approached Hackney at the end of 2017 to ask the Children and Families Service to be part of Phase 2 of the implementation of NAAS. This is an opportunity for Hackney practitioners to be involved with and to influence the implementation of NAAS nationwide, and to feed back to the Government about their experiences.

The assessment stage for social workers is scheduled to start in Spring 2019 for Phase 2 local authorities and the service is working to prepare Hackney social workers to undertake the NAAS next year.

Early Help and Prevention



Strengths/Progress

Strong links with local schools through the Young Hackney Service – in relation to providing additional targeted support to young people, as well as in relation to PSHE provision and sports activity.

Young Hackney has continued to extend its reach to more young people – there has been an 11% increase in attendances by children and young people to Young Hackney provision, including commissioned services.

Effective Troubled Families programme - Hackney has met its Troubled Families targets and recent feedback from the Ministry of Housing, Communities & Local Government about the quality of Troubled Families work was very positive, noting that cases seen '*demonstrated the high-quality work that Hackney is carrying out with families across a range of services.*'

The in-house Domestic Abuse Intervention Service is now integrated and co-located within CFS - strengthening the coordination of domestic abuse services in Hackney to ensure there is a comprehensive support offer available. This includes a specialist perpetrator programme.

The rate of first time entrants to the Youth Justice System is lower than comparator authorities - a focus on crime prevention and diversion activities throughout the year, alongside the extensive Young Hackney and community based provision offer, has helped to divert young people before they enter the youth justice system and has helped to keep the rate of first time entrants (FTE) per 100,000 young people below the rates of Hackney's statistical neighbour authorities.



Areas for further development and actions to address

Improve monitoring of the effectiveness of early help support - particularly in a time of increasing demands for statutory services. Work is currently taking place to review the effectiveness of early help pathways and the interface with statutory services, for example in relation to early help pathways at the front door, and step up/step down processes between early help and statutory social care services to ensure that families are provided with the right level of support to meet their needs.

We aim to strengthen the support for children who have witnessed domestic abuse – trauma-informed practice is a major focus for this year and support for children affected by domestic abuse is being developed with the Domestic Abuse Intervention Service. Training has been delivered to a cohort of practitioners and group work interventions with children and non-abusive parents will be embedded across early help and statutory services within CFS by March 2019. The Domestic Abuse Intervention Service is also working in collaboration with a number of local authority partners to explore opportunities for implementing the *Safe and Together* approach. This is an evidence based model that provides a framework for partnering with domestic abuse victims and intervening with domestic abuse perpetrators to enhance the safety and wellbeing of children.

Serious youth violence, in particular knife crime, is a significant challenge - This requires a multi-agency response to allow for targeted and well-rounded interventions to effectively support this cohort. In order to address this, Hackney has developed a multi-agency Knife Crime Strategy using a public-health approach aimed at reducing children's exposure to criminal, violent, and anti-social behaviour. This approach treats violence as a preventable public health issue, using data and analysis to identify causes and focusing on prevention through multi-agency systemic approaches.

Early Help and Prevention

Young Hackney



Young Hackney is the Council's early help, prevention and diversion service for children and young people aged 6-19 years old and up to 25 years if the young person has a special education need or disability. The service works with young people to support their development and transition to adulthood by intervening early to address adolescent risk, develop pro-social behaviours and build resilience. The service offers outcome-focused, time-limited interventions through universal plus and targeted services designed to reduce or prevent problems from escalating or becoming entrenched and then requiring intervention by Children's Social Care. Young Hackney's approach to early help is based on a systemic understanding of the key relationships in a child or young person's life and, in particular, the critical influence of peers and family members.

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Work with local schools



Young Hackney works closely with schools to support the delivery of the core Personal, Social and Health Education (PSHE) programme as well as to support behaviour management interventions. A curriculum has been developed that is delivered in schools and focuses on topics such as healthy relationships, substance misuse, e-safety and youth participation and citizenship.



The majority of secondary schools in Hackney have an allocated Young Hackney team who will work with them to identify students who require additional support to participate and achieve. If schools identify students who would benefit from individual support, Young Hackney will create an appropriate intervention with the school.



Michael was referred to Young Hackney by CAMHS Disability. Michael and his mother were denied entry on applying for a return visa to Canada after a short planned stay in the UK. During this time his mother did not enrol Michael in school as she thought they would return to Canada and Michael had been out of school for over a year. Michael has autism and was nervous about starting back at school as well as making friends. Young Hackney supported Michael's mother to get a school place for Michael. Ahead of starting school, Young Hackney worked on a plan to support Michael to access activities in the community to familiarise himself with the local area and travel independently, to build a structured routine ahead of his start at school and to become exposed to groups of young people and worked on improving his confidence and social skills. Initially the plan had been to show Michael a range of youth hubs to see if he could gradually be encouraged to engage in activities, however he surprised everyone, including himself, and now attends one of the youth hubs every week (Michael has commented that 'I don't deal with loud people but I like it here'). His school has reported that he has settled well into his new routine. Michael's case will soon be closed to the Early Help team, but he will continue to be supported through the universal Young Hackney provision. Michael's mother is delighted with his progress and has commented on how the hub gives them both independence and confidence.



Universal Provision delivered through Youth Hubs

In 2017/18, there were 65,672 attendances by named children and young people aged 6-19 years recorded at the 4 Young Hackney Hubs. There were 165,283 attendances by named children and young people aged 6-19 years during 2017/18 at the wider youth provision delivered through Young Hackney and commissioned services for young people. This is an 11% increase compared to 2016/17 when there were 149,527 attendances by named children and young people.

Substance Misuse Team

The Substance Misuse Team supports children and young people aged 6-25 years who are directly affected by substance misuse, or affected through their parent's misuse. Interventions take a tailored and holistic approach that builds young people's resilience and addresses issues of family and relationships, finances, education and housing, while liaising with other services/partners as necessary. Over 2017/18, the team worked with 202 young people on a targeted basis and delivered outreach sessions to 5,211 anonymous young people, including schools and youth hubs.



The Early Help and Prevention Service also includes:

- Youth and School Sports
- Adventure Playgrounds and play streets
- Prevention and Diversion
- The Health and Wellbeing team

'I can't tell you how helpful and supportive it is to have had your input this week. You provide a calm, objective adult influence for [the young person], and I know that she hears what you say, and that she respects you. I am very grateful for your advice and input, and that you managed to make so much time for us this week'.

Parent about their Young Hackney worker



'Thank you for all you have done with our students and the support you have provided my team. It is greatly appreciated and I look forward to working with you all next year'.

Teacher from a local school about a Young Hackney intervention

Individual Support - Universal Plus and Targeted Support



At any one time, Young Hackney are working with approximately 600 young people through the Early Help teams, providing tailored individual support. The most common presenting issues include: risk of sexual exploitation, behaviour, attendance and truanting, risk of offending, risk of becoming not in education, employment or training (NEET), different cultural expectations within the family.

Jamal, age 13, was referred to Young Hackney by the Access and Assessment Service following an allegation made by his father about his mother's drinking. Jamal's parents had recently split up following incidents of domestic violence and his mother appeared to be using alcohol to cope with difficult feelings. When working with Jamal, Young Hackney aimed to give him space to talk about his experiences of witnessing domestic violence and his mother's use of alcohol. This allowed him to think about how these had affected him, as well as addressing the risks posed by his mother's drinking. Young Hackney also helped Jamal to find activities outside the home which would support him to build his confidence and engage with the wider community. His mother was open to support and was able to have difficult conversations about her use of alcohol and agreed to engage with a counsellor and welfare officer. Young Hackney continued to work with her addressing the impact of her alcohol use on Jamal through consultation with the Young Hackney Substance Misuse Service and created a safety plan together to address the things that Jamal was most worried about. Jamal's and his mother's feedback at case closure was positive: they both found the process to be helpful in allowing them to reflect and voice their concerns. They particularly appreciated the positive, strength-based approach to providing support that Young Hackney uses and have indicated that they would self-refer in future if they thought they needed further support.



Early Help and Prevention

Family Support Service



The Family Support Service Units are primarily social work led delivering targeted support to families in need of additional and/or intensive support, including those identified as 'Troubled Families' meeting a minimum of two of six headline criteria:

- Parents and children involved anti-social behaviour
- Adults out of work or at risk of financial exclusion or young people at risk of worklessness
- Children who are not attending school regularly
- Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems

'I would like to convey my sincere thanks, appreciation, support and loyalty to my son. He has finished his A level exams today and I could not have done it without your tireless support. It's one of the first days in a long time that I have had a genuine smile'

– Parent about their Family Support social worker

Domestic Abuse Intervention Service



The Domestic Abuse Intervention Service (DAIS) joined the Children and Families Service as part of the Early Help and Prevention Service in April 2017 and is co-located with other services in CFS. DAIS works with anyone experiencing domestic abuse who is living in Hackney, aged 16 or over, of any sex and gender, and of any sexual orientation. The service assesses need; provides information and support on legal and housing rights; and supports service users with court attendance and to obtain legal protection. The service also works with perpetrators of domestic abuse to try to reduce risk.



DAIS received 1,165 referrals in 2017/18. There has been a year on year increase in the number of referrals the service receives with a 42% increase between 2015/16 and 2017/18.

For those victims of domestic abuse who have been identified and assessed as high risk, Hackney holds a fortnightly Multi Agency Risk Assessment Conference (MARAC), chaired by the police, and scrutinised by the Violence Against Women and Girls (VAWG) lead. 477 cases were heard at MARAC in 2017/18, a decrease of 4% from 2016/17 when 497 cases were heard. 96 (20%) of the total number of cases heard at MARAC were 'repeat' referrals. In 230 of the 477 cases (48%) there were children in the household. A total of 406 children were potentially being impacted by high risk domestic abuse.



"I knew there would be help, I didn't expect all this though. I am so so grateful. It's the little things. My Intervention Officer came with me on the journey, she saw how low I was, how vulnerable, and that helped me a lot"

DAIS service user about her Intervention Officer

The team works closely with professionals across the Council and external partnerships and DAIS provides support through co-location one day per week in the First Access and Screening Team (FAST), where referrals for early help and safeguarding services for children and families are received and processed. DAIS workers provide consultation and expert advice and guidance to other practitioners in the Children and Families Service, and provide training as part of the wider CFS staff training programme.

Early Help and Prevention

Youth Justice



The Youth Justice Service works with all young people in Hackney who are arrested or convicted of crimes and undertakes youth justice work including bail and remand supervision and supervising young people who have been given community or custodial sentences.

Young people are supported by a multi-agency team including a Forensic Psychologist, the Virtual School, Speech and Language Therapists, the Police, a Nurse, Probation Services, a Substance Misuse Worker and a Dealing Officer.



"Helped me sort out my housing situation, and education advice as well as making positive decisions, for example choosing my friends and speech and language"

Young person about his Youth Justice worker

Overall, Hackney has a relatively low proportion of 10-18 year olds involved in the youth justice system, and a low number of remands and custodial sentences. The number of young people re-offending in Hackney within a 12 month period has increased over the last year, from 59 at the end of March 2017 to 70 at the end of March 2018.

First time entrants (FTE)

In 2017/18 Hackney witnessed a small decrease in the overall numbers of First-Time Entrants (FTE) with the number decreasing to 111 (from 114 in 2016/17) after three years of growth from a historic low four years ago.

Education, Employment and/or Training

Education can be a strong protective factor for young people at risk of offending. The Youth Justice Service has a strong focus on securing access to education, training and employment and is supported by the Virtual School. At the end of March 2018, 78% of young people on youth justice orders were attending and engaging in full time education, training or employment.

Neil, aged 16, attended a screening session with the Speech and Language Therapist (SaLT) as part of his Youth Justice Order. This showed that Neil had some difficulties with his ability to remember and understand information. When this was explored further, Neil's mother reported that he had become a bit withdrawn recently. Neil then disclosed that he would often hear voices in his head that would give him strong migraines. After obtaining his consent, the SaLT worker made a referral to Homerton Safeguarding and the Hackney Clinical Hub. The Clinical Psychologist was then able to meet with Neil, his Speech and Language Therapist and Youth Justice worker to provide specialist input into the support strategy being agreed to support Neil to complete his order and improve his life chances.



Family Intervention and Support Service (FISS)

Access and Assessment



Strengths/Progress

Quality of assessments – Audits found an improvement in the quality of assessments with an average score of 3.9 in 2017/18 compared to a score of 3.5 in 2016/17 (where 1 is ineffective and 5 is highly effective). Auditors found that the majority of assessments were thorough, and identified risks in a timely manner, particularly in complex cases such as those with an element of child sexual exploitation or harmful sexual behaviour. Assessments also demonstrated evidence of strong multi-agency information sharing.

Swift and effective response at the front door - 127 brief audits were undertaken in the First Access and Screening Team (FAST) during 2017-18, with auditors agreeing with the decisions made by the team in 98% of cases.

Response to 16 and 17 year olds who are homeless or at risk of homelessness – Thematic audits carried out on this topic in September 2017 evidenced good practice. The average score for overall practice was 3.5 (where 1 is ineffective and 5 is highly effective). In all cases where the revised 16/17 year old homelessness protocol applied (developed following the Ofsted inspection in 2016), auditors found that this protocol had been followed correctly.

Improved consistency for families - Thematic audits in February 2017 on re-referrals found that for some families the impact of multiple referrals and repeat assessments had not been fully considered for the family, particularly in cases of neglect. In order to improve consistency for families, the Access and Assessment and Children in Need services were brought under the same leadership in November 2017 to form the Family Intervention and Support Service. The service has since implemented a revised process to ensure that families that are re-referred to statutory services are allocated to the unit that previously worked with the family.



Areas for further development and actions to address

Assessment timescales - Following the July 2016 Ofsted inspection findings that some assessments took too long, plans and timescales for assessments are set at the start of an assessment and reviewed at weekly unit meetings, to try to ensure that assessments take place within a timeframe appropriate to the individual child's needs. Assessments open for longer than average are audited by a Service Manager to understand the reasons for any delay. Assessment timescales are also monitored at the fortnightly Managing Demands Group, chaired by the Director of the Children and Families Service.

Whilst there has been some progress in achieving reduced timescales and very good engagement from both managers and practitioners on this issue, rises in demand for services and associated increases in caseloads have made it difficult to achieve the reduced timescales that had been anticipated. The service is supporting staff to undertake briefer assessments, proportionate to children and families' needs, while maintaining the high quality of assessments undertaken. Work is also underway to review the application of thresholds at the front door, for implementation in early 2019, and the effectiveness of the interface with early help services. It is hoped that this will support a reduction in the number of assessments being undertaken and the length of time taken to complete these.

Information for parents/carers on assessments - A number of complaints received during 2017-18 showed that parents are not always clear about what a Child and Family Assessment entails. Informed by this feedback, a booklet explaining the process as well as parents'/carers' right to comment on the assessment is being produced, and will be shared with parents/carers from January 2019. This will replace the leaflet currently in use.

Increase in re-referral rate - Hackney's re-referral rate increased in 2017/18, following a number of years of steady performance for this indicator. Further analysis is taking place to understand and respond to this increase.

Access and Assessment

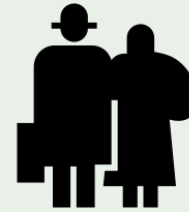


The Access and Assessment Service is part of the Family Intervention and Support Service and undertakes statutory assessments of children in need and child protection investigations for all new referrals to Children's Social Care.



First Access and Screening Team (FAST)

The First Access and Screening Team (FAST) acts as a single point for contacts and referrals to the Children and Families Service for children in need of support or protection. The multi-agency and co-located team of police, probation, health, social work and research staff work together to share intelligence and jointly assess risk. All contacts with FAST are immediately progressed as a referral to Children's Social Care if the threshold for a statutory assessment is met, otherwise FAST supports children and young people to access universal and targeted early help provision such as the Family Support Service, Young Hackney, or Children's Centres.



The **Overstaying Families Intervention Team (OFIT)**

The **Overstaying Families Intervention Team (OFIT)** supports families with No Recourse to Public Funds with advice and practical support through the provision of accommodation and subsistence payments. During 2017/18, OFIT has taken on a specialist immigration lawyer, benefitted from close working relationships with immigration services and from the assistance provided by the immigration advisor funded through the "controlling migration" grant. The Service has also developed working relationships with local voluntary groups. During 2017-18, OFIT supported up to 120 families and 240 children at any one time. Towards the end of 2017/18, the number of families successfully resolving their immigration status and obtaining access to public funds increased, reducing the number of families receiving support, a trend that has continued into the current year.



'Thank you. Such a great social worker. She understood all our needs and respected our opinions.'
- Parent about their A&A social worker

Out of Hours Social Work Service

The Out of Hours Social Work Service, or Emergency Duty Team (EDT), forms part of a 24-hour and seamless front line child protection service delivered by experienced and senior social work staff from across CFS working on a voluntary rota basis. The service meets the local authority's out of hours statutory social care responsibilities in safeguarding the welfare of children.

'I must also add that this feedback is amazing and I really hope that all social workers could be this thorough. This is the first time I have received this type of feedback on an out of area referral.'

