

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

Wednesday, 20th May, 2020, 7.00pm

This meeting is being held remotely. If you would like to attend please contact Martin Bradford (martin.bradford@hackney.gov.uk).

To observe the meeting please click on the link below:

<https://youtu.be/gIE7C9B6Hnc>

Contact:

Martin Bradford

☎ 020 8356 3315

✉ martin.bradford@hackney.gov.uk

Tim Shields

Chief Executive, London Borough of Hackney

Members: Cllr Sophie Conway (Chair), Cllr Margaret Gordon (Vice-Chair), Cllr Sade Etti, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Katie Hanson, Cllr Clare Joseph, Cllr Sharon Patrick, Cllr James Peters and Cllr Clare Potter

Co-optees: Graham Hunter, Justine McDonald, Luisa Dornela, Shabnum Hassan, Jo Macleod, Ernell Watson, Shuja Shaikh, Michael Lobenstein, Aleigha Reeves, Clive Kandza and Raivene Walters

Agenda

ALL MEETINGS ARE OPEN TO THE PUBLIC

- 1 Apologies for Absence**
- 2 Urgent Items / Order of Business**
- 3 Declarations of Interest**
- 4 Annual Update on School Achievement 2018/19 (7.05pm)** (Pages 1 - 26)
- 5 Covid 19 - Children & Young Peoples Service Response (7.25pm)** (Pages 27 - 44)
- 6 Children and Young People Scrutiny Commission - 2018/19 Work Programme (8.30pm)** (Pages 45 - 64)

7 Minutes of the Previous Meeting (8.30pm)

(Pages 65 - 86)

8 Any Other Business

Access and Information

Getting to the Town Hall

For a map of how to find the Town Hall, please visit the council's website <http://www.hackney.gov.uk/contact-us.htm> or contact the Overview and Scrutiny Officer using the details provided on the front cover of this agenda.

Accessibility

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall.

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>



Public Involvement and Recording

Scrutiny meetings are held in public, rather than being public meetings. This means that whilst residents and press are welcome to attend, they can only ask questions at the discretion of the Chair. For further information relating to public access to information, please see Part 4 of the council's constitution, available at <http://www.hackney.gov.uk/l-gm-constitution.htm> or by contacting Governance Services (020 8356 3503)

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Where a meeting of the Council and its committees are open to the public, the press and public are welcome to report on meetings of the Council and its committees, through any audio, visual or written methods and may use digital and social media providing they do not disturb the conduct of the meeting and providing that the person reporting or providing the commentary is present at the meeting.

Those wishing to film, photograph or audio record a meeting are asked to notify the Council's Monitoring Officer by noon on the day of the meeting, if possible, or any time prior to the start of the meeting or notify the Chair at the start of the meeting.

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

The Council will endeavour to provide reasonable space and seating to view, hear and record the meeting. If those intending to record a meeting require any other reasonable facilities, notice should be given to the Monitoring Officer in advance of the meeting and will only be provided if practicable to do so.

The Chair shall have discretion to regulate the behaviour of all those present recording a meeting in the interests of the efficient conduct of the meeting. Anyone acting in a disruptive manner may be required by the Chair to cease recording or may be excluded from the meeting. Disruptive behaviour may include: moving from any designated recording area; causing excessive noise; intrusive lighting; interrupting the meeting; or filming members of the public who have asked not to be filmed.

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 20th May 2020 Item 4 – Annual Update on Pupil Achievement (2018/19)	Item No 4
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Context

An update on pupil achievement across schools in Hackney is received annually by the Commission. Pupil achievement is recorded at the following stages; Early Years Foundation, Key Stage 2 and Key Stage 4. Hackney Learning Trust have produced a report summarising pupil performance at these stages (attached).

- Annie Gammon, Director of Education and Head of Hackney Learning Trust
- Stephen Hall, Assistant Director for School Standards & Improvement, Hackney Learning Trust
- Anton Francic, Senior Secondary Adviser, Hackney Learning Trust
- Tim Wooldridge, Early Years Strategy Manager, Hackney Learning Trust

Action

Members are requested to note the attached report and invited to any raise questions with officers present.

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Annual Update on Achievement

29 April 2020



Control Sheet

Annual Update on Achievement 2018/19

Reference:	Annual update on EYFSP, KS2 and KS4 outcomes in Hackney 2018/19		
Date produced:	29 April 2020	Status:	Final
Valid until:	n/a		
Collected by:	Department for Education / Hackney Learning Trust		
Restrictions on use:	1. Do not distribute without permission from the person authorising use.		
Reporting cycle:	Annual report		
Next report due:	April 2021		
Supplied by:	Ben Brennan (data)	Role:	Systems Administration Manager (MISA)
	Tim Wooldridge (EYFSP)	Role:	Early Years Strategy Manager
	Stephen Hall (KS2)	Role:	Assistant Director, School Standards & Improvement
	Anton Francic (KS4)	Role:	Principal Secondary Adviser
Authorised for use by:	Annie Gammon	Role:	Director of Education
INDEX			
Section 1	Early Years Foundation Stage Profile	Pages	3 to 8
Section 2	Key Stage 2	Pages	9 to 12
Section 3	Key Stage 4	Pages	13 to 21
Section 4	Focus on attainment of key groups	Pages	22 to 24

1. Early Years Foundation Stage Profile, 2018/19

1. Early Years Foundation Stage Profile (EYFSP)

The EYFS profile is the summary of a child's attainment at the end of Reception. The profile assesses a child's attainment in 17 areas, known as the Early Learning Goals (ELGs). The ELGs set out what a child is expected to be able to do at the age of five. These cover seven areas of learning;

Communication and language development
Physical development
Personal, social and emotional development
Literacy
Maths
Understanding of the world
Expressive arts and design

Assessment is based on teacher's knowledge of children and from observations of what they can do. The Good Level of Development (GLD) is a performance measure used at the end of reception. Children achieving a good level of development are those attaining at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

The assessment is completed for all children in EYFS provision in receipt of government funding in the summer term; this therefore includes children attending independent schools.

All assessments are moderated internally, as part of clusters of schools or externally by Hackney Learning Trust.

The purpose of the assessment is to provide a reliable, valid and accurate assessment to inform parents about their child's development against the ELGs, support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers and help year 1 teachers plan an effective, responsive and appropriate curriculum that meets the needs of all children.

Assessment arrangements for summer 2020

There will be no statutory requirement for schools to undertake the EYFSP in 2019/20. Schools are still free to complete assessments for children if they are able to, and to share with parents, carers and Year 1 teachers at an appropriate time, but they are not required to. If schools do choose to assess children, they do not need to share data with Hackney Learning Trust who will also not be required to moderate any assessments that are carried out.

Assessment arrangements for summer 2021

The Department of Education (DfE) has consulted widely on a review of the ELGs and the moderation process. Although the new framework is yet to be published and will not become statutory until September 2021, schools have already been given the option to voluntarily opt out of the current assessment arrangements in summer 2021.

1.1 Summary of outcomes

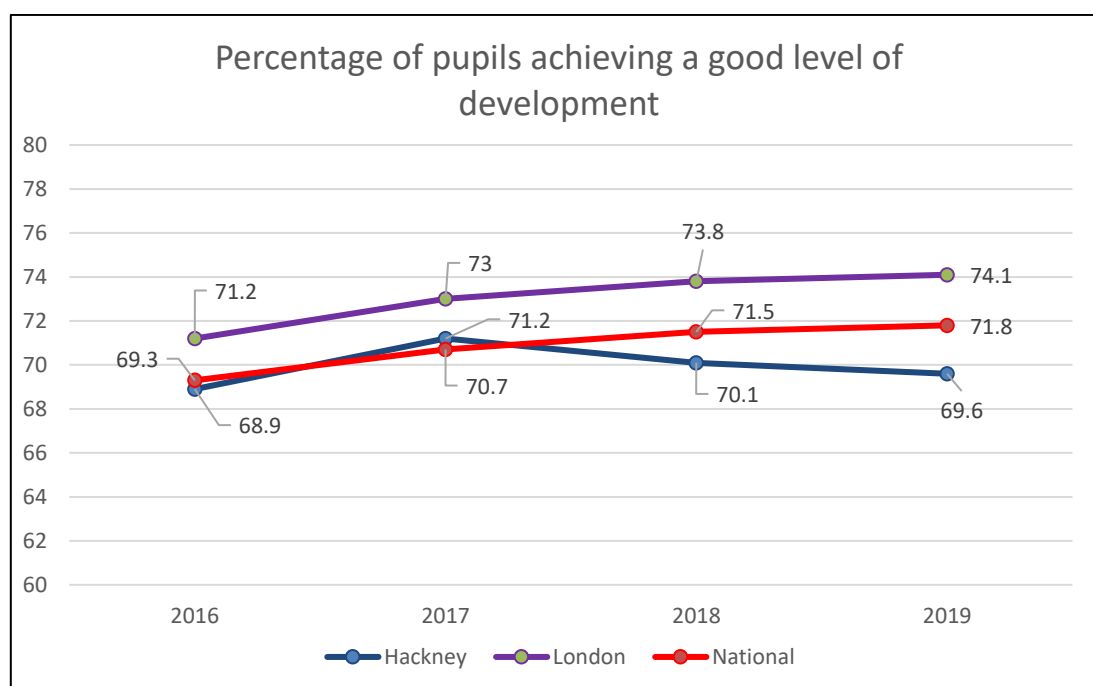
The attainment of children in Hackney's maintained school sector continues to exceed London and national outcomes while attainment of children in the private, voluntary and independent (PVI) settings fell by two percentage points (Table 1.2). This was in the most part related to low outcomes in reading and writing, part of the literacy strand within the GLD.

The focus for 2019/20, therefore, has been to support those PVI settings with a large number of children who have English as an additional language providing more opportunities for children to learn to speak English, develop phonological awareness and increase the opportunities for children to read and write in English. This will be a continued focus into 2020/21.

Table 1.1: Good level of development, 2016 to 2019

Good level of development	2016	2017	2018	2019
Hackney national rank	87	63	101	116
Hackney	68.9	71.2	70.1	69.6
National	69.3	70.7	71.5	71.8
London	71.2	73.0	73.8	74.1

Figure 1.1: Percentage of pupils achieving a good level of development



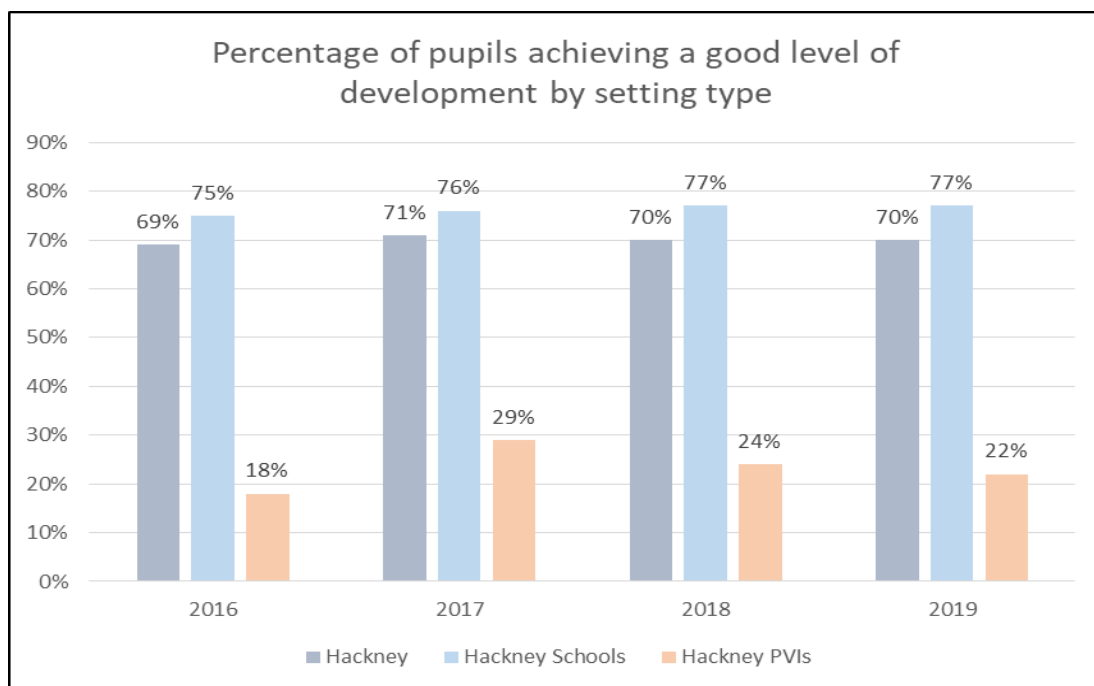
1.2: Percentage achieving a good level of development by setting type, 2016 to 2019

In 2019, the percentage of pupils achieving a good level of development in Hackney schools remained the same as in 2018, with 77% of pupils achieving the benchmark. The percentage of pupils achieving a good level of development in Hackney private, voluntary and independent settings (PVIs) fell by two percentage points to 22% in 2019. There is a 55 percentage point gap between performance in schools and in PVIs.

Table 1.2: Good level of development in Hackney schools and PVIs, 2016 to 2019

Good level of development	2016	2017	2018	2019
Hackney	69%	71%	70%	70%
Hackney Schools	75%	76%	77%	77%
Hackney PVIs	18%	29%	24%	22%

Figure 1.2: Percentage of pupils achieving a good level of development by setting type



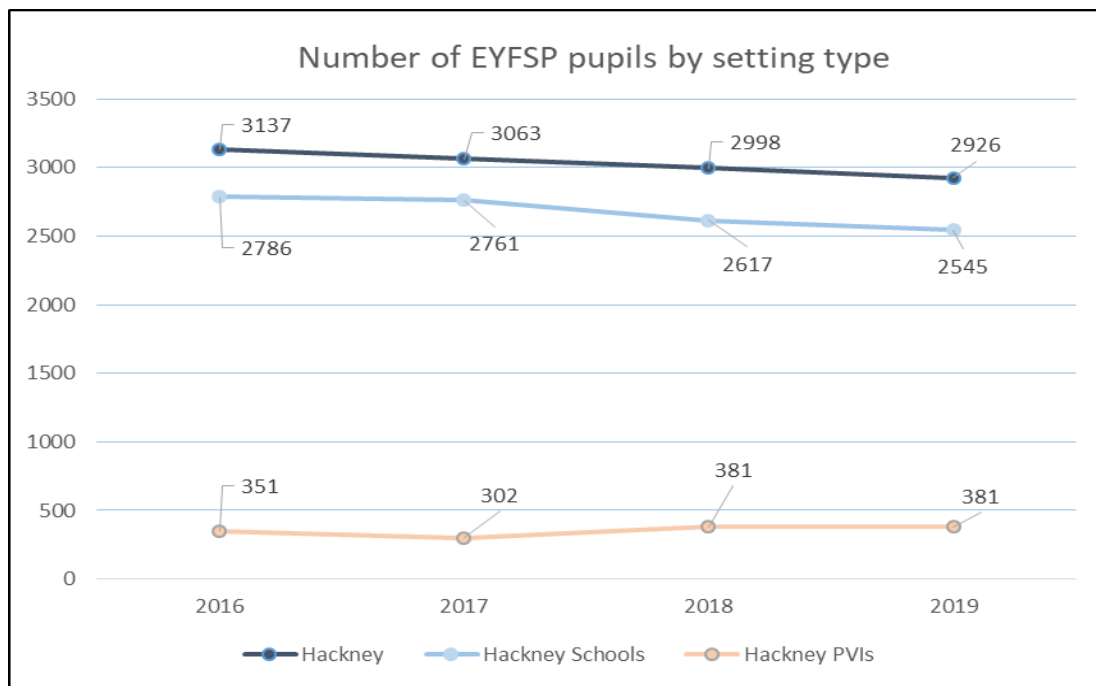
1.3: Number of pupils by setting type, 2016 to 2019

In 2019, the number of EYFSP pupils in Hackney has declined by 72 from 2018, and declined by 211 since 2016. This is caused by a reduction in the number of EYFSP pupils in Hackney schools, down by 72 from last year and down by 241 since 2016. The number of EYFSP pupils in Hackney PVIs remained the same in 2019 (381), an overall increase of 30 pupils since 2016.

Table 1.3: Number of pupils in Hackney schools and PVIs, 2016 to 2019

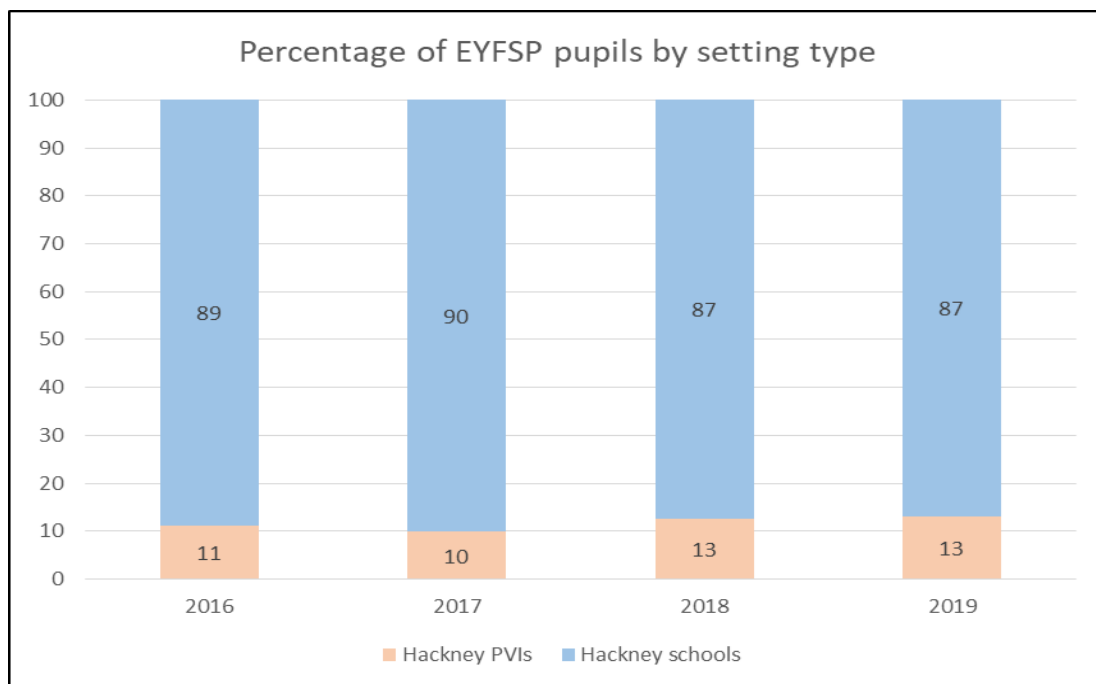
Number of pupils	2016	2017	2018	2019
Hackney	3137	3063	2998	2926
Hackney Schools	2786	2761	2617	2545
Hackney PVIs	351	302	381	381
Schools to PVI ratio	89:11	90:10	87:13	87:13

Figure 1.3: Number of pupils by setting type, 2016 to 2019



In 2019, as in 2018, 87% of EYFSP pupils in Hackney attended a Hackney school, with 13% at a PVI.