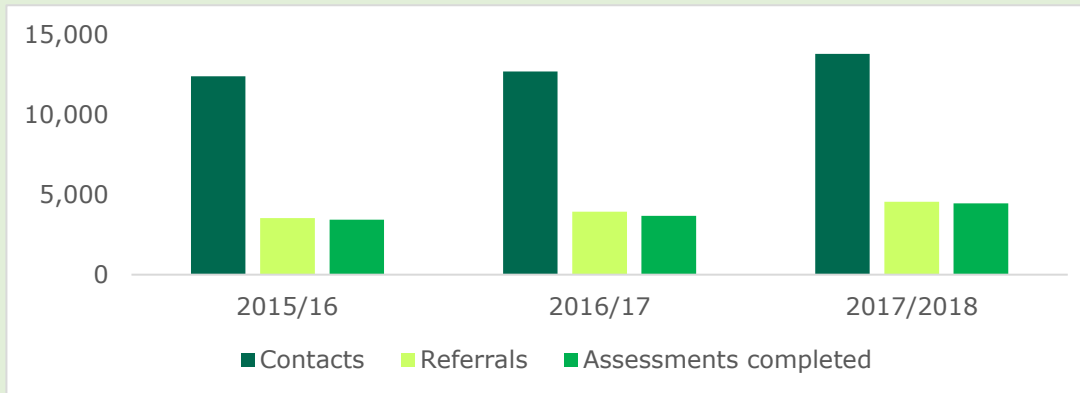
- Health professional about the outcome of their referral



A referral was received from a local hospital after a mother who presented with chronic substance misuse issues gave birth in the community and discharged herself and went missing following the birth. The baby had significant health needs and initially no one with parental responsibility could be identified. Shortly after going missing, the mother contacted her estranged aunt who made contact with Hackney Children's Services. After contact was made with the wider family, family members immediately started to visit the baby whilst her medical needs were being met at the hospital. It was soon agreed that someone within the family network would look to adopt the baby, who has now been discharged into their care. Care proceedings have been initiated accordingly in a timely way and the baby is reported to have settled in very well with her carers and is thriving in their care.



Contacts, Referrals and Assessments



	2015/16	2016/17	2017/18
Contacts	12,386	12,699	13,802
Referrals	3,543	3,940	4,563
Assessments completed	3,434	3,667	4,456

Contact: when an agency or member of the public provides information to our First Access and Screening Team (FAST). This might be a discussion about a child or family, or be for advice about services.

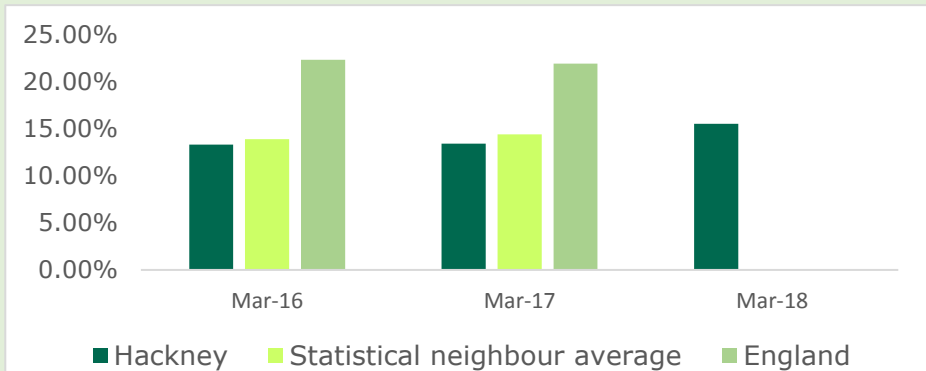
Referral: when a contact is about a specific child and this requires further investigation, the FAST team may progress the contact to a referral.

Assessment: when a referral has been investigated and it is decided that an assessment is needed to understand more about the child and their family in order to check that they are safe, an assessment is undertaken.

Referrals which do not result in an assessment but indicate that some ongoing support would be beneficial result in families being signposted or referred to Early Help services.

- ↑ 9% increase in the number of contacts received compared to last year
- ↑ 16% increase in the number of contacts accepted as referrals compared to last year
- ↑ 22% increase in the number of completed assessments compared to last year

Percentage of re-referrals within 12 months of a previous referral



	March 2016	March 2017	March 2018
Hackney	13.3%	13.4%	15.5%
Statistical neighbour average	13.9%	14.4%	Not yet published
England	22.3%	21.9%	Not yet published



There has been an increase in the number of re-referrals since last year

Average length of assessments

49 days	2015/16
47 days	2016/17
46 days	2017/18

Hackney continues to exercise dispensation agreed by the Department for Education for statutory assessment timescales which has enabled the Children and Families Service to adopt a proportionate and flexible approach with families during assessment.

Family Intervention and Support Service (FISS)

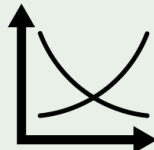
The Children in Need Service



Strengths/Progress

Decrease in the number of children subject to Child Protection Plans -

Considerable work took place in 2017/18, led by the Managing Demands Group that was established in July 2017, to understand and address the increase in Child Protection Plans in 2016/17. This has now decreased significantly to a level in line with the number of plans in the years prior to 2016/17. Extensive audits have taken place and these have led to the re-introduction of a consultation stage allowing practitioners to have conversations with Independent Chairs around the rationale for recommending a Child Protection Plan, and more consideration is given about



whether it is appropriate for all children from a large sibling group to be on a Child Protection Plan and on identifying alternative types of plans and support that may be more appropriate for young people aged over 16.



Decrease in repeat Child Protection Plans - Robust management oversight of repeat plans for children is having a positive impact on rates, which, at 13.1%, is now lower than the most recently published statistical neighbour average (15.9%) and most recently published national average (18.7%).

Close tracking of Public Law Order (PLO) processes by senior managers

- to ensure permanency is secured as quickly as possible for children and young people.

Very positive feedback was received from the Courts and Cafcass in 2018 about Hackney social workers

- this includes praise from a Judge for the "excellent and high quality social work" from a Children in Need social worker to support a child that she was working with and numerous comments about the sensitivity, thoughtfulness and respectful work undertaken with families.

Timely and well-rounded response to neglect

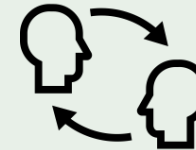
- Thematic audits in June 2017 showed that in seven out of eight cases reviewed where children were experiencing or had previously experienced neglect, the assessments fully explored and addressed the professional concerns and risk factors relating to neglect. Auditors found evidence of timely action being taken when there were immediate concerns about the levels of risk to children, as well as examples of good multi-agency working.



Areas for further development and actions to address

Communication with families about plans

- Following the Ofsted inspection in 2016, a programme of improvement work took place across CFS in relation to children's plans and a themed audit on this topic took place in March 2018. Auditors found that the vast majority of plans reviewed were clear and concise. However the audits highlighted that communication with families about plans could be improved.



This finding was supported by feedback from families as part of this thematic audit round. Families need to be clear about what is expected of them, how they can achieve this and also what support is available to them. This learning has been shared with practitioners and practice in this area will continue to be monitored.



We need to understand why a high number of children remain at home at the end of court proceedings

- The Service is carrying out more analysis of cases that go to court and result in children remaining/returning home, as well as liaising with other boroughs about their experiences, to ensure that we are not taking families through court proceedings unnecessarily.

Strengthening responses to parental non-engagement for neglect cases

- Thematic audits in June 2017 identified examples where practitioners could have used stronger strategies to work with parental non-engagement or disguised compliance in relation to neglect. A service-wide Practice Development Day was held in February 2018 for all CFS practitioners on the topic of 'Working with denial and cognitive dissonance' and this has been embedded into the wider staff training programme.

The Children in Need Service



The Children in Need Service is part of the Family Intervention and Support Service and is responsible for the safeguarding of children and young people assessed as being 'at risk'. Work undertaken in the service includes child protection interventions, court proceedings and statutory family support to help children remain at home safely.



Child Protection Plans

Children thought to be at risk of significant harm are discussed at an Initial Child Protection Conference to determine the need for a Child Protection Plan – a Protection Plan will outline the multi-agency interventions and support that will be put in place with the child and family to reduce the risk of harm and to achieve change within the family. Child Protection Plans are reviewed at regular intervals, and will end when the multi-agency group agrees that the child is no longer at risk of significant harm (in some cases this will be because the child has become looked after by the local authority).



'I'd like to personally thank you, for initially listening and keeping an open mind to the circumstances that surround my family. It is to your great credit how fairly, evenly and rigorously you have understood and interpreted the information you have received. [D.] Many times you have stated that 'this is your job' but I am deeply impressed by your commitment to the future happiness and prosperity of my two children.'

Parent about their Children in Need social worker

'I have done a few cases with Hackney since Christmas and have been so impressed by everyone's commitment. It's so sad this isn't mirrored in all the boroughs'

– Comment from Cafcass



'Hackney is one of the most supportive and helpful Boroughs in this court and they have so many resources available to families'

Comment from a Judge following a court case

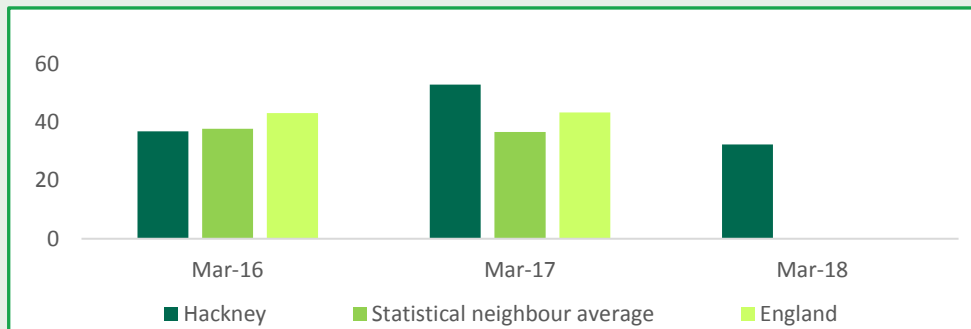
Omar, aged 8, lived with his mother and came to the attention of CFS following concerns raised by his school in relation to his emotional wellbeing and his behaviour being beyond parental control. He would attack his mother frequently, had stopped attending school and had threatened to hurt himself. His mother struggled to accept the concerns and the need for intervention and he was consequently made subject to a multi-agency Child Protection Plan. However the risk escalated rapidly, leading CFS to attend Court to commence Care Proceedings and a Full Care Order was granted by the Court. Omar's behaviour changed when he came into care. He has an excellent foster carer who has supported him to return to school and he now has 100% school attendance. Omar has received support from the CFS Clinical Service, and he has engaged very well with this support and the concerns in relation to his emotional wellbeing have now decreased. He is enjoying friendships for the first time and likes a wide range of social activities. The social worker undertook ongoing work with Omar's mother to support her to understand the risks to Omar's development and she was able to develop some insight into his behaviour and her parenting. The contact that Omar now has with his mother has become much more enjoyable and safer for both of them.



Number of Child Protection Plans at 31st Mar

Mar 2016	Mar 2017	Mar 2018
226	330	200

Rate of Child Protection Plans per 10,000 population aged under 18 (at 31st Mar)



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Area	Mar 2016	Mar 2017	Mar 2018
Hackney	36.9	52.9	32.4
Statistical neighbour average	37.7	36.6	Not yet published
England	43.1	43.3	Not yet published



39% decrease in the number of children subject to Child Protection Plans compared to the same point last year

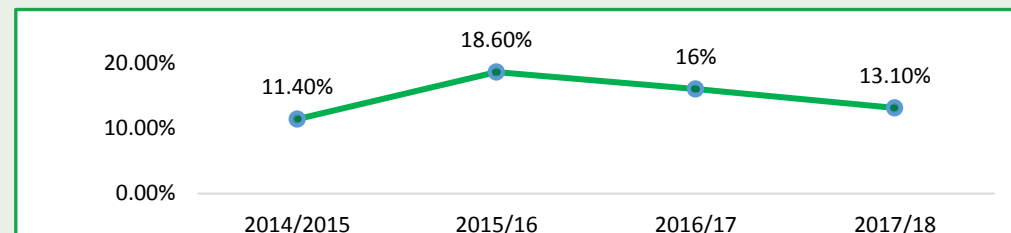


The rate of Child Protection Plans in Hackney at 31st March 2018 was 32.4 children per 10,000. This is a decrease from the previous year (52.9 per 10,000 at March 2017)

Court Proceedings

The overall average length of proceedings in Hackney during 2017/18 was 30 weeks. This is 5 weeks longer than the overall average for 2016/2017 which was 25 weeks, and 4 weeks longer than the target of 26 weeks. This performance is mainly due to a number of long standing cases which were finalised in the final quarter of 2018 which significantly increased the overall average for the year. One family of 6 children were in proceedings for 75 weeks and another family of 3 children were in proceedings for 72 weeks.

Percentage of children who became the subject of a Child Protection Plan who became the subject of a plan for a second or subsequent time



	2015/16	2016/17	2017/18
Hackney	18.6%	16%	13.1%
Statistical neighbour average	14%	15.9%	Not yet published
England	17.9%	18.7%	Not yet published



The number of children subject to a Child Protection Plan for a second or subsequent time decreased to 13.1% in 2017/18, which is lower than the most recently published statistical neighbour average (15.1%) and most recently published national average (18.7%).

Percentage of children subject of a Child Protection Plan, by length of time as the subject of a plan

Duration of Child Protection Plan	Mar 2016	Mar 2017	Mar 2018
Under 3 months	28%	36%	32%
3 – 6 months	20%	22%	11%
6 – 12 months	35%	27%	21%
1 – 2 years	14%	12%	33%
Over 2 years	3%	3%	3%

Hackney had fewer children on Child Protection Plans for 3-6 months (11%) during 2017-18 compared to the national average (25%), and had more children on Child Protection Plans for between 1-2 years (33%) compared to the national average (15%).

Private Fostering



A child under the age of 16 (under 18, if disabled) who is cared for, or proposed to be cared for, and provided with accommodation by someone other than a parent, person with parental responsibility or close relative for 28 days or more is described as being privately fostered.

Local authorities do not approve private foster carers, but are required to assess and say whether or not they agree and accept a private fostering arrangement to ensure that the welfare of privately fostered children is being safeguarded and promoted. To fulfil this duty local authorities must take a pro-active approach in partnership with other agencies and other key professionals in raising public awareness of requirements regarding notifications of private fostering arrangements.

Age breakdown of total number of children in a private fostering arrangement between (Apr 17 - Mar 18)

As at the end of March 2018 there were 21 children in private fostering arrangements in Hackney. This is an increase from the figure of 18 private fostering arrangements in March 2017.

Of the 21 children in private fostering arrangements, 3 were new arrangements which began in 2017/18.

Age (at Mar 18)	Number of children
Under 1	0
1 - 4	1
5 - 9	8
10 - 15	12
16 and over	0
Total	21

Total number of children in a private fostering arrangement (Apr 17 - Mar 18) by place of birth

Place of birth	Number of children
UK	9
Africa	7
Europe (other)	2
Asia	2
Middle East	0
Oceania	0
Canada and USA	0
Caribbean, Central and South America	1
Other	0
Total	21

Young Carers



Young carers are children and young people under 18 who provide regular or ongoing care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances.

A young carer becomes vulnerable when the level of care giving and responsibility to the person in need of care becomes excessive or inappropriate for that child, impacting on his or her emotional or physical well-being or educational achievement and life chances.

The multi-agency Hackney Young Carers Steering Group continues to monitor and support the Hackney Young Carers Project.

At the end of March 2018, Hackney Young Carers Project, funded by the Children and Families Service and delivered by Action for Children, was working with 185 young carers, compared to an average during 2016/17 of 209 young carers.

The project provides a variety of support services which include group work, and one to one work with children in more complex situations. Term time clubs take place such as cooking and homework clubs which take place every week, and one additional term time group that varies by term consisting of drama, sewing or cinema club. Positive activities and fun holiday sessions are well attended by the young people, and there are support groups in four secondary schools in Hackney.

Disabled Children Service



The Disabled Children Service (DCS) is part of the Special Educational Needs and Disability (SEND) service within Hackney Learning Trust. It operates a social model of disability in offering assessment and intervention in line with the Children Act to families who are experiencing crises due to the disability of their child and or social isolation as a result of their child's disability in accessing universal or targeted services. All referrals for an assessment from DCS are made through the First Access and Screening Team (FAST).

At the end of March 2018, the service was working with **241** children and young people. Of the 241 children, **165 were male and 76 were female**. This is a slight decrease compared to 2017, when the service was working with 248 children and young people.

Age and disability breakdown for cases open to the Disabled Children Service (as at Mar 2018)

Age	Number of children
5 or under	33
6 - 8	47
9-11	40
12-14	61
15+	60
Total	241

Type of disability	Number of children
Physical disability	46
Learning disability	129
Both learning and physical disability	56
Down's syndrome	10
Total	241

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Transitions

During 2017/18, 58 young people transitioned from children's to adult services as they reached the age of 18. This number is in line with the number of young people last year. Work is underway to strengthen transition processes to ensure that joint planning is effectively managed.