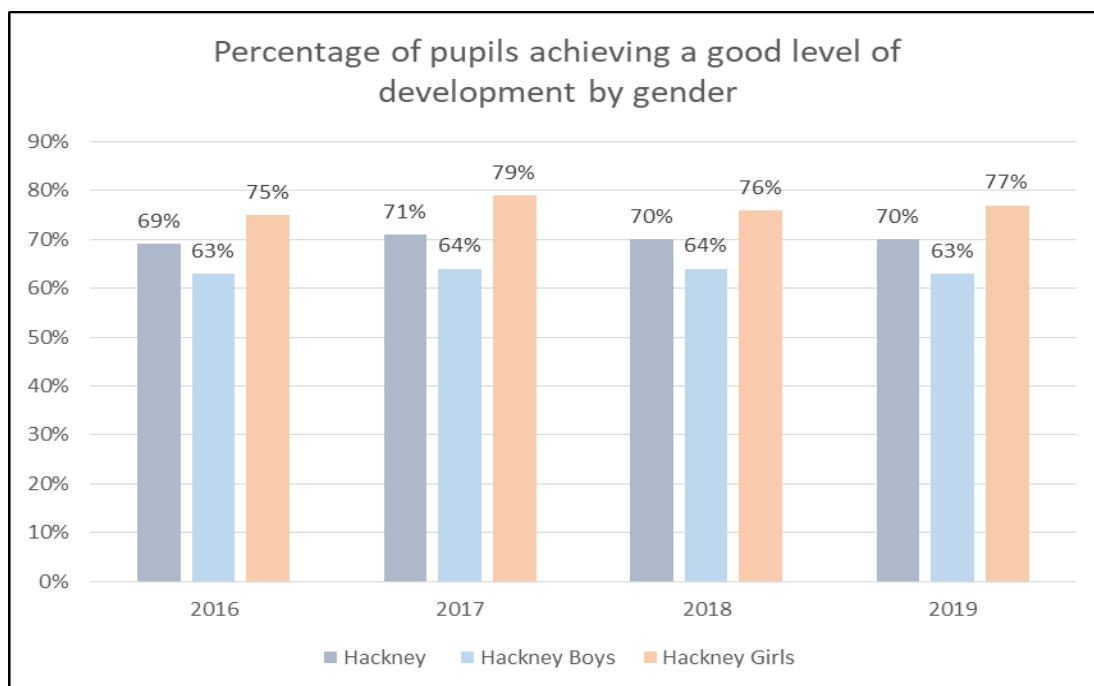
Figure 1.4: Percentage of EYFSP pupils by setting type, 2016 to 2019



1.4. EYFSP performance by gender

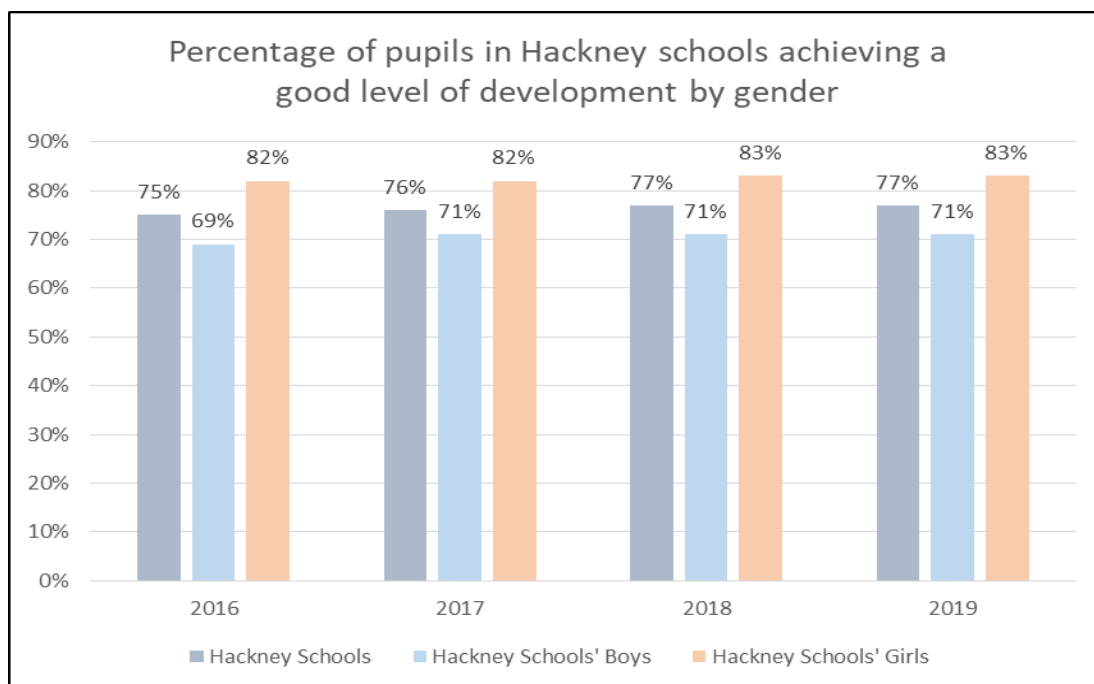
The gender gap between boys and girls (percentage of pupils achieving a good level of development) in Hackney has widened in 2019 to 14 percentage points (from 12 percentage points in 2018).

Figure 1.5: Percentage of pupils achieving a good level of development by gender, 2016 to 2019



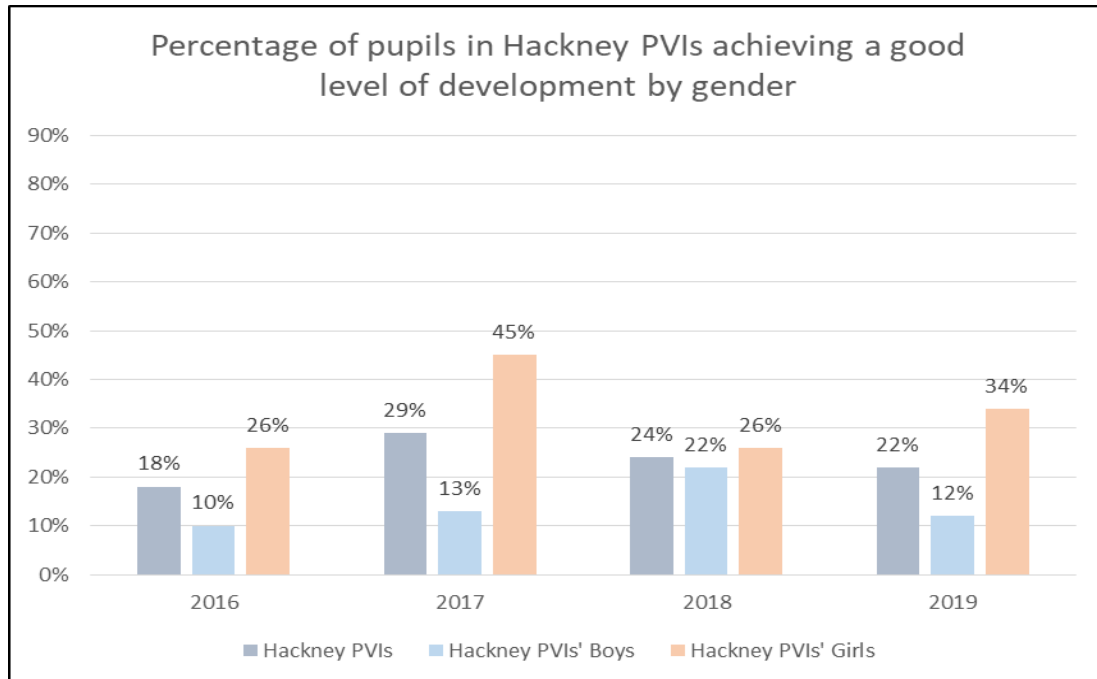
The gender gap between boys and girls (percentage of pupils achieving a good level of development) in Hackney schools remains unchanged in 2019 at 12 percentage points. Nationally, girls continue to do better than boys with an attainment gap of 12.9%.

Figure 1.6: Percentage of pupils in Hackney schools achieving a good level of development by gender, 2016 to 2019



The gender gap in Hackney PVI's has fluctuated considerably over the last four years, partly due to the smaller pupil numbers in this cohort (302-381 pupils). The gender gap in 2019 is 22 percentage points, up from four percentage points in 2018. 12% of boys in Hackney PVI's achieved a good level of development in 2019.

Figure 1.7: Percentage of pupils in Hackney PVI's achieving a good level of development by gender, 2016 to 2019



2. Key Stage 2, 2018/19

2. Key Stage 2

Pupils in the final year (Year 6) at Primary Schools take national tests in Reading, Mathematics, Spelling, Punctuation and Grammar. These are externally marked. Pupils are graded as either not reaching, reaching or exceeding (higher than) the expected standard.

Maintained Schools, Academies and Free Schools undertake these tests. Children who are considered to be working well below the level of the tests e.g. pupils with certain types of Special Education Need do not sit tests but are included in the school outcome data.

- The Reading test is comprehension paper based on three short texts including both fiction and non-fiction texts.
- The Mathematics test consists of three papers, arithmetic and two problem solving papers.
- The Spelling test is a dictated list of 20 words which are added to given sentences and punctuation and grammar is assessed through a separate written paper requiring 50 written responses.
- Writing is assessed against national benchmarks by teachers. These outcomes are moderated in a minimum of 25% of schools each year by The Local Authority.

The headline measures are the number of pupils who achieve the expected standard in Reading, Writing and Mathematics and the progress pupils make from Year 2 assessments for each individual subject.

2.1: Summary of KS2 Hackney performance, 2019

In 2019, 66% of Hackney pupils reached or exceeded the expected standard in reading, writing and mathematics. This was one percentage point above the national level with 64% of Hackney Primary Schools reaching this benchmark. The number of pupils achieving the expected standard in the Grammar, Punctuation and Spelling test was broadly in line with national averages at 78%.

The number of pupils achieving at least the expected standard in reading, writing and mathematics in 2019 shows a five percentage point decrease from previous (2018) year and also represents a three-year declining trend.

Hackney pupils achieving the expected standard in reading at the end of Key Stage 2 decreased the most significantly, by six percentage points from 78% to 72%. This score was below the national average of 74% and impacted on the overall average of pupils achieving the expected standard in reading, writing and mathematics

In 2019, Reading outcomes for disadvantaged pupils also decreased by 5%, but due to the decline in both groups, the gap between the number of disadvantaged and all pupils achieving the expected standard remained the same. Girls typically outperform boys across all three subjects by around 6-9%. The lowest performing group was pupils from Turkish, Kurdish Cypriot backgrounds. Caribbean pupils in Hackney outperform the equivalent cohort nationally (by two percentage points) but perform eight percentage points below the Hackney level; this gap is up from six percentage points in 2018. The percentage of African pupils achieving the expected level in reading, writing and maths fell by five percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

A number of schools had lower outcomes than those predicted. Headteachers have reported that pupils who did not meet the expected standard in reading typically struggled to read at sufficient speed to successfully complete the paper. Many Hackney pupils have language and communication deficits on starting school and disadvantage can negatively impact on a broader cultural understanding of the world, and in turn comprehension skills. Schools which consider a well-planned, wide curriculum offer can minimise this disadvantage. Children from disadvantaged backgrounds who are less likely to live in households where reading is prevalent and schools with robust home and school reading programmes where pupils are encouraged to read regularly and often perform better. Teacher

expertise in the teaching of reading can be variable, and schools who have a structured approach supported by a robust development and monitoring programme typically perform better. It is of note that Hackney schools using the Hackney reading model Destination Reader typically performed better than other Hackney schools. This model explicitly teaches pupils reading skills such as inference, deduction and clarification of meaning through the use of taught language structure (e.g. 'I think that....because...'). This supports pupils who have less developed language and communication skills.

In response to the 2019 outcomes, an increased number of schools were identified for targeted support which included support from consultants, visits to review progress and termly meetings to evaluate the impact of actions they were taking. A termly visit from a school improvement partner was revised to allow a look in more depth into underperforming areas including reading where this was a concern. A reading audit tool was launched by the Hackney Teaching and Learning team to support leaders in their self-evaluation of the quality of reading in the school. Additional funding and resources were provided to support pupils from Turkish Kurdish Cypriot and Black Caribbean Backgrounds and this included the supported delivery of taught programmes, reading/book clubs for older pupils along with parent reading workshops to encourage home reading.

Table 2.1 summarises Hackney performance against the main KS2 performance indicators, with comparisons to national and other local authorities. The Hackney percentage/number is presented alongside the London and national figures, with a comparison between the Hackney and national levels. 'Rank' shows where, out of 151 local authorities in England, Hackney is ranked on each measure.

- Hackney is ranked 60th of all local authorities on the percentage of pupils reaching the expected standard in reading, writing and maths and 29th on percentage of pupils reaching a higher standard in reading, writing and maths.
- Hackney is ranked 9th of all local authorities on the percentage of pupils achieving the expected standard in writing and 10th on the percentage of pupils working at greater depth in writing.
- Hackney is in the bottom quartile for the percentage of pupils achieving the expected standard in reading and in maths. Hackney has negative progress scores in reading and in maths.

Assessment arrangements for summer 2020

In 2020, all assessment at Primary schools was cancelled as a result of the school closures and outcome data for reading, writing and mathematics will not be published for this year. The current cohort of pupils who will sit tests in 2021 have received a significantly reduced educational offer as a result of closures and schools are now planning on how best to prepare these pupils and close the gaps in knowledge and understanding that will have arisen as a result.

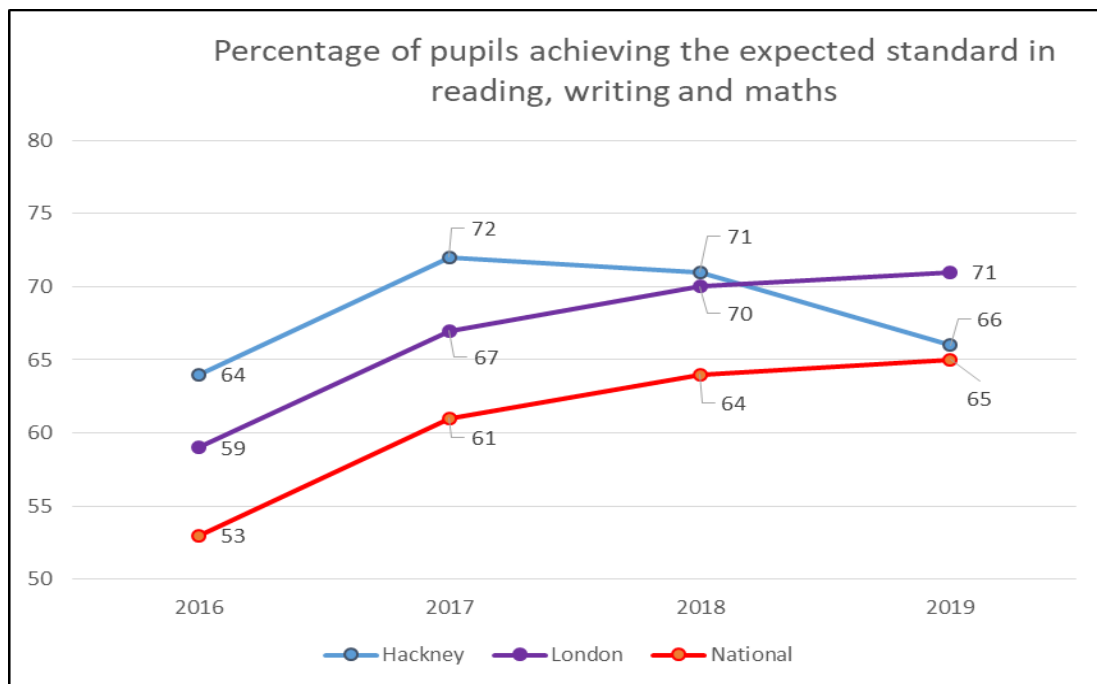
Table 2.1: Performance in Hackney compared to London and England, 2019

Performance measure		Hackney	London	England	Rank
1	Percentage of pupils reaching the expected standard in reading, writing and maths	66	71	65	60/151
2	Percentage of pupils reaching a higher standard in reading, writing and maths	13	14	11	29/151
3	Pupils' average progress in reading	-0.2	0.8	0.0	107/151
4	Pupils' average progress in writing	1.1	0.8	0.0	16/151
5	Pupils' average progress in maths	-0.2	1.2	0.0	92/151
6	Percentage of pupils reaching the expected standard in reading	72	78	74	101/151
7	Percentage of pupils achieving a high score in reading	27	31	27	71/151
8	Percentage of pupils reaching the expected standard in writing	84	82	79	10/151
9	Percentage of pupils working at a greater depth in writing	27	24	20	9/151
10	Percentage of pupils reaching the expected standard in maths	78	83	79	107/151
11	Percentage of pupils achieving a high score in maths	25	34	27	90/151

2.2: Summary of KS2 Hackney performance, 2016 to 2019

The percentage of pupils reaching the expected standard in reading, writing and maths in 2019 is one percentage point above the national level. In 2016, Hackney was eleven percentage points above the national level.

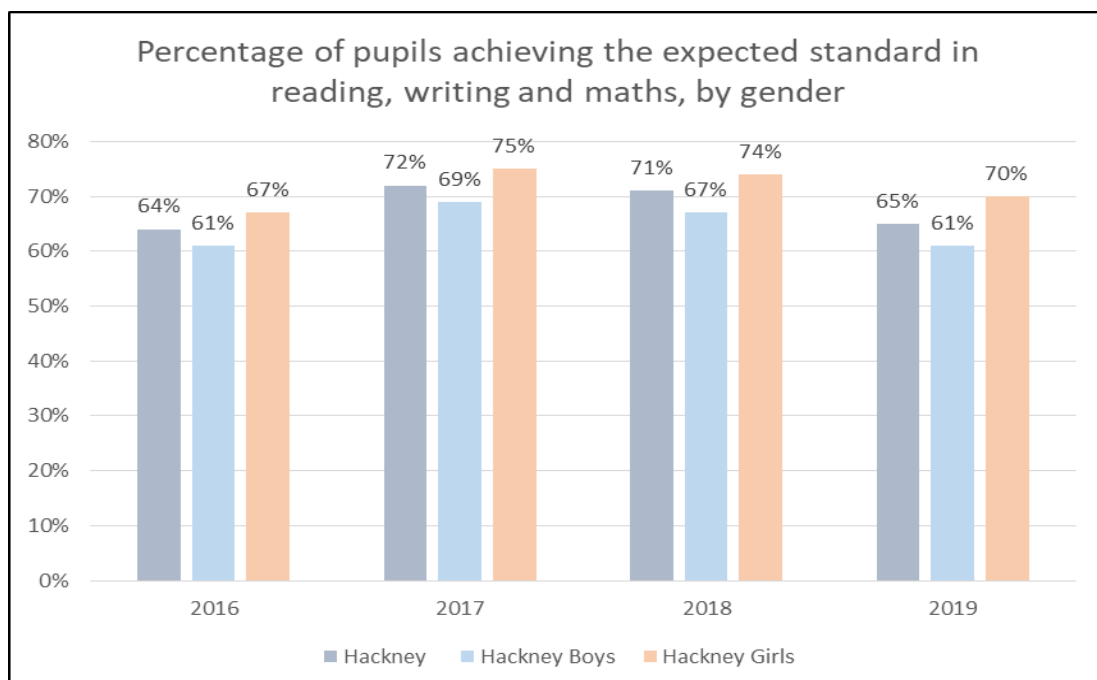
Figure 2.1: Percentage of pupils achieving the expected standard in reading, writing and maths, 2016 to 2019



2.3: Summary of KS2 Hackney performance by gender, 2016 to 2019

The gender gap in Hackney (on the percentage of pupils achieving the expected standard in reading, writing and maths) has widened from six percentage points in 2016 and 2017, to seven percentage points in 2018, and nine percentage points in 2019.

Figure 2.2: Percentage of pupils achieving the expected standard in reading, writing and maths by gender, 2016 to 2019



3. Key Stage 4, 2018/19

3. Key Stage 4

End of key stage 4 outcomes are reported through the following headline measures:

- Attainment 8 - attainment across 8 approved (GCSE) qualifications
- Progress 8 – gains from starting points across the same 8 qualifications
- Attainment in English and maths – strong pass (Grade 5) and standard pass (Grade 4)
- EBacc APS - English Baccalaureate Average Point Score (measured across English, maths, a science, a language and a humanities GCSE)

The system is designed to encourage breadth and balance, with a focus on an academic core. GCSE examinations are now largely written linear papers taken at the end of Year 11.