Short Breaks

Short breaks are defined as any service or activity outside of school hours which gives the family of a disabled child or young person a break from their caring responsibilities, and gives the disabled child or young person an enjoyable experience. There are currently **seven** commissioned short breaks providers in Hackney, including providers offering support specifically within the Orthodox Jewish community. In 2017/18, of **1,257** young people known to Short Breaks, **919** were accessing provision. Letters have been sent to families who are not using the provision to understand the reasons for this and prompt those families who have not selected provision to do so.



	2015/16	2016/17	2017/18
Number of young people accessing Short Breaks provision	1,081	1,193	919

As a result of a complaint from a parent in 2017/18 about information related to Short Breaks provision for children aged under 5, the Service has revised their explanation of the provision and made this clearer on the Council's webpages.

Clinical Service



The Hackney Children and Families Clinical Service is an integrated and specialist Child and Adolescent Mental Health Services (CAMHS) for children accessing Children's Social Care Services, the Family Support Service, Young Hackney and the Youth Justice Service. It works in partnership with the City and Hackney CAMHS Alliance and is accountable through integrated CAMHS commissioning arrangements. The Clinical Service operates on an outreach basis in order to promote accessibility for families, and does not have a waiting list.



It was really helpful to have time to discuss what was happening in our family. The team got us to think about various aspects which [otherwise] we might not"
 – Parent about their child's clinician

Clinical Service Activity Data Apr 17 – Mar 18

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Number of new cases	398
Total number of cases	1,216
% of positive CHI-ESQ* feedback	93%
% of positive SDQ** improvement	79%

*The Children Experience of Service Questionnaire (**CHI-ESQ**) was developed by the Health Care Commission as a means of measuring service satisfaction in Child and Adolescent Mental Health Services.

The Strengths and Difficulties Questionnaire (SDQ**) is a brief emotional and behavioural screening questionnaire for children and young people.

The Clinical Service delivers training to social workers, foster carers and other frontline practitioners. This includes topics such as managing self-harm risk, and recognising and responding to the attachment needs of looked after children.

New Beginnings Parent-Infant Mental Health Programme

The CFS Clinical Service has an active partnership with the Anna Freud Centre to develop and deliver this programme for at-risk babies and their families. The project was recognised at the 2017 national Infant Mental Health Awards.

Since April 2008 all local authorities in England have been required to provide information on the emotional and behavioural health of children and young people in their care. Data is collected through a Strengths and Difficulties Questionnaire (SDQ).

The average **SDQ score** for Hackney's looked after children in 2017/18 was 14. This is in line with the national average score for looked after children and a decrease from last year's average SDQ score of 15.



The scoring range is between 0-40. On an individual basis a score of 13 or below is normal and 17 and above is a cause of concern (14 - 16 is borderline). Every child whose SDQ score was of concern has received additional support from the Clinical Service.

Association of Family Therapy Accreditation



Hackney Children and Families Service is the first local authority in the country to receive accreditation from the Association of Family Therapy and Systemic Practice (AFT) for its postgraduate training in Systemic Theory and Practice within Children's Social Care (Year 1) and is run and facilitated by the CFS Clinical Service, meaning that practitioners who complete our in-house training receive a post-graduate qualification. Systemic social work practice aims to support families and young people to build their capacity to address their own problems more effectively, using a *collaborative* approach. This involves *working with* key relationships in a child or young person's life and building on these to ensure that they are supportive, helpful and safe.

Evidence-based practice

The Clinical Service offers a wide-range of evidence based therapeutic support to children and families experiencing emotional and behavioural difficulties; relationship issues and mental health issues. Approaches offered include Systemic Family Therapy, Child Psychotherapy, Cognitive Behavioural Therapy (CBT), Video Interaction Guidance (VIG), Art Therapy and Dyadic Developmental Psychotherapy (DDP).

Clinical Service

Systemic approaches

Family Therapy, Multi-Family Group Therapy and Couples Therapy are available to families where there are relationship difficulties, including risks of abuse, neglect and extra-familial risk. Four Family Therapy clinics run each week, including an evening clinic for working parents. Systemic approaches also inform reflective practice groups for Children and Families Service practitioners.

Trauma-informed practice

The Clinical Service provides training and consultation across Children and Families Services, to support awareness and responses to children and families who have experienced trauma. Clinicians also offer direct trauma-focused therapeutic support to children and young people. As well as addressing symptoms of PTSD, interventions focus on addressing the wider effects of complex and developmental trauma; experienced as a result of abuse and neglect, domestic violence, refugee experiences and community violence.



"[The clinician] let me talk freely and I stopped being over emotional and because of that I am very pleased".


Young person about their clinician



Promoting Secure Attachment Relationships

The Clinical Service supports awareness of the attachment needs of children via consultation to colleagues, foster carers and schools, and offers training in this area to a range of audiences. The service runs a group programme for foster carers to help them meet the attachment-related needs of looked after children, and offers specialist attachment-focused therapies including Dyadic Developmental Psychotherapy (DDP) and Theraplay.

Partnership and Inter-Agency working

Clinical support within Children and Families Services is highly integrated with the development and delivery of wider support plans, risk assessments and interventions offered by social workers, family support workers and youth workers. Clinicians attend unit meetings on a regular basis so that practitioners have frequent access to clinical support. 

Hackney's clinical offer to young people supported by the Youth Offending Team was highlighted as a case study in the Local Government Association's Youth Justice Resource Park (published in May 2018).

This year, Clinicians have also begun directly contributing to statutory health assessments for looked after children. This has led to improved identification of mental health needs at the initial stage of a child's journey into care.

Tim, aged 9, was referred to the Clinical Service after disclosing sexual abuse by his father, during an overnight stay. Tim was described as being generally anxious and easily upset at school, but had a close relationship with his teacher. His mother reported having a close relationship with Tim, but there was a difficult relationship between Tim and his mother's new partner, who lived with them along with his own older children.



Alongside safeguarding responses from the social work unit, a comprehensive clinical assessment was completed, which established that Tim had some further symptoms of trauma, and that there was a high level of family conflict in the home, which was causing him a lot of worry and distress. Short-term family therapy was offered, which helped the family reduce conflict and build resilience. Clinical consultation helped staff in Tim's school to support Tim in a trauma-informed way. Individual specialist trauma-focused therapy also contributed to Tim feeling better, and able to enjoy home and school life again. The Clinical Service input included consultation to the social work unit to inform risk assessment and planning. At the end of the intervention period, Tim was no longer experiencing trauma symptoms, family life was calmer and there was no longer a need for statutory social work involvement.



Strengths/Progress

Consistently strong educational achievement of Hackney's looked after children -

- Hackney performed well in the Key Stage 4 Attainment 8 measure in 2017 achieving better results than the England and statistical neighbour averages and came **29th overall in the country**.
- Hackney also achieved very well in the Key Stage 4 Progress 8 measure in 2017 attaining results better than the England and statistical neighbour averages and came **7th overall in the country**.

Development of new child-centred Looked After Child Review process -

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- There continues to be positive feedback from young people about their Looked After Child Reviews since the re-launch of these in September 2016 as the more child-friendly 'Our Reviews, Our Choice' process. Young people are being empowered to take a more directive role in their reviews and there has been an increase in young people chairing their review meetings and devising activities for the attendees to be part of.

Care leavers receive extensive support around education, employment and training (EET) via the Virtual School -

- Hackney has strong care leavers EET performance - the overall EET figure for 19-21 old care leavers was 64% in 2017, placing Hackney **11th in the country overall** and 2nd in London (with only City above Hackney's performance).
- Hackney had a higher proportion than the national average of care leavers in higher education - 9% in Hackney in 2017, compared to 6% nationally.
- Hackney care leavers also benefit from a pre-employment programme to support them to develop the skills and experience to become ready to apply for apprenticeships within the Council and with other employers.



Areas for further development and actions to address

Suitable placements for complex adolescents – young people aged 14 years and older made up 49% of the total children in care cohort (March 2018). These young people often have complex needs requiring greater levels of support; appropriate placements to match the needs of these young people are extremely difficult to source. The service aims to recruit more in-house foster carers who are able to provide appropriate placements for these complex adolescents (this will also have an impact on the use of residential placements which has increased over the last two years).

Placement stability – The percentage of looked after children with three or more placements in one year has significantly improved - decreasing to 11% in 2017/18 from 18% in 2016/17. However, long-term placement stability for children in care has decreased from 69% in 2016/17 to 62% in 2017/18. This is due to a number of young people reaching adolescence and their carers struggling to cope with increasingly complex behaviour. The Service has learnt from these placement breakdowns and work is underway to put additional support in place for similar placements before other possible breakdowns occur. The Mockingbird Model will also be rolled out in the Fostering Service in the coming year, which will create networks of peer support around foster carers and their looked after children to promote resilience within these placements.

A significant proportion of Hackney looked after children are in placements provided by Independent Fostering Agency (IFA) carers – these placements are significantly more expensive than in-house carers and the Service has limited control in terms of the quality of placements.

Corporate Parenting



Strengths/Progress

Council tax exemption for care leavers - Hackney care leavers, aged 18 - 25 years, who are living in Hackney have been exempt from paying council tax since April 2017.

Foster carer recruitment activity is strong - The number of mainstream foster carers recruited in 2017-18 was 17, similar to last year at 18 and higher than the most recently published statistical neighbour average of 7 (for 2016/17). The Service is working to further increase the number of new foster carers recruited.

Skilled workforce in Leaving Care Service - The Leaving Care Service continues to be delivered by qualified social workers rather than unqualified personal advisors as in many local authorities.

Finding adoptive parents for children with additional needs - The Service has been persistent in pursuing adoption placements for children with significant support needs. This has sometimes resulted in shifting focus away from target timescales to ensuring the best outcome for these children. Examples of this include securing adoption placements for a large sibling group and a child with severe physical and learning disabilities. The Service has also focused on strengthening the support offer for adopters by working closely with the in-house Clinical Service to design dedicated support packages for adopters.



Areas for further development and actions to address

Increased demand for care leaver services - The number of care leavers aged 17 – 21 being supported by the Service has increased by 14% compared to last year. The legislative changes introduced from April 2018 will increase the number of care leavers aged over 21 that the Service is supporting. Extensive preparation work has taken place to ensure the service is well-equipped to respond to the leaving care legislation changes.

Access to CAMHS support for looked after children placed out of borough remains a challenge – work is taking place to consider additional support that can be provided by the in-house Clinical Service in these situations to ensure that our out-of-borough looked after children have access to excellent clinical provision. The service is exploring telemedicine techniques as well as strengthening relationships with clinical providers in hosting boroughs.

Reducing school exclusions for looked after children – 14.1% of Hackney looked after children received at least 1 fixed term exclusion, compared to the statistical neighbour average of 11.3% and the national average of 11.4% (most recently published data). Of these, 17 children had an exclusion from a Hackney school, compared to 28 children that were excluded from schools outside of Hackney. The Virtual School is focused on reducing the number of exclusions for Hackney young people and will continue to work with Hackney Learning Trust in relation to Hackney schools, as well as with schools that looked after children attend outside of Hackney to address this issue.

Support for Special Guardianship Order (SGO) carers – the Service recognises that this is an area that needs further development to prevent later breakdown of these arrangements.

Corporate Parenting

Looked After Children



The Corporate Parenting Service is responsible for all areas related to the safeguarding and welfare of children who are in the care of the local authority. This includes planning for their future placements via fostering and adoption, supporting rehabilitation home whenever possible, and supporting young people who have previously been in care up to the age of 25.

'the best social worker ever [...] I really like how [he] listens to me'

Young person about their LAC social worker



The Hackney Promise

WE PROMISE... ...THAT WHEN YOU BECOME A LOOKED AFTER CHILD OR YOUNG PERSON, WE WILL LOOK AFTER YOU THE BEST WE POSSIBLY CAN.

COMING INTO CARE

... THAT WE WILL BE HONEST WITH YOU ABOUT THE REASONS FOR BEING LOOKED AFTER BY THE LOCAL AUTHORITY AND TELL YOU ABOUT DECISIONS THAT ARE BEING MADE.

... WE WILL SHARE AS MUCH INFORMATION WITH YOU AS WE CAN ABOUT YOUR FUTURE CARERS.

... WE WILL LISTEN TO YOU ABOUT WHERE AND WHO YOU WOULD LIKE TO LIVE WITH. IF WE CAN'T PROVIDE EXACTLY WHAT YOU HAVE ASKED FOR WE WILL EXPLAIN WHY THIS IS.

THE HACKNEY PROMISE TO CHILDREN AND YOUNG PEOPLE IN CARE

BEING IN CARE

... THAT WE WILL LISTEN TO YOU AND TAKE TIME TO GET TO KNOW YOU AND DO OUR BEST TO MAKE SURE YOU FEEL SUPPORTED BY US.

... THAT, WHEREVER POSSIBLE, YOU WILL KNOW ABOUT AND BE READY FOR ANY CHANGES THAT ARE COMING.

... THAT WE WILL TALK TO YOU AND DISCUSS IF AND HOW YOU CAN BE SUPPORTED TO STAY IN TOUCH WITH YOUR FAMILY AND FRIENDS.



The 'Hackney Promise to Children and Young People in Care' outlines 16 promises around what to expect from the Council when a young person is in care. The Promise was developed by our children and young people and has formed the basis for Hackney's Corporate Parenting Strategy.

Hackney Youth Care Council (previously known as 'Hackney Gets Heard')

Hackney's Children in Care Council provides looked after children with an opportunity to share their experiences of the care system and increase their ability to influence and improve the services they receive. The group also runs fun events, trips and workshops with other young people in care to ensure a wide range of views are captured.

In 2017-18, young people have been involved in staff recruitment panels, delivering Skills To Foster training to potential foster carers, and providing feedback about services.

★ ★ ★ The HYCC were also previously involved in the re-design of how looked after child reviews are run in Hackney in 2016, which has led to these reviews changing to become more child-centred and engaging. The HYCC will be inspecting how effective these changes to looked after child reviews have been and will be speaking to young people and staff to establish how child centred looked after child reviews are in practice.

Young people involved in HYCC this year have said that through working in partnership with a wide range of adults, Council staff and members of their community, they have developed their skills, increased their confidence and feel a sense of ownership and belonging.



Number of looked after children

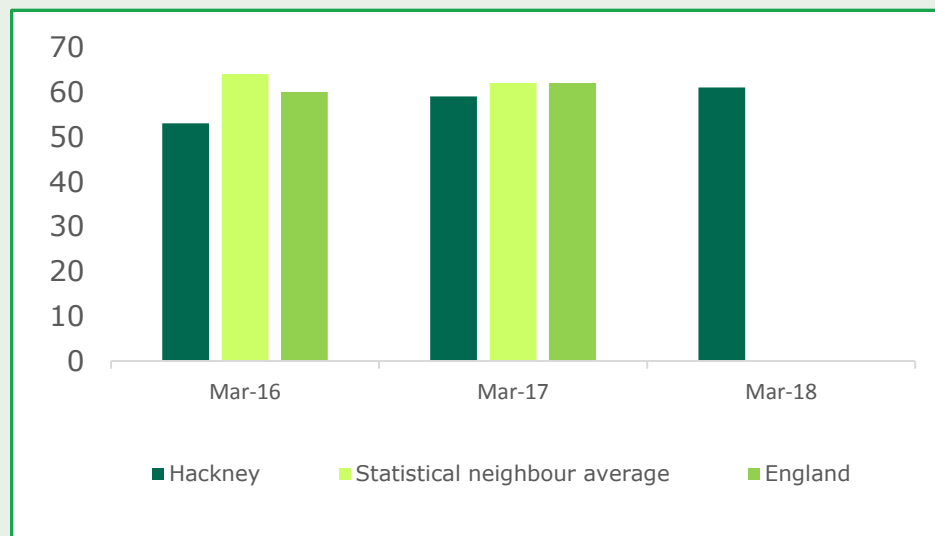
Mar 2016	Mar 2017	Mar 2018
325	371	381

There was a 3% increase in the total number of looked after children at March 2018 compared to the previous year.

There are some areas where the local authority has no influence on whether children become looked after. The increase in the number of looked after children in 2018 is influenced by the number of young people that were looked after due to their remand status as at 31st March 2018 - 12 young people (3% of the total cohort) were young people on remand, compared to no young people being looked after due to their remand status at the same point last year. Additionally, 27 looked after children (8% of the total cohort) were Unaccompanied Asylum Seeking Children (UASC) as at 31st March 2018, compared to 30 young people at the same point last year.