3.1: Summary of KS4 Hackney performance, 2019

GCSE results in 2019 show improvement. On all headline measures Hackney is ranked in the upper quartile when compared with other local authorities. Students in Hackney secondary schools make better progress than their peers; the Progress 8 score is 0.29 compared with 0.01. We continue to outperform most of our statistical neighbours.

Just under half of our students achieved a strong pass or better in English and mathematics. Results improved locally but nationally they fell slightly. Against the national average, across three years, Hackney has continued to be further ahead.

The proportion achieving a standard pass or better in English and mathematics exceeds national figures. Ten out of fifteen schools showed an increase. Over the past three years, the gap from the national average has increased.

There is a positive picture with EBacc. The headline measure has improved and shows performance in Hackney continues to be above the national average.

By key group

Gender – outcomes for girls and boys are consistently above national averages. However, the performance gaps between them has widened, particularly at strong pass.

Caribbean – standards and progress scores are below local but consistently above national averages. The Attainment 8 measures for boys and girls improved on 2018. Across three years this has risen whilst nationally it has fallen. For girls, there is a small fall. Progress 8 scores across three years show a decline.

African – the Attainment 8 score of 46.8 is down from the 2018 and below local and, now, national figures. Across three years figures for boys and girls have fallen. Progress 8 scores have successively fallen during this period.

SEND – Attainment 8 and Progress 8 scores are above the averages for England.

FSM – pupils eligible for FSM outperform their national peers on both the Attainment 8 and Progress 8 measures. On these indicators, the performance gaps across the past three years are smaller than those seen nationally.

Strategies for raising standards and improving outcomes

We believe that improving school cultures and practices benefits for all pupils. Our overall strategy is to provide high quality advice/support/challenge, through our advisor programme, intelligence gathering, identifying need and risk,

careful monitoring, effective networks and professional development and training. The work with schools is contact based with a focus on impact and the following:

- 1 Aspirations and expectations
- 2 Leadership - culture, ethos, school-wide commitment, partnership-collaboration
- 3 Curriculum/high quality teaching
- 4 Behaviour and attendance – exclusions, well-being

Some of the specific actions or initiatives being taken in addition to core school improvement work and core subject support/training:

- Conference on boys' achievement - practical strategies e.g. how lessons could be improved (range/type of activities, challenge....importance of plenary, nature of words)
- Developed an education strategy, part of Hackney's programme for improving outcomes for Young Black Men - training on cultural competence, auditing - how to build an ethos that embraces diversity and has high expectations, knowledge of cohort and the drivers that may lead to engaged, motivated children with a strong sense of belonging, a curriculum that is inclusive which seeks to improve outcomes and 'lived' experiences, addressing bias
- Targeted use of de-delegated funding to support specific underachieving groups – schools have been asked to submit proposals
- Participation in Wellbeing and Mental Health – developing resilience
- Supporting transitions and partnership work between schools and external agencies.

Assessment arrangements for summer 2020

GCSE examinations and performance tables have been cancelled. Instead, there will be a system of teacher assessment and moderation by statistical modelling. Schools will submit 'Centre Assessed Grades'. Guidance has been issued. For each grade, in each subject, students will be ranked. Only evidence up to March 20th, when schools closed, can be considered. There will be an appeals process and an opportunity to sit GCSEs in September. For 2021, we are awaiting guidance from Ofqual.

Table 3.1: Summary Key Stage 4 (GCSE) results for Hackney secondary schools and academies, 2019

	Performance measure	Hackney	London	England (state-funded)	Rank (All LAs)
1	Average Progress 8 score	0.29	0.22	-0.03	15 th
2	Average Progress 8 score English	0.33	0.29	-0.04	21 st
3	Average Progress 8 score Maths	0.23	0.19	-0.02	16 th
4	Average Attainment 8 score per pupil	49.2	49.7	46.8	34 th
5	Percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs	47.6	49.0	43.4	34 th
6	Percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs	69.4	68.7	64.9	29 th
7	English Baccalaureate (Average Point Score)	4.44	4.47	4.08	27 th

Table 3.1 shows Hackney's position in the performance distributions of the other local authorities in England across seven Key Stage 4 indicators

Progress 8 score (Overall): Hackney is currently ranked 15th nationally for the average Progress 8 score (+0.29 points).

Attainment 8 score (Overall): The average Attainment 8 per pupil is 49.2 points in Hackney in 2019, increasing by 0.2 percentage points compared to 2018. Hackney is currently ranked 34th among all LAs in England.

Percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs: 47.6 percent of pupils in Hackney achieved a strong pass (a grade 5 or higher) in both English and maths this year, 4.2 percentage points higher than the national average, ranking Hackney 34th of all LAs.

Percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs: 69.4 percent of pupils in Hackney achieved a standard pass (a grade 4 or higher) in both English and maths this year, 4.5 percentage points higher than the national average, ranking Hackney 29th of all LAs.

English Baccalaureate- Average point score per pupil: Hackney is currently ranked 27th LA nationally for the English Baccalaureate- Average point score per pupil (4.08).

Hackney is in the top quartile for all seven measures. Hackney is above the national average on all measures and above London on the three progress-related measures and the percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs, but not Attainment 8, the percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs and the English Baccalaureate (Average Point Score).

Table 3.2 below shows the rank in more detail how Hackney has performed in 2019 on the 'Basics' measures, showing a strong performance among statistical neighbours and other London local authorities.

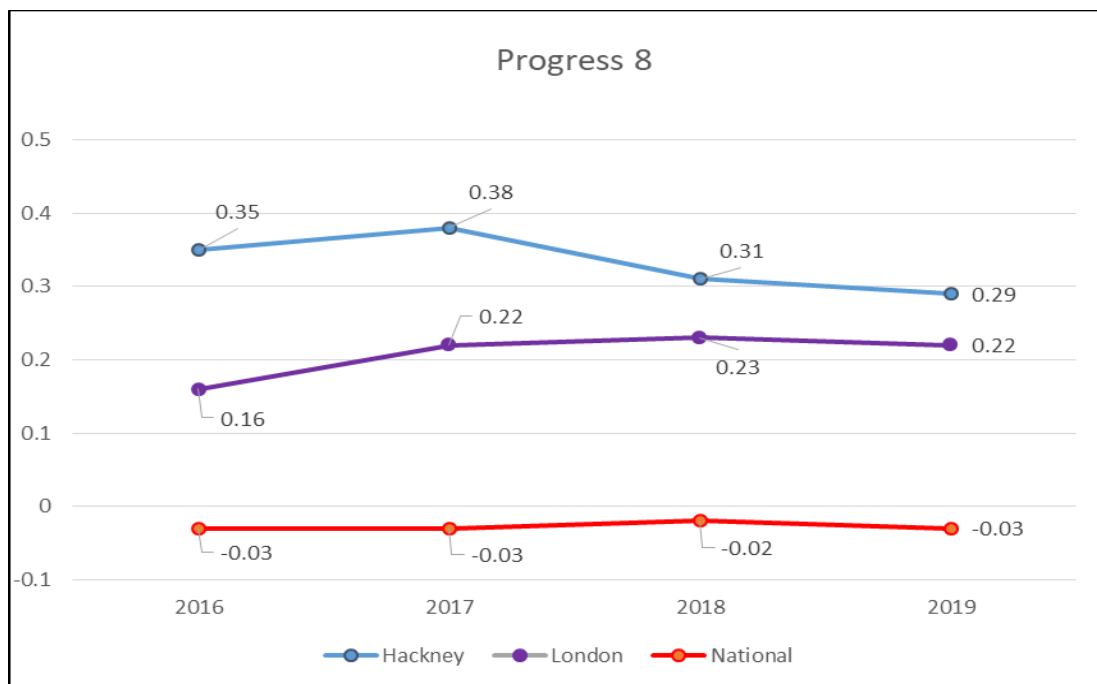
Table 3.2: Key Stage 4 (GCSE) results: English and maths GCSEs, 2019

English and maths GCSEs, 2019	Percentage of pupils who achieved a 9-4 pass in English and maths GCSEs	Percentage of pupils who achieved a 9-5 pass in English and maths GCSEs
Hackney	69.4	47.6
Rank (All LAs)	29 th	34 th
Rank (London LAs)	13 th (of 32)	18 th (of 32)
Rank (Inner London LAs)	4 th (of 13)	5 th (of 13)
Rank (Stats neighbours)	2 nd (of 11)	3 rd (of 11)
England (state-funded)	64.9	43.4

3.2: Summary of KS4 Hackney performance, 2016 to 2019

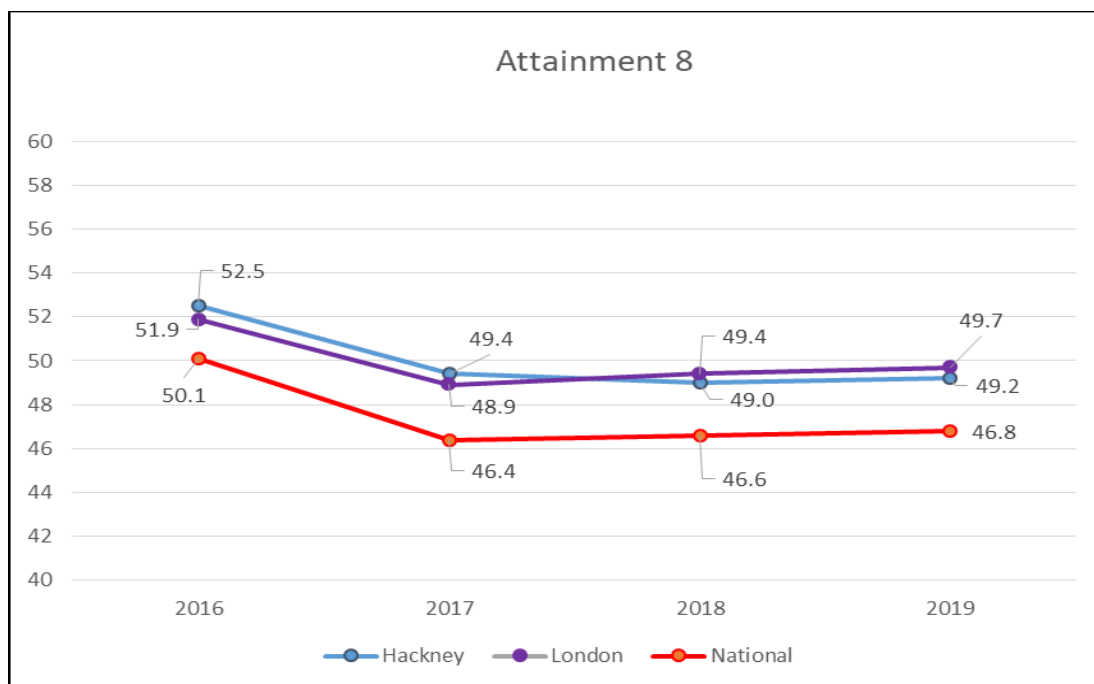
Progress 8 in Hackney has fallen from a peak of 0.38 in 2017 to 0.29 in 2019. This is 0.07 above the London level.

Figure 3.1: Progress 8, 2016 to 2019



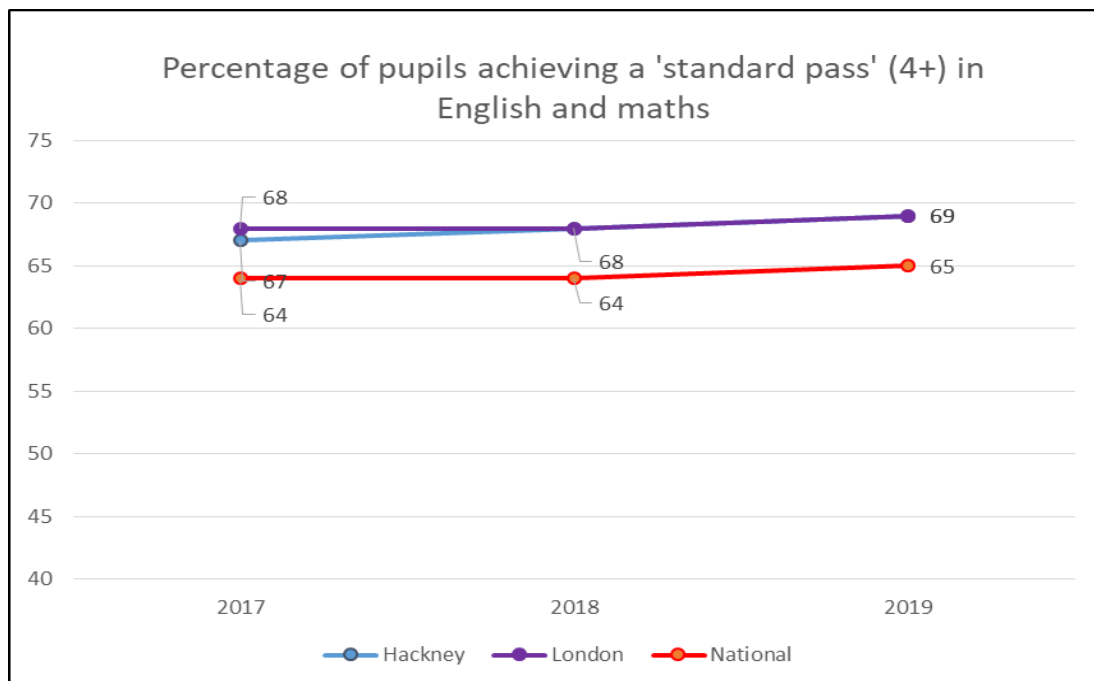
Attainment 8 in Hackney has tracked the national and London trends over the last four years, and in 2019 is 0.7 below the London level and 2.4 above the national level.

Figure 3.2: Attainment 8, 2016 to 2019



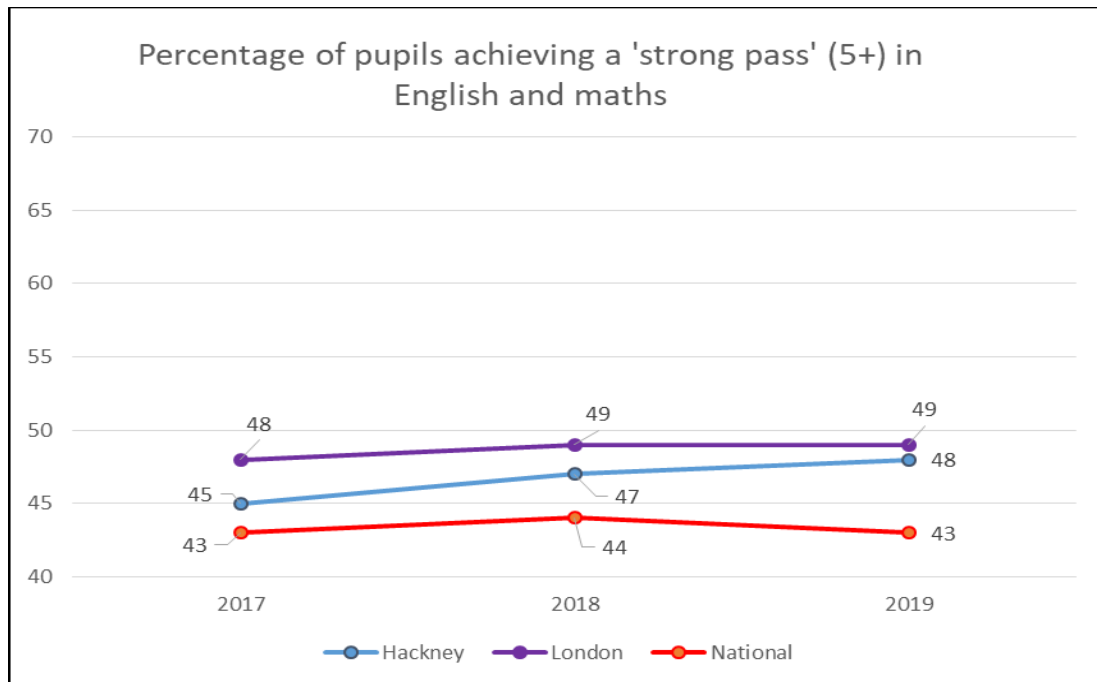
The percentage of pupils achieving a 'standard pass' (4+) in English and maths in 2018 and 2019 in Hackney (69%) is the same as the London level, and is currently four percentage points above the national level.

Figure 3.3: Percentage of pupils achieving a 'standard pass' (4+) in English and maths, 2016 to 2019



The percentage of pupils achieving a 'strong pass' (5+) in English and maths in 2019 in Hackney (48%) is one percentage point below the London level, and six percentage points above the national level.

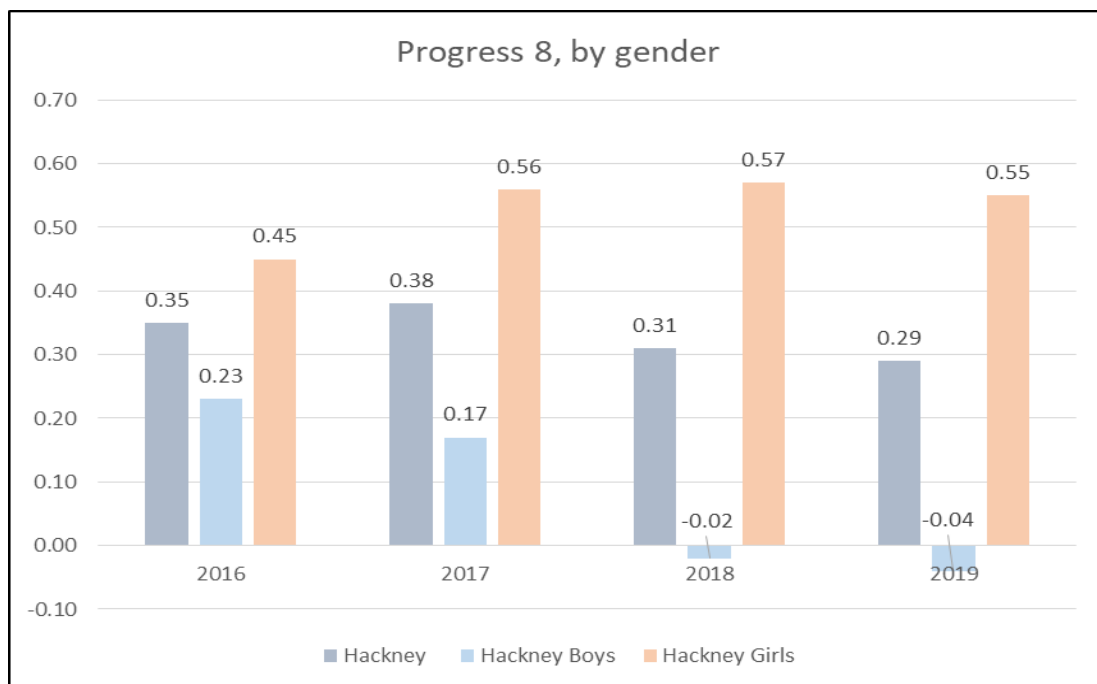
Figure 3.4: Percentage of pupils achieving a 'strong pass' (5+) in English and maths, 2016 to 2019



3.3: Summary of KS4 Hackney performance by gender, 2016 to 2019

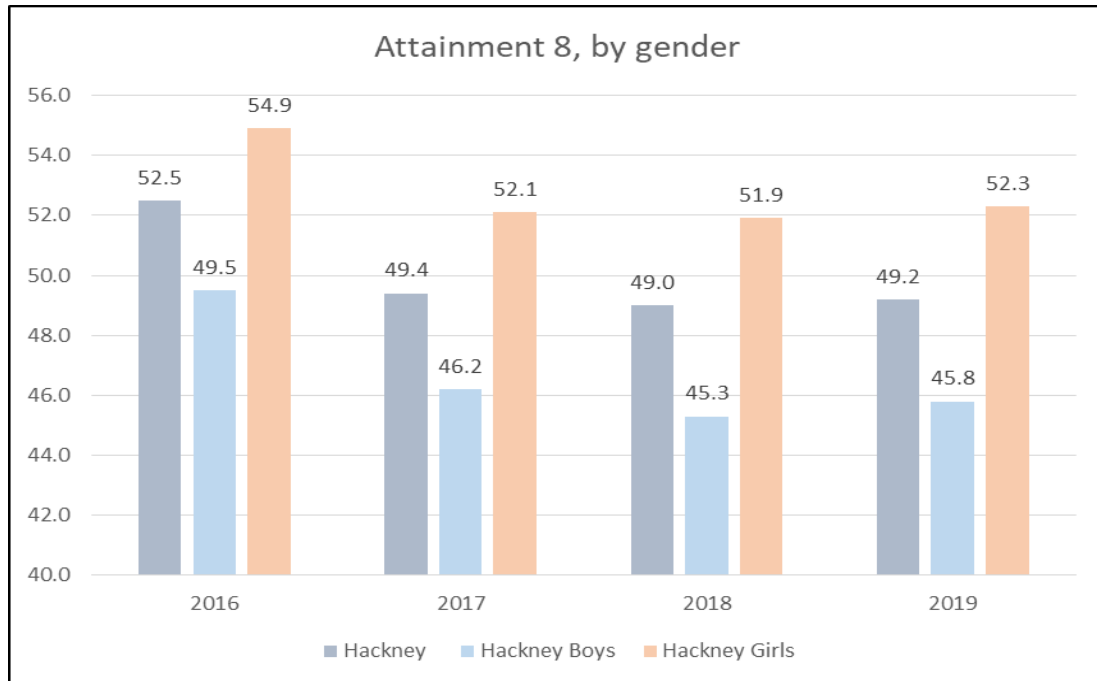
The gender gap in Hackney, on the Progress 8 measure, has widened from 0.22 in 2016 to 0.59 in 2019. In 2018 and 2019, Progress 8 for boys was negative.

Figure 3.5: Progress 8 by gender, 2016 to 2019



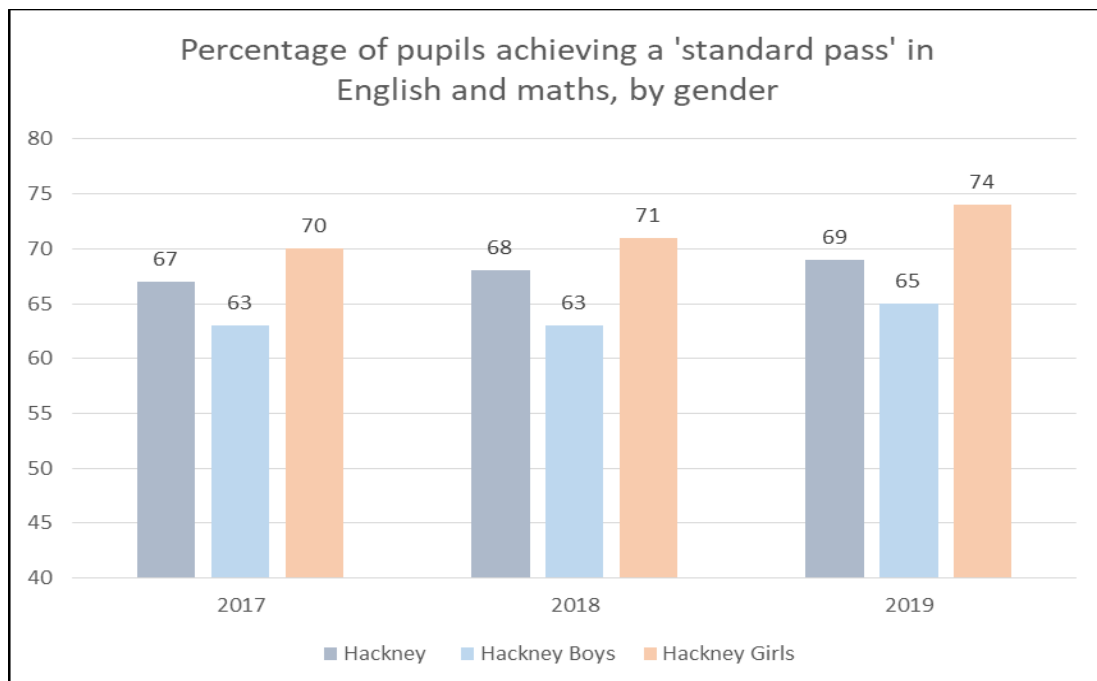
The gender gap in Hackney, on the Attainment 8 measure, has widened from 5.4 points in 2016 to 6.5 points in 2019.

Figure 3.6: Attainment 8 by gender, 2016 to 2019



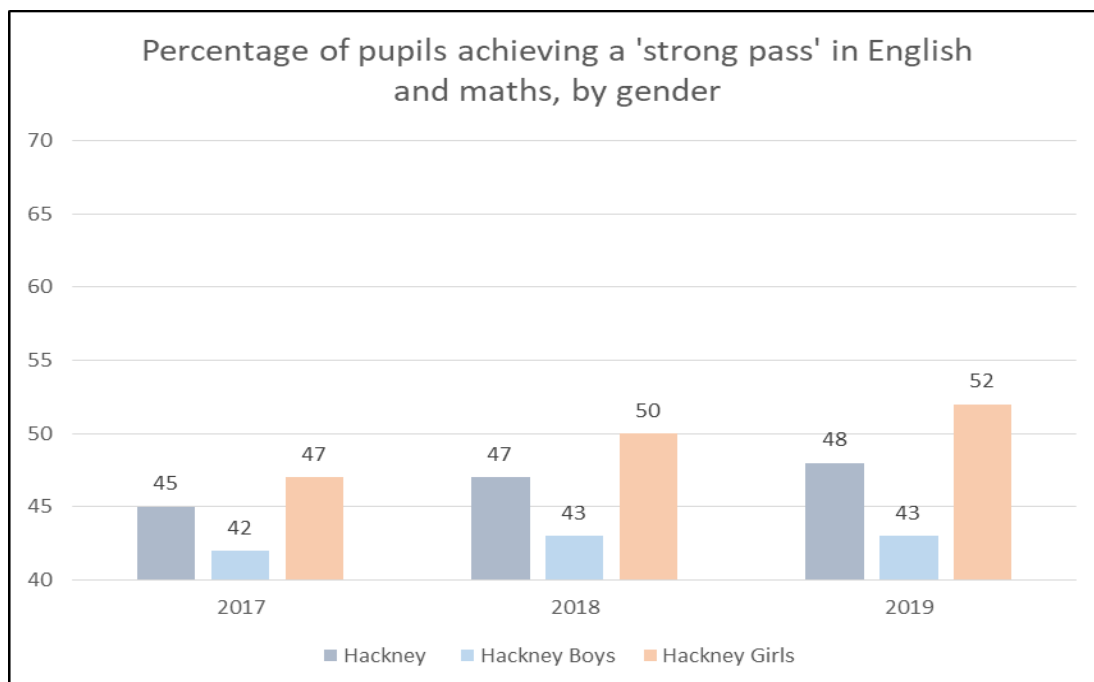
The gender gap in Hackney, on the percentage of pupils achieving a 'standard pass' (4+) in English and maths, has increased by one percentage point each year, from seven percentage points in 2017, to eight in 2018 and nine percentage points in 2019.

Figure 3.7: Percentage of pupils achieving a 'standard pass' (4+) in English and maths by gender, 2016 to 2019



The gender gap in Hackney, on the percentage of pupils achieving a 'strong pass' (5+) in English and maths, has increased by two percentage points each year, from five percentage points in 2017, to seven in 2018 and nine percentage points in 2019.

Figure 3.8: Percentage of pupils achieving a 'strong pass' (5+) in English and maths by gender, 2016 to 2019



4. Focus on attainment of key groups, 2018/19

4.1 Focus on attainment of Young Black pupils

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by three percentage points) but perform five percentage points below the Hackney level (by five percentage points); this gap is down from ten percentage points in 2018. The percentage of African pupils achieving a good level of development fell by three percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

EYFSP GLD (Hackney figures are 'schools only')	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	76%	71%	77%	72%	77%	72%
Caribbean (All)	76%	68%	67%	69%	72%	69%
Caribbean boys	66%	59%	58%	61%	65%	62%
Caribbean girls	85%	77%	76%	76%	80%	76%
African (All)	74%	70%	78%	71%	75%	70%
African boys	67%	63%	70%	63%	67%	62%
African girls	82%	78%	86%	79%	83%	78%
Mixed: White and Caribbean (All)	73%	68%	74%	70%	73%	70%
Mixed: White and African (All)	73%	72%	87%	73%	67%	72%

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by two percentage points) but perform eight percentage points below the Hackney level; this gap is up from six percentage points in 2018. The percentage of African pupils achieving the expected level in reading, writing and maths fell by five percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

KS2 RWM (Exp+)	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	72%	61%	71%	64%	66%	65%
Caribbean (All)	64%	54%	65%	55%	58%	56%
Caribbean boys	59%	48%	56%	49%	54%	49%
Caribbean girls	69%	59%	75%	61%	61%	64%
African (All)	68%	62%	68%	66%	63%	67%
African boys	66%	58%	66%	62%	58%	61%
African girls	70%	65%	70%	70%	68%	73%
Mixed: White and Caribbean (All)	68%	55%	59%	57%	69%	59%
Mixed: White and African (All)	68%	62%	83%	65%	77%	67%

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by 2.1 points) but perform 7.7 points below the Hackney level on the Attainment 8 measure; this gap is down from 8.8 points in 2018. African pupils have an Attainment 8 score of 46.8, down from the 2018 level and below the overall Hackney figure and the equivalent national cohort. Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	49.4	46.4	49.0	46.6	49.2	46.8
Caribbean (All)	43.0	40.5	40.2	39.6	41.5	39.4
Caribbean boys	38.7	36.9	36.4	35.5	39.9	35.7
Caribbean girls	46.8	44.0	43.0	43.4	43.4	43.2
African (All)	49.9	46.9	48.3	47.5	46.8	47.3
African boys	46.7	43.7	43.8	44.0	42.3	43.6
African girls	52.5	50.1	51.5	51.0	50.5	51.0
Mixed: White and Caribbean (All)	44.6	41.3	39.1	41.3	49.9	41.0
Mixed: White and African (All)	52.6	47.0	52.2	46.5	49.6	47.4

Caribbean pupils had a negative Progress 8 score of -0.27 in Hackney, with Caribbean boys having a Progress 8 figure of -0.55. African pupils have a positive 0.25 figure.

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	0.38	-0.03	0.31	-0.02	0.29	-0.03
Caribbean (All)	0.04	-0.23	-0.27	-0.30	-0.27	-0.34
Caribbean boys	-0.17	-0.47	-0.56	-0.59	-0.55	-0.65
Caribbean girls	0.23	-0.01	-0.06	-0.03	0.05	-0.04
African (All)	0.65	0.37	0.33	0.31	0.25	0.03
African boys	0.54	0.15	-0.04	0.04	-0.09	0.61
African girls	0.73	0.58	0.57	0.58	0.53	0.33
Mixed: White and Caribbean (All)	-0.05	-0.33	-0.35	-0.37	0.50	-0.38
Mixed: White and African (All)	0.77	0.08	0.30	0.01	0.23	0.04

4.2 Focus on attainment of SEN pupils

13% of pupils with an EHCP in Hackney achieve a good level of development, above the national level (5%). 35% of SEN Support pupils in Hackney achieve a good level of development, above the national level of 29%.

EYFSP GLD	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	5%	4%	7%	5%	13%	5%
SEN Support	37%	27%	43%	28%	35%	29%

13% of pupils with an EHCP in Hackney achieved the expected standard in reading, writing and maths, above the national level (9%). 33% of SEN Support pupils in Hackney achieve the expected standard in reading, writing and maths, above the national level of 25%.

KS2 RWM Exp+	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	15%	8%	9%	9%	13%	9%
SEN Support	37%	20%	39%	24%	33%	25%

EHCP pupils and SEN Support pupils in Hackney both outperformed their equivalent national cohort in 2019 on the Attainment 8 measure, and both cohorts have a higher Progress 8 figure than the equivalent national cohort.

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	17.5	13.9	15.3	13.5	17.2	13.7
SEN Support	39.5	31.9	36.9	32.2	35.5	32.6

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	-0.84	-1.04	-0.93	-1.09	-0.91	-1.17
SEN Support	0.03	-0.43	-0.25	-0.43	-0.41	-0.43

4.3 Focus on attainment of disadvantaged pupils

69% of pupils eligible for FSM in Hackney achieve a good level of development, above the national level (57%). The FSM/non-FSM gap in Hackney (for percentage of pupils achieving a good level of development) is one percentage point, compared to 17 percentage points nationally.

EYFSP GLD	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	68%	56%	70%	57%	69%	57%
Not eligible for FSM	72%	73%	70%	74%	70%	74%

57% of pupils eligible for FSM in Hackney achieve the expected standard in reading, writing and maths, above the national level (48%). The FSM/non-FSM gap in Hackney (for percentage of pupils achieving the expected standard in reading, writing and maths) is 13 percentage points, compared to 21 percentage points nationally.

KS2 RWM Exp+	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	62%	43%	58%	46%	57%	48%
Not eligible for FSM	76%	64%	76%	68%	70%	69%

Pupils eligible for FSM in Hackney outperform the equivalent cohort nationally on both the Attainment 8 and Progress 8 measures, however the gap between pupils eligible for FSM and not eligible for FSM in Hackney widened on both measures in 2019 (compared to 2018).

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	44.0	35.1	43.5	34.5	43.3	35.0
Not eligible for FSM	52.0	48.2	51.5	48.4	52.4	48.8

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	0.11	-0.48	0.13	-0.53	0.01	-0.53
Not eligible for FSM	0.52	0.04	0.40	0.05	0.44	0.06



<p>Children and Young People Scrutiny Commission</p> <p>20th May 2020</p> <p>Item 5 – COVID 19 response – Children and Young Peoples Services</p>	<p>Item No</p> <p>5</p>
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Context

The Commission requested Hackney Children and Families Service (CFS) and Hackney Learning Trust (HLT) were requested to provide a brief update as to how local services had responded to the COVID19 pandemic (attached). The Commission have also requested a verbal response to the questions set out below which focus on the ongoing support for vulnerable children in Hackney.

- a) How is the council continuing to maintain safeguarding oversight and support to vulnerable children (including those with SEND) across Hackney?

- b) How can the council and education partners ensure that the impact of school closures does not compound levels of educational disadvantage in Hackney? How are local schools ensuring that local children and young people continue to have access to educational resources, free school meals or other additional support they may need?

- c) How is the council ensuring that children and young people with SEND continue to have access to appropriate education resources, advice and support to meet their needs? How will young people with SEND be supported back into education settings once they are reopened?

- d) How are local children and young people services preparing for when lockdown restrictions are eased? In particular, what measures can be put in place to protect the health of children, families and staff in education settings as restrictions are eased?

- Anne Canning, Group Director Children, Adults & Community Health Services
- Sarah Wright, Director, Children and Families Service
- Annie Gammon, Director of Education and Head of Hackney Learning Trust

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**Children and Families Service Report for
Children and Young People Scrutiny Commission
20th May 2020**

CFS Response to Covid-19

Introduction

The Children and Families Service has continued to provide critical services to children and families during the Covid-19 situation.

Following the Government guidance and in line with Council policies, by 26th March 2020, the Children and Families Service had closed the Youth Hubs, the Contact Centre, 275 Mare Street (the Youth Justice Service building) and moved to the majority of services being provided virtually, through telephone or video technology or online.

Whilst the majority of our casework contact with children and young people in Children's Social Care has moved to being undertaken virtually, staff have continued to make face to face visits to the children and families that we are most concerned about. At a very early stage, all open cases were reviewed by practitioners and risk rated in the context of Covid-19. These risk assessments are regularly reviewed to inform decisions about the level and type of contact that we are having with each child and young person that we are working with.

Child In Need Reviews, Child Protection Conferences and Looked After Child Reviews are all taking place remotely. Internal panels and court work are also being maintained successfully through remote links.

Young Hackney's youth work provision within the community has moved to mainly online resources and contact. The early help support offered by Young Hackney and the Family Support Units is continuing with regular contact being maintained via telephone, text and video calls.

Youth Offending services continue to be provided in line with the requirements of court orders, although a significant amount of contact is taking place via phone or video link. Visits to young people in custody have been suspended by the Youth Custody Service but contact with these young people is continuing.

The Children and Families Clinical Service is continuing to provide therapeutic support to children and families using online platforms.

Key trends update

There has been a significant decrease in the number of referrals received since social distancing measures were introduced, including the closure of schools.

The service received 50 referrals in the week ending 24th April 2020, which is a 46% decrease compared to a weekly average of 92 referrals (based on April 2019 - February 2020 data).

13 Section 47 (Child Protection) enquiries were started in the week ending 24th April 2020, which is a 55% decrease compared to a weekly average of 29 Section 47 enquiries started (based on April 2019 - February 2020 data).

As at 24th April 2020, there were 260 children on a Child Protection Plan - this is a slight increase on the number before the Covid-19 situation (258 children on Child Protection Plans in the first week of March 2020).

As at 24th April 2020, there were 438 looked after children - this is a slight increase on the number of looked after children before the Covid-19 situation (431 looked after children in the first week of March 2020).

Senior managers are monitoring data on key performance indicators on a weekly basis.

Domestic Abuse related contacts and referrals received by the Children and Families Service

The overall number of contacts made to Children’s Social Care in relation to domestic abuse has increased compared to the same approximate period last year. The number of contacts received from the Police has also increased in comparison to the same approximate period in the previous year. However, the number of referrals (contacts that have been accepted for a service) from the Police is similar to the previous year, whilst there has been an increase in domestic abuse referrals overall of approximately 10%.

Referral Category - domestic abuse or domestic violence	Total received 1st-30th April 2019	Total received 23rd Mar-17th April 2020	<u>Received from Police only</u> -1st-30th April 2019	<u>Received from Police only</u> -23rd Mar-17th April 2020
Contacts	101	152	80	105
Referrals	53	59	45	44
% Contact to referral	52%	39%	56%	42%

Service updates and additional measures put in place

Contact with vulnerable children and young people

Social work units and their managers have reviewed all individual cases to inform a decision about the approach to visiting children and families. These case by case judgements are

being kept under regular review with social workers now being expected to update their original RAG ratings on a weekly basis.

Guidance has been shared with Children and Families Service staff who undertake visits or attend meetings with families, children and young people. The guidance was updated in light of it becoming evident that the lockdown was going to continue for longer than originally expected and in line with the latest Public Health England and Government advice. The visits guidance continues to be reviewed and refreshed as relevant.

During the Covid-19 period of restrictions on movement and social isolation measures the vast majority of our visits to children and families are now taking place virtually. Direct visits to children and young people at home with their families or carers are still required in the following circumstances:

1. When a child/young person has suffered harm, or there is an immediate risk of harm to the child/young person that warrants removal of the child from their family (visit to be undertaken jointly with Police)
2. When there is evidence to suggest a child/young person has been harmed, or there is an identified risk of harm and where a direct visit is required to ensure the child's immediate safety, to enable the child to be spoken to alone and to inform the plan and inform ongoing safety planning
3. When we have been unable to make contact with a child or their family for a significant period of time and we are seriously concerned about the welfare of a child
4. When a placement for a looked after child has disrupted and a child needs to be supported in moving to a new placement in circumstances where the carer(s) are unable to facilitate this

In all such cases staff have been advised to adhere to the updated Council guidance on home visits and PPE is used as required.