Children Looked After per 10,000 population aged under 18 (at 31st Mar)

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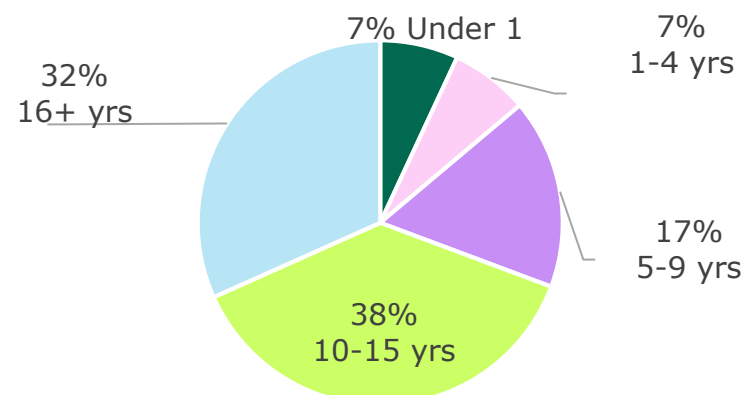


Area	Mar 2016	Mar 2017	Mar 2018
Hackney	53	59	61
Statistical neighbour average	64	62	Not yet published
England	60	62	Not yet published

Age breakdown of total number of looked after children, at year ending 31 March

Age	2016		2017		2018	
	Eng	Hackney	Eng	Hackney	Eng	Hackney
Under 1	5%	10 (3%)	5%	14 (4%)	Not yet published	25 (7%)
1 - 4	13%	30 (9%)	13%	27 (7%)		28 (7%)
5 - 9	20%	45(14%)	19%	61 (16%)		64 (17%)
10 - 15	39%	140 (43%)	39%	153 (41%)		143 (38%)
16 +	23%	100 (31%)	23%	116 (31%)		121 (32%)
Total		325		371		381
Total statistical neighbour average		385		379		Not yet published

Age of total looked after children (Mar 18)



A higher proportion of Hackney's looked after children cohort are older young people than the national average - 32% of the total cohort were aged 16 years or over in 2018, compared to 23% nationally.

Age breakdown of children entering care during the year ending 31 March, by age on starting

Age	2016		2017		2018	
	England	Hackney	England	Hackney	England	Hackney
Under 1	18%	20 (10%)	18%	28 (11%)	Not yet published	32 (15%)
1 – 4	18%	20 (9%)	18%	27 (11%)		22(10%)
5 – 9	17%	30 (15%)	18%	43 (17%)		23 (11%)
10 - 15	29%	65 (33%)	29%	73(30%)		68 (31%)
16 +	18%	60 (33%)	17%	75(30%)		72 (33%)
Total		190		246		



There was an 11.8% decrease in the number of children entering care during 2017/18 (217 children) compared to 2016/17 (246 children). The Service is currently carrying out further analysis to understand this trend.

106
2017/18

More young people come into care at an older age in Hackney. During 2017/18, 140 children and young people aged 10 and over entered care – 64% of the total number that entered care, compared to 46% nationally. Of this group, 106 young people who entered care in Hackney in 2017/18 were aged 14 or over representing 49% of all children entering care. More young people come into care in Hackney aged 16 years or over than the national average (33% of the total number entering care in Hackney, compared to 17% nationally). In 2017/18, 32 young people entering care in Hackney were aged 17 years old, representing 15% of the total cohort.



The percentage of young people becoming looked after for the second or subsequent time within the last 12 months was 9.2% for 2017/18, a decrease compared to 11.8% for 2016/17

The number of children leaving care during 2017/18 was 207. Of these, 82 (40%) returned home to live with parents, relatives or another person with parental responsibility. A further 12 (6%) left care due to Special Guardianship Orders or Child Arrangements Orders (previously known as Residence Orders) being granted, and 12 (6%) were adopted



Nathan, aged 7, has significant developmental trauma and consequential extreme behavioural issues which include violent and aggressive actions towards carers and other children. Following the breakdown of his long term foster placement, an emergency placement was sought and a carer was located through an Independent Fostering Agency (IFA). Although the placement was initially at risk of breakdown due to Nathan's behaviour escalating, the Placement Management Unit worked closely with the IFA, the social work unit and the clinician to identify a suitable package of support which involved the IFA recruiting support workers to come into the placement daily to work with Nathan and his foster carer. An occupational therapist from the Virtual School and the in-house clinician have been able to support the placement, providing training with the foster carer and support workers to help them understand Nathan's internal world, the reasons for his defensive and attacking behaviour and techniques to help calm Nathan. Nathan's behaviour, although still problematic, is far calmer at home. Due to the foster carer's deeper understanding of his needs she has been able to build a reciprocal loving relationship with Nathan and she has indicated that once a package of long term support is confirmed she would like to formally put herself forward as Nathan's permanent foster carer.

Looked After Children

Fostering Service



Recruitment of Foster Carers

The Fostering Service has approved 17 mainstream foster carer households during the financial year 2017/18. 16 mainstream foster carers resigned and 1 foster carer's approval was terminated during 2017/18. The Fostering Service continues to develop their recruitment and retention strategy, using learning from recent years. Most recently, the service has worked with Future.gov to develop an online eligibility checker and application form for potential foster carers to help better focus the resources of the team on applicants that are more likely to go on to become foster carers.

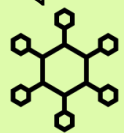


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Children and Young People Scrutiny Commission review of Foster Carer Recruitment and Retention



Hackney's Children and Young People Scrutiny Commission carried out a review in October 2017 on this topic. The Commission noted the good work of the service in this area, with more people applying to become a foster carer in Hackney, more people being recruited and fewer choosing to de-register. The Commission met with the Fostering Network, a leading policy and research agency in this field, who commended Hackney on the range of support services it provided to local foster carers. Following the review, the Commission made ten recommendations to further strengthen work in this area which are currently being implemented. An update on progress against the recommendations will be provided to the Commission in 2018/19.



Mockingbird Project

The Fostering Network's Mockingbird programme is an innovative research-based method of delivering foster care using the Mockingbird Family Model. The model uses an extended family model which provides respite care, peer support, regular joint planning, training, and social activities to other foster placements. The model centres on a constellation where one foster home acts as a hub, offering advice, training and support to 6-10 satellite foster or kinship families. The hub home builds strong relationships with all those in the constellation, empowering families to support each other and to overcome problems before they escalate or lead to breakdown.

Evaluations of the Mockingbird Family Model show improved outcomes for children, young people and carers, with improved placement stability, connection with siblings, and foster carer support and retention.

Hackney has committed to delivering the Mockingbird Family Model with the Fostering Network. The project aims to launch the first hub home in spring / summer 2018.



Training of foster carers

As part of the Sufficiency Strategy 2016-19, an extensive training programme is offered to Hackney foster carers. Each foster carer develops their training programme with their supervising social worker, tailored to their needs and reviewed informally during supervision meetings and annually as part of the formal foster carer review. The training programme covers a wide range of training courses to provide support in specific areas such as 'Understanding Attachment' for different age groups; 'Considering the impact of educational pressure and the emergence of school refusal'; 'Safeguarding Young People (Child Sexual Exploitation; Harmful Sexual Behaviour)'; 'Supporting children with difficult behaviours'; 'Makaton Taster Session'; Social Pedagogy Action Learning Sets; and many more.

Looked After Children

Placement Activity

Placement Stability

Percentage of looked after children with three or more placements in one year

	2015/16	2016/17	2017/18
Hackney	13%	18%	11%
Statistical neighbour average	11.6%	11%	Not yet published
England	10%	10%	Not yet published



The number of looked after children with three or more placements in one year decreased significantly to 11% in 2017/18 from 18% in 2016/17. This is in line with the statistical neighbour average and national performance on this indicator.

Hackney's multi-strand placement stability strategy has led to improved performance over the past year. It has promoted the importance of placement stability with staff, encouraging them to build a 'team around the placement' which aims to identify placement fragility early on in order to devise a response to make placements more resilient and prevent break down.

Percentage of looked after children aged under 16 looked after continuously for at least 2½ years who have been living in the same placement for at least 2 years¹ as at 31st March

	2015/16	2016/17	2017/18
Hackney	60%	69%	62%
Statistical neighbour average	68.5%	73%	Not yet published
England	68%	70%	Not yet published



¹ (or placed for adoption and their adoptive placement together with previous placement lasting for at least 2 years)

Long-term placement stability for children in care has decreased from 69% in 2016/17 to 62% in 2017/18. This is due to a number of young people reaching adolescence and their carers struggling to cope with increasingly complex behaviour.

Placement Types

Number of looked after children by placement type, as at 31 March 2018

Placement type	Number of LAC
Foster placements	274 (72%)
Placed for adoption	7 (2%)
Placement with parents	14 (4%)
Residential (children's homes)	25 (7%)
Secure unit	0
Semi-independent	38 (10%)
Youth Offender Institution	12 (3%)
Family Centre or Mother & Baby Unit	3 (1%)
Residential school	0
Other	8 (3%)
Total	381



The vast majority of Hackney's looked after children are placed with foster carers and the Service continues to increase the number of in-house carers available to support them. Of 274 foster placements as at 31st March 2018, 120 were with in-house carers, 153 were with Independent Fostering Agency carers, and 1 was with a carer provided by another local authority.

Number of looked after children by location, as at 31 March 2018

Placement location	Number of LAC
Hackney	86 (23%)
Neighbouring London local authority	68 (18%)
Other London local authority	150 (39%)
Local authority adjoining London	39 (10%)
Other 'at a distance' local authority	38 (10%)
Total	381



The majority of Hackney's looked after children are placed within commuting distance of Hackney. There is a strong focus on ensuring that all children, regardless of where they are placed, receive the same level of support.

Looked After Children

Unaccompanied Asylum Seeking Children (UASC)



As at 31st March 2018, 27 unaccompanied asylum seeking children aged under 18 (UASC) were looked after by Hackney Children and Families Service, a slight decrease compared to 30 at the end of March 2017. 8% of Hackney's looked after children cohort are unaccompanied asylum seeking children compared to a statistical neighbour average of 13%.

CFS is providing additional support for UASC/former UASC through a project funded by the Government's Controlling Migration Fund

This project is aiming to develop supported lodgings options for Vietnamese, Albanian and Eritrean UASC, and provide specialist support to develop the independence and integration of this cohort.

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Our unaccompanied asylum seeking children also receive support in terms of their education, including learning English, through the Virtual School, and will receive clinical support for trauma by the in-house Clinical Service as required.

Independent Visitors Service

The independent visitor service recruits volunteers who befriend, support and advise looked after children and young people. A careful matching process takes place to understand the interests of the young people and the independent visitor - they may share a hobby, sport or interest. There are currently 30 young people matched with an independent visitor.

Placement Costs

Average weekly marginal cost of selected placement types as at 31 March

Placement type	Average weekly cost as at Mar 17	Average weekly cost as at Mar 18
In-house foster placements	£436	£415
Independent Fostering Agency (IFA) placements	£886	£910
Residential placements	£3,554	£3,615
Secure welfare placements	£5,310	£6,035



The table above shows the difference in the average weekly costs in payments for in-house foster placements (excluding Fostering Service staffing costs, foster carer training and other associated costs), Independent Fostering Agency placements and residential placements.

The final volume of Independent Fostering Agency placements slightly decreased whereas in-house foster care volume stayed fairly steady between 2016/17 and 2017/18, however the cost has increased for both.

There has also been an increase in cost of semi-independent placements for young people aged under 18, although the numbers slightly decreased between 2016/17 and 2017/18. The impact of these and other changes are indicated in the tables opposite.

Corporate Parenting

The Virtual School



The Virtual School team provides additional educational support for children looked after, from early years all the way through to post-16 education and training opportunities, which provides continuity for children and young people in care. The Virtual

School is well-resourced and includes a variety of roles including social pedagogues, learning mentors, an occupational therapist and speech and language therapists.

Key Stage 2

Pupils in year 6 are identified for additional teaching support according to their academic level and the Virtual School intervention teacher delivers creative one to one sessions in Maths and English. Feedback from children and schools is very positive and the accelerated progress of each child is evident.

All pupils are offered support for the transition to secondary school, and links are made with designated teachers before children transition to their new school.

% of KS2 Pupils achieving the required standard or above in maths, reading and writing

	Reading	Writing	Maths	Reading, Writing and Maths
England	45%	48%	46%	32%
Statistical neighbour average	53%	54%	55%	40%
Hackney	41.7%	58.3%	50%	41.7%

This cohort consists of 12 young people. Whilst Hackney achieved results higher than the national average in reading writing and maths combined, the different results for the individual subjects are mixed. Hackney achieved above the national and inner London results in writing, but under the national average in reading. Maths and grammar, punctuation and spelling were above the national average, but below the inner London average.

Key Stage 4

Pupils in Key Stage 4 are offered additional sessions of one to one tutoring in maths and English in both years 10 and year 11. Progress is monitored throughout and where necessary individual targeted support is offered.

All year 11 pupils receive support to identify appropriate pathways once statutory schooling has ended, and when necessary, are accompanied to college open days and interviews by a member of the Virtual School staff.

Percentage of KS4 Pupils achieving A*-C in both English and maths (performance of children who have been looked after continuously for at least 12 months) in 2017

	5+ GCSEs including English and maths	Entered for EBac	Achieved EBac
England	15%	9.0%	3.0%
Statistical neighbour average	21.5%	14.0%	6.0%
Hackney	22.7%	13.6%	4.5%

Outcomes for this group of pupils are generally strong, falling slightly behind the statistical neighbours on the English Baccalaureate (Ebac) measures.

Key Stage 4 Attainment 8 in 2017

	Attainment 8
England	19.3
Statistical neighbour average	20.7
Hackney	22.7

Attainment 8 averages the scores of the best 8 subjects for each young person, adds them together to get a cohort score. (The maximum score possible is 80, assuming 8 A results).*

Hackney performed well in this measure achieving better results than England and statistical neighbour averages.

Corporate Parenting

The Virtual School

Attendance

Percentage of looked after children classed as persistent absentees at 31st March

	2015	2016	2017
Hackney	6.8%	12.2%	9.6%
Statistical neighbour average	11.1%	11.1%	12.2%
England	9.0%	9.1%	10.0%

*A low percentage represents better attendance**

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The Virtual School has worked hard over the last year to improve performance by sending out attendance leaflets to all foster carers and monitoring every young person's attendance every 2 weeks. This strategy has resulted in attendance exceeding both the statistical neighbour and national figures

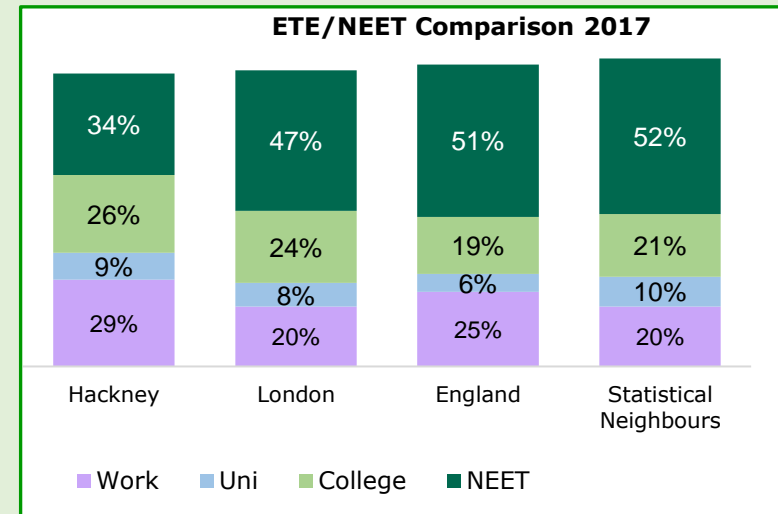
Children and young people supported by the Virtual School have the opportunity to engage in a wide range of activities.

During 2017/18 children and young people have enjoyed engaging in activities such as residential trips to Jamie's Farm, a residential trip to Outward Bound in Wales, cultural exchanges to India and Romania, a sailing trip to the Isle of Wight, a residential trip to Kent, attending a music workshop at the Royal Albert Hall, creative writing workshops at the Ministry of Stories, art school classes, drumming and pottery workshops, a visit to the Sea Life Centre, bouldering and attending an 'Earth Science' taster day at Cambridge University.



Education, employment and training

The consistent support offered by the team during the last year has again resulted in a low number of care leavers who are NEET (not in education, employment or training).



Hackney compares very favourably to the national picture and far fewer Hackney care leavers are NEET when compared to London, statistical neighbour and national averages

EPIC (Exceptional People in Care) Awards - In February 2018, the annual EPIC Awards took place at Hackney Empire to celebrate the achievements of Hackney's looked after children and care leavers. A total of 229 young people were nominated for an award in recognition of their hard work and commitment to their education.

Looked After Children

Health



The Hackney Looked After Children (LAC) health service is delivered by a dedicated team closely aligned with Hackney's universal school-based health service and is co-located with the Virtual School to promote the delivery of a more holistic and integrated service to our looked after children and young people.

Percentage of looked after children whose health checks were in time during a 12 month period



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	2015/16	2016/17	2017/18
Hackney	84%	90%	97%
Statistical neighbour average	94%	94%	Not yet published
England	90%	89%	Not yet published

97% of children and young people had their review health assessment completed on time in 2017/18, an increase from 90% last year and higher than the national average from 2016/17. This reflects the efforts to increase stability in the staffing of the LAC health team over the year.

Percentage of looked after children whose immunisations are up to date



	2015/16	2016/17	2017/18
Hackney	86%	79%	77%
Statistical neighbour average	78%	81%	Not yet published
England	84%	84%	Not yet published

Performance on this indicator at 77% in 2017/18 was lower than the statistical neighbour and national averages in 2016/17. Performance in this area is affected by Hackney's higher proportion of older young people coming into care, as well as the number of unaccompanied asylum seeking children (UASC) in the cohort, for whom immunisation data may not be available.