As outlined in section 3 of the report on the HLT Covid-19 response submitted to CYP Scrutiny Commission for 20th May 2020, significant joint work continues to take place with colleagues in Hackney Learning Trust to review cases rated as 'red' and 'amber' and to liaise with relevant schools to ensure that for each child we identify the most appropriate agreed plan in relation to attendance at school/setting.

First Access and Screening Team (FAST)

Education colleagues from Hackney Learning Trust and additional Young Hackney staff are working on a rota basis within FAST to provide additional advice and support within FAST whilst schools are closed.

Rapid Support Service

Our Rapid Support Service, which provides additional support to prevent family breakdown, and to support placements for looked after children where this is at risk of placement

breakdown, now has enhanced staffing capacity. This is in recognition of the fact that for some of our families there are likely to be increased strains in family relationships in this period of self-isolation. This team is now operating on weekends and bank holidays during the daytime as well as through the normal working week.

Arrangements for young people who are looked after turning 18

Ordinarily looked after children would move on from their foster carer placement to live in supported semi-independent accommodation after their 18th birthday, if they do not want to remain under Staying Put arrangements. We have extended all foster placements during the Covid-19 period so that young people can remain with their current foster families during the lockdown period. This is in line with a letter from the Secretary of State for Education received on Tuesday 21st April (and was Hackney's position prior to receiving this letter).

This principle of supporting young people to remain in their current placements has also been applied to care leavers when they turn 21, although the Leaving Care Service continues to work virtually alongside colleagues in the Council's Housing Needs Service to secure suitable alternative accommodation where possible.

Virtual School for looked after children

The Virtual School is continuing to support all looked after children and is providing additional support to foster carers to provide home education depending on the individual needs of a child.

The Virtual School has created an online learning platform that foster carers and children can access which contains a range of educational and fun activities. It is regularly updated with new content and supports foster carers to provide activities for children. The Virtual School has been ordering laptops for pupils that don't have access to IT hardware and all fostering families have access to the internet to access online learning resources. The Virtual School continues to send books out to children to support their reading.

Children in Care Council (Hackney of Tomorrow) meetings are now taking place virtually.

Young Hackney Online Programme

Since early April, Young Hackney has been delivering an online programme of interactive sessions for young people in the borough aged between 6 to 19 years-old and up to 25 for young people with additional needs. The online hub includes a variety of virtual activities from sports and games to cooking and arts and crafts. Young people also have the opportunity to access confidential advice and support, as well as 1-2-1 drop in sessions with the substance misuse and health & wellbeing teams. Targeted groups also remain available, including those for young carers and their parents.

The range and diversity of weekly online programme content continues to grow, as does the uptake of live, interactive sessions on the online hub.

Child Protection Conferences / Looked After Child Reviews

Child Protection Conferences and Looked After Child Reviews have been taking place virtually since the lockdown measures were introduced. We have been considering the learning from this and there have been some benefits to carrying out conferences and reviews in this way which we will continue to review and explore ways to build these into our 'business as usual' over the coming months.

Virtual Child Protection Conferences have provided an opportunity to think about risk management differently, especially in domestic violence cases where the victim and perpetrator cannot safely be in the same room. Supporting a parent to attend virtually can minimise some of these risks but enable a joined up conversation where all parties are receiving the same message from professionals. It may also offer opportunities for professionals who can find it difficult to physically attend such as GPs, Police, or class teachers, to contribute to Conferences .

Virtual Looked After Child Reviews undertaken via video or conference call have enabled some young people to participate in these meetings in a way which they have not previously managed to when they have taken place face to face. We have found that some young people are more comfortable engaging in a virtual world and whilst this cannot be the only method of engagement, consideration of how to offer different methods of participation to young people in meetings will be considered on a longer term basis. Virtual ICT processes may also offer us the opportunity for parents to engage more in Looked After Child Reviews especially if they are not able to attend their child's foster home or residential home due to safety or travel issues.

Disabled Children Service care and support

We are very conscious that the outbreak of the Coronavirus may affect the ability of carers to support the borough's disabled children, which may place a strain on family resources. We have worked closely with our care providers to confirm the contingency plans they have in place.

Social workers in the team are continuing to carry out welfare checks with families and liaising with other services such as schools who may be offering support to families. We are working with families on a case by case basis to meet children's individual needs. We have encouraged carers who require support around the use of Direct Payments or in relation to queries or concerns about the support being provided by care agencies to contact their social worker by phone or email so the team can support families to agree the best way forward.

We have received positive feedback from a number of parents and professionals regarding the support the Disabled Children Service has provided over the last few weeks, and a selection of these are included below.

Email from a parent regarding increased care package:

"Hi xxx (social worker), thank you very much for all your help and a bigger thank you for listening."

Email from a parent regarding increased care package:

"My goodness. Thank you so much. Thank you thank you. I have tears in my eyes. Thank you for helping us so quickly!"

Email from parent regarding increased care package:

"You don't know what you've done for the family. We're so grateful. Hmmm! You've relieved me of stress and anxiety. God bless you. Continue to have the passion you have now."

Deputy Head, special school, in response to safeguarding concerns:

"I wanted to let you know that I have had a fantastic response from some social workers who have responded very promptly to concerns that we have raised about individual families. In particular xxx and xxx who have really communicated well (and acted quickly) to support the families we have been working with."

Children & Families Manager, Cheredi voluntary organisation, regarding increased care package:

"Dear xxx (CSW), I cannot thank you enough for the care and consideration you are giving to all our families during this unbelievably challenging time. (Mother) had tears of relief when she spoke to her Support Worker."

Short Breaks continues to support families with a flexible offer during the Covid-19 period. This includes the option to spend up to £250 of their allocation to purchase equipment that promotes play and creativity. So far the response has been very positive and parents are pleased they are able to use their short breaks funding to keep their child or young person occupied whilst at home.

Some examples of purchases so far are: trampoline, sandbox, outdoor climbing frame, paddling pool, arts and crafts equipment, board games, a Nintendo Wii, sensory toys/books, karaoke microphone, sports equipment and a bike.

Missing children

When children go missing from home or care we continue to follow the London Child Protection Missing Procedures, developing an immediate strategy to locate the child and, if necessary, holding a full strategy discussion within 72 hours if the child has not returned. When children return from a missing episode they are offered an independent return home interview and if accepted, this is undertaken by video call/ telephone by one of our Children's Rights Officers, or otherwise by the child's social worker. Prior to Covid 19, we established a daily briefing with the Police each morning to review the situation for any children who have been reported as going missing and/or as being at risk of exploitation the previous day or overnight and these daily briefings are continuing to take place remotely.

During the first few weeks of social distancing measures, the number of young people going missing was in line with the period prior to these measures being introduced. By the last week of April, the number of missing children appears to be reducing compared to levels a few weeks ago, however those young people who are continuing to go missing have more complex vulnerabilities and risks. Drug dealing rather than other crimes and/or gang related issues seems to be more prevalent.

Children's Rights Officers are continuing to check in with looked after young people who have a history of going missing and offering support around the frustrations of lockdown and potential additional consequences of going missing in this situation in terms of infection and spreading risk.

Domestic abuse

The Council's Domestic Abuse Intervention Service has adapted its core service delivery to ensure continuity of service while at the same time leading within the Council and across the Hackney partnership on the promotion of a joined up, adaptive and resilient response. The Domestic Abuse Intervention Service (DAIS) remains fully operational and continues to meet what has been a rise in referral rates of around 50% since lockdown commenced. The Council has allocated additional resources to expand the staff team to meet this demand.

The safety planning guidance which DAIS issued some weeks ago to partner agencies to help professionals respond to victims of domestic abuse is promoted regularly. The Council's web page also contains guidance for professionals and members of the public and a social media campaign is also promoting key messages. Posters have been printed and are being disseminated to key locations including parks, pharmacies and shops.

Fortnightly Covid-19 Domestic Abuse Planning Meetings, chaired and coordinated by DAIS and involving statutory partners and domestic abuse services continue to look at how agencies are ensuring the identification and prompt response to victims of abuse, particularly those who experience multiple vulnerabilities, discrimination or disadvantage. Agencies are aware that the true picture of domestic abuse is likely to be largely hidden at this time so the focus is threefold: reaching victims, providing services, and ensuring resilience so that agencies are able to respond to a surge in demand. Thankfully at this stage the message from statutory partners and domestic abuse agencies is that services remain in place and that there is not yet a shortfall locally in emergency accommodation for those who need it (both via refuge provision in London and provided by Hackney Council).

The Council has offered to take on case work of any third sector Hackney domestic abuse agency struggling to manage due to staffing shortages or a rise in demand. The Council's own Domestic Abuse Intervention Service remains fully staffed and contingency planning is reviewed regularly.

Next steps

The Children and Families Service is continuing to provide most services and support remotely, with direct visits to children and families taking place when needed, in line with our updated visits guidance.

The Children and Families Service is currently working on initial recovery planning, with the expectation that the Government will provide more guidance about the easing of lockdown measures in the coming weeks.

Approved by: Anne Canning, Group Director, Children, Adults and Community Health

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people Hackney Learning Trust

1. Background & Introduction

The lockdown affecting schools and settings was announced on 18 March 2020. This followed a week of declining rolls as families kept children at home for fear of them catching the virus. During the first two weeks in March there was also a slight decline in staff attendance as staff followed government advice to shield or self isolate. As you will know schools have not been closed completely. Schools have been providing distance learning for children at home, as well as care, at school, for children of key workers and for vulnerable children.

Current situation in schools

1.1. Since lockdown was announced from 20 March 2020, Hackney has managed to open the significant majority of its schools and settings. 93% of Hackney schools are open to vulnerable pupils (pupils who have a social worker or Education Health & Care Plan) and those of key workers. This compares to a national average of around 70%. Nine schools have set up local partnership agreements sharing staff and school sites. Closed schools and colleges have systems in place to provide home learning and regular checks on vulnerable pupils. Regular contact with HLT is maintained.

1.2. Although variable day to day, an average of 653 pupils are attending Hackney schools, with around 250 vulnerable pupils attending each day. Schools have set up systems to check on pupils who are not attending with structured discussions which cover both well-being and learning. Pupils who are considered vulnerable are contacted at least twice a week. HLT officers have worked closely with Children's Social Care to support the screening of pupils for whom contact cannot be made.

2. Safeguarding oversight and support to vulnerable children (including those with SEND) across Hackney

2.1. There is a clear expectation that pastoral contact with all children from designated school staff will occur at least once a week, in addition to the more frequent contact around learning materials. For vulnerable children, this pastoral contact would be more often.

2.2. Education and social care have developed a joint approach to supporting Hackney's most vulnerable children during the COVID-19 outbreak. This ensures that where school is a protective factor, vulnerable children & young people attend wherever it is safe for them to do so. It is also designed to maintain contact between vulnerable children, their education providers and (where applicable) their social workers / YOT workers / SEND plan coordinators. With regular contact being maintained, plans to address vulnerable children's educational needs and any risks they face can be monitored, followed, and amended as necessary.

2.3. To support this, a database of all children that meet the definition of vulnerable has been established (i.e., those living at home under a Child Protection or Child in

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people

Need Plan or a Youth Justice Order, in terms of social care contact, as well as all children who are on an EHC plan and may also be vulnerable).

- 2.4.** The implemented Covid-19 response ensures social workers & YOT workers maintaining regular contact and review with schools (both inborough & out borough) of children & young people (who have been red RAG rated) to determine how best to support their education and attendance where appropriate.
- 2.5.** For children & young people with an EHCP attending school in borough, where there are flagged concerns (via a risk assessment by the school), a SEND Plan Coordinator will undertake regular planning and monitoring with the school. For out borough schools, the school or setting is asked to provide a weekly update. Where urgent issues arise, these are followed up on an ad hoc basis.
- 2.6.** The local offer has provided a significant amount of advice for families of children with SEND.

2.7. Early Years

2.7.1. Overview of closures (as at 30/04/2020)

Type of provision	Number of providers	Number open	Number of children attending provision
Childminders	176	41	43
Nursery classes in maintained schools	55	47	97
Private, voluntary, independent & children's centres	133	37	190
Total	364	125	330

- 2.7.2.** To mitigate against the impact of the closure of settings on children's outcomes, places have been prioritised and coordinated for vulnerable children at an alternative setting, if their usual setting has been unable to remain open.
- 2.7.3.** Less than 50% of children identified as having vulnerabilities have accessed their allocated early education or childcare place.
- 2.7.4.** A number of settings have maintained weekly, or fortnightly telephone contact with their children and families, both those who are eligible for a place but have not used the place, and those who are not eligible for a place.
- 2.7.5.** In addition to telephone contact with families, settings, largely led by children's centres, have coordinated fortnightly home learning packs and activities to keep children engaged in learning at home. These learning packs are bolstered with

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people

online resources and online story-telling and music sessions. Activities have been delivered to parents who are unable to access online resources.

2.7.6. To support children's physical health and wellbeing, 216 food packs, 122 Rose vouchers for fresh fruit and veg 61 health start vitamins have been given, posted or delivered to parents.

2.7.7. The family support teams have continued to intervene with families known to the children's centre early help multi-agency team (MAT) offering more intensive support to parents where required.

3. Ensuring that the impact of school closures does not compound levels of educational disadvantage in Hackney

3.1. Access to Educational Resources

3.1.1. Hackney Schools have been proactive in providing learning resources for pupils. School websites have been used to organise resources and online assemblies. Some schools are using video links to deliver or record lessons for pupils to access at home. Many schools have organised the delivery or collection of printed resources for pupils who have limited access to the internet. Some schools have loaned equipment and a new Government Scheme is being accessed to provide laptops and internet connectivity to disadvantaged Year 10 pupils, care leavers and pupils who have a Social Worker. New Government resources and resources produced by the Teaching and Learning Team at Hackney Learning Trust have also been provided for pupils to access.

3.1.2. It is acknowledged that despite the best efforts of schools to mitigate the impact of school closures on learning, many pupils will be adversely affected by not attending school and an extended closure will widen educational disadvantage. Hackney Learning Trust is working with schools to share strategies for a return to school which will rapidly address this legacy and close gaps. This recovery period is likely to continue to impact on pupil outcomes in the coming academic year.

3.2. Free School Meals - Hackney Schools were quick to provide vouchers and meals in the initial absence of a national scheme. Some schools continue to provide hot meals and food hampers, however the majority have now signed up to the National voucher scheme. Initial issues appear to have been resolved and families who are eligible to benefits tested free school meals for these children are receiving vouchers for £15 per child per week.

4. Ensuring children and young people with SEND continue to have access to appropriate education resources, advice and support to meet their needs

4.1. The following services across local education, health and care partners are currently being provided in response to the needs of local children and young people with SEND. All of the services have had to adapt their systems, processes and practices to ensure that services remain accessible, implementing reasonable endeavours and adjustments to minimise the impact on service users where

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people

possible in discharging duties. All service updates are available at

www.hackneylocaloffer.co.uk/team-updates

- 4.2. **Education, Health and Care Plan (EHCP) Team:** There is a business as usual approach from the service with continued management of EHCP caseloads and discharging of the associated statutory duties on behalf of the LA. The number of local area issued plans has increased recently to rising 2,500, from the previous pre Covid 19 measures 2,400 plans issued.
- 4.3. **Special Educational Needs Disability Information Advice and Guidance Service (SENDIAGS):** The team is fully operational and providing business as usual in providing access to timely information, advice and guidance support to parents and carers of children and young people with SEND. The Service is currently supporting 60 local area families directly.
- 4.4. **Education Psychology Service:** The service is fully operational in response to local needs including providing a response to requests from schools and settings re bereavement/trauma support. They are discharging business as usual, core and statutory duties. The service is actively addressing a backlog of formally required EP advice statements for the development of EHCPs, which has seen the numbers of overdue needs assessments reduce from c 90 at the beginning of April period to seven currently.
- 4.5. **A Space:** Ongoing targeted therapeutic support for children, parents and carers in 20 local schools is being provided in response to need.
- 4.6. **Travel Assistance SEND:** Home to school transport to enable access to education provision continues to be provided to those assessed as requiring support.
- 4.7. **Pupil Benefits:** The service continues to provide free school meal information, advice and guidance
- 4.8. **Speech and Language Therapy Service:** The service remains fully operational, providing targeted support for the most urgent / vulnerable children & young people, as well as regular keep in touch communications with parents. New referrals are being managed by telephone or video-link where possible and resource sharing, through posted activity packs and online/service website, is available. Ongoing partnership work has continued with multi-agency teams and school staff.
- 4.9. **Specialist Teaching Service:** The team is providing regular keep in touch communications with parents in response to need, as well as information, advice and guidance where required.
- 4.10. **Disabled Children's Service:** Short breaks provision and targeted support continues to be provided in response to need and there have been no reports of care providers being unable to provide support packages. The service is currently supporting 350 local children directly and assessing a further 48 requests with a view to providing support. In the absence of many activities currently being

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people

available, it has been agreed that families can spend up to £250 of shortbreaks funding on home activities for children (e.g., trampoline or educational games).

- 4.11. NHS City and Hackney CCG:** All service updates are available at www.hackneylocaloffer.co.uk/team-updates
- All general practices are open across City and Hackney.
 - As per these updates the Hackney Ark reception is open, but the resource centre is closed. The majority of service provision is delivered remotely and queries to health re the EHCP process can continue to be directed via huh-tr.ehcp@nhs.net
 - Health Visiting has implemented a rapid response service so face to face visits can be arranged on the day as necessary.
 - School Nursing service is working closely with the Hackney Learning Trust to receive timely information on children attending schools to support their review. All health care plans are up to date.
 - Occupational Therapy, physiotherapy, speech and language therapy, and CAMHS are largely remote service offers.
 - A new online resource, KOOTH, is now available to support mental health concerns. Professionals can also make new referrals into CAMHS; there is a 24/7 crisis line and the team is available to see CYP presenting in crisis between 9am and 9pm.
 - As per national guidance, we are extending our multi-agency review of children and young people with Learning Difficulties and / or autism who display challenging behaviour, who are not attending school and whose vulnerability has increased during the pandemic.
- 4.12. Adult Learning Service:** Joint working is underway with a number of SEND teams to identify and support the parents and carers of SEND children with signposting, as well as support to help strengthen access to online material, courses, information advice and guidance (e.g., accessing benefits, how to access emergency food service, well-being information, education, training and employment advice & signposting and support with job applications).
- 4.13. Special Schools and New Regents College Pupil Referral Unit:** All local area special schools and the Pupil Referral Unit remain open to children being assessed as meeting the criteria for attendance. Whilst learner attendance at all of the settings has been variable, all of the schools are deploying welfare calls in the absence of attendance, to maintain connectivity and support learning, with children and families during this period. Links with the Disabled Children's Service and children's social care teams are also being maintained for escalation where concerns may arise.
- 4.14. Learning Trust and Children's Social Care - Supporting FAST programme:** An integrated virtual team has been established across HLT and Children's Social Care teams to support the anticipated rise in referrals, especially with regard to children that schools cannot make contact with during the Covid 19 period.

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people

- 4.15. **WAMHS:** Through the WAMHS programme, 50 schools are continuing to receive regular support from CAMHS workers. New plans are being written to adapt the work during lockdown. In some schools this is being offered over the holiday
5. **Preparing service for children and young people in Hackney once lockdown restrictions are eased.**
- 5.1. This document needed to go to press before any details of the government plans were announced re return to school - beyond that, year groups to be prioritised from 1st June are Reception, Year 1 and Year 6. Year 10 and Year 12 may return at some point this term.
- 5.2. Guidance has been sent to schools about issues to consider regarding the proposed return. This emphasises the need for health and safety standards to be clear for staff and pupils. It also outlines points about the curriculum needed for the children given the issues they will need to discuss and the gaps in learning they may face.