Percentage of looked after children who have had an up-to-date dental check

	2015/16	2016/17	2017/18
Hackney	83%	74%	82%
Statistical neighbour average	85%	86%	Not yet published
England	84%	83%	Not yet published



82% of looked after children had an up to date dental check in 2017/18, an increase from 74% in 2016/17 and in line with the most recently reported national average of 83%.

Corporate Parenting

Adoption and Post Permanency



Number (and percentage) of looked after children who ceased to be looked after who were adopted

	2015/16	2016/17	2017/18
Hackney	15 (8%)	19 (9%)	12 (6%)
Statistical neighbour average	19 (9%)	19 (9%)	<i>Not yet published</i>

In 2017/18 a total of 12 Hackney children were adopted; a decrease from the 19 children adopted in 2016/17. This is in part due to the percentage of children entering care in Hackney being older than the national profile, with more complex needs (see page 25), and the judiciary continuing to show reluctance in granting Adoption Orders, preferring to keep children within their families.

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As at 31st March 2018, 8 children were placed with their adoptive family but an Adoption Order had not yet been granted. A further 18 children had a formal plan for adoption but had not yet been placed with an adoptive family.

During 2017/18, the children who have been adopted have generally been placed quickly with adopters, with children waiting on average 11 months from the time the Placement Order has been granted to the date they moved in with their adoptive families. 4 sibling groups were placed for adoption in the year.

Recruiting adopters

6 adoptive families were approved in Hackney in 2017/18.



Regionalisation of Adoption Services

All local authorities are required to become part of a Regional Adoption Agency by April 2020.

In London the majority of local authorities are participating in the development of Adopt London which has 4 Sub-Regional Adoption Agencies. It is envisaged that Hackney will be part of Adopt London North which will consist of 6 local authorities (Hackney, Camden, Islington, Enfield, Barnet and Haringey). The development of the Regional Adoption Agency is being led by Islington Council. Each local authority will need to formally delegate its statutory duty to provide an adoption service to the Regional Adoption Agency. It is expected that the Regional Adoption Agency (Adopt London North) will commence work between April and June 2019.

Post Permanency

There continues to be a high demand for post permanency support services from the Permanency Service, both from adoptive and Special Guardianship families. The range of work is broad and includes support for adopted adults and access to records; social work involvement and support; practical support; life story work; requests for financial support; contact (direct and letterbox); and access to therapeutic support. As at September 2018, the Permanency Service was providing support to 52 families who have adopted children (post-Order support), 17 families who are in the process of adopting children (pre-Order support), and 50 families where Special Guardianship Orders (SGOs) have been made. The Adoption Support Fund (ASF), established by the Department for Education in 2013, is being utilised to provide group work programmes within the North London Adoption and Fostering Consortium and to enable adoptive and Special Guardianship families to access therapeutic parenting training externally. The majority of ASF applications made on behalf of families are to provide personalised therapeutic support to individual families. Work continues to increase awareness and uptake with Special Guardianship families, who traditionally have been less aware of the potential benefits of therapeutic support. As at September 2018, Hackney has 46 applications pending to the ASF and is assessing 5 applications for prospective adoptive families.

Corporate Parenting

Leaving Care



The Leaving Care Service ensures that young people are supported to develop independent living skills, offered career advice and training and educational opportunities, and supported to reach their full potential in all aspects of their life.

Hackney's 2016 Ofsted inspection found that *'the support that care leavers receive is outstanding'*.

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301 care leavers aged 17-21 were being supported by the Leaving Care Service, as at March 2018, a 14% increase compared to the 265 being supported at the same point in March 2017.

The Service was providing support to 30 care leavers aged over 21 who were in higher education, as at March 2018. It is expected that the number of care leavers aged over 21 that the Service is supporting will increase following legislative changes introduced in April 2018.

As at 31st March 2018, 20 young people were living in Staying Put arrangements (continuing to live with their previous foster carer after they have turned 18), the same number of young people as at the end of March 2017.



Leaving Care legislation changes

From 1st April 2018, the Children & Social Work Act 2017 requires all local authorities to:

- Extend support from Personal Advisers to all care leavers up to the age of 25, irrespective of whether they are engaged in education or training. This includes care leavers who return to the local authority at any point between the ages of 21 and 25 and request support, even if they had previously indicated that they did not want it.
- Consult on and publish a local offer for their care leavers: The local offer should provide information about all the services and support available to care leavers in the local area. It should include information about their statutory entitlements, as well as any discretionary support that a local authority might choose to provide.



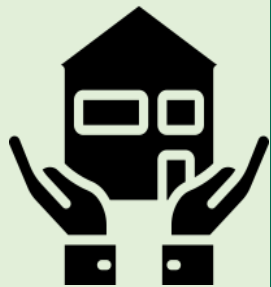
In response to this change in legislation, a working group was established to prepare the service for the new duties. The group has focused on the following key priorities: forecasting demand in the context of the extended provision; considering the structure and capacity of the Leaving Care Service; consulting with care leavers about the local offer; refreshing the local offer for care leavers; adapting local data and information systems; communicating to care leavers to inform them of the extended duty to age 25 and Hackney's local offer; communicating the new duty within the Council; and ensuring partner agencies and providers are aware of the extended duty and the resulting changes.

Corporate Parenting

Leaving Care



The percentage of care leavers aged 19-21 who were in suitable accommodation in 2017/18 was 78%, an increase from 75% last year. Most of the young people who were recorded as not in suitable accommodation were in custody (15 young people) or were no longer in touch with the Leaving Care Service (17 young people) and therefore information about their accommodation status was unclear.



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Housing continues to be an issue nationally, especially for care leavers in the London area, with the statistical neighbour average decreasing from 83% in 2016 to 81% in 2017.

The Service will continue efforts to improve the number of care leavers in suitable accommodation in partnership with the Council's Housing Needs Service.



'[He] is one of the few people I can really talk to and trust'

Young person about their Leaving Care social worker

Megan came into local authority care at the age of 14 after having experienced a challenging and disrupted childhood and following the breakdown of her relationship with her parents. From the age of 18 when her case transferred to the Leaving Care Service she was very unsettled and due to her past found it hard to build or maintain trusting and positive relationships, which meant she was unable to access education, employment or maintain any of her semi-independent placements. Megan became pregnant when she was 19 and professionals were very concerned about her safety and that of the unborn baby due to her experiencing high levels of domestic violence from the baby's father, and her alcohol and substance misuse. This led to an intensive joint piece of work between the Leaving Care team and the Children in Need team (who were responsible for the safety of her unborn baby) to find a parent and child residential placement where Megan could move to when pregnant, and to begin weekly therapeutic work to help her consider her relationship patterns, substance and alcohol misuse and help her think about preparing to become a mother.



The Leaving Care unit provided intensive weekly one to one support to Megan and was able to support Megan to rebuild bridges with her siblings and parents. Megan was able to keep her baby in her care safely and progressed from a parent and child placement to holding her own tenancy, where she is functioning at a significantly higher level of independence and emotional maturity and resilience. She continues to work well with Leaving Care, therapeutic services and the Children in Need team. Megan is now hoping to return to education or employment, and progress with the next stage of her life. Megan recently told her social worker that she did not think she would ever get to this place in her life, and has reflected on how far she has come in the last two years, how grateful she is for the support she has received, but mostly how proud she is of herself.


Safeguarding and Learning




Local Area Designated Officer (LADO)

The LADO investigates allegations of harm or a concern around the conduct or suitability of an adult to work or volunteer with children.

There were 165 referrals to the LADO in 2017/18, a 27% decrease from 226 referrals in 2016/17. However the number of referrals in 2017/18 is in line with the number for the two previous years.

 There is a strong and effective working relationship between Hackney Learning Trust (HLT) and the LADO service. This is particularly important as the majority of LADO referrals are education setting based. The LADO has worked extensively with the Head of Wellbeing and Education Safeguarding over the last year to address the ongoing difficulties posed by unregistered educational settings and the challenges around safeguarding in these settings.

Children's Rights Service

The Children's Rights Service offers children and young people access to confidential and impartial support on issues concerning the Hackney Children and Families Service. The Service also provides Independent Return Home Interviews to young people following a missing episode. The Children's Rights Officer (CRO) aims to ensure that children and young people's voices are heard and their rights & entitlements upheld. While undertaking much of the work of a conventional advocate, the role has a specific focus on resolution and contributing to wider organisational learning. 

In 2017/18, 95% of cases where young people required support with a single issue were resolved with the outcome desired by the young person.



There has been a notable decrease in the number of complaints made by children and young people or advocates on their behalf, decreasing from four in 2016/17 to none in 2017/18. This follows a similar decrease in previous years and is likely linked to the work of the Children's Rights Officers in seeking early and informal resolution for the children and young people with whom they work.

The use of Independent Return Home Interviews continues to be effective in supporting young people to share information about push and pull factors, what happens when they going missing and what support they need to reduce further episodes. The clear focus on the young person's voice alongside timely and case specific safety planning promotes the safety of these young people. The close liaison with the professional network promotes more effective risk assessment by the social work unit.



A referral was made to Hackney's FAST team about Celine, aged 14 years, who had been missing from home. The family had no previous social care history and were unknown to professional services. Celine accepted the offer of an Independent Return Home Interview and a Children's Rights Officer (CRO) met with her within 72 hours of her return home to her family home. The interview gave Celine the space to speak about the reasons why she went missing. With the support of the Family Support Service, professionals began working with the whole family holistically to create positive changes within the home that worked to keep the family together and communicate more effectively. However, Celine's missing episodes became more frequent and for longer periods. Through continued return home interviews the Service learnt that she was experiencing child sexual exploitation by a criminal gang. Celine was feeling frightened, angry, and trapped. The return home interviews helped her to explore how she was feeling and the continued safety planning undertaken with her helped keep her safe from violence. Celine worked with her Children's Rights Officer to share information with the Police resulting in the arrest of the criminal gang.

Safeguarding and Learning

Independent Chairs

Hackney's Independent Chairs provide independent oversight of work with looked after children as well as chairing Child Protection Conferences. They hold regular consultations on determining whether cases meet thresholds for Child Protection and Conferences and chair initial Harmful Sexual Behaviour and Child Sexual Exploitation Multi-Agency Planning (MAP) meetings.



"Chair was professional and understanding and I did not feel under attack. The professionals made me feel comfortable as I was nervous" - Family member about Child Protection Conference



LAC reviews

After consulting with young people and partner agencies Hackney made the decision to move away from the traditional LAC review meeting process. Independent Chairs now use a range of tools and activities to engage and work with young people during their LAC reviews. Independent Chairs take a creative approach to LAC reviews, consulting with professionals, families and children before the review to ensure the LAC review is meaningful for the young person. Engagement techniques that are used include drawing and creative activities to enable children to talk about their lives and individual pieces of work to help young people identify the important people in their lives using football players and pop star references. LAC review reports are now written by Independent Chairs directly to the child/young person and, alongside the carers' and social worker's reports, these form part of the young person's life story work.

Performance for LAC reviews completed within timescale has improved over the last year - 85% of LAC reviews were completed within timescale in 2017-18, compared to 82% in 2016-17. Plans are in place to further improve this performance in 2018/19.



"Thank you from me and on Sam's behalf for the insightful way you completed today's LAC meeting. It was very imaginative and Sam has commented that he has a much improved outlook on his life and has agreed for me to print the tree out for him to have in his room. He went on to say that he really enjoys speaking with you and made the comment that the cultural similarities you have together makes you seem 'like an uncle, cause that's how they would look out for me'"

- Foster carer to Independent Reviewing Officer

Safeguarding and Learning

Missing Children and Children at Risk of Sexual Exploitation (CSE)

In 2017/18, 39 cases had initial CSE and harmful sexual behaviour (HSB) Multi-Agency Planning (MAP) meetings post assessment or following concerns emerging in open cases. During 2017-18, an average of 35-50 cases were being tracked by the Multi-Agency Sexual Exploitation (MASE) group at any one point during the year. Analysis is being used to support the MASE restructure to broaden its remit to address a wider range of vulnerabilities and exploitation types (e.g. 'county lines', missing episodes), to allow for a more holistic focus on vulnerable adolescents, and to facilitate and support a transition to focusing on broader thematic issues. A thematic audit in January 2018 focused on cases where children were known to be at risk of child sexual exploitation (CSE): the average score for overall practice was 4.1 (where 1 is ineffective and 5 is highly effective). The Children and Families Service is working closely with the Council's Integrated Gangs Unit to explore opportunities to enhance joint working to deliver early interventions and strengthening preventative approaches, as well as ensuring holistic support for vulnerable young people.



In 2017/18, 78 young people went missing from care on 555 occasions and 78 young people went missing from home on 162 occasions. There has been an overall improvement in 2017/18 where 55 (81%) children/young people who went missing from home accepted a Return Home Interview (compared to 72% in 2016/17) and 51 (82%) children/young people who went missing from care accepted a Return Home Interview (compared to 32% in 2016/17). In order to ensure young people who frequently go missing are supported and that the Director and senior management are kept informed, fortnightly missing children meetings are convened whereby practitioners provide an overview of the risk in relation to the child and the circumstances around the current missing episode in respect of high risk cases.

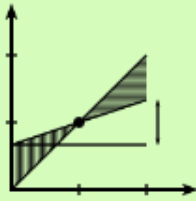
Quality Assurance

The Children and Families Service is a complex system and many tools are used to understand performance and identify learning opportunities, themes and trends to enable the service to continue to adapt and respond to new demands. This includes management and audit oversight, with 1,314 audits taking place in 2017/18. Key strengths identified through audits include thorough assessments, appropriate and timely responses to high levels of risk, and strong multi-agency working and information sharing. Key areas for development identified through audits include deploying more effective strategies for working with parental non-engagement, exploration of identity with young people, and continuing to improve case recording. Multi-agency audits are also coordinated through City and Hackney Safeguarding Children Board.



Learning from complaints is used to identify areas where our service to families can be improved; a total of 78 complaint-related representations were received during 2017-18 - this is a decrease from 2016/17 when 102 representations were received. Learning from complaints this year has led to improvements in information leaflets provided to families, and reminders to practitioners about recording and the importance of timely sharing of information with families.

Financial Performance – Overview



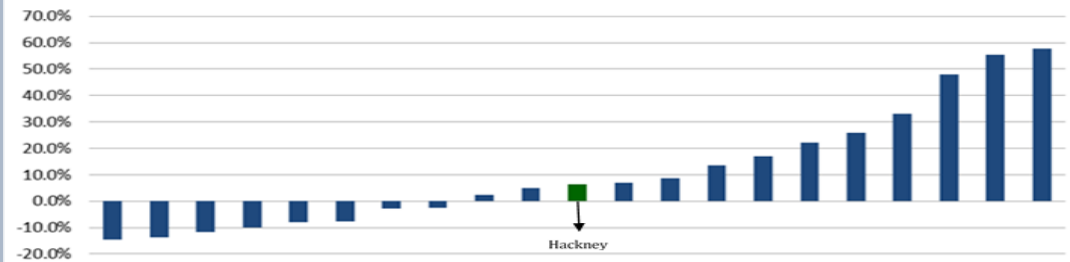
The outturn for 2017/18 for the Children and Families Service on a net budget of £56m was a breakeven position after use of grants and reserves of £4.3m including a drawdown on the Commissioning Reserve of £1.8m. There has been a

requirement to draw down from the Commissioning Reserve since 2012/13 due to the increased number of children in care and a shortage of in-house foster carers.

Bringing the financial position up to date, for 2018/19, against a net budget of £58m the Children and Families Service is forecasting an overspend of £334k (as at July 2018) after use of guaranteed reserves and drawdown of grant of £5.8m, including full use of the commissioning activity guaranteed reserve of £3m.

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Change in children's social care spend (2013/14 to 2016/17) - by individual borough



The sustained pressure on Children's Services budgets is a position that is not unique to Hackney, as shown by the results of a recent survey on Children's Social Care spend carried out jointly by the Society of London Treasurers (SLT) and the Association of Directors of Children's Services (ADCS). The graph above shows how Hackney's increased spend on Children's Social Care compares to other boroughs.

The Children and Families Service has continued to make significant contributions to the efficiency agenda of the Council. Over the previous eight years the service has delivered £11m savings with a further £0.3m being delivered in 2018/19.



The increase in commissioning costs has been driven by an increase in the number of looked after children since 2011/12, and this trend looks to continue through 2018/19. There

is a continuation of a large proportion of children being placed with independent fostering agencies (IFAs) due to a lack of suitable in-house foster carers. The cost of an IFA placement is significantly greater than that of an in-house placement.



Although Hackney's use of residential placements continues to be lower than other local authorities, there has been an increase in residential placements since 2015 adding considerable budget pressures with an average weekly unit cost of £3.6k. We are also seeing a rise in the number of under 18s in high-cost semi-independent placements. Where young people in their late teens are

deemed to be vulnerable, and in many cases are transitioning from residential to semi-independent placements, they may still require a high-level of support and in extreme circumstances bespoke crisis packages. These pressures have been recognised by the Group Director - Finance & Corporate Resources with a total growth of £5.3m included in the base budget between 2012/13 to 2018/19.