Appendix: latest data - provided since text above written.

- A. **Early Years** - The number of children attending Early Years provision has increased steadily since Easter.

	19 April	22 April	26 April	30 April	6 May
Total attending	272	334	331	374	365
Critical Worker	180	211	204	246	239
Vulnerable	92	123	127	128	126

- B. **Schools** - DfE attendance returns (as at 6 May 2020) show over 800 pupils attending Hackney Schools this week. This is just above 2% of the pupil population. 93% of Hackney schools and settings are offering provision in comparison to 78% nationally
- C. **Vulnerable Children** - The data below was the position as at 22nd April 2020 for school attendance during shutdown.

In and out of borough (CFS & SEND high risk cohort combined)

- Total number of children in cohort: **1,763**
- Total number of school aged children: **1,317** (75% of the total high risk cohort)
 - Of which are on roll at schools in borough: **1,086** (82%)

Scrutiny Briefing:

The Council's Covid-19 response to support children and young people

- Of which are on roll at schools out of borough: **231** (18%)
- Below or over aged children and young people: **446** (25% of the total high risk cohort)

CFS Children in Need & Child Protection high risk cohort only

- Total number of school aged children: **1,227** (70% of the CFS high risk cohort)
 - Currently attending school: **80** (7%)
 - Currently not attending school: **720** (59%)
- School attendance yet to be verified: **427** (24% of the CFS high risk cohort)

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Children and Young People Scrutiny Commission 20th May 2020 Item 6 – Work Programme 2019/20	Item No 6
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Outline

The CYP Scrutiny Commission Work Programme for 2019/20 is attached for review.

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Overview & Scrutiny

Children & Young People Scrutiny Commission Work Programme June 2019 – May 2020

Meeting 1	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>Meeting Date: 24th June 2019</p> <p>Deadline for reports: 12th June 2019</p> <p>Publication Date: 14th June 2019</p>	Election of Chair and Vice Chair	Martin Bradford, Scrutiny Team/ Chair CYP	
	Children's Social Care – Action Plan in response to Ofsted focused visit.	<ul style="list-style-type: none"> Anne Canning, Group Director, Adults, Children and Community Health, Sarah Wright, Director of Children & Families 	<ul style="list-style-type: none"> Circulation of outcome of Ofsted focused visit.
	School Admissions	<ul style="list-style-type: none"> Marian Lavelle, Head of Admissions and Pupil Benefits, HLT Annie Gammon, Director of Education and Head of HLT 	
	Childcare Sufficiency	<ul style="list-style-type: none"> Donna Thomas, Head of Early Years, HLT Annie Gammon, Director of Education and Head of HLT 	<ul style="list-style-type: none"> LA required to produce Childcare Sufficiency Report and present to members.
	Developing new CYP Work Programme for 2019/20	Commission/ Scrutiny officer	<ul style="list-style-type: none"> To consult local stakeholders Meet with service Directors Collate topic suggestions

Meeting 2	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date:</u> <u>Monday 9th September 2019</u></p> <p>Papers deadline: 12.00pm Thursday 29th August</p> <p>Agenda dispatch: Friday 30th August</p>	<p>New arrangements for City & Hackney Safeguarding Children Board</p>	<ul style="list-style-type: none"> • Anne Canning, Group Director Adults, Children and Community Health • Rory McCallum, Senior Professional Adviser, CHSCB 	
	<p>Off-rolling in schools: discussion item to:</p> <ul style="list-style-type: none"> • Clarify and define of off-rolling; • Determine the nature and scale of off-rolling; • Assess the accountability of schools; • Identify what support children and parents may need; • Establish the role and duties of the local authority and how best it should respond to off-rolling. • 	<ul style="list-style-type: none"> • Annie Gammon, Director of Education and Head of HLT • Andrew Lee, Assistant Director of Education, HLT • Simone Vibert, Office of Children’s Commissioner • Mike Sheridan HMI, Regional Director, Ofsted • Kiran Gill, CEO, The Difference 	<ul style="list-style-type: none"> • Key background documents distributed to members in advance of the meeting.
	<p>CYP Work Programme 2019/20:</p> <ul style="list-style-type: none"> • Outcomes of the CYP Work Programme Consultation • Identification of training and development needs of Commission, site visits and rapporteurs. 	<ul style="list-style-type: none"> • Martin Bradford, Scrutiny Officer / Commission 	<ul style="list-style-type: none"> • Details of all topic suggestions circulated to members and published in the agenda. • Arrange meetings with senior officers to scope out work items.

Meeting 3	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
Meeting Date: Tuesday 29th October	Cabinet Question Time: Deputy Mayor and Cabinet member for Education, Young People and Children’s Social Care	<ul style="list-style-type: none"> • Cllr Anntoinette Bramble 	<ul style="list-style-type: none"> • Notification of 3 policy areas need to be with Cabinet member by 16th September 2019.
Agenda dispatch Monday 21st October	Recruitment & Retention of Foster Carers - Update 2	<ul style="list-style-type: none"> • Sarah Wright, Director of Children & Family Service • Anne Canning, Group Director Adults, children & Community Health • Robert Koglek, Head of Corporate Parenting 	
Papers deadline: Tuesday 15th October 2019	Children and Families Service Bi-Annual Report to Members To provide oversight to children social care provision.	<ul style="list-style-type: none"> • Sarah Wright, Director of Children & Family Services • Lisa Aldridge, Head of Service, Safeguarding and Learning • Deborah Ennis, Service Manager - Safeguarding and Learning 	
	Support to LGBT+ children in school – Cabinet response	<ul style="list-style-type: none"> • Commission - to review and note Cabinet response. 	
	Outcomes of Exclusions – update	<ul style="list-style-type: none"> • Martin Bradford, Scrutiny Officer 	
	CYP Work Programme 2019/20	<ul style="list-style-type: none"> • Martin Bradford, Scrutiny Officer • Commission 	<ul style="list-style-type: none"> • To review and monitor progress.

Joint meeting with Health in Hackney Scrutiny Commission

Meeting 3a	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting</u> <u>Date:</u> <u>Monday 4th</u> <u>November</u></p>	<p>Update on integrated Commissioning - Children, Young People and Maternity Work-stream</p>	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health • Amy Wilkinson, Work-stream Director 	

Meeting 4	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
Meeting Date: Wednesday 15th January Agenda dispatch: Wednesday 18th December Papers deadline: Wednesday 11th December	Making Hackney a Child Friendly Borough		
	Policy ambitions for a Child Friendly Borough	<ul style="list-style-type: none"> • Cllr Christopher Kennedy, Cabinet Member for Families, SEND, Early Years and Play 	
	Engagement and involvement of children and young people	<ul style="list-style-type: none"> • Hackney YP Representatives • Young Futures Commission Rohney Saggar-Malik and 2 YF representatives • Consultation & Engagement service – Polly Cziok, Director 	
	Developing child friendly neighbourhoods:	<ul style="list-style-type: none"> • Katie Glasgow, Gabrielle Abdi, Lizzie Bird– Haringey Planning Service • Dinah Bornat, Director ZCD Architects • Luke Billingham, Hackney Wick Through Young Eyes • Huan Rimmington, Build Up 	
	Work Programme 2019/20	<ul style="list-style-type: none"> • Martin Bradford, Scrutiny Team 	<ul style="list-style-type: none"> • To review and monitor progress.

Meeting 5	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date:</u> <u>Monday 27th January 2020</u></p> <p>Agenda dispatch: Friday 17th January 2020</p> <p>Papers deadline: Tuesday 14th January 2020</p>	Children & Families Service – Outcomes of Ofsted Inspection	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health • Sarah Wright, Director of Children and Families 	
	Contextual Safeguarding	<ul style="list-style-type: none"> • Sarah Wright, Director of Children and Families • Lisa Aldridge, Head of Safeguarding and Learning 	Safeguarding children training session for Commission.
	Annual Report City and Hackney Safeguarding Board	<ul style="list-style-type: none"> • Jim Gamble, Independent Chair of the City and Hackney Safeguarding Children Board • Rory McCallum, Senior Professional Adviser 	
	Unregistered Educational Settings -Update 2	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health, LBH • Andrew Lee, Assistant Director Education Services, Hackney Learning Trust • Rory McCallum, Senior Professional Adviser, CHSCB 	
	Work Programme 2019/20	- Scrutiny Officer	- To review and monitor progress.

Meeting 6	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date:</u> <u>Monday 24th February 2020</u></p> <p>Agenda dispatch: Friday 14th February</p>	<p>SRE Education in Schools- preparedness for new guidelines September 2020 (45mins)</p>	<ul style="list-style-type: none"> • Young Hackney (Pauline Adams, David Wright, Peter Bachev) • Public Health (Nadia Sica) • HLT - Annie Gammon, Director of Education, Helena Burke • Ciara Emmerson, Headteacher, Haggerston School • Jo Riley, Headteacher, Randal Cremer Primary 	
<p>Papers deadline: Tuesday 11th February</p>	<p>Young Black Men’s Project – Update (40 mins)</p>	<ul style="list-style-type: none"> • Sonia Khan, Head of Policy and Strategic Delivery • Solomon Rose, Policy & Research Officer 	
	<p>Children and Families Service Bi-Annual Report to Members (45mins)</p>	<ul style="list-style-type: none"> • Sarah Wright, Director of Children & Family Services • Lisa Aldridge, Head of Service, Safeguarding and Learning • Deborah Ennis, Service Manager - Safeguarding and Learning 	<p>6 month update report to September</p>
	<p>Work Programme 2019/20</p>	<p>Scrutiny Officer</p>	<p>- To review and monitor progress</p>

Meeting 7	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>Meeting Date: Wednesday 11th March 2020</p> <p>Agenda dispatch: Monday 2nd March 2020</p> <p>Papers deadline: Wednesday 26th February 2020</p>	<p>Post 16 Education and Training Pathways for Children and Young People with SEND: (Discursive item 100-120 mins)</p>		
	<p>Post 16 Education and Training Pathways for Children and Young People with SEND: the item will focus on providing a number of strategic priorities to support the refresh of the Post 16 SEND Strategy.</p>	<ul style="list-style-type: none"> • Hackney SEND Team • Special schools: Ickburgh, Stormont House and The Garden • Providers: BSix; New City College & Supported Internships • Social Care :Child Disability Service & Adult Social Care • Hackney Clinical Commissioning Group • Hackney Independent Parent and Carers Forum 	<p>To meet with parents and young people before 11th March: focus groups planned for February 20th and February 27th 2020.</p> <p>Current Post 16 Strategy to be sent to members</p> <p>Background reports to members.</p>
	<p>Ofsted Inspection of Children's Social Care: Action Plan</p>	<ul style="list-style-type: none"> • The Action Plan will not be ready for this meeting, and will be sent to members of the Commission directly when available. • The Chair and Vice Chair will meet the Group Director for Children, Adults and Community Health and Director Children & Families to report back comments from the Commission. • The finalised action plan will be published on the next agenda 	
	<p>Annual Question Time: Cabinet Member for Families, SEND, Early Years and Play</p>	<ul style="list-style-type: none"> • Cllr Christopher Kennedy 	<p>Notification of 3 policy areas notified by to Cabinet member 29th January 2020:</p> <ol style="list-style-type: none"> 1. Childhood poverty/ food poverty 2. Troubled families programme 3. Children's centres
<p>Work Programme 2019/20</p>	<p>Scrutiny Officer</p>	<ul style="list-style-type: none"> • To review and monitor progress. 	

Meeting 8	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>Meeting Date: Wednesday May 20th</p> <p>Agenda dispatch: Monday May 11th</p> <p>Papers deadline: Monday May 11th</p>	<p>Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.</p>	<p><u>Hackney Learning Trust</u></p> <ul style="list-style-type: none"> • Tim Wooldridge, Early Years Team Leader • Stephen Hall, Principal Adviser Primary • Anton Francic, Principal Secondary Adviser 	
	<p>COVID 19 Response - A briefing paper to be provided on the latest data on the Council wide response to support children and young people (to cover HLT and CFS). A verbal response to the following questions:</p> <p>a) How is the council continuing to maintain safeguarding oversight and support to vulnerable children (including those with SEND) across Hackney?</p> <p>b) How can the council and education partners ensure that the impact of school closures does not compound levels of educational disadvantage in Hackney? How are local schools ensuring that local children and young people continue to have access to educational resources, free school meals or other additional support they may need?</p> <p>c) How is the council ensuring that children and young people with SEND continue to have access to appropriate education resources, advice and support to meet their needs? How will young people with SEND be supported back into education settings once they are reopened?</p> <p>d) How are local children and young people services preparing for once lockdown restrictions are eased? In particular, what measures can be put in place to protect the health of children, families and staff in education settings as restrictions are eased?</p>		
	<p>Children and Young People Emotional Wellbeing and Mental Health:</p>	<ul style="list-style-type: none"> • Amy Wilkinson, Integrated Commissioning Workstream Director, Children, Young 	<p>POSTPONED – DATE TO BE AGREED</p>

	(i) City and Hackney Emotional Health and Wellbeing Strategy (ii) City & Hackney's approach to adverse childhood events.	People, Maternity and Families	
	Hackney Schools Group	<ul style="list-style-type: none"> Eleanor Schooling, Independent Chair 	POSTPONED – DATE TO BE AGREED
	Children's Social Care – Ofsted Action Plan (See March 2020)	<ul style="list-style-type: none"> Commission 	POSTPONED – DATE TO BE AGREED
	New Work Programme Discussion	Commission	- Write to service leads ahead of the meeting to identify
	Work Programme 2019/20	Scrutiny Officer	- To review and monitor progress

Standing Items		
Election of Chair	<ul style="list-style-type: none"> Commission 	Scheduled 24/6/19
School Admissions and Childcare Sufficiency	<ul style="list-style-type: none"> Annie Gammon, Director of Education Marian Lavelle Donna Thomas, Head of Early Years 	Scheduled 24/6/19
Children and Families Service Bi-Annual Report to Members	<ul style="list-style-type: none"> Sarah Wright, Director of Children & Family Services Lisa Aldridge, Head of Service, Safeguarding and Learning Deborah Ennis, Service Manager - Safeguarding and Learning 	Scheduled 29/10/19 and 24/2/20
Annual Report City and Hackney Safeguarding Board	<ul style="list-style-type: none"> Jim Gamble, Chair of the City and Hackney Safeguarding Children Board Rory McCallum, Senior Professional Adviser 	Scheduled 27/1/20
Annual Question Time with Cabinet Member for Cabinet Member for Families, Early Years and Play	<ul style="list-style-type: none"> Cllr Christopher Kennedy 	Scheduled 11/3/20
Annual Question Time with Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care.	<ul style="list-style-type: none"> Cllr Anntoinette Bramble 	Scheduled 29/10
Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.	<ul style="list-style-type: none"> Sara Morgan, Principal Adviser Primary, HLT Anton Francic, Principal Secondary Adviser, HLT Tim Wooldridge, Early Years, HLT 	Scheduled 28/4/20

Review Items		
Outcomes of Exclusions – Update / Final report (TBC)	Martin Bradford, Scrutiny Officer	Update 29/10/19 Final Report TBC
Recruitment & Retention of Foster Carers - Update 2	<ul style="list-style-type: none"> • Sarah Wright, Director of CFS, • Robert Koglek Head of Corporate Parenting 	Scheduled 29/10/19
Unregistered Educational Settings - Update 2	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health • Andrew Lee, Assistant Director Education Services, Hackney Learning Trust • Rory McCallum, Senior Professional Adviser, CHSCB 	Scheduled 27/1/20

One off Items agreed from 2018/19		
Action Plan arising from Ofsted Focused Visit	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health, LBH • Sarah Wright, Director of Children & Family Services 	Scheduled 24/6
Off-rolling	<ul style="list-style-type: none"> • Annie Gammon, Director of Education and Head of HLT 	Scheduled 9/9
Support to LGBT students in Schools in Hackney – Cabinet response.	<ul style="list-style-type: none"> • HLT/ Public Health/ Integrated Commissioning/ CCG/ Young Hackney 	Scheduled 29/10
Well-being and Mental Health Services (WAMHS): early intervention and support to schools	<ul style="list-style-type: none"> • Sophie McElroy, CAMHS Alliance Project Manager • Helena Burke, HLT • Waveney Patel, Consultant Clinical Psychologist, Homerton Hospital (CAMHS) • Greg Condon, Mental Health Programme Manager, NHS City and Hackney Clinical Commissioning Group • Laura Smith, Clinical Lead, Children's Social Care, Hackney Learning Trust 	To be scheduled (with other mental health item)
New arrangements for Local Safeguarding Children Boards	<ul style="list-style-type: none"> • Anne Canning, Group Director Adults, Children and Community Health • Rory McCallum, Senior Professional Adviser, CHSCB 	Scheduled 9/9

<p>Young Futures Commission (1) Update on work of the YFC. Emerging issues. (2) Views in relation to the planned item on the Voice of Young People.</p>	<p>Rohney Saggar Malik, Young Futures Commission</p>	<p>15/1/20 (moved from 25/11/19) – Making Hackney a Child Friendly Borough</p>
<p>Hackney Youth Parliament - Report Back (1) Update on work HYP (20 mins). (2) Views in relation to the planned item on the Voice of Young People.</p>	<p>Hackney Youth Parliament Representatives: Aleigha Reeves, Raivene Walters and Clive Kandza</p>	<p>15/1/20 (moved from 25/11/19) – Making Hackney a Child Friendly Borough</p>

Policy areas identified for possible scrutiny from the consultation process		
Contextual Safeguarding: projects update, how is it being embedded, and what impact is it beginning to have. Has there been universal buy in – cooperation from partner agencies?	One-off item	Scheduled for 27 th January 2020
Mental health: What are the drivers for increasing mental health usage among young people? How effectively are services respond to these preventatively? Are there any inequities in the way that young people access services - how can these be redressed?	Review / One off – discursive item	
SEND: support for children and young people post 16? What support is provided for SEND children post 16 to prevent 'cliff-edge' provision? (Consistently raised across consultation)	One off – discursive item	Rescheduled to 11 th March 2020 (from 10 th December 2019) to coincide with Cabinet member Q & A (Cllr Kennedy in whose portfolio this sits).
Children in Need (Children's Social Care)	Review / One off – discursive item	
Whole family approach (Children's Social Care) and how services are coordinated for mental health, housing, DM and substance misuse support.	Review / One off – discursive item	
Childhood Poverty: nature and scale of this issue and what action taken to address this (Environmental poverty; air	One off – discursive item	The Poverty Strategy is being taken at Scrutiny Panel in April 2020. The Panel will

pollution, road safety and access to green spaces; Food poverty - ability of parents to clothe and feed children).		look at the effects of growing up poor in Hackney.
Serious youth violence: informed by outcomes of living in Hackney review. Involve young people. Living in Hackney completes its review in autumn 2019. This should inform any work of the CYP Commission.	One off – discursive item (with young people)	To be scoped
Sex & Relationship Education: Preparedness of local schools for new SRE regulations in 2020 – with YH. New regulations effect September 2020. To obtain assurance that schools were sufficiently prepared – scrutiny would need to be 6-12 months in advance to enable implementation of any recommendations.	One off – discursive item	Scheduled for February 24 th 2020
Childhood obesity (healthy weight) - update on local strategy - effectiveness of local interventions.	One-off item	
How to make Hackney a child friendly borough? How is the voice of young people reflected in service design, planning and delivery? Young Futures/ HYP and young people focused session. Could also involve Planning, Consultation, CCG, IG, PH	One off – discursive item (with young people)	Moved to 15 th January 2020 from (25 th November 2019)

Other items that may emerge in the course of the year which may require scrutiny.		
Further Ofsted inspection of Children and Families Service.	Anne Canning, Group Director, Adults, Children and Community Health, Sarah Wright, Director of CFS	Inspection expected autumn 2019 - outcome November/ December onwards Scheduled for January 27 th 2020
Children's Centre's - engagement exercise completed July 2019 – report on outcomes.	Annie Gammon, Director of Education Donna Thomas, Head of Early Years	TBC
Reports of the social care ombudsman (reported to Cabinet July) on two upheld SEND cases; timeliness of EHC assessments.	Annie Gammon, Director of Education	
Case Reviews of young people that took their own life by CHSCP (from March 2019 meeting).	CHSCB/ CCG	Discussion with CHSCB - autumn
Impact of no-deal Brexit on schools, education and children's social care	Anne Canning, Group Director, Adults, Children and Community Health	Scheduled September 2019

Items agreed for 2020/21 work programme.		
Support for LGBT+ children and young people in school in Hackney	Review update	
Recruitment and retention of foster carers	Robert Koglek, Head of Corporate Parenting A brief update to be provided in October 2020 (presented alongside Children's Social Care Annual Report)	
Hackney Schools Group	Eleanor Schooling, Independent Chair Annual Report - Autumn 2020	
Young Futures Commission	Final reporting Rohney Saggarr Malik	
Child Friendly SPG	Katie Glasgow, Hackney Planning Service	



Children & Young People Scrutiny Commission 20 th May 2020 Item 7 – Minutes	Item No 7
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Outline

The draft minutes of the meeting held on 15th January 2020 are attached for approval.

The minutes for 27th January, 24th February and 11th March will be published for June 15th 2020 meeting.

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Children & Young People Scrutiny Commission

Minutes of 15th January 2020

Draft Minutes

Attendees:

Sophie Conway (Councillor) (Chair)
Margaret Gordon (Councillor) (Vice Chair)
Ajay Chauhan (Councillor)
Sade Etti (Councillor)
Katie Hanson (Councillor)
Clare Potter (Councillor)
Caroline Woodley (Councillor)
Cllr James Peters (Councillor)
Graham Hunter (Co-opted member)
Justine McDonald (Co-opted member)
Ernell Watson (Co-opted member)
Jo McLeod (Co-opted member)
Luisa Dornela (Co-opted member)
Shabnum Hassan (Co-opted member)
Aleigha Reeves (Hackney Youth Parliament)
Maariyah Patel (Hackney Youth Parliament)
Clive Kandza (Hackney Youth Parliament)

In attendance:

Cllr Christopher Kennedy, Cabinet Member for Early Years, Families and Play
Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
Anne Canning, Group Director, Children Families and Community Health
Sarah Wright, Director of Children and Families Service
Annie Gammon, Head of Hackney Learning Trust and Director of Education
Polly Cziok, Director of Communications, Culture and Engagement
Pauline Adams, Head of Service Young Hackney
Dan Beagle, Consultation Officer
Rohney Saggarr-Malikand, Young Futures Commission
Jermain Jackman, Young Futures Commission
Katie Glasgow, Planning Policy
Gabireille Abdi, Planning Policy
Lizzie Bird, Planning Policy
Dinah Bornat, Diector ZCD Architects
Luke Billingham, Hackney Quest, Hackney Wick Through Young Eyes
Huan Rimmington, Build Up
Modi Abdoul, Young Hackney
Larisa Ahmed(Entity Youth Group)
Thyreece Williams (Entity Youth Group)

There was 3 members of the public present.

1. Apologies for absence

1.1 Apologies for absence were received from Cllr Sharon Patrick, Cllr Clare Joseph, Michael Lobenstein (Co-opted member) and Shuja Shaik (Co-opted member).

1.2 Apologies for lateness were received from Cllr Katie Hansen and Cllr Clare Potter.

2. Declarations of interest

2.1 The following declarations were received by members of the Commission:

- Cllr Chauhan was a teacher at secondary school in another London borough and a member of the NEU;
- Cllr Peters was a governor at special school in Hackney;
- Graham Hunter was a governor at Primary Advantage Federation;
- Justine McDonald, was a Headteacher at local secondary school;
- Jo McLeod was a governor at a local school in Hackney.

3. Urgent Items / Order of Business

3.1 There were no urgent items and the agenda was as scheduled.

4. Making Hackney a Child Friendly Borough

4.1 A key theme to emerge from the Commission's work programme consultation for 2019/20 was how children and young people are actively engaged in the design, planning and delivery of services for them. The Commission therefore agreed to assess this issue within the context of the council's commitment to 'Make Hackney a Child Friendly Borough'.

4.2 The agreed aims of the session were:

- Explore the council's policy ambitions for a child friendly borough;
- Assess how children and young people were currently involved in planning services and how this could be improved;
- Consider how the council can create a child friendly physical environment which is embedded within local planning and development policy and guidance.

4.3 To assist in these aims, the Commission heard from a range of local stakeholders and other informed contributors. From the evidence presented, it was hoped that the Commission would develop a number of strategic recommendations to guide and inform the development of the council's approach to 'Making Hackney a Child Friendly Borough'.

4.4 The session was held in 3 parts which are as set out below:

Part 1 - Policy ambitions for a child friendly borough

Part 2 - Exploring how we engage, involve and advocate for young people

Part 3 - Assessing how to develop child friendly neighbourhoods and physical spaces

Part 1 – Policy Ambitions for a child friendly borough.

Cabinet Members

4.5 The policy for Child Friendly Borough policy is covered by both the Cabinet member for Early Years, Families and Play and the Cabinet member for Children, Education and Children's Social Care and both attended to provide an overview for the ambitions for this policy.

4.6 The Cabinet member for Early Years, Families and Play noted that Hackney had already made considerable investments to ensure that the borough was child friendly which was exemplified through the presence of high performing schools, 21 children's centres, 7 adventure playgrounds and other local child friendly projects such as School Streets and Play Streets. It was noted that the Child Friendly Borough policy would extend this commitment further to ensure that the needs of children and young people were embedded in planning and development processes across the borough.

4.7 The approach to this emerging policy was informed by a number of local neighbourhood design and consultation projects at both Haggerston Youth Centre and the De Beauvoir Estate. These projects analysed what young people's views of a number of public spaces, and sought to assess their accessibility and use through 'a young person's eyes'. It was apparent that there were specific reasons why children and young people may choose to use a public space or not, and details of this work were contained within a report produced by ZCD Architects: Neighbourhood Design: Working with children toward a child friendly city.

4.8 A Child Friendly Borough policy in Hackney would seek to build on this work through the development of a Special Planning Document which would set out how the council would expect spaces to be designed so that these were positively viewed and used by children and young people across the borough.

4.9 The Cabinet member for Children, Education and Children's Social Care highlighted a number of important issues for this work. Preliminary consultation work noted that whilst the views of children and young people about the accessibility of public spaces differed from those of their parents, parental perceptions about the safety of such spaces greatly influenced young people's actual usage of such spaces. It was therefore important to acknowledge the role of parents in developing local planning guidance.

4.10 Hackney Youth Parliament (HYP) and the Young Futures Commission (YFC) were two current examples of council's commitment to engaging and involving children and young people in planning and delivery of local services. HYP elected representatives from across schools in Hackney and were actively involved in a number of local planning consultations. The YFC had also been consulting widely with local children and young people on what services were working and what could be improved across the borough. It was hoped that the outcomes from this latter consultation would further inform the policy commitment to a Child Friendly Borough.

Questions to Cabinet Members

4.11 The Commission sought to ascertain the timescales for the development of the Child Friendly SPD and how success would be measured?

- It was expected that a report would be taken to Cabinet on the development of the SPD by the summer of 2020.
- Monitoring the impact of this new policy would necessarily be long term to reflect the nature of spatial development processes, and would be given further consideration by Planning Policy team within the council as the policy development process progressed.

4.12 In terms of comparative planning policies, could Hackney learn anything from the approaches of other boroughs to making child friendly neighbourhoods?

- It was noted that the Southwark Young Advisors project had proved very informative. This project was made up of young people (aged 15 to 24) who could help community leaders to engage other young people within the community to improve local decision-making and help improve services. This approach had been reflected in the development of the Young Futures Commission here in Hackney.
- There had also been a number of successful local projects which had involved young people in planning and neighbourhood design such as Build Up and Hackney Wick Through the Eyes of Young People, and the borough would seek to learn from these projects in developing the SPD.

Part 2 - Engaging and Involving Young People Hackney Youth Parliament

4.13 Representatives from Hackney Youth Parliament provided an outline of the principles of this consultative body, how it worked and examples of projects in which it had been consulted. Representatives also offered some reflections on how youth engagement and consultation might be improved locally.

4.14 A Hackney Youth Charter had been developed to provide a good practice guide for local organisations for the engagement and involvement of young people. This Charter set out eight principles which should underpin young people's involvement:

1. Young people have a right to be involved in decisions that affect them;
2. Young people are all different and all equal in participation matters;
3. Organisations should respect, encourage and facilitate young people's involvement;
4. Training and support should be provided to help young people to participate;
5. Adults need to develop trusting relationships in which young people are treated with maturity and respect and in which the aims and expectations of involvement are clearly communicated;
6. Young people should be involved in all aspects of decision making from planning and design of services, to assessing how effective they have been;
7. Services should report annually on those projects where they have actively engaged and involved young people;
8. Services should try to engage and involve those young people who may not be actively engaged to ensure their views are also represented.

4.15 Hackney Youth Parliament elections take place every two years, the next election being due in October 2020. There are currently 22 Youth Parliament members aged between 12 and 22. Each candidate is elected on a personal

manifesto, the issues in which they are interested in and will pursue whilst an elected representative.

4.16 From the personal manifestos of elected representatives, the Youth Parliament developed four key promises to young people across Hackney:

- To make Hackney Greener (starting with Youth Hubs);
- Increase awareness of local opportunities for young people;
- To project and represent the voice of young people in all work;
- To guide and support the incoming youth parliament.

4.17 The Youth Parliament meets weekly at Hackney Town Hall and is currently working on a project to improve the environmental sustainability of youth provision in the borough. Working on projects like this can help Youth Parliament representatives to develop critical thinking skills, learn about politics and the importance of social action.

4.18 Youth Parliament representatives represent young people through a wide range of forums and meetings, including the Children and Young People's Scrutiny Commission, British Youth Council and London Youth Assembly.

Representatives are also asked to take part in local consultations across a wide range of services. It was noted that there are a number of barriers to supporting local consultations which included:

- It may not be on an area on which elected representatives have an interest;
- Insufficient notice provided of consultation requirements, or details of what would be involved;
- Involvement in consultation was at too late a stage to make a difference on the outcomes;
- The consultation was area specific rather than borough wide; and
- Consultation involvement would involve a longstanding time commitment.

4.19 The Youth Parliament had also set up a body called the Friends of Hackney Youth Parliament, so that a wider cohort of young people could be actively engaged involved in local consultation projects. As well as improving the capacity for young people's involvement, it will also help to match interests of young people with nature of the consultation.

4.20 A key objective of the HYP was to represent the views of young people and it aims to further support this further through two processes:

- Entity – a group which can provide illustrative insight of the lived experiences of young people in Hackney which can be useful for local consultation exercises on a wider range of issues;
- Hackney Youth Forums – these fortnightly forums are open to young people aged 12-19 who live in Hackney to debate issues, share ideas and contribute to shaping services for young people. These forums support young people to develop communication and other interpersonal skills (e.g. debating, teamworking, presentations).

Questions to Hackney Youth Parliament

4.21 Can you provide any examples of where HYP has been involved in local consultations which have worked well, and those which have not worked so well?
- It was difficult to differentiate between those consultation projects in which HYP had been involved which were successful and those which were not, because most had some elements of both success and failure. There were however a number of traits of successful consultations which were viewed positively by HYP representatives involved:

- Where sufficient information was provided throughout the consultation, clearly setting out the aims of the project and what was expected of them;
- Those projects that sought to empower participants through developing their understanding of local issues, or helped them to develop knowledge and skills which could be used productively in other settings with young people.

4.22 What were HYP representatives' views of their role on the CYP Scrutiny Commission and if there was anything that could be done to support further contribution to its work?

- After CYP Scrutiny Commission meetings, HYP representatives reported back to the all members of the HYP. It was noted that there was a lot of interest in those issues which affected young people in their daily life, in particular the Commission's work on school exclusions resonated with many members of HYP as this issue had formed part of their personal manifesto.
- It was suggested that other HYP members (other than the existing representatives) have a wide range of interests and would certainly be interested in attending the meetings of the Commission. Therefore, extending HYP representation to the Commission to other HYP members might encourage more young people to be involved in agenda items in which they were interested.

4.23 What obstacles does the HYP face in its work?

- The main problem was local awareness of HYP, how it works and how it can work with local services. It was noted that the Cabinet member for Children, Education and Children's Social Care met regularly with HYP members and helped to promote its work and to develop links with local services which had been very helpful.

4.24 How has being a HYP member helped to improve the range of skills that you have and assist you in your future ambitions?

- Representatives noted that being a member of HYP had helped in their ambition to attend university. Membership of the HYP had also helped them to develop an understanding of politics, how decisions were made and how to get actively involved in local projects. Through their role as a HYP representative they had developed critical thinking skills, and by speaking at public events this had helped to improve self-confidence. In addition, HYP representatives had learnt to work collaboratively, supporting each other in their work.

4.25 The Commission were interested in the HYP proposal that council services should 'pitch' projects to them so that these could be matched to the interests of representatives. How might this work?

- Representatives indicated that it would be useful if services presented projects for which they would like young people's involvement at the beginning of their term of office. This would enable young people to sign-up to projects of interest and plan their involvement alongside other responsibilities.

4.26 How might you think Friends of HYP might work to extend the reach to a broader group of young people?

- There were a number of ways in which the membership of HYP could be extended to create a wider range of young people which included:

- Extending membership to alumni (those who had left to go to university);
- Opportunistic recruitment through visits to local youth hubs;
- Through social media such as Twitter.

4.27 How does the HYP represent and involve children and young people from a wide range of backgrounds, for example those from varying ethnic groups or children with SEND?

- The membership of HYP was diverse in itself, but sought to capture the views of young people across Hackney through visits to young people's settings such as local youth hubs.

4.28 The Commission were interested in how HYP could get further involved in projects it was interested in, such as the Commission's school exclusions review. In particular, being involved in the drafting and validating of project recommendations.

- It was agreed that this would be an area of interest, and would welcome the Commission's invite to for a wider group of young people to look at the conclusions of this work.

Young Futures Commission

4.29 The Co-chair of the Young Futures Commission (YFC) outlined to the Commission the purpose and function of this youth led body and the consultative work undertaken to date. The YFC aimed to gather evidence from the lived experience of young people aged 10-25 to understand their views of Hackney, what they feel about local services and what challenges they face. The aim of the YFC was to make recommendations from thus consultation that would help improve the lives and life chances of young people, and to enable members, officers and other council partners to learn more about young people's experience of growing up in Hackney.

4.30 The independence of the YFC was emphasised to the Commission. The governance arrangements had already been redrafted to reflect its independence, where all adults had been removed from the board to help create a safe space for young people, led by young people. Although funded by and accountable to the council, the YFC had its own website and email account and had its own branded merchandise separate from that of the council.

4.31 The YFC is also peer led with young people being trained to engage and consult other young people across the borough. This approach not only helped to develop the consultation skills and confidence of young people, but also creates a trusted pool of facilitators with whom other young people are happy to confide and share information with. This approach is valued by young people and helps to yield good quality data from those who engage with the YFC.

4.32 The YFC has also been flexible and creative in the way that it has involved young people, seeking to engage young people in the settings where they feel

comfortable and happy to speak to local facilitators. There have been numerous street interviews with young people as part of this borough wide engagement which have taken place at Hackney Carnival, local festivals and other local events.

4.33 The YFC has had the benefit of an engagement officer who has helped reach out to a number of communities and organisations, to gain their trust and to facilitate access to young people in those communities (e.g. Orthodox Jewish Community). Other techniques have included:

- Mapping exercise – where young people encouraged to identify areas of the borough that they like or don't like via red and green pins and to explain why. The views of young people from this exercise will be collated in final reporting;
- Inequalities – encouraging young people to explore difference and equality through participation in group activities;
- Not accepting that there are hard to reach young people but to develop creative ways in which to reach diverse communities of young people that live in Hackney.

4.34 Through its work, it has also become apparent to the YFC that some of the practices and cultures of the council are not conducive to young people's involvement. These barriers need to be recognised and challenged, for example when and where it holds its meetings.

4.35 It was also important to recognise, value and recompense those young people who have given their time to support the project. Approximately 30 young people were paid above minimum wage level for their work to support the YFC. It is important to remind young people their time is equally valued as adults, and that their time should not be expected to be given for free.

4.36 Whilst the YFC utilised social media to engage young people, other face-to-face methods were preferred by the team. This approach was more effective at reaching people and obtaining quality information back from participating young people. This approach was also central to developing meaningful engagement and providing an authentic narrative of the lives of young people in Hackney.

4.37 Having undertaken extensive local consultations, and tested out and confirmed the emerging themes with young people, the YFC is now in its final phase. Members, council officers and other adults were now involved and had been conveyed key messages from the consultation and had been invited to co-produce solutions to identified problems. A number of themed partnership groups had been established between YFC and other key stakeholders to help co-produce tangible outcomes for this project.

4.38 There had also to be a lasting legacy of the project, how to empower young people to actively engage and involve with the council and other local agencies, and to ensure that their voice was effectively heard and reflected in the planning and development of local services.

Questions to Hackney Young Future Commission

4.39 The report was very impactful highlighting the lived experiences of young people, particularly those affected by knife crime and those who live in temporary accommodation. How can the council ensure that such experiences are not neglected in planning and shaping services in the future?

- Whilst the approach of the consultation was balanced, it was difficult to escape how the lived experience of some young people had been adversely impacted on their life and the people around them. An important issue to come from this was how safe people felt in the borough, and how their perceived safety impacted on what services they used, and critically where these services were accessed. If there was a legacy to the YFC it must be that there is greater recognition that the voices of young people must be heard from across the spectrum of local lived experiences to ensure that the voice of young people was truly authentic voice in shaping local provision. Consultation approaches should be diverse to ensure that the views of young people from across the local community were adequately represented. Consultation tools need to be constantly assessed and adapted to ensure that these captured the authentic voice of local young people.

- Whilst the consultation has been taking place, it was noted that young people have had the opportunity to get further involved if they so wished through becoming a peer educator or researcher. It has always been recognised that children may want to be involved at the moment of the consultation or for a longer period, and that choice was open to them. It was noted that whilst the YFC had visited children in local schools and alternative provision, in many instances, the most beneficial insight had been gained when young people had followed up this initial contact with more qualitative contributions to project workers.

- Confidentiality was also an important consideration throughout the consultation and engagement process as young people were reluctant to give their personal details in consultation interactions. Young people also had to feel confident that the information that they were providing would be confidential to enable them to speak openly and freely.

- There were over 4,500 direct quotations from young people who participated in the consultation, which would be a significant resource for local services, and the YFC was beginning to think about how this could be shared.

- The consultation also gave young people the opportunity to provide 'any other' information, many of which chose to provide solutions to problems or issues identified. This would appear to underline the importance of continuing to include children and young people to help solve local challenges that affect them.

4.40 Are there plans to look at the views of younger children through similar processes?

- The YFC has been looking at the views of children of the age of 10 and upward, but it is fair to say that many of the older children were able to reflect back and assess issues that affected them when they were younger. It was important to remember however, that the lived experience of children of just a few years apart can be very different.

4.41 Mental health emerged as a significant concern among young people from the consultation outcomes, how is the YFC progressing this issue?

- A health working group has been developed from this work, in which young people the YFC work alongside officers to further explore the health issues which are affecting young people, and how best local services should respond. Mental health

has figured prominently in this work, noting the particular mental health pressures that young people feel around for example. youth violence and exam pressures.