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Abuse type and trends 2017-18

Update for Children and Young People Scrutiny Commission November 2018

Assessment factors

When a child or young person is referred to Hackney Children and Families Service (CFS) and an assessment is undertaken, this assessment will identify factors present in the family that may need support by CFS, or other agencies. It is possible to identify multiple factors that may require support and there are currently 23 factors available for selection (based on the categories outlined in the Department for Education's annual data return).

Over time, once the family have been working with CFS, it may become clear that they have other needs. For example, a family that may present as having problems with substance misuse, may later reveal domestic abuse issues or mental health issues that will also require support. For this reason, assessment factors are viewed as a snapshot of the family's needs at the point the assessment is completed.

The pattern for the top assessment factors over last 3 years is included in the below table:

Most used category (1 = highest use)	2015/16	2016/17	2017/18
1	Other	Neglect	Neglect
2	Neglect	Domestic violence	Domestic violence
3	Domestic violence	Other	Other
4	Mental health	Mental health	Mental health
5	Physical abuse	Physical abuse	Physical abuse
6	Drug misuse	Emotional abuse	Drug misuse
7	Emotional abuse	Drug abuse	Emotional abuse
8	Alcohol misuse	Physical abuse	Alcohol misuse

'Neglect', 'domestic violence' and 'mental health' are the most frequently selected assessment factors.

'Other' is used for any other factor that may fall outside of the 23 named categories. Analysis of the comments included under the category of 'other' takes place regularly, and additional factors are added to the recording system if there are consistent themes that it would be helpful to capture.

Child Protection Plans

Children become subject to a Child Protection Plan when they are at risk of significant harm. The Child Protection Plan will outline the multi-agency interventions and support that will be put in place with the child and family to reduce the risk of harm and to achieve change within the family.

Child Protection Plans are categorised into 4 categories (with an option for 'multiple categories') and trend information about the categories of plan in Hackney is included below:

Child Protection	% of plan category	% of plan category	% of plan category
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Plan category	2015/16	2016/17	2017/18
Emotional Abuse	55.5%	53.9%	51.2%
Neglect	40.2%	33.9%	38.3%
Sexual Abuse	3.5%	6.7%	6.5%
Physical Abuse	0.9%	3.6%	3.5%
Multiple categories	0%	1.8%	0.5%

There has been little significant change in the prevalence of each Plan category over the past three years.



Children and Young People Scrutiny Commission 15th November 2018 Item 6 – Minutes of the previous meeting	Item No 6
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Outline

The draft minutes of the meeting held on 10th October 2018 are attached.



Action

The Commission is asked to agree the minutes and note any actions.

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London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Wednesday, 10th October, 2018

Minutes of the proceedings of the
Children and Young People
Scrutiny Commission held at
Hackney Town Hall, Mare Street,
London E8 1EA

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Katie Hanson, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr James Peters and Cllr Clare Potter
Apologies:	Cllr Soraya Adejare, Cllr Clare Joseph and Cllr Caroline Woodley
Co-optees	Graham Hunter, Michael Lobenstein, Jo Macleod, Ernell Watson, Shuja Shaikh and Sevdie Sali Ali
Officers In Attendance	Anne Canning (Group Director, Children, Adults and Community Health), Annie Gammon (Director of Education), Andrew Munk (Head of Employment and Skills), Alex Jacobs (Programme Manager Employment Pathways) and Anna-Renee Paisley (Programme Manager Supported Employment)
Other People in Attendance	Kiran Gill (Founder), Karnjit Birk (Head of school), Oran Blackwood, Richard Brown (Executive Head), Anna Cain (Principal), Sue Davies (Head Teacher), Ian Ellis (Head of Department Progression), Joel McIlven (Head of School), Marika Morrison (Head of Student Services & DSL), Sue Parillon (Head of School) and Pat Quigley (Head of School)
Members of the Public	
Officer Contact:	Sanna Melling  0208 356 3661  sanna.melling@hackney.gov.uk

Councillor Sophie Conway in the Chair

1 Apologies for Absence

- 1.1 Apologies for absence were received from the following Members of the Commission:

- Soraya Adejare (Councillor)
- Clare Joseph (Councillor)
- Caroline Woodley (Councillor)
- Liz Bosanquet (Co-optee)
- Shuja Shaikh (Co-optee)
- Jane Heffernan (Co-optee)

2 Urgent Items / Order of Business

2.1 There were no new or urgent items and the agenda was as published.

3 Declarations of Interest

3.1 Cllr James Peters declared that he was a Governor at the Garden School but this was not a prejudicial interest.

4 Outcomes of Exclusions in Hackney - evidence session

4.1 The Chair welcomed all guests to the evidence session and explained that this was the first evidence session for the scrutiny review into outcomes of exclusions in Hackney. The Chair explained that terms of reference and many of the questions that would be asked by the Commission had been influenced by the [‘Forgotten Children: alternative provision and the scandal of ever increasing exclusions’](#) report recently published by the House of Commons Education Select Committee.

4.2 It was noted that this report was included in the agenda pack and had been circulated to Members and guests prior to the meeting.

4.3 The Chair further explained that the House of Commons Education Select Committee’s review sets out the current landscape in regards to school exclusions, much of which the Commission was already familiar with, for example that outcomes for excluded pupils are far worse than their peers in mainstream schools. It was also noted that the report made a number of recommendations around how schools, local authorities and alternative provision can improve their offer to pupils at risk of exclusions, excluded pupils and their parents.

The Difference – Kiran Gill

4.4 The Chair asked Kiran Gill to begin by briefly introduce the Difference including how this programme proposes to improve relations between mainstream schools and alternative provision as well as give the Commission an idea of the progress so far. In response Kiran Gill made the following substantive points;

- The programme was borne out of research by IPPR into the cost of exclusions, highlighting both the economic and social imperatives to take action to upskill the teaching workforce, improve outcomes for multiply disadvantaged pupils and to stem the rising tide of exclusions.
- The rising number of exclusions, with 6,685 permanent exclusions in 2016, was noted to be the ‘tip of the iceberg’ as there was a much larger cohort, approximately 50,000 vulnerable pupils nationally, being educated and that sit their exams in alternative settings which caters for excluded children despite not being officially excluded. Highlighting the disparity between the official numbers of excluded children and the actual number of children that are receiving their education in alternative provision.
- Recent data analysis has further highlighted how hard it was to track children that are leaving mainstream school rolls and are for a period of time on roll at an alternative provision. However, in comparing the figures available around of

children leaving mainstream for alternative provision has revealed an increasing trend of children and young pupil disappearing from the rolls altogether.

- 4.5 At this point Kiran Gill urged the Commission to as a part of their review compare the different rolls to get a better understanding of how this national trend of 20,000 pupils disappearing completely from school rolls a year, compare to Hackney as well as looking at which schools officially exclude more pupils and which schools exclude less pupils. While also taking a closer look at the actual school rolls in order to compare, share and broker best practice where it is needed. It was noted that this was more difficult in inner-London borough due to the transient nature of the population but should nonetheless highlight to the Commission where there might be a potential issue.
- 4.6 The Commission heard that nationally IPPR had been looking at Fair Access panels' practices and protocols in order to assess what a good Fair Access panel should look like. Again, this might be harder in Hackney which has seen a higher level of academisation than for example in Tower Hamlets. Nonetheless Fair Access panels are great places for head teachers to come together and share best practice and for effective managed moves to take place.
- 4.7 Kiran Gill further informed the Commission that the research also revealed that, in terms of who gets excluded, pupils on;
- free school meals are 4 times as likely to be excluded and;
 - pupils with Special Educational Needs and Disabilities (SEND) are 7 times as likely to be excluded and;
 - pupils with social, emotional and mental health difficulties (SEMH) are 10 times as likely to be excluded and;
 - according to recent figures from the Department of Education (DfE) pupils interacting with Children Social Care services are 20 times as likely to be excluded.
- 4.8 Kiran Gill suggested that in regards to unofficial exclusions, it would be fair to assume that, these patterns would be similar or worse. Furthermore, evidence also shows that this vulnerable group by interactions more often also end up being exploited and recently there has been a number of articles in the press around excluded children and young people being groomed as a part of wider criminal activities. Yet, alternative provision also do some remarkable work with children and young people that have complex needs and would therefore play an important part in raising the expertise in mainstream schools around children and young people with complex needs and help ensure teachers are able to recognise mental health issues in pupils. The Difference lead on a programme which proposes to strengthen specialist school leadership by recruiting exceptional early career teachers with leadership experience and placing them in leadership positions in alternative provision, and upskilling them through a two-year bespoke programme of on-the-job training. Whilst also aim to ensure training is cascaded, teacher vacancies are filled. It was noted that nationally there have been difficulties in recruiting teachers to alternative provision and often there was a low qualified teachers per pupil ratio.
- 4.9 The Difference strive to ensure that there was a flow of good teachers both in and out of alternative provision to help ensure learning was shared across settings to help improve standards and to reduce exclusion rates.
- 4.10 Finally, Kiran Gill further suggested that the Commission also review school behaviour policies as their research often found them to be disproportionately affecting certain cohort of students in by way of punishing behaviour that is cultural specific inconsistently i.e. kissing teeth and receiving a harsh punishment than for tutting.

Alternative Provision

4.11 The Chair thanked New Regent's College, the Boxing Academy and Inspired Directions School for their submissions in the printed agenda pack and asked all guests to give a brief introduction of their provision before answering questions specific to them.

New Regent's College (Hackney's Pupil Referral Unit (PRU))

4.12 The Executive Head at New Regent's College made the following substantive points:

- New Regent's College is a community school and their processes and policies are in line with all other community schools in Hackney and therefore different from other alternative providers in the borough.
- Subsequently, New Regent's College only employ qualified teacher and pay in line with teachers pay and conditions and according to the centrally agreed pay scales.
- New Regent's College have no unfilled vacancies. Teachers are qualified able to meet the individual need of their students.
- Hackney Council has invested in developing a purpose built pupil referral unit 'the new Nile Street site' which will be available shortly. This resource will be the first of its kind and shows that there was a real commitment to the most vulnerable children and young people in the borough.
- Once the building is completed the PRU will be offering its own Key Stage 4 provision.
- However, currently the PRU, in addition to providing primary and Key Stage 3 provision, commissions 12 external Key Stage 4 providers which are quality assured by the PRU. They also monitor attendance and ensure safeguarding procedures are in place and the student remain on the PRU's roll.
- The commissioning process takes into account student outcomes and includes a Tri-borough quality assurance process and carry out inspections as a part of this framework.
- It was noted that the 2018 GCSE results were still provisional and to a large part contested and therefore not available at this meeting. Further, due to the nature of most students that are excluded, as mentioned above, the results ought to be understood in that context. Last year's results, provided in the agenda pack, was an amalgamation of all the provisions and shows New Regent's College to be 24% above the national average. The Commission noted that national and London averages are worryingly low but nevertheless it was important to acknowledge that New Regent's College were doing significantly better than many other boroughs.
- It was noted that unofficial excludees do not attend New Regent's College. The cohort attending New Regent's College are a Hackney residents, permanently excluded from a Hackney school or from an out of borough school. Once on roll at New Regent's College they are educated either directly at New Regent's College or via one of their commissioned provides which are quality assured by New Regent's College.
- New Regent's College also provide provision, paid for by the individual school, for children or a young people that are dual registered – registered with New Regent's College and their school - where they remain on roll following a decision taken in agreement with the parents/carers when schools recognise that not all children and young people are able to be successful in mainstream provision with classes of 28 students following a curriculum with no variation or possibility to adapt it to their individual learning needs. In these cases New Regent's College are able to provide a lesson plan and qualifications better suited to their needs.

- 4.13 At this point the Executive Head at New Regent's College stated that it was a misconception to regard children and young people's experience of alternative provision, in Hackney, as negative when in reality it was a reflection on the school recognising that this child or young person's need was not met in their setting and that a different curriculum in a different setting would be necessary for this student to be successful. Further, there was a need to reframe this perception and start looking properly at the outcomes for these children and young people. To illustrate this point the Executive Head told the Commission that;
- One young person referred to their setting had 3% attendance whilst in a mainstream setting and all forms of statutory actions and interventions in regards to attendance had failed. New Regent's College, in close partnership with the family managed to change this young person's mind-set and moved from low attendance to achieving good outcomes for this child.
 - Apart from a few cases of chronic non-attendees and in some unfortunate cases where a young person have receive a custodial sentence and the responsibility shifts to Children and Families service, all pupils at New Regent's College leave Year 11 with qualifications and a great amount of work was done to ensure that progressions routes in to post 16 provision were in place.
- 4.14 In addition, the Executive Head at New Regent's College reassured the Commission that in Hackney, there might be the odd one-off case of unofficial exclusions but, off-rolling was not institutionalised and the offer available for children and young people in terms of exclusions was transparent and work take place with parents with the aim to return to mainstream settings.
- 4.15 It was noted that many of the primary aged children present at New Regent's College with undiagnosed special educational needs and subsequently 50% are placed in a specialised educational setting following their assessment.
- 4.16 In terms of their Key Stage 3 students approximately 50% successfully return to a different mainstream setting through the in-year Fairer Access protocol.

Question and Answers

- 4.17 The Chair wanted to know whether New Regent's College feel that there was more schools could do to reduce disproportionality in exclusions, i.e. reduce the number of children from Black and Black British backgrounds, children with SEND and children in receipt of Free School Meals from being excluded. In response the Executive Head at New Regent's College made the following substantive point:
- The Executive Head at New Regent's College had been invited to discuss the outcomes of excluded children and young people in Hackney and he didn't feel he was in a position to answer this question. However, there ought to be more that can be done to reduce disproportionality as it exists but New Regent's College have not got the capacity to control who is referred to them. However, it was important that they ensure they always have capacity to take on the children and young people that are excluded.
- 4.18 The Commission wanted to know whether New Regent's College felt equipped to meet the needs of the SEND cohort – which are overrepresented in the exclusion rates. In response the Executive Head at New Regent's College made the following substantive point:
- New Regent's College has the expertise to diagnose SEND whereby they also draw in external expertise to carry out the assessment including, to name but a few, the Speech and Language service and Young Hackney.
 - As mentioned above, most of the primary students go on to a specialist setting and those that are successfully re-integrated into mainstream settings do so with a package of additional support to meet their needs.

4.19 The Commission wanted to know what the timetables at New Regent's College looks like, whether they use reduced timetables, twilight hours or whether the timetables were in line with regular school hours. In response the Executive Head at New Regent's College made the following substantive point:

- New Regent's College operate a 25 hours per week lesson model, in line with Ofsted recommendations and almost identical to another school in the borough, located across the road from New Regent's College.
- Currently there was only one child on a reduced timetable. The use of a reduced timetable in this instance forms part of the re-integration plan towards a move to a setting more suited to meet the needs of this particular child.

The Boxing Academy

4.20 The Principal for the Boxing Academy made the following substantive points;

- The Boxing Academy started in Tottenham in 2007 and moved to Hackney in 2010. In 2017 it became an Alternative Provision Free School with the aim to expand the provision to provide a wider curriculum include more vocational courses to ensure their student have the opportunity to learn essential life skills, such as cooking and other practical skills.
- The Boxing Academy does not have a catchment area and 50% of the pupils are Hackney residents.
- For the past 7 years their provision has had a full take up of places and have therefore not experience an increase in number of students on their roll as such or in line with the national increase in the number of exclusions since 2013.
- Most children and young people are referred to the Boxing Academy from mainstream school settings but parents/carers are also able to self-refer. At the Boxing Academy they have an opportunity to address the underlying issues preventing these children and young people from succeeding in mainstream school, where they have had a negative experience, i.e. poor attendance, gaps in education, undiagnosed learning difficulties and mental health issues in a small, secure and friendly setting through forming a close relationship with their individual mentor.
- The mentors are professional boxers, some now retired, and they have a calming influence on the young person who reportedly relate to their life experiences and most importantly the mentor is available throughout the day to talk to and to provide consistent support.
- Most of the children and young people at the Boxing Academy present with anger management issues and enjoy the physical exercise which includes punching the boxing bag.
- They are educated in small groups of no more than 8 students. It was noted that each student has a personalised pathway to ensure that their specific needs are meet and that any educational gaps are filled before they are expected to move forward and before taking their GCSEs.
- All teachers at the Boxing Academy are qualified teachers and they all come from mainstream settings, with a desire to alongside teaching also provide a level of support than they are not able to in a mainstream setting. However, a few years ago they found it more of a challenge to find suitable teaching staff.
- Students attend lessons 25 hours a week, in line with mainstream school, and the foundation of the work is centred around helping these children and young people change the way they see themselves and the world around them. Consequently, a huge amount of work is done around wellbeing and in making it a positive environment where they begin to see aspirations as more than wanting to be on X-Factor (television show) or become a professional footballer. The Principal illustrated this point by explaining that this includes conducting visits to large organisations in the City such as KPMG – where the young people have a chance to speak to staff in different roles within the organisations.