4.42 How did the YFC ensure representation of the diverse community groups across the borough?

- It was important to note that whilst the consultation did reach young people from diverse communities in school and youth club settings, the data gained was a reflection of that setting rather than that of any ethnic or community perspective. Therefore, YFC was mindful to enter in to the different communities to speak to young people in their cultural context. It was noted that the final report will provide some analysis of the different cultural perspectives of young people.

Part 2 – Director of Communications Culture and Engagement

4.43 Director of Communications Culture and Engagement has overall responsibility for communications and engagement across the council, and is the lead officer with oversight of the YFC. It was reiterated that the YFC has been successful in reaching young people with in excess of 4,000 contacts and 2,500 items of recorded feedback.

4.44 The brief for the YFC was to ensure that it reached a broad range of young people which went beyond those who were engaged to some form of local services, be it HYP, Youth Forums or even YOT. An aim of the project was to reach those not in touch with services and might not traditionally engage with youth consultations.

4.45 A key principle of this engagement process, which was a conclusion of the 'Hackney a Place for Everyone' project, was that interactions and data collection would take place where young people naturally congregated, where they felt safe and comfortable to share their views. This went hand-in-hand with the use of peer researchers, which meant that consultation was young people talking to other young people in their natural setting.

4.45 The approach also recognised that young people have busy lives and could therefore 'dip-in and dip-out' of the consultation process as they wanted. Binding young people to an ongoing commitment to be involved and is not realistic of the way that young people live their life. It was noted that this flexible approach is being adopted by HYP on the creation of 'Friends of HYP'.

4.46 The YFC had also illustrated that whilst many young people were connected to social media, they did not necessarily want to use this medium to communicate their views and perceptions about their life in Hackney. Indeed, many young people preferred to do this face-to-face with peer researchers. This would appear to dispel the myth that many young people just want to communicate solely through social media.

4.47 The dataset from the YFC was already being utilised by officers across the council, for example, this had already assisted in a review of Hackney Carnival. It was hoped that the dataset would continue to be used to inform other service plans. The final report will be invaluable for providing a very detailed snapshot of the views of young people in Hackney in 2019. This shelf-life of this report would not be long however, as it should be recognised that the views of young people evolve very

quickly. So it would be important that there is a legacy for YFC, to ensure that the inclusion of young people is enshrined at the heart of the councils policy making process.

4.48 Finally, to reiterate a point that had been made earlier by other contributors, is that the parents of particularly young people need to be involved in those consultations. Parental views of local amenities and service also shape and influence those of their children and ultimately can determine whether young people use such facilities (even where these views differ). This should be reflected in the approach to the Child Friendly Borough which should ensure that parents are engaged and involved about local facilities and have the confidence to use them.

Questions for Director of Communications, Culture and Engagement

4.49 How do you envisage that the work of the YFC will be embedded across the council?

- There are no clear answers at the moment, but it is clear that there must be a legacy in terms of the consultation and engagement infrastructure for children and young people. There is a review of HYP taking place which I hope that this work can contribute to. Whilst the real work on the legacy of YFC is yet to take place with the young members of that Commission, it was clear that what was not required were any more formal structures. It was clear however, that there needs to be some adaptations to local consultation processes.
- It was hoped that at the very least senior managers from across the council would be appraised of the data which would enrich their decision making around children and young people services in their respective directorates.

4.50 What new understanding has come out from the YFC on the way that young people use local youth clubs and the barriers that young people feel that exist preventing them from using them?

- One clear message was that young people wanted Youth Clubs to be open later than they were already.
- It was also acknowledged that there were probably a number of smaller youth clubs outside the council provision which serve a particular cohort of young people or specific locality within the community. It would be really helpful to work with Young Hackney to build up local intelligence to help improve access to such groups of young people.
- Whilst consultation feedback suggested that young people understood that there were numerous youth clubs for young people which they could access, they also wanted a range of other activities, for example a local football club or dance club which was accessible to them. Young people may not want to commit to formal classes but simply turn up and do something on the day.
- In making young people aware of the services available to them, it was noted that the views and recommendations of other young people was highly influential in determining patterns of usage. Again, this underlines the importance that young people attach to face-to-face peer contact.

Part 3 – Developing child friendly neighbourhoods and physical spaces

4.51 The Councils Planning Policy Team has been working on Supplementary Planning Document to support a Child Friendly Borough. In trying to ensure child friendly planning and development design in Hackney, this was a new and innovative

project and would be the first such SPD nationally. As the SPD was at an early stage the Planning Policy team welcomed the input of the Commission and other stakeholders at this time.

4.52 It was noted that there were three levels in the planning policy framework these being the National Planning Policy Framework, London Plan and the Local Plan, and the proposed Child Friendly Borough SPD would sit under the latter being Hackney specific guidance. The Local Plan, contains a number of key policies to guide planning, development and infrastructure development across the borough (e.g. Social & Community Infrastructure, Liveable Neighbourhoods and Public Realm). An SPD provides more detailed guidance to prospective developers in the borough.

4.53 Initial scoping had taken place with Cabinet members and senior officers to establish the strategic framework and the components which would make up the Child Friendly SPD. The SPD would include:

- Objectives and guidance in determining what child friendly means in Hackney;
- A review of policies, case studies and best practice design examples which can inform child friendly proposals;
- Guidance on the delivery of child friendly borough principles at different scales (e.g. Doorstep, Local and Neighbourhood);
- The establishment of a cross council departmental working group for the project that can continue beyond the SPD.
- To engage and upskill the ability of young people to engage with SPD guidance and future built environment issues in their area.

4.54 Through the course of the planning policy development process, it was clear that there were a number of emerging design principles which could underpin the design guidance contained within the Child Friendly SPD. These were as summarised below:

- Well-connected and safe routes – ensuring that routes to and from places where young people meet were safe, well connected and welcoming;
- Doorstep space – recognising that spaces in front of the home were important areas in which children develop key skills and confidences;
- People before Cars – streets are more than just for vehicular access, but are important thoroughfares for pedestrians and cyclists, which should prioritise the latter groups;
- Playful encounters – maximising those spaces in the public realm (outside parks and dedicated play-spaces) as areas for opportunistic play;
- Contact with nature – given the documented health and welfare benefits, access to greenspace, green infrastructure and local ecosystems should be maximised;
- Agency and decision making – ensuring that there is genuine engagement and meaningful involvement of children and young people in decisions which may impact with them;
- Open and Accessible Hackney – removing barriers which may limit the free integrated movement between spaces that people may use, especially young people (e.g. gates, railings, fences);
- Eyes on the street – spaces that are characterised for mixed usage and local amenity;

- Places for all ages – creation of public spaces which are safe, convenient and attractive to intergenerational usage;
- Variety of parks and open spaces – ensuring that there is a sufficient range of spaces which offer flexibility to meet varying needs of children and young people.

4.55 The Planning Policy Team were also updating the local Statement of Community Involvement. All planning authorities are required to have this document which sets out how the council will involve local stakeholders, including members of the community, in plan-making and related decision-making processes.

4.56 The SPD will also highlight some of the existing schemes, projects and developments which illustrate some of the principles of the Child Friendly policy objectives. Existing case study examples include:

- Hackney Play Streets
- Hackney School Streets
- Community Parklets
- Hackney Play-bus
- Estate regeneration – Kings Crescent, Woodberry Down, Marion Court & Evelyn Court.

4.57 The Planning Policy Team have consulted a wide range of specialists and local stakeholders as part of the SPD development process, including ZCD Architects, Erect Architecture, Hackney Quest, Young Futures as well as individual departments across the council (Regeneration, Street Scene Parks, Public Health, Education and Urban Design). In addition, the team have also worked with Hackney Youth Parliament and other groups of young people to inform the development of design principles, and had provided training to enable them to look at future planning and environment issues. Young people will now be approached to reflect on the emerging guidance for the SPD and to confirm that their views are reflected in the components of this policy.

4.58 As the development of the SPD is a statutory process, it is supported by an engagement strategy with local stakeholders. A key part of this process will be to consult young people on the proposals and there are plans to engage local school children (primary and secondary) as well as other established youth forums (HYP, YFC) and youth groups. The Planning Policy Team were also exploring the role of Hackney Apprentices to see if they may have a role in developing the draft SPD. It was hoped to have Cabinet approval for the SPD by Spring/Summer of 2020, with final adoption of the SPD being in Summer/Autumn 2020.

ZCD Architects

4.59 Hackney has been at the forefront of child friendly design being one of the first areas to establish Playstreets. The London Plan was also due to be published shortly which would be accompanied by supplementary guidance which would feature many case studies from the Hackney. Children have rights to access play areas and other public spaces in which they feel safe and comfortable to use, and gradually the industry is beginning to respond by designing spaces for children.

4.60 Consultation and engagement of young people is of course important, but clear principles and guidance for child friendly design is equally so, as young people can't always be at hand when planners and architects are designing physical spaces for them. Such design principles can also help children to assess and test out child friendly urban design and planning.

4.61 Much had been learnt from workshops with young people in preparation for the Child Friendly SPD in Hackney. One particular aspect of this work which was successful not only engaging young people but also in helping the project team to decipher key aspects of design which worked for young people, was the locality assessment where young people were invited to view and talk about the area in which they live (via the Google Street view technology). Also going outside and looking at areas with young people was also very informative, as it helped to adults to see spaces through the eyes of young people.

4.62 Another important lesson from early work was the need to value and reward the participation of young people in urban design projects. Given the scale and investment of urban development, which may run to many tens or even hundreds of millions of pounds, paying young people for their involvement in planning and design recognised the value of their input into such schemes. Payment of young people also encouraged greater commitment and professionalism to their participation which in turn supported additional training opportunities to bring additional skills and insight from their participation. Payment also recognised and valued the expertise of young people.

4.63 Young people have a unique insight in their local neighbourhoods and how those spaces worked for them. Whilst engagement and involvement had improved, it was acknowledged further developments were necessary to ensure that the views of children and young people were factored into better neighbourhood design and planning.

4.64 ZCD architects were working on developing a national toolkit for engaging an involving young people with the Town and Country Planning Association, much of which will be tested in Hackney.

4.65 Understanding the time lag between planning proposals being brought forward to actual build on site, it is clear that engagement of younger people may, at some stages, need a longer-term commitment (of between 6-10 sessions). This will allow young people to be trained up in this role to ensure that have the understanding and skills to provide meaningful insight. It was suggested that a core group could be extended to a range of satellite groups to help reach a wider range of young people.

4.66 It was acknowledged that in general, child friendly proposals were not as good as they could be at the moment, and there was much that the industry and local planners could learn to develop and improve engagement and involvement of young people in urban design and planning,

Hackney Through the Eyes of Young People (Hackney Quest)

4.67 It was important to understand the broader narrative of children's lived experience in Hackney, to acknowledge those areas where there has been some

consistency and other areas where there has been limited progress. Maintaining provision of children's centres and youth clubs recognised the importance of child focused infrastructure to support young people's needs and maintain their engagement and connections with the borough.

4.68 It was equally important to challenge that narrative of positive transformation for children and young people given the current lived experience of young people in Hackney. Many young people were anxious about unemployment, housing and poverty which in a visibly unequal local economy can undermine a sense of inclusion within the borough. In addition, 48% of young people grew up living in poverty in Hackney and this is a very important prism through which to view development in the Borough. Additionally, whilst improved local schools have enhanced the life chances for many young people, others have been clearly left behind or excluded in this advance.

4.69 Deep engagement with young people had underlined the importance of cages and multi-use areas to young people. These facilities are highly valued resource for young people and an important part of their local social infrastructure. These facilities can be improved however, as these physical spaces need to be accompanied by a programme of structured activities which encourages multiple uses and improved access to a wider range of young people. It would also be beneficial if such spaces were run by young people, who were trained and paid to run these sites for the benefit of all local young people. Such social infrastructure could provide a practical platform through which to engage children and young people on a whole range of local issues including community safety, childhood obesity, community cohesion.

4.70 In terms of making Hackney Child Friendly, it should also be acknowledged that not all land and facilities were public, with many spaces owned and managed by private companies. Young people were not always positively welcomed in such spaces, and in some cases private security treated them with suspicion and mistrust. Whilst the council may be limited influence in such areas, it was highlighted to the Commission that the creation of privately owned 'public spaces' was a growing trend which needed further scrutiny in relation to community access and utilisation.

Build-Up

4.71 The Project was set up as a result of the outcomes of Hackney Wick Through Young Eyes, in which young people said they did not have a say in how local areas were changing. Build-Up worked with a group of young people to develop a previously unused and unloved space in Hackney. 26 young people were involved in the project aged 11-17 who were supported by two paid young people and over 100 volunteers. Build up project would help young people to design and build the area themselves.

4.72 The project was supported through a local crowdfunding appeal which helped to generate funds and local interest. The Council, members and officers were also involved in the project. It was noted that whilst some officers were open and positive to this local challenge, other departments were more confined by traditional structures. Once completed, there were high levels of satisfaction among young people who had actively contributed to this development project.

4.73 From this work, 6 key principles about how to engage and involve young people emerged:

1. Young people need to be part of those decisions which affect and impact upon them and that existing structures may need to change to accommodate their involvement;
2. The decisions that young people are involved in are real, where the impact and consequences of those decisions are visible to young people. Young people need to feel that they are part of and benefit from their involvement in the project.
3. There needs to be a clear distinction between consultation and engagement which is paid and what is voluntary and be clear about the expectations of young people in these different circumstances;
4. Involvement of young people needs to be inclusive and open to all young people in the community, where it should be recognised that young people may need additional help and support to enable them to participate;
5. Where possible, consultation and engagement should build on work of existing organisations, which maximises local contacts, knowledge and learning;
6. Creating spaces for young people benefits everyone, and the locality needs spaces for everyone – making facilities child friendly was in part making these human friendly.

Questions

4.74 The Commission suggested that in developing the SPD, officers should avoid terminology which suggested that facilities, such as roads, were closed when designating these for child friendly activities.

- Officers agreed, as exemplified by differing responses of drivers to street signs indicating streets were closed or that of the use of street bunting to indicate that some other event was taking place. These may seem small things, but were important in developing community understanding and acceptance of child friendly events.

4.75 What can be done to break down the physical barriers between estates and other adjacent public realm spaces?

- Officers noted that individual physical spaces meant different things to different parts of the community. To make a place child friendly was to understand how that space was currently valued and used by the community as a whole. The barrier between estates and rest of the public realm is reflected in the child friendly design principles particularly in relation to scale which will provide guidance on doorstep design and neighbourhood design.

4.76 How can improvement in public realm intersect with childhood poverty and how can such development remove local inequalities and improve conditions for local young people.

- It was important that the developmental work to support the SPD works with young people of differing life experiences (e.g. SEND) so that their needs are reflected in the emerging principles and guidance. This was a planning document, so there were limitations in what the SPD could deliver in this respect. It is hoped that this work will of course stimulate wider discussions across the council and empower and involve young people in decisions that impact upon them. The SPD will also be a great

resource for estate regeneration and for wider place shaping work taking place across the borough.

4.77 In relation to Build up, what has worked well and what hasn't worked well in terms of project design?

- A key learning was openness, being accessible to young people on the terms in which they wanted to engage (e.g. time commitments). There must also be an appreciation of the diversity of young people to enable them to connect in different ways. There was also a recognition that officers need to reflect on the way that they work so that that this was accessible to young people.

4.78 How will the officers evaluate the effectiveness of the SPD and if it has been successful? Are there any plans for short term or longer-term evaluations?

- As the local environment was constantly changing, the Planning Policy Team tended to review planning policies on an annual basis to ensure that these were still relevant and effective in achieving their objectives. Monitoring and evaluation of this new SPD for a Child Friendly borough would be important to understand and further work would need to take place to identify those parts of the planning application process which need to be assessed for child friendly principles and how these are tracked.

4.79 The SPD on child friendly borough is design focused, will it also take account of construction processes (movement of heavy plant) and the impact on children and young people and access requirements?

- This area was generally assessed at part of the planning submission, though perhaps not specifically in relation you children and young people.
- Contributors highlighted that children and young people may be differently impacted by new development, but with careful planning and consultation some of these may be mitigated.
- Contributors also noted that neighbourhood development may have a more profound effect on children and young than adults because the development may impact on their usage of local facilities (or movement around the neighbourhood) for a considerable period of time.

4.80 Whilst it was important that new facilities should be assessed in terms of accessibility and acceptance to young people, additional work may be needed in respect of children with SEND. Some parents of children with SEND may feel reluctant to take their child to local parks and play spaces not because of the facilities, but because of the reaction of other children and parents to their presence.
- Partly this was about building parental confidence to enable them to take their child to the park, but also around building community understanding of the wide variety of the needs of local young people.

4.81 How much weight or influence will the SPD have? Will developers be able to wriggle out or trade off these obligations against other requirements?

- Whilst it was acknowledged that an SPD is part of the local Planning Framework, it does not have the same weight as the Local Plan itself. The SPD is however still a material consideration with which planning applicants must have regard in development proposals.

4.82 The Chair invited contributors to highlight key evidence that they had noted from the session which should inform the development of the Child Friendly borough?

- YFC – getting meaningful engagement is really important, and that the council should consider how can amend existing structures to incorporate a wider range of consultation and engagement with young people. YFC will be looking at the legacy for the project and how it can influence such structures in the longer term.

- Planning Policy - there had been many positive contributions to inform the SPD both in terms of content and process. There was a lot to be learnt about how the Council engages and involves young people. It was also noted that needs of children and young people were evolving rapidly and that consultation and engagement needed to reflect that.

- Hackney Quest – a key theme across all the contributions was that there is a need to pay and train young people for their time and input into these consultations. This would help to develop a team of local young people with different specialisms who can provide insight in to local decision making. It's also about valuing the role and input of children and young people. In respect of the Child Friendly borough, there is a need balance those spaces provided to children where they have freedom to create and express themselves and not feel scrutinised and spaces which may need facilitated support.

- ZCD Architects – it will be important to describe what a child friendly borough looks like? There are some uncomfortable truths that agencies and officers have to face up to if they are better able to serve the needs of young people, recognising the lived experience of young people more and challenging the way that we work. There is a need for officers to come out of their offices and engage with young people in their settings, but also try to engage in them through different media as well (films etc).

- Build Up – a number of key points were evident which included (i) the need to organisations to reflect and challenge the way they did things in light of children and young people's needs (ii) the importance of face to face consultations in getting sound quality information and feedback from children and young people (iii) the necessity to create safe spaces where children felt comfortable to work with adults.

4.83 The Chair also invited Cabinet members present to reflect on the evidence presented.

- The Cabinet Member for Early Years and Play noted that a clearer idea of what a child friendly borough might consist of had emerged from the session. It was important to think about the legacy of YFC and other consultative projects for young people, so that local systems and processes are changed and children and young people are upskilled to better contribute in the future.

- Whilst Hackney is leading on this agenda, it was important not to lose sight of the experiences of young people and that whilst progress has been made, it is not equal for all our children. It was also important to remember that in order to successfully engage and involve young people, agencies and individuals may need to let go of some of their pre-existing concepts and be open to new ways of working and indeed, giving way to young people. It should be that as a council, we should only respond to a piece of work where this represents the authentic voice of young people.

5. Minutes of the last meeting

5.1 Actions from the last meeting: a further update to the Recruitment and Retention of Foster Carers has been added to the work programme for 2020/21.

5.2 The minutes of the 29th October meeting were approved.

6. Work Programme

6.1 A number of additions have been made to the work programme since the last meeting (October 2019) which include:

- 1) 27th January - Children and Families Service will be reporting to the Commission the outcomes of the Ofsted Inspection.
- 2) The April meeting will fall within the pre-election period (for London Mayor) and it is likely that this will need to be rescheduled (most likely early May).

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