Question and Answers

4.21 The Commission wanted to better understand how children and young people are referred to the Boxing Academy and what role they and their parents/carers play in the decision making process. In response the Principal made the following substantive points:

- The Boxing Academy's referral process follows the DfE guidelines and;
 - when a child or young person is referred from a mainstream school, the school consult with the parents and the child as well as with the Boxing Academy around the young persons need, the support and curriculum available to ensure that they all agree that the Boxing Academy is the appropriate setting. Only when all are in agreement that the Boxing Academy is the right provision is the child or young person moved to their provision. The child or young person stay on roll at their school, the school pays for their placement, while completing Key Stage 4 at the Boxing Academy. This allows enough time, a year an three quarters, to help this student overcome his or her challenges while still getting through the entire curriculum.
 - Students can also be single registered at the Boxing Academy and in these cases they have either come through one of the following routes, they do not currently have a school, this can be due to a variety of reasons, or they are referred from the Virtual School, they are Looked After Children form other boroughs or through the SEMH panel.

4.22 The Chair wanted to know whether the Boxing Academy feel that there was more schools could do to reduce disproportionality in exclusions, i.e. reduce the number of children from Black and Black British backgrounds, children with SEND and children in receipt of Free School Meals from being excluded? In response the Principal made the following substantive point:

- The children and young people attending the Boxing Academy are not only from Hackney and therefore it was difficult to say how this disproportionality compare year on year or whether they would have been able to stay in mainstream school had there been other support in place. However, in the assessment process it becomes evident that schools have tried numerous interventions before they refer the young person to the Boxing Academy and only when they feel that it is time for a fresh start and for something different is a referral made.
- Unsurprisingly, because they are a Boxing Academy, most of their students are boys. Nonetheless, the Boxing Academy has been assessed to be the best place for them.

4.23 At this point Kiran Gill, founder of the Difference, added that in general there are things schools can do to address disproportionality including;

- Review their behaviour policies and sanctions (including detentions)
- Review staff training around escalation to prevent small infringements does not rapidly lead to sanctions such as exclusions and instead focus on diagnostic approach to managing behaviour.
- Review sanctions with regards to when, why and during what class they occur, to establish if there are patterns and trends within the own school system.

Inspired Directions School

4.24 Joel McIlven, the previous (recently left) Head of School at Inspired Directions School made the following substantive points:

- Inspired Directions Schools was set up in 2009. In 2014 it was formally registered as an alternative provision offering a different curriculum and project based learning. Depending on the individual student's interests and needs the project bases learning might involve spending one day a week on at a construction site or enrolling on a media programme a couple of days a week.

- The small setting and the different and innovative curriculum allows staff to form good relationship with students and subsequently better support their academic progress. Therapeutic support was available and was used to address the trauma experienced by a lot of the students and forms a large part of their work and is essential to their students in order for them to make any academic progress.
- These students' academic achievement on its own does not capture the actual work that was needed to 're-build' them as students to allow for them to progress.
- Better incentives in mainstream schools around incentives to use a wider curriculum and to provide the type of support to meet the needs of these students, who most often struggle in mainstream schools, needs to be addressed to help improve inclusion in general.
- Inspired Directions School receive the majority of their referrals from New Regent's College, who fund the places for these children. However, it was noted that Inspired Directions School are not in a position to pay teachers terms and conditions and found it a challenge to recruiting qualified teachers. Nonetheless, they were able to demonstrate a diversity in their staff which was a strength in terms of providing a variance in behaviour management as well as in providing the support that was not available to these students in mainstream school.

Question and Answers

4.25 At this point the Commission wanted to know if Inspired Directions School work with excluded children only or whether there are children and young people attending their provision for reasons other than having been excluded from mainstream school as well as to what extent is the child and young person involved in the decision to attend your provision? In response Mr McIlven and the Executive Head at New Regent's College made the following substantive points:

- They also work with children and young people on EHC Plans that have not been excluded.
- New Regent's College placement person set up an initial meeting between the child and Inspired Directions School staff and once it has been agreed that this person will be attending an external provision. The first step in this process would normally involve setting out a number of options before embarking on the transition which includes the family and the child or young person meeting with and visiting the external provider followed by a two weeks induction process to ensure that the child or young person have a chance to settle in to the provision before confirming whether they like to stay.
- New Regent's College view this provision in particular as a small, nurturing provision that cater for those who have had almost no academic success and were at a point where they have almost stopped engaging with education.
- Students can be either on a single or dual registration with Inspired Directions School.

4.26 Subsequently the Chair wanted to know whether Mr McIlven felt that some of the children and young people they worked with would have been better suited to a mainstream setting providing they were receiving the appropriate support or in a specialist setting. In response Mr McIlven made the following substantive points:

- There was a hope that mainstream school should equipped to be able cater for these children and young people needs, but in reality they have a very negative experience in mainstream school and are therefore a long way from being able to be reintegrated to mainstream school.
- There had been instances when a child or a young person have moved from Inspired Direction School to a specialist setting but they do not always meet the thresholds despite their high needs.

- 4.27 The Commission noted that Inspired Directions School offer a 25 hour a week timetable but because the cohort they work with might not have been engaging in education for 2 years and therefore their timetable would initially be staggered to allow them to settle in. However, whilst they are not fully engaging with the provision they are contacted daily, their whereabouts are known to them and Inspired Directions School adhere to and take full safeguarding responsibility for them.
- 4.28 The Commission asked the representatives from Inspired Directions School if in their view there was something wrong in the system that needed to change in order to address the issue around disproportionality in the rates of exclusions in regards to ethnicity, SEND and socio-economic factors. In response the two representatives made the following substantive points:
- There need to be a greater focus on issues that relate to socio-economic factors and cause great stress on children and young people for example, inadequate housing. Ideally housing representatives would form a part of multiagency meetings to ensure that all agencies are fully aware that there are a range issues that first need to be met before these children and young people are receptive to learning. As well as to provide them with the stability needed to participate in mainstream education where there is a narrow academic focus which disadvantages this cohort and in particular those with SEND often linked to their early year experiences.
 - Further, Central Government need to acknowledge and respond with government policy that take into account that since the Back on Track paper in 2006 things have not improved. Previously and as a part of the Every Child Matters framework, there were more funding available for pastoral support and there was the drive that every child was entitled to an education with a BME (Black and Minority Ethnicity) action plan to improve their outcomes.
 - Different models of education need to be considered in particular in mainstream education to ensure they are equipped to and have the expertise to support these group to achieve better outcomes.
 - It would be encouraged to cascade best practice though the Fair Access Panel.
- 4.29 The Executive Head for New Regent's College informed the Commission that all providers that are commissioned by them provide a 25 hour timetable apart form in particular cases and when there are specific reasons why they do not. Further, he explained that the local authority exclusion team attend all community and voluntary school exclusion panels prior to any permanent exclusion. However, it was noted that academies and free schools, are not required to invite a representative of the local authority to permanent exclusion hearings. This sometimes leads to a lack of information being passed to New Regent's College. It was noted that there was a piece of work to be done around ensuring that academies and free schools provide the necessary information as a part of the exclusion process to ensure that the child or young person are place in the most suitable provision.
- 4.30 Kiran Gill added that by putting a focus on these issues might in effect help to reduce exclusions in Hackney by way of bringing their leadership together to review practices around exclusions and to challenge head teachers to think creatively about how they can reduce exclusions and how they can commission the specialist support the children might need and to promote earlier interventions.
- 4.30 At this point the Director of Education highlighted that Hackney Learning Trust has set up a Reducing Exclusions Partnership Board which will look at issues around exclusions in Hackney Schools and there has been a great interest in participating from both primary and secondary school head teachers who want to see a reduction in exclusion rates.

ELATT

4.31 The Commission was informed that:

- ELATT have been providing community learning for approximately 30 years and in the last 3-4 years, when Oran Blackwood joined the organisation, they set up their alternative provision.
- Most referrals come directly from schools and often the young person will remain on roll at their mainstream school while completing their education at ELATT.
- ELATT work with Key Stage 4 and with students that have, in consultation with their school, parents/carers as well as their key worker, decided they want to attend their provision.
- It was noted that the provision has not had difficulties in recruiting teachers and that their teachers are qualified and have experience of SEND.
- Further, it was noted that ELATT feel that their setting was the best setting for the young people they work with. They are almost exclusively working with young people with SEND and who do not thrive in mainstream schools due them finding it to be a stressful, noisy and loud environment. In contrast to ELATT which was reported to be a small setting where everyone knows them by name, and where they are not at risk of being lost in the system instead they are taught in classes of 10 pupils and received support tailored to their individual needs which makes a difference to their success.
- Being a charity meant that ELATT was not driven by achievement and outcomes.
- They are rapidly becoming a specialist provision for SEND. Last year the outcomes for their pupils with SEND were 5% better compared to other settings. It was believed to be because it was very difficult for mainstream schools to cater for children with autism due to the nature of a mainstream school being a noisy environment and where you are dependent on your ability to easily form relationships with your peers.
- Young people attending ELATT most often wish to stay there to complete their education rather than go back into mainstream school and are therefore rarely reintegrated to a mainstream school.
- Progress is monitored similarly to those in mainstream school and includes measuring their distance travelled and the provision hold regular meetings with parents/carers.
- ELATT collaborate with Stormont House School (local authority specialist school), the Virtual School and has also worked with Inspired Directions School in the past. However, it was noted that the provision was not currently working in partnership with New Regent's College.

4.32 The Commission was informed that Oran Blackwood also work as a counsellor in one of the academy schools in Hackney and in his experience there are some really good work taking place around exclusions. At this point the Commission heard that nationally the link between levels of exclusions and academy schools, were not higher than between levels of exclusions and maintained schools.

4.33 Kiran Gill suggested that in improving outcomes for those in alternative provision it would be advisable to speak to other services around what they monitor and assess i.e. attendance and to share best practice but also to tease out what measures apply to pupils in alternative provision and could include a picture of improvements such as interactions with the Police since they began attending the alternative provision that indicate whether they have become more or less vulnerable or safe. As well as liaise with other settings, in line with the more Public Health approach.

BSix Sixth Form College

4.34 The Commission was informed that:

- The alternative provision at BSix College was a small setting within the mainstream Sixth Form college where young people are offered a fresh start after not fitting into mainstream education. They have the opportunity to study a vocational course in an industry they are interested in for example business, childcare, media or social care.
- Currently there are 28 students, 4 of them are on roll at New Regent's College,
- Over the last few years the number of ESOL students, newly arrived in the country, make up the majority of Hackney AP students.
- The complex needs of the young people in their alternative provision are taken into account, in considering their achievements which are therefore not based solely on academic success but instead in a wider context of a wellbeing matrix taking into account their own personal plan. This plan was also used to address the issues that prevents them from learning.
- BSix work collaboratively with other alternative providers both in Hackney and in neighbouring boroughs and all their teachers are qualified with experience of working in a Pupil Referral Unit, as youth workers and as SEND support workers.
- It was noted that generally pupils are most vulnerable when there was a delay from when they are excluded until they are placed in their provision.

Question and Answers

- 4.35 In light of the recent House of Commons Education Select Committee's report and the national statistics in relation to the criminal justice system which both paint a rather dire picture of outcomes of excluded children and young people, the Commission wanted to know what the guests thought needed to be done to improve the outcomes of excluded children. In response the representative from BSix College highlighted the importance of ensuring the right student was in the right setting to ensure they achieve their full potential and it was noted that in Hackney he felt that there were a lot of alternatives available to children and young people.
- 4.36 In addition, it was noted that ELATT, which is mostly IT based, provides the only alternative provision for the cohort they work with and were of the opinion that if there were more provisions like theirs schools might be less likely to hold on to these children for as long as they currently do and their wellbeing would be prioritised at an earlier point.
- 4.37 The Executive Head at New Regent's College added that early intervention was key however, providing alternative provision at primary was complex and requires extensive intervention and that might be the reason for why the charitable sector provide alternative provision solely cater for the older cohort and also reflective of why their own Key Stage 4 provision was a dedicated vulnerable girls group which was noted to be an equally complex demanding group to work with. It was noted that there was a lack of diversity lower than Key Stage 4 provision and New Regent's College would seek in the future to create a much more varied curriculum for primary age students that are referred to them and to work closely with other services around the underlying issues. Key Stage 4 providers are currently functioning as a sticking plaster – trying to in the last two years of a young person's educational career to address their individual challenges in order to improve their outcomes when in reality a lot more has to be done a lot earlier.
- 4.38 The Principal at the Boxing Academy told the Commission that they are expanding their Key Stage 3 provision because if the therapeutic intervention they offer was offered already in Key Stage 3 there would be a much greater chance of these children returning to mainstream education.
- 4.39 The Head of School at Inspired Directions School added that it was essential that primary schools have the funding and capacity to pick up on SEND and put EHC

plans in place as early as possible and to ensure this happens before Year 7. However, due to current financial pressures the capacity was not there to do essential piece of work and meeting the thresholds was harder than 5 to 10 years ago.

- 4.40 At this point her colleague Mr McIlvern told the Commission that it was also important to look at what happens to this cohort once they leave the alternative provision and that there was ongoing support in place to ensure that they maintain a place in college.
- 4.41 The Commission noted that at the last New Regent's College providers meeting they discussed the issue of ongoing support and the role current providers like BSix and other colleges can support this development.
- 4.42 The Head of Student Services & DSL at the Boxing Academy added that in their experience often the young people would have benefitted from early intervention CAMHS support but in most cases referrals to CAMHS have not been accepted or cases have been opened and closed shortly after and these children have not received the ongoing support needed prior to attending the Boxing Academy.

Special Schools

Garden School

- 4.43 The Commission was informed that:
- The Garden School is a highly specialist provision for children with autism between the ages of 4 and 16. It was noted that there was a desire to be able to provide provision post 16 and early year's provision too.
 - The majority of the children and young people they work with are non-verbal.
 - The provision was described as successful and they provide staff with a large amount of training. Their induction training span 4-5 months and thereafter staff receive ongoing training.
 - They provide a holistic approach, working closely with school health team, speech and language therapists, occupational therapist and CAMHS clinicians as well as other services such as children social care services around behavioural support and safeguarding issues.
 - They also engage with other professionals through multi-agency behavioural support forums, where professionals are given an opportunity to ask questions, reflect on their practice, share learning in regards to specific cases.
 - The learning from these forums feed into the wider process of ongoing learning. The school employs a positive behaviour support approach which involves gathering a wide range of data through observations to learn more about when, where and why certain behaviours take place. This then informs proactive strategies to address challenging behaviours in the school. In order to, for example reduce the instances of holding children. The school has dramatically reduced restrictive positive intervention.
 - The school does not practice any seclusionary practice. If children need 'time away' any instances where this happens are carefully recorded and monitored in order to get a better understanding of the reasons for the child not coping in a lesson and put in measures to address this.

Question and Answers

- 4.44 The Commission wanted to know whether the Garden School work in collaboration with mainstream settings to help them meet the need of the children and young people they have on roll with SEND. In response the Head of School made the following substantive points:

- The Garden School provide training for and have done outreach work with other professionals in their network including the Police, children social care and school transport.
- The Garden School is a purpose built setting which had been developed to meet the specific needs of their pupils. They were aware that it might be difficult to replicate what they have in other settings, in particular those that were not purpose built settings. However, they continue to welcome other professionals into their setting to observe and learn from how they work at the Garden School.
- Staff training is ongoing and forms part of a comprehensive recruitment process, further staff supervision provided through Educational Psychology Service includes an opportunity and safe space to reflect on difficult issues. The work can be physically challenging situations for example staff have been hit, bitten or have had their hair pulled. This helps staff to deal with the emotional aspects of their work, it helps to build resilience and ensure that they continue to feel that they are making a difference.
- Their training also actively involves promoting a change of mind-set around how the children's behaviour is viewed, moving away from blaming the children by referring to their behaviour as aggressive and violent to instead using words such as dis-regulated and disengaged.

4.45 The Commission also wanted to know the Head of School's views around the overrepresentation of children and young people with SEND in school exclusions. In response the Head of School made the following substantive points:

- The Head of School did not feel that she was in a position to make any evidence based statement in regards to the issue of overrepresentation. However, she informed the Commission that research show that early experiences of trauma is linked to behavioural disorders.
- The children and young people at the Garden School are there because their needs which cannot be meet in mainstream school and the largest number of their pupils are from black African heritage and stated that this was probably reflective of the Hackney school population in general.

Ickburgh School

4.46 The Commission was informed that:

- Ickburgh School work with children and young people with autism and learning difficulties. Forty-six percent of their students have profound learning difficulties and 36% have sever learning difficulties.
- Ickburgh school provides a suitable learning environment in which they are able to meet the children's needs and address behaviours that were described as dis-regulated and distressed by focussing on communication and ensuring the children have the to express themselves.
- Most of the students are non-verbal and staff are trained to and use non-verbal communications techniques such own-body touch communication and when working with pupils with autism and learning difficulties they use a range of communication strategies including Makaton.
- Children and young people are referred to Ickburgh through the HLT SEND team and in instances where parents self-refer they are re-directed to HLT.
- When students leave Ickburgh to be educated elsewhere they usually either move on to New City College (offering post 16 SEND programmes) or the John Dewey Specialist College in Haringey.
- It was noted that Ickburgh School work with the local authority around support post 19 and a lot of work had gone into the development of a post 19 apprenticeship scheme.

Question and Answers

4.47 The Commission wanted to know whether Ickburgh School work in collaboration with mainstream settings to help them meet the need of the children and young people they have on roll with SEND. In response the Head Teacher explained that they do not provide as much training as the Garden School but to be able to meet the growing need to of pupils with autism and learning difficulties in the local authority the school continues to prioritise the need for them to be able to provide training around learning difficulties.

LBH Employment and Skills

4.48 The Commission was informed that:

- The objectives for this non-statutory service were to provide high quality pathways into employment based in the ethos around providing personalised support with a focus on Hackney residents experiencing multiple disadvantages in the labour market through offering support via the Employment Pathways and Supported Employment strategies.
- In reference to the latter, the team manages the Council's apprenticeship programme for 16-24 year olds. The programme was brought in by Mayor Glanville in 2016 and since then the team has increased the number of apprenticeships in the council from 30 to approximately 120. It was noted that the Programme Manager - Employment Pathways was not able to tell the Commission how many of the young people in these placements were excluded from schools but he explained that a lot of work had gone into making sure apprenticeships were accessible to those that have not gone down the academic route, ensured they pay the living wage and run screening sessions where the focus is broader than looking solely at previous experiences, academic attainment but where they instead look at potential and how the individual perform in those sessions.
- Further, the team has increased the number of apprenticeships available to disadvantaged groups for example, care leavers and young people with special educational needs and disabilities. In addition, a large percentage of young people in the Council apprenticeships are young black men.
- The team has also piloted a pre-employment paid placement in order to give young people a tangible experience of work and a chance to develop their employability by for example understanding the importance of time-keeping and to prepare them for an apprenticeship.
- The team have been promoting the apprenticeship programme in schools, primarily in Key Stage 4 and Key Stage 5. The Commission noted that they would welcome the opportunity to work more closely with the alternative provisions and the specials schools present at this meeting and would be happy to come into the schools and talk to the young people and staff about the apprenticeships schemes in the Council but also within other businesses and organisations and suggested that they would bring some of the young people to talk about their apprenticeship experiences.
- In addition, through the Supported Employment strategy the team provide focused support to residents with learning difficulties, autisms and suffering from mental health issues to get into and to remain in employment.
- Recently, the embarked on a piece of work with HLT, establishing a new position around SEND in the form of a SEND champion to organise a variety of, and meaningful employment experiences and taster sessions for young people with SEND in order to ensure they are exposed to a range of possibilities. This piece of work involves close partnership with Homerton Hospital, one of the largest employers in the borough, in launching a supported internship to which 10 young people, aged 16 to 25 years old, with SEN and physical disabilities have been recruited to so far. The young people will be doing 3 placements in one academic year based on their employability skills and also including the

development of employability skills, job coaching and hands-on work experience and an opportunity to consolidate the learning at the end of each day.

Question and Answers for all guests

4.49 The Commission wanted to know how they track the outcomes of the young people at their provision in terms of sustained employment and also what partnership work exists between the alternative provision and the Council's Employment and Skills team. In response the Commission was informed that:

- ELATT have been working with the Council's Employment and Skills team on the pre-employment programme and welcome this initiatives which was similar to the model they follow with their 16-19 year olds where by the young person's time was split between lessons and a work placement. It was noted that this approach had been successful and had helped to increase the essential engagement from employers and ELATT would therefore like the opportunity to work with Council's Employment and Skills team especially in regards to 'selling' young people with SEND to employers.
- The Boxing Academy has not worked with the Council's Employment and Skills team yet however, in the last three years all their students, have been successful in getting a place either at college or on an apprenticeship. It was noted that there is a need for apprenticeships and internships especially since these young people most often do not have family connections and/or the full set of GCSEs and are as a consequence nearly always overlooked. As far as possible they visit the young people at college or at their placement every 6 months and find that most of them are still at college or in a placement but most often they have change the course from that they initially enrolled on. Further, they young people often continue to come back and visit the Boxing Academy.
- However, the Boxing Academy reported that these placements are often as competitive to get into as it is to get into university and would argue that it is essential to support this cohort into work placement. Further, the Boxing Academy as well as the importance of and have submitted a funding bid to set up an alumni programme which would better help them support the young people's progress and track their outcomes.
- It was noted that New Regent's College commission Connexions to do some of the tracking and monitoring of their students. The Executive Head further highlighted that it was difficult for sixth form colleges to provide the same level of support that these young people need to be successful, at the same time as they are most often urging to be independent, and have received to that point. It was noted to be a personal disappointment that they, New Regent's College, are not in a position to commission Key Stage 5 services replicating the variety and support available at Key Stage 4.
- At the Inspired Directions Schools three students that previously attended the provision, and have successfully moved on, come back to talk to the current student as a part of their transition and it was noted that they act as powerful role models which the present students relate to as well as look up to.
- BSix further acknowledge that it was hard for this cohort to get in to professional training, apprenticeships and internships and that they work with the SENCOs, provide information around their offer at career days and have been liaising with Homerton Hospital around the provision of supported internships.

4.50 At this point the Head of Employment and Skills suggested that the Commission also look at, in terms outcomes, numbers in sustained employment, as this is key to avoid a cliff edge when they turn 25 are might not be able to access adult services for support. He further highlighted that apprenticeship and training placements could possibly mask the real outcomes.

4.51 Further, the Commission wanted to know how the statutory provision interact with third sector community groups when a child or young person has been permanently

excluded or around support for the post 19 cohort. In response the Executive Head at New Regent's College replied that there was no shortage of third sector organisations wanting to work with New Regent's College – including an organisation called Street Doctors that work with young people around the impact of knife crime and the Red Cross who has delivered first aid classes to their students. New Regent's College are open to work with charitable organisations however, it needs to be managed around the curriculum and to ensure that there was a clear understanding of what the expected outcomes.

4.52 In addition, the Commission expressed that they would like the HLT to include a bit more clarification around the funding model for mainstream schools and the alternative provision as well as what is being done within our 'family of schools' to try to join up how schools devices behaviour policies to ensure a well-being approach is central to the support rather built on further down the line through a whole-school approach in which school staff are able to spot early signs of mental health issues in order to move away from potentially a more punitive approach.

4.53 At this point the Executive Head at New Regent's College added that there might be an idea to further investigate the use of permanent exclusions that fall under the reason 'persistent disruptive behaviour' to ensure the academy schools are not brought into disrepute where these must in many cases be preventable. In situations where a one off incident of violence has taken place then for the good order of the school a Head teacher has very little choice but to permanently exclude.

4.54 In addition, Oran Blackwood added that there has been extensive research on how young people with SEND often are punished in regards to their behaviour when the behaviour is actually a symptom of their personality disorder. Further, the Commission was informed that ELATT works with a large number of school refusers who appear to have underlying mental health reasons acting as a barrier to learning which mainstream schools do not seem to be equipped to address or work with.

4.55 Finally, the Commission wanted to know whether any of the guests had any other ideas or suggestions of how mainstream schools and alternative provisions could work more collaboratively with HLT to meet the needs of the SEND cohort and how they could draw on the learning and practices in special schools. In response the Commission heard that:

- Provisions benefit from ensuring SEND is part of the teachers' CPD.
- Mainstream school would be able to attend a conference hosted by Garden School around the culture in schools, leadership in schools whereby the focus is to move a way form a punitive approach.

5 Minutes of the Previous Meeting

5.1 The Commission agreed the minutes of the last meeting.

6 Children and Young People Scrutiny Commission - 2018/19 Work Programme

6.1 The Members of the Commission noted the last version of the work programme for the municipal year 2018/19.

6.2 The Members were informed that that there was flexibility in the work programme to include another 3-4 substantial discussion items. The Chair encouraged the Commission to put forward areas for scrutiny including context, objectives and desired outcomes and for this to be done outside of the meeting.

7 Any Other Business

7.1 The Scrutiny officer informed the Members that this was her last meeting before joining the Integrated Commission Children, Young People and Maternity work-stream on a two year secondment.

Duration of the meeting: 7.00 - 9.30 pm

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Children and Young People Scrutiny Commission 15th November 2018 Item 7 – Children and Young People Scrutiny Commission - 2018/19 Work Programme	Item No 7
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Outline

Attached is a copy of the work programme for the Commission for 2018/19. Please note this is a working document and is regularly revised and updated.

Action

The Commission is asked to make any amendments as necessary and note the latest version of the work programme for the municipal year 2018/19.

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Overview & Scrutiny

Children & Young People Scrutiny Commission Work Programme June 2018 – April 2019

Please note: this is a working document subject to change.

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
18th June 2018 Papers deadline: 7 th June 2018 Agenda dispatch: 8 th June 2018	Election of Chair and Vice Chair	Sanna Melling, Scrutiny Team/ Chair CYP	
	Update on School Admissions and the Childcare sufficiency Assessment	Marian Lavelle, Head of Admissions and Pupil Benefits, HLT Angela Scattergood, Head of Early Years, HLT Tim Wooldridge, Early Years Strategy Manager, HLT	
	Review update – Childcare: the introduction of extended (30-hour) free childcare in Hackney.	Angela Scattergood, Head of Early Years, HLT Tim Wooldridge, Early Years Strategy Manager, HLT	
	Work Programme 2018/19	Sanna Melling, Scrutiny Team	To discuss and agree the work programme.
20th September 2018 Papers	Executive Response - Unregistered Educational Settings in Hackney	Anne Canning, Group Director, Children, Adults and Community Health, LBH Andrew Lee, Assistant Director Education Services, Hackney	

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
deadline: 11 th September 2018 Agenda dispatch: 12 th September 2018		Learning Trust Paul Kelly, Head of Wellbeing and Education Safeguarding Education Services, Hackney Learning Trust	
	Executive Response - Recruitment and Support to Foster Carers review.	Sarah Wright, Director of Children & Family Services Deborah Ennis, Service Manager - Safeguarding and Learning Children and Families Service	Including an additional short written update on the project to provide additional support to unaccompanied asylum seeking children.
	SEND Reference group - update	Cllr Kennedy, Cabinet Member for Families, Early Years and Play Cllr Gordon, Vice Chair CYP Scrutiny Commission	Update to cover terms of reference, progress and remit of reference group.
	Outcomes of Exclusions – DRAFT Terms of Reference	Sanna Melling, Scrutiny Team	
	Work Programme 2018/19	Sanna Melling, Scrutiny Team	To review and monitor progress

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>10th October 2018</p> <p>Papers deadline: 1st October 2018</p> <p>Agenda dispatch: 2nd October 2018</p>	<p>Evidence session – Review: Outcomes of Exclusions in Hackney</p> <p><u>Guests:</u></p> <p>Kiran Gill, founder of the charity The Difference</p> <p>Executive Head and Head of School, New Regent’s College</p> <p>Head teacher, Garden School</p> <p>As well as representatives from the following alternative provisions;</p> <p>ELATT</p> <p>The Boxing Academy</p> <p>BSix College</p> <p>Inspired Directions School</p> <p>The School at Hackney City Farm</p>	<p>Sanna Melling, Scrutiny Team</p>	<p>First evidence session with key stakeholders</p>
	<p>Work Programme 2018/19</p>	<p>Sanna Melling, Scrutiny Team</p>	<p>To review and monitor progress</p>
<p>15th</p>	<p>Annual Question Time with</p>	<p>Cllr Christopher Kennedy</p>	<p>The Commission has identified 3 areas</p>

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>November 2018</p> <p>Papers deadline: 6th November 2018</p> <p>Agenda dispatch: 7th November 2018</p>	<p>Cabinet Member for Cabinet Member for Families, Early Years and Play</p>		<p>for depth questioning in advance:</p> <ul style="list-style-type: none"> • children's centres and nurseries • making Hackney a child friendly borough • troubled families
	<p>Children and Families Service Bi-Annual Update – End of Year Report to Members</p>	<p>Sarah Wright, Director of Children & Family Services Lisa Aldridge, Head of Service, Safeguarding and Learning Deborah Ennis, Service Manager - Safeguarding and Learning Children and Families Service</p>	<p>CFS End of Year Report 2017/18</p> <p>Including a narrative about the increased demand on the service and a breakdown of abuse type over the past year and information about trends.</p>
	<p>Work Programme 2018/19</p>	<p>Sanna Melling, Scrutiny Team</p>	<p>To review and monitor progress</p>
<p>19th November 2018</p>	<p>Joint Meeting with Health in Hackney:</p> <p>Integrated Commissioning – CYP and Maternity Workstream</p> <p>Vaccine preventable disease and childhood immunisations</p>	<p>Amy Wilkinson, Workstream Director Children, Young People and Maternity Services Integrated Commissioning Workstream</p> <p>NHSE London GP Confed Public Health CCG</p>	<p>Long item on Childhood Immunisations to address concerns about the borough's performance and key issues for the stakeholders engaged in trying to</p>

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
		Rep of an Anti Vac campaign	increase the uptake of immunisations.
<p>14th January 2019</p> <p>Papers deadline: 3th January 2019</p> <p>Agenda dispatch: 4th January 2019</p>	<p>Outcomes of Exclusions in Hackney – Evidence Session</p> <p><u>Guests:</u></p> <p>Hackney Learning Trust</p> <p>CFS – tbc</p> <p>LB Hammersmith and Fulham, Jan Parnell, Assistant Director of Education</p> <p>NUT</p> <p>Education Lawyers</p>	Scrutiny Officer	Second evidence session with key stakeholders
	Annual Question Time with Statutory Deputy Mayor and Cabinet Member for Education, young people and children’s social care	Cllr Anntoinette Bramble	The Commission to identify 3 areas for depth questioning in advance. To include budget and performance monitoring of service area - to look ‘beyond’ data set to gain a better understanding of complex issues. In order to promote ‘investigative rather than for information’.

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress
<p>25th February 2019</p> <p>Papers deadline: 14th February 2019</p> <p>Agenda dispatch: 15th February 2019</p>	<p>CAMHS: early intervention and support to schools</p>	<p>HLT programme lead/CAMHS practitioners/Schools in pilot programme –TBC</p>	<p>To include;</p> <ul style="list-style-type: none"> • a report on schools progress against the action plans that were put in place following the audit; • as well as any patterns and trends that have come up as a part of the auditing process and; • summary of work undertaken by the CAMHS worker including reflections on the pilot programme so far and the next steps.
	<p>Equalities – LGBT+ curriculum in Hackney Schools</p>	<p>HLT / Schools – TBC</p>	<p>To include;</p> <ul style="list-style-type: none"> • a summary of the finding from the CSSI Commissions (2011?) and; • outline of support and resources for individual LGBT+ students, families and school staff and; • an update on current practices around ensuring that LGBT+ issues are raised where relevant throughout the curriculum, including through humanities and literature as well as through PSHCE and; • possible discussion around how

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
			to ensure that the whole school community demonstrate an accepting and supportive approach to and around LGBT+ issues, including through policies to tackle bullying and harassment.
	Outcomes of Exclusions – Recommendation discussion	Scrutiny Officer	
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress
25th March 2019 Papers deadline: 14 th March 2019 Agenda dispatch: 15 th March 2019	6-month recommendation update on Recruitment and Support to Foster Carers review.	Children and Families Service	
	Children and Families Service Bi-Annual Report to Members	Sarah Wright, Director of Children & Family Services Lisa Aldridge, Head of Service, Safeguarding and Learning Deborah Ennis, Service Manager - Safeguarding and Learning Children and Families Service	Including a separate paper on the outcomes of and the tracking of the social and emotional development of children in Temporary Accommodation
	Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.	Sara Morgan, Principal Adviser Primary, Hackney Learning Trust; Anton Francic, Principal Secondary Adviser, Hackney Learning Trust – TBC	HLT to provide a narrative outlining in more detail the progress in regards to the SEN and Education Health and Care plan cohorts as a part of the annual update as well as provide a document

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
		Head of Early Years, HLT –TBC	<p>showing each cohort's progress from Early Years through to Key Stage. (actions for HLT that came out of the CYP Commission meeting in March 2018)</p> <p>Further to include, achievement of groups (as below): Pupil Premium Black British/ Caribbean boys Turkish boys</p>
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress
30th April 2019 Papers deadline: 19 th April 2019 Agenda dispatch: 22 nd April 2019	6 month recommendation update – Unregistered Educational Settings review	Anne Canning, Group Director, Children, Adults and Community Health, LBH Andrew Lee, Assistant Director Education Services, Hackney Learning Trust Paul Kelly, Head of Wellbeing and Education Safeguarding Education Services, Hackney Learning Trust	
	Annual Report City and Hackney Safeguarding Board	Jim Gamble, Chair of the City and Hackney Safeguarding Children Board – TBC Rory McCallum, Senior Processional Adviser	

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
	Outcomes of Exclusions – Final report	Scrutiny Officer	
	Discussion of 2019/20 work programme	Scrutiny Officer	Commission to identify, suggest and agree possible topics for inclusion within the Children and Young People Scrutiny Commission work programme for 2019/20.

